DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using APA system and in accordance with anti-plagiarism.

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This research thesis has been submitted for examination in partial fulfilment of the award of a masters degree with our approval as University Supervisors.

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DEDICATION

I dedicate this research thesis to my family for an enduring belief in my ability to study a masters degree and continued support in financial, moral and social domains of life.
ACKNOWLEDGEMENTS
I humbly express my heartfelt thanks to the Almighty God for gracing me throughout this scholarly work. Very closely, I would wish to extend my gratitude to Kenyatta University Management for awarding me a Scholarship to pursue my dream in an academic ladder.

In a special way, my supportive supervisors; Dr. Nyakwara Begi and Dr. Mwangi Margaret, may the Lord reward you and your families for your guidance during the development of this thesis. In equal measure, I would like to recognise the professional support of all lecturers in the Department of Early Childhood and Special Needs Education, the secretary and support staff for providing me with conducive environment to access all scholarly pieces of advice and resources.

Lastly, I do express sincere thanks to my family at large for the moral and financial support during the course. Lastly, thanks be to all my friends for your social, moral and academic support.
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<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
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<tr>
<td>CBM</td>
<td>Curriculum Based Measurement</td>
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<tr>
<td>DfEE</td>
<td>Department for Education and Employment</td>
</tr>
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<td>DIBELS</td>
<td>Dynamic Indicators of Basic Early Literacy Skills</td>
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<td>DIM</td>
<td>Direct Instructional Model</td>
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<tr>
<td>DRTA</td>
<td>Directed Reading-Thinking Activity</td>
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<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ESL</td>
<td>English Second Language</td>
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<td>FBOs</td>
<td>Faith Based Organizations</td>
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<tr>
<td>INGOs</td>
<td>International Non-Governmental Organizations</td>
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<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>K-W-L</td>
<td>What I Know, what I Want to learn and what I have</td>
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<tr>
<td>Learned</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>NLS</td>
<td>National Literacy Strategy</td>
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<td>PIRLS</td>
<td>Progress in International Reading Literacy Study</td>
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<td>PLA</td>
<td>Participatory Learning Approach</td>
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<td>QAR</td>
<td>Question-Answer Relationship</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural</td>
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ABSTRACT

Children who possess adequate basic language skills develop cognitive and social skills required in life and workplace. It also enhances smooth transition, performance, and retention and completion rate. The purpose of this study was to establish the determinants of teachers’ use of instructional strategies to enhance grade one pupils’ literacy skills in Nambale Sub-county, Busia County Kenya. Nambale Sub-county was selected because it constitutes the highest number of primary schools within Busia, which recorded low levels of pupils’ performance in literacy achievements reported by Uwezo study. Grade one was chosen because it forms a basis for pupils’ achievement in upper primary education, their personal holistic developments and gains in abilities to solve social problems faced later in life. The study was anchored on Paul Freire’s theory of Participatory Learning Approach (PLA). Descriptive survey design was employed in the study to find out the teacher qualities which influence the use of instructional strategies to promote pupils’ literacy skills during instruction. The study methodology used in the research was quantitative. The dependent variable of the study was; instructional strategies teachers use to promote pupils’ literacy skills. The independent variables of the study were; teachers’ professional training, teaching experience, and scores in English in Kenya Certificate of Secondary Education examinations. The target population were grade one teachers and pupils in all primary schools within Nambale Sub-county. The sample size was grade one pupils and teachers in forty seven primary schools within the sub-county. Purposive and stratified sampling techniques were employed to select sample for the study and data collected using questionnaire and observational checklist. A pilot study was conducted in two schools to ensure validity and reliability of the instruments. Content validity was used to measure validity of instruments while test re-test method was used to measure reliability of study instruments. Reliability co-efficient were calculated using Cronbach’s alpha whereby the acceptance co-efficient was .70. Data was analysed using descriptive and inferential statistics that is Independent Sample t-test and ANOVA with the help of a Statistical Package for Social Sciences (SPSS). The results were presented and discussed using tables and texts. Results revealed that there was no significant difference in use of instructional strategies across teachers’ level of professional training, teaching experience and scores in English in Kenya Certificate of Secondary Education. The study recommends that school board of management should organise teacher-capacity-refresher trainings on use of variety instructional strategies to meet diverse needs of pupils. This would stimulate teachers to consistently use variety instructional strategies to enhance literacy skills among children during early years of school and increase their overall academic outcomes and social performance later in life.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter presents the background to the study. The section highlights statement of the problem, purpose of the study, research objectives, hypotheses and significance of the study. The section further discusses delimitations and limitations of the study, assumptions of the study, theoretical and conceptual framework and operational definitions of key terms.

1.1 Background to the Study

Children who possess adequate basic language skills such as reading, writing and communication develop cognitively and acquire adequate social skills (Ngaka & Masaazi, 2015). Children who are able to read well influence the social development of a society (Konorio & Mse, 2016). This is because mastery of literacy skills provides a strong development of communications skills in school and out of school. This further provides children the opportunity to advance their language skills, especially oral and writing skills.

Mainly, definition of literacy skills comprises of two complementary dimensions, that is, reading and writing. Comprehension develops later after the two skills are developed. Available literature has demonstrated that strong background in basic reading and writing skills among young children forms a pillar for early childhood education (Lee & Son, 2015). Also, adequate language skills development in children enhances their life skills and enables them cope well with life challenges (Ngaka & Masaazi, 2015). Teacher factor plays a significant role to ensure improved language skills in children during instruction. It was, therefore, imperative to seek the influence
of teacher factors on use of instructional strategies to enhance development of literacy skills.

The Progress in International Reading Literacy Study (PIRLS), a literacy skills assessment initiative, acknowledged that competency on literacy skills expand children’s thinking and ability to concentrate more in life (Luckin, 2008; Zhao & Frank, 2003). Adequate literacy skills help children to develop problem solving skills, self-concept and become productive members of a society. This further motivates young children to participate in development programmes such as access to quality education, which contributes to national agenda of Kenya. On the other hand, lack of adequate competences in literacy skills might deny children opportunities such as successive development in speech and negatively influence their socialization.

The term instructional strategies refers to the integrated techniques used during teaching and learning. They include directed reading thinking activity, question answer, read aloud, use of visualization texts, and story maps among many others (Misulis, 2009). Quinan, Anderson, and Mundy (2014) observed that teachers who often used these instructional strategies sufficiently enhanced development of listening, speaking, reading, and writing skills in learners. Teachers who successfully used varied teaching strategies recorded higher performance index on learners during post-assessment evaluation. They also improved in socialisation, speech production, and comprehension skills. Therefore, adequate acquisition and development of literacy skills helps learners cope easily with education and life at school and out of school respectively.
The education curriculum in Kenyan primary schools outlines more emphasis on 21st century skills (Konorio & Mse, 2016). Young children whose basic language skills such as reading, writing and communication skills have fully developed can communicate well (Konorio & Mse, 2016). Teachers are implementers of the curriculum because they often interact with learners. Strategies used in classroom during instruction have been closely associated with extent to which learners develop literacy skills and utilize them. The basic education act of Kenya states that children have a right to access to quality education to enhance transition and completion rates (Konorio & Mse, 2016). This means that teachers should have qualities to enable them use variety teaching strategies to enhance pupils’ literacy skills (Trudell & Piper, 2013).

Globally, the National Reading Panel (NRP), a literacy body in the U.S.A revealed low performance in reading and vocabulary skills for grade three children taught by inadequately trained teachers (UNESCO, 2013). Duke and Block (2012) reported that more than 63% certified teachers in the U.S. used only 5% of their lesson coverage to teach vocabulary grade three learners. The observations implied that these learners could not have fully developed communication skills, which are foundational pillars for quality learning. The findings presented by Luckin, (2008) and Zhao and Frank, (2003) in England reveal that 10% of the six-year old learners taught by teachers with low mastery of language skills could not read on well.

Further, it was observed that pupils in England are one year behind the pupils in Finland, Shanghai, and Korea in reading and writing skills (Buehl, 2001). This finding was a potential threat to the smooth transition of learners. As a result, majority of learners were likely to drop out of the current grades because they were unable to read
texts and understand them. Similarly, low reading levels implied that children’s social development was negatively influenced, and most of the learners might not have adjusted to the increased demands of the literacy by the society (Marima, 2014). Teachers who teach using strategies such as peer to peer learning, group learning, and direct instructional model easily develop learning interest of learners and significantly improve their literacy skills. The study sought to determine teacher qualities and the influence on use of teaching strategies to enhance grade one literacy skills.

The study findings acknowledged that 40% of grade one pupils in England taught by adequately trained teachers, improvement in literacy performance in grade two (Buehl, 2001). This situation raises a global concern to find out how professional training of teachers influence use of instructional strategies during instruction (Read on Get on, 2014). This would enhance smooth transition among pupils in upper grades development of coping social skills. On another hand, those children who fail to develop adequate literacy skills such as basic reading, writing and communication becomes at risk of dropping out of the school. This is because they might fail to respond appropriately to the assessment questions (UNESCO, 2008).

According to the study conducted by the United Nations Education, Scientific and Cultural Organization (UNESCO, 2008), findings showed that there was prevalence of low and unequal literacy levels among Sub-Saharan African Countries. This outcome was also attributed to the low transition among learners, which negatively affected the overall education for specific countries such as Tanzania and South Africa. A research conducted on Early Grade Reading Assessment (EGRA) in Malawi and Liberia reported that only 40% of children in lower primary taught by certificate
college teachers successfully completed reading tasks (Lawton & Warren, 2015). This enhanced retention and transition to next grades.

Clyde (2008) on the other hand, recognized that teachers who are well trained and possess adequate teaching experience understand best the use of varied instructional strategies to promote pupils’ literacy skills. This might enhance school adjustment, smooth transition and children’s strong communicative skills required for social life.

