

**INFLUENCE OF EARLY GRADE READING ASSESSMENT IN TUSOME PROGRAM  
ON LITERACY LEVELS AMONG EARLY LEARNERS IN TANA DELTA SUB-  
COUNTY, KENYA**

**MCHUNGWANI SAAD RASHID**

**A Research Project Report Submitted in Partial Fulfilment of the Requirements for the  
Award of the Degree of Master of Arts in Project Planning and Management, University of  
Nairobi**

**2018**

## DECLARATION

I declare that this is my original work and that this research project report has never been presented in any university for any academic award.

**Sign.....Date.....**

**MCHUNGWANI SAAD RASHID**

**L50/82253/2015**

This research project report has been submitted for examination with my approval as the university supervisor.

**Sign..... Date.....**

**DR. LILLIAN OMUTOKO**

Senior Lecturer, Department of Open Learning

School of Open and Distance Learning

University of Nairobi

## **DEDICATION**

This work is dedicated to my family members, my mother Mashavu Sadi and my sister Asha Sadi. I am indeed very grateful for your unwavering support during my studies.

## **ACKNOWLEDGEMENT**

I give my special gratitude to Dr. Lillian Omutoko for her insights, useful remarks and constant engagement throughout the entire process of this study. I also wish to extend my sincere thanks to my lecturers Prof. Harriet Kidombo, Prof. Charles Rambo, Prof. Gakuu Christopher Mwangi, Dr. Peter Makokha, and Dr. Agatha Nyawira to mention but a few. I am very grateful for their unrelenting support during my studies.

I am also very grateful to the University of Nairobi for giving me the opportunity to excel in my studies. Moreover, my sincere appreciation goes to my family, friends, colleagues and everyone who made this study successful for their moral support as well as their patience and prayers as I undertook this crucial journey.

Lastly, I thank God for giving me good health and enabling me to complete my research project.

## TABLE OF CONTENT

	Page
<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENT.....</b>	<b>v</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>x</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study .....	3
1.4 Objectives of the Study.....	3
1.5 Research Questions.....	4
1.6 Significance of the Study.....	4
1.7 Delimitation of the Study.....	4
1.8 Limitations of the Study.....	4
1.9 Assumption of the Study.....	5
1.10 Definition of Significant Terms used in the Study .....	5
1.11 Organization of the Study .....	5
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>7</b>
2.1 Introduction.....	7
2.2 Early Grade Reading Assessment Versus Literacy Levels among Early Learners .....	7
2.3 Teacher Training and Development on Literacy Levels among Early Learners .....	8
2.4 Instructional Materials and Literacy Levels among Early Learners.....	10
2.5 Instructional Support and Literacy Levels among Early Learners .....	11
2.6 Theoretical Framework: Socio-cultural Theory.....	12
2.7 Conceptual Framework.....	14

2.8 Knowledge Gap .....	15
2.9 Summary of Literature Reviewed.....	16
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>18</b>
3.1 Introduction.....	18
3.2 Research Design.....	18
3.3 Target Population.....	18
3.4 Sample Size and Sampling Procedure .....	19
3.4.1 Sample Size.....	19
3.4.2 Sampling Procedure .....	19
3.5 Research Instruments .....	20
3.5.1 Pilot Testing of Instruments.....	21
3.5.2 Validity of Instruments .....	21
3.5.3 Reliability of Instruments .....	21
3.6 Data Collection Techniques .....	22
3.7 Data Analysis Techniques.....	22
3.8 Ethical Considerations .....	23
3.9 Operationalization of Variables .....	23
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION .....</b>	<b>26</b>
4.1 Introduction.....	26
4.2 Questionnaire Response Rate .....	26
4.2.1 Gender of the Respondents .....	26
4.2.2 Age of the Respondents .....	27
4.2.3 Education Level of the Respondents.....	28
4.2.4 Designation of the Respondents.....	29
4.2.5 Length of Service in Tusome Project.....	29
4.3 Teacher and Curriculum Support Officer Training and Early Learners’ Literacy Levels.....	30
4.4 Provision of Instructional Materials and Early Learners’ Literacy Levels.....	34
4.5 Teacher/CSOs Instructional Support and Early Learners’ Literacy Levels.....	37
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>43</b>
5.1 Introduction.....	43

5.2 Summary of the Findings.....	43
5.3 Conclusions.....	44
5.4 Recommendations.....	45
5.5 Suggestions for Further Studies.....	45
<b>REFERENCES.....</b>	<b>46</b>
<b>APPENDICES.....</b>	<b>52</b>
Appendix I: Introduction Letter.....	52
Appendix II: Research Questionnaire.....	53
Appendix III: KIs Interview Guide.....	56
Appendix IV: Krejcie & Morgan Table (1970).....	57
Appendix V: Research authorization.....	58
Appendix VI: Permit.....	58

## LIST OF FIGURES

<b>Figure 1: Conceptual Framework</b> .....	14
---	----



## LIST OF TABLES

<b>Table 2.1:</b> Matrix Table of Literature Reviewed.....	15
<b>Table 3.1:</b> Sample Size for Quantitative Data.....	20
<b>Table 3.2:</b> Operational Definition of Variables.....	24
<b>Table 4.1:</b> Questionnaire Response Rate.....	26
<b>Table 4.2:</b> Gender Distribution of the Respondents.....	27
<b>Table 4.3:</b> Age Distribution of the Respondents .....	27
<b>Table 4.4:</b> Highest Level of Education of the Respondents .....	28
<b>Table 4.5:</b> Current Designation of the Respondents .....	29
<b>Table 4.6:</b> Length of Service in Tusome Project.....	30
<b>Table 4.7:</b> Awareness of Teacher & CSOs Training.....	31
<b>Table 4.8:</b> Tusome Program Implementers' Frequency of Training.....	31
<b>Table 4.9:</b> Tusome Program Implementers' Forms of Training .....	32
<b>Table 4.10:</b> Need and Impact of Tusome Program on Implementers & Learners .....	33
<b>Table 4.11:</b> Provision of Instructional Materials.....	35
<b>Table 4.12:</b> Materials Provided .....	35
<b>Table 4.13:</b> Quality and Use of Materials Provided.....	36
<b>Table 4.14:</b> Teacher/CSOs Instructional Support & Early Learners' Literacy .....	37
<b>Table 4.15:</b> Frequency of Distribution of Teacher/CSOs Instructional Support.....	37
<b>Table 4.16:</b> Impact of Instructional Support on Learning .....	38
<b>Table 4.17:</b> Impact of Teacher/CSOs Instructional Support on Performance.....	39
<b>Table 4.18:</b> Impact of Teacher/CSOs Instructional Support on Learners' Literacy Levels.....	39
<b>Table 4.19:</b> Scaling Up of Tusome Program.....	42

## **ABBREVIATIONS AND ACRONYMS**

<b>CSO</b>	Curriculum Support Officer
<b>EGRA</b>	Early Grade Reading and Assessment
<b>GOK</b>	Government of Kenya
<b>MOEST</b>	Ministry of Education, Science, and Technology
<b>NGO</b>	Non-Governmental Organizations
<b>PRIMR</b>	Primary Math and Reading
<b>RTI</b>	Research Triangle Institute
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>UNDP</b>	United Nations Development Program
<b>USAID</b>	United States Agency for International Development

## ABSTRACT

Statistics show that Kenya's literacy level stands at 61.5%, slightly below that of the East African Countries which 62% on average. This is far much below the global rating, at 86.3%. Available data on education and literacy levels in Tana River County demonstrate that the region has one of the poorest literacy outcomes hence posing a gloomy picture for young learners. Marred by absenteeism and poor learning environment among other factors, the county keeps on experiencing dismal performances in KCPE exams where for instance majority of the KCPE candidates who sat the their exams in 2016 scored less than 200 marks. This study intended to examine the influence of Early Grade Reading Assessment (EGRA) in Tusome program on literacy levels among early learners in Tana Delta sub-county in Tana River County. Specific objectives of the study included: to examine how Tusome teacher training and development, the extent to which provision of instructional materials in Tusome program, and the extent to which provision of instructional support in Tusome program influence literacy levels among early learners in Tana Delta sub-county. A case study research design was used in the study. The study triangulated data, using both quantitative and qualitative information. For quantitative data, the participants were sampled using stratified random sampling technique while purposive sampling techniques was used for qualitative data. The participants were grouped into three categories namely: Primary Schools Heads, County technical team and lower primary teachers. For quantitative information, structured questionnaires were used to collect data through one-on-one and self-administered interviewing processes. The study used Interview schedules for collection of qualitative data. Data analysis was done using descriptive analysis techniques aided by SPSS (v22) software and Excel worksheets. Thematic analysis was used in qualitative data. Statistics were presented by use of frequency tables and graphs. Out of the sampled 159 participants, 130 of them completed interviews, making a response rate of 82%. Of the 130 respondents, 66 (51%) were men while 64 (49%) were women. Regarding age, majority (38%; n=50) of the respondents were aged 46-55 years. This category was followed by those aged 56 & above years (23%; n=30), 26-35 years (17%; n=22), 36-45 years (12%; n=16), and 18-25 years (9%; n=12) in a descending order. These results show that a greater majority of the respondents were above 35 years in age, which cumulatively accounted for 73% of the respondents. Concerning education, the statistics indicated that majority (84%; n=109) of the respondents had a post-high school (tertiary) qualification, with 8% (n=10) having university qualification. Cumulatively 92% of the program implementers had a professional prerequisite for their respective jobs. Based on the study findings, it was concluded that: first, the EGRA initiative enhanced teacher aptitude thereby improving their ability to deliver in class. Secondly, provision of instructional materials was also very critical in enhancing literacy levels among early learners. Thirdly, instructional support to teachers and CSOs was instrumental in achieving the objectives of the program. The overall conclusion was that training and development of teachers, provision of instructional materials and provision of instructional support enhanced literacy learning among the pupils and increased enrolment in early schooling. This study recommends that the government should employ more teachers and adequately train them to handle early literacy learners; enough learning and instructional materials for pupils and teachers respectively such as exercise and textbooks should be adequately supplied. There should also be conducted more refresher trainings and other instructional support initiatives to teachers so that they can be able to deliver better in class.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Literacy has been touted as a critical factor for guaranteeing continued human development. Yet, literacy remains one of the most neglected aspects of education in sub-Saharan Africa. Statistics show that Kenya's literacy level at 61.5% is slightly below that of the East African Countries, averaging 62%. This is also below the world's 86.3% (UNESCO, 2015). Available data on education and literacy levels in Tana River County indicate that there are 63 primary schools in Tana Delta sub-county and a teacher to pupil ratio of 1:47 (County Government of Tana River, 2017). Absenteeism and poor learning environment were the major causes of poor performance among children in Tana River County schools. According to a report by the County Ministry of education, majority of the pupils who sat the KCPE exams in 2016 scored less than 200 marks.

Developed in 2006, the early grade reading assessment (EGRA) was intended to focus on the literacy skills needed by beginners in school. The model has since been embraced by over 65 countries globally and in more than a hundred languages. The EGRA program was basically mooted for availing well-timed information to help in improvement of learning in developing countries such as Kenya. It was created to provide consistent and compelling appraisal mechanisms that reliably contribute to achievement of skills for reading. The program has been very useful in providing critical information to help in monitoring of reading performance among early learners in the countries where it is being implemented. According to Dubeck and Gove (2014), EGRA's theoretical foundation was premised on the need for beginners in school to develop reading skills early enough. Furthermore, the program has made it possible to detect the early learners' weaknesses and respond to their unique reading needs in good time.

According to Jime'nez et al (2010) and Piper et al (2014), EGRA is basically used within the framework of early graders where the initiative revolves around the ability of the child to read. The aspect of human resource training and development cannot be overemphasized if the influence of EGRA in Tusome program in Tana River County can actually be felt. Appropriate training and capacity building of the workers becomes critical for organizations or programmes hence increasing employee productivity, knowledge, loyalty and overall contribution to organizational achievements (Heathfield, 2012; Garner, 2012).

According to USAID report (2016), The Tusome Early Grade Reading Program involves a national effort in Kenya to scale up a proven model for improved results in early grade literacy. Initiated in 2015, the program targeted 28,000 formal and non-formal public and low-cost private primary schools in the 47 counties in Kenya. About 1,000 of these are informal schools that exist mostly in urban slums, while the vast majority of the remaining 27,000 schools are in rural areas. Roughly 5.4 million children who entered primary school between 2014 and 2017 are expected to benefit from this scaling-up initiative. Intermediate beneficiaries included approximately 60,000 class 1 and 2 teachers, 28,000 primary school head teachers, 1,052 curriculum support officers (CSOs), plus “coaches” for non-formal schools, and 300 senior education personnel. Tusome will also assist the GOK at the technical and policy levels to sustainably improve reading skills beyond the span of the activity.

