

**TEACHER FACTORS INFLUENCING THE IMPLEMENTATION OF TUSOME
PROGRAM IN LOWER PRIMARY PUBLIC SCHOOLS IN MVITA SUB COUNTY,
MOMBASA**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for a degree or any other award in any Other University.

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DEDICATION

I dedicate this Thesis to my beloved Family: My loving husband Gideon Nyale, my beloved children Robert Gladwell and Teddy for their prayers and support.

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I thank God Almighty for the gift of life, good health, for the strength He has given me during my studies at the Kenya Methodist University and for enabling me reach this far in my academic journey. I am greatly indebted to my supervisor, Mr. Benjamin Mwandoe Mwawasi and Mr. Samuel Muli, for their tireless efforts in providing professional guidance to me, which enabled me to accomplish this important task. Special thanks go to my family and friends , my classmates at Masters level, colleagues at work and in the Ministry of Education, KeMU library staff and Lecturers, my data analyst and all those others who motivated me to work on my Thesis notwithstanding the long periods of resilience; From me I say thank you and God bless.

ABSTRACT

Quality education plays a major role in promoting economic growth, enhancing democracy and good governance. Though access to education has improved worldwide, an estimated 250 million learners of primary school age lacking basic reading, writing and numeracy skills whether in school or not. The Annual Learning Assessment (ALA) carried out in Kenya in February in 2012 by Uwezo revealed that majority of class 8 pupils could neither pass English nor Kiswahili reading tests set at class 2 level. The study analyzed teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The study objectives were; to establish the effect of teacher attitudes, teacher preparedness, qualifications and also teaching styles on the implementation of early literacy in lower primary public schools in Mvita Sub County. This research study was anchored on Capital Theory of School Effectiveness and Constructivists' Theory. The study used descriptive survey research design. This design was appropriate for this study since it enabled the researcher to study the variables as they were without any manipulation. The target population was 124 lower public primary teachers in all Twenty five public primary schools in Mvita sub-county. The study used purposive sampling technique in determining the sample size. The study used both primary and secondary data. The main primary data collection method for the study was the questionnaire. The study used secondary data which was obtained from the sub-county education officer and ministry of education curriculum implementation reports. Pilot study was conducted among 12 (10% * 124) lower primary teachers from public primary schools in Kisauni Sub-county. The validity of the instrument was established by being given to experts, research assistants with experience and the Supervisors who approved the instrument for data collection. The data collected was compiled and analyzed by use of Statistical Package for Social Sciences (SPSS) version 23 which processed accurate frequencies and percentages which was used to discuss the findings. The study concluded that Teacher preparedness, Teacher qualifications and teaching styles had a strong relationship ($p < 0.001$) with implementation of Tusome program therefore influencing implementation of the same. Teachers' attitude had the strongest relationship ($p = 0.045$) with implementation of Tusome program compared to other teacher factors such as Teacher preparedness, Teacher qualifications and teaching styles. The study recommended that the Ministry of Education should closely monitor the implementation of Tusome Program by carrying out spontaneous checks on the teacher's notes, preparation during the lessons, the syllabus they use, observe the teaching styles employed during teaching and learning process and receive teacher's views on some of the things to be improved for the Tusome Program to be a success. The researcher suggests that subsequent studies should consider conducting a similar study in other counties so as to establish whether similar results will be achieved.

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LIST OF ACRYONYMS

ALA	Annual Learning Assessment
ANOVA	Analysis of variance
APBET	Alternative Provision of Basic Education and Training
DFID	Department for International Development
ECD	Early Childhood Development
ECDE	Earl Childhood Development Education
ECERS	Early Childhood Environment Rating Scale
EFA	Education for all
EGRA	Early Grade Reading Assessment
FPE	Free Primary Education
GoK	Government of Kenya's
IEC	Integrated English Curriculum
KCSE	Kenya Certificate of secondary Education.
KeMU	Kenya Methodist University
KIE	Kenya Institute of Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education, Science, and Technology
MSI	Management Sciences International
NACOSTI	National Commission for Science, Technology and Innovation
NARC	National Rainbow Coalition
PRIMR	Primary Math and Reading

RSEBs	Regional State Education Bureaus
RTI	Research Triangle Institute
SD	Standard deviation
SPSS	Statistical Package for Social Sciences
TA's	Teacher Assistants
U.S	United State
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

The acquisition of knowledge is a vital thing in any nation's social, financial and political advancement. Worldwide it is perceived as a fundamental human right, in this manner a type of speculation that adds to the advancement of both an individual and society. Fundamental training fortifies people's ability, families and networks to get to wellbeing, advanced education, financial and social changes and administrations (United Nations Educational Scientific and Cultural Organization, 2015). All young ones have the human ideal to profit by an education that will meet their fundamental adapting needs in the best and fullest feeling of the term, a training that incorporates; figuring out how to know, to do, to live respectively and to be (UNESCO, 2012).

Quality education is the result of the battle amid the educational association between the teacher and the pupil. Making quality education open to all kids calls for reconsideration of practices that exist inside the arrangement setting, nutritional examination conduct, teacher preparedness, curriculum development and implementation procedures, the teaching-learning process as well as quality assurance (Leonardo, 2014). According to the Movement of United Nations Educational Scientific and Cultural Organization (2010) quality training assumes a noteworthy part in advancing monetary development, upgrading majority rules system and great administration.

The extension of access to essential training has brought about the acknowledgement of a developing interest in post-primary and tertiary teaching and bringing worry for professional aptitudes improvement, especially in a setting of developing youth joblessness. Without a doubt, an excessive number of youths and grown-ups are at present unfit to build up the aptitudes, learning and states of mind they require for the present quickly changing technology and world of work. In education, there are additionally a few strands of discourse inside the present setting of review of the MDG and EFA encounter (2000-2015) and considering the conceivable procedure, arrangement and substance of the post-2015 worldwide improvement plan and the manners by which these are between related.

Basic reading literacy is one of the essential underpinning skills that enable people to be productive in their work, to continue to learn and develop, and to participate fully in society (Industry Skills Councils of Australia, 2011). Industry Skills Councils of Australia (2011) further indicated that language, reading literacy skills are fundamental to improved workforce participation, productivity and social inclusion and that their impact cannot be overstated. These core skills are crucial to higher educational outcomes which in turn lead to higher workforce participation and higher productivity.

The 1990 World Conference on Education for All in Jomtien, Thailand set education for all as an objective to be accomplished by 2000. The World Education Forum in Dakar in 2000 reaffirmed and expanded the Jomtien responsibility, expediting an appreciated accentuation teaching quality while recognizing that all-inclusive essential consummation had not yet come to. Widespread essential consummation and sexual orientation value in essential and optional training were avowed again in that same year as Millennium Development Goals (MDGs)

(World Bank, 2011). Millennium Development Goal 2 tries to accomplish all inclusive essential education by 2015, and stipulates that Children all over, boys and girls alike, ought to have the capacity to finish a full course of essential tutoring (United nation, 2013).

In 2013 UNESCO reveals that, a number of the people worldwide who cannot read was 774 Million, 66 percent being women and 34 percent men. 123 million youth aged between 15 years to 24 years globally lack basic reading and writing skills (UN, 2013). The aggregate worldwide grown-up proficiency rates are 84%. The unskilled grown-up population was 773.5 million. Youth proficiency rate was 89.5%. Youth ignorant population was 123.2 million (UNESCO, 2013).

The number of United State (U.S) population who could not read was 32 Million equivalent to 14 percent of the population. The percent of U.S. adults who read below a 5th grade level was 63, while 19 percent of high school graduates could not read. The Global Net Enrolment Ratio (NER) rose from 83 Percent to 87 percent between 1999 and 2005. Participation levels increased most rapidly in Sub Saharan Africa (23%) and South West Asia (11%) (UNESCO, 2015).

The National Institute for Education Policy Research (2015) while focusing on education performance among Asian countries found that education performance was still low in Indonesia and Philippines. This was attributed to poor allocation of resources and poor management. Finland is changing the national main subjects for pre-school and essential education to help and advance supportable improvement and prosperity following the esteem premise of instruction, where the need of a maintainable method for the living and eco-social comprehension is accentuated. The point is to help all understudies in building up the

information, attitudes, qualities and states of mind that elevate their capacity to comprehend the significance of an economic future (Macneil, Prater & Busch, 2009).

A worldwide education rates report by UNESCO in the year 2013 overview show that the least proficiency rates are seen in Sub-Sahara Africa and in South and West Asia. The report additionally uncovers that some parts of South and West Asia are home to in excess of a half of the worldwide ignorant populace (53%). Likewise, 24% of uneducated grown-ups live in Sub-Sahara Africa, 12% in East Asia and the Pacific, 6.2% in the Arab States and 4.6% in Latin America and the Caribbean (UNESCO, 2013).

Ethiopia's adjustment in government in 1991 and responsibility for all-inclusive education started a change concentrated on getting to, value, productivity, and quality (UNESCO, 2015). As Ethiopia set out to expand get to, net essential enlistment climbed consistently from 19% in the year 1994 to 86% in the year 2014. Quality endured as the administration attempted to give adequate human and physical assets (Ethiopia Ministry of Education, 2008).

In the year 2010, an Early Grade Reading Assessment (EGRA) demonstrated that before the end of review 2, 34% of understudies were not able accurately perused single word and 48% of understudies scored a zero in appreciation (RTI International, 2010). In light of these difficulties, USAID composed Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA), one of four simultaneous tasks working at national scale concentrated on enhancing perusing results for 15 million understudies. READ TA's systems included outlining and creating perusing and composing materials for classrooms and educator preparing for grades 1–8; applying language specific instructing and learning philosophies; utilizing

innovation and learning helps to help dialect learning; and giving specialized help to help territorial state training departments (RSEBs) and the national service in the preparation of instructors (RTI International, 2010).

In East Africa, significant efforts to expand access to primary schooling have led to an above 90% enrolment rate. While the real education and numeracy results remain altogether lacking over the areas with low proficiency in nations, for example, Burundi (33.3%), Rwanda (29.8%), Uganda (26.8%), Tanzania (27.1%) and Kenya (12.3%) (Best, 2008). Vast quantities of kids in the East African areas are basically not learning; essential perusing proficiency results remain fundamentally insufficient in spite of huge gains in extending access to essential education. This is as indicated by study reports did every year by Uwezo East Africa, beginning from the year 2009 in Kenya and other East African nations.

The Government of Kenya, in the same way as others in sub-Saharan Africa, presented free primary education (FPE) in 2003 with the point of giving all-inclusive access to education to all young ones. The enrolment of kids in grade schools has incredibly been upgraded by free schools' charges and the component of compulsory primary education (Somerset, 2009). The deluge of children in primary schools is progressively trading off the nature of education openly grade schools in Kenya. Teachers needed to quickly execute this Program in Kenya, giving the educators almost no opportunity to disagree with the arrangement and continue with its usage. Because of the FPE strategy, children who were out of school were enlisted in school (Ngware, Oketch, Ezeh & Mudege, 2009).

Despite the fact that entrance to education has enhanced around the world, an expected 250 million offspring of primary school age need fundamental perusing, composing and numeracy aptitudes, regardless of whether in school or not (UN, 2013). The report by Uwezo East Africa on the 2011 review in Kenya uncovers that 4 % of class 8 pupils couldn't read a class 2 story. The Annual Learning Assessment (ALA) completed in Kenya in February year 2012 by Uwezo uncovered that 7% of class 8 pupils could neither breeze through English or Kiswahili perusing tests set at class 2 level (Uwezo, 2012).

After the Kenyan government propelled free primary education, the net enlistment rates ascending from 62% in the year 2002 to 85% in the year 2012 (World Bank, 2017). The nature of education did not keep pace; a recent report by Uwezo found that exclusive 3 of every 10 reviews 3 students could not read class two level work (Uwezo, 2012). In light of the low learning levels, the service, with financial help from USAID and the United Kingdom Department for International Development, outlined and actualized the multiarmed group randomized controlled preliminary of the Primary Math and Reading (PRIMR) Initiative (2011–2014). Results from PRIMR demonstrates that well designed teachers' aides and students exercise manuals, concentrated educator preparing, and focused on progressing teacher bolster through mentors prompted noteworthy gains in pupils' education (Piper, Ralaingita, Akach & King, 2016; Piper, Zuilkowski & Mugenda, 2014).

Expanding on the quality and achievement of PRIMR and the devolution of Early Childhood Development (ECD) to area governments in Kenya in 2013, the service started two tasks to address the issue of value in the classrooms. Both the Tusome ("Let's Read" in Kiswahili) Early Grade Reading Activity (2015– 2019) and also the Tayari ("Ready" in Kiswahili) Early

Childhood Development Program (2014– 2018) were outlined around existing government frameworks with a view to long term supportability (Management Sciences International, 2017).

Tusome which signifies 'Let us read' in Kiswahili is a lead association propelled in 2015 amongst USAID and the Government of Kenya's (GoK) Ministry of Education (MOE). Tusome is executed in excess of 22,600 state-funded schools, 5,027 tuition-based schools and 1,500 elective fundamental instruction foundations in urban ghettos of Kenya. The objective of Tusome is to enhance the education results of 7.4 million understudies by 2019. Tusome centers around four key intercessions created and demonstrated under PRIMR to enhance proficiency results: Enhancing teachers' ability to viably convey classroom direction; Improving schools' entrance to fitting books and other learning materials; Enhancing instructional help and supervision and Enhancing coordinated effort with other proficiency performing artists (Ministry of Education, 2016).

Buchler (2016) observes that Tusome in-service courses equip teachers with knowledge, skills, and attitude needed for the implementation of Tusome Program and sensitize them to any changes in the curriculum. The Tusome program is an innovation that calls for teachers of early literacy to be supported through in-service training or workshops to equip them with new skills and knowledge necessary for implementation (Kenya institute of education, 2016).

According to Mutoro (2014), teacher's experience determines competence and efficiency and continuous teacher's training makes the teacher receptive and flexible in the implementation of the curriculum. Barners (2015) however, noted that relationship between teaching experience

and teaching effectiveness is curvilinear and there is an overall negative relationship between the years a teacher has taught and teacher effectiveness.

A skilled teacher involved in the implementation of Tusome program is supposed to use variety of learner centered teaching styles like group discussion, role-play, simulation debate, hot seating, flow chart techniques, and brainstorming. These styles are task oriented and participatory on the part of the learner and if well used they facilitate understanding and affect the outcomes. However, the ministry of education advocates the use of learner centered style (I do we do you do) (KIE, 2016).