A study conducted in Uganda to understand the literacy levels of pupils showed that children were still struggling to read, write and communicate well (Ngaka & Masaazi, 2015). Miller and Elman (2013) argued that competent teachers are effective in using varied teaching strategies. To teach language skills effectively, teachers were required to possess good mastery skills in language skills (Ngaka & Masaazi, 2015). Therefore, it was important to establish the influence of teacher factors on the use of teaching strategies to enhance literacy pupils’ skills.

Globally and Kenya included, studies done on causes for dismal pupils’ literacy performance in lower primary posit inconclusive findings (Pfost, Artelet & Weinert, 2013). Experienced, well trained and teachers with high mastery of English subject were motivated to use variety of instructional strategies to meet diverse needs of learners (Lapp, Flood & Farnan, 2011). A study conducted by Uwezo (2012) had reported that 30% of the grade three pupils in Busia County could not successfully manage standard two reading tasks. Majority of the schools were from Nambale sub-county. The above studies did not adequately research on determinants of teachers’ use of instructional strategies to enhance literacy skills in lower primary schools in Kenya, thus a need for this study.
1.2 Statement of the Problem

Children with adequate literacy skills may easily develop communications skills and easily adjust to complex literacy tasks in upper grades compared to their counterparts. Existing studies have researched on causes for low literacy skills in children in developed and developing countries. However, there still exists declining performance in pupils’ literacy skills in lower primary schools in Kenya. These literacy challenges may directly bring about poor transition rates, low rates of adjustment, school dropout and a society, which may not be productive amid the literacy demands for 21st century.

Global and regional studies done in primary grades have reported a consistent low and unequal pattern of pupils’ performance in literacy skills. In Kenya, national and county surveys on pupils’ reading and writing skills report a similar trend. This might cause children’s poor transition, repetition and school dropout due to inability to adjust to the challenging literacy tasks in upper classes and social life. Most researches conducted in Kenya focused on factors outside classroom, which influence children’s development of literacy skills such as age, and socioeconomic factors. In addition, majority of the studies have been conducted outside Kenya, some focused on high schools and in mathematics subject areas. Nambale Sub-county has the largest population of children and was ranked amongst the poor performing sub-counties in early grade reading levels by Uwezo Kenya. Additionally, Kenya lacks sufficient national evidence and data from researched work on the teachers for grade one and the use of instructional strategies for enhancing literacy skills among pupils, hence the need for the study in Nambale Sub-county.
1.2.1 Purpose of the Study

The purpose of the study was to establish the use of instructional strategies by teachers to enhance literacy skills among grade one pupils in Nambale Sub-county. The study also sought to determine the influence of teachers’ professional training, teachers’ teaching experience and scores in Kenya Certificate of Secondary Education in English on use of instructional strategies for enhancing grade one pupils’ literacy skills in the Sub-county.

1.2.2 Objectives of the Study

(i) To establish the instructional strategies used by teachers to enhance literacy skills among grade one pupils’ in lower primary schools.

(ii) To determine how teachers’ professional training influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools.

(iii) To determine how teachers’ levels of teaching experience influence the use of instructional strategies to enhance literacy development among grade one pupils in lower primary schools.

(iv) To find out the influence of teachers’ score in English in Kenya Certificate of Secondary Education in the use of instructional strategies to develop literacy skills among grade one pupils in lower primary schools.

1.2.3 Research Hypotheses

**Ha1**: There is a difference in the instructional strategies used by teachers to enhance literacy skills among grade one pupils in lower primary schools
**Ha2:** There is a difference in how teachers’ professional training influence the use of instructional strategies to develop literacy skills among grade one pupils in lower primary schools.

**Ha3:** There is a difference in how teachers’ levels of teaching experience influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools.

**Ha4:** There is a difference in teachers’ score in English in Kenya Certificate of Secondary Education on the use of instructional strategies in enhancing literacy skills among grade one pupils in lower primary schools.

### 1.3 Significance of the Study

The findings of this study might benefit teachers on the development and use of appropriate instructional strategies to enhance pupils’ literacy skills. This would help children, through their teachers to acquire the necessary literacy skills to cope with educational and social demands and become productive members of a society.

The findings of the study might be relevant to the Board of Managements in primary schools to guide them to improve teacher capacity building programmes and enable them adopt appropriate instructional strategies to promote pupils’ literacy skills.

The government of Kenya through Ministry of Education, Science and Technology (MoEST) might use the findings of the study to develop additional capacity building and refresher courses on development of literacy skills of pupils in grade one. This may benefit learners through enhancing smooth transition, easy adjustment in upper classes and reduce dropout rates.
Kenya Institute for Curriculum Development (KICD) might benefit from the findings of the study. The institution might undertake additional refresher courses on literacy skills to teachers and provide opportunities for teacher involvement in development of literacy resources for schools.

1.3 Delimitations and Limitations of the Study

This section covered study delimitations and limitations which informed the researcher during data collection.

1.4.1 Delimitations of the Study

The study was delimited only to public and private lower primary schools in Nambale Sub-county, Busia County. The study was delimited to grade one because it is the foundation level for pupils starting lower primary education from preschool, hence a need for competence literacy skilled teachers to promote their transition into upper classes. Though, there were numerous teacher factors influencing teachers’ use of instructional strategies, this study was delimited to teachers’ levels of professional training, teachers’ levels of teaching experience and teachers’ scores in English in Kenya Certificate of Secondary Education (KCSE) examination.

1.4.2 Limitations of the Study

The study was limited by difficulties for some study respondents not willing to give information during interview session. This challenge was solved through a lot of emphasis to explain to the teachers about the confidentiality of the data they were to provide. In addition, the researcher sampled study respondents from both public and private primary schools. The researcher used motorcycles to conduct the study within schools with poor road passage.
1.5 Assumptions of the Study

The researcher assumed that teachers for grade one class used different instructional strategies during teaching and learning of language. In addition, it was assumed that study participants understood why they were using selected instructional strategies during instruction.

1.6 Theoretical and Conceptual Framework

The section outlined theoretical and conceptual framework, which assisted the researcher to conceptualise the study variables.

1.6.1 Theoretical Framework

This study was anchored on Paulo Freire’s (1972) theory of Participatory Learning Approach (PLA) to establish the appropriateness use of instructional strategies by teachers to enhance grade one pupils’ literacy skills. The theory had three empirical tenets. First is, dialogue often liberates while monologue oppresses. Secondly, an effective teaching and learning comprise of group dialogue rich experiences. Finally, an appropriate literacy learning starts with action shaped by a reflection and leads to further action (Freire’s (1972). Accordingly, having established the contribution of Freire in language skills acquisition and development, this study sought to determine the appropriate instructional strategies teachers in grade one class would integrate in development of pupils’ literacy skills during teaching and learning in lower primary schools.

The theory postulated that teaching language skills to children prepares them to solve education and social problems in a society. Freire recognized that a critical role for a teacher during language instruction is to provide pupils with relevant learner-based
interactive and meaningful literacy experiences (Freire, 1972). Thus, this study sought to establish ways teachers for grade one incorporated in their teaching such learning experiences with appropriate strategies such as group teaching, use of well-constructed content-rich questions, direct instructional model and inquiry to promote pupils’ literacy skills.

The theory maintained that teachers as predictors of children’s outcome in literacy skills ought to have certain levels of competences to employ appropriate instructional strategies confidently. Freire insisted that well trained teachers with sufficient experience, can confidently guide and influence children to construct meaning from the subject matter and establish a connection between prior and present teaching and learning content. The theory advocated for the integrated use of appropriate instructional strategies to enhance development of pupils’ literacy skills (Freire, 1970). The perspective of the theory informed the researcher to determine certain specific qualities relevant for teachers of language to use them comfortably to enhance development of listening, speaking, writing and reading skills in pupils.

To promote literacy skills, the proponent of the theory suggested teachers to adopt dialogue based appropriate strategies during instruction. This might motivate and influence pupils to use their background knowledge, connect, make predictions and comprehend subject matter (Guo et al. 2012). The theory was selected because teachers’ competences in terms of training, teaching experience, and score in English in Kenya Certificate of Secondary Education examinations was paramount to inform teachers on appropriate use of instructional strategies to enhance grade one pupils’ literacy skills.
1.6.2 Conceptual Framework

Studies had revealed that children taught by highly trained, experienced and teachers with good mastery of the subject content excel in literacy skills compared to their counterparts. Low levels of pupils’ language skills at lower primary might be influenced by several teacher qualities. Interestingly, these factors, largely enhance literacy skills in children if they were given due attention. This might help children to communicate well, easily adjust to abstract literacy tasks in upper classes, and confidently address social problems. Thus, this formed a yardstick for this study to assess quality of instruction focusing on teacher determinants. The dependent variable was instructional strategies used by teachers, while teachers’ professional training, teachers’ levels of teaching experience, and their scores in Kenya Certificate of Secondary Education English examination were independent variables as shown in figure in figure 1.1.
Figure 1.1: Teacher Competencies Influencing the use of Instructional Strategies in Enhancing Pupils’ Literacy Skills

KEY:

![Study Variables](image)

![Non-Study Variables](image)

Figure 1.1 above shows the variables, which influence teachers’ use of instructional strategies to enhance pupils’ literacy skills. It was conceptualised that when appropriate teachers’ training, teaching experience and teachers’ score in English in Kenya Certificate of Secondary Education examinations would be realized in schools,
then they were likely to use more appropriate instructional strategies which might enhance pupils’ literacy skills. These children are likely to transit smoothly and adjust to complex tasks in upper grades as well as develop stronger problem solving skills later in life. This might also translate into a productive society, which would match the sustainable development goals for quality education for all. The intervening variable in the study was controlled by sampling few teachers from private primary schools to participate in the pilot and actual study.
1.7 Operational Definition of Key Terms

**Instructional strategies**: Refers to methods a teacher uses to develop language skills among pupils in grade one that is, read aloud, use of questions, and use of visual texts among others.