Tusome, now being implemented through Ministry systems in every primary school in the country, aims to improve the reading skills of 5.4 million pupils (USAID, 2016). It is envisioned that through this programme, 5.4 Million class 1 and 2 pupils will be twice as likely to meet the government’s benchmarks for literacy. In order to achieve its overall objective of improving literacy outcomes for classes 1 and 2 pupils, the programme envisages to improve teacher capacity; improve access to books and supplementary material; enhance supervision of CSOs, Coaches and Head teachers; establish effective and efficient Monitoring and Evaluation system; enhance use of ICT; and enhance capacity of the education sector to sustainably improve literacy outcomes. EGRA helps to monitor the progress of Tusome Early Grade Reading Program.

The main intention for human resource development is to impart the right skills on the workforce, especially teachers and curriculum support officers (CSOs), for possible maximum output and to develop them for upcoming challenges. For example, training and development programs create awareness among employees for using of new technology and prepare them on how to face new challenges (Imran et al., 2014). Taking the case of Tusome project in Tana River County therefore, this study is intended to examine the influence of EGRA in Tusome on literacy levels among early learners in Tana Delta sub-county, Kenya.

## **1.2 Statement of the Problem**

At 61.5% of literacy level in the country, Kenyan education sector still has a lot to cover so as the country can reach closer to the world’s 86.3% (UNESCO, 2015). Despite the efforts by Tusome

project to address the issues of literacy among early learners, there are still notable discrepancies of learning results based on environmental dynamics. For instance, according to Uwezo (2015), there is a huge disparity in the learning outcomes between learners in the Central Kenya region and those in North Eastern where the former stand a better chance of exhibiting superior results. Education stakeholders' attempts to deal with these imbalances are yet to bear fruits. The aspect of literacy in learning process still faces numerous challenges, including the low capacity for the teachers handling lower primary classes. This is demonstrated by the fact that according to Uwezo (2015), majority of the pupils enrolled in class 3 can hardly pass English or Kiswahili tests in class 2. Besides, there is a feeling that the progress in basic literacy in Kenya and other developing countries is very slow hence not adequately meeting the needs of early graders. The implication is that the learners will underperform throughout their primary school levels.

Unlike similar programs such as Wasichana Wote Wasome which targets young school girls, Tusome program involves multiple players helping to implement this initiative at different levels. It is against this backdrop that this research seeks to investigate the influence of EGRA in Tusome programme on literacy levels among early learners in Tana Delta sub-county. This is a deliberate intervention project by USAID, RTI aimed at complementing the Kenya governments' effort to improve pupils learning outcomes by ensuring an effective implementation of the curriculum and thus addressing the learning crisis in primary schools.

### **1.3 Purpose of the Study**

This study examined the influence of Early Grade Reading Assessment in Tusome programme on literacy levels among early learners in Tana Delta Sub-County.

### **1.4 Objectives of the Study**

This study was based on the following specific research objectives:

- (i) To examine how training and development in Tusome program influences literacy levels among early learners in Tana Delta sub-county.
- (ii) To examine the extent to which provision of instructional materials in Tusome program influences literacy levels among early learners in Tana Delta sub-county.
- (iii) To examine the extent to which provision of instructional support in Tusome program influences literacy levels among early learners in Tana Delta sub-county.

## **1.5 Research Questions**

The study was guided by the following research questions:

- (i) How does training and development in Tusome program influence literacy levels among early learners in Tana Delta sub-county?
- (ii) To what extent does provision of instructional materials in Tusome program influence literacy levels among early learners in Tana Delta sub-county?
- (iii) To what extent does provision of instructional support in Tusome program influence literacy levels among early learners in Tana Delta sub-county?

## **1.6 Significance of the Study**

It is hoped that EGRA in Tusome Program may provide a platform through which the government and other education stakeholders can improve reading outcomes for junior learners. The findings will be critical in education policy formulation, especially on early learning.

This study is important for the teachers in addressing the educational needs of children at early stages not only in Tana Delta but also in Kenya. The study findings are also likely to be instrumental in providing meaningful feedback to the government, USAID, RTI and other stakeholders in the education sector in the fight against illiteracy. Further, the study findings may shed more light on good project planning and management practices, especially in the education sector.

## **1.7 Delimitation of the Study**

Informed by low literacy levels in the area, the study was limited to examining the influence of EGRA on literacy levels of early learners with a focus on Tusome Program in Tana Delta sub-county. Specifically, the study targeted primary school teachers and county technical team working on Tusome program as well as parents whose children were beneficiaries of the program. The study focused on how training and development, provision of instructional materials, and provision of instructional support in Tusome program influenced literacy levels among early learners in Tana Delta sub-county.

## **1.8 Limitation of the Study**

This research relied on information provided by the respondents in Tana Delta sub-county. The study's main data collection instrument was a structured questionnaire thus the data was limited

to the respondents' level of honesty and willingness to participate in the study. This somehow limited the quantity and quality of data collected thereby affecting the validity and reliability of the study findings. Also due to the small number of the sample population, the results were unlikely to be appropriately generalizable to other Sub-counties in Kenya.

Another limitation was the wide geographical distribution of respondents, making it expensive to collect data. In order to collect credible data, the researcher assured the respondents that all the information provided would be treated with utmost confidentiality. Concerning the geographical distribution of the respondents, the researcher tried to identify the target population and planned well by way of booking appointments and adhering to the schedules.

### **1.9 Assumption of the Study**

The study assumed that the information given by the research participants was credible and truthful to enable the researcher address the research questions conclusively.

### **1.10 Definition of Significant Terms used in the Study**

**Early Grade Reading Assessment (EGRA):** this is a program meant to examine the basic skills that underpin development of reading skills among children up till the age of 8 years.

**Early Learners:** these are children pursuing early childhood education (ECE). This relates to teaching of young children (formally and informally) up until the age of 8 years.

**Instructional materials:** are primarily print materials oriented to English and Kiswahili subjects . These encompass English and Kiswahili pupils' books and teachers' guides as well as other tools like letter cards among others.

**Instructional Support:** This is a process for supporting teachers to be able to meet their teaching obligations. The process uses specific assessment and intervention techniques to help improve learning of the pupils.

**Literacy:** For this research, literacy means proficiency in English and Kiswahili. This includes the ability to understand spoken words and decode written words, and culminates in the deep understanding of text.

### **1.11 Organization of the Study**

This project was presented in five chapters. The first chapter introduces the study by giving the background information on the research problem statement, the purpose of the study and its



specific objectives. The chapter further outlines the research questions, significance, delimitation, limitations, assumptions, definition of significant terms as well as the organization of the study. Chapter two deals with the review of literature that is relevant to the research problem while also focusing on concepts with specific reference to how they apply to training and development of employees in relation to their work performance. Chapter three presents the research methodology. The chapter is further subdivided into the introduction, research design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques, operational definitions of the variables and ethical considerations. Chapter four presents data analysis, presentations, interpretations and discussions of the findings of the study. Chapter five highlights the conclusions drawn from the research findings and recommendations to enhance organizational effectiveness through employee training and development so as to ensure a steady and dedicated human resource.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter critically looks at the past literature on early learners. The chapter focuses on the reviews of relevant texts based on themes that emanate from specific objectives of the study. First and foremost, the chapter gives a general highlight on early grade reading assessment versus literacy levels among early learners before delving into the three themes. These include: teacher training and development on literacy levels among early learners, instructional materials and literacy levels among early learners and instructional support and literacy levels among early learners. The chapter also highlights theoretical framework of the study, conceptual framework, knowledge gap, and summary of the literature reviewed.

#### **2.2 Early Grade Reading Assessment Versus Literacy Levels among Early Learners**

The capacity for reading and understanding simple texts is a very critical skill for any early learner. Basic literacy skills will enable every early grader to avoid intergenerational cyclic poverty since it has been proven that obtaining literacy becomes harder as individuals advance in age. Empirical research indicates that it is easier for learners to be able to read by the end of class two if they are to be successful in school. However, according to USAID (2014), in many countries there are numerous pupils as old as six years who cannot read and understand a simple paragraph. The level of literacy skills in Kenya is still low. At only 61.5% literacy level compared to the world's 86.3% (UNESCO, 2015), it is clear that the country is performing below par. Furthermore, there are notable regional disparities of literacy levels even within the country. For instance, literacy levels in the Central Kenya region is far much ahead of that in North Eastern (Uwezo, 2015). The government and all stakeholders in the education sector need to enhance their efforts in order to narrow this gap.

USAID (2014) further maintains that early learners in grades 1-3 who do not learn how to read are likely not to be successful in their learning progress, including falling behind in reading and performance in other subjects. Eventually they are likely to stop schooling. Existing research shows that for learners to become competent individual readers, they must be able to decode words by using their knowledge of letter sounds. This must be combined with their ability to

identify common words quickly. In addition, children must have enough language skills in the language that they are reading to be able to make meaning from the words that are being decoded and to have the necessary reading comprehension skills. The lack of formal instruction on these key skills contributes to the low reading outcomes in Kenya (Armstrong, 2006).

Statistics indicate that only slightly more than 30 percent of learners in class 3 can read a simple English or Kiswahili passage (Uwezo, 2012a). Nonetheless, there are numerous mechanisms being put in place to improve early reading outcomes in Kenya. These include; the Aga Khan Foundation's Education for Marginalized Children in Kenya (EMACK) programme; the Opportunity Schools programme implemented by Women Educational Researchers of Kenya (WERK) and SIL International; the National Book Development Council of Kenya (NBDCK) programmes; new DFID Girls' Education Challenge programmes; and the USAID- and DFID-funded national literacy programme, Tusome, which started implementing a literacy improvement programme at scale starting in 2015. The progress in intervention design and implementation, however, has outpaced the attention paid to the evaluation of these projects.

There is need for all stakeholders in early-grade reading in Kenya to institute effective monitoring and evaluation tools. According to Gove and Wetterberg (2011), the Early Grade Reading Assessment (EGRA) is one of such tools. Despite some malleable evaluation strategies inherent in the EGRA program depending on program design and the language used, the general principle is based on oral reading assessment as a fundamental literacy outcome. Some alternative assessments, such as the 2010 National Assessment System for Monitoring Learner Achievement (NASMLA) in Kenya, primarily use silent reading passages accompanied by reading comprehension questions. To date however, no formal evaluation has been done to determine whether oral assessments or silent ones are preferable in Kenya (Uwezo 2012a). The question is not merely academic; it is of direct and immediate relevance to dozens of literacy interventions currently being implemented in Kenya and elsewhere in sub-Saharan Africa.

### **2.3 Teacher Training and Development on Literacy Levels among Early Learners**

There is evidence that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems (Harris, & Sass, 2011). A well trained teacher is able to guide the learning process of children, making learning relevant and stimulating. Such a teacher is able to impart knowledge and life skills that are essential in the

development of a child (Akarkshay, 2010). Different scholars have defined training and development in varied ways but the common idea exhibited in all these definitions revolve around enhancement of the capabilities of personnel in organizations. According to Kumpikaite and Sakalas (2011), tutelage is the components of the Human Resource Development (HRD) model, hence very crucial in capacity enhancement of personnel. Khan, Khan, and Mahmood (2012) have defined human resource development as a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioral reforms through training, development, and education within a specified time period. Hence, training and development becomes very critical in building and strengthening the work-related qualities of any organization's employees.

Training is a crucial component of teacher support for delivery of good results in class. Instructors must be taught on how best to use their ingenuity in guiding their pupils for the best outcomes. Besides, teachers must be given guidance on regularly assessing learner progress in foundational reading skills. Generally, in capacity building, teacher support includes effective supervision and guidance. However, due to various reasons, training of teachers is not as effective as it should be. For example, in an EGRA study done in Uganda, 38 percent of teachers interviewed reported that they were observed once a week and 33% said they were observed every month by someone at the school; either a head teacher or designee. At least 17% reported that they were observed only once a term, 3% were observed once a year and 9% were never observed completely (USAID, 2014). The ideal is for teachers to be observed teaching at least once per week while they are getting used to the new methodology by school based staff. External support from the Curriculum Support Officers (CSO) is also important. While the ideal is for CSOs to observe teachers twice per term, 32% of the surveyed teachers reported that in the previous year, their class had never been observed by a CSO. Thirty percent of the teachers reported that a CSO had observed their class once every term and an additional 21% were observed once in the previous school year. Seventeen percent of the teachers reported that they were observed once a month.

Despite the alarming trend concerning the low levels of pupils' achievement, there is little evidence linking learning outcomes of learners to instructors' training. However, the fact that those teachers are the main staff responsible for supporting pupils' learning, it is imperative that they are well trained. The Education for All Global Monitoring Report (EFA GMR, 2010) finds

that what students achieve in school is heavily influenced by classroom practices and teacher skills.

## **2.4 Instructional Materials and Literacy Levels among Early Learners**

Planned training and provisions of instructional materials lead to the best learning outcomes. Teachers need materials that will help them bridge the gap between the thematic curriculum and the teaching of reading in the classroom. There is evidence from existing studies that show an existence of influence of work materials in employees' performance (Swart et al, 2005). Indeed, Wright and Geroy (2001) note that employees' competencies change through effective training programs hence the need to avail relevant materials for employees (Purcell et al, 2003; Harrison, 2000; Swart et al, 2005). In one way or another, effective provision of working tools is related to employee performance in the sense that the former enables achievement of the latter. Working materials therefore not only facilitates the overall effective performance of employees in their current tasks but also enhances the link between the employer and employees.

