

INFLUENCE OF TEACHER CHARACTERISTICS ON ACHIEVEMENT OF READING
COMPREHENSION FOR PRE-SCHOOL CHILDREN IN PUBLIC SCHOOLS, LIMURU
SUB-COUNTY, KIAMBU COUNTY

MUYA GEOFFREY

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DECLARATION

I declare that this research project is my original work and has not been submitted for the award of a degree or any other qualification in any other institution of learning.

Geoffrey N. Muya

This Research Project has been Submitted for Examination with my Approval as the University Supervisor.

Prof. Hellen Inyega, (PhD)
Associate Professor,
University of Nairobi.

DEDICATION

I wish to dedicate this work to my wife Martha, children Betty, Melchizedek and Elijah. They were like a shining jewel. They encouraged, supported and re-energized my efforts to bring this research project to a successive close.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

ECE Early Childhood Education

EYE Early Years of Education

ABSTRACT

The thrust of this study was to analyze the influence of teacher characteristics on reading comprehension achievement of pre-schoolers in public pre-schools of Limuru Sub-County, Kiambu County. The study was conducted using quantitative and descriptive analysis of data collected from sampled ECE teachers through

questionnaires. This study confirmed the assumption made by several social theorists such as Bandura that it is not enough for a teacher to have professional qualifications and experience. They also need to have requisite skills and the right mindset to interact with children. According to the research study qualifications, experience and attitude are complementary and go hand in hand to influence reading comprehension achievement of pre-schoolers. The study may be helpful to teacher training institutions and the Ministry of Education in recruiting teacher trainees. A voluntary programme should be put in place so that those who want to join the career for financial gains only and have no heart for the children are rooted out before being trained. From the study, there is a real need to improve teacher-learner social cohesion through workshops and seminar

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language involves both reading and writing. A child learns to read by reading. Language is the most powerful tool in the development of human beings (Vygotsky, 1986). A clear understanding of language improves one's ability to think since language and thought are dependent. Language is organized in many ways for example sound system, phrases or utterances or on the meaningfulness of the language (Clay, 2011). At each of these levels, there are values that govern the occurrence of language features and one is able to make predictions because some things are likely to occur than others.

Reading is a process by which children extract a sequence of cues from printed texts and make relations so that they understand the message of the text (Clay, 2012). A child learns to read by reading. The significant question at any stage of progress in reading is not how much one knows but rather what kind of operations and manipulations does one carry out. It is equally important to note that learning in early years basically takes place when children are motivated and display interest and curiosity to the world around them (Nutbrown, 2014).

It is rightly assumed that when a child reads, they interpret written words. It is crucial, therefore, to encourage children to learn to listen and understand (Geoff, 2009). Teachers have to develop a brilliant approach toward encouraging children to read extensively with understanding. A lot of varied text can be introduced in the classroom for reading especially those that the children are prepared to undertake with the help of a teacher. In fact, the crucial aspect of this approach is that children need to enjoy what they read. Once this is developed, they will start reading for leisure.

It is against this informed background that a research study on the influence of teacher characteristics on achievement in reading comprehension among preschool children in public schools arose. Language teachers play a major role in shaping the destiny of a child as well as building their self-image and ability to co-exist and function optimally. Children need facilitation to become literate, requiring systematic assistance with good understanding but core among those values is respect for them as individual learners. This calls for teachers with the right attitude towards children. In addition, it calls for qualified and experienced language teachers. Anything short of this can lead to compromising the standard and quality of children's language and future development. Best practice and pedagogical strategies lay emphasis on children's achievement based on appropriate learner task engagement (Lee, 2003). At the lowest reading level

children are referred to as emergent readers meaning they cannot read in the conventional sense, however, they enjoy pretending to read although they do know they are pretending. It is important that a teacher can read to children so that they get an opportunity to respond emotionally and intellectually to exemplary language in use, making them be connected to self and world so that they relate the stories to events in life.

An unqualified ECE teacher can possibly assume that progress is being realized while in reality, it is not there. This, therefore, explains why qualified and flexible personnel is necessary for achievement in reading comprehension among preschoolers. A teacher who does not possess the right attitude can be obsessed with spellings as opposed to one who is positive minded and who lets the child proceed and correct them later. The issue of teacher professionalism stands out in achieving reading comprehension among preschoolers.

The attitude factor can be closely linked to the environment in which children are brought up. A teacher with the right attitude needs to appreciate and respect the cultural background of an individual child. Admittedly, cultures are dynamic. The teacher has to be dynamic too. In the United States of America, most of the children used to live on family farms (Hernandez, 1993). This has changed and by the year 2000 more than 80% of American children were growing up in metropolitan areas, towns, cities and surrounding suburbs (Lugaila, 2004)

In Kenya, the Children's Act (2001) protects the welfare of children and more specifically the right to quality education. Teacher characteristics in terms of qualifications, attitude, and experience are an important cog in the achievement of reading comprehension. The issue of distortion in language or mispronunciations by children (e.g., chop for shop and chip for ship) can only be rectified at an early age through qualified, experienced and positive-minded ECE teachers. Therefore this research study on teacher characteristics on the achievement of reading comprehension comes in handy to address these challenges, right down from the County and Sub-County levels. Limuru Sub-County in Kiambu County forms the starting point of this research study.

In light of the foregoing, Constitution of Kenya (2010) and Kenya Vision 2030 among other authorities articulate the right of every child to access quality education (and of importance to this study - the achievement of reading comprehension). This research study investigated the relationship between teacher characteristics and performance of pre-school children in reading comprehension. The findings of the study shed light on the interplay among a teacher's attitude, experience and professional qualifications and achievement in reading comprehension of preschoolers.

1.2 Statement of the Problem

Teachers have to develop a brilliant approach toward encouraging children to read extensively with understanding. A lot of varied texts can be introduced in the classroom for reading especially those that the children have prepared with the help of their teacher. The crucial concept behind this approach is that children need to enjoy what they read. Once this is developed, they will start reading for leisure. In addition, teachers have to motivate children to keep up the pace of reading for pleasure. The government on its part has initiated a move for provision of materials in the different activity areas. This need has not been fully met. So the Ministry of Education and other stakeholders not only need to improve on the quality but also increase the quantity of core and supplemental materials. Equally important is that the ministry concerned has to increase the number of qualified personnel and improve on their terms of service.

Teacher characteristics are key to the provision and achievement of quality language for pre-school children. The demand for ECE teachers that are devoted to their work and those that maintain a quality standard continues to increase by the day. To cope with this demand for quality, ECE teachers need to be evaluated in terms of qualifications, experience, and attitude to achieve the objectives (Gatumu, 2014). In reality, however, this has not been so. There has been a steady decrease in quality language achievement. Subsequently, this raises the issue of why the

trend has been on a downward spiral. Has the issue of qualifications, experience, and right attitude being swept under the carpet or mishandled as far as teaching reading comprehension in pre-school is concerned? This question compelled the researcher to investigate the influence of teacher characteristics on achievement in reading comprehension among preschoolers in public preschools.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of teacher characteristics on achievement in reading comprehension of preschoolers in public pre-schools in Limuru Sub-County, Kiambu County.