Eken (2015) notes that in any learner centered lessons, teachers are more of facilitators and students take on the discussion role; students are seen as being able to assume a more active and participatory role vis-a-vis traditional approaches. This teaching method promotes active participation of students in classroom activities.

Reche, Bundi, Riungu and Mbugua (2012) found that, the larger part of the head educators checks instructor's exercise designs once every month, and that, some check once a term. Head teachers should screen exercise plan arrangement every now and again, else it might prompt low learning performance. The author further argues that, majority of the head teachers do not at all observe classes conducted by the teachers in a given term, this may also lead to low literacy level performance. Teachers who are poor in the matter may doubt their capabilities and knowledge on literacy teaching, consequently avoid anything that exceeds their knowledge. Since they may be poor academically, under that situation they lack teaching and learning techniques, pupils' motivation to learn will definitely be undermined by such teachers. They

resist developing challenging activities for class and helping pupils to succeed in difficult literacy learning tasks (Henson & Higgins, 2012).

In January 2015, Tusome was formally launched by President Uhuru Kenyatta. In line with its implementation, Tusome was to develop and distribute over 24 million English and Kiswahili textbooks, workbooks and supplemental readers by December 2019 to pupils in classes one, two and three in the aim of ensuring pupil to textbook ratio is 1:1.

1.2 Problem Statement

Kenyan government under the leadership of H.E Mwai Kibaki launched free primary education that resulted to massive raise in enrollment rates (World Bank, 2017). According to a study by Uwezo (2012), quality of education in the country did not match with free primary education, they revealed that only 3 in 10 grade 3 students were able to do grade 2 level work.

A report by Uwezo East Africa on the 2011 review in Kenya uncovers that 4 % of Grade 8 students couldn't read a Grade 2 story. The Annual Learning Assessment (ALA) did in Kenya in February year 2012 by Uwezo uncovered that 7% of Grade 8 pupils could neither read through English or Kiswahili perusing tests set at Grade 2 level (Uwezo, 2012). A report led by Uwezo in 2015 found that English proficiency levels among learners matured 7 years - 13 years have remained relatively unaltered over four years (2011 and 2014). In 2015, the U.S. Office for International Development (USAID) joined with the UK Department for International Development (DFID) to finance a Program known as the Tusome Early Grade Reading Activity (Management information system, 2016).

Since its inception, the government through the ministry of education has been able to train every lower primary school teacher in 23,890 schools in Kenya with state-of-the-art interventions that define how Kenyan children learn to read. However, the ministry of education did not involve the teachers fully in the development of the Tusome program forgetting that they are the main players in the implementation of the program. This means it was hurriedly introduced and the teachers were forced into it. This study therefore seeks to analyze the influence of teacher attitudes, teacher preparedness, teaching experiences and teaching styles on the implementation of the Tusome Program in lower primary school in Mvita Sub-County.

1.3 The Purpose of the Study

The purpose of the study was to analyze teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County.

1.4 Objectives of the Study

Specifically, the study sought to:

- i. Establish the influence of teacher attitudes on the implementation of the Tusome Program in lower primary school.
- ii. Determine whether teacher preparedness influence implementation of the Tusome Program in lower primary school.
- iii. Examine how teacher qualification influences implementation of the Tusome Program in lower primary school.
- iv. Analyze how teaching styles influence implementation of the Tusome Program in lower primary school.

1.5 Research Questions

The research questions were:

- i. What is the influence of teacher attitudes on the implementation of the Tusome Program in lower primary school?
- ii. How does teacher preparedness influence implementation of the Tusome Program in lower primary school?
- iii. Does teacher qualification have any influence on the implementation of the Tusome Program in lower primary school?
- iv. Does teaching styles have any influence on the implementation of the Tusome Program in lower primary school?

1.6 Significance of the Study

The findings of this study will assist head teachers in identifying areas which need improvement for effective supervision and implementation of the Tusome Program.

The findings of this study may be significant to teachers who are the implementers of the Tusome Program to assist them re-evaluate their teaching styles for effective implementation.

The findings of the study will in turn benefit learners as service delivery will be improved. This study will provide a source of knowledge to the curriculum developers and implementers on teacher factors influencing implementation of new education curriculum.

The research findings will also benefit policy makers by equipping them with knowledge of lower primary school teachers training, minimum qualification to qualify for training and how to modify the curriculum to suit pupils in lower primary school.

The study will also be of a great importance to other scholars who will carry out related studies hence use information in this study as an empirical review in their studies.

1.7 Limitation of the Study

It was challenging accessing information related to the implementation of Tusome Program.

This was due to limited studies done on the Tusome Program.

1.8 Scope of the Study

The study was conducted in twenty five (25) lower primary public schools in Mvita sub-county.

The study was only based on lower primary public school teachers in Mvita sub-county though Mombasa has so many Sub-Counties

1.9 Assumptions of the Study

The study was based on the following assumptions:

The information given by the respondents was correct.

All the schools had the necessary facilities that enhanced the implementation of Tusome Program.

1.10 Operational Definition of Terms

Attitude refers to a teacher's feelings towards implementation of a curriculum. The feeling can be negative or positive.

Implementation refers to putting into practice a Program to achieve the intended objectives of the educational Program.

Preparedness refers to the state of a teacher being preparedness. It incorporates what the teacher brings to the classroom from preservice learning and on-the-job learning.

Qualification refers to the academic and professional status a teacher attains.

Teacher factors refer to the characteristics of teachers that may influence inclusive education.

Teaching styles refers to the choice of teaching method used by teachers in the classroom.

Tusome refers to Let's Read" in Swahili

Tusome Training refers to imparting new knowledge about Tusome to teachers to help them in the implementation of Tusome programme.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter entails theoretical and empirical review of literature on the study of teacher factors influencing the implementation of the Tusome Program in lower public primary school in Mvita Sub-County. In addition, it also contains the conceptual framework of this study.

2.2 Theoretical Review

Capital Theory of School Effectiveness and Improvement

The study was underpinned on the Capital Theory of School Effectiveness and Improvement by (Hargreaves, 2001) the theory is built around four key concepts: outcomes, leverage, intellectual capital (human capital) and social capital. Outcomes include both the intended and unintended outcomes in a school setting. The kinds of outcomes are cognitive and moral. .

Leverage indicates the relationship between teacher input and educational output, or changes in students' intellectual and moral state resulting from the teacher's effort. Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from relatively low effort. Outstanding schools use combinations of high leverage strategies. Understanding school effectiveness involves exploring how high leverage works (Hargreaves, 2001).

Leverage yields four possible relationships: (i) Teachers often put considerable effort into making changes with relatively little impact on students, so teachers become frustrated and exhausted; (ii) A high teacher input produces a high level of positive change, but the improvement lasts a short while since the teacher's high input cannot be sustained for long; (iii)

A low teacher input yielding a low output may be a rational response of teachers to mandated change of which teachers disapprove; and (iv) High leverage, the desirable relation between input and output, leads to a large impact on effectiveness or improvement from relatively low levels of teacher effort. He further posits that teachers in effective schools share and regularly apply combinations of high leverage strategies and avoid low leverage strategies by working smarter, not harder (Hargreaves, 2001).

Intellectual capital describes a combination of the creation of a school vision; identification of a school's underpinning values; the conceptualization and articulation of a school-wide pedagogy; insights about school improvement processes; and a student academic achievement across learning areas. The theory asserts that intellectual capital grows by two important processes: the creation of new knowledge and the capacity to transfer knowledge between situations and people (Hoy & Tarter, 2007).

According to Hargreaves (2001), an effective school mobilizes its intellectual capital and its social capital to achieve the desired educational outcomes of intellectual and moral excellences, through the successful use of high leverage strategies grounded in evidence-informed and innovative professional practice. An improving school increases its intellectual capital especially its capacity to transfer knowledge to achieve the educational outcomes of intellectual and moral excellences, by learning to use higher leverage strategies based on evidence of 'what works' and innovative professional practice.

Social capital on the other hand describes professional relationships of trust and respect; dynamics within parallel leadership and in student wellbeing. The underpinning concept is that

of relationships. High levels of social capital strengthen its intellectual capital through sharing. Unlike financial capital, social and intellectual capital are increased rather than depleted by passing on to others (Hargreaves, 2001).

The theory argues that the leader of an effective or improving school or college: (i) is committed to achieving high levels of intellectual and moral excellences in students as main institutional outcomes; (ii) is able to achieve commitment to such outcomes in the school community; and (iii) knows how to mobilize the community's intellectual and social capital and apply the principle of high leverage to those ends (Hargreaves, 2001). The theorist contends that high social capital calls for high levels of trust among the stakeholders, that is, between head teacher and staff, among the teachers, between teachers and students, between teachers and parents, and among the students.

Therefore, strong networks with norms of reciprocity and mutuality become necessary. In these circumstances, people readily share their knowledge, both intellectual and moral. For instance, teachers share their knowledge of what works professionally in classrooms and students collaborate on schoolwork. Thus, social capital becomes imperative to ensuring that teachers share and create professional knowledge with the learners. Again, emphasis is laid on networking among teachers through sharing pedagogic knowledge and skills gained through research or personal experience. Thus, investing in social capital of teachers is considered a critical element in enhancing student achievement (Hargreaves, 2001).

Besides, there are severe criticisms to the claim that capital theory of school effectiveness and improvement findings, regarding the characteristics that make a school or classroom effective,

can be used as a basis for school improvement interventions; namely, to try to improve low performing schools by encouraging those to adopt the characteristics detected in effective schools. This is because, according to the critics, schools differ so much in relevant aspects, such as the causes underlying their specific performance, capacity for change, contextual characteristics, etc. These differences are stressed when considering the practice of importing school effectiveness models from one country to another. That is to say that one-size-fits-all solutions cannot be used to improve school performance, instead school improvement efforts should carefully consider the ‘power of site or place’ (McLaughlin, 2008 & Miles, 2008).

In relation to the study, the independent variables constitute a combination of the leverage, intellectual capital and social capital concepts. For instance, lack of proper preparation of a teacher and negative attitude of a teacher connotes the leverage concepts of a frustrated teaching force while teacher qualifications and teaching styles are aspects of the intellectual capital of a learning institution.

The theory is applicable in this study because all the theoretical concepts: outcomes; leverage; intellectual capital; and social capital have a bearing on performance and quality of education. Using the theory, this study sought to analyze teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County

Constructivists’ Theory

In 1971 Piaget was termed as the father of constructivism theory, the main principle in this theory is that knowledge must be built by students as the active creator of that knowledge. This means that students must be active in all their learning activities; they should be able to pick up

and dig new information and process it according to their needs. Moreover, they are not expected to be passive. Most of this theory is linked to child development research. The ideas outlined in Bruner (1960) originated from a conference focused on science and math learning. Bruner illustrated this theory in the context of mathematics and social science programs for young children (Bruner, 1973). The original development of the framework for reasoning processes was described in (Bruner, Goodnow & Austin, 1951) focuses on language learning in young children.

From Piaget, we learn actively, create schemes, assimilate and accommodate all forms of science, etc. From Vygotsky, we get social constructivism, group work, internships, and so on. Thus, we can say that the “top-down” and "bottom-up" learning methodology is born of constructivism thinking. This means that the teacher will give the main idea then the students will get the details. In this thinking, the teacher does not teach the detail so that students will find it difficult to find an understanding of the details (Aljohani, 2017).

Constructivism views the formation of knowledge as an active subject that creates cognitive structures in their interactions with the environment. Cognitive interaction will occur as far as reality is structured through the cognitive structure created by the subject itself. The cognitive structure must always be altered and adapted according to the demands of the environment and the changing organism. The process of adjustment occurs continuously through the process of reconstruction (Amineh & Davatgari, 2015).

According to Korpershoek (2014), teachers must apply four main aspects: firstly, develop caring: Here students must get a refresher of learning so that students will be willing to accept lessons to be learned. Secondly, organize and implement instruction: in this phase, the teacher

must arrange the material to be studied systematically so that it can be understood best by learner. Thirdly, encourage students' engagement in academic tasks: In this phase, the teacher must be able to sort the most effective methods for presenting the material and fourthly, promote the development of students' social skills and self-regulation: In this phase, the teacher must be able to organize knowledge well so as to produce simplifications, new propositions, and improve information.

Lerman (2015) states that constructivism theory of learning uphold that knowledge is actively constructed by organizing subjects not passively received from the environment. Moreover, knowledge is constructed by the learner rather than transmitted by teachers. Teaching under constructivists environments consider the learners to be engaged in a model construction process where prior knowledge is activated, combined, criticized and modified by learners in order to form new knowledge structure (Clement, 2011).

Knowledge construction becomes an individual invention, a process not of recreating a model, but of inventing it. The teacher's responsibility is to create environments which cause this disequilibrium and then assist the learners in their re-establishment of equilibrium. The social interactions of students within the environment provides opportunities to become aware of differences in perspectives and offers intrinsic motivation to adapt these into personal schemata. It is this personal process of accommodation and adaptation, caused by these interactions, that leads again to equilibrium and leads to increasingly complex schema (DeVries & Kohlberg, 2010).

One of the bad sides of constructivism hypothesis of education is that pupils building information takes too long to make sense of it and lose important learning time, prompting lower inspiration. As indicated by this complaint, constructivist learning is wasteful on the grounds that understudies once in a while get stalled en route to finding new information or detailing another idea. Since the greater part of their chance is spent finding their way to the new build, and in light of the fact that little viable learning can happen until the point when the developer has been discovered, much important time is squandered notwithstanding when the pursuit is inevitably effective. Learning time can be utilized all the more productively through direct guideline and guided practice (Anderson, 2010).

At the point when schools neglect to educate for broadness and in addition profundity, they deliver social unskilled people. Since every constructivist learning scene takes longer than it would if the instructor had shown it straight forwardly, the alumni of a constructivist training know an incredible arrangement about practically nothing. But since future adapting additionally pivots to an expansive degree on understudies' having broad stores of shared information, the casualties of constructivist learning, denied of a lot of this mutual legacy, are always impaired in their capacity to get new learning by affiliation (Hirsch, 2008).

The much rich substance of education happens in the constructivist classroom; however, the mutual information tends to group around fewer points considered in more noteworthy profundity than in customary classrooms. For instance, first graders who investigate a subject, for example, the human body tends to take away to a great degree definite learning about their organs, detects, and body frameworks, however, they may have fewer data about creature or vegetation than do kids in a conventional classroom (Hirsch, 2008).