According to Appiah, (2010) and (Harrison) (2000), in order to achieve the learning goals of the pupils, instructors must be able to readily access instructional materials. This will easily make it possible for enhanced learning standards. Furthermore, teachers are likely to closely follow what is provided in those standardized materials for the good of the learners. In this sense, selections of the right materials for the learners must be done diligently in accordance with what are the provisions of the Kenyan curriculum of education. The materials must be seen to emphasize the understanding of both the breadth and depth of critical concepts (Swart et al, 2005). Indeed studies have indicated that some elementary school teachers just decide on what to teach rather than strictly following what is provided in the official curriculum (Swart et al, 2005).

It is critical for the teachers to be given instructional materials that are relevant and suitable for preparing the learners well in accordance with the provisions of education curriculum. Assessment of the performance of pupils is very critical in the lives of early literacy learners. This has a significant impact on both the children and their families in terms of imparting of the right knowledge and attitude (Stern, 1999). Teachers need to conduct assessments so as to understand if their teaching is having any impact on the learners and identify possible gaps to be sealed in subsequent encounters. Such assessments are necessary to measure the learning progress of the pupils so that the learners can always be guided to achieve intended results. Furthermore, the

materials help parents to get involved in their children's work by helping them with homework and any other assignments. Parents get to use the textbooks to understand what the children have learnt in school and plan on how to help them further their knowledge. The parents are also able to understand what is in the curriculum and if they support the content or not.

## **2.5 Instructional Support and Literacy Levels among Early Learners**

Having the potential to do the job does not give the employees the guarantee that they will perform on the job. Rather it behooves the worker to understand the demand of his or her employer and the requirements of the job in question. This requires support from the employer. Employees' training and development therefore becomes critical in influencing organizational effectiveness (Asare- Bediako, 2008). Important to note is the fact that when people become more innovative, this demands of new skills, and knowledge. This is only possible through personnel training and development. For instance, employees would need to be more knowledgeable in order to implement new plans and be able to administer newly introduced systems. According to Asare- Bediako (2008), all other human resource management factors such as competencies, morale, attitudes and motivation of employees are determinants of performance but the ultimate human resource management outcome is performance. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position by Tusome program would be very critical not only for it to be able to successfully achieve its short and long-term objectives but also serve as an example to be emulated both locally and in the global arena. A manager has accountability for the performance of his employees and therefore a manager's success would be dependent on the abilities of the employees. A better trained employee would increase efficiency and even productivity by reducing fatigue and wastage (Thompson, 2002).

Teachers need more support for teaching reading in the classroom. Despite their training, teachers require follow-up sustenance. This support includes observation of classroom teaching and feedback as well as continuous professional development. All sources of potential support, including head teachers, peers, CSOs, and local government, are crucial for the support of the teachers to teach reading. The inability to read affects learners' performance in all academic areas, as reported in National Assessment of Progress in Education (NAPE, 2010). Educationists

acknowledge that reading failure limits prospects for educational, as well as social and economic, achievement later in life.

As instructors, it is the prerogative of teachers to craft the best methodologies to address the needs of the learners. In a classroom environment, there are likely to be several pupils who need to be assisted variedly. While some may require adaptation to instructions, others may be in need of special guidance. Likewise, although some pupils may need some adjustments in their Individual Education Plan, others may only require occasional customized programming to be effected on their Individual Education Plan (Torrington et al, 2005). It is the duty of the teacher to strive to meet the learning needs of every learner irrespective of the lesson or unit being offered. Such an instructor is bound to notice the learning dynamics amongst the learners and attend to each one of them based on individual unique needs. According to Wognum (2001), organizational skills are very critical in helping the teacher and pupils to achieve their respective goals in the learning processes. This can be done through adaptations where everything is arranged based on the teacher's manner of delivery of content in class and the capabilities of pupils. These approaches help in realizing the best teaching and learning outcomes where both the teacher and the pupils feel fulfilled in their respective endeavour based on the curriculum. Adaptations are customized according to the uniqueness of pupils and teachers, with each of them focusing on how to achieve defined goals. Based on education curriculum and individual needs of pupils, there are various ways that the learning outcomes can be achieved. This may include considerations for physical and/or social surroundings as well as the availability of supportive learning materials.

## **2.6 Theoretical Framework: Socio-cultural Theory**

As an emerging theory in psychology, socio-cultural theory looks at the important contributions that society makes to individual development. The theory lays emphasis on the interaction between developing people and the culture in which they live. Socio-cultural theory suggests that human learning is largely a social process. Socio-cultural perspective is used in various fields such as psychology and is used to describe awareness of individuals' circumstances within their surroundings and how their behaviours are affected specifically by their social and cultural backgrounds.

Research on literacy among early learners is premised on broad hypothetical standpoints that have changed progressively and majorly affected policy formulations. According to Gaffney and

Anderson (2000), there has been a major shift in the early learning processes, moving from behavioural to socio-cultural viewpoints. These shifts have fashioned learning strategies and influenced how learning is conceptualized, taught and assessed. From a socio-cultural point of view, culture plays a pivotal role in the development and acquisition of knowledge among early learners. Based on this perspective, literacy learning is a social endeavour rooted in definite cultural frameworks and dictated within specific cultural nuances (Gutierrez, 2002). Hence, acquisition of literacy is dictated by social environment of the children and this provides them with a basis to draw and construct meanings from. This means that children adopt certain behavioural tendencies which are beneficial to their language skills acquisition before reaching maturity. In this sense, early literacy development provides educators with instructional guidance to promote early literacy growth among their students. Children's development in the areas of listening, speaking, reading, and writing are all seen to be interrelated.

Socio-cultural theorists posit the listening, speaking, and writing skills of children begin at birth hence their level of literacy skills is greatly influenced by their home environment. A literacy rich environment therefore entails accessibility of books, newspapers and magazines so that teachers or guardians can read these varieties of materials to the children. Research has indicated that some children learn about reading and writing before they join school (Morrow, 1997). Their literacy behaviours change over time and eventually become conventional (Neuman, Copple, & Bredekamp, 2000). This means that adults in the lives of young children, including their teachers, play a very big role in their acquisition of literacy skills. Important to note also is the fact that according to socio-cultural theories, when children actively engage in interesting and meaningful reading and writing experiences, they develop literacy knowledge early in their lives.

According to Rogoff (1990), from a socio-cultural point of view adults can also influence acquisition of literacy by young learners through traineeship models. As beginners in the learning process join adults in this endeavour, they eventually become experts themselves hence being accepted and becoming central members of this group. This is clearly reflected in a school environment where pupils basically learn from their teachers. This ultimately means that what the teachers impart on the children is what will be reflected in their understanding of what has been taught. It therefore calls for teachers to undergo the right training so as to disseminate the right knowledge to the young learners. Socio-cultural models define literacy as a social practice grounded in social and cultural frameworks. Consequently, the whole meaning of literacy



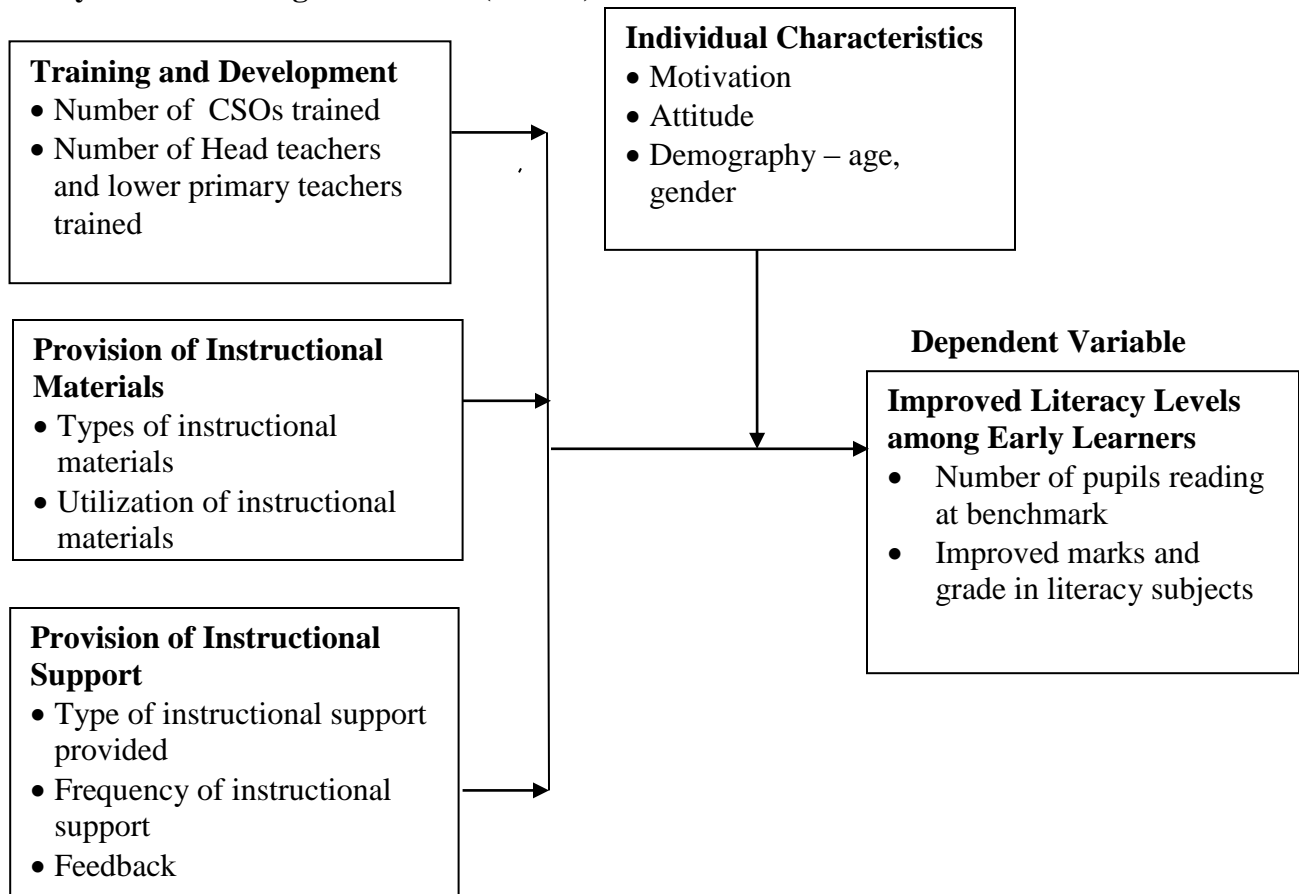
acquisition is viewed within a specific social context where learners lend credence to the meaning. Literacy is therefore viewed as a set of social practices highly dependent on shared cultural underpinnings. According to Kress (2003), literacy among early learners is not just reading and writing English texts but is highly influenced by how the teachers conduct the teaching.

## 2.7 Conceptual Framework

### Independent variables

### Intervening variables

### Early Grade Reading Assessment (EGRA)



**Figure 1 Conceptual Framework Influence of Early Grade Reading Assessment (EGRA) in Tusome Program on Literacy Levels among Early Learners**

Teacher training and development, provision of instructional materials, and provision of instructional support had influence on literacy levels among early learners in Tana Delta Sub-County in Tana River County. The influence of each of the three variables was based on different

domains. For instance, teacher training and development was viewed in terms of the number of CSOs and teachers trained. Provision of instructional materials was examined based on types of instructional materials and utilization of the same. On the other hand, provision of instructional support was viewed on the basis of types of instructional support provided, frequency of the support, and the feedback give. All the three variables were moderated by individual characteristics, which demographics such as gender and age, attitude and motivation to learn.

## 2.8 Knowledge Gap

The literature review identified gaps that this study sought to fill. These gaps are summarized in table 2.1.

**Table 2.1 Matrix Table of Literature Reviewed**

<b>Variable</b>	<b>Author (Year)</b>	<b>Title of study</b>	<b>Findings</b>	<b>Knowledge gap</b>
<b>Teacher Training and Development</b>	Gove, Habib, Piper, & Ralaingita (2013)	- Classroom-up policy change: early reading and math assessments at work	Training of teachers improved classroom performance	Impact of provision of instructional materials on literacy levels among early learners was not addressed.
	Mansour (2013)	- Evaluation of Training in Organizations: An Empirical Investigation from a Developing Country	Training of manpower was an important influencer on project output	Role of customized on the overall project outcome was not addressed.
<b>Provision of Instructional Materials</b>	Niazi (2011)	-Training and development strategy and its role in organizational performance	Provision of relevant materials was important for managers to perform	Influence of relevant materials for the learners on their learning outcomes was not addressed.
<b>Provision of Instructional</b>	Asare-Bediako, 2008	- Professional Skills in Human Resource Management 2nd edition	It was important for professionals to	Frequency of the provision of

<b>Support</b>	(Akarkshay, 2010).	have regular/refresher trainings	instructional materials was not addressed.
----------------	--------------------	----------------------------------	--

## 2.9 Summary of Literature Reviewed

This chapter critically looked at the literature on what influences literacy levels among early learners. The study was guided by socio-cultural theory which looks at the important contributions that society makes to individual development. The chapter was subdivided into subthemes based on the specific research objectives. On each subtheme, various authors reviewed had varied views in regard to human advancement and the role their social environment played in their journey of social development.