**Language skills**: Refers to listen, speak, read, write, understand, and express oneself.

**Lower primary**: Refers to grade one class in a primary school.

**Teaching experience**: Refers to the number of years that a teacher has taught in a primary school.

**Teachers’ training**: Refers to the level of training that is, certificate, diploma, degree, masters.

**Teachers’ score in English in KCSE**: Refers to the grade scored in English in KCSE examinations such as A, B, C, D, and E.

**Use of Instructional Strategies**: Refers to the frequency a teacher uses instructional strategies to teach literacy skills.

**Levels of Professional Training**: Refers to the highest level of professional training such as certificate, diploma, degree and masters.

**Determinants**: Refers to the different factors which determine successful use of teaching methods by teachers.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher presented findings of related studies focusing on; the frequency of use of instructional strategies to enhance literacy skills for pupils in grade one class, teachers’ training, teachers’ teaching experience, and teachers’ score in English in KCSE examination. The section also covered a summary of the related literature reviewed.

2.2 Teachers use of Instructional Strategies to Enhance Literacy Skills

The extent teachers use instructional strategies during English language instruction directly influences learners’ ability to learn how to listen, speak, read, write and comprehend. Consequently, pupils’ level of cognitive and social development most often would rely on language development. This trend would later influence the way children at adulthood stage would respond to issues of literacy needs in the society. Literature had shown that teachers’ knowledge about relevant teaching strategies for language skills had to be increased, as well as, create more emphasis on sustained usage of the appropriate strategies (Clark, 2014). Improved literacy development would be realized in schools where teaching recognizes learners’ needs before, during and after literacy development.

It makes practical sense to allude that enhanced literacy skills impacts children’s growth and development in their entire life. Faltis and Valdés (2016) emphasized that pupils’ literacy development might be enhanced through formal learning which is acquired in school context, and which provides children an opportunity to enrich their socialization during speech related activities. Similarly, literacy development in
children might sufficiently take place through non-formal and informal activities encountered by children out of the school environment. In all these scenarios, literature had established that it would be important teachers for English to carefully select appropriate knowledge and competences to pass to the learners (Cook & Dinkins, 2015). As such, research had indicated that teachers look at variety school of thought to design and often use appropriate strategies during instruction.

Misulis (2009) defined instructional strategies as ways of teaching teachers use during instructions. These strategies include directed reading thinking activity, direct instructional model, read aloud, question answer, vocabulary teaching and use of visualization texts among others (Cook & Dinkins, 2015). Interestingly, these strategies might be developed outside the classroom and be used during instructions. Keengwe, Mbae and Ngigi, (2015) acknowledged that children frequently taught using these strategies quickly learn basic literacy skills and even smoothly transit to the next grades. Thus, the study focused to establish teachers’ frequency on use of instructional strategies to enhance pupils’ literacy skills in the sub-county.

Globally, national education policy documents have emphasized about the need for proper and appropriate teaching strategies to enhance basic literacy learning skills among beginners in schools. Grade one is a key foundation to learning which requires teachers who are well acquainted with appropriate teaching strategies for literacy skills development. Guo et al. (2012) argued that teachers for English who might not recognize the literacy needs for their learners often failed to motivate them during and out of school on relevant literacy development techniques. The ability to extract information and pass it to the children, through practical examples of learning to read have worked well with teachers who were well conversant with appropriate literacy
needs for learners. Knowledge and skill had been a point of concern in the appropriate use of learner-centred and age appropriate instructional strategies during teaching and learning for school which recorded improved reading skills. Therefore, it was imperative for the researcher to undertake this study to establish the extent teachers used instructional strategies to enhance literacy skills development among pupils in grade one class.

According to De and Lochman (2014), appropriate use of instructional strategies is proportionally related to pupils’ performance in literacy skills. The findings of this study revealed that 90% of the pupils in primary grade three in Borough Schools who were often exposed to interactive alphabetic activities by their well trained teachers performed 29 out of 54 items. Contrary, the study latter established that 43% of the primary grade three children in the same school (borough school) failed in items related to sentence tasks (De & Lochman, 2014). These inconsistencies in literacy outcomes among learners prompted the researcher to conduct the study on use of the strategies by teachers to enhance grade one pupils’ basic literacy skills. This is mostly because development of literacy skills during learning would largely be determined by the types of teaching strategies teachers use.

In addition to frequent use of above instructional strategies, Ball and Gettinger (2009) in one voice argued that teachers who always used tools such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Curriculum-Based Measurement (CBM) alongside appropriate instructional strategies, obtained useful information about the progress of their pupils’ performance in literacy skills (Keengwe, Mbae & Ngigi, 2015). These tools might provide teachers with information on the types of teaching strategies to use to assess children after teaching, hence the need for this study.
Teachers would further be informed on the varied learning needs among children and invest in use of appropriate teaching strategies.

Additionally, Haynes (2012) cited that competent teachers of literacy over and again teach phonology, vocabulary, spelling, fluency, comprehension and writing skills using group rich techniques simultaneously. A study carried out in the U.S. cites that only 21% of pupils taught by read aloud strategy alone acquired desirable literacy skills while 66% struggled to learn literacy in upper grades (Dubeck, Jukes, & Okello, 2012). These findings showed that teachers did not adequately use variety strategies to meet diverse needs of learners. Increasingly, findings also suggest that there was a large demand for use of variety of strategies during instruction. Thus, this study sought to explore about the trend on above results.

A study conducted in South Africa on reading literacy basically sought to present situational context of the level and impact of low reading and present possible solutions to the stakeholders. In a study conducted among pupils in grade three in South Africa, findings showed that 61% of the learners could not read appropriately (Naidood, Reddy & Dorasamy, 2014). Similarly results were established for intermediate grades four and five, subsequent to higher institutions of learning whereby students failed to master and conceptualise complex literacy texts related problems. Just like in any other nations, these pressing challenges did influence negatively the language development of pupils. Subsequently, the situation presented by South Africa did affirm the global literacy problem affecting the learners across primary level of education, hence the demand to investigate the situation through the study.
In Nigeria, instructional strategies have direct implications to the pupils’ literacy outcome. A qualitative study conducted in preschools on 43 teachers for English language attested that teachers who often used variety instructional strategies stimulated learners. This later motivates individual teacher to initiate centred learning experiences, which stood a great chance to enhance language and cognitive skills to the children during instruction (Odinko, & Williams, 2006). These effective strategies used were found as major players in enhanced phonology, fluency, reading, vocabulary and comprehension and writing skills in children. The findings indicated that learners had scored 74% in literacy during that term compared to 61% in the previous term. Therefore, it was important for the study to determine the influence of use of the instructional strategies in development of grade one pupils’ literacy skills.

The international reading policy framework had greatly outlined the need for teachers to use multidisciplinary subject teaching strategies to enhance pupils’ literacy development. Children during foundation phase in education cycle starts to learn alphabetic letters, which develops to word reading and formal communication (Faltis & Valdés, 2016). It would be imperative that teachers became informed about the appropriate teaching strategies, which would support regular learners and children with learning difficulties. Thus, investigation into the capacity of teachers to use varied teaching strategies to enhance development of grade one pupils’ literacy informed the study. Also, this would encourage smooth transition from lower grade to upper grades and later acquisition of social skills by children.

Integrating appropriate instructional strategies during teaching and learning to enhance literacy development among pupils in grade one would present tangible solutions to unequal patterns of reading levels in Kenyan schools. However, the
competency of teachers would largely influence the way they would use variety teaching strategies to mitigate this through improving pupil’s listening, speaking, reading and writing was questionable (Dubeck, Jukes, & Okello, 2012). National curriculum policy guideline for primary education clearly encourages smooth transition and discourages repeating of pupils. The school policy on use of appropriate strategies by teachers clearly emphasized on qualified teachers in all schools to help achieve this objective (Dubeck, Jukes, & Okello, 2012). It was evident that the weighty matter to address low and unequal pattern of children’s literacy skills had attracted major stakeholders. This aiming at realization of sustainable development goal number four on access to quality basic education by all children, there was need to conduct the study.

In Kenya, the Uwezo (2011) study carried out to determine reading levels of pupils in lower and upper grades primary schools, established that only 30% of grade seven and eight pupils successfully completed grade two and three comprehension and reading tasks. In the interest to conduct this study, Uwezo research did not establish the use of teaching strategies by teachers to enhance pupils’ literacy skills. Essentially, this situation generated worrying feelings about the quality of education children obtain during their formative years. This was because grade one stands out a critical stage in the learning cycle. Learners who fail to sufficiently acquire language skills at this level, mostly struggle during transition to the next grades. Eventually, they might begin dropping on the way and fail to complete primary education cycle. Thus, there was a need to conduct the study in Nambale Sub County.
2.3 Teachers’ Training and use of Instructional Strategies to Enhance Pupils’ Literacy Skills

Teaching and learning in the 21st century rapidly recognized instructional strategies and educators levels of professional training. Grade one pupils with enhanced language skills during formative years of school easily develop good communication skills later. Such children whose basic literacy skills such as listening, speaking, reading and writing had been well developed would most likely transit to upper grades on time (Cook & Dinkins, 2015). On the other hand, what happens when children are oppressed in terms of reading and writing skills? Literature had shown that children whose language skills fully develop performed better than their counterparts did, whose literacy skills were not well developed (Cook & Dinkins, 2015). In due consideration that teachers interacts most with learners during instruction, it was essential to establish their levels of professional on the use of teaching strategies to improve development of literacy skills among grade one pupils.