1.4 Objectives to the Study

The study was guided by the following objectives:

- i. Determine the influence of teacher academic qualifications on achievement in reading comprehension of preschoolers in public preschools in Limuru Sub-County, Kiambu County.
- ii. Investigate the influence of teacher attitude on achievement in reading comprehension of preschoolers in public preschools in Limuru Sub-County, Kiambu County.

- iii. Establish the influence of teacher experience on achievement in reading comprehension of preschoolers in public preschools in Limuru Sub-County, Kiambu County.

1.5 Research Questions

- i. What is the influence of teacher academic qualifications on achievement in reading comprehension of preschoolers in public preschools in Limuru Sub-County, Kiambu County?
- ii. What is the influence of teacher attitude on achievement in reading comprehension of preschoolers in public preschools in Limuru Sub-County, Kiambu County?
- iii. What is the influence of teacher experience on achievement in reading comprehension of preschoolers in public preschools in Limuru Sub-County, Kiambu County?

1.6 Significance of the Study

The findings of the study are useful to the ECE subsector in enhancing strategies that would lead to an improvement in reading comprehension among pre-schoolers in public preschools. Specifically, the findings highlight the shortcomings and gaps in the delivery of quality reading instruction. Recommendations from the study can be used to sensitise and create awareness to the Ministry of Education, parents and

other stakeholders in terms of reviewing and reforming the overall system and structure for preschools.

The study would also benefit other researchers and scholars who want to research and evaluate the consequences of what has already been studied regarding reading comprehension among preschoolers in public preschools. In addition, the study can also be used as a basis for further research on other pedagogical practices that could affect achievement in reading comprehension among preschoolers in public preschools.

1.7 Limitation of the Study

Some teachers were not fully convinced that the information collected from them would be confidential and was only meant for research purposes. Another issue is that some of the sampled teachers felt that the exercise was a planned scheme to find out their weaknesses and that maybe they would be victimized later.

The research study was conducted in a specific area with unique environmental factors. Other areas could yield varying results to some degree. The research kept on assuring the sampled teachers that any information obtained from them was meant purely for research purposes and no harm would come to them nor their careers compromised.

1.8 Delimitation of the Study

The study investigated the influence of teacher characteristics on achievement in reading comprehension by preschoolers in public preschools. Nevertheless, there are other extraneous variables that influence, to a certain extent, achievement in reading comprehension by preschoolers in public preschools. These variables included being in the wrong career or taking up the job as the last option. This study was undertaken in Limuru Sub County, Kiambu County. The researcher employed a descriptive research design. A simple random sampling procedure was used. The target population was 200 with a sampling frame of 20 preschool teachers.

1.9 Assumptions of the Study

The study was based on the assumption that respondents would be academically qualified with sufficient experience and the right attitude to teach and follow the teaching guide to the letter. It was also assumed that the social economic and varied backgrounds of teachers would not affect the findings of the study. It was also assumed that all ECE language teachers would not miss classes and would be there for learners. Further, it was assumed that learning resources were available and the learning environment would be conducive.

1.10 Definition of Key Terms

Pre-school children: Children in the early childhood attending school before joining primary school

Reading comprehension: It is looking at, interpreting letters and information with understanding.

Teacher characteristics: Refer to teacher capabilities that have a direct impact on learning outcomes. These characteristics involve qualifications, experience, and attitude.

Public school: An open institution of learning, enrolling everyone who qualifies and supported financially by the government.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the literature review on the influence of teacher characteristics on achievement in reading comprehension by preschoolers in public preschools. The theoretical and empirical literature relating to the study is reviewed. Subsequently, the conceptual framework is described.

2.2 Teacher Academic Qualification and Achievement in Reading Comprehension among Pre-schoolers

The concept of teacher characteristics can be viewed in terms of attributes that the teacher possesses when teaching. These characteristics are reviewed and analysed in areas of academic qualification, experience, and attitude in relation to achieving reading comprehension. On the other hand, learning results from experience which is acquired through getting instruction, through observation, solving a problem or involvement in experimentation (Gatumu, 2014). In addition, education inculcates, in preschoolers, the required knowledge, skills, values and attitudes. The researcher, therefore, set the ball rolling by examining the teachers' qualifications as they relate to children's performance in reading comprehension. In Britain, a two-tier system of teacher qualifications was put in place in September 2013. This approach enabled those working with young children to acquire a different status. This status was in terms of pay and conditions in relation to the teachers handling

children aged five years and below. Through this new development, professionalism is being appreciated and valued.

A crucial connection exists between children's achievement and teachers' experience, qualifications and attitude (Mugambi, 2008). A child attends school and the expected norm is that they can use language in comparing, analysing, describing and explaining the environment. The teacher at hand facilitates when and if the need arises. Nevertheless, striking a balance between assisting in difficulty and interference is a noble task. Significantly, therefore, is the fact that teacher characteristics cannot be wished away if achieving reading comprehension among preschoolers is to be realized, and more so the professional qualifications of the personnel.

The pre-school teacher needs to acquire the knowledge and skills necessary during preparation for the delivery of content. This background professional knowledge improves the classroom practice and of course the professional status of the teacher (Gatumu, 2014). In teaching reading comprehension the baseline is that any method employed has to be pedocentric and in harmony with natural ways of learning in the EYE.

Learning in the early years will only take place if children are well motivated and display curiosity and interest in the world around them (Curtis, 1998). A good pedagogical strategy is focused on student achievement (Lee, 2003). It is important

to note that learning in a group, works effectively as it involves inclusivity and cohesiveness. The learning environment has to be supportive and productive since it promotes independence, interdependence, and self-motivation (Reynolds, 2012).

The teacher employs knowledge to appreciate and understand how learners differ in their approaches to learning. Bearing this in mind, he/she develops and creates instructional opportunities that can be adapted by diverse learners (Lemlech, 2010). A qualified teacher knows the different levels of ZPD of his/her learners so that s/he provides the scaffolding at the appropriate time.

Learning should be connected with communities – the teaching practice should be beyond classroom walls. Ordinarily, there are good readers and poor readers. Better readers can navigate their way through text and come up with useful concepts about reading with understanding on their own. In the case of poor readers, a teacher can do a picture walk with the children which involves examining all pictures in the story together with them before reading out the story to them. Secondly, the teacher can draw a picture and then bring the cuttings of the picture and show them to the children.

Another category of children in learning involves reading and understanding, which could fall on the wayside if qualified teachers are not in place to assist them. In essence, the role of a qualified teacher in reading comprehension can never be underestimated. Good teaching needs to be targeted at raising standards literally.

Such requirements demand teachers who are well trained and understand the processes involved.

It is important to note that the words that the children learn to read are connected to the emotional and intellectual meaning as it relates to them. For example, their names, names of relatives and other people, pets and objects they love and have interest in are often the first words they attempt to read. Interesting to note is that even babies appreciate and love picture images (Tina, 2009).