On teacher training and development versus literacy levels among early learners, there was evidence that better trained and more experienced teachers tended to be assigned to students of greater ability and with fewer discipline problems (Harris, & Sass, 2011). A well trained teacher is able to guide the learning process of children, making learning relevant and stimulating. However, there were mitigating factors in terms of the quality and frequency of specialized training to the teachers. For instance, financial resources posed a greater challenge to the government and other stakeholders in the education sector. This therefore hindered adequate human resource capacity building processes.

Regarding instructional materials and literacy levels among early learners, it merged that planned training and provisions of instructional materials led to best learning outcomes. Teachers needed relevant materials in order to meet their teaching obligations. Indeed, Wright and Geroy (2001) noted that employees' competencies change through effective training programs hence the need to avail relevant materials for employees. Working materials therefore not only facilitate the overall effective performance of employees in their current tasks but also enhances the link between the employer and employees. In this sense, teachers with adequate teaching materials connected and related better with the learners. According to Appiah, (2010) and (Harrison) (2000), in order to achieve the learning goals of the pupils, instructors must be able to readily access instructional materials. However, there were challenges that curtailed teachers' ready access to those materials hence making their work difficult and derailing the whole learning process among early learners.

Instructional support was also critical in enhancing literacy levels among early learners. Irrespective of availability of job opportunities for individuals, they needed to clearly understand the demands of their jobs for them to be able to perform. This is where support from the employer became critical (Asare-Bediako, 2008). In this sense teachers needed instructional support so that they can be able to perform. As instructors, it is the prerogative of teachers to craft the best methodologies to address the needs of the learners. In a classroom environment, there are likely to be several pupils who need to be assisted variedly. While some may require adaptation to instructions, others may be in need of special guidance. It is the duty of the teacher to strive to meet the learning needs of every learner irrespective of the lesson or unit being offered. Such an instructor is bound to notice the learning dynamics amongst the learners and attend to each one of them based on individual unique needs. However, there were challenges that often stood in the way of teachers' access to the required instructional support. This may include considerations for physical and/or social surroundings as well as the availability of supportive learning materials.

The challenge as to whether pupils are learning is not adequately covered. While there is significant investment in early childhood programs by government and the private sector, literacy levels continue to be all time low in Kenya and in particular Tana Delta sub-county. There is little literature that focuses specifically on the issues like the influence of teacher training on pupil learning outcomes that are measurable. Studies done in Kenya and other countries have shown that there is great concern for early grade education. The literature review reveals that there are gaps especially in the use of EGRA in improving literacy levels.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents a description of the methodology that is employed in the study. It outlines out the Research Design, target Population, Sampling Procedures and Sample Size, and Data Collection Methods. The chapter also highlights Validity and Reliability measures of the Research Instruments. Besides, Methods of Data Analysis, Operationalization of Variables and Ethical Considerations as well as the study sites are presented.

#### **3.2 Research Design**

The researcher adopted a case study design where Tusome Program in Kenya was used with a specific focus on the program in Tana Delta sub-county within the larger Tana River County. Examining the influence of Early Grade Reading Assessment (EGRA) program literacy levels among early learners gave a clear picture on what needs to be done so as to achieve the best results in a given program. This approach also provided a perfect opportunity to have a closer look at how to improve systems so that a program can best achieve its intended objectives. In order to effectively address the objectives of the study, the study used quantitative and qualitative data. According to Gay et al (2009), quantitative research enabled researchers to conveniently gather data through the respondents so that they can understand given phenomena from their own perspectives. While quantitative methodology gave an opportunity to gather data, summarize, present and interpret it for statistical purposes, qualitative data allowed for in-depth examination of the phenomenon under study. Descriptive data was suitable for explaining inferences or causal interdependence amongst the variables. This approach was proved to be appropriately used to gathering information about practical problems for more precise investigation (Berret, 2010).

#### **3.3 Target Population**

The target population for the study was 274 individuals (teachers and curriculum support officers) directly involved in running Tusome project. These included 63 head teachers from 63 primary schools in Tana Delta sub-county, 190 teachers for class 1-3, and 21 members of county technical team which included 4 curriculum support officers (CSOs) County Government of Tana River,

2017). There were also parents and opinion leaders that in one way or the other (directly or indirectly), were involved in this project.

### **3.4 Sample Size and Sampling Procedure**

A sample has been defined as a set of selected elements from the study population which is studied and thereafter the results generalized to the target population. Orodho (2002) argues that these elements must share unique characteristics.

#### **3.4.1 Sample Size**

A sample size is a subset of the elements (population) to which the researcher intends to make generalization of the results. This study used mainly probabilistic sampling approach to arrive at the sample. However, non-probabilistic sampling approach was also used to sample respondents for qualitative information. The population from which the sample was picked included 63 primary school head teachers, 190 lower primary teachers, 4 CSOs and parents who were currently the beneficiaries of Tusome project in Tana Delta sub-county in Tana River County. Sampling was done through the help of Krejee & Morgan Table (1970) at 5% margin of error (degree of confidence) using 95% confidence level.

#### **3.4.2 Sampling Procedure**

The study adopted purposive and stratified random sampling techniques for qualitative and quantitative data respectively. Purposive sampling is a technique used to specifically sample respondents who, based on their unique positions, are well placed to provide in-depth information a researcher wants. This procedure was used to pick 12 key informants (KIs) to be interviewed for qualitative data.

For quantitative data, a sample size of 159 was made through stratified random sampling technique. This procedure involved grouping of a target population into smaller groups/strata based on members' shared attributes before a scientific selection was done. The sample was drawn from a target population of 274 using Krejee & Morgan (1970) table of sampling theory. The table utilizes the following formula to obtain the various sample sizes for various population

sizes:  $n_0 = \frac{(t)^2(p)(q)}{d^2}$  where  $n_0$  is the sample size for categorical data;  $t$  is the value for the selected alpha level which is 0.025 in each tail = 1.65;  $p$  is the set at an estimated value of 0.5

hence  $(p)(q) = 0.25$ ;  $d$  is the acceptable margin of error for proportion being estimated at 0.05. In a broad sense, the units of analysis were grouped as primary school heads, lower primary teachers, and county technical teams. Tables 3.1 gives a summary of sample for quantitative data. The table below shows the sample size obtained from each category of the target population using Krejee and Morgan table (1970).

**Table 3.1 Sample Size for Quantitative Data**

<b>Category of Participants</b>	<b>Target Population (N)</b>	<b>Sample (n)</b>
Primary Schools Heads	63	37
Lower Primary Teachers	190	110
County technical team	21	12
<b>Total</b>	<b>274</b>	<b>159</b>

### **3.5 Research Instruments**

The study used both quantitative and qualitative research methods. While quantitative data provided statistics, qualitative data provided an opportunity for the in-depth analysis in regard to the study questions. A questionnaire was used as the primary data collection instrument because of its convenience to capture a lot of information with ease. The questionnaire was designed in such a way that it contained two main sections (A & B); with section A containing demographic details of respondents and B containing questions to elicit responses in line with the research questions.

Section B of the questionnaire consisted of questions applying Yes/No, and the Likert Scale, with the responses ranging from 1-5 on rating scale. The questionnaire was mainly closed-ended but also had spaces for qualitative data in form of comments, clarifications or addition of information. While closed-ended questionnaire was easy to analyze statistically, open-ended questions offered opportunities for comments or suggestions that would be very critical in enriching the data. For qualitative data, key informant interview guides were used. This was developed in line with the

study specific objectives. They were elaborate enough to allow proper probing so as to effectively address the research questions.

### **3.5.1 Pilot Testing of Instruments**

There was pilot testing of the questionnaire to reveal any vague questions or unclear instructions and enable the researcher to improve the efficiency of the instruments (Nachmias & Nachmias, 2007). Piloting of the questionnaire was done to 16 respondents (head teachers and lower primary teachers) from Galole central zone in Tana River sub-county. According to Connelly (2008), the sample size for experimental study should be 10 percent of that of the actual study. Doing the pilot study in another county ensured that this sample was not included in the actual study. The pilot was used to pre-test questionnaires. It enabled the researcher to check for any ambiguities and unclear questions in the questionnaires so they could be corrected.

### **3.5.2 Validity of Instruments**

Validity is the degree to which a research instrument measures what it intends to measure and performs as it is designed to perform (Cherry, 2015). Inferences related to the variables under discussions were considered during the match between test questions and content of the subject area. In addition to checking for the validity of the questionnaire against set objectives, construct validity was used to check how agreeable various constructs were to guarantee credible data. The researcher also used the expertise of her supervisor to improve on flow of the questions so that the responses captured were relevant in addressing the research problem.

To improve the validity of the instrument, pre-testing was done in Galole sub-county to determine whether the questions were acceptable, answerable and well understood. Pre-testing gave an opportunity for correction of any ambiguities in questions on the questionnaire.

### **3.5.3 Reliability of Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Cherry, 2014). It contributes to standardization of research instruments which in turn enables the results of a study to be generalized to the larger population.

Half-split test method was used to test the reliability of the instrument. The test items were divided into two halves with items matched on content and the scores of the two halves were scored separately. If a test was reliable, the scores on the two halves had high association (Cohen,



Manion and Morrison, 2007). From the results, the two scores of each respondent were computed separately. The Pearson Product Moment Correlation co-efficient was used. The correlation co-efficient of 0.9 was obtained, which was interpreted to mean high level of reliability. While designing the questionnaire, issues related to the objectives of the study were carefully considered. Besides, a pilot study was done to adjust the questionnaire accordingly. In addition, reliability analysis was subsequently done using Cronbach's Alpha, with the Alpha coefficient ranging 1-5 in an ascending order in terms of value. The findings from the pilot study determined how to adjust the questionnaire based on the Cronbach's 0.7 theory. The theory posits that although generally the higher the score the more reliable the generated scale is, 0.7 has been indicated to be an acceptable reliability coefficient.

### **3.6 Data Collection Techniques**

The first step was to recruit two research assistants who were then trained on the research instruments and briefed on the objectives of the study as well as data collection procedure. Enough copies of the questionnaire were then made before proceeding to the field. Introduction letter detailing the objectives of the study and ethical considerations during fieldwork was attached to each questionnaire. Actual data collection was done through one-on-one and self-administered interviews depending on the convenience of the respondents. In the case of self-administered interviews, filled questionnaires were later collected as soon as possible so as to check for their completeness and then serialized for easy handling during data entry.

For FGDs and KIs, the researcher booked interviews and the participants were interviewed at their own places of convenience. This would guarantee their comfort and confidence for them to be able to give credible information. A questionnaire took approximately 15 minutes to fill while interviewing key informant took approximately 20-30 minutes. The actual data collection activities lasted about a month.

### **3.7 Data Analysis Techniques**

Both quantitative and qualitative data analysis methods were used in the study. Quantitative methods emphasize objective measurements and statistical, mathematical or numerical analysis of data collected through questionnaires using computational techniques. On the other hand, qualitative data was analysed using thematic approaches.

Numerical data was analysed using quantitative techniques, such as Statistical Package for Social Sciences (SPSS) IBM Version 21 software program and Excel worksheets using Pearson Product Moment Correlation co-efficient. The summary of results was presented using frequency distribution and percentages, which were used to reflect the proportion of the respondents' choices of various responses. Tables were used to present quantitative data to guarantee easy understanding of the analyses. Besides, qualitative data were analyzed through thematic interpretations in line with the research objectives. A critical assessment of each narrative response was conducted and thereafter presented in narrative extracts within the main report.

### **3.8 Ethical Considerations**

Ethical considerations are based on informed consent, confidentiality and anonymity during the research process, especially when collecting data. Schicktanz & Dusche (2011) observe that ethical considerations ensure that the research respondents are consulted throughout the research process. Therefore, all research protocols must be observed. First and foremost, relevant ethical clearances were sought, including an authorization letter to start fieldwork from National Commission for Science, Technology and Innovation (NACOSTI). During fieldwork, the researcher also attached an introduction letter to every questionnaire, spelling out clearly the purpose of the study and the kind of information required from the respondents.

The respondents were informed that their involvement was voluntary and were assured of confidentiality of the information they shared. Safe for their designation, they were not required to give their actual names. They were coerced in any way to give out information they were not comfortable revealing. They also had the leeway to stop the interview midway as they may deemed fit. The researcher also took personal responsibility for the conduct and consequences of the research by adhering to the time schedule agreed upon with the participants. Generally, the researcher was open and honest when dealing with respondents.

### **3.9 Operationalization of Variables**

This section analyses operationalized variables on influence of Early Grade Reading Assessment (EGRA) in Tusome programme on literacy levels among early learners in Tana Delta sub-county. Table 3.3 presents these variables.