Globally and Kenya included, instruction of for language skills development commands teachers to possess sufficient training skills. Education reforms had been kicked off in most developed nations and developing nations, with the aim to achieve the sustainable development goal number four on access to quality education. However, available evidence from reviewed literature recorded general decline in levels of teachers’ training (Neuman & Cunningham, 2009). The implications to this might cause learners to miss out appropriate development of literacy skills during formative years and later opt to drop out. Thus, it was relevant to carry out this study.
In the western nations, the focus to improve literacy skills among pupils in lower grades and upper grades primary levels was a concrete evidence to improve pupils’ literacy skills globally. In U.S. and Canada, the rate at which children start reading on their own had substantially increased since global reforms on teacher quality through nationally recognized assessments (Coe et al., 2014). Available literature sufficiently explains that teacher professional capacity programs significantly enhanced the rate of development of reading skills among children in pre-primary and lower grades (Neuman & Cunningham, 2009). It was imperative that children were recognized in the US and Canada as yardstick for development, hence they were entitled to quality instruction. With reference to the Kenyan context, and especially to attain vision 2030, the researcher was prompted to establish the influence of professional training of use of instructional strategies by teachers.

Highly trained teachers who have adequate exposure to formal literacy training programs on instruction are more likely to use varied teaching strategies during instruction. Neuman and Cunningham (2009) observed a significant (85%) improved performance of the children in reading levels taught by college certified teachers in 114 home-based and childcare centres in England. These teachers possessed adequate knowledge to catch the interest of pupils compared to their counterparts not adequately trained (Warner (2012). Further to this, these teachers had enough knowledge of the England national language standards, methods of assessment and basic and intermediate literacy needs for their learners. This study focused to find out the influence of teachers’ training on use of instructional strategies to enhance pupils’ literacy skills in grade one in primary schools within the sub-county.
Available evidence shows that lack of adequate professional level of teacher training supported by exposure to formal literacy training programs limits teachers on use of varied teaching strategies (Guo, et al. 2012). Warner (2012), conducted a study in Europe primary schools upper grades and observed that to enhance literacy skills knowledgeable teachers are required. This would positively influence pupils to pronounce words, read and comprehending the content. Children might also apply literacy skills in other subjects to improve their overall performance (Williams & Staulters, 2010). As such, it would imply that literacy skills play a bigger role in the performance of other subjects learnt in schools. Thus, the need for the study in Nambale Sub-county.

A study conducted by Williams and Staulters (2010) in Jamaican fourteen rural elementary schools using experimental design, revealed an improvement in pupils’ literacy skills. This was noticeable among the teachers who had received literacy training support programs alongside national college training. After a pre-assessment and post-coaching assessment sessions, the findings revealed that majority (96.7%) of teachers who attended in-service literacy training programs started using phonetic strategies and 92.7% started using comprehension strategies during instruction (Williams & Staulters, 2010). These increased children’s literacy performance and transition to the next grades. Hence, the rational to undertake the study.

A mixed method study involving twenty teachers conducted in Uruguay affirmed that globally there is less attention given on professional training on teachers for language as Eithnel et al. (2012) found out that 70% of primary teachers lacked degrees in teacher education. A similar trend was observed on national certified teachers for primary grades three to five in India, Mexico, China and Guinea who had limited
knowledge of direct instructional model strategy but also unable to use during instruction (Eithnel et al., 2012). The trend as similarly observed in Kenya put children at risk of dropping out of school during formative learning, hence the rational to conduct the study on appropriate strategies teachers ought to use to enhance development of literacy skills.

A study conducted in South Africa to investigate teacher competence in use of technology to enhance reading of pupils in grade five revealed a promising outcome. Teachers for English were to adapt the usage of tablets and audiobooks installation as well as use appropriate teaching strategies (Naidood, Reddy & Dorasamy, 2014). Similarly, learners benefited because they had an opportunity to learn the new innovativeness from their teachers. After administration of post hoc assessment examinations on language skills, it was revealed that pupils in grade five had posted remarkable improvement in reading and comprehension, which was rated at 78%. Consequently, learners did record increased enrolment and transition to the next grades. This formed a basis for the study to establish a replica of a similar trend among teachers for grade one in the primary schools of Nambale Sub-county.

A teacher, whose training levels are limited and had an open opportunity to participate in refresher courses, often uses diverse strategies to inform the kind of content to teach (Irby, Tong, & Guerrero, 2018). Therefore, training imparts relevant and innovative ways teachers could use to help children learn basic literacy skills and foster development of skills through age appropriate learning experiences (Wolf et al., 2018). On the other hand, teachers with limited training levels would probably possess inadequate knowledge and skills to learn the immediate and long-term language needs for young children. As such, this study was conducted to inform
policy and pedagogy developers in the education reform making processes in Busia county.

In Liberia and Malawi, findings for an Early Grade Reading Literacy (EGRL) report conducted in both lower and upper grade primary levels indicated that only 40% of pupils in grades three managed to complete a reading task successfully while in their sixth and eighth grades (Lawton & Warren, 2015). This implied that inconsistency in children’s literacy development might inhibit transition and retention among learners, hence rationale to carry out this study within the sub county.

Adequately trained teachers with exposure to formal training on literacy instruction were observed as immediate persons to unlock the reading difficulties among children. Learners’ ability to learn literacy skills such as alphabetic principles, learning to read texts and write text is fundamental in the teaching force. Accordingly, existence of public demand for quality education was an assurance that teachers would possess qualified skills and attend continuous training to improve their instructional skills (Wolf et al., 2018).

In Kenya, a study conducted in pre-schools at Kasarani sub-county to establish influence of self-efficacy on teachers’ numeracy and literacy instruction reported that teachers who are insufficiently trained, lack strong self-efficacy to employ more effective teaching methods (Ouko, 2015). The results concur to the Uwezo findings that only 30% of class three pupils could complete grade two reading tasks. Whereas most studies have recognized the value for quality teacher training, they were conducted at international level and focused on upper grades. The findings illustrated above imply that strong command on literacy skills provides a quick adaptation of children into early schooling and later in life. Such children will develop confidence
to express their needs, socialise with peers and conform to the expectations of the society in a more civilised manner. Hence, the need to carry out this study in Nambale Sub County to further

2.4 Teachers’ Teaching Experience and use of Instructional Strategies to Enhance Literacy Skills

Teachers’ adequate teaching experience has been become a most compelling component for quality teaching (Faltis & Valdés, 2016). Learners whose literacy skills were low in elementary levels would perfectly perform better in subsequent lower, middle, and upper grades with the intervention of experienced teachers for language who constructively undertake formal training sessions on literacy instruction (Clark, 2014). A global concern based on improving listening, speaking, reading and writing emphasized about use of appropriate strategies during instruction. Given the importance these language skills play in contributing to the sustainable development goals, education policy implementers recommends experienced educators to be forefront in literacy development initiatives.

Classroom instruction involves interaction between teachers, learners, and content. From the viewpoint of the Malaysia education system, majority of learners who performed well in early grade literacy skills had smooth transition to upper grades (Ali, Karim & Yusof, 2016). Children who were taught by experienced teachers for language have continuously demonstrated enhanced aural skills and smoothly developed stronger writing and comprehension skills compared to their counterparts. In addition, pupils who understood texts and used it appropriately had demonstrated high levels of adjustment into imminent demands for literacy in social life (Coe et al., 2014). Several scholars extensively conducted research with end goals to unlock the
low levels of reading and writing skills among lower grade learners. The available documented evidence of low levels of reading and writing skills still provides a gap to undertake this study.

Globally, teacher factor have been rated as one of the top qualities required to effectively implement quality classroom instructions. Supported literature stated that relevant use of instructional strategies during teaching was noticeable in classrooms where teachers were more experienced compared to the classrooms where teachers had less than two years of experience in teaching in Malaysian primary schools (Ali, Karim & Yusof, 2016). It was also established that learners in fourth and fifth grades respectively demonstrated improved reading, written and comprehension after a post-assessment test was administered (Dunlosky et al., 2013). In this regard, it was imperative to undertake the study in Kenyan primary school education context.

In developed and developing nations, learning is largely guided by education sector plans. In African primary schools, especially Kenya, South Africa, and Tanzania, literature indicated that teachers for English language require basic classroom knowledge and skills to be guided in the choice of appropriate classroom instructional strategies (Irby, Tong & Guerrero, 2018). Research-based findings also revealed that familiarity and use of instructional strategies was very useful to primary school teachers for language during instruction. Experienced teachers significantly introduced learners to content reading and comprehension strategies. Piper (2015) argued out during a randomized trial experimental studies in Sub-Saharan Africa those teachers who were able to use peer-to-peer reading strategies where able to meet different needs of learners during instruction.
Teachers for English language with many years of teaching experience might often use appropriate instructional strategies. Misulis (2009) recognized that most teachers in middle grades-four-through-five and high school level are aware about the importance of literacy skills. The teachers with more teaching experienced conducted pupil assessment and content evaluation before choosing strategies for teaching (Keengwe, Mbae & Ngigi, 2015). Contrary to this observation, the findings from a study conducted in the U.S. upper grade learners had revealed that greatest challenge is the ability in teachers to use multiple teaching strategies appropriately (Haynes, 2012). Therefore, teachers to enhance development of literacy among grade one pupils conducted the study to determine the kind of strategies use.

In a longitudinal five-year study conducted in elementary schools on cooperating and veteran student teachers in Canada, revealed that the number of years in teaching service largely (78%) influenced the use of teaching strategies by teachers (Miller & Veatch, 2010). Pupils who were taught by the experienced teachers easily developed full potential in basic reading skills and adapted to social life skills more easily. However, majority did not transit to primary level of education (Read on Get on, 2014). Gerges (2001) observed in his study that student teachers who modelled instructional strategies used by their cooperating teachers successfully managed to influence learning interests and abilities among children. Hence, it was important to conduct this study to establish the influence the number of years in teaching service had on use of instructional strategies by the teachers to develop grade one pupils’ literacy skills.