In addition, as children grow, they enjoy listening to interesting stories told over and over again facilitating their understanding of the text. A qualified teacher prepares and selects these stories according to preschoolers' developmental age. Pausing and asking questions especially at strategic places in the story and inviting children to make predictions help to capture their concentration and interests. The teacher can review these predictions and cancel the wrong ones and gradually link prior knowledge with the new information. Again a trained teacher knows that repeating a given content severally reinforces the memory regarding texts read.

The economic recovery strategy for wealth and employment creation (2004) narrows down to education as key and particularly ECE sub-sector. Employment creation can be facilitated by deploying qualified teachers in their areas of specialization. This would have the ripple effect of producing children who possess specialized skills having been identified and nurtured early in life.

Reading comprehension would not be an exception. The Constitution of Kenya (2010) upholds the expectation to regulate the provision of quality services among children and by extension reading comprehension. The concept behind this expectation is to uphold quality which, in turn, can only be guaranteed through qualified teachers, so reading comprehension and development rest to a greater degree on qualified personnel.

Nevertheless, one must not lose sight of the fact that current preschool policy has shortcomings due to over-emphasis on primary schools. The policy is also sketchy and does not adequately cover all stakeholders. More needs to be done to address this anomaly especially in research and implementation of the already existing policies.

A crucial connection exists between children achievement and teachers' experience, qualifications and attitude (Mugambi, 2008). A child attends school and the expected norm is that they can use language in comparing, analysing, describing and explaining the environment. The teacher at hand facilitates when and if the need arises. Nevertheless, striking a balance between assisting in difficulty and interference is a noble task. Significantly, therefore, is the fact that teacher characteristics cannot be wished away if achieving reading comprehension is to be realized.

The aspect of teacher academic qualification has great ramification thereby raising the fundamental question as to what defines a qualified teacher not forgetting that the teachers of varying degree of competence are deployed in various schools to teach language. The begging question that remains is if an academic qualification is a precondition in the delivery of the required services. The quality and standard of language cannot be overemphasized. Reading comprehension can be effectively achieved through teachers who are well trained and understand the literacy process. The teachers would test the capability of embracing and co-ordinating newer modes of pedagogy. To define teachers qualitatively one has to consider ingredients like knowledge and learning outcomes of a child.

2.3 Teacher Attitude and Achievement in Reading Comprehension among Preschoolers

To possess the power to produce a decisive effect, a teacher needs to have a positive attitude. It is a common assertion that running a classroom effectively one needs to manage time well (Dorit, 2007). Time lost is hard to recover. This means also that a reasonable chunk of learning is compromised. Learning per se helps a child to develop the capacity to probe, invoke their sleeping resource of imagery and understanding. One major area where this scenario is likely to happen is the teacher's own interest in the subject matter. The teacher facilitates the manipulation and exploration by the child as they watch them and engage their mind. A class where the teacher is all out for the children, adores, cares and

encourages them brings in stimulation and inquisitiveness. This, in turn, exposes children's weaknesses probably in pronunciation and corrective measures undertaken at an individual level.

The teacher must come to the classroom in a mood of mind and soul that can really find its way into children's hearts. Any other approach will be damaging and compromise the learning objectives (Clough, 2014). In essence, children can read what they write by even publishing it, which means sharing by putting their work on the walls of the classroom. Other children can move in groups and assess each other's work as they read it. Subsequently, teachers attitude can either facilitate reading with understanding or inhibit it. A positive attitude towards children makes them enjoy learning. In addition, the teacher develops an interest in observing learners and noting some specific behaviours that could be of concern.

In most developing nations children are observed at regular specific dates. In Britain, some days are marked out for teachers to observe and make notes on children's developmental activities in given areas (Karen, 2009). A teacher with a good attitude would make the class warm, pleasant, and attractive through carefully arranging the sitting procedure depending on specific situations (Tommy, 2008).

Reading materials need to be attractive and entertaining to capture children's attention. This would be successful if a teacher with the right attitude is in place.

There are major types of teacher attitude that affects reading skill namely: attitude to oneself, to children, to peer, to parents and to the area of teaching (Ryan and Cooper, 1984). A teacher who is sensitive to observing the reading process, evaluate the text and how it is changing over time and consequently, offer information from the processes of writing and spelling (Clay, 2011). In essence, a teacher with a positive attitude towards a subject matter would do a deeper introspection of the child's progress and challenges. Keen interest and sensitivity on reading comprehension for the learners involves free interaction, activity-based approach leading to a prescribed curriculum, not via arbitrary exercise. This calls for a teacher to go through activities that are meaningful and enjoyable to the children. Significantly is that apart from teachers enjoying the learning they also develop regular ways of checking that each child is on course even though the courses may be different (Clay, 2012). Clearly, a good attitude is key as far as effective teaching is concerned.

Vigilance and error detection process is important as far as the delivery and achievement of reading comprehension are concerned while reading to children. Learners need to be encouraged to search for information through reading farther establishing reciprocity between these aspects of learning literacy, the encouragement to say the least requires the right mind and the right attitude. A child uses, among other things, schemas of various occurrences in particular

contexts. The awareness of what a child is likely to do is all directed towards understanding events around him. In a nutshell, the teacher's way of approach and attitude of doing things is crucial in as far as children's development and achievement of reading comprehension is concerned. Children engage each other in group discussions to come up with the right answers. This would have a ripple effect of increasing the pressure to be right. A teacher possessing a low interest in reading comprehension cannot encourage and stimulate the activity further compromising the learning outcome (Nutbrown, 2013).

Right and positive attitudes from teachers can improve immensely the reading with understanding in preschools. Children need to be appreciated for whatever little they are able to deliver. Two issues are perhaps surprising about the skills and the knowledge that a child brings with him/her when they are about to learn to read. The sheer quantity and complexity of their abilities and the small credit that they are usually given are perplexing, to say the least. This points out clearly that positive attitude influences the performance in reading capability. In addition, the mutual interaction between the child and the teacher greatly impacts on achievement in reading skill (Curtis, 2002) among the preschoolers. Learners need not only be guided but require the requisite skills and knowledge to navigate through reading comprehension. Teachers have to be on the look-out for lazy children so that they are given attention and priority. Individual capabilities and

interest are key in acquiring the reading skill (Mc Daniel, 2010). Conversationalists, in essence, must not only cooperate in turn but also speakers must be understood: if hearers have to be understood they must cooperate. So if the issue of cooperation and interaction between the teachers and the learners in reading abilities is emphasized then it boils down to the teacher having a positive attitude. Subsequently, this approach leads to stimulating and motivating children. The ripple effect is that children gradually become independent learners.

2.4 Teacher experience and Achievement in Reading Comprehension among Preschoolers.

The exposure in language teaching is a great milestone as far as reading comprehension achievement among preschoolers is concerned. Experience entails improved interaction with children and employment of articulate strategies in teaching to deliver on the content. An experienced teacher possesses vast knowledge and skills evolving over time due to exposure in a given area. The skills of a teacher gained in the past are more crucial than the methodology and schemes used in teaching reading comprehension (McGeown, 2013). This is supported by the fact that children view teachers as role models to be emulated and copied as final authorities in any given area. Experienced teachers try out new ideas, test them critically, and apply them when and where appropriate.

