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ABSTRACT

The objectives of this study were; to establish the effect of teacher attitudes and teacher preparedness on the implementation of early literacy in lower primary public schools in Mvita Sub County, Mombasa Kenya. The target population in this research was 124 lower primary teachers in all Twenty-five (25) public primary schools 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 arose from the study objectives due to the information they held on the implementation of Tusome Program. The study used census method where by all the 124 respondents were used for the study. The study used both open ended and closed-ended questions. The data collected was compiled and analyzed by use of Statistical Package for Social Sciences (SPSS) version 23 for the purpose of validity and reliability. The findings of this study may assist teachers and head teachers in identifying areas which need improvement in the implementation of Tusome Program. The findings would also benefit learners as service delivery would be improved. This study would provide a source of knowledge to the curriculum developers and implementers on teacher factors influencing implementation of new education curriculum. The study would also be of a great importance to other scholars who carry out related studies hence use information in this study as an empirical review in their studies. The study concluded that Teacher attitude and teacher preparedness influence the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The regression analysis also confirmed that there was a significant relationship between implementation of Tusome Program and independent variables teacher attitude and teacher preparedness. The study recommended that lower primary school teachers should be allocated adequate time to enable them cover the syllabus and should also have enough time to check and mark students work.

Key Words: *Teacher Attitudes, Teacher Preparedness, Early Literacy, Lower Primary Public Schools*

INTRODUCTION

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 (UNESCO, 2007). 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/agenda, 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 this 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 stipulated that Children all over, boys and girls alike, ought to have the capacity to finish a full course of essential tutoring (UN, 2013).

National Institute for Education 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 and Busch, 2009).

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 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 disguise 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 and 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 demonstrated 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, and King, 2016; Piper, Zuilkowski, and Mugenda, 2014).

Problem Statement

The report by Uwezo East Africa on the 2011 review in Kenya uncovers that 4 % of class 8 students couldn't read a class 2 story. The Annual Learning Assessment (ALA) did in Kenya in February year 2012 by Uwezo uncovered that 7% of class 8 pupils could neither read

through English or Kiswahili perusing tests set at class 2 level (Uwezo, 2012). A report led by Uwezo in 2015 found that English proficiency levels among kids matured 7 years - 13 years have remained relatively unaltered over the four years somewhere in the range of 2011 and 2014. The level of children who couldn't read letters of the alphabets in order was 5.7% in both the year 2011 and 2014.

The level of the individuals who could read a Class 2 story, has then again enlisted just minor change from 46% in the year 2011 to 50.9% in the year 2014. The level of children who couldn't read letters of the letter set was 8.2% in the year 2011 and 7.6 % in 2014. The level of the individuals who could read a Class 2 story enhanced imperceptibly from 49.7% out of 2011 to 53.9% of every 2014 (Uwezo, 2015). 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. Tusome is intended to drastically enhance essential proficiency results for around 7 million Kenyan kids in grades 1– 3. This study therefore analyzed the influence of teacher attitudes and teacher preparedness on the implementation of the Tusome Program in lower primary school in Mvita Sub-County.

Purpose of the Study

The purpose of the study is to analyze teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The specific objectives were:-

- To establish the influence of teacher attitudes on the implementation of the Tusome Program in lower primary school
- To determine the influence of teacher preparedness on the implementation of the Tusome Program in lower primary school

LITERATURE REVIEW

Theoretical Review

Capital Theory of School Effectiveness and Improvement

The study will be underpinned on the Capital Theory of School Effectiveness and Improvement (Hargreaves, 2001). The theory is built around four key concepts: outcomes, leverage, intellectual capital (human capital) and social capital. Hargreaves contends that education should initiate learners into intellectual and moral outcomes in order for them to make sound intellectual and moral judgments and choices.

Leverage, which is manifested through evidence-based practice and innovation, refers to the quality and quantity of effected change on students' intellectual and moral state as a function of the level of teachers invested energy. This 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).

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).

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. The theory holds that school rich in social capital will exhibit strong networks and collaborative relations among its members and stakeholders and a strengthened intellectual capital (Hoy and Tarter, 2007). Hargreaves (2001) maintains that high leverage can be achieved only by developing strong combinations of teachers' classroom practices and enhancing the participation of teachers in school-based professional development groups. School-based professional development, he contends, necessitates the mentoring of teachers and provides them an opportunity to develop and test new teaching strategies. Thus high social capital is

realized if mentoring becomes part of teachers' social learning (Bankston, 2004).

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. Finally, effective implementation of Tusome Program is measured by the outcomes concept which is limited to aspects of student reading skills, writing skills, speaking skills and listening skills.