In another classroom observation during a similar study and setting, Gerges (2001) pointed that minimal difference existed between teachers who possessed many years.
Most cooperating teachers with more than five years of service failed to employ direct instructional model and question answer strategies key to provoke learners’ interests. It was noted that learners might not fully understand teaching strategies teachers used, unless the teacher had induced relevant teaching experiences. A study conducted by Miller and Veatch, (2010) in California upper primary schools revealed an increased English proficient level of sixth to eighth grade pupils from 47% (state average) to 67% for pupils who were initially taught by highly experienced, teachers who used variety instructional strategies. Therefore, it was important to undertake this study in Kenyan primary school context.

The above findings were in consistent with those presented by Gerges (2001) who argued out that at no constant moment pupils’ basic reading, teachers with only many years in a teaching profession would solely enhance writing and communication skills. The immediate insights extracted from this observations was that teachers for language require deep familiarity with teaching strategies, relevant content and classroom needs for the best teaching practices (Konorio & Mse, 2016). This would help teachers use innovative instructional strategies during teaching to meet the increased learning needs for different learners (Lapp, Moss & Rowsell, 2012). Therefore, this research sought to investigate the clear influence of teachers’ teaching experiences and use of innovative teaching strategies to enhance learners’ literacy skills.

Subject to the above reviewed findings, Gerges (2001, p. 71) maintains that ‘in order to meet the multiple learning goals in pupils, teachers should frequently use interactive teaching techniques during literacy instruction.’ Oortwijn, Boekaerts, & Vedder (2008) did a study in multi-ethnic and culturally diverse schools in upper
primary grades in South Africa revealing that teachers who taught children using appropriate multiple strategies outperformed their counterparts. Learners whose language skills were still developing learnt about varied ways to promote these skills such as peer-to-peer reading (Konorio & Mse, 2016). This implied that children would gain social skills relevant in social life alongside literacy skills, thus a need to conduct this study.

In a study conducted in Uganda primary schools on perception of teachers on use of phonics and text embedded language experiences towards pupils’ literacy development, findings revealed that teachers’ pedagogy content knowledge was the primary driving factor in improving literacy skills among primary school children (Ngaka & Masaazi, 2015). The study established that informed teachers for English language whose classroom teaching experiences were pegged on learner performance improvement plans, provided text embedded materials and teaching activities during language lessons (Lee & Son, 2015). Most of the children in lower primary school levels best conceptualise language learning through scaffolding supported with self-discovery learning experiences. The teacher factor had motivated learners to start developing positive attitude to learn phonics, letters, reading and using print and verbal text to communicate, hence a need for a similar study in Kenya.

A study conducted in twenty-four lower primary Coastal Kenyan schools pointed that pupils who were taught by adequately experienced teachers outperformed by a margin of 15%, those who were not adequately experienced (Dubeck, Jukes & Okello, 2012). The study further revealed that more experienced teachers were highly organized and selected learner-centred strategies, which matched the diverse needs for learners (Piper, 2015). However, children develop basic literacy skills when they are
frequently taught using variety strategies. This implies that such learners will develop positive interest to attend school and conform to the society demands on social life. Learners in Nambale sub-county have faced unequal literacy achievements, hence a need for this study (Dubeck, Jukes & Okello, 2012). This will help establish the appropriate instructional strategies teachers should use to improve development of literacy among pupils.

2.5 Teachers’ Score in English in KCSE Examinations and use of Instructional Strategies to Enhance Pupils’ Literacy Skills

The global concern about low performance levels of literacy skills in majority primary schools was established pegged on several studies (Hardman et al., 2009). However, this was after intensive research was conducted among teachers for English language in developed and developing nations. Among the findings, it was largely established that teacher factor was critical to pupils’ achievement and performance. Teachers with good mastery of language teaching strategies creates very interactive learning classrooms (Ko, Sammons & Bkkum, 2016). Improved children’s performance in literacy skills especially reading and communication skills, directly translates to smooth transition in school and significant development in social skills. As a result, it was imperative to carry out this study in Nambale sub-county.

Lee and Son (2015) cited in their work on development of literacy skills among young children during formative years that, teachers are the primary actors to attain this initiative in schools. Such teachers who largely influenced children’s development of literacy skills during teaching had adequate exposure to formal literacy training programs on instructions (Ruzlan & Yusof, 2016). Young children learn best through observation; hence it would pose a challenge for the teachers of language to possess
inadequate mastery of linguistic and pronunciation skill. Therefore, this study sought to determine the influence of teachers’ score in English in Kenya Certificate of Secondary examination in use of instructional strategies to improve pupils’ literacy skills.

The available literature documents limited evidence from Kenyan studies to support a claim that teachers’ score in English in Kenya Certificate of Secondary Education would influence the use of instructional strategies to enhance pupils’ literacy skills (Lee & Son, 2015). Study had also shown that teachers with above average scores in English language possess self-esteem to command the use of appropriate teaching strategies during instruction (Miller & Veatch, 2010). Consequently, children might develop low self-concept about their literacy potentials and struggle to learn more advanced literacy skills in the next grades. Therefore, the study sought to find out the influence of teachers’ scores in English on use of appropriate instructional strategies to promote children’s literacy skills in the sub-county.

In a study conducted by Goe and Stickler (2008) in the U.S.A in grade seven and high school, findings established that teachers with higher subject score positively influenced their students’ achievement scores in reading, science and mathematics. Further, the findings of the study revealed that certified high school language teachers with high subject scores had good proficiency skills to employ appropriate techniques during instruction compared to their counterparts (Jetton, Cancienne & Greever, 2008). However, the study also revealed that these teachers had attended most of formal training programs on literacy instruction pedagogies. This might help children to develop vocabulary, communication and social skills and smoothly adjust to complex tasks in upper classes compared to those with low skills. Hence, there was a
need for this study to explore the influence of teachers’ score in English in KCSE examinations and use of instructional strategies to enhance pupils’ literacy skills.

Duke and Block (2012) observed that less than 63% of literacy teachers in the U.S. fourth and fifth grade taught their children vocabulary compared to the 67% state average. One of the causes was the low teachers’ proficiency levels in use of English subject and lack of adequate organised training programs and refresher courses on literacy instructional. Lefstein (2008) argues that implementation of a National Literacy Strategy (NLS) to complement subject mastery for teachers in upper grades England primary schools enhanced pupils’ reading and writing skills. These findings suggested that teachers with high scores in English language might require additional complimentary formal training programmes on literacy to capacity build their instructional approaches. Thus, there was a need for this study in the sub-county.

Despite several studies, revealing those teachers’ scores in English might be used as a predictor for pupils’ subject competency, there existed differences and inconsistencies in other scholars’ work. Cancienne and Greever (2008) argued that English national examinations might fail to assess teachers on specific knowledge and skills to use appropriate instructional strategies. Lefstein (2008) cited that most teachers with good subject mastery were able to employ more effective and multiple instructional strategies after undergoing extensive complimentary in-service and pre-service literacy training programs, a factor which motivated the researcher to undertake the study within the sub county to explore further.

A research conducted in Botswana, Kenya and South Africa on sixth grades pupils during mathematics instruction reported that children taught by competence teachers
These teachers were able to use practical teaching techniques, which informed pupils’ mathematical skills, attitudes and efficacy. Equally, such teachers were able to influence the attitude of pupils positively in mathematics through self-initiated group work and use of learner-learner mathematical learning strategies and experiences. Interestingly, the findings also revealed that these teachers had attended most of Science, Technology and Mathematics formal training programs, conferences and refresher courses on instruction (Carnoy, Ngware & Oketch, 2015).

The above studies were carried out focusing on mathematics, in middle grades and high school levels, and exhibited disparity in empirical data on the influence of teachers’ score on use of appropriate strategies to promote literacy and numeracy skills. Therefore, this study focused to explore differences in teachers’ use of instructional strategies to promote pupils’ literacy skills based on score in English language in Kenya Certificate of Secondary Education.

2.6 Summary of Related Literature Reviewed

After closely reviewing related studies conducted on teacher factors influencing pupils’ performance in literacy skills at local, national and international level, it was observed that these factors are predictors of children’s academic and social performance.

The extent to which teachers employ instructional strategies during instruction were found to have both direct and indirect influence on children’s language skills and social development. Importantly, reviewed studies cited that children might develop
skills to solve literacy educational effectively and social problems later in life upon teachers’ appropriate and varied usage of these instructional strategies.

Essentially, findings of reviewed studies associated teachers’ training, teachers’ teaching experience and their scores in English in Kenya Certificate Secondary Examination examinations with use of relevant instructional strategies to improve pupils’ literacy skills. Whereas these studies have closely established the status of literacy skills, they did not generate sufficient findings to support the claim that teacher qualities mentioned above require additional formal training programs on literacy to enhance performance of pupils’ literacy skills.

Also, most of these studies were conducted outside Kenya, some focused on upper grades, high schools and in mathematics. Most interestingly, the findings of reviewed studies did collectively disagree at some levels that teacher factors alone might be the primary predictors for enhanced development and performance in pupils’ literacy skills. Following these observations and lack of adequate documented studies in Kenya to support the above claim, the study sought to determine influence of teachers’ determinants on use of appropriate instructional strategies to enhance pupils’ literacy skills in Nambale Sub-county.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents a structure of the study. In specific, a research design, research variables, research methodology, study locale, target population of the study and sampling techniques and sample size were discussed. Additionally, the chapter describes research instruments used in the study. Further, a pilot study for the instruments to establish validity and reliability, data collection techniques, data analysis procedures and logistical and ethical considerations were outlined.