Students build their own world or if nothing else translate it in view of their earlier information and individual encounters. Accordingly, a person's education is an element of related involvements, mental structures, and convictions that are utilized to translate articles and occasions (Bredo, 2014 & Jonassen, 2014). Two of the trends identified in constructivist-based education research are cognitive constructivism and sociocultural constructivism. The first is focused on the activities of the individual's engagement in the learning process. The second is focused on the socially- and culturally-situated nature of activity in which the individual participates as a part of the learning process (Cobb, 2015).

The theory is appropriate for the study in the sense that it addresses learning process that is facilitated by teachers in schools in order for learners to acquire knowledge and skills as well as in the implementation of the Tusome Program in lower primary schools.

Social Cognition Learning Theory

This theory asserts that culture is the prime determinant of individual development. Humans are the only species to have created culture, and every human child develops in the context of a culture. Therefore, a child's learning development is affected in ways large and small by the culture - including the culture of family environment in which he or she is enmeshed. The core principles of the Social Cognition Learning theory are that: Culture makes two types of contributions to a child's intellectual development: Children acquire much of the content of their knowledge through their culture. The surrounding culture provides a child with the processes or means of their thinking. In short, according to the Social Cognition Learning Model, culture teaches children both what to think and how to think (Miller, 2005).

In 1963 Bandura and Walters broadened the social learning theory with the principles of observational learning and vicarious reinforcement. Bandura provided his concept of self-efficacy in 1977, while he refuted the traditional learning theory for understanding learning. According to his analysis, the social cognitive theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies (Bandura, 2007).

Glanz et al (2012) indicates that Environment and situation provide the framework for understanding behaviour. Situation refers to the cognitive or mental representations of the environment that may affect a person's behaviour. The situation is a person's perception of the place, time, physical features and activity. The three factors environment, people and behaviour are constantly influencing each other. Behaviour is not simply the result of the environment and the person, just as the environment is not simply the result of the person and behaviour (Glanz et al, 2012).

It has been argued that because social cognitive theory places so much emphasis on cognitive abilities such as modelling and forming expectations, it ignores biological or hormonal determinants. Some psychologists argue that biological or hormonal processes can largely shape the way people reason and make decisions regardless of past experiences or cognition (Fosnot, 2006).

It has been argued that social cognitive theory ignores innate genetic differences and differences in learning ability. For instance, it has been argued that some people may be innately better at learning some skills than others. Additionally, some people with learning deficiencies may not be as good at observing and modelling behaviour. Social cognitive theory has been criticized for ignoring these differences (Freud, 2010).

Since children learn much through interaction, curricula should be designed to emphasize interaction between learners and learning tasks. With appropriate adult help, children can often perform tasks that they are incapable of completing on their own. With this in mind, scaffolding - where the adult continually adjusts the level of his or her help in response to the child's level of performance is an effective form of teaching. Scaffolding not only produces immediate results, but also instils the skills necessary for independent problem solving in the future.

Assessment methods must target both the level of actual development and the level of potential development. What children can do by their own is their level of actual development and what they can do with help of others is their level of potential development. Two children might have the same level of actual development, but given the appropriate help from an adult, one might be able to solve many more problems than the other.

2.3 Empirical Review

This sections entails the review of past studies as per the objectives guiding this study.

The Tusome Program

Building on the strength and success of PRIMR as well as the devolution of Early Childhood Development (ECD) to county governments in Kenya in 2013, the Ministry of Education initiated two projects to address the problem of quality in the classrooms. Both the *Tusome* (“Let's Read” in Kiswahili) Early Grade Reading Activity (2015–2019) as well as the *Tayari* (“Ready” in Kiswahili) Early Childhood Development Programme (2014–2018) were designed around existing government systems with a view to long-term sustainability (Gove, Korda & Piper, 2017).

Tusome which signifies 'Let us read' in Kiswahili is a lead association propelled in 2015 amongst USAID and the Government of Kenya's (GoK) Ministry of Education (MOE). Tusome is executed in excess of 22,600 state-funded schools, 5,027 tuition-based schools and 1,500 elective fundamental instruction foundations in urban ghettos of Kenya. The objective of Tusome is to enhance the education results of 7.4 million by 2019. Tusome centers around four key intercessions created and demonstrated under PRIMR to enhance proficiency results: Enhancing teachers' ability to viably convey classroom direction; Improving schools' entrance to fitting books and other learning materials; Enhancing instructional help and supervision and Enhancing coordinated effort with other proficiency performing artists (Ministry of Education, 2016).

The Tusome (“Let’s Read” in Swahili) Early Grade Reading activity is a flagship partnership launched in 2015 between USAID and the Ministry of Education, Science, and Technology (MOEST). Tusome, now being implemented through the Ministry's systems in every primary school in the country, will improve the reading skills of 5.4 million pupils. The Tusome technical approach employs research- driven learning materials, proven teaching methodologies and a cutting edge tablet-based feedback and monitoring system implanted by MOEST officials (Gove, Korda & Piper, 2017).

Tusome uploads real-time learner performance data and makes it available to local and national education stakeholders. This helps create reading champions and fosters accountability throughout the system. Tusome trains Curriculum Support Officers, administrators, teachers and instructional coaches based on practical classroom-based experiences. The trainings help develop teachers’ pedagogical skills in critical technical areas such as phonemic awareness,

reading comprehension, lesson planning, and curriculum coverage. Head teachers are trained to provide instructional leadership for their schools while managing the acquisition, utilization and maintenance of the new learning materials (Colbert & Arboleda, 2016).

In addition, Senior County and national education leaders are trained on new reading techniques, and address gaps in the relevant laws, policies, strategies, and regulations that impact early-grade reading. Tusome includes two special funds to encourage community accountability for better reading outcomes: the Youth Fund and the Partnership Fund. The Youth Fund empowers local youth groups to work with younger learners in their communities to improve reading skills. The Partnership Fund links public and private-sector partners to develop local reading programs and instill a reading culture across the country (Piper, Oyanga, Mejia & Pouezevara, 2017).

The Tusome design is built from a rigorous multi-stakeholder pilot with investments from the Ministry, USAID, and the United Kingdom Department for International Development (DfID). Twice the percentage of pupils in pilot schools were able to read at national literacy benchmarks from 2011-2014. The pilot program introduced state-of-the-art teaching methods, technology, learning materials and teachers' guides for improved literacy in English and Kiswahili. Based on the statistical evidence, the Ministry of education and USAID have forged an historic partnership to jointly scale up and roll out the program nationwide (Piper, Oyanga, Mejia & Pouezevara, 2017).

Since 2014, Tusome has: Empowered over 1,100 Curriculum Support Officers in all 47 counties with innovative teaching methodologies to provide instructional support to teachers.

Trained every lower primary school teacher in 23,890 schools with state-of-the-art interventions that define how Kenyan learners learn to read. Developed and distributed specialized teaching and learning materials for sight- and hearing-impaired pupils. Provided more than 20 million new textbooks to schools to date Delivered results: 68% of learners demonstrate reading fluency and comprehension of grade level text in English at the end of grade 2, while 67% do so in Kiswahili (Piper, Schroeder & Trudell, 2016).

To understand the project's impact, the external evaluation assessed 4,896 pupils in grades 1-2 across the sampled schools at the midline assessment in October 2016. The evaluation team concluded that Tusome is significantly improving reading outcomes, tripling the number of learners who read at Kenya's benchmark for oral reading fluency in Grade 2 from baseline to midline (Piper, Schroeder & Trudell, 2016).

The evaluation identified improvements on all of the Early Grade Reading Assessment subtasks used to measure foundational skills needed for language acquisition, in both English and Kiswahili. This includes basic skills like letter sound fluency and decoding skills, but also oral reading fluency and reading comprehension. The external evaluators also emphasized that Tusome has successfully scaled-up its activities at each level of the education system- a vital element of program success. By early 2017 *Tusome* had reached 22,300 public primary schools and 1,500 Alternative Provision of Basic Education and Training schools in major urban centers in all of Kenya's 47 counties (Piper et al. 2016).

In both Kiswahili and English, students made strong gains on reading in grades 1 and 2. In a recent external evaluation, the percentage of nonreader students in English Class 2 dropped from 38 percent to 12 percent between 2015-2016. Simultaneously, the percentage of students

reading fluently increased from 12 percent to 47 percent (Jukes, Turner, Dubeck, Halliday, Inyega & Wolf, 2017).

RTI contributes overall technical leadership and management for Tusome, including production and distribution of new student learning material and teachers' guides. In 2015, every learner in grade 1 received textbooks in English and Kiswahili, and every grade 1 teacher received accompanying teacher guides. In 2016, grade 1 and 2 students received homework books in English and Kiswahili that include writing and handwriting practice, age-appropriate stories, and fun activities to support literacy development in both languages. By March 2018, the United States Agency for International Development (USAID) has facilitating the development and distribution of nearly 15 million textbooks and learning materials to reach 5.4 million school learners, including those in conflict-affected regions (Jukes, 2017).

The impact of Tusome on Kiswahili reading outcomes for an explanation of the reading subtasks assessed at midline (Freudenberger & Davis 2017). The external evaluation assessed learners in both Class 1 and Class 2 on six Kiswahili subtasks. The data showed statistically significant increases in national-level learning outcomes for each of the six subtasks and for both Classes 1 and 2. The table also shows the effect sizes of the differences between baseline and midline (Piper, Zuilkowski, Dubeck, Jepkemei, & King, 2018).

Kiswahili average scores on reading subtasks at baseline and midline in Homa Bay County

Subtask	Class 1				Class 2			
	Baseline	Midline	Difference	Effect size	Baseline	Midline	Difference	Effect size
Letter sound knowledge	16.6	29.7	13.1*	0.75	16.2	39.7	23.4*	1.32
Syllable fluency	11.0	21.5	10.4*	0.66	20.9	37.5	16.6*	0.80
Invented/non word decoding	4.7	8.3	3.6*	0.45	10.2	16.1	5.8*	0.50
Oral reading fluency	4.9	12.2	7.3*	0.75	13.5	24.5	11.0*	0.71
Reading comprehension	0.4	0.9	0.5*	0.62	1.1	2.0	1.0*	0.69
Listening comprehension	1.2	2.0	0.8*	0.52	1.9	2.9	0.9*	0.52
Average effect size				0.63				0.76

Source: Freudenberger and Davis (2017)

The effect sizes were 0.50 SD or higher for all estimates, except for invented word decoding, which was 0.45 SD in Class 1. The average effect size for Class 1 was 0.63 SD, and that for Class 2 was 0.76 SD. These effects are considered large in the education literature that looks primarily at small-scale pilot programs (J-PAL 2018) and are significantly larger than the Kiswahili effects in the PRIMR pilot studies (Piper et al. 2018).

Average scores on English reading subtasks at baseline and midline in Homa Bay County.

Subtask	Grade 1				Grade 2			
	Baseline	Midline	Difference	Effect size	Baseline	Midline	Difference	Effect size
Phoneme segmentation	1.1	3.8	2.6*	1.07	0.6	5.0	4.5*	2.57
Letter sound knowledge	15.1	26.3	11.3*	0.71	10.2	32.6	22.4*	1.63
Invented/non-word decoding	5.7	10.4	4.7*	0.52	10.4	18.6	8.3*	0.68
Vocabulary	5.9	7.8	1.9*	0.48	8.2	10.2	1.9*	0.41
Oral reading fluency (short)	10.6	22.3	11.7*	0.67	23.8	43.6	19.9*	0.72/
Reading comprehension	0.2	0.5	0.3*	0.40	0.5	1.0	0.5*	0.49
Oral reading fluency	9.7	22.0	12.4*	0.73	21.8	44.2	22.5*	0.86
Reading comprehension	0.2	0.8	0.6*	0.75	0.6	1.7	1.2*	0.94
Average effect size				0.67				1.04

Source: Freudenberger and Davis (2017)

Looking at the impact of Tusome on English in Grade 1 and 2 and was drawn from findings presented in (Freudenberger & Davis, 2017). Similar to Kiswahili, the results showed statistically significant gains in each of the eight tasks and in both grades. The magnitude of the impacts was typically large, with effect sizes above 0.50 SD except for vocabulary (Grade 1 and 2) and a short reading comprehension task (Grade 1 and 2) (Piper et al. 2018).

Teacher Attitudes

Attitude is a concept, which arises from the attempt to account for the observed regularities in the behavior of individual persons. Kind, Jones and Barmby (2007) view attitude as having different components which include cognitive, affective and behavioral. Crano and Prislin (2006) however contend that the attitude one has towards an object makes one to have a judgment as to whether the object is good or bad, harmful or beneficial, pleasant or unpleasant, important or unimportant.

Osakwe (2014) observes that attitude is majorly affected by teachers' knowledge base and mastery of the subject of the subject knowledge and the socio-cultural context. A teacher who possess a negative attitude impairs the ability of the students to be able to receive messages from the subject the teacher teaches leading to wrong interpretations of concepts.

Munyari (2014) notes that the attitude of teacher`s toward teaching is very important variable. The primary attribute of a good teacher is the ability to create a warm friendly atmosphere in the classroom, select appropriate teaching and learning strategies that will motivate the interest of his or her learners hence leading to better performance. There is little done on the attitude of teachers toward their job which subsequently do affect their performance.

Okorodudu (2016) argues that possession of positive work attitude enhances teaching thereby leading the achievement of learning objectives and the overall educational objectives. This implies that the teacher who possesses negative attitudes impairs the ability of students to receive messages from the subjects that they teach leading to wrong interpretation of concepts. Saylor and alexander (2017) research demonstrated a relationship between teacher's attitude towards a curriculum and its ultimate effectiveness. They said that determining the reasons for

any teacher dissatisfaction may suggest remedies which will bring a change of teacher's attitude and subsequently increase the effectiveness of a curriculum.

Njiru (2012) indicated that negative attitudes learner-centered strategies among students may be displayed by tendencies such as coming to class late, sleeping during the lesson, not feeling bothered by low scores, refusing to participate during the lesson and not revising science tests. Mostly, the sciences are performed poorly in KCSE not because they are difficult subjects but because learners develop negative attitude about them hence shielding away from them. A positive attitude towards science leads to a positive commitment to science that influence lifelong interests and learning in science

A study by Lambe and Bones (2016) demonstrate that the state of mind of pre-benefit teachers towards the rationality of comprehensive education were for the most part positive, with over 80% of members trusting that all teachers should encounter showing learners with a custom curriculum needs. Half of the members felt that they didn't have sufficient experience to work viably with a custom curriculum needs, and the greater part felt that they didn't have what it takes to instruct in a comprehensive setting. However this study evaluates the effect of teacher attitudes on the implementation of the Tusome Program in lower primary school in Mvita sub County.