**Table 3.3 Operational Definition of Variables**

<b>Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Data Analysis Techniques</b>	<b>Tools of Analysis</b>
	<b>Independent Variables</b>				
<b>Objective 1</b> To examine how training and development in Tusome program influences literacy levels among early learners in Tana Delta sub-county	Training and Development	<ul style="list-style-type: none"> <li>• Number of CSOs trained</li> <li>• Number of Head teachers and lower primary teachers trained</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal scale</li> <li>• Nominal scale</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Content analysis: examine the data, interpret it via forming an impression and report a structured form.</li> </ul>	<ul style="list-style-type: none"> <li>• SPSS &amp; Excel worksheets</li> </ul>
<b>Objective 2</b> To examine the extent to which provision of instructional materials in Tusome program influences literacy levels among early learners in Tana Delta sub-county	Instructional Materials	<ul style="list-style-type: none"> <li>• Types of instructional materials</li> <li>• Utilization of instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal scale</li> <li>• Nominal scale</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Content analysis: examine the data, interpret it via forming an impression and report a structured form.</li> </ul>	<ul style="list-style-type: none"> <li>• SPSS &amp; Excel worksheets</li> </ul>
<b>Objective 3</b> To examine the extent to which provision of instructional support in Tusome program	Instructional Support	<ul style="list-style-type: none"> <li>• Instructional support provided</li> <li>• Frequency of instructional support</li> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Ordinal scale</li> <li>• Nominal scale</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Content analysis: examine the data, interpret it via forming an impression and report a</li> </ul>	<ul style="list-style-type: none"> <li>• SPSS &amp; Excel worksheets</li> </ul>

---

influences literacy levels among early learners in Tana Delta sub-county

---

structured form

---

**Dependent Variable**

---

Improved Literacy Levels among Early Learners

- Number of pupils reading as benchmark
- Improved marks and grade in literacy subjects

- Ordinal scale
- Nominal scale

- Descriptive statistics
- Content analysis: examine the data, interpret it via forming an impression and report a structured form.

- SPSS & Excel worksheets
-

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter highlights data analysis, presentation and discussions of the findings. These processes are done in line with the study objectives. Descriptive data is then presented by use of frequency tables, graphs and pie charts. The chapter is divided into subsections, including introduction, research findings, and discussions. Presentation of the findings starts with the response rate, demographic characteristics of the respondents, and the respondents' length of service in Tusome program.

#### 4.2 Questionnaire Response Rate

Out of the sampled 159 participants, 130 of them completed interviews, making a response rate of 82%. The 82 percent rate was good enough for analysis since, according to Mugenda and Mugenda (2003), a 70 response percentage is very commendable. Table 4.1 illustrates this summary.

**Table 4.1 Questionnaire Response Rate**

Category of Participants	Target Population (N)	Response Rate	
		Frequency (n)	Percentage (%)
Primary Schools Heads	37	30	19
Lower Primary Teachers	110	94	59
County technical team	12	6	4
<b>Total</b>	<b>159</b>	<b>130</b>	<b>82</b>

#### 4.2.1 Gender of the Respondents

Distribution of the respondents' gender was one of the important demographic characteristics that were considered among the respondents. This was a critical factor for reflecting how the participants behaved based on other dynamics. The results revealed that males were slightly more than females. Of the 130 respondents, 66 (51%) were men while 64 (49%) were women. Gender disparity may be a reflection of the general bias experienced in the formal employment sector in

Kenya where more men than women are formally employed. However, the near balance, with 66 men against 64 women, could be testimony to the fact that this bias is slowly being removed, especially in the education sector. Table 4.2 presents a summary of the respondents' gender distribution.

**Table 4.2 Gender Distribution of the Respondents**

<b>Gender</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Male	66	51
Female	64	49
<b>Total</b>	<b>130</b>	<b>100</b>

#### **4.2.2 Age of the Respondents**

The respondents' age disaggregated in varied ways, with 18 years as the minimum at which a person qualifies to be legally employed in Kenya. The findings revealed that majority of the 130 interviewed individuals were aged 46-55 years. This group accounted for 38% (n=50). This category was followed by those aged 56 & above years (23%; n=30), 26-35 years (17%; n=22), 36-45 years (12%; n=16), and 18-25 years (9%; n=12) in a descending order. These results show that a greater majority of the respondents were above 35 years in age, which cumulatively accounted for 73% of the respondents. Age distribution is presented in table 4.3

**Table 4.3 Age Distribution of the Respondents**

<b>Age</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
18-25	12	9
26-35	22	17
36-45	16	12
46-55	50	38
56 & above	30	23
<b>Total</b>	<b>130</b>	<b>100</b>

### 4.2.3 Education Level of the Respondents

In order to gauge how qualified the implementers of the Tusome program were, the respondents were asked about their highest level of education. The statistics indicate that majority (84%; n=109) of the respondents had a post-high school (tertiary) qualification. This meant that most of the program implementers were professionals who had attained college education. Besides, eight percent (n=10) of the respondents had university qualification. Only 8% of those interviewed had a high school qualification. None of the participants had ‘other’ qualification, which ideally stood for any qualification below high school certificate. Cumulatively therefore, the greater majority of the program implementers had a professional prerequisite for their respective jobs. This accounted for 92 percent. Based on the findings, it can be concluded that personnel tasked with implementing Tusome program in different capacities were well qualified. A summary of the education level of the respondents is provided in table 4.4.

**Table 4.4 Respondents’ Highest Level of Education**

<b>Education Level</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
High School	11	8
Tertiary	109	84
University	10	8
Other...specify	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

Literacy is a critical factor for early learners and ultimate human development. Yet, according to UNESCO (2015), this aspect of learning is not being given as much attention as it deserves, especially in the sub-Saharan region. With 61.5% literacy level, Kenya is somewhat below that of the rest of the East African countries which on average stands at 62%. Worse yet, this falls far much below the world’s average, at 86.3%. Some of the regions in Kenya lag very behind in terms of literacy levels, and this has been due to several factors. For instance, according to Tana River County Government statistics on education, among the 63 primary schools in Tana Delta sub-county, the teacher-pupil ration is 1:47. Compounded by absenteeism and poor learning environment, the learning outcomes among early learners in the region can only get worse. Statistics in this study indicate the same, adding credence to the KCPE performance exhibited in

2016 where according to the Ministry of Education majority of the candidates scored less than 200 marks.

Going by the high education qualifications of implementers of Tusome project however, there is some hope that young learners’ literacy levels will improve significantly. If other factors remain in force such as parents’ willingness to take their children to school and increased partnerships amongst all stakeholders in education matters, then things are likely to get better for early literacy learners.

#### 4.2.4 Designation of the Respondents

The study targeted lower primary teachers, primary school heads, and the county technical team responsible for implementing Tusome program. In that order, this represented 26% (N=42), 67% (N=106), and 7% (N=11) of the sample of 159 individuals. However, based on the dynamics on the ground, 130 respondents managed to complete interviews. Based on their proportion in the sample size, majority of those who participated in the study were lower primary teachers. These were followed by school heads and county technical team in a descending order. These accounted for 73, 21 and 6 percent respectively of the study participants. Summary of the description of the respondents is presented in table 4.5.

**Table 4.5 Current Designations of the Respondents**

<b>Designation</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Primary School Head	27	21
Lower Primary Teacher	95	73
County Technical Team	8	6
<b>Total</b>	<b>130</b>	<b>100</b>

#### 4.2.5 Length of Service in Tusome Project

The respondents were also asked about their length of service in Tusome project. This intended to measure their understanding of the operations of the project. As summarized in table 4.6, the findings revealed that majority (54%; n=70) of the respondents had worked in the project for 3 and above years while the minority (12%; n=16) had served in the project for 2-3 years. Generally, the statistics show that most of the implementers of the Tusome program had worked



here for at least three years and therefore understood well how the initiative was being run. It further means that the program had human resource capacity to achieve its objectives.

According to Piper et al. (2014) and Jimenez et al. (2010), the processes for administering EGRA are aimed at focusing on the learners so as to enhance their understanding hence improve learning outcomes. Yet, this study revealed that there were cases where teachers were not very enthusiastic to perform their duties due to lack of motivation as a result of poor remuneration among other factors. Furthermore, increased truancy among learners made it difficult to maintain consistency in the learning processes.

As a tool to measure initial literacy skills needed by early learners as beginners in reading, the early grade reading assessment (EGRA) has widely been adopted in many countries, including Kenya. Yet, the initiative continues to face challenges. The findings of this study revealed that there are numerous socio-economic, cultural and environmental factors affecting this program. For instance, there was lack of enough teachers, teaching materials, and poor infrastructure that made it difficult for uptake of this initiative. Furthermore, the fact that some parents did not take education of their children seriously only adds to the failure of the program to have as much impact in the region as would have widely been expected.

**Table 4.6 Length of Service in the Project**

<b>Years of Service</b>	<b>Frequency (no)</b>	<b>Percentage (%)</b>
Less than 1 Year	27	21
1-2 Years	17	13
2-3 Years	16	12
3 & above	70	54
<b>Total</b>	<b>130</b>	<b>100</b>

### **4.3 Teacher and Curriculum Support Officer Training and Learners' Literacy Levels**

Asked if they were aware of any early grade reading assessment (EGRA) training for teachers/CSOs in their respective zones, all the respondents answered in the affirmative. A summary of the responses is presented in table 4.7.

**Table 4.7 Awareness of Teacher & CSOs Training**

<b>Awareness of Tusome</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes	130	100
No	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

Other than being aware of the training for teachers and curriculum support officers, the respondents were also asked how often the training occurred. This was based on quarterly, every six months, once a year, every two years, and based on need. As illustrated in table 4.8, training of teachers and CSOs occurred on a quarterly basis. Majority (82%; n=107) of the respondents said they were aware this was happening quarterly while the minority (12%; n=15) said the training was happening every six months. Only a marginal number (6%; n=8) said that this was happening once in a year. No training was carried out based on need or every two years.

**Table 4.8 Tusome Program Implementers' Frequency of Training**

<b>Frequency of Training</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Quarterly	107	82
Every six months	15	12
Once a year	8	6
Every two years	0	0
No specific schedule (based on need)	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

The study also sought to find out the form of training the teachers and CSOs received. This was measured in terms of local/in-house, in-service training, and advanced or specialized (higher academic certificate e.g degree, masters etc) training. Majority (82%; n=107) of the respondents underwent in-service training while the minority (2%; n=3) pursued advanced or specialized training such as higher degree courses. A few of the respondents thought that the program implementers did local or in-house training. Table 4.9 summarizes these responses.

Relevant preparation of the program implementers including teacher refresher training was critical for the success of the program. Indeed according to Armstrong (2009), human resource

capacity building was the prerequisite for the success of any project or organization. Similar sentiments were echoed by Elnaga and Imran (2013) who observed that human training had a tremendous effect on employee performance. However, as indicated in the study findings it was not always possible to meet the demands of relevant human resource such as conducting in-house training and seminars for teachers and curriculum support officer (CSOs). The overall objective of improving literacy outcomes for classes 1 and 2 pupils therefore remains in limbo due to some failure to consistently improve teacher capacity; improve access to books and supplementary material; enhance supervision of CSOs, coaches and Head teachers as well as establish effective and efficient Monitoring and Evaluation system.

**Table 4.9 Tusome Program Implementers' Forms of Training**

<b>Form of Training Received</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Local/in-house	20	15
In-service Training	107	82
Advanced/specialized training	3	2
<b>Total</b>	<b>130</b>	<b>100</b>

The respondents were also asked about the need, mode, and impact of Tusome training. The respondents had various responses on each of the item statements that were intended to measure how much the training was impacting on the learners and implementers. Generally, most of the interviewees affirmed and (44%; n=57) and strongly affirmed (29%; n=38) that the training was conducted regularly. Similarly, as to whether training was compulsory for all the lower primary teachers and the CSOs, majority (38%; n=49) and (47%; n=61) agreed and strongly agreed respectively. Besides, majority (31%; n=40) and (63%; n=82) respectively agreed and strongly agreed that teaching had improved teaching and learning. This was in tandem with Bataineh (2014) who had tried to look at the impact of employee training on the performance of Commercial Banks in Jordan and concluded that human training and development had improved performance.

Equally, majority (39%; n=51) and (58%; n=75) respectively agreed and strongly agreed that training had improved literacy levels among early learners. On the other hand, majority (29%; n=38) and (37%; n=48) respectively strongly disagreed and disagreed that training was done

based on teachers' performance appraisals. This was likely not to go down well for the project since it was critical to do appraisals so as to understand the existing gaps in terms of training and capacity building. These responses are summarized in table 4.10.