3.2 Research Design

The researcher employed a descriptive survey design in the study. In social sciences and educational research, a descriptive survey design is preferred because it provides actual current facts of a phenomenon (Orodho, 2009). Descriptive survey design was employed specifically in this study to provide a description on the actual situation about teacher factors influencing their use of instructional strategies to enhance pupils’ literacy skills in Nambale Sub-county. The use of a descriptive survey design in research enables a researcher to obtain up-to-date findings of the study population without manipulating independent variables. Collectively, Mugenda and Mugenda, (2003) cited that descriptive survey design helps a researcher to gather, organize, process, analyse and present data from a sample population systematically to make informed generalizations and conclusions acceptable in social sciences.
3.2.1 Variables

(a) The independent variables of the study included:

(i) Teachers’ professional levels of training. The variable was measured by establishing professional levels of training among teachers such as Certificate, Diploma, Degree and Masters.

(ii) Teachers’ levels of teaching experience. It was measured by establishing the number of years a teacher has taught. This would have a direct or indirect impact on teachers’ choice for more effective instructional strategies to promote pupils’ literacy skills.

(iii) Teachers’ scores in English in KCSE examinations. The variable was measured by stating teachers’ score in English in KCSE examinations.

(b) The dependent variable was stated as;

Strategies teachers use to enhance pupils’ literacy skills. It was measured by determining the frequency at which teachers employed the following strategies during instruction that is, question answer relationship, direct reading thinking activity, read aloud, cooperative learning, visual classification charts, visualization texts, peer teaching, direct instructional method and others.

3.2.2 Research Methodology

The study adopted a quantitative research method. Mugenda and Mugenda, (2003) emphasised the use of a descriptive survey design when conducting a quantitative research, hence the preference for the methodology in the study. Further, the use of questionnaires and observational checklists with rating scales prompted a quantitative method for effective data processing to yield reliable findings from the study.
3.2.3 Location of the Study

The study was conducted in Nambale, Busia County. Nambale Sub-county comprises of 56 primary schools, with 44 public primary schools and 11 private primary schools. The Sub-County contributes largely to Busia County primary schools performance in literacy skills with existing statistics on standard one pupils’ performance in letter identification (49.2%), word reading (21.9%) and paragraph reading (5.8%) leading to an aggregate of 25.6% of pupils’ performance in literacy tasks at county level which is below the national average literacy level of about 27.2% (Uwezo, 2012). This would likely translate to high rate of pupils’ repetition and drop out of primary level before completion due to poor reading and writing skills. (**Sketch map for Nambale sub-county to be drawn**)

3.3 Target Population

The target population for the study comprised of forty-four teachers for language in grade one and one thousand seven hundred and sixty grade one pupils within Nambale Sub-county primary schools. Teachers were purposively included in the study because they were primary stakeholders who use instructional strategies during instruction of language skills. Grade one was selected in the study because it is a foundation for primary education and determines pupils’ transition into upper primary level. Teachers with adequate competences were found to using variety more effective instructional strategies during literacy lesson. Thus, the learners stood a chance to attain long-term educational achievements, personal goals and professional fulfilments later in life. Withstanding these important educational outcomes anticipated when teachers have adequately used these strategies during instruction of language, it was relevant to carry out the study in Nambale Sub-County.
3.4 Sampling Techniques and Sample Size

The section highlights sampling techniques and sample size which guided the researcher to settle on the right study participants.

3.4.1 Sampling Techniques

The researcher used two sampling techniques. Purposive sampling method was adopted because Nambale Sub-county forms one of the Sub-counties within Busia County whose pupils’ literacy performance on basic literacy skills was low (25.6%) and below national average of 27.2% (Uwezo, 2012). Nambale sub-county was also purposively sampled because it has the highest number of learners in lower primary grades, hence a need to determine their contribution to the overall literacy performance levels for entire sub-county. Further, the researcher employed a stratified random sampling technique in selecting teachers for English language from public and private primary schools within the sub-county to participate in the study. Stratified random sampling was selected because it helps researcher to arrive at a cohort of grade one teachers who teach children language skills. Mugenda, O.M. and Mugenda, A.G. (2003) proposed a study sample between 10%-30% in social science research. In this study, a study sample of 30% was selected from all public and private primary schools within the Sub-county.

3.4.2 Sample Size

The study sample size comprised of all grade one teachers for language, children and head teachers for giving consent from sampled public and private primary schools within Nambale Sub-county. Where more than one stream existed, all grade one teachers of literacy took part in the study.
Table 3.1 Sampling Frame for Teachers from Public and Private Primary Schools

<table>
<thead>
<tr>
<th>Type of Schools</th>
<th>Number of Schools</th>
<th>Sample size of Teachers</th>
<th>Percentage of Sampled Teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>44</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.1 above shows that twenty teachers for grade one were randomly selected to take part in the study. All the learners from all the sampled twenty primary schools also participated in the study.

3.5 Research Instruments

The data for the study was collected from grade one teachers from all sampled public and private primary schools. Questionnaires for teachers and observational checklists were employed to gather data.

3.5.1 Questionnaires for Teachers

Teachers’ questionnaires contained section A with items on preliminary information about individual teachers such as name of the school, type of school, gender and level of professional qualifications and training. On the other hand, section B of the questionnaire enlisted items to measure extent teachers’ used instructional strategies to enhance pupils’ literacy skills. Questionnaires were used because they provide data set in an organized and coherent manner to enable appropriate analysis and help the researcher draw the findings effectively.
3.5.3 Observational Checklists

A classroom observational checklist was used to confirm teachers’ use of instructional strategies to enhance literacy skills among grade one learners. It contained background information and items about instructional strategies to enhance pupils’ literacy skills. An observational checklist was used because it helps the researcher obtain raw and first hand data from respondents to inform triangulation and analysis of data to give reliable findings.

3.6 Piloting Study

Two teachers each from one public and one private primary schools were involved in the pilot study to assess the suitability of the instruments. The schools and participants involved in the pilot study were not included in the final study. After pilot of the study, the researcher eliminated possible factors to ensure items are clear to the respondents prior to the data collection. Questions were reframed where applicable to suit each objective of the study.

3.6.1 Validity

Validity was defined as the quality that a research tool uses in a specific study and is meaningful, correct and true to provide right information (Anastasia, 1992). The researcher employed content validity to ensure that all variables and objectives of the study were appropriately measured against each research item. Content validity provided opportunities for a researcher to review and align the objectives of the study to its variables prior to collection of data. Content validity also ensured the researcher was objective and meets the diverse needs for each respondent to collect reliable data.
To establish the content validity of the study, the researcher administered questionnaires and carried out classroom observation promptly. Triangulation of the responses and individual member checking was employed to ascertain that teachers have provided accurate and consistent information. The content of each response was compared to validate data.

3.6.2 Reliability

Reliability is the precision of a measuring instrument to give stable and consistent results (Krishnaswamy, Appa & Mathirajan, 2006). Test-retest reliability technique was employed in the study. Questionnaires for teachers and observational checklists were administered within a day and re-tested after one week involving two grade one teachers from public and private primary schools. The study data obtained was compared to ascertain their consistency. Items with ambiguities were modified during comparison to enhance stability of research instruments. Measures of internal consistency on the study variables and objectives were established through use of Cronbach’s alpha generated outputs computed at significant value of .70. The tests were done using Cronbach’s alpha, and results presented in Table 3.2. Cronbach’s alpha was used because the study involved variables with more than two groups, thus to establish the significance difference reliability between the two or more groups it was appropriate to use Cronbach’s alpha co-efficient.
Table 3.2 Reliability Test Results

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Value</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach’s Alpha Part I</td>
<td>.78</td>
<td>4</td>
</tr>
<tr>
<td>Part II</td>
<td>.77</td>
<td>4</td>
</tr>
<tr>
<td>Total N of items</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2 above shows Cronbach’s reliability tests results done from English language teachers on use of instructional strategies in three public primary schools and one private primary school. The Cronbach’s alpha was .780, which is higher than the statistic coefficient (.70), thus the study instruments were reliable. Cronbach’s coefficient is recommended in scientific study which involves statistical analysis, hence its use in the research.

3.7 Data Collection Techniques

The researcher prepared all the research instruments and relevant field work study materials prior to collection of data. Study data was collected in two stages to help in appropriate triangulation of results during analysis.

3.7.1 Stage One: Conducting a Classroom Observation during Instruction

The researcher first carried out classroom observation using an observational checklist (See Appendix III) during literacy instruction. The tool contained section ‘A’ on
background information and Section ‘B’ on items about instructional strategies teachers use during teaching and learning. This information helped the researcher to confirm the accuracy of data provided by the teachers following use of the questionnaires during stage two of data collection.

3.7.2 Stage Two: Administration of Questionnaires

The researcher then administered teachers’ questionnaires (See Appendix IV) to obtain data on frequency of use of instructional strategies from grade one teachers for English. Finally, the researcher thanked the respondents after collecting required information for the study.

3.8.1 Data Analysis Procedure

A descriptive statistics method of data analysis was used to analyse data obtained from questionnaires and observational checklists. Data collected was organised, cleaned and coded before entering it on a Statistical Package for Social Sciences (SPSS). Data was analysed using descriptive and inferential statistical procedures. The researcher used inferential statistics methods such as independent sample t-test to measure variables for two groups and Analysis of Variance used to measure variables of more than two groups respectively. After data analysis, the researcher generated tables of frequencies, percentages and measures of central tendencies and variance to help in the analysis of each research objective. For precision in the entire study, the researcher presented each objective and tested each hypothesis under investigation. Findings of the study were also triangulated. Where applicable, content and thematic analysis were used to present findings of the study.
3.8.2 Null Hypotheses

**Ho1**: There is no difference in the instructional strategies used by teachers to enhance literacy skills among grade one pupils in lower primary schools.

**Ho2**: There is no difference in how teachers’ professional training influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools.

**Ho3**: There is no difference in how teachers’ levels of teaching experience influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools.

**Ho4**: There is no difference in teachers’ score in English in Kenya Certificate of Secondary Education on the use of instructional strategies in enhancing literacy skills among grade one pupils in lower primary schools.