In a study on the effect of different teacher attitudes used by in-service teachers during implementation of education Program in lower primary school by Gourneau (2015), found five attitudes which are of effective teachers, states that pre-service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in

the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they personally experienced.

A study by Hastings and Oakford (2013) showed that preparation was not a critical factor for demeanors towards comprehensive teaching and that dispositions were controlled by kinds of inabilities, with less comprehensive states of mind held towards youngsters with social and passionate challenges than those with education handicaps. A confinement to sorting inabilities in this way was numerous pre-benefit instructors might not have had any individual encounters or particular preparing with youngsters in either or the two classifications, and mentalities might be demonstrative of generalizations without individual experience or particular preparing. Anyway, this examination analyzes teachers' mentalities towards every one of the learners with all social and enthusiastic challenges.

Gourneau's (2015) study on attitude of effective teachers, states that, pre- service teachers always respond that they wanted to make a positive difference in the lives of learners by exposing them to Physical Education lessons. Further, teachers felt that they had a chance to be better teachers than the teachers they personally experienced as their teachers neglected Physical Education lessons. However, according to Frank (1990), teachers usually teach the way they were taught. This means that whereas learners find it not good when denied a chance to attend Physical Education lessons, they could still use Physical Education lessons to teach other subjects just as the teachers who taught them did.

Sakwa (2013) found that students have positive attitudes towards participation in physical education and that their performance is significantly above average. This study concentrates on

teacher attitudes towards general learning of students in lower primary including PE lessons. A study carried out by Gitonga (2012) on teacher-trainee attitude towards PE in Kenyan primary schools affirms that in all the teacher's colleges, PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training. The study analysed teacher attitudes towards the Tusome program in lower public primary schools in Mvita Sub-county.

A study by Ngatia (2011) states that attitudes have a direct bearing on behavior and that an individual's attitude has an indispensable function towards the individual behavior. This indicates that attitudes play a great role in an individual's tendency towards or away from an object, concept, or situation if an individual is given a chance. From the fore going, it can be argued that teacher's behaviors or actions towards the implementation of free primary education can show the kind of attitude they have towards it. If teachers' have positive attitude towards the free primary education, it will be made evident by their tendency to encourage it or support it in schools especially at the implementation stage. On the other hand, if teachers have a negative attitude, it will be evidenced by their failure to encourage and support its implementation

A study by Ifiok (2005) indicates that a lack of required background and orientation relevant to curriculum on the part of the teacher, leads to poor attitudes towards the implementation of a new curriculum, on matter how expertly the pages of the curriculum were designed and put together. A study by Makena (2011) indicates that teachers' attitude toward teaching would

affect their teaching style in such a way that brings out a difference in student outcome. Kurçunoğlu (2013), in his study stated that when teacher's attitude toward change of curriculum are determined, possible preventive actions can be taken and right decisions can be given about the change process and about determining, planning, implementing, and finally evaluating change.

According to Alubisia (2015), the Number of students entering primary schools made it more difficult for teachers to organize, manage, and deliver lessons in the classroom making teachers unable to pay attention to individual pupil. This study will therefore analyze the effect of teacher attitudes, teacher preparedness, teaching experiences and teaching styles on the implementation of the Tusome Program in lower primary school in Mvita Sub-County.

Gourneau's (2015) study on attitude of effective teachers, states that, pre- service teachers always respond that they wanted to make a positive difference in the lives of learners by exposing them to PE lessons. Further, teachers felt that they had a chance to be better teachers than the teachers they personally experienced as their teachers neglected PE lessons .In another study conducted by (Koca, Asci and Demirhan, 2015), it was established that the attitude towards PE was affected by the gender of pupils. It is therefore important to find out whether the cited studies had any similarities with the situation in Kiambu County which this study was focused in. As pupils' attitude influence their achievements, the attitudes should be understood, improved or changed.

Teacher Preparedness

Cave and Mulloy (2010) emphasized the importance of Teacher preparedness in terms of professional records preparation, academic and professional training levels of the pre-school teachers for effective ECDE implementation. Concerns have been raised over the state of the ECDE Programmes with regard to the negative teacher attitudes towards ECDE learning, specifically in the selection and use of instructional resources due to low remuneration, lack of time and demotivation

A study by Ngware, Oketch, Mutisya and Abuya (2010), implies that the national teacher training curriculum falls short of preparing individual teachers, to adequately teach subjects like math in the primary schools. A study carried out in Botswana (2003-2005) by Bernard Van leer Foundations, (2012) on following footsteps found out that learners who had been in pre-schools under well prepared teachers in terms of training were mostly still in school and the dropout figures were lower.

Nyaga, (2013) in her study on the administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District found out that the majority of the teachers had above 32 lessons per week. This indicates that the teaching load for the teacher was too high which compromised the quality of education they offered to the pupils as they did not have adequate time to prepare for all the forthcoming lessons. This could be attributed to the high teacher: pupil ratio in majority of the public schools.

A study by Njoroge (2011) indicates that materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, flash cards,

cutouts, plasticine, charts and pictures among others. A study by (Obuchere, 2011) found that physical facilities, teachers, teaching and learning resources play a key role in the preparation of learning environment and play materials in ECDE centres to ensure school/home or parent/teacher relationship is achieved.

Loughran (2016) looks at teacher education as the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice. Education in this respect is regarded as the driving force for social development. Teacher education in this paper is seen as the pre-service and in-service education and training of all those involved in the dissemination of knowledge at all levels of education aimed at exposing them to new ideas and practices which continuously improve their ability to educate.

As indicated by Kirui and Ahmed, (2012), an effective understudy training knowledge is the keystone of the pre-benefit educator arrangement. As imagined, one of the principal difficulties of compelling educational Programs guideline in physical instruction in schools is the idea of supervision of instructors amid preparing. In the event that the planning of instructors isn't done well, the outcome will be aberrations between the guarantees and substances in schools in the usage of development or notwithstanding existing educational Programs arrangements as on account of physical training in elementary schools. However, this research looks at in-service teacher preparation before attending classes.

Teacher Qualification

According to Directorate of Adult and Continuing Education Report (2015) most of the ABE facilitators have KCPE OR KCSE qualifications. The report however indicated that most of these facilitators have confidence to discharge their duties which is vital for successful implementation of adult education curriculum. The report further notes that the facilitators get in-service training to enhance their work in teaching and learning though some of the facilitators do not attend the inservice training effectively and regularly. The need to improve teacher training, working conditions and the professional status of literacy educators is important.

According to Gitau (2014), the staffing of teacher education has shown signs of structural rigidity. At a time when educational expansion inevitably involved spreading qualified, experienced, and competent staff more thinly teacher education, on the other hand, teacher education has commonly received surprising low status activity conducted in low status institutions.

Wayne and Youngs (2015) also targeted teacher quality in their analysis of studies that examined the characteristics of effective teachers and their link to student effectiveness. Similar to Rice, Wayne and Youngs examined ratings of teachers' undergraduate institutions, teachers' test scores, degrees and coursework, and certification status. They concluded that —students learn more from teachers with certain characteristics. Teachers differ greatly in their effectiveness, but teachers with and without qualifications differ only a little.

Muya (2013) found out that the adult education teachers were recruited from varying academic backgrounds from Kenya Certificate of Primary Education (KCPE) through Kenya Certificate of Secondary Education (KCSE) to Kenya Advanced Certificate of Education (KACE). Muya also found out that the adult education teachers' training was not structured to suit their varying

educational backgrounds but rather the content was the same for all of them. The training which took place in form of induction, in-service and correspondence (Correspondence Course Unit-CCU) was found to be piecemeal, haphazardly organized, irrelevant and far between which did not amount to quality professional training.

Harris & Sass (2016) examine how teacher qualifications and in-service training affected student achievement in Florida. They found effects of experience and educational background on teacher performance. In addition, they found that a teacher's college major or scholastic aptitude test is unrelated to their classroom performance

Armstrong and Cummins (2009) pointed out that in order to provide quality learning experience for all students, lessons must be well planned and prepared effectively. They describe responsibilities and characteristics of the 21st century committed teachers as: matching instructions and programs to learner's characteristic, conducting task analysis to identify an appropriate beginning point, and a logical sequence for instruction, specifying learning intentions. Lessons should be well prepared to suit the learners' capabilities and interests. Lessons must stimulate learners to want to learn the new information.

A study by (Buddin and May (2009) on teacher qualifications and student achievement in urban elementary schools. The study examined the teacher licensure test scores and other teacher attributes effect on elementary student achievement. They used longitudinal approach. The results showed large differences in teacher quality across school district. Teacher license test scores are unrelated to teacher success in the classroom; student achievement is not related to

the teachers' advanced degrees, student achievement increases with teacher experience but the correlation is weak.

According to study by Abe (2014) in Sky Journal of Education, there are three ways in which teacher qualification can be quantified that is; Level of education; Years of experience in preparation of subject matter and pedagogy; and Certification in their expertise area and their on-going professional development. Children learn under the guidance of teachers in well managed classrooms. Trained teachers use child centered teaching approaches and skillful assessment to facilitate learning and reduce disparities among children (SadigRasheed 2000, UNICEF Headquarters', New York).

A study by Dan and Dominic (2010) on evaluating the effect of teacher Degree Level on educational performance in America released by the National Commission on Teaching and America's Future offers a general indictment of the teaching profession. The report states that many newly hired teachers are unqualified for the job. In particular, the commission reports that one fourth of high school teachers lack college training in their primary classroom subject and that teacher recruiting and hiring practices nationwide are 'distressingly haddock'. Teacher qualification may influence student achievement in urban secondary schools.

Buddin and May (2009) studied teacher qualifications and student achievement in urban elementary schools. The study examined the teacher licensure test scores and other teacher attributes effect on elementary student achievement. They used longitudinal approach. The results showed large differences in teacher quality across school district. Teacher license test scores are unrelated to teacher success in the classroom; student achievement is not related to

the teachers' advanced degrees, student achievement increases with teacher experience but the correlation is weak.

Dan and Dominic (2010) examined the number of qualified teachers and the relationship to students' academic performance in public secondary schools in a sample of Local Government Areas in Nigeria. Findings of the study showed teachers' qualifications, experience and class size were significantly related to students' academic performance. These findings were used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria.

Owalabi (2012) examined the effect of teacher's qualification on performance of senior secondary school physics students in physics. The purpose was to determine whether the status of the teacher has any impact on the performance of students in physics. The study used descriptive survey design. The study found that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications. The results also revealed that students taught by professional teachers performed better, however teachers' experience in teaching the subject was of significant advantage in physics. Based on the results it was recommended that students in the year of examination should be taught by experienced teachers.

Abe (2014) in a study on effect of teacher qualifications on students' performance showed that a significant difference existed between students taught by professional teachers and non-trained teacher. It was recommended that only trained qualified teachers should teach mathematics in secondary schools. Training of un-trained teachers helps them to improve their

teaching methods and in turn help to improve students' performance. Indoshi and Dawo (2011) say that induction of new qualified teachers in Kenya is haphazard and informal and teachers rarely benefit from it. Teacher-centered pedagogy is favored in a culture that teachers who are elders are supposed to be in control and learners are expected to be obedient and not to question authority.

In a study that examines teacher's level of education and classroom quality in six state funded pre-kindergartens, Early (2006) reveals that teachers with Bachelor's degree receive higher scores on the teaching and interaction subscales of the early childhood environment rating scale (ECERS) than those teachers who have an Associate's degree. Learners in these classrooms have significant gains in math skills, but not in other areas (Early 2007). However, this study looks at how teacher's education qualifications affect their teaching and interaction subscale scores while teaching lower primary school.

A study by Kathuri (2016) indicates that a professionally trained teacher contributes more positively to effective learning than untrained one. It is for the same reason that teacher training exists as a major part of education systems throughout the world. On the other hand, this study investigates the contribution of teacher qualifications on effective learning in lower primary. A study conducted by Allinder (2015) to find out whether students verbal and science self-concepts are affected by the teachers experience in implementing the science subjects. Thus, in this study, professionalism of the teacher will be assessed to determine its influence on implementation of Tusome Program in lower primary school.

In January 2003, just when the school term was starting, the National Rainbow Coalition (NARC) government announced the introduction of FPE. Teachers had to rapidly implement this Program in Kenya, giving the teachers very little time to internalize the policy and proceed with its implementation (Somerset, 2009). As a result of the FPE policy, learners who were out of school were enrolled in school (Ngware 2009). While this increased significantly the primary school enrollment in the country, it put a strain on the physical facilities and the number of pupils per class rose from 40 to 60 (Majanga, Nasongo, and Sylvia, 2011).

In Nigeria Abe (2014) in a study on effect of teacher qualifications on students' performance in Mathematics in secondary schools; the study examined the effect of teacher's qualifications on student performance in mathematics. Three hundred students were randomly selected from ten schools which were purposefully selected. The results showed that a significant difference existed between students taught by professional teachers and non-trained teacher. It was recommended that only trained qualified teachers should teach mathematics in secondary schools. Training of un-trained teachers helps them to improve their teaching methods and in turn help to improve performance of students in mathematics.

A study in Kenya by (Musau and Abere (2014) examined performance of teachers on subject such as Mathematics, Technology and science in secondary schools of Kitui. The study looked into the extent to which teacher qualification influenced students' academic performance in Science Mathematics and Technology subjects. The study applied ex-post-facto survey research design. Data was collected using questionnaire and document analysis. It was analysed using descriptive statistical tools. The study found that there was no significant difference in performance of students taught by teachers who had undergone refresher courses and those

taught by teacher who had not undergone refresher courses as they were both graduates. The study recommended that teachers should undergo more regular in-service and refresher training of Science Mathematics and Technology to enable them embrace and conform to the emerging technologies and teaching methods.

Teaching Styles

Hikat (2009) in his study on the effects of English teaching methods of Kabul Education University on secondary school English Teachers observes that, in teacher centered classroom method, students learn very little and this is because learners sit passively as the teacher performs, accomplishes and conveys all teaching and learning activities. As a result of this type of English language teaching, many high school graduates have difficulty in introducing themselves in English.

Ndirangu (2014), in his study notes that skills such as the use of teacher-centered methods sabotage the achievements and goals of even the meticulously designed curriculum. Eken (2010) in his study noted that in a student-centered class, teachers are more of facilitators and students take on the discussion role; students are seen as being able to assume a more active and participatory role vis-a-vis traditional approaches. This teaching method promotes active participation of students in classroom activities.