Independence in reading improves language development (Clay, 2011). An independent reader tends to read more and the more the child reads the more they are able to improve. Children “read” by inventing the text. This is done when a child memorises what is read to him/her (Clay, 2012). Experienced personnel will not be apprehensive to the learner in this case but would instead encourage the active readiness to read. Breakthrough in literacy implies that a teacher has to have vast experience and be an active participant in the child reading process. They have to concentrate on guiding the children and assisting them when and if required (Geoff, 2009). Interest and experience have to be taken into account when this takes place. Over-correcting can discourage reading activity and teachers with scanty experience tend to go down this road. An experienced teacher aims at sustaining quality thereby encouraging the child to learn at their own pace. The teacher with enough time in his/her hands develops enough time to read the more difficult text at hand. That means that experience encourages independence in reading making the child do “self- correcting” through their own feedback.

An experienced teacher possesses important characteristics as far as achieving reading comprehension is concerned. It follows then that time management is one of them (Sasson, 2007). A teacher who has been on the job for long knows when to break, as the concentration span of the learners varies at an individual level. Equally important is that exposure gives a teacher an upper hand in teaching. A

tutor whose approach is fraught with corrections poses a real danger to the learners (Clay, 2011). This is because a child gets attention when they are in error and they can be tempted to feel that all their reading is defective.

Significantly, children usually learn the language of their caregivers and playmates. So a teacher who is not well versed in pronunciation can inadvertently mislead learners. A good teacher cannot destroy the sounds and structures of the learner's local dialect, bearing in mind that this foundation is very crucial on which the learner gets to learn other languages. Teachers that have been on the job for long appreciate that quality reading is realized through working together and through feedback with parents as well as caregivers. After that, all who value realising the potential of learners need to work together and take the pathway to long term collaboration for children's development in reading capability (Allen, 2011). An old hand can specially devise materials, games, and apparatus to consolidate skills and noting children's progress or challenges so that future work is planned accordingly. Further, it is prudent that each child works with the teacher for a short period several times a week as the child gets the opportunity to express themselves and be listened to. This implies that reading and understanding is effectively carried out at individualized level (Geoff, 2009). A new hand, though qualified, may be tempted to leave out these important ingredients necessary in acquiring reading comprehension.

Early education and by extension reading ability is all inclusive due to its characteristics of emphasis and practice (Nutbrown, 2014). It takes several years to produce a skilled teacher. This reinforces the fact that teaching is like a learning process where the more exposed the better-skilled one becomes since teaching skills are sharpened over a time (Allan, 2011). The theory of multiple intelligence asserts that children possess varied forms of intelligence. An experienced teacher can be able to pick out these individual differences and navigate through his/her lessons smoothly and still cater to individual needs (Gatumu, 2014). Subsequently, the performance in reading with understanding keeps improving with experience. More so, new effective approaches are learned and practiced and thus making the quality of children's reading skills move a notch higher. The skilled personnel knows that intensive reading is effectively handled in three stages namely- before reading, during reading, and after reading. The 'before reading' taps in children's prior knowledge about the text to be read. Thus building background knowledge through questions and answers approach. During 'reading stage', the teacher pauses at strategic points in the story and invite children to join him/her at favourite parts and make predictions. It is 'after reading' stage that the teacher asks the children to retell the story, summarize or dramatize it.

2.5 Theoretical Framework

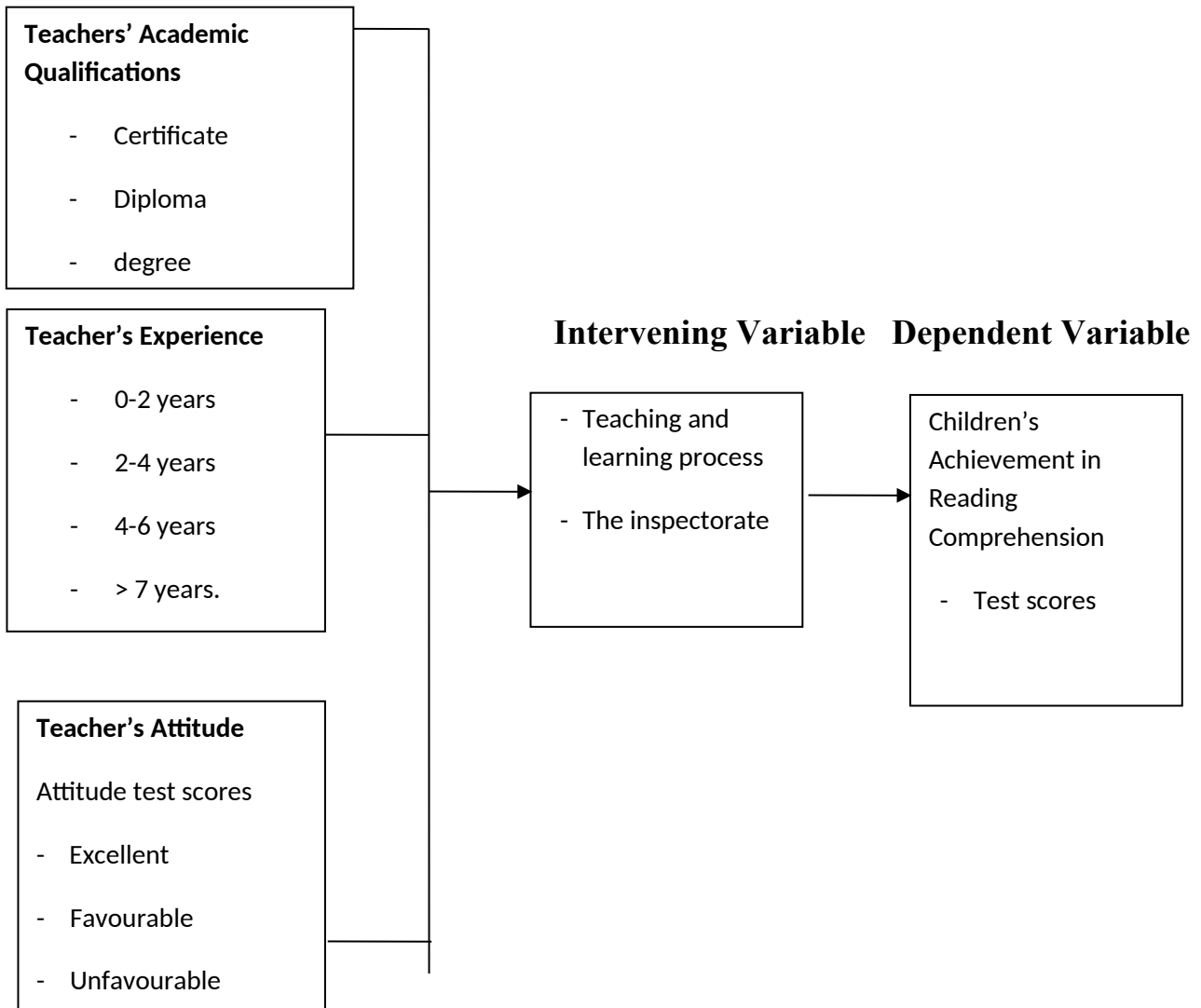
This study is based on social learning theory (Bandura, 1986) which demonstrates that reading achievement is not determined by the level of learning but also the level of positive attitude from the teacher. This theory illustrates that both a positive attitude and learning are key in achieving quality learning outcomes. A teacher's approach to teaching has a direct impact on learners. Equally important is that effective learning is not only closely connected to qualifications and experience but also to the teachers' attitude. Social learning theory underscores the importance that teacher characteristics are vehicles through which reading comprehension is achieved. In the research study, an interplay of attitude, experience and professional qualifications is key to effective teaching of reading comprehension. As much as children learning requires a touch of professionalism, positive attitude forms the core of how attentive and receptive learners are in understanding the content. Equally important is the concept of experience or exposure of the teacher. The concentration span of most children would depend on how the teacher handles the activity area. Experienced personnel can detect faster the first signs of dwindling concentration and act accordingly. In fact, the teacher knowing himself or herself is as crucial to good teaching as knowing his/her learners (Allan, 2011).