**Table 4.10 Need and Impact of Tusome Program on Implementers and Learners**

Mode and impact of training	1=strongly disagree (n & %)		2= disagree (n & %)		3=neutral (n & %)		4=agree (n & %)		5=strongly agree (n & %)		Total (n & %)	
	n	%	n	%	n	%	n	%	n	%	n	%
	Training is conducted regularly	16	12	19	15	0	0	57	44	38	29	130
Training is compulsory for all the lower primary teachers/CSOs	12	9	8	6	0	0	49	38	61	47	130	100
Training is done based on teachers' performance appraisals	38	29	48	37	8	6	27	21	9	7	130	100
Training has improved teaching and learning	4	3	4	3	0	0	40	31	82	63	130	100
Training has improved literacy levels among early learners.	4	3	0	0	0	0	51	39	75	58	130	100

The respondents were asked to briefly explain how Tusome training had influenced literacy levels among learners in their schools or zones. Many respondents said that the training had numerous achievements. These included the fact that pupils were able to read and write good sentences both in English and Kiswahili, and that the number of learners who read on their own had significantly increased. In addition, this brought a lot of improvement to slow learners where education was now child-centred. Based on the provision of learning materials, the initiative had also reduced truancy in classrooms and the school in general since the pupils were able to concentrate in their studies. Furthermore, diversification of teaching approaches by teachers made it easier for pupils' understanding. This improved the pupils' performance including their ability to write short stories. This observation was in line with the findings by Gamage and Imbulana (2013) who in their study 'training development and performance of employee: Evidence from Shrilanka telecom' had found that training was very critical for the performance of any individual and the organization in general.

Imran et al (2014) also state that human resource training and development is intended to impart the right skills on the workers, especially teachers as well as curriculum support officers (CSOs). Human resource development is meant to enhance the output for implementers and prepare them for any possible challenges. This includes creating awareness and capacity among employees for using of new technology and prepares them on how to face new challenges. The influence of EGRA in Tusome program on literacy levels among early learners in Tana Delta sub-county would therefore ideally be indispensable. Nevertheless, lack of capacity in terms of financial and human resources sometimes makes it hard to achieve this feat. As it emerged in this study, multiple players helping to implement Tusome initiative at different levels faced numerous shortcomings. For instance, equipping early childhood teachers with the necessary skills to make them improve their practice still remains a challenge

#### **4.4 Provision of Instructional Materials and Early Learners' Literacy Levels**

The study also examined the contribution of instructional materials on improvement of literacy levels among early learners. Asked if there was provision of instructional materials in Tusome for respective schools or zones, as illustrated in table 4.11, all the respondents unanimously agreed.

**Table 4.11 Provisions of Instructional Materials**

<b>Provision of instructional materials</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes	130	100
No	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

The respondents were also asked about the kind of materials that were provided in the program. These were grouped in terms of English and Kiswahili pupils' books, English and Kiswahili teachers' guides, Story books, and any other materials or none at all. Generally as summarized in table 4.12, majority of the respondents agreed that English and Kiswahili pupils' books, English and Kiswahili teachers' guides, and story books were provided. This accounted for 92% (n=119), 100% (n=130), and 82 (n=107) respectively. Regarding 'other' materials, only a few (9%; n=12) respondents said that charts and homework books were provided. Otherwise, nothing else was provided under the program.

**Table 4.12 Materials Provided**

<b>Materials</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
English and Kiswahili Pupils books	119	92	11	8	130	100
English and Kiswahili teacher's guides	130	100	0	0	130	100
Story books	107	82	23	18	130	100
Others (Charts, homework books)	12	9	118	91	130	100
None	0	0	130	100	130	100

On the quality and how the materials were used, the respondents expressed mixed reactions. Based on a Likert Scale, majority (44%; n=57) and (29%; n=38) respectively agreed and strongly agreed that the materials provided were of good quality, having been approved by the Kenya Institute of Curriculum Development (KICD). Similarly, majority (38%; n=49) and (47%; n=61)

respectively agreed and strongly agreed that the ration of the materials to learners were now 1:1. The same trend was observed about how the pupils used the materials provided, with the majority (31%; n=40) and (63%; n=82) respectively agreeing and strongly agreeing that the pupils used the materials daily in learning at school. However, regarding how the teachers used the materials provided, majority (29%; n=38) and (37%; n=48) in that order strongly disagreed and disagreed that the materials were used for teaching daily. A synopsis of these responses is illustrated in table 4.13.

**Table 4.13 Quality and Use of Materials Provided**

Quality & Use of Materials	1=strongly disagree		2=disagree		3=neutral		4=agree		5=strongly agree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
	Materials are of good quality (Approved by KICD)	16	12	19	15	0	0	57	44	38	29	130
Ratio of the materials to learner is 1:1	12	9	8	6	0	0	49	38	61	47	130	100
Teachers use the materials daily in teaching	38	29	48	37	8	6	27	21	9	7	130	100
Pupils use the materials daily in learning at school	4	3	4	3	0	0	40	31	82	63	130	100

Asked to briefly explain how Tusome instructional materials had impacted on literacy levels of early learners in their respective schools or zones, the respondents felt that the level of learning among learners had generally significantly improved. Teachers' work in class had also been made

easier where the pupils had become more enthusiastic about learning. Improved reading and learning of habits of learners had encouraged the teachers to do their work with passion. Learners were also able to revise on their own thereby improving their language and storytelling skills. Parents were also able to assist their children with their homework besides the pupils becoming independent in reading as they were more familiar with the reading sounds. Besides, books were marked daily and this encouraged the pupils to do their homework.

#### 4.5 Teacher/CSOs Instructional Support and Early Learners' Literacy Levels

The respondents were also asked if there was any provision of instructional support to teachers or CSOs to enable them improve literacy levels among learners in Tusome Project in their respective school or zone. As illustrated in table 4.14, majority (94%) answered in the affirmative while 6% had opposing views.

**Table 4.14 Teacher/CSOs Instructional Support**

<b>Provision of instructional support</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes	122	94
No	8	6
<b>Total</b>	<b>130</b>	<b>100</b>

The study also sought to find out the frequency of provision of teacher/CSOs support. The options against which this was measured included weekly, monthly, termly, and rarely. Majority (53%; n=69) of the respondents said this was happening on term basis while the minority (6%; n=8) said this took place weekly. Twenty eight percent (n=37) had the opinion that the support was being provided monthly. These responses are summarized in table 4.15.

**Table 4.15 Frequency of Distribution of Teacher/CSOs Instructional Support**

<b>Frequency of instructional material support</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Weekly	8	6
Monthly	37	28
Termly	69	53
Rarely	16	12
<b>Total</b>	<b>130</b>	<b>100</b>



On the impact of instructional support on learning and how the feedback was used after the support was given, the respondents had mixed reactions. Based on a Likert Scale, majority (46%; n=60) agreed that the support was provided regularly while 18%; n=23 had neutral views. Minority (6%; n=8) disagreed with this account. On whether the feedback was provided after every support visit, majority (39%; n=51) and (29%; n=38) respectively agreed and strongly agreed. Minority (9%; n=12) strongly disagreed with this account. There was also a strong feeling that teachers used the feedback to improve learning. Majority of the respondents (45%; n=58) and (37%; n=48) respectively agreed and strongly agreed that this was happening. Only 6% strongly disagreed and disagreed with this account. Table 4.16 gives a summary of these results.

**Table 4.16 Impact of Instructional Support on Learning**

Impact of instructional Support	1=strongly disagree		2=disagree		3=neutral		4=agree		5=strongly agree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
The support is provided regularly	20	15	8	6	23	18	60	46	19	15	130	100
Feedback is provided after every support visit	12	9	12	9	17	13	51	39	38	29	130	100
Teachers use the feedback to improve learning	8	6	8	6	8	6	58	45	48	37	130	100

The respondents were also asked whether they thought regular instructional support to teachers in Tusome project had helped in improving teacher performance. All the respondents unanimously said yes. A summary in table 4.17 presents these responses.

**Table 4.17 Impact of Teacher/CSOs Instructional Support on Performance**

<b>Regular instructional support &amp; teacher performance</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes	130	100
No	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

Similarly, on whether the respondents thought regular instructional support to teachers in Tusome project had helped in improving literacy levels among learners. All the respondents unanimously said yes. Table 4.18 illustrates these responses.

**Table 4.18 Impact of Teacher/CSOs Instructional Support on Learners' Literacy Levels**

<b>Regular instructional support &amp; literacy levels</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes	130	100
No	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

Despite the successes of Tusome program, the respondents were of the opinion that the program was faced with some challenges with regard to improvement of literacy levels among early learners in Tana Delta sub-county. Shortage of English and Kiswahili textbooks and other instructional materials to the learners was a common problem. Others included lack of enough teachers (understaffing), insufficient sitting and travelling allowances for the program implementers, and crowded classrooms. There was also a feeling that pupils were being overworked and that this led to some parents and older siblings doing homework for the early learners. Other demands on pupils from families also derailed learning activities. For instance, during planting seasons, some pupils were forced by their parents to help in farms thus missing classes. As one respondent said:

*Sometimes there are parents who force their children to help in the farms, and this means that the children have to miss classes. When this happens, catching up again for these children becomes a big problem thus creating disconnect between learners and teachers.*

These sentiments were tied to the fact that some of the community members do not take education of their children seriously. This was compounded by the unfavourable general environment in the

area which included rugged topography hence making it difficult for the young learners to arrive in classes on time. These were some of the likely challenges that make enhancing of literacy levels among early learners an impossibility. As one parent said:

*Sometimes it is very difficult for my eight year old son to move this very long distance on his own so that he can reach to school on time. Many times I am forced to escort him even when I have other responsibilities to attend to. Whenever he is late to school, it becomes difficult to pick from where the rest had covered in his absence.*

These sentiments were echoed by an area Chief who felt that government agencies in the area had difficult time trying to sensitize the community to take their children's education seriously. The feeling was that everyday livelihood challenges also contributed a lot to this state of affairs. Indeed, as pointed in other literatures, poverty and unfavourable learning environment were some of the common deterrents for early learners not only in Tana Delta but elsewhere in Kenya and beyond. To reinforce these feelings, respondents 4 said thus:

*High poverty levels among parents, tough geographical location in county, and long distance to school among other challenges contributed to lack of seriousness of education uptake in this region. Even as government offices, we are often faced with difficult time trying to keep learners in school. High levels of absenteeism often lead to complete failure to continue with schooling. Eventually this leads to other social evils among young people such as child sex, early marriages, and early pregnancies among teenage girls among others.*

Another challenge involved high registration of new learners against insufficient infrastructure such as classrooms, water supply and sanitation in schools. Congested classrooms made it difficult for teacher-pupil interaction thereby interrupting with the smooth running of the learning process. Respondents 8, a head teacher in one of the local schools had this to say:

*Because of the facilitation of learning by this program, many parents are registering their children in school. However, the high rate often poses a big challenge to the managements of schools since infrastructure expansion is not in tandem with the increase of learners. For instance, we rarely receive money for construction of new classrooms to accommodate the surging number of pupils whom we receive everyday.*

Since the introduction of free primary education in Kenya more than ten years ago, congestion in classrooms and lack of enough infrastructure have been commonly experienced in almost all public schools. This has derailed smooth learning hence calling for the government and other development partners to intervene. These sentiments were also aptly captured in this study.

Despite increased learners in schools, the dropout rate is as high. This is mostly as a result of socio-economic and environmental factors that disfavour learning in the sub-county. For instance, most pupils speak in Kiswahili and mother tongue and so take time to blend the words. Because of disinterest of parents in their children's education, there are often high levels of truancy among learners hence making it difficult for smooth learning. Respondent 15, a teacher in one of the schools had this to say:

*Too much influence of the mother tongue and the fact that most parents do not insist on their children to use Kiswahili or English for communication makes our work difficult. It may take quite some time for a child to grasp the words. However, overall this program is doing a lot of good to the early learners in this region. We encourage the government and other partners to enhance material supply as well as infrastructure development such as improvement and expansion of classrooms.*

Generally, the respondents felt that although the program faced some challenges, it provided a lot of hope to the learners, their parents and other education stakeholders. In this regard, the respondents were asked their opinion on what needed to be done so as to improve the program and general learning outcomes for early learners in the Tana Delta sub-county. Several suggestions were mooted. There was need to supply enough materials for learning such as textbooks and exercise books for learners. It was also imperative for the government to employ enough teachers in the region, remunerate them well and provide them with all the relevant support to be able to deliver on their mandate. Enough time also needed to be created for regular refresher training of the teachers and CSOs. During training, teachers and other implementers of the program should also be given adequate reimbursements as a way of motivating them. In this sense therefore the program needed sufficient funding from the government and its development partners. Respondents 1 had the following to say:

*Teachers in this program and all other implementers should be treated well to feel appreciated. This includes being reimbursed well during seminars and other important*

*meetings. This will make them have the impetus to do their work well. Otherwise if there is no motivation to them, it is likely that they will not even point to areas that need improvement and the end result may be a total collapse of the program.*

Asked if they would recommend the government and other stakeholders to scale up Tusome program in other classes or subjects, the respondents unanimously agreed that this was a good idea. These sentiments are captured in table 4.19.

**Table 4.19 Scaling Up of Tusome Program**

<b>Recommendation of Tusome for Scale up</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Yes	130	100
No	0	0
<b>Total</b>	<b>130</b>	<b>100</b>

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study on the basis of its specific objectives. The chapter also highlights conclusions, recommendations, and provides propositions for feasible future research.