According to Kember and Kwan (2010), teachers have two types of teaching approach; content centered or learning centered. In light of this, differences in the approaches lay in instructions, focus, assessment and accommodation for students' characteristics, source of experience and knowledge. The content-centered approach relies on transmission of knowledge while

learning-centered approach relies on teaching as learning facilitation. Good teachers produce memorable educational experiences. They know what to teach, how to teach and how to improve.

Hikat (2009) suggests that involving of students in class activities helps the student to find the opportunity to practice and improve their language skills. However, this study looks at how different teaching methods affect students understanding during implementation of Tusome Program in lower primary school. A study by Eken (2012) noted that in a student-centered class, teachers are more of facilitators and students take on the discussion role; students are seen as being able to assume a more active and participatory role vis-a-vis traditional approaches. This teaching method promotes active participation of students in classroom activities. However, in a classroom setting a teacher should be well equipped with different methods of teaching English.

Linet (2014) in her study on teacher related factors influencing implementation of IEC in Ekerenyio Division reveals that most teachers employ group discussions and lecture methods in teaching of IEC. This concurs to (Moseti, 2007) who reveals that learner centered methods of teaching are rarely used in Kenya. This means that for effective and efficient implementation of any curriculum, there is need to ensure use of learner centered methods. However, this study will assess the importance of using different teaching methods on the implementation of Tusome Program in lower primary school.

A study by Resnick (2014) indicated that learners are likely to learn the most and enjoy the most when they are engaged as active participants, not passive recipients. Playful learning

environment can be serious, creative, and imaginative as well as being fun and playful. The researcher sought to relate teaching of science through play with the implementation of science in pre-school. This study looks at teaching lower primary school by using different teaching styles.

A study by Brooks and Brooks (2013) indicated that one of the things a teacher must do when considering how to teach students is to acknowledge that all students do not learn in the same way. If the teacher chooses only one style of teaching (direct instruction, collaborative learning, inquiry learning and so on), the learner will not be maximizing their learning potential.

According to Njenga and Kabiru (2015), learners use their sense to explore the environment, manipulate objects and discover the nature of things, how they work and relate. They discover how things smell, taste, feel and how they look like. Learners break things down and construct others to see what will happen. They experiment with different things making discoveries and this increases their knowledge and concepts. They learn by hands on experiences with real materials and meaningful activities. As they engage in different activities they develop strategies or different ways of acquiring information and solving problems. This is referred to as learning how to learn (Njenga & Kabiru, 2015). This study will hence analyse the extent to which teachers can use experimentation teaching methods to impact knowledge to students in lower primary school.

A study by Resnick (2014) indicated that learners are likely to learn the most and enjoy the most when they are engaged as active participants, not passive recipients. Playful learning environment can be serious, creative, and imaginative as well as being fun and playful. The researcher sought to relate teaching of science through play with the implementation of science

in pre-school. This study looks at teaching lower primary school by using different teaching styles.

Ng'onga (2012) in his research on assessment of English Language Teacher Education in light of classroom needs reveals that Kenyan students continue to perform poorly due to poor teaching methods. There is therefore a great need to use effective teaching methods. This study intends to fill the gap in the teaching methods used by teachers of English in Nandi East Sub County. However, this study will look at teaching styles used on lower primary school students and their impact on student's performance.

A study by Bunyi (2013) found that while teacher trainers in Kenya considered their trainees to be equipped with learner-centered teaching methods, in real sense, the trainees' participation in the lesson was in answering mostly recall questions, demonstrating what they had either been shown or told how to do and writing down notes. Trainees were not engaged in serious reflection and discussion about what they were learning, neither were they being challenged to think and demonstrate how they would use different methods to respond to particular needs in their future classes.

According to Karaka, Nyangasi and Githii (2013) learning is a highly personal and individual process. The learners must be actively involved i.e. carry out investigations, develop curiosity and powers of observation and inquiry, explore basic questions and suggests solutions. They must manipulate a variety of materials in search for patterns and relationships while looking for solutions to problems. Thus, in this study, different teacher styles will be assessed to determine its influence on implementation of Tusome Program in lower primary school.

Vavrus, Thomas and Bartlett (2011) reviewed use of learner-centred approaches in several Sub Saharan African countries and found out that, some schools do not consider teachers' useful concerns on learner-centred method, professional support and favorable conditions of teaching. They found that teachers often did not have adequate linguistic skills in the medium of instruction to express complex ideas and to ask critical questions in classrooms. Moreover, they observed that the examination system is aligned less with active learning and learner-centred pedagogy and more with direct instruction, pushing the teaching practices to be more teacher-centred. This shows that teacher centred instruction is a common practice in Sub Saharan countries.

A study by Wachanga and Mwangi (2014) indicated that learner-centered teaching such as cooperative learning and inquiry approach produce higher learning achievement and higher motivation. According to a study by Schweisfurth (2011), learner-centered teaching is a solution to a myriad of problems including; a narrow examination-focused orientation in teaching, the need for inclusion of all learners, the need for a democratic political culture, need to solve the problem of poverty and elitism.

Hyvonena (2014) argued that learners need support to strengthen their efficacious agency, which, in turn, increases their wellbeing and inherent learning capabilities. The efficacious agency embraces the idea of learner's active participation in learning. They argue that efficacious agency implicitly includes the idea of learners participating in various activities which allow them to have choices and to express opinions. Focusing on learners' participation, agency, and thoughts is a desirable re-search initiative, but it is challenging to achieve.

Carmichael (2009) in his study deduced that teaching strategies that promote student involvement and which students find meaningful will hold students' interest. In addition, learner-centered teaching helps students to take responsibility for their learning, emphasize high level thinking, focus on intrinsic rather than extrinsic motivation, and help the students remember important information.

A study by Majanga, (2011) found out that the predominant teaching style in Kenya was characterized by the 'transmission of knowledge' and was teacher focused in nature. Students were motivated to participate but answered preplanned, "closed" questions and lessons often involved a high degree of choral response and repetition of memorized work. Teacher-pupil classroom interaction activities in the lower classes were not exploited to the full because teachers used traditional lecture method of teaching (Majanga, 2011).

Mboya (2016) notes that teaching methods are mainly divided into three categories which are; one way communication method, interactive or two way communication methods and the laboratory or skills development methods. The selection of methods depends upon intended objectives and maturity of the learners. Mboya (2016) further notes that the one way communication is mainly used when the objectives are primarily focused on transition of information from one or 20 more source to a group of learners. It targets to expand the knowledge of the learners, and it may include lectures use of resource persons, symposium, panel discussion and computer aided instruction

2.4 Conceptual Framework

Conceptual framework is a presentation on how the independent and dependent variables are related. It specifies the working definition of a variable and enables a simple explanation of the flow of theoretical framework used by the study (Mugenda & Mugenda, 2010). In this study, the independent variables were: teacher attitudes, teacher preparedness, teaching experiences and teaching styles while the dependent variable were implementation of the TusomeProgram and the intervening variable was teacher motivation.

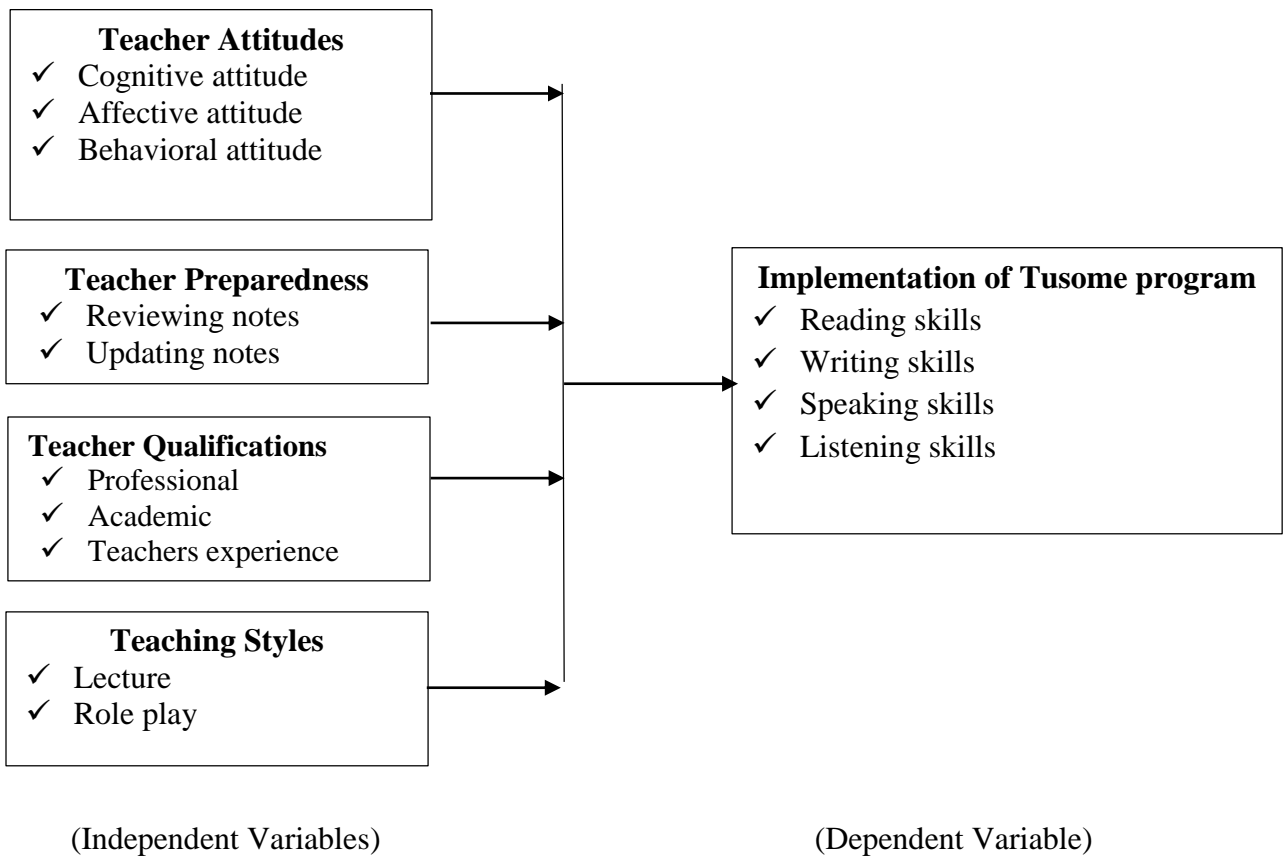


Figure 2.1. Conceptual Framework

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology the researcher used. It includes research design, target population, sampling size and sampling procedure, data collection procedures, data collecting instruments, validity and reliability of research instruments data analysis techniques and ethical considerations

3.2 Research Design

This study used descriptive survey research design. Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose (Kothari, 2004). This design attempts to describe systematically a situation, a problem, or phenomenon, or provides information about an issue, or describes attitudes towards an issue (Kumar, 2005). Descriptive design is therefore used to obtain information concerning the status of a phenomenon to describe, "what exists" with respect to variables or conditions in a situation. This design was appropriate for this study since it enabled the researcher to study the variables as they were without any manipulation.

3.3 Study Location

Mvita sub-county is located in Mombasa county and has 5 wards namely Mji wa Kale Ward, Tudor Ward, Tononoka Ward, Shimanzi Ward and Majengo Ward. Mvita sub-county has a total of 25 public primary schools and all are implementing the Tusome program.

3.4 Target Population

Schwab (2013) defines a population as a group of elements or cases, be it an individual, objects or events that conform to specific criteria and are intended to provide a suitable base for the research.

The target population in this research was 124 lower public primary teachers in all Twenty-five

(25) public primary schools in Mvita sub-county. The researcher sought some more information from the Mvita Sub-County education officer who oversees the implementation of Tusome Program in Mvita Sub-County

Table 3.1.

Target Population

Name of the Tusome Program School	No's of the Tusome Program Teachers
1. Bondeni Girls Pri Sch	6
2. Burhaniya Pry Sch	4
3. Guru Nanak Pry Sch	4
4. Kaloleni Pri Sch	5
5. Majengo Pry Sch	6
6. Makande Pry Sch	6
7. Makupa Pry Sch	6
8. Mbheni Girls Pri Sch	3
9. M M Shah Pry Sch	5
10. Mvita Pry Sch	4
11. Tom Mboya Boys Pri Sch	3
12. Mbaraki Pri Sch	6
13. Bahari Pri Sch	6
14. Ganjoni Pri Sch	6
15. Ronald Ngala Pri Sch	4
16. Ziwani Boys Pri Sch	5
17. Fahari Pri Sch	4
18. Sparki Pri Sch	6
19. Marycliff Pri Sch	5
20. St Augustine's Pri Sch	3
21. Tudor Pri Sch	5
22. Central Pri Sch	5
23. Buxton Elimu Pri Sch	6
24. Mombasa Pri Sch	5
25. Kikowani Pri Sch	6
Total	124

Source: Mvita sub-county education Data, 2018

3.5 Sample Size and Sampling Procedure

Sampling is selecting a given number of objects from a defined population in such a way that the sample selected is representative of that population (Levy & Lemeshow, 2013). The study used purposive sampling technique in determining the sample size. This study used all the 124 Tusome

Teachers in Mvita Sub-County. The lower primary teachers were the respondents for the study because they were the perfect choice to answer the questions that were raised from the study objectives due to the information they had on the implementation of Tusome Program. According to Mugenda and Mugenda (1999), purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the study objectives. Purposive sampling is generally considered most appropriate for the selection of small samples often from a limited geographic area or from a restricted population. Purposive sampling was appropriate for this study since the sample selected was picked with a specific purpose in mind i.e. the purpose they serve in implementing the Tusome program

3.6 Research Instruments

Research instruments are methods or techniques used by a researcher to gather information pertaining to the study aimed at establishing or refuting some hypothesis (Hakim, 2005). The study used both primary and secondary data.

Primary Data

The main primary data collection method for the study was the questionnaire. According to Mugenda and Mugenda (2010), questionnaires are preferred because responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews. The study used both open ended and closed-ended questions. Open ended questions were used so as to permit an unlimited range of answers and it gave the respondent the chance to reveal how they think about the Tusome program. The closed-ended questions were used to limit the respondents' answers on specific subject matter for easier analysis.