2.5 Conceptual Framework

A conceptual framework depicting teachers' characteristics and how these attributes affect children's performance.

Figure 2.1

Independent Variable



This conceptual framework is a quick research guide expressed in a diagram form. The diagram shows the independent and dependent variables in the study. The variables have been obtained from reviewing the related literature. The reader at a

first glance can be able to understand the study in its brevity, it serves as the summary of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is comprised of the research design, target population, sample size, and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations made in the study.

3.2 Research Design

A descriptive survey was adopted for the study. Survey research entails techniques whereby detailed data involving social phenomenon or occurrences are collected by presenting questions to respondents (Jacobs and Chesser, 1996). According to Ray (1988), the findings of a survey facilitate researchers to explain a social occurrence with confidence. A descriptive survey was found convenient in carrying out the research, the objective is to collect broad opinions from ECE teachers in Limuru Sub-county on the influence of teacher characteristics (qualifications, experience, and attitudes) on achievement in reading comprehension among preschoolers in public schools.

3.3 Target Population

The target population for this research study comprises of all Public ECE teachers in Limuru Sub-County and preschoolers in public preschools. Specifically, the study focused on trained ECE teachers. This criterion was crucial since the teachers are professionals in their area of training and specialization.

3.4 Sample Size and Sampling Procedure

Sampling can be defined as selecting the number of units or individuals in a research study. It took into account estimates from the large group (population). The sample obtained has to be representative to reduce sample errors and bias. A simple random sampling procedure was used to select the preschools which participated in the present study.

Names of all preschools in the sub-county were written down on small pieces of papers and the papers folded and put in a container. The papers were shuffled completely and a fifth of all the schools selected- 20 schools out of 100 (Mugenda and Mugenda, 2003). Purposive sampling was used to select 15 preschool teachers for the study. The Sub-County is divided into 5 wards. From every ward, the researcher picked 20% of the target population and no bias in gender.

Research Instruments

3.4.1 Questionnaire

A questionnaire was administered to the teachers as the sole instrument for collecting data. The questionnaire was divided into sections A & B. Section A concentrated on the personal, professional caliber of the sampled teachers. Section B comprised of questions aimed at collecting data on factors influencing the achievement of reading comprehension in preschools.

3.4.2 Documentary Analysis Schedule

This instrument is strictly used by the researcher to find out if the lesson preparation was appropriately carried out. The scores are calculated in range of low, medium and high. The validity of the instrument was established after measuring successfully what it was supposed to measure. The instrument was reliable after the results obtained yielded same results after running several tests.

3.5 Validity of Research Instruments

This involves research instruments measuring what they are intended to measure. The validity of a measurement tool is viewed to be the degree to which the given tool is able to measure what it claims to measure. Subsequently, the accuracy obtained gives credibility to the validity. The validity is crucial since it's able to facilitate and determine the type of tests to use giving guarantee to cost effective and ethical method to be employed. The research instruments were conducted

through a pilot study. In this study, 15 teachers were randomly sampled from a target population (Kothari, 2004). The instruments were tested for content and construct validity. The questionnaires found to be inadequate in providing information for the study were discarded or modified. Only those items that were correctly worded and not misrepresented were retained. The 15 teachers did not participate in the actual study.

3.6 Reliability of Research Instruments

Reliability refers to the degree to which a researcher obtains results with insignificance variation over time (Mugenda, 2003). This is confirmed once testing and re-testing is carried out yielding similar result over repeated trials. The questionnaires were administered to the same group twice in a period of two weeks. Reliability was calculated using Pearson's Product-correlation co-efficient (r). Co-efficient of around 0.75 and above was necessary for the study (Bloomquist, 1985).

3.7 Data Collection Procedures

The researcher obtained consent to collect data from Sub-County Education office. Subsequently, the researcher made an appointment with the head teacher and teachers of sampled schools. The researcher carried along with the introductory

letter from the University of Nairobi introduced himself to relevant participants and collected data through questionnaires.

3.8 Data Analysis Procedure

Data obtained were cleaned and analysed (Mugenda and Mugenda, 1999). There was pre-analysis of data like applying the quantitative model of data analysis. The researcher used descriptive analysis procedure. The data was presented in tables to determine if there was any significant relationship between the variables.

3.9 Ethical Considerations

The researcher assured all the respondents that the information they provided was to be treated with the highest confidentiality possible. They were not required to indicate their names against the information they shared.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter comprises analysis, interpretation, presentation, and discussion of research findings whose purpose was to determine the influence of teacher characteristics on the achievement of reading comprehension for preschoolers in public schools. These findings were prepared in line with the following research questions:

- i. What is the influence of teacher academic qualifications on the achievement of reading comprehension for preschool children in Limuru Sub County?
- ii. What is the influence of teacher attitude on the achievement of reading comprehension for pre-school children in Limuru Sub-county?
- iii. What is the influence of teacher experience on the achievement of reading comprehension for preschool children in Limuru Sub-County?

4.2 Influence of teacher academic qualification on the achievement of reading comprehension for pre-school children in Limuru Sub-County

This study sought to determine how teachers' professional training affects the performance of pre-school children in reading comprehension. A teacher knowledge, skills and methodology to deliver the content are crucial. In essence, the children's performance in terms of test scores was key in establishing if there was a difference between teachers' academic qualifications and the children's achievement in reading comprehension. The researcher, therefore, carried out a cross-tabulation between preschool teachers' academic qualifications and children's performance as shown in Table 4.1.

Table 4.1**Cross-tabulation of preschool teachers' academic qualification and children's performance in reading comprehension**

Teachers' academic qualifications			Children's level of achievement			
			High		Low	
N			N	Percentage	N	Percentage
Percentage				e		
Degree	20	50.0	265	58.8		
ECE						
Diploma	18	45.0	182	41.2	108	66.7
ECE						
Certificate	2	5.0		0	54	33.3
Total	40	100	450	100	162	100.00

From Table 4.1 it is evident that teachers' with degree taught 58.8% (n=450) of the highest achieving children. Further 41.2 % of the preschool children still in the high achieving ring were handled by teachers possessing Diploma certificate. Comparatively 33.3% of children taught by ECE Certificate holders were placed as low achievers. A counter-intuitive development revealed that as 66.7% of low achievers were actually taught by teachers possessing diploma certificate. The implication at this point was that to some extent higher certificate per se did not

guarantee high achievement. However, the overall implication was that teachers who were more qualified academically influenced children to post better achievement in reading comprehension.