#### 5.2 Summary of the Findings

Objective 1 of the study was to examine how training and development in Tusome program influenced literacy levels among early learners in Tana Delta sub-county. Asked if they were aware of any EGRA training for teachers/ CSOs in their respective zones, all the respondents (100%) answered in the affirmative. Besides, majority (82%; n=107) of the respondents said they were aware training was taking place quarterly while the minority (12%; n=15) said the training was happening every six months. Only a marginal number (6%; n=8) said that this was happening once in a year. No training was carried out based on need or every two years. Regarding the form of training the teachers and CSOs received, majority (82%; n=107) of the respondents underwent in-service training while the minority (2%; n=3) pursued advanced or specialized training such as higher degree courses. A few (15%; n=20) of the respondents thought that the program implementers did local or in-house training. Table 4.3 summarizes these responses. Generally, most of the participants agreed (44%; n=57) and strongly agreed (29%; n=38) that the training was conducted regularly. Similarly, majority of the respondents (38%; n=49) and (47%; n=61) respectively agreed and strongly agreed that training was compulsory for all the lower primary teachers and the CSOs. Besides, majority (31%; n=40) and (63%; n=82) respectively agreed and strongly agreed that teaching had improved teaching and learning. Equally, majority (39%; n=51) and (58%; n=75) respectively agreed and strongly agreed that training had improved literacy levels among early learners. On the other hand, majority (29%; n=38) and (37%; n=48) respectively strongly disagreed and disagreed that training was done based on teachers' performance appraisals.

Objective 2 of the study was to examine the extent to which provision of instructional materials in Tusome program influences literacy levels among early learners in Tana Delta sub-county. All

(100%) the respondents unanimously agreed that there was provision of instructional materials in Tusome for respective schools or zones. Regarding the kind of materials that were provided in the program, 92% (n=119), 100% (n=130), and 82 (n=107) respectively said English and Kiswahili pupils' books, English and Kiswahili teachers' guides, and story books were being provided. Only a few (9%; n=12) respondents said that 'other' materials (charts and homework books) were provided. Otherwise, nothing else was provided under the program. Furthermore, majority (44%; n=57) and (29%; n=38) respectively agreed and strongly agreed that the materials provided were approved by KICD hence of good quality. Similarly, majority (38%; n=49) and (47%; n=61) respectively expressed approval and strong approval that the ratio of the materials to learners were now 1:1. Majority (31%; n=40) and (63%; n=82) respectively agreed and strongly agreed that the pupils used the materials daily in learning at school. However, majority (29%; n=38) and (37%; n=48) in that order strongly disagreed and disagreed that the materials were used for teaching daily. Generally, the respondents said that Tusome instructional materials had significantly impacted on literacy levels of early learners in their respective schools or zones.

Objective 3 was to examine the extent to which provision of instructional support in Tusome program influences literacy levels among early learners in Tana Delta sub-county. Majority (94%) of the respondents answered in the affirmative while 6% had opposing views that there was provision of instructional support to teachers or CSOs to enable them improve literacy levels among learners in Tusome Project in their respective school or zone. On the frequency of providing materials, majority (53%; n=69) of the respondents said this was happening on term basis while the minority (6%; n=8) said this took place weekly. Twenty eight percent (n=37) had the opinion that the support was being provided monthly. On the impact of instructional support on learning and how the feedback was used after the support was given, majority (46%; n=60) agreed that the support was provided regularly while 18%; n=23 had neutral views. Minority (6%; n=8) disagreed with this account. Similarly, on whether the respondents thought regular instructional support to teachers in Tusome project had helped in improving literacy levels among learners, all (100%) the respondents unanimously said yes.

### **5.3 Conclusions**

In light of the findings based on the three specific objectives, the following conclusions were drawn: first, the EGRA initiative enhanced teacher aptitude thereby improving their ability to

deliver in class. Secondly, provision of instructional materials was also very critical in enhancing literacy levels among early learners. Thirdly, instructional support to teachers and CSOs was instrumental in achieving the objectives of the program. The overall conclusion was that training and development of teachers, provision of instructional materials and provision of instructional support enhanced literacy learning among the pupils and increased enrolment in early schooling.

#### **5.4 Recommendations**

Based on the study findings and conclusions made, the following recommendations were made:

1. There was need for the government to employ more teachers and adequately train them to handle early literacy learners.
2. The government should also supply enough learning and instructional materials to pupils and teachers respectively, including exercise and textbooks.
3. There should be more refresher trainings and other instructional support initiatives to teachers to be able to deliver better in class.

#### **5.5 Suggestions for Further Studies**

The study makes the following suggestions as possible researchable topics that can be beneficial to other scholars, including beginner researchers:

1. An assessment of factors influencing low literacy levels among early learners.
2. A comparative analysis of factors leading to low literacy levels among early learners in the coastal region.
3. How to improve literacy levels among early learners in the coastal region.



## REFERENCES

- Achieng, O. (2013). Job Satisfaction and Employee Performance Within The Telecommunication Industry In Kenya: A Case Of Airtel Kenya Limited. Kenyatta University.
- Afshan, S., Sobia, I., Kamran, A. and Nasir, M. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business* 4, 6.
- Ahmad, K. Z., & Bakar, R. A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International Journal of Training and Development*, 7, 166-185. <http://www.dx.doi.org/10.1111/1468-2419.00179>.
- Aktar, S., Sachu, M. K., and Ali, M. E. (2012). The impact of rewards on employee performance in commercial banks of Bangladesh: an empirical study. *IOSR Journal of Business and Management*, 6(2), 9-15.
- Armstrong, M. (2006) *Human Resource Management Practice* 10th ed. Kogan Page. London and Philadelphia.
- Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (11th ed.). London (UK) and Philadelphia (USA): Kogan Page Limited.
- Asare-Bediako, K. (2008). *Professional Skills in Human Resource Management* 2nd ed. Asare-Bediako 7 Associate Limited, 277 Windy Hills.
- August, D., Shanahan, T. (Eds.), 2006. *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates, Mahwah, NJ.
- Bataineh, K. A. A. (2014). Impacts of Employee Training on the Performance of Commercial Banks in Jordan. *European Journal of Business and Management*, 6(27), 192-196.
- Cole, G.A. (2002) *Personnel and Human Resource Management*. 5th Edition, York Publishers, Continuum London.
- Connelly, L.M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411-2.
- County Government of Tana River. (2017). *Education, Vocational training & Sports – County Government of Tana River*. <Http://www.tanariver.go.ke/educationvocational-training-sports/>
- DeCenzo, A. D, & Robbins, P. S. (2000). *Personnel / Human Resource Management* 4th ed. Prentice-Hall, New Delhi, India
- Dessler, G. (2008). *Human Resource Management* 11th ed. Pearson International Edition.

- Elnaga, A. and Imran, A. (2013) The Effect of Training on Employee Performance. *European Journal of Business and Management*, **5**, 137.
- Evans, P., Pucik, V. & Barsoux, J. L, 2002. *The Global Challenge: Framework for International Human Resource Management*. Boston: McGraw-Hill.
- Frederick, B. A., & Stephen, O. O. (2010). Teachers' perceptions of staff development programmes as it relates to teachers effectiveness: A study of rural primary schools in Kenya. *Educational Research and Review*, 5(1), 001-009.
- Gamage, P., & Imbulana, L. (2013). Training development and performance of employee: Evidence from Shrilanka telecom. *International Jour. of Marketing, Financial Services and Management Research*, 2(9), 12-24.
- Garner, E. (2012). *Training skills: How to improve the skills and performance of your employees*. Ventus: Eric Garner & Ventus Publishing Apes. Available at: <http://www.bookboon.com/>
- Ghuri, P. & Grønhaug, K. (2005). *Research Methods in Business Studies: A Practical Guide*. 3rd Ed. London: Prentice Hall.
- Gove A, & Dubeck. M. (2014). The early grade reading assessment (EGRA): Its theoretical foundation, purpose, and limitations. *International Journal of Educational Development*. <http://www.elsevier.com/locate/ijedudev>
- Gove, A., & Wetterberg, A. (2011). *The Early Grade Reading Assessment: Applications and interventions to improve basic literacy*. Research Triangle Park, NC: RTI Press, RTI International. <http://www.rti.org/pubs/bk-0007-1109-wetterberg.pdf>. Accessed 21 April 2017.
- Gove, A., Habib, S. Piper, B., Ralaingita, W. (2013). Classroom-up policy change: early reading and math assessments at work. *Research in Comparative and International Education*. Volume 8 Number 3 2013.
- Guthrie, J.T., 2004. Teaching for literacy engagement. *J. Lit. Res.* 36, 1–29.
- Harrison, R. 2000. *Employee Development*. Silver Lakes, Pretoria. Beekman Publishing.
- Harvey, M. 2002. *Human Resource Management in Africa: Alice's Adventures in Wonderland*. *International Journal of Human Resource Management*. 13,7, 1119 – 1145.
- Heathfield, S. M. (2012). *Training: Your investment on people development and retention*. About.com Guide. Human Resource [on-line] Assessed on January 20, 2012 from the World Wide Web. [http://humanresources.about.com/od/educationgeneral/a/training\\_invest.htm](http://humanresources.about.com/od/educationgeneral/a/training_invest.htm)

- Imran, M., & Tanveer, A. (2015). impact of training & development on employees' performance in banks of pakistan. *European Journal of Training and Development Studies*, 3(1).
- Ivancevich, J. M. (2010). *Human Resource Management* 8th ed. Boston: Irwin McGraw-Hill
- Jere-Folotiya, J., Chansa-Kabali, T., Munachaka, J. C., Sampa, F., Yalukanda, C., Westerholm, J., & Lyytinen, H. (2014). The effect of using a mobile literacy game to improve literacy levels of grade one students in *Zambian schools. Educational Technology Research and Development*, 62(4) 417-436.
- Jime' nez, J.E., Rodrı'guez, C., Crespo, P., Gonza' lez, D., Artiles, C., Alfonso, M., 2010. Implementation of Response to Intervention (RtI) Model in Spain: an example of a collaboration between Canarian universities and the department of education of the Canary Islands. *Psicothema* 22 (4), 935–942.
- Kadiresan, V., Selamat, M. H., Selladurai, S., SPR, C. R., & Mohamed, R. K. M. H. (2015). Performance Appraisal and Training and Development of Human Resource Management Practices (HRM) on Organizational Commitment and Turnover Intention. *Asian Social Science*, 11(24), 162.
- Khan, M. T., Khan, N. A., & Mahmood, K. (2012). An organizational concept of human resource development – How human resource management scholars view 'HRD' (Literature Review). *Universal Journal of Management and Social Sciences* , 2(5). 36-47.
- Kinicki, A. & Kreitner, R. (2007). *Organizational Behavior*, New York. McGraw-Hill.
- Kotler, P. and Armstrong, G. (2002). *Marketing: An introduction*. 6th Ed. London: Prentice-Hall.
- Kulkarni, P. P. (2013). A Literature Review on Training & Development and Quality of Work Life. *Researchers World*, 4(2), 136.
- Kumpikaite, V., & Sakalas, A. (2011). The model of human resource development system's evaluation. *International Conference on E-business, Management and Economics* (pp. 46-50). Singapore: IACSIT Press.
- Mansour, M. (2013). Evaluation of Training in Organizations: An Empirical Investigation from a Developing Country. *International journal of education and research*, 1(6), 1-12.
- Marsick, V.J., Watkins, K.E., 2001. Informal and incidental learning. *New Dir. Adult Contin. Educ.* 89, 25–34.

- Matafwali, B. (2010). The role of oral language in the acquisition of early literacy skills: a case of Zambian languages and English. Unpublished Doctoral dissertation. University of Zambia. Zambia.
- McConnell, C. R. (2004). Managing employee performance. *The health care manager*, 23(3), 273-283.
- McCourt, W. & Derek, E. (2003). *Global Human Resource Management: Managing People in Developing and Transitional Countries*. Cheltenham, UK: Edward Elgar.
- McDowall, A. and Saunders, M.N.K. (2010) UK Manager's Conceptions of Training and Development. *Journal of European Industrial Training*, 34, 609-630. <http://dx.doi.org/10.1108/03090591011070752>
- Meyer, P.J. and Smith, A.C. (2000) HRM Practices and Organizational Commitment: Test of a Mediation Model. *Canadian Journal of Administrative Sciences*, 17, 319-331. <http://dx.doi.org/10.1111/j.1936-4490.2000.tb00231.x>
- Monappa, A & Saiyadain, M. (2008). *Personnel Management* 2nd ed. Tata McGraw-Hill, New Delhi.
- Mubanga, V. (2012). Effects of the Use of Chinyanja to teach literacy in a predominantly Soli speaking area of Lwimba, in Chongwe District. Unpublished Masters' Dissertation, University of Zambia. Zambia
- Mudor, H., & Tooksoon, P. (2011). Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover. *Journal of Economic and Behaviors Studies*, 2(2), 41-49.
- Mugo, J., Kaburu, A., Limboro, C., & Kimutai, A. (2011). Are our children learning? Annual learning assessment report. Nairobi: Uwezo.
- Mwanza, D. S. (2012). The Language of initial Literacy in a Cosmopolitan Enviroment: A Case of Cinyanja in Lusaka District. Unpublished Masters' Dissertation, University of Zambia. Zambia
- Myhill, D. and Watson, A. (2014) 'The role of grammar in the writing curriculum: a review of the literature', *Child Language Teaching and Therapy*, 30(1): 41-62, <<http://clt.sagepub.com/content/30/1/41.refs.html>>
- NASMLA (National Assessment System for Monitoring Learner Achievement). (2010). Monitoring of learning achievement for class 3 in literacy and numeracy in Kenya. Nairobi: Kenya National Examinations Council.