3.9 Logistical and Ethical Considerations

First, the researcher sought a research clearance from the Graduate School at Kenyatta University. The researcher then proceeded to the National Commission for Science, Technology and Innovation (NACOSTI) to seek for an authorization letter and a research permit for conducting this study in Kenyan primary schools context. In addition, Busia County Director of Education and Nambale Sub-County Education Officers were notified to grant permission letters for the researcher to visit sampled primary schools to carry out the study.

During data collection, the researcher sought consent from the head teachers of respective sampled schools to gather data from the study respondents and second, seek consent and interact with grade one teachers for collecting required data. The
identity of study participants was kept confidential by ensuring that they did not write their names on research instruments instead a space for a serial number was generated on each research instrument. Further, the researcher gave assurance to all respondents that all information they provided would be kept confident and only used for the purpose of the study before and after the research. The researcher concluded by thanking all the respondents for their time and cooperation throughout the study.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

The chapter presents study findings, their interpretation and discussions of the results. The researcher presented demographic information regarding the study participants initially. This would be relevant to highlight key teacher characteristics, which might inform the trend of the results of entire study and provide window opportunities for further studies. Descriptive and inferential statistics were closely used to analyze results of the study according to each research objective and hypotheses.

The study aimed to achieve the following objectives:

- To establish the instructional strategies used by teachers to enhance literacy skills among grade one pupils’ in lower primary schools.
- To determine how teachers’ professional training influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools.
- To determine how teachers’ levels of teaching experience influence the use of instructional strategies to enhance literacy development among grade one pupils in lower primary schools.
- To find out the influence of teachers’ score in English in Kenya Certificate of Secondary Education in the use of instructional strategies to develop literacy skills among grade one pupils in lower primary schools.
4.2 Demographic Information of the Respondents

The demographic information in the study was presented based on type of primary school, gender and age of the English language teachers from all the sampled schools. The characteristics are presented and discussed under the following sub-sections:

4.2.1 Type of Primary School

The study participants were selected and categorized according to the type of schools within the sub-county. The results are presented in table 4.1 below.

Table 4.1: Distribution of Teachers by Type of Schools

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>12</td>
</tr>
<tr>
<td>Private</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

The results in table 4.1 above shows that majority (60%) of the primary schools involved in the study were public while private primary schools accounted for 40% of the total sampled schools within the sub-county. The findings show that most of the grade one teachers who participated in the research were from public primary schools (60%).

4.2.1.1 Gender

The gender for study participants was determined and the results have been presented in table 4.2 below.

Table 4.2 Teachers’ Gender

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
<td>14</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
As indicated in table 4.2 above, the results shows that majority of teachers in grade one class who participated in the study were females. Whereas only 30% of total population of the study participants accounted for male.

4.2.1.2 Age
The age of teachers in grade one was established and results have been presented using table 4.3.

Table 4.3 Age of Teachers

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-24 years</td>
<td>3 15.0</td>
</tr>
<tr>
<td>25-29 years</td>
<td>4 20.0</td>
</tr>
<tr>
<td>30-34 years</td>
<td>5 25.0</td>
</tr>
<tr>
<td>35 and above years</td>
<td>8 40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20 100.0</strong></td>
</tr>
</tbody>
</table>

From the results presented in table 4.3 above, it can be deduced that majority 8 (40%) of teachers in grade one class were above 35 years of age. On other note, there was relatively low 3 (15%) number of youths in the lower primary level who teach children English language. In this regard, the findings might imply that education stakeholders and the government agencies ought to launch and strengthen sensitization education programs to tap talents of majority youths into teaching work force.

4.2.1.3 Duration the Teacher has Taught
The duration the teacher had taught was established and results have been presented using table 4.4
Table 4.4 Duration the Teacher has taught

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>5-9 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>10-14 years</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>15 years or more</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the results shown above, majority of the teachers in grade one had over six years in teaching service. Only 10% of teachers with teaching age bracket between 10-14 years were present during the study.

4.2.1.4 Teachers’ Professional Levels of Training

The teachers’ highest level of professional qualification was established and results have been presented using table 4.5

Table 4.5 Teachers’ Professional Levels of Training

<table>
<thead>
<tr>
<th>Professional Levels of Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

As indicated in table 4.5, majority 13 (65%) of the teachers for grade one had trained up to certificate level. Only 7 (35%) of teachers had a diploma as the highest level of professional training. Similarly, there was a missing degree and master’s level of professional training amongst the teachers involved in the study.
4.2.1.5 Teachers’ Scores in Kenya Certificate of Secondary Education (KCSE) English Examinations

The teachers’ scores in English in KCSE Examinations were determined and results have been presented using table 4.6.

Table 4.6 Teachers’ Scores in KCSE English Examination

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>D+</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>C+</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>B+</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In Table 4.6, results reveal that majority 5 (25%) of teachers for grade one had scored grade C in Kenya Certificate of Secondary Education English examination. However, low number 2 (10%) of teachers scored grade B and B+ in Kenya Certificate of Secondary Education English examinations.

4.2 The Instructional Strategies used by Teachers to Enhance Literacy Skills among Grade One Pupils

The study sought to determine the extent at which teachers use instructional strategies to enhance literacy skills among pupils in grade one. The objective was stated as:

Objective 1: To Establish the Instructional Strategies used by Teachers to Enhance Literacy Skills among grade one Pupils

To realize this objective, the researcher had first to conduct a classroom observation on grade one teachers during English language lessons. This was undertaken using an observational checklist. Specifically, the research items that were being observed
included rating number of times grade one teachers used instructional strategies during English language instruction. These strategies included cooperative learning, read aloud, use of realia, question answer relationship, direct instructional model, use of visualization texts, classification of charts among others.

Secondly, the researcher used questionnaires to measure objective one. Items on the questionnaires corresponded to the ones on observation checklist. Teachers were required to rate (√) the frequency they used varied instructional strategies during English language instruction as either, ‘never’, ‘rarely’, ‘sometimes’ or ‘often’. This was carried out after the lesson observation. An example of the questionnaire item was ‘how often do you use direct instructional model during teaching?’

The data of this study from the two research instruments were triangulated and results presented in two stages. Inferential findings were presented concerning frequency of use of instructional strategies followed by descriptive statistics. The correspondent hypothesis was tested to extract more insights about the study outputs and further support in the synthesis of the findings.

First, the findings on frequency of use of instructional strategies on teachers for grade one were presented in table 4.7 below.
Table 4.7: Frequency of Teachers’ Use of Instructional Strategies

<table>
<thead>
<tr>
<th>Type of Instructional Strategy</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Row N %</td>
<td>Count</td>
<td>Row N %</td>
</tr>
<tr>
<td>Use of directed reading thinking activity</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Use of question-answer</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Use of visualization text strategy</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>15.0%</td>
</tr>
<tr>
<td>Use of read-aloud</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Use of classification of charts</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>5.0%</td>
</tr>
<tr>
<td>Use of cooperative learning strategy</td>
<td>0</td>
<td>0.0%</td>
<td>4</td>
<td>20.0%</td>
</tr>
<tr>
<td>Use of what I know, what I want to learn and what I have learnt (K-W-L)</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>5.0%</td>
</tr>
<tr>
<td>Use of direct instructional model</td>
<td>10</td>
<td>50.0%</td>
<td>4</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

As indicated in table 4.7 above, the results show that majority of grade one teachers often used instructional strategies during English language instruction. The results depict that there was a predominant use of question-answer, read aloud and directed reading thinking activity instructional strategies for all teachers in grade one. Teachers as presented in Table 4.7 above rated most of items on use of instructional strategies...
highly. On another note, most teachers did not use direct instructional model also known as (DIM) during instruction.

The lack of adequate use of direct instructional model and limited use of cooperative learning teaching strategies would possibly justify the low and unequal levels of literacy performance among pupils. This also would imply that reading is still a big challenge learners struggle with in upper grades. Consequently, teachers with low competence skills would find it challenging to adopt use of these vital teaching strategies ones they fail to attend refresher-training programs. As a result, pupils would face danger of drop out and most would repeat the grades leading to poor transition and unable to meet the education goal for sustainable development agenda.

In addition, descriptive statistics were also generated to establish the extent teachers used instructional strategies during English language instruction. The findings were as presented in Table 4.8 below.

**Table 4.8: Mean Scores in Teachers’ Use of Instructional Strategies**

<table>
<thead>
<tr>
<th>Type of Instructional Strategy</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of directed reading thinking activity</td>
<td>20</td>
<td>.00</td>
<td>1.00</td>
<td>.4000</td>
<td>.50262</td>
</tr>
<tr>
<td>Use of question-answer strategy</td>
<td>20</td>
<td>3.00</td>
<td>4.00</td>
<td>3.750</td>
<td>.44426</td>
</tr>
<tr>
<td>Use of visualization text</td>
<td>20</td>
<td>2.00</td>
<td>4.00</td>
<td>3.400</td>
<td>.75394</td>
</tr>
<tr>
<td>Use of read-aloud strategy</td>
<td>20</td>
<td>3.00</td>
<td>4.00</td>
<td>3.700</td>
<td>.47016</td>
</tr>
<tr>
<td>Use of classification of charts</td>
<td>20</td>
<td>2.00</td>
<td>4.00</td>
<td>3.500</td>
<td>.60698</td>
</tr>
<tr>
<td>Use of cooperative learning strategy</td>
<td>20</td>
<td>2.00</td>
<td>4.00</td>
<td>3.300</td>
<td>.80131</td>
</tr>
<tr>
<td>Use of what I know, what I want to learn and what I have learnt (K-W-L)</td>
<td>20</td>
<td>2.00</td>
<td>4.00</td>
<td>3.600</td>
<td>.59824</td>
</tr>
<tr>
<td>Use of direct instructional model (DIM)</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>2.000</td>
<td>1.21395</td>
</tr>
<tr>
<td>Use of I do, We do, You do strategy</td>
<td>20</td>
<td>1.00</td>
<td>4.00</td>
<td>2.300</td>
<td>1.34164</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in table 4.8 above, the findings of the study show that most teachers sometimes used instructional strategies because they rated sometimes with a mean of 3.5. However, there was no teacher for grade one who rated always (mean of 4.0) in the use of instructional strategies during instruction.