To verify the results further a chi-square test was carried out. The findings are presented in Table 4.2. The chi-square test is a technique which compares the proportion observed in each category with what would be expected under the assumption of independence between the two variables. If the observed frequency greatly departs from what was expected, then the null hypothesis is rejected. Since the two variables are independent of each other than the conclusion follows that one variable is related to the other (Cres well, 2009; Cronbach, 1971). The findings are presented in Table 4.2

Table 4.2

Chi-square analysis of the relationship between teacher qualification and preschool learners’ performance in reading comprehension

Chi-Square	Value	Df	Asymp.sig(2sided)
Pearson Chi square	7.800	2	.020
Likelihood Ratio	7.374	2	.025
Limar-by Linear	1.660	1	.0198

No..of valid cases	20		

To determine if there existed a difference between children handled by teaching personnel with high academic qualifications and those with lower professional qualification a chi-square test carried on the frequencies. A computed chi-square value of 7.800 was significant with $p=0.020 < 0.05$ at 5% level of significance bearing 2 degrees of freedom. This finding confirmed that qualified teachers post good performance (White Bread, 2003).

Task performance is accomplished successfully through the identification of relevant aspects of knowledge (Hare, 1991: Snow, 1989). This implies that knowledge in terms of professional qualifications in ECE and by extension reading comprehension improves performance. Children's test scores improved as the teachers' qualifications went up.

Conceptual knowledge is key as it involves being conversant with facts, concepts, and principles that apply within a certain domain (Jong, 1991). This implies then that teachers who are conversant with content and methodology can easily achieve their teaching objectives. Over-reliance on any one teaching method can be tedious for the learners and this calls for variation (Geoff, 2009). This is important so that a teacher who is knowledgeable has to vary their teaching methods like posing open questions to make learners think and feel more at ease about what they have

learned. A teacher who is academically qualified knows that the body of skills to be employed in teaching include observation, modelling, listening and providing answers to unknown basic reading skills (Ayot, 1986). This implies that this qualified teacher knows when and how to introduce a storytelling session by either asking the learners to stand up and sing or stand up and stretch out to capture their attention and arouse their interest.

Children usually have pleasure and satisfaction to see books as powerful sources of enjoyment, information, and understanding (White bread, 2003). Therefore a more qualified teacher has the capacity to pick out reading materials that are captivating, attractive and enjoyable to read for his/her class. Children listening to stories read aloud to them is very crucial since it increases conversation with adults (Nutbrown, 2014). This implies that teachers with ample knowledge avoid dehumanizing the children by assuming that children's minds are "tabula rasa" or empty but instead allow them to express themselves freely.

Learning involves the process of adjusting the schemata to accommodate new experience (Piaget, 1960). Teachers that have received higher training encourage their preschoolers to relate what they are learning with what they already know to be able to see the relationship so that abstract teaching is avoided. Further, the well-trained teachers work as a team (Edwards, 1994) so that they are able to routinely divide teaching responsibilities and have ample time to observe and

record children's progressive achievement in reading comprehension. Equally important, is that these observations are discussed with other teachers to form a base for corrections and projections (Rinaldi, 1994).

Teachers possessing higher certification know that it is in the early years of development that children's personality is formed (Rinaldi, 1994). This knowledge, therefore, enables the teaching personnel to harness in the contribution of parents or caregivers in the achievement of reading comprehension. This is done through the creation of a supportive and enriched environment back at home. So that teaching reading comprehension is not an exclusive preserve of teachers alone but parents become partners, collaborators, and advocates towards this end. It is not unusual to find parents volunteering in various school activities such as teaching and evaluation and are respected as the children's first teachers (Edwards, 1994). In addition, this kind of approach per se improves better performance in reading comprehension. Children perform better in activity areas including reading comprehension where a learning environment is rich in concrete materials (Gichumba, Opatsa & Ngucu, 2009). Therefore, teachers that are well versed in teaching methodologies through rigorous training at higher levels are able to organize and plan well the learning materials to ensure the realization of the set goals and objectives in reading comprehension. A well-trained teacher can listen to children's speech and extend the speech and thoughts with the help of the learners' own experiences (Gatumu, 2014) Teaching reading comprehension, in essence,

becomes interactive making the learner to own the learning experience improving performance. Suffice to mention at this junction that the qualifications of a teacher have a direct bearing on how a learner performs in class (Eshiwani, 1985). This then implies that knowledge and skills are key indicators in achieving good performance in reading comprehension. Progressive professional development taps in better grasp and understanding of curriculum (Eshwani, 1985).

4.3 Influence of teacher attitude on the achievement of reading comprehension for pre-school children in Limuru Sub-County

From the word go, attitude in any field plays a pivotal role as far as achieving the set-out goals is concerned. This is because children absorb messages very fast both positive and negative (Nutbrown, 2014). This implies that what is taught needs to be sieved, analyzed and evaluated carefully to offer a positive image of the content. Equally important, is that a teacher's attitude determines how the teacher makes his/her class an extension of the warm home environment that the child is accustomed to (Clay, 2011). The environment forms an integral part of learning and especially well-planned surroundings so that young children can learn to be independent thinkers (Nutbrown, 2014). The present study sought to determine the influence of teacher's attitude on pre-school children's achievement in reading comprehension in Limuru Sub-County.

Teacher attitude was measured using Likert's scale. Section B of the questionnaire had 15 questions. The teaching personnel was required to give information about their attitude towards reading comprehension. The teachers' response ranged from 1-5 using the Likert scale,

The responses are measured by selecting one of five responses: Strongly Agree-5 scores, Agree-4 scores, Undecided-3, Disagree-2 or Strongly, Disagree-1. The most favorable attitude have the highest scores and the least favorable attitude have the lowest scores (Spector, 1992; Nunnally, 1994). In this study, scores were read as a continuum.

A score of an 80-100-showed positive attitude.

A score of 60-70-slightly positive;

A score 40-59 -Slightly negative;

A score of 20-39 -Negative attitude.

All these statements are towards reading comprehension. The findings are presented in Table 4.3.

Table 4.3

Cross-tabulation of teacher attitude and the achievement of pre-school children

Teachers' attitude towards reading comprehension		Children's level of achievement				
		High		Low		
	N	Percentage	N	Percentage	N	Percentage
Positive	20	85.0	371	82.4	120	100.00
Slightly Positive	4	20.0	79	17.6	1	.0
TOTAL	24	100	450	100.0	120	100.0

Table 4:3 reveals that 82.4% of the children taught by teachers with a positive attitude were the high achievers and formed the majority. In a counter-intuitive outcome, the same group of teachers is still the ones who taught the largest group of children who had low achievement grades (100%) N=120. This development per se brought up an interesting observation since both the children with the highest percentage of achievement and those with low achievement were taught by those teachers that had a positive attitude. This observation then implies that the achievement of children in reading comprehension could not be solely attributed to teachers' attitude. There are other factors such as teachers' qualifications and experience that could have affected positively the favorable outcome of the performance of preschool children in reading comprehension. Understanding the content, previous knowledge and experience are important in effective teaching (Geoff, 2009). As much as teaching personnel requires high academic qualifications, they too need sufficient exposure in their teaching areas to be able to achieve higher performance.