Secondary Data

The study used secondary data which was obtained from the sub-county education officer, ministry of education curriculum implementation reports, newsletters, all available in both printed and softcopies and the ministry of education websites, newsletters

3.7 Reliability of Instruments

Ary, Jacobs, Sorensen, and Walker (2013) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to ensure the reliability of the questionnaires, a pilot study was undertaken to test whether the aim of the study would be achieved, whether there is any ambiguity in any item, whether the research objectives are appropriately addressed.

Pilot Study

In this study reliability was ensured through a piloted questionnaire. According to Ebrahim (2003), a pilot test is necessary for testing the reliability of data collection instruments. Pilot study was conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a sample. The pilot data was not included in the actual study. The piloted questionnaire was subjected to a sample of 12 (10% * 124) lower primary teachers from public primary schools in Kisauni Sub-county. Mugenda and Mugenda (2003) indicates that a successful pilot study should use 1 to 10 percent of the actual sample size. The pre-test was conducted using Cronbach's Alpha coefficient reliability. According to Zinbarg (2005) Cronbach's Alpha is a coefficient of reliability that gives unbiased estimate of data generalizability. An alpha coefficient of higher than 0.6 indicates that the gathered data has a relatively high internal consistency and could be generalized to reflect opinions of all respondents in the target population.

3.8 Validity of Instruments

Tavakol and Dennick (2011) defines content validity as the extent to which the question on the instrument and the scores from these questions are representing possible questions that could be asked about the content or skill. The validity of the instrument was established by being given to experts, research assistants with experience and the Supervisors who approved the instrument for data collection.

3.9 Data Collection Procedures

Permission to carry out the research and authorization letter was sought from Kenya Methodist University and the National Commission for Science, Technology and Innovation (NACOSTI) to administer the questionnaires. The searcher also visited the sampled public primary schools in Mvita sub-county for introduction and sought a written approval to carry out the research confidentially for academic purpose only. The questionnaires were then self-administered to the sampled respondents using the drop and pick method.

3.10 Data analysis and Presentation

Data analysis method refers to examining what has been collected in a survey or experiment and making deductions and inferences; it includes scrutinizing the acquired information and making inferences (Kombo & Tromp, 2006). The data collected was compiled and analyzed by use of descriptive statistics involving frequencies, means, mode and standard deviation with the assistance of Statistical Package for Social Sciences (SPSS) version 23. Since data was descriptive, variants such as means, frequencies and percentages was used to describe the findings of the study. ANOVA statistical data analytical technique were used to analyze teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County.. The data was organized and edited for accuracy, completeness and uniformity. Quantitative data was

arranged and recorded based on objectives and research questions and analyzed. On the other hand, qualitative data collected from open-ended questions was analyzed through in-depth explanations. The results will be presented by use of frequencies, percentages, tables, bar-graphs and pie-charts.

The multiple regression models will be computed as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y = Implementation of Tusome Program (Value of dependent variable)

β_0 = Constant Variable

X_1 = Teacher Attitudes

X_2 = Teacher Preparedness

X_3 = Teacher Qualification

X_4 = Teaching Styles

ε = An error term

$\beta_1 \dots \beta_4$ = The corresponding coefficients for the respective independent variables.

3.11 Ethical Considerations

According to Fouka, and Mantzorou (2011), it is important to observe ethics in research in order to maintain human dignity. In this study, ethics were observed by maintaining confidentiality, treatment of respondents with respect and honesty and observation of protocol at all stages. Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. The researcher sought the consent of the respondents, moreover, the researcher agreed with the respondents about the uses of the data, and how its analysis will be reported and disseminated. The researcher also observed privacy and confidentiality by ensuring that the respondents did not give their names in the questionnaire and that the analysis done was not for individual respondent but a combined response of all the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter entails analyzed, presentations, interpretation and discussions of the findings from the data collected. The study sought to achieve four objectives mainly; To

- i. Establish the influence of teacher attitudes on the implementation of the Tusome Program in lower primary school.
- ii. Determine whether Teacher preparedness influenced implementation of the Tusome Program in lower primary school.
- iii. Examine how teacher qualification influenced implementation of the Tusome Program in lower primary school.
- iv. Analyze the influence of teaching styles on the implementation of the Tusome Program in lower primary school.

4.2 Response Rate

Out of 124 questionnaires that were issued out to respondents, only 87 questionnaires were completed and returned for analysis hence giving the study 70% response rate. This is in line with the assertion by Bailey (2008), that a response rate of 50% is adequate, while a response rate greater than 70% is very good. Based on these recommendations, the response rate of 70% was rated very good. Therefore, the data collected was capable of enabling the researcher to arrive at a satisfactory conclusion about the study.

4.3 Gender of the Respondents

The gender of the respondents was sought. 91% of the respondents who are the majority of the respondents were female while the remaining 9% of the respondents were male as shown in figure 4.2 below. These findings mean that majority of the lower primary teachers involved in the

implementation of Tusome Program were female. This is an indication that more female teachers teach in lower primary public schools in Mvita Sub County compared to male counterparts.

4.4 Teachers Working Experience

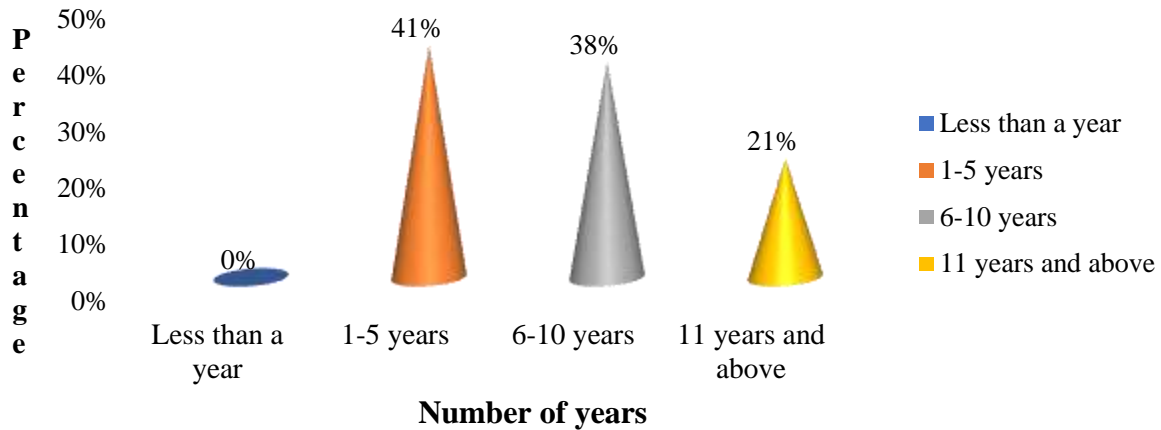


Figure 4.1. Teachers Working Experience

Regarding respondents period of time being in teaching position in the school those who have worked for less than 1 year were 0%, between 1-5 years were 41.4%, between 6-10 years were 37.9% while 11 years and above were 20.7% of the respondents. This shows that majority of the respondents have worked for the school for periods ranging between 1-10 years and therefore had enough skills and experience to handle learners in lower classes and are able to provide useful information on the implementation of Tusome Program which was started while they are still working in their current work station.

4.5 Highest Levels of Education

Table 4.1.

Levels of Education

Education level	Frequency	Valid Percent	Cumulative Percent
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Masters and above	1	1.1	1.1
1st Degree	31	35.6	36.8
Diploma	36	41.4	78.2
Certificate or other	19	21.8	100.0
Total	87	100.0	

From the information presented in the table above it was found that majority of the teachers teaching in lower primary were diploma holders at 41.4% while those who hold 1st degree were 35.6% and those with certificate qualifications were 21.8%. Masters holders were the least at 1.1%. This is a clear indication that Tusome program teachers teaching in lower public primary schools are trained and therefore they possess necessary qualifications needed for Tusome program implementation.

4.6 Reliability Test

In this study reliability was ensured through a piloted questionnaire. According to Ebrahim (2003), a pilot test is necessary for testing the reliability of data collection instruments. Pilot study was conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a sample. The pilot data was not included in the actual study.

Table 4.2.

Reliability Analysis

Statements	Cronbach's Alpha	Number of Items
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Teacher attitude	0.695	9
Teacher preparedness	0.907	9
Teacher qualification	0.769	4
Teaching style	0.771	9
Implementation of Tusome Program	0.703	7

The piloted questionnaires were subjected to a sample of 12 (10% * 124) lower primary teachers from public primary schools in Kisauni Sub-county. The pre-test was conducted using Cronbach's Alpha coefficient reliability. According to Zinbarg (2005), Cronbach's Alpha is a coefficient of reliability that gives unbiased estimate of data generalizability. Cronbach Alpha was established for every variable which formed a scale. The table below shows that Teacher attitude had the reliability ($\alpha=0.695$), Teacher preparedness ($\alpha=0.907$), teacher qualification ($\alpha=0.769$), teaching styles ($\alpha=0.771$) while Implementation of Tusome Program had a value ($\alpha=0.703$). An alpha coefficient of higher than 0.6 indicates that the gathered data has a relatively high internal consistency and could be generalized to reflect opinions of all respondents in the target population as shown in table

4.7 Teacher Attitude

Table 4.3.

Teacher Attitude

Statements	N	Mean	Std.Dev.
I enjoy teaching lower primary school activities	87	3.24	1.239

I am always under strain when teaching lower primary school	87	3.23	1.107
Time allocated is not adequate to cover the syllabus	87	2.99	1.360
I have enough time to check and mark students work	87	2.70	1.047
The end of activity lesson is always good riddance	87	3.03	1.156
Teacher attitude influence the implementation of Tusome Program	87	3.55	1.097
I receive a great deal of support from the parents for the work I do	87	2.93	.998
The school resources are enough Program	87	3.11	1.083
The school gives me the support I need to teach	87	2.93	1.319

The first objective of the study was to establish the influence of Teacher attitude on the implementation of the Tusome Program in lower primary schools. As shown in Table 4.3, majority of the respondents indicated that, teacher attitudes have an influence on the implementation of the Tusome Program in lower primary school, these aspects of teacher attitudes included I enjoy teaching lower primary school activities which scored a mean of 3.24, I enjoy teaching lower primary school activities with a mean of 3.23, Time allocated is not adequate to cover the syllabus with a mean of 2.99, I have enough time to check and mark students work mean of 2.70, Teacher attitude influence the implementation of Tusome Program a mean of 3.03, Teacher attitude influence the implementation of Tusome Program mean of 3.55, I receive a great deal of support from the parents for the work I do a mean of 2.93, the school resources are enough with a mean of 3.11 and The school gives me the support I need to teach with a mean of 2.93. These findings imply that teacher attitudes have influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county. These findings concur with the findings of Kebaso (2012)

who noted teachers' attitude has a positive impact on curriculum implementation and students' behavior.

4.8 Impact of Teachers Training On Teachers Teaching Attitude

On the question of does teacher training have an impact on teachers teaching attitude towards the Tusome Program, majority of the respondents agreed and indicated that that the teacher trainings on Tusome Program is a refresher course so every time the teachers go for training so as to master the work. The training enlightens the teachers on how to implement Tusome. The respondents also indicated that the time allocated for Tusome training is not adequate. The universities and colleges where teachers are trained do not have much knowledge on Tusome. Some of the respondents indicated that the training gives the teacher maximum confidence in implementing Tusome Program. After the training, the teacher is expected to implement what they have been trained and there is a follow-up. Some of the respondents indicated that the training for the Tusome Program is usually done during vacations and the attending teachers are given very little compensation hence making them demotivated.

4.9 Teacher's Attitude towards Implementation of Tusome Program

When the researcher sought respondent's views to analyze whether teachers had any attitude towards the implementation of Tusome Program in their school, the respondents indicated that the Tusome Program was hurriedly introduced and the teachers were not ready hence making its implementation challenging. The teacher has to follow all the steps in the book. Some respondents indicated that the Tusome Program is too tasking and the teacher is limited to the books (fidelity to the book) so the teacher cannot add anything. The one teacher in a school taken for the Tusome Program is expected to teach all the lower classes hence becoming stressing to the teacher hence making it a challenge for the teacher to implement the Tusome Program efficiently.

4.10 Influenced of Teachers Attitude towards Implementation of Tusome Program

Upon seeking of respondent's opinions and views on how Teachers attitude influenced the implementation of Tusome Program, the respondents indicated that positive attitude enabled teachers to stay with the people even the time takers for remedial so as to be able to read. The respondents further indicated that if the teacher had positive attitude, they would be able to implement Tusome Program. The teachers indicated that the Program should be put reviewed for effective implementation because some teachers were using other methods instead of the learner centered. The teachers indicated that teacher's attitude brings about pressure (stress) among the teachers which interferes with the implementation of Tusome Program. If Tusome Program is negatively implemented, it will not be effective. The respondents indicated that the negative attitude created by the teachers who have been trained on the Tusome Program makes it difficult for other teachers to volunteer to go for the training in future.

4.11 Teacher Preparedness

Table 4.4.

Teacher Preparedness

Statements	N	Mean	Std.
There isn't enough time to review notes before classes	87	2.69	1.527
There is enough time to write down summarized notes before classes	87	3.69	1.341
Good lesson preparedness gives me the moral to teach	87	2.90	1.439
I evaluate my lesson after every teaching process	87	2.67	1.198

Teacher preparedness influence the implementation of Tusome Program in lower primary school	87	2.93	1.445
I use teachings and learning materials when preparing for lessons	87	2.64	1.099
Teacher preparedness affects Student learning outcomes	87	2.72	1.387
At the end of each lesson, review what the students have just learned	87	2.72	1.075
Aim able to answer students' questions about the subject	87	2.98	1.181

The second objective of the study was to establish the influence of Teacher preparedness on the implementation of the Tusome Program in lower primary school as shown in Table 4.4, majority of the respondents indicated that, Teacher preparedness has influence on the implementation of the Tusome Program in lower primary schools in Mvita sub-county in Mombasa Kenya. Respondents views on whether there isn't enough time to write down summarized notes before classes had the highest mean of 3.69 which indicates that most of Tusome teachers were in agreement that their isn't ample time allocated for proper lesson preparations. On the respondents opinion on whether they are able to answer students' questions about the subjects had a mean of 2.98 which imply that most of the teachers are the view that they have mastered the Tusome Program hence enabling them articulate and issue related to Tusome. On the respondents' opinion on whether teacher preparedness influence the implementation of Tusome Program in lower primary school had a mean of 2.93 which indicated that a good number of teachers were in agreement that proper preparation on Tusome program is important for effective learning and teaching. Respondents views on whether good lesson preparedness gives them moral to teach had a mean of 2.90 which imply that prier preparations gives the teacher moral and confidence in teaching. On the respondents' opinion on whether teacher preparedness affects Student learning

outcomes indicated a mean of 2.72 which indicates that some of the teachers are of the view that a well prepared teacher delivers the best knowledge to the students which is reflected in their performance. Respondent's views on whether teachers review what the students have just learned at the end of each lesson had a mean 2.72 which indicates that a few teachers review students work after lessons. Respondents opinion on whether there is enough time to review notes before classes had a mean of 2.69 shows that many teachers were of the view that they need more time to review notes before classes. Looking at respondents views on whether teachers evaluate their lessons after every teaching process had a mean of 2.67 which imply that very few teachers conduct self-evaluation for the lessons taught. Respondent's opinion on whether teachers use teachings and learning materials when preparing for lessons had a mean of 2.64 which imply that very teachers prepare learning and teaching materials for the Tusome lessons.