Constructivists' Theory

The proponent of the theory is Lerman. The proponent on the constructivism theory of learning uphold that knowledge is actively constructed by organizing subjects not passively received from the environment (Lerman 2015). They hold the theory that knowledge is constructed by the learner rather than transmitted by

teachers. They view learners' activities as paramount in the learning process that begins with relevant experiences. 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 (DeVries and Kohlberg, 2010). It is this personal process of accommodation and adaptation, caused by these interactions, that leads again to equilibrium and leads to increasingly complex schema.

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 et al., 2010).

This scrutinizes neglects three key parts of constructivist educating and adapting: first, the teacher isn't missing or detached while pupils are occupied with a learning undertaking. At the point when teachers outline circumstances with fitting assets and bolster worked in, mastermind bunches so understudies can utilize each other as assets, foresee snags and false impressions, and react to inquiries with suitable clearing up inquiries and direction, they can essentially streamline understudies' disclosure procedure (Anderson et al., 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 in the implementation of the Tusome Program in lower primary school.

Empirical Review

Teacher Attitudes

A research by Lambe and Bones (2016) demonstrates that states 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 kids with a custom curriculum needs. Half of the members felt that they didn't have sufficient experience to work viably with understudies 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

An article by Gourneau (2015) on five attitudes 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. However this study analyses the effect of different teacher attitudes used by in-service teachers during implementation of education Program in lower primary school.

Orr (2009) asked pre-service special education teachers to share their experiences with general education teachers in the field; the special education teachers described the general education

teachers as negative. General education teachers appeared to exhibit more negative attitudes toward teaching learners who required modified instruction, such as students with vision and hearing impairments, but the most negative attitudes towards learners with severe disabilities, such as behavioral and emotional disorders (Orr, 2009). This research looks at teacher's attitudes toward teaching learners with disabilities and those without disabilities.

Teacher Preparedness

Shulman (2012) indicates that teacher preparation education Program needs to include content knowledge which is about the actual subject matter to be learned or taught. Teachers need to comprehend and know the subjects that they teach including the teaching of focal certainties, ideas, hypotheses and even methods inside a given field, information of illustrative systems that compose and associated thoughts, and learning of the tenets of confirmation and evidence. In this examination, the analyst takes a gander at how teachers preparedness influences teaching of pupils in lower primary schools.

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, & 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 children 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.

Teacher Motivation

A considerable lot of the study on inspiration (motivation) in school centers on students and their motivation for accomplishment; in any case, teacher motivation is additionally a vital region to look at as instructors' activities impact understudy results (Retelsdorf, Butler, Streblow, and Schiefele, 2010). Neves de Jesus and Lens (2005) set forth a model of teacher motivation utilizing an alternate structure. These creators studied Portuguese teachers to approve a model of instructor inspiration that incorporates the anticipation esteem hypothesis and scholarly defenselessness hypothesis.

The proposed display recommended that teachers begin propelled yet once they encountered disappointment, an arrangement of occasions started that traded off their inspiration. After teachers encounter disappointment they may ascribe the disappointments to inward and stable causes, which prompts outside control desires. On the other hand, teachers may encounter achievement yet ascribe these to outside and precarious causes, which prompts low adequacy hope. Both of these occasions prompt low hope for progress and to bring down inherent inspiration, which prompts brought down objective esteem. In this investigation, teacher motivation was conceptualized as an expert committee, which included exercises, for example, cooperation in extracurricular exercises, student applaud, endeavors with course planning, accessibility to pupils outside of class, and endeavors to differentiate instructing methodologies.

The consequences of the investigation recommended that the main variable, which applied the direct effect on proficient commitment (instructor inspiration), was objective esteem. Most of the alternate connections proposed in the coordinated model were additionally noteworthy. The exemption was attributions (both for victories and disappointments); these were not fundamentally identified with adequacy anticipation. Generally, this examination offers a model for understanding teacher motivation, which can be utilized as a system for different investigations of instructor inspiration and coordinate this territory of research.

Conceptual Framework
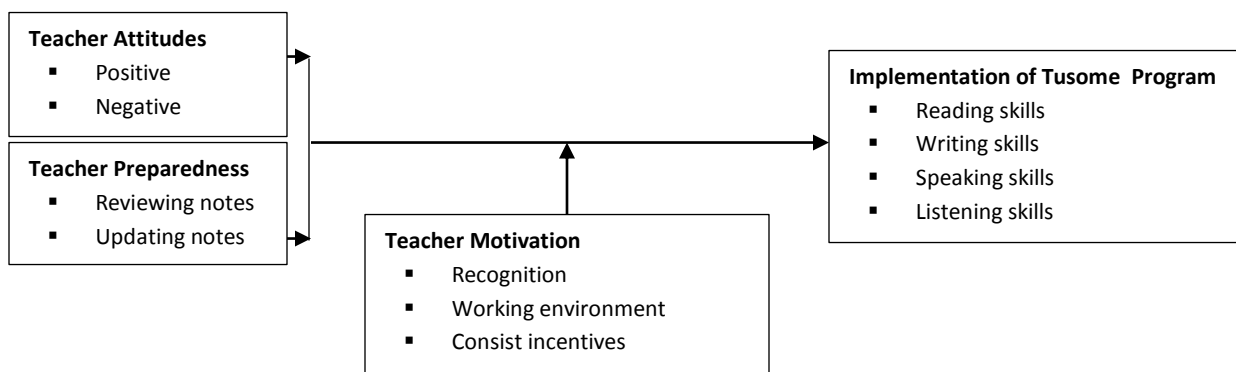
| Independent Variables | Intervening variable | Dependent Variables |