The study findings were further subjected to chi-square test to establish if there was a significant difference between teachers with a positive attitude towards reading comprehension and preschool learners' performance the findings are presented in Table 4.4.

Table 4.4

Chi-square analysis of teachers' attitudes and preschool learners' performance in reading comprehension

Chi-square	Value	DF	Asymp. Sig. (2 sided)
Pearson Chi-square	.623(b)	1	.430
Continuity Correction (a)	.000	1	1.000
Like hood Ratio	1.064	1	.302
Fishers Exact Test			
Linear by Linear Association	.592	1	.442

A chi-square test was conducted on the frequencies to determine if a statistically significant difference existed between children taught by teachers with a slightly positive attitude and those perceived to possess a positive attitude towards reading comprehension. A computed chi-square value of 0.623 was not significant with $p=0.43 > 0.05$ at 5% level of significance and with one degree of freedom. It was conclusively found out that teachers' attitude did not influence the achievement in reading comprehension for preschool children in Limuru Sub-county.

The begging question that the researcher fumbled with was how there was no concurrence between positive attitude from the teachers and children's performance. If a teacher tells the students that they must wash their hands before meals, but they don't or not themselves actually do so, then this hand-washing is not important. Studies demonstrate that what a teacher does is overwhelming more influential than what they say (Geoff, 2009). This then implies that a teacher can talk about positive attitude with no concrete results "The pie is in the eating."

Classroom management has to do with techniques used by teachers to establish and maintain a positive and safe learning environment (Woolfolk, 2013). This implies that it is not enough to establish a positive environment in teaching, reading comprehension but maintaining and sustaining the tempo throughout is key.

Many learning difficulties among learners are occasioned by poor organization and uncertain routines (Woolfolk, 2013). A positive attitude has to be practiced in and out of class and not tailored to suit a given situation. Some authorities assert that there exists a significant relationship between teachers' attitude and performance of learners (Margret, 2003). Other authorities peg the achievement of improved performance to better planning and organization of both the classroom and the lesson to keep the children interested and minimize opportunities for

disruption (Grigg, 2010). All in all, teachers need to model the standards that they expect from their children.

4.4 Influence of teacher experience on achievement of reading comprehension for pre-school children in Limuru Sub-County

The present study sought to find out the influence of teachers' years of teaching experience on performance in reading comprehension of pre-school children in Limuru Sub-County. The findings are presented in Table 4.5.

Table 4.5

A cross-tabulation of pre-school teachers' experience and children's achievement

Teacher Level of experience			Children's level of achievement			
	N	Percentage	N	Percentage	N	Percentage
0-5years	18	45.0				
6-10 years	14	35.0	119	52.9	0	0
11-20 years	8	20.0				
			80	35.3	54	33.3
			26	11.8	108	66.7
Total	40	100.0	225	100.0	162	100.0

From Table 4.5 it is indicated that teachers with 0-5 years teaching experience had 52.9% of the children with the highest level of achievement. Teaching personnel with 6-10 years of teaching experience posted 35.3% of children with the highest

level of performance. Those with 11-20 years of teaching experience posted an achievement level of 11.8 %.

In an unexpected and paradoxical outcome, those teachers with the longest experience had the most of low performers in reading comprehension. In teaching like in any other field, the experience is viewed as sharpening the skill and refining of the content delivery. However, these findings brought out a different view, the less experienced posted better performance results than those that have been on the job for a longer period. Some authorities hold a different view from what this study has revealed. Experienced teachers are able to group children for the specific content areas so that they get the opportunity to interact with a diverse group of children (Biehler & Snowman, 2011; Santrock, 2011). This approach per se is said to improve performance and the more a teacher is experienced the better since they have learned over time how to effectively do it. The ability to read or do number work improves when a single class is divided into two or three groups that are carefully picked out (Biehler & Snowman, 2011). This implies that an old hand can navigate through this exercise easily due to past exposure.

Further chi-square analysis of teacher experience and performance in reading comprehension by preschool children in Limuru Sub-county. The findings are presented in Table 4.6.

TABLE 4.6

Chi-square test on teacher experience and performance in reading comprehension by preschool children in Limuru Sub-county

Chi-Square	Value	DF	Asymp.sig(2sided)
Pearson Chi square	5.434(a)	2	.066
Like hood Ratio	5.622	2	.060
Linear by Linear Association	4.796	1	.029
No. of Valid cases	20		

A Chi-square test was carried out to establish whether a significant difference existed between children taught by teachers practicing for less than five years and those that had taught for more than 10 years. What was obtained was that the computed chi-square value of 5.434 was not significant with $p=0.066 > 0.05$ at 5% level of significance and with 2 degrees of freedom. These findings establish that experience during the first five years is linked positively to children's achievement (Hanushek, 2001). It was further asserted that teachers' experience has a positive role to play in reading comprehension especially at the elementary level. Other authorities have a different view as far as the effect of experience on learners' performance is concerned. Teaching experience has positive repercussions on learners' achievement (Onyango, 1988). This implies that an experienced teacher can deliver the content more effectively and obtain better performance than a less experienced teacher.

Inexperienced teachers often over teach when sorting out a student's difficulties. Their approach is to say 'No, do it like this' thus taking over. It is much more effective to encourage students to recognize their problems and work out their own solutions (Geoff, 2009). This implies that a learner's independence to think, explore, and evaluate their activities is hindered so that their performance goes down. A student reflects on their performance to improve it (Geoff, 2009).

An experienced teacher understands the theory of multiple intelligences and is extremely creative and alert not to limit the evaluation process of children to one specific area (Gatumu, 2014). This implies that the objectives too are identified and defined.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction.

This chapter deals with the summary of the findings of the study. This is followed by conclusions and recommendations from the findings. In addition, suggestions for further research are included.

5.2 Summary of the Findings of the Study

The study aimed to find out the influence of teacher characteristics on the achievement of reading comprehension of preschool children. The researcher was guided by three characteristics namely professional qualifications, experience, and attitude on the part of teaching personnel. A teacher's professional qualifications play a significant role in achievement in reading comprehension by preschool learners. Once teachers have been professionally trained they learn that children are unique individuals with multiple intelligences or what can be referred to as dynamics of intelligences (Gatumu, 2014). Untrained personnel may not be able to address these differences and challenges. Teachers need to understand and appreciate the fact that learners differ in their learning styles and capabilities (Geoff, 2009). A teacher who has a record of numerous years in teaching would ensure that they identify the strengths and preferences of their students for effective and content delivery and follow up.