4.12 Time Taken For Preparation

When the researcher sought respondent's opinions and views on the time the teachers take to prepare well for the Tusome Program classes and why, some respondents indicated that they prepare for the classes in the evening after the pupils go home. They do the preparation so that they can master the topics and be able to give the right teaching. Some of the respondents indicated that It takes a long time because of the many skills involved and a lot of teaching Aids. Some teachers prepare for the Tusome Program classes a day before the lesson so as to master the content and ensure that lessons flow systematically.

4.13 Influence of Teacher preparedness on The Implementation of Tusome Program

Upon seeking of respondent's opinions and views on how Teacher preparedness influenced the implementation of Tusome Program, the respondents indicated that good preparation gives a

teacher more confidence to teach hence implementing Tusome Program. Without proper preparation a teacher will not be able to follow steps and deliver a satisfactory lesson.

4.14 Teaching Qualifications

Table 4.5.

Teaching Qualifications

Statements	N	Mean	Std. D
Teachers experience affects the implementation of Tusome Program	87	3.11	1.307
Teachers' level of education affects the implementation of Tusome.	87	2.92	.930
Teacher's performance in college affects the implementation of Tusome.	87	2.59	1.244
Teacher attitude influence the implementation of Tusome Program	87	3.09	1.530

The third specific objective of the study was to establish the influence of teacher qualification on the implementation of the Tusome Program in lower primary school. As shown in Table 4.5, majority of the respondents indicated that, teacher qualifications have influence on the implementation of the Tusome Program in lower primary school, these aspects of Teacher preparedness included Teacher's experience affects the implementation of Tusome Program scoring a mean of 3.11, Teacher's level of education affects the implementation of Tusome . Mean of 2.92, Teacher's performance in college affects the implementation of Tusome mean of 2.59 while Teacher attitude influence the implementation of Tusome Program a mean of 3.09. The result obtained is above average implying that teacher qualifications have influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county.

4.15 Impact of Teacher’s Experience on Students’ Performance on the Tusome Program

The responses show that the more the experience in teaching lower primary the better the students’ performance on the implementation of Tusome Program. Experienced teachers are able to handle students effectively. The respondents indicated the experienced teacher is able to go out of the way to deliver a credible lesson by incorporating his/her own ideas using Tusome Program. The respondents indicated that experience matters and have an impact on teaching lower primary and this is because teaching lower primary requires a teacher to be very patient.

4.16 Influence of Teaching Qualifications on Implementation of Tusome Program

The responses show that mastering the basics makes a teacher a champion in Tusome and this is because experience is the best teacher. Some of the respondents indicated that a qualified teacher looks at a lesson in broad perspective. The teacher then approaches a lesson with he/her learners in mind and is able to implement Tusome Program adequately. Some of the respondents were of the view that a teacher’s qualification does not influence implementation of Tusome Program and this is because students in lower primary need a lot of attention and patience from a teacher who is supposed to be committed to make sure that all the pupils grasp all what they have been taught.

4.17 Teaching Styles

Table 4.6.

Teaching Styles

Statements	N	Mean	Std. Dev.
I expect students to finish all work set by the end of the lesson	87	3.36	1.267
I punish students for not getting work done	87	1.94	1.004

There isn't enough time to mark all evaluation tests	87	4.05	1.130
The teaching methods I use meet the needs of all learners	87	2.67	1.178
Some learners drop from classrooms because of fail teaching meth	87	3.01	1.467
I encounter challenges in the use of some teaching methods	87	3.06	1.350
Learner centered instructional methods accounted for a larger pro	87	3.28	1.378
There is a relationship between the teaching method(s) I use and	87	3.16	1.346
The amount of work load affects the teaching methods(s) I use m	87	3.14	1.556

The fourth specific objective of the study was to establish the influence of teaching styles on the implementation of the Tusome Program in lower primary school. As shown in Table 4.6, the teachers indicated that, teaching styles have influence on the implementation of the Tusome Program in lower primary school. These aspects of Teacher style included : I expect students to finish all work set by the end of the lesson scoring a mean of 3.36, the teacher punish students for not getting work done mean 1.94, There was no enough time to mark all evaluation tests mean of 4.05, The teaching methods I use meet the needs of all learners mean of 2.67, Some learners drop from classrooms because of poor teaching methods had a mean of 3.01, the teacher encounter challenges in the use of some teaching methods had a mean of 3.06, Learner centered instructional methods accounted for a larger Program had a mean of 3.28 There is a relationship between the teaching method(s) I use mean 3.16 and The amount of work load affects the teaching methods(s) I use had a mean of 3.14. The result obtained is above average implying that teacher styles have influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county.

4.18 Teaching Style Used When Teaching Literacy Skills

The researcher sought the respondent's opinions and views on the type of teaching style they use often when teaching literacy skills. The respondents indicated that they use I do we do you do teach style when teaching literacy skills during the implementation of Tusome Program. Another teaching style used was learner centered style where learners do many activities.

4.19 Determining the Type of Teaching Style to Use in a Lesson

The researcher sought the respondent's opinions and views on how they determined the type of teaching style to use in a lesson. The respondents indicated that they determined the type of teaching style to use in a lesson according to the Program in the book and resources available in the school. The teachers determined the type of teaching style to use in a lesson after preparing the lesson plan and notes and collecting the teaching Aids. The teachers depended on the learners' experience and the level of understanding and some by looking at the learner's level of understanding.

4.20 Influence of Teaching Styles on Implementation of Tusome Program

The researcher sought the respondent's opinions and views on how the teaching styles influenced implementation of Tusome Program. The respondents indicated that the teaching styles influenced implementation of Tusome Program by practicing on then frequently so that learners become active during the lessons. The Language Tune-Up Kit Program (LTK) helps learners to do the activities on their own. The respondents also indicated that they embrace all learners including the time taken because the teacher will be using perky pace method or style while delivering the lesson. The teaching styles used helped to improve communication skills between the teacher and the learner. The respondents further indicated that by using learner centered teaching styles, every learner is involved and no learner is left behind.

4.21 Implementation of Tusome Program

Table 4.8.

Implementation of Tusome Program

Statements	N	Mean	Std. Dev.
Tusome Program plays a big role in acquisition of reading skills	87	4.46	.712
Tusome Program plays a big role in acquisition of writing skills	87	3.31	1.049
Tusome Program plays a big role in acquisition of speaking skills	87	3.02	1.463
Tusome Program plays a big role in acquisition of listening	87	2.62	1.332
There are sufficient supportive resources and professional teachers	87	2.68	1.410
Teachers are trained to use different teaching methods so as to implement	87	2.67	1.327
I have corresponding knowledge and skills of implementation of Tusome	87	2.60	1.450

As shown in Table 4.8, Teachers indicated that, there are several aspects influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County and these aspects included Tusome Program play a big role in acquisition of reading skills scoring a mean of 4.46, Tusome Program play a big role in acquisition of writing skills mean of 3.31, Tusome Program play a big role in acquisition of speaking skills mean of 3.02, Tusome Program play a big role in acquisition of listening mean of 2.62, There are sufficient supportive resources and professional teachers mean of 2.68, teachers are trained to use different teaching methods so as to implement mean of 2.67 while I have corresponding knowledge and skills implementation of Tusome scored a mean of 2.60. This result shows that there are several aspects influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County.

4.22 Correlation between the Dependent and the Independent Variables

Table 4.9.

Correlation between the Dependent and the Independent Variables

Variables		PP	PTC	PLL	PI	SI
PP	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	87				
PTC	Pearson Correlation	.669**	1			
	Sig. (2-tailed)	.000				
	N	87	87			
PL	Pearson Correlation	.875**	.641**	1		
	Sig. (2-tailed)	.000	.000			
	N	87	87	87		
PI	Pearson Correlation	.801**	.513**	.800**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	87	87	87	87	
SI	Pearson Correlation	.777**	.594**	.716**	.549**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	87	87	87	87	87

The result showed that there was a strong positive correlation between each of the independent variables and the dependent variable. Teacher attitude scoring a positive correlation coefficient ($r = 0.669$, $p < 0.001$). Therefore, an improvement in Teacher attitude s leads to an improvement in Tusome program implementation. Teacher preparedness had a strong positive correlation with the Tusome program implementation ($r = 0.875$, $p < 0.001$). This means that an improvement of Teacher preparedness leads to an improvement in Tusome program implementation. Teacher qualifications had a strong positive correlation with the implementation of Tusome Program in lower primary public schools in Mvita Sub-County, ($r = 0.801$, $p\text{-value} = 0.000$). This means that if

teachers can have required qualifications then the implementation of Tusome Program can be made easier. Teaching styles as well got a strong significant correlation with the implementation of Tusome Program in lower primary public schools in Mvita Sub-County of ($r = 0.777$, $p < 0.001$). This strong positive relationship is an indication of the advantages of adopting good teaching styles for teaching lower primary schools.

4.23 Regression Analysis

The general objective of this study was to establish teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The study used multivariate regression analysis in establishing this relationship between dependent and independent variable. The dependent variable of the study was implementation of Tusome Program while the independent variables were: Teacher attitude-TA, Teacher preparedness- TP, Teacher qualifications TQ, Teaching styles- TS).

Table 4.10.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	.852	.845	.303

Predictors: (Constant), Teacher Attitudes, Teacher Preparedness, Teacher Qualification Teaching Styles

The model summary in table 4.9 shows that there is a positive relationship between independent variables (Teacher attitude-TA, Teacher preparedness- TP, Teacher qualifications TQ, teaching styles- TS) and dependent variable Implementation of Tusome Program-ITPas indicated by the value of R (0.923). The results also show that there is correlation between the dependent and the independent variables as shown by the values of R^2 (0.852). The R^2 value (85.20%) indicates how

much of the dependent variable, Implementation of Tusome Program-ITP, explained by the independent variables, Teacher attitude-TA, Teacher preparedness- TP, Teacher qualifications TQ, Teaching styles- TS. In this case, the variation that has been explained is 85.20%.The part remaining of 14.80% can therefore be explained by other factors not studied in this research.

4.24 ANOVA

The study sought to establish analysis of variance (**ANOVA**) which is collection of statistical models used to analyze the differences among group means and their associated.

Table 4.11.

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.182	4	10.796	117.348	.000 ^b
	Residual	7.515	82	.092		
	Total	50.697	86			

a. Dependent Variable: Implementation of Tusome Program

b. Predictors: (Constant), Teacher Attitudes, Teacher Preparedness, Teacher Qualification Teaching Styles

The ANOVA statistics was used to test the fitness of regression model. The significance F value of 117.348 ($p < 0.001$) was obtained. This therefore means that the regression model obtained was fit and statistically significant and can be deemed fit for prediction purposes

4.25 Coefficients

Table 4.12.

Regression Coefficient

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.256	.178		1.433	.156
	Teacher Attitudes,	.143	.070	.117	2.037	.045
	Teacher Preparedness,	.272	.069	.351	3.962	.000
	Teacher Qualification	.236	.056	.300	4.227	.000
	Teaching Styles	.288	.062	.291	4.617	.000

Dependent Variable: Implementation of Tusome Program

Multiple regression analysis was conducted as to determine the relationship between Teacher attitude-TA, Teacher preparedness- TP, Teacher qualifications TQ, Teaching styles- TS) and dependent variable Implementation of Tusome Program-ITP. As per the SPSS generated table above, the equation

As shown by table 4.11 in the regression model, Teacher attitude has a Beta =0.143, Teacher preparedness Beta=0.143, teacher qualifications have a Beta =0.236 while teaching styles, Beta=0.288. This imply that when factors (Teacher attitude-TA, Teacher preparedness- TP, Teacher qualifications TQ, teaching styles- TS) are held at zero the level of achievement of Implementation of Tusome Program would be at 0.256. It also shows that a level increase in Teacher attitude would increase Implementation of Tusome Program by a value of 14.3%, Teacher preparedness by a value of 27.2%, teacher qualifications by 23.6% while a level increase in teaching styles, would cause an increase in Implementation of Tusome Program by a value of 28.8%. The study indicated that, there is a significant relationship between Teacher attitude- $p=0.045$, Teacher preparedness- $p<0.001$, Teacher qualifications $p<0.001$, Teaching styles- $p<0.001$) and dependent variable Implementation of Tusome Program.

4.26 Discussion

The study findings indicated that Teacher Attitudes had a $p=0.045$ which is less than the significance level of 0.05 which indicating a strong relationship between Teacher Attitudes and the implementation of Tusome program. These findings are related to a study by Makena (2011) who noted that teachers' attitude toward teaching would affect their teaching style in such a way that brings out a difference in student outcome.

KurÇunoğlu (2013) in his study stated that when teacher's attitude toward change of curriculum are determined, possible preventive actions can be taken and right decisions can be given about the change process and about determining, planning, implementing, and finally evaluating change. Ifiok (2005) also opened that a lack of required background and orientation relevant to curriculum on the part of the teacher, leads to poor attitudes towards the implementation of a new curriculum, on matter how expertly the pages of the curriculum were designed and put together.

The study also indicated that Teacher preparedness had a $p<0.001$ which indicates a strong relationship between Teacher preparedness and the implementation of Tusome program. These findings are in line with a study by (Bernard Van leer Foundations , 2012) on following footsteps which found out that learners who had been in pre-schools under well prepared teachers in terms of training were mostly still in school and the dropout figures were lower.

The study indicates that teacher qualification had a $p<0.001$ which is less than the significance level of 0.05. The implication is that teacher's qualification positively contributes to the implementation of Tusome program. These findings concur with those (Alade, 2014) who observes that the type of training a teacher receives is a major factor in determining the quality of the teachers' perception of the curriculum implementation and that his performance is a function

of the background education he had. Green (2012) indicates that the first step in educational reform is to improve the method of training teachers based on their various fields of specialization in order to produce well qualified teachers for efficient curriculum implementation. The results also concur with the findings of (Kathuri, 2016) who indicates that a professionally trained teacher contributes more positively to effective learning than untrained one.