Figure 1: Conceptual Framework
Source: Author (2018)

METHODOLOGY

This study used descriptive survey research design. According to Mugenda and Mugenda (2010) descriptive survey determines and reports the way things are in their natural environment. The target population in this research was 124 lower primary teachers in all Twenty-five (25) public primary schools 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. The study used census method where by all the 124 respondents were used for the study. The main 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.

RESULTS

Teacher Attitude

Table 1: 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

Source: Researcher, (2018)

The first specific objective of the study was to establish the influence of teacher attitude on the implementation of the Tusome Program in lower primary school As shown in Table 1, majority of the respondents indicated that, teacher attitudes had influence on the implementation of the Tusome Program in lower primary school, these aspects of teacher attitudes included that they enjoyed teaching lower primary school activities which scored a mean of 3.24, they enjoy teaching lower primary school activities with a mean of 3.23, Time allocated was not adequate to cover the syllabus with a mean of 2.99, they had 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 influenced the implementation of Tusome Program mean of 3.55, they received a great deal of support from the parents for the work they did a mean of 2.93, The school resources were enough with a mean of 3.11 and The school gave them the support the need to teach with a mean of 2.93. The result obtained was above average implying that teacher attitudes had influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county.

On the question of do teacher trainings 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 was a refresher course so every time the

teachers went for training so as to master the work. The training enlightened the teachers on how to implement Tusome. The respondents also indicated that the time allocated for Tusome training was not adequate. The universities and colleges where teachers were trained din't have much knowledge on Tusome. Some of the respondents indicated that the training gave the teacher maximum confidence in implementing Tusome Program. After the training, the teacher was expected to implement what they had been trained and there's a follow-up. Some of the respondents indicated that the training for the Tusome Program was usually done during vacations and the attending teachers were given very little compensation hence making them demotivated.

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 that the Tusome Program was hurriedly introduced and the teachers were not ready hence making its implementation challenging. The teacher had to follow all the steps in the book. Some respondents indicated that the Tusome Program was too tasking and the teacher was limited to the books (fidelity to the book) so the teacher couldn't add anything. It

was also indicated that one teacher was trained per class and the training was rushed hence having half-baked teachers. The one teacher in a school taken for the Tusome Program was expected to teach all the lower classes hence becoming stressing to the teacher hence making it was a challenge for the teacher to implement the Tusome Program efficiently.

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 slow learners did remedial so as to be able to read. The respondents further indicated that if the teacher had positive attitude, he/she would be able to implement Tusome Program. Some of the teachers indicated that the Program should be put on-holt for proper implementation because some teachers were using other methods. Some of the respondents indicated that Teachers attitude brought about pressure (stress) among the teachers which interfered with the implementation of Tusome Program. If Tusome Program was negatively implemented, it would not have been effective. The respondents indicated that he negative attitude created by the teachers who had been trained on the Tusome Program made it difficult for other teachers to volunteer to go for the training.

Teacher Preparedness

Table 2: Teacher Preparedness

Statements	N	Mean	Std. Dev.
There isn't enough time to review notes before classes	87	2.69	1.527
There isn't 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 have evaluating questions for every lesson	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 aids 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, I 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 specific 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 2, majority of the respondents indicated that, teacher preparedness had influence on the implementation of the Tusome Program in lower primary schools in Mvita sub-county in Mombasa Kenya. These aspects of teacher preparedness included, There wasn't enough time to review notes before classes which scored a mean of 2.69, There wasn't enough time to write down summarized notes before classes with a mean of 3.69, Good lesson preparedness gave them the moral to teach with a mean of 2.90, they had evaluating questions for every lesson mean of 2.67, Teacher preparedness influence the implementation a mean of 2.93, they used teachings aids when preparing for lessons a mean of 2.64, Teacher preparedness affected Student learning outcomes Program mean of 2.72, At the end of each lesson, they reviews with a mean of 2.72, and they were able to answer students' questions with a mean of 2.98. The result obtained was above average implying that teacher preparedness had influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county.