- National Institute of Child Health and Human Development (NICHD), 2000. Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769) U.S. Government Printing Office, Washington, DC.
- Niazi, B. R. A. S. (2011). Training and development strategy and its role in organizational performance. *Journal of public Administration and Governance*, 1(2), 42-57. <http://www.dx.doi.org/10.5296/jpaq.v1i2.862>.
- Noe, R. A. (2008). Employee training & development. New York: MacGraw-Hill, Inc.
- Obisi, C. (2011). Employee training and development in Nigerian organisations: Some observations and agenda for research. *Australian Journal of Business and Management Research*, 1 (9), 82-91.
- Osunde, D. C. (2015). Privatization of Public Enterprises In Nigeria: Impact On Employees' Performance And Managerial Implications. *International Journal Of Research –Grant Haalayah A Knowledge Repository*, 3(3).
- Piper, B., Zuilkowski, S.S., Mugenda, A., 2014. Improving reading outcomes in Kenya: first-year effects of the PRIMR Initiative. *Int. J. Educ. Dev.* 37, 11–21.
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. & Swart, J. (2003). Understanding the People and Performance Link: Unlocking the Black-Box. Research Report, CIPD, London.
- Qayyum, A., Sharif, M. T., Ahmad, A., Khan, M. S., & Rehman, K. -u. (2012). Training & development practices in National Bank of Pakistan. *Information Management and Business Review*, 8-17.
- Rothbard, N. P., Phillips, K. W., & Dumas, T. L. (2005). Managing multiple roles: Work-family policies and individuals' desires for segmentation. *Organization Science*, 16(3), 243-258. <http://www.dx.doi.org/10.1287/orsc.1050.0124>
- Saif, D. M. I., Malik, M. I., & Awan, M. Z. (2011). Employee Work Satisfaction and Work - Life Balance: A Pakistani Perspective. *Interdisciplinary Journal Of Contemporary Research In Business*, 3(5).
- Saleem, Q., Shahid, M., & Naseem, A. (2011). Degree of influence of training and development on employees' behavior. *International Journal of Computing and Business Research*, 1-13.
- Shaikh, M. A., Bhutto, N. A., & Maitlo, Q. (2012). Facets of job satisfaction and its association with performance. *International journal of business and social science*, 3(7), 322-326.

- Tana River Life Foundation (TRLF). (2013). Mending Young Life After Conflict: Mobile Library in The Tana Delta. <http://www.globalgiving.org>projdoc>
- Thomson, A. (2002). *Managing People and training and Development* 3rd ed. Butterworth-Heinemann.
- Torrington, D., Hall, L. & Taylor, S. (2005). *Human Resource Management*. 6th Ed. London: Prentice Hall
- Uddin, M. J., Luva, R. H., & Hossain, S. M. M. (2012). Impact of organizational culture on employee performance and productivity: A case study of telecommunication sector in Bangladesh. *International Journal of Business and Management*, 8(2), 63.
- USAID. (2016). Tusome Early Grade Reading Activity factsheet. Retrieved on February 24, 2017 from the World Wide Web. <https://www.usaid.gov/documents/1860/tusome-early-grade-reading-activity>
- Uwezo (2015): *Are Our Children Learning? The State of Education in Kenya in 2015 and Beyond*. Nairobi: Twaweza East Africa.
- Uwezo. (2012a). *Are our children learning? Annual learning assessment report*. Nairobi: Uwezo.
- Weil, A., & Woodall, J. (2005). HRD in France: the corporate perspective. *Journal of European Industrial Training*, 29,7, 529–540.
- Wognum, A. A. M. (2001). Vertical Integration of HRD Policy within Companies. *Human Resource Development International* 4,3, 407–421.
- Wood, F. and Sangster, A. (2002). *Business accounting 1*. 11th Ed. Pearson Education.
- Wright, P. & Geroy, D. G. (2001). Changing the mindset: the training myth and the need for word-class performance. *International Journal of Human Resource Management* 12,4, 586–600.

**APPENDICES**

**APPENDIX I: INTRODUCTION LETTER**

**MCHUNGWANI SAAD RASHID**

**P. O BOX 80598 - 80100**

**DATE.....**

Dear Respondent,

**RE: Participation in Research**

I am pursuing a Master of Arts in Project Planning and Management in the University of Nairobi, and I am conducting a research as part of the requirements.

In order to enable me to complete this program, I am conducting a study on: **influence of early grade reading assessment (EGRA) in Tusome on literacy levels among early learners in Tana Delta sub-County**. I would therefore kindly ask you to participate in this study by helping me fill this questionnaire. Please answer all questions freely and in honesty. Your actual name will not be revealed to anyone and the data you provide will only be meant for this study. I would highly appreciate your participation so that this project can be a success.

Thanking you most sincerely in advance.

Yours Faithfully,



**MCHUNGWANI SAAD RASHID**

**APPENDIX II: QUESTIONNAIRE FOR PRIMARY SCHOOL HEADS, LOWER PRIMARY TEACHERS, & COUNTY TECHNICAL TEAM**

Dear Respondent,

This is an academic research, and you are kindly requested to provide answers to these questions as honestly and precisely as possible. We will strive to maintain utmost confidentiality when handling the information you give us.

**Please circle where appropriate or fill in the required information on the spaces provided**

**SECTION A: PROFILE OF RESPONDENTS**

No.	Questions	Response
1	Gender of the respondent	Male <input type="checkbox"/> 1
		Female <input type="checkbox"/> 2
2	Age of the respondent	(a) 18-25 <input type="checkbox"/>
		(b) 26-35 <input type="checkbox"/>
		(c) 36-45 <input type="checkbox"/>
		(d) 46-55 <input type="checkbox"/>
		(e) 56-& above <input type="checkbox"/>
3	Highest Level of Education of respondent	(a) High School <input type="checkbox"/>
		(b) Tertiary <input type="checkbox"/>
		(c) University <input type="checkbox"/>
		(d) Other...specify <input type="checkbox"/>
4	Current designation of the respondent	(a) Primary School Head <input type="checkbox"/>
		(b) Lower Primary Teacher <input type="checkbox"/>
		(c) County Technical Team <input type="checkbox"/>
5	How long have you worked or participated in Tusome project? <b>(Please state in years)</b>	(a) Less than 1 Year <input type="checkbox"/>
		(b) 1-2 Years <input type="checkbox"/>
		(c) 2-3 Years <input type="checkbox"/>
		(d) 3 & above <input type="checkbox"/>

**SECTION B: Role of teacher and CSOs training on improvement of literacy levels among learners**

6. Are you aware of any EGRA (Tusome) training for teachers /CSOs in your zone?  
**Yes ( ) No ( )**
7. If yes, how often do teachers undergo training? Quarterly ( ); every six months ( ); once a year ( ); every two years ( ) No specific schedule (based on need).....
8. What form of training do they receive? **1=** Local/in-house ( ), **2=** In-service Training ( ), **3=**Advanced/specialized training (higher academic certificate e.g degree, masters etc).



8a.

On a scale of 1-5 where <i>1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree</i> : (Please tick one response about Tusome training)	1	2	3	4	5
(i) Training is conducted regularly					
(ii) Training is compulsory for all the lower primary teachers/CSOs					
(iii) Training is done based on teachers' performance appraisals.					
(iv) Training has improved teaching and learning					
(v) Training has improved literacy levels among early learners					

9. Briefly explain how Tusome training has influenced literacy levels among learners in your school/zone.....  
 .....  
 .....

**SECTION C: Contribution of instructional materials on improvement of literacy levels among early learners.**

10. Is there provision of instructional materials in Tusome for your school/zone? **Yes ( ) No ( )**

11. If yes, what types of materials are provided? **Tick appropriately**

- English and Kiswahili Pupils books ( )
- English and Kiswahili teacher's guides ( )
- Story books ( )
- Others (Specify) .....
- None ( )

12.

On a scale of 1-5 where <i>1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree</i> : (Please tick one response about Tusome materials)	1	2	3	4	5
(i) Materials are of good quality (Approved by KICD)					
(ii) Ratio of the materials to learner is 1:1					
(iii) Teachers use the materials daily in teaching					
(iv) Pupils use the materials daily in learning at school					

13. Briefly explain how Tusome instructional materials have impacted on literacy levels of early learners in your school/zone.....  
 .....  
 .....

**SECTION D: Influence of instructional support to teachers on improvement of literacy levels among early learners.**

14. Is there any provision of instructional support to teachers/CSOs to enable them improve literacy levels among learners in Tusome Project in your school/zone? **Yes ( ) No ( )**

15. If yes, how frequent is the support provided? **Tick appropriately**

- Weekly ( )
- Monthly ( )
- Termly ( )

Rarely ( )  
16.

On a scale of 1-5 where <i>1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree</i> : (Please tick one response on instructional support)	1	2	3	4	5
(i) The support is provided regularly					
(ii) Feedback is provided after every support visit					
(iii) Teachers use the feedback to improve learning					

17. In your opinion, do you think regular instructional support to teachers in Tusome project has helped in improving teacher performance? **Yes** ( ) **No** ( )

18. In your opinion, do you think regular instructional support to teachers in Tusome project has helped in improving literacy levels among learners? **Yes** ( ) **No** ( )

19. What problems do you think Tusome faces with regard to improvement of literacy levels among early learners in Tana Delta sub-county?

.....  
 .....  
 .....  
 .....

20. Please specify any ways you think Tusome project can be improved.

.....  
 .....

21. Would you recommend the government and other stakeholders to scale up Tusome program in other classes/subjects? **Yes** ( ) **No** ( )

**Thank you for your response.**

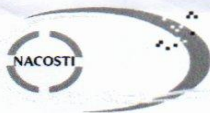
### **APPENDIX III: KEY INFORMANTS (KIs) INTERVIEW GUIDE FOR OPINION LEADERS, PARENTS, & TUSOME EMPLOYEES**

1. Introduce yourself and describe your specific assignment within Tusome Project.
2. To what extent do you feel confident in your understanding of the Tusome model?
3. Are there any remarkable changes that you have noticed in the practice of those teachers who have gone through Tusome program?
4. How is the performance of pupils handled by Tusome trained teachers as compared to those handled by those have not attended the training?
5. What have you observed the barriers to be in implementing the Tusome Model?
6. If you were free to make changes to Tusome, what would be the suggestions you would have for improving this approach to enabling teachers to gain new knowledge and to apply the knowledge in their classrooms?
7. When comparing Tusome to more traditional professional development approaches, which do you think is more effective in preparing teachers to make significant improvements in learners' achievement?

**APPENDIX IV: KREJEE & MORGAN TABLE 1970**

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie &amp; Morgan, 1970</i>				

## APPENDIX V: RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,  
2241349,3310571,2219420  
Fax:+254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/92341/22726**

Date: **24<sup>th</sup> May, 2018**

Mchungwani Saad Rashid  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of early grade reading assessment in tusome program on literacy levels among early learners in Tana Delta Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Tanariver County** for the period ending **22<sup>nd</sup> May, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Tanariver County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

A handwritten signature in black ink, appearing to read 'G. Kalerwa'.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Tanariver County.

The County Director of Education  
Tanariver County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

**APPENDIX VI: PERMIT**


**THIS IS TO CERTIFY THAT:**  
**MISS. MCHUNGWANI SAAD RASHID**  
**of UNIVERSITY OF NAIROBI,**  
**80598-80100 Mombasa, has been**  
**permitted to conduct research in**  
**Tanariver County**

Permit No : NACOSTI/P/18/92341/22726  
 Date Of Issue : 24th May,2018  
 Fee Received :Ksh 1000

on the topic: **INFLUENCE OF EARLY**  
**GRADE READING ASSESSMENT IN**  
**TUSOME PROGRAM ON LITERACY**  
**LEVELS AMONG EARLY LEARNERS IN**  
**TANA DELTA SUB-COUNTY, KENYA**

for the period ending:  
 22nd May,2019


.....  
 Applicant's  
 Signature




*G. Kalerwa*  
 .....  
 Director General  
 National Commission for Science,  
 Technology & Innovation

**CONDITIONS**

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,  
 Technology and Innovation  
**RESEARCH CLEARANCE**  
**PERMIT**

Serial No.A 18627  
 CONDITIONS: see back page