The study indicates that teaching styles had a $p < 0.001$ which indicating a strong relationship between teaching styles and the implementation of Tusome program. These finding concur with a study by Brooks and Brooks (2013) who indicated that one of the things a teacher must do when considering how to teach students is to acknowledge that all students do not learn in the same way. If the teacher chooses only one style of teaching (direct instruction, collaborative learning, inquiry learning and so on), the learner will not be maximizing their learning potential. The finding is also in agreement with a study by (Resnick, 2014) who indicated that learners are likely to learn the most and enjoy the most when they are engaged as active participants, not passive recipients. Playful learning environment can be serious, creative, and imaginative as well as being fun and playful.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this section, a summary of the major findings of this study is given. This study sought to analyze teacher factors influencing the implementation of Tusome Program in lower primary public

schools in Mvita Sub-County. In addition, this chapter entails the conclusion and recommendations of the study as well as recommendations for further areas of study.

5.2 Summary

This study was based on four specific objectives as summarized below:

In relation to the influence of teacher attitudes on the implementation of the Tusome Program in lower primary school, this study found that the respondents indicated that, teacher attitudes have influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county and that aspects of teacher attitudes influencing the implementation of the Tusome Program in lower primary school included teacher enjoying teaching lower primary school activities, teachers feel time allocated is not adequate to cover the syllabus, they feel they have no enough time to check and mark students work. This study then found that Teacher attitude influence the implementation of Tusome Program in lower primary public school in Mvita sub county among other aspects.

About the influence of Teacher preparedness on the implementation of the Tusome Program in lower primary school, the respondents indicated that, Teacher preparedness has influence on the implementation of the Tusome Program in lower primary school and that some of the aspects of Teacher preparedness influencing the implementation of the Tusome Program in lower primary school included there is no enough time to review notes before classes, there is not enough time to write down summarized notes before classes, good lesson preparedness gave the teachers the moral to teach.

In relation to the influence of teacher qualifications on the implementation of the Tusome Program in lower primary school, majority of the respondents indicated that, teacher qualifications have

influence on the implementation of the Tusome Program in lower primary school and that some of the aspects of teacher qualifications influencing the implementation of the Tusome Program in lower primary school included teachers experience affects the implementation of Tusome Program, teachers level of education affects the implementation of Tusome Program among other aspects.

In relation to the influence of teaching styles on the implementation of the Tusome Program in lower primary school, this study found that teaching styles have influence on the implementation of the Tusome Program in lower primary school and that some of the aspects of teaching styles influencing the implementation of the Tusome Program in lower primary school included teachers expect students to finish all work set by the end of the lesson, teachers punish students for not getting work done, there is no enough time to mark all evaluation tests, the teaching methods teachers use meet the needs of all learners, some learners drop from classrooms because of poor teaching and learning methods, teachers encounter challenges in the use of some teaching methods such as the perky pace among others.

5.3 Conclusions

The aim of this study was to analyze teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The study therefore concludes that Teacher attitude, Teacher preparedness, Teacher qualifications and Teaching styles factors influence the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The regression analysis also confirms that there was a significant relationship between

implementation of Tusome Program and independent variables, Teacher attitude, Teacher preparedness, Teacher qualifications and Teaching styles.

The study concludes that the Tusome Program was hurriedly introduced and the teachers were not ready hence making its implementation challenging. Teachers implementing Tusome Program attend refresher course and trainings so as to master the work and enlighten the teachers on how to implement Tusome. However, the time allocated for Tusome training is not adequate. The training for the Tusome Program is usually done during vacations and the attending teachers are given very little compensation hence making them demotivated. There is usually one teacher in each lower primary class the Tusome Program who also expected to teach the other subjects in the same class which becomes stressful to the teacher hence making it challenge for the teacher to implement the Tusome Program efficiently. The negative attitude created by the teachers who have been trained on the Tusome Program makes it difficult for other teachers to volunteer to go for the training.

The study established that some teachers prepare for the classes in the evening after the pupils go home while some teachers prepare a day before the lesson so as to master the content and ensure that lessons flow systematically. They do the preparation so that they can master the topics and be able to give the right content. However, it takes a long time because of the many skills involved and a lot of teaching Aids. Without proper preparation a teacher will not be able to follow steps and deliver effectively.

The study found that the more the experience in teaching lower primary the better the students' performance on the Tusome Program. Experienced teachers are able to handle students effectively. Experienced teachers are able to go out of the way to deliver a credible lesson by incorporating his/her own ideas using Tusome Program. Mastering the basics makes a teacher a champion in Tusome and this is because experience is the best teacher. A qualified teacher looks at a lesson in broad perspective, then approaches a lesson with the learners in mind and is able to implement Tusome Program successfully.

The study finally concluded that the teachers determined the type of teaching style to use in a lesson according to the Program in the book, by looking at the learner's level of understanding, by looking at the resources available in the school and after preparing the lesson plan and notes. The teaching method mostly used is I do you do we do for grade one and grade two and in grade three they use we do you do teach style while learner centered style is used from grade one to grade three when teaching literacy skills during the implementation of Tusome Program. The teaching styles influence implementation of Tusome Program by practicing on them frequently so that learners become active during the lessons. By using child centered teaching styles every child is involved and no child is left behind.

5.4 Recommendations on Research Findings

The Ministry of Education should closely monitor the implementation of Tusome Program by carrying out spontaneous checks on the teacher's notes, preparations during the lessons, the syllabus they use, observe the teaching styles employed during teaching and learning process and receive teacher's views on some of the things to be improved for the Tusome Program to be a success.

In order to deal with Teacher attitude on the implementation of the Tusome Program, the Kenyan education sector needs to allow teachers to identify some of the key aspects in their practice that need to be improved. Teachers should also be involved directly during formulation and implementation of any new curriculum so as to ensure a smooth transition from the old curriculum to the new one

The Ministry of Education needs to increase the time allocated in training the teachers and the allowances given to them during the Tusome training so as to motivate them and ensure that they understand the whole content of the program which will hence result to effective implementation of the Tusome Program.

The Ministry of Education should also increase the number of teachers in all the school involved in the implementation of Tusome Program so as to reduce the burden the current teachers have. The increase in the number of teachers will hence give the teachers enough time to prepare for the classes and to personally attend to all students hence achieving the Tusome Program goals.

5.5 Recommendations for Further Research

The researcher suggests that further studies to be conducted on the impact of Tusome Program on students' performance in lower primary public schools.

Subsequent studies should consider conducting a similar study in other counties so as to establish whether similar results will be achieved.

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APPENDIX I : INTRODUCTION LETTER

Mary Nguya Nyale
Masters of Education
KeMU Mombasa campus

Dear Respondent,

RE: ASSISTANCE WITH STUDY FOR MASTERS DEGREE RESEARCH PROPOSAL

I am a student pursuing a master of education in leadership and education management at Kenya Methodist University Mombasa Campus. I am carrying out a research on the “**Teacher factors influencing the implementation of the Tusome Program in lower primary school in Mvita Sub-County**” I will be grateful if you allow me to involve you, some of your teachers and some of your students in this study. The information obtained will be used for the purposes of Research and the identities of the respondents will be kept confidential. Your cooperation will be highly appreciated.

Thanks for your support in this study.

Yours faithfully,

Mary Nyale Nguya

APPENDIX II: RESEARCH QUESTIONNAIRE

PART A: GENERAL INFORMATION

Please tick (✓) appropriately.

Gender (please tick in the box)

- i. Male
- ii. Female

For how long have you been in the school?

- i. Less than a year
- ii. 1-5 years
- iii. 6-10 years
- iv. 11 years and above

Education Level of the respondent

Doctorate Degree Master's Degree 1st Degree Diploma Certificate

PART B: TEACHER ATTITUDES

Please tick the numerical value corresponding to your personal opinion for each statement.

Use the scale provided to guide you. Please tick (✓) appropriately.

1=Strongly Disagree, 2=Disagree, 3= Moderate, 4=Agree, 5=Strongly Agree

TEACHER ATTITUDES	1	2	3	4	5
I enjoy teaching lower primary school activities					
I am always under strain when teaching lower primary school					
Time allocated is not adequate to cover the syllabus					
I have enough time to check and mark students work					
The end of activity lesson is always good riddance					
Teacher attitude influence the implementation of Tusome Program in lower primary school					
I receive a great deal of support from the parents for the work I do					
The school resources are enough for the implementation of Tusome Program					
The school gives me the support I need to teach					

Do teacher trainings have an impact on teachers teaching attitude towards the Tusome Program? If yes how.

.....

Do teachers have any attitude towards implementing the Tusome Program in their school? If so which ones?

.....

How does Teachers attitude influence implementation of Tusome Program?

.....

PART C: TEACHER PREPAREDNESS

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Disagree, 2=Disagree, 3= Moderate, 4=Agree, 5=Strongly Agree

TEACHER PREPAREDNESS	1	2	3	4	5
There isn't enough time to review notes before classes					
There isn't enough time to write down summarized notes before classes					
Good lesson preparedness gives me the moral to teach					
I have evaluating questions for every lesson					
Teacher preparedness influence the implementation of Tusome program in lower primary school					
I use teachings aids when preparing for lessons					
Teacher preparedness affects Student learning outcomes					
At the end of each lesson, i reviews what the students have just learned					
Iam able to answer students' questions about the subject					

How long do you take to prepare well for the Tusome Program classes and why?

.....

How does Teacher preparedness influence implementation of Tusome Program?

.....

PART D: TEACHING QUALIFICATIONS

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Disagree, 2=Disagree, 3= Moderate, 4=Agree, 5=Strongly Agree

TEACHING QUALIFICATIONS	1	2	3	4	5
Teachers experience affects the implementation of Tusome Program in lower primary school					
Teachers level of education affects the implementation of Tusome Program in lower primary school					
Teachers performance in college affects the implementation of Tusome Program in lower primary school					
Teacher attitude influence the implementation of Tusome Program in lower primary school					

Does lower primary teacher’s experience have an impact on students’ performance on the Tusome Program?

.....

How does teaching qualifications influence implementation of Tusome Program?

.....

PART E: TEACHING STYLES

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Disagree, 2=Disagree, 3= Moderate, 4=Agree, 5=Strongly Agree

TEACHING STYLES	1	2	3	4	5
I expect students to finish all work set by the end of the lesson					
I punish students for not getting work done					
There isn't enough time to mark all evaluation tests					
The teaching methods I use meet the needs of all learners					
Some learners drop from classrooms because of fail teaching methods					
I encounter challenges in the use of some teaching methods					
Learner centered instructional methods accounted for a larger proportion of variance in the performance of students.					
There is a relationship between the teaching method(s) I use and the students					
The amount of work load affects the teaching methods(s) i use most frequently					

Which teaching style do you use often when teaching literacy skills in your class?

.....

.....

How do you determine the type of teaching style to use in a lesson?

.....

.....

How do those teaching styles mentioned above influence implementation of Tusome program?

.....

.....

=

PART F: TEACHER MOTIVATION

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Disagree, 2=Disagree, 3= Moderate, 4=Agree, 5=Strongly Agree

TEACHER MOTIVATION	1	2	3	4	5
Teachers start out motivated but once they experienced failure, a sequence of events began that compromised their motivation					
Lack of commitment teachers is attributed to poor job motivation resulting from elimination of incentives					
The work and living environment teachers working influences their self-esteem in work place					
Teachers are always ready to exert an extra effort in the implementation of any school Program if this Program had monetary benefits					

PART G: IMPLEMENTATION OF THE TUSOME PROGRAM

Please tick the numerical value corresponding to your personal opinion for each statement. Use the scale provided to guide you. Please tick (√) appropriately.

1=Strongly Disagree, 2=Disagree, 3= Moderate, 4=Agree, 5=Strongly Agree

IMPLEMENTATION OF THE TUSOME PROGRAM	1	2	3	4	5
Tusome program play a big role in acquisition of reading skills in lower primary school					-
Tusome program play a big role in acquisition of writing skills in lower primary school					
Tusome program play a big role in acquisition of speaking skills in lower primary school					
Tusome program play a big role in acquisition of listening skills in lower primary school					
There are sufficient supportive resources and professional teachers to support Tusome program					
teachers are trained to use different teaching methods so as to implement Tusome program					
I have corresponding knowledge and skills implementation of Tusome program					

Thank you

APPENDIX III: UNIVERSITY AUTHORITY LETTER



KENYA METHODIST UNIVERSITY MOMBASA CAMPUS

P O Box 89983-80100 MOMBASA, Kenya
Tel: +254-715120282

Fax: 041-2495946
E-mail: mombasa@kemu.ac.ke

Date: 31-5-2018

TO WHOM IT MAY CONCERN

Reg. No: EDU-3-7288-3/2016

Name: MARY NGUYA NYALE

This is to confirm that the above named person is a bona fide student of this University pursuing a **Master of Education Curriculum Studies** as part of the degree requirements the student is required to undertake research and write a thesis in the area of specialization.

The student is undertaking research on "Teacher factors influencing the implementation of Tusome program in lower primary public schools in Mvita Sub County" and is currently proceeding to collect field data.

Any assistance given towards attaining this goal will be highly appreciated.

Yours faithfully


Eric Mathuva
For Coordinator, Postgraduate Studies



APPENDIX IV: MINISTRY OF EDUCATION RESEARCH AUTHORITY

THIS IS TO CERTIFY THAT:
MS. MARY NGUYA NYALE
of KENYA METHODIST UNIVERSITY ,
99405-80100 Mombasa, has been
permitted to conduct research in
Mombasa County

on the topic: TEACHER FACTORS
INFLUENCING THE IMPLEMENTATION OF
TUSOME PROGRAM IN LOWER PRIMARY
PUBLIC SCHOOLS IN MVITA SUB COUNTY

for the period ending:
8th June, 2019

.....
Applicant's
Signature


Permit No : NACOSTI/P/18/11516/23171
Date Of Issue : 13th June, 2018
Fee Received :Ksh 1000




.....
Director General
National Commission for Science,
Technology & Innovation

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APPENDIX V: JOURNAL AUTHORIZATION



The Strategic
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No. 2018/3/81

Certificate of Publication

This is to certify that **MARY NGUYA NYALE** has published a research paper in this journal, *Volume 5, Issue 3, 2018, pp 1161 - 1178*

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