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 prepared for the classes in the evening after the pupils go home. They did the preparation so that they could master the topics and be able to give the right teaching. Some of the respondents indicated that it took a long time because of the many skills involved and a lot of teaching Aids. Some teachers prepared for the Tusome Program classes a day before the lesson so as to master the content and ensure that lessons flow systematically.

Upon seeking of respondent's opinions and views on how teacher preparedness influenced the implementation of Tusome Program, the respondents indicated that good preparation gave a teacher more confidence to teach hence implementing Tusome Program. Without proper preparation a teacher would not be able to follow steps and deliver a satisfactory lesson.

Teacher Motivation

Table 3: Teacher Motivation

Statements	N	Mean	Std. Dev.
Teachers start out motivated in Tusome Program but once they experienced failure, a sequence of events began that compromised their motivation	87	4.19	1.309
Lack of commitment of teachers is attributed to poor job motivation resulting from elimination of incentives	87	3.94	.970
The teachers' working and living environment influences their self-esteem in work place and affects Tusome Program	87	4.09	1.044
Teachers are always ready to exert an extra effort in the implementation of Tusome Program if this Program had monetary benefits	87	3.67	1.330

The intervening variable of the study was to establish the intervening or moderating effects of teacher on the implementation of the Tusome Program in lower primary school. As shown in Table 3,

majority of the respondents indicated that, teacher motivation had influence on the implementation of the Tusome Program in lower primary school, these aspects of teacher motivation included teachers start out motivated in Tusome Program but once they experienced failure, a sequence of events began that compromised their motivation scoring a mean of 4.19, lack of commitment of teachers was attributed to poor job motivation resulting from elimination of incentives mean of 3.94, the teachers' working and living environment influenced their self-esteem in work place and affects Tusome Program mean of 4.09 while teachers were always ready to exert an extra effort in the implementation of Tusome Program if this Program had monetary benefits a mean of 3.09. The result obtained was above average implying that teacher qualifications had influence on the implementation of the Tusome Program in lower primary school in Mvita sub-county.

Implementation of Tusome Program

Table 4: Implementation of Tusome Program

Statements	N	Mean	Std. Dev.
Tusome Program play a big role in acquisition of reading skills	87	4.46	.712
Tusome Program play a big role in acquisition of writing skills	87	3.31	1.049
Tusome Program play a big role in acquisition of speaking skills	87	3.02	1.463
Tusome Program play 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

Source: Research data, (2018)

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. As shown in Table 4, majority of the respondents indicated that, there were 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 played 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 played a big role in acquisition of listening mean of 2.62, There were sufficient supportive resources and professional teachers mean of 2.68, teachers were trained to use different teaching methods so as to implement mean of 2.67 while they had corresponding knowledge and skills implementation of Tusome scored a mean of 2.60. This result showed that there were several aspects influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County.

Discussion

The study findings indicated that Teacher Attitudes had a p=0.045 which was less than the significance level of 0.05 which indicating a strong relationship between

Teacher Attitudes and the implementation of Tusome program. These findings were 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.

The study also indicated that teacher preparedness had a p=0.000 which indicated a strong relationship between Teacher Preparedness and the implementation of Tusome program. These findings were in line with a study by Bernard Van leer Foundations (2012) on following footsteps which found out that children 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.

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 concluded that Teacher attitude and Teacher preparedness influence the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. The regression analysis also confirmed that there was a significant relationship between implementation of Tusome Program and independent variables, Teacher attitude and Teacher preparedness.

The study concluded that the Tusome Program was hurriedly introduced and the teachers were not ready hence making its implementation challenging. Teachers implementing Tusome Program attended 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 was not adequate. The training for the Tusome Program was usually done during vacations and the attending teachers were given very little compensation hence making them demotivated. There was usually one teacher in each lower primary class the Tusome Program who also expected to teach the other subjects in the same class which was 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 had been trained on the Tusome Program made it difficult for other teachers to volunteer to go for the training.

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

RECOMMENDATIONS

The ministry of education should closely monitor the implementation of Tusome Program by caring out spontaneous checks on the teacher's notes during the lessons, the syllabus they use, observe the teaching styles employed during classes and receive teacher's views on some of the things to be changed for 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 teacher to identify some of the key aspects in their practice that need change. Teachers should also be involved directly during formulation and implementation of a new curriculum so as to ensure a smooth transition from the old curriculum to the new one

The government 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 training which will hence result to effective implementation of the Program.

The ministry of education should ensure that there is adequate amount of resources required in the implementation of Tusome Program. The ministry should also increase the number of teachers in a 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.

Suggestions 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. There is still need for further research to be conducted on the challenges faced during implementation of Tusome Program and how those challenges affect students' academic performance. 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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