Teaching experience plays an integral role in achieving learning objectives. Experienced personnel can handle the content competently since s/he can relate to the best experiences and draw some parallel remarks. In addition s/he can apply the previous knowledge and then improve on the teaching of new content.

As the teacher gets exposed by day s/he gets more polished. So experience or lack of it has great ramifications on achievement in reading comprehension among preschoolers.

The study sought to determine the influence of teachers' attitude on achievement in reading comprehension of preschoolers. A teacher interested in his/her work motivates the learners such that each child feels they have accomplished something of value in the lesson and gets recognition for these accomplishments (Geoff, 2009). Clearly, this can only be realized if the teachers' attitude in that area is positive. Most of the sampled teachers had a good or favorable attitude. Positive attitude per se from the teaching personnel motivates children to be adventurous, exposed and be more creative. It also helps them develop self-esteem which is necessary for learners to feel like part and parcel of the learning process. They are able to own the process.

5.3 Conclusion

The study sought to establish the influence of teacher characteristics (professional qualification, experience, and attitude) on achievement in reading comprehension among preschoolers in public preschools in Limuru sub-county. The findings showed that those children taught by certificate holders had lower test scores compared to those taught by diploma teachers. The test scores improve further when degree holders' engagement was involved. The study showed that even

teachers with lower qualifications but had long experience performed at par with those possessing higher qualification professionally. The findings demonstrated that performance in reading comprehension is collaborated by the warm attitude displayed by the teaching personnel. The environment is key in the effective delivery of content (Nutbrown, 2014).

5.4 Recommendations

Based on the findings of the present study, the following recommendations are worth considering:

- i. The Ministry of Education should review the criteria of recruiting new trainees wishing to join EYE colleges. A volunteer programme in teaching pre-schools before enrolling for training should be a pre-requisite. This approach would ensure only those that are really

- interested in EYE and have the intrinsic desire are recruited to these colleges.
- ii. In-service training courses or pre-school personnel to conform and adjust to the most recent developments in terms of knowledge, skills attitudes and behavior. This would ensure that children benefit from new approaches to teaching.
 - iii. Time to time appraisals so that teachers whose performance record register improvement can be motivated through promotion and receive better terms of service. Mere academic papers should not be the only criterion for career advancement. This implies that teachers posting improved performance in reading comprehension would aspire to do better in this field.
 - iv. Ministry of Education needs to come up with appropriate in-service language curricular addressing the challenges language teachers encounter as a result of children's learning dynamic.
 - v. Motivation is key, therefore teachers attending seminars and workshops in their teaching activity areas need to be paid their participation allowances in time.

- vi. Professional development courses have to automatically trigger off promotions in professional qualifications and consequently better pay.
- vii. More knowledgeable personnel need to be involved in the training workshops and seminars and especially those carrying out educational research in universities like the university professors who possess high skills through many years of generating educational theories on best practices. This top-notch professionals, especially in language among other areas, have to be paid attractive participatory allowances to make them find the time and be involved.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The researcher undertook the study on the influence of teacher characteristics on achievement in reading comprehension among pre-school children in public preschools. Further research should be undertaken to find out whether teachers' social environment has any significant relationship with preschool learners' performance in reading comprehension. Secondly, a further research study can be undertaken to establish whether the parents as stakeholders have any significant role to play as far as enhancing the teaching of reading comprehension is concerned among other activity areas.

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APPENDICES

Appendix I

Introductory letter

I am a student undertaking a Master's Degree in Early Childhood at the University of Nairobi. I am kindly asking you to respond to the questionnaire items honestly. Your responses will be treated with confidentiality. For the purpose of this research, your name and that of your school will not be included. Kindly cooperate.

Thank you.

Geoffrey M.

Reg No. E57/850559/2016

Appendix II

Questionnaire for Pre-school Teachers

Instructions

The questionnaire is designed to obtain information on teachers' characteristics on the achievement of reading comprehension among Pre-school children in Limuru Sub-County, Kiambu County.

Section A

Please indicate the services that your center offers

1. Indicate your gender

Male Female

2. Professional Qualifications

Certificate Diploma Degree Masters

Other qualifications.....

3. Have you received further training on reading comprehension

Yes No

4. What time did you take in a refresher course in the teaching of reading skill

1-2 years 3-5years 6 year

5. How long have you been a teacher in your current pre-school center

0-2 years 3-5 years 5-7 years

6. Who appointed you to teach reading comprehension?

Headteacher through your own initiative

Manager of the center

7. How many times can you repeat certain content that children cannot master?

Once Twice Thrice Numerous times until the learner is able to master it

8. How often during a week do you evaluate the progress the children make?

Once Twice Thrice

9. Are there instances when you feel like abandoning your task? State such instances.

Yes No

.....

.....

10. What activity areas do you currently teach?

Number work reading comprehension social studies

11. Before you start teaching do you set some objectives you would want to achieve? Yes No

If yes, do you usually achieve these objectives?

Yes No

If no, what do think is the problem?

.....
.....

12. How much time do you spend weekly preparing to teach reading comprehension?

30 mins 1 hour 2 hours as long as all the work is covered

Appendix III

This section seeks to measure teachers' attitude towards teaching reading comprehension. Please tick the correct one. Kindly take your time to tick the most appropriate.

S A -I strongly agree.

A - Agree

U - Undecided

D - Disagree

SD - Strongly disagree

Attitude and Perception in Reading Comprehension

1. I like teaching reading comprehension
2. I am always struggling and stressed when teaching reading comprehension
3. I enjoy teaching reading comprehension
4. Teaching reading comprehension raises my spirit high, it is thrilling.
5. Teaching reading skills is so boring.
6. I always attend courses, workshops, and seminars on reading skills.
7. The mere mention of reading comprehension makes me agitated.
8. Teaching reading skills makes me uncomfortable.
9. It is fascinated by teaching the reading skill.
10. The end of reading skill lesson becomes good riddance to me.

11.If given a chance to pick on the activity area of my choice, I would still pick on teaching reading comprehension.

12.The activity area I teach is rewarding and interesting to handle.

13.It is only natural for me to teach the same way although the children’s scores keep going down.

14.On the whole, I normally go out of my way to find out why certain learners are always below average.

15.Given a chance, I would train in another area of specialization.

Generally, what is the attitude towards teaching reading skills in pre-school?

Negative Slightly negative Slightly positive Positive

This section tracks down the progressive performance of the pre-schools in reading comprehension for the last two years.

Please enter the number of children under each level of achievement

Achievement level	End of 1 st term 2017	End of 2 nd term 2017	End of 3 rd term 2017	End of 1 st term 2018	End of 2 nd term 2018	End of 3 rd term 2018
Very good						
Good						
Fair						

Poor						
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Appendix IV

Documentary Analysis Form (for the researcher).

Lesson Preparation

a) Availability:

Available partially available Not available

b) Content:

Detailed a bit detailed scanty

c) Conformity:

Well done average poorly done

d) Activities:

Developmentally appropriate partially appropriate not appropriate

e) Time allocation:

Sufficient to some extent not sufficient

f) Improvements required:

Major a few none

g) Progress records:

Major limited none

h) Timetable availability:

Available missing some details not available

Adherence.....