Consequently, the findings revealed that most teachers in grade one rarely used direct instructional model during instruction (mean of 2.0 out of 4.0). There has been an improved academic performance in literacy skills for pupils taught by direct instructional model strategy in Kenyan primary schools (Educational Development Trust, 2016). Concerning these results, the first objective was achieved because the findings were able to establish the instructional strategies teachers use during teaching to enhance literacy skills in grade one pupils.

To determine whether there was a difference in teachers’ use of instructional strategies between public and private primary schools, the following null hypothesis was stated and tested.

**H01: There is no difference in the instructional strategies used by teachers to enhance literacy skills among grade one pupils in lower primary schools**

T-test analysis was used to establish the significant level of the difference in teachers’ use of instructional strategies between those in public and private lower primary schools. The results are presented in table 4.9.
Table 4.9: Independent Sample t-test for Equality of Means by Type of Schools

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variance assumed</td>
<td>.587</td>
<td>.453</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
<td>-2.675</td>
<td>16.43</td>
</tr>
</tbody>
</table>

Table 4.9 shows that the difference between the mean scores for teachers’ use of instructional strategies between public and private grade one classes was -.319 with a significant level of .018 (2-tailed). The negative sign imply the dismal difference in means, hence little significance. Empirically, the results imply that the extent of teachers’ use of instructional strategies between those in public and private lower primary schools was statistically significant. Hence, the null hypothesis stated that there is no difference in the instructional strategies used by teachers to enhance literacy skills among grade one pupils in lower primary schools was rejected, and it’s alternate which states that there was a difference in the instructional strategies used by teachers to enhance literacy skills among grade one pupils in lower primary schools in teachers’ was accepted.

The results of this study are consistent with a prototype experimental research conducted by Dunlosky et al. (2013), in the 56 United States of American schools.
The study sought to investigate the impact of using reading aloud strategy on students’ learning outcomes. It was conducted to a randomly selected 56 grade five learners. The study exposed one group of learners to a massed reading aloud tasks during lesson delivery and another group exposed to a rereading sub-task activities. Keeping the other conditions constant, teachers for language later mixed the two groups in one classroom prior to an integrated literacy instruction lesson (Dunlosky et al., 2013). In this study, the purpose of mixing learners was to establish any difference, which existed, based on the different measures of treatments during reading.

Of most concern was to determine the influence of experimental outcomes on learners’ responses during language learning using read aloud from public and private primary schools. In this context, the findings observed by Dunlosky et al. (2013) indicated that learners from private primary schools who were exposed to re-reading strategy successfully read a 390-750 comprehension passages compared to those who were from public primary schools and exposed to massed reading who read aloud only 99-125 word passage to the class. Regarding on the findings observed in this study, read aloud strategy was among those rated high by teachers in private primary schools than those in public primary schools. However, if these strategies are appropriately used and in variety, it would directly translate to improved literacy performance for learners in all private and public primary schools.

Further, the results presented above might also imply that private upper grade and junior high school learners have gained full development of language skills and exposure, hence ability to adjust in development of literacy skills through varied instructional strategies. It was of greater concern, therefore, to note that teachers of
English language grade one ought to use appropriate teaching strategies especially to develop a strong foundation for language development in children (Dunlosky et al., 2013). Essentially, the findings above would inform education stakeholders to recommend appropriate intervention to ensure all teachers obtain quality training prior to deployment into teaching. This would result to improved learners’ literacy competences, enhance successful transition from lower to upper grades, and later on adjust well into social life.

The findings of this study are consistent with that of Keengwe, Mbae & Ngigi (2015), who conducted a longitudinal study involving 23 pre-schools in both rural and urban centres of Japan. They used a mixed approach and correlational designs. Their study findings showed that majority of pre-school teachers who used a combination of read aloud, directed thinking activity and visualization texts significantly improved up (68.7%) on listening, reading and fluency skills of pre-school children (Keengwe, Mbae & Ngigi, 2015). This might imply that average and appropriate increased use of these instructional strategies might directly translate to improved literacy skills, especially for children during formative years of schooling.

Similarly, the findings of this study concur with those obtained by Irby, Tong and Guerrero (2018) in Spanish upper grade schools. The study sought to establish frequency of use of instructional strategies on English Second Language learners’ science and literacy growth. The study involved 166 treatment and 80 control female and male English Second Language (ESL) study participants randomly selected from sixth grade level. After 1,380 observations were made during science instruction, findings revealed that experimental teachers spend a higher percentage of time using ESL strategies to teach than control group. Commonly used instructional strategies
included; cooperative grouping (24%), questioning strategies (16%), use of realia (11%) and scaffolding (9.3%) during science lesson (Irby, Tong & Guerrero, 2018). The results also indicated that teachers were able to use creative strategies to enhance science and literacy growth of learners.

The current findings of the study are in agreement with a study conducted by Ruzlan, Karim and Yusof (2016) in Malaysian primary schools. The study was conducted to establish the influence of professional and experienced teachers from both public and primary schools on use of strategies to enhance English language skills among learners. The findings revealed that extensive teacher coaching on literacy instructional models among private primary schools and teacher pedagogy were directly related to the improvement in reading abilities of children at fourth and fifth grades. Notably, teachers from public primary schools who taught English language had demonstrated low motivation and self-esteem to use variety of strategies during teaching. Although, learners from both public and private primary schools had improved in reading abilities, those from private schools did better in oral pronunciation and comprehension. As such, there is need to provide teachers in public primary schools with continued English language programs to develop a sense of confidence in them during instructions.

Contrary, the results of the study does not concur with that presented by Mohammed and Monty (2018), who did a case study involving four male teachers for English language from South-eastern United States to establish the extent they used instructional strategies integrated with technology. Unlike the findings presented above in this study where extensive use of variety of strategies challenges learners and makes learning interesting, the results of Mohammed & Monty (2018) reported
low mean scores for teachers who had used technology assisted instructional strategies during language instruction. This was largely contributed by age factor because all study participants were taking adult learning sessions whose critical period of language development was over.

Also, results of this study differ from those obtained by Waigera (2013), who conducted a quantitative research on teachers’ integration of teaching techniques to culturally relevant English language content in Nyeri County in Kenya. The study cohort was 20 private pre-primary schools and 35 public pre-primary schools, which were stratified. His study findings reported that pre-primary teachers in private schools were able to integrate effective strategies with cultural relevant content than those from public pre-primary schools. However, Waigera did not adequately establish the link between literacy growth of learners and extent teachers used these strategies.

On another note, the current findings of the study somewhat differ with a study conducted by Ngaka and Masaazi (2015) in Uganda concerning participatory literacy improvement plan. The findings of the study established that most pupils in Ugandan public primary schools who were gaining improved English language performance were taught by highly and qualified professionally teachers. Here, teacher factor in use of instructional strategies was largely brought out across public and private primary schools during the survey. It was conclusively noted that some private schools were lacking adequate number of teachers for English language who could speak proficiently and apply their competences to improve learners’ basic reading and communications skills during instruction (Ngaka & Masaazi, 2015).
Therefore, the above findings imply that not all private primary schools have teachers for English language who possess vast linguistic competence skills to use appropriate strategies during teaching and learning. Therefore, the government of Kenya should support teachers in public and private lower primary schools through literacy programs to improve their pedagogy in English language instruction.

In Kenya, the current findings slightly differ with a study conducted by Waigera (2013), who in his study on extent of use of culturally relevant curriculum content among pre-primary schools established that teachers from private schools were more interested and willing to use cultural teaching content than those from public pre-primary institutions. The findings also differ because in the current results of the study, teachers were for grade one class, which requires introduction of language skills during instruction (Waigera, 2013). This might help teachers develop basic reading and writing skills among learners to help them in transition to upper grades and cope with subsequent literacy demands in the society. Finally, it is worthy to note that, teachers from public and private lower primary schools should adopt co-teaching to facilitate exchange and diversification of the teaching regardless of their schools.

4.3 Teachers’ Training and Use of Instructional Strategies to Enhance Pupils’ Literacy Skills

The above objective sought to determine the difference in use of instructional strategies across teachers’ level of professional training to enhance pupils’ literacy skills. The objective was stated as:
Objective 2: To find out the influence of teachers’ professional training on use of instructional strategies in the development of literacy skills among grade one pupils.

To achieve the above objective, the researcher first established the level of professional training of teachers for grade one who participated in the study. The variable was measured through providing teachers with teaching strategies items on questionnaires for them to score their individual highest level of professional training. Items were underscored as either ‘certificate, diploma’, degree’, and ‘masters’, levels where each study participant had to mark using a tick (√) the response where applicable. Further, the above responses were triangulated with data collected during observation to determine influence of training level for each study participant to the use of instructional strategies. The Arithmetic mean scores were generated following a descriptive analysis and results as presented in table 4.10.

Table 4.10 Mean Scores on Professional Levels of Training of Teachers on use of Instructional Strategy

<table>
<thead>
<tr>
<th>Teachers’ Levels of Professional Training</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>13</td>
<td>3.197</td>
<td>.253</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>3.397</td>
<td>.373</td>
</tr>
</tbody>
</table>

The results indicated in table 4.10 above show that majority of the teachers with certificate and diploma levels of training had sometimes used instructional strategies. This is because they have a mean of 3.20 which translates to a scale of (3) ‘sometimes’ in the instrument.
This would imply that despite the low levels of training, few trained teachers for grade one did not adequately used appropriate teaching strategies. In such a learning environment, pupils would not only struggle in developing literacy skills but also face a threat of dropping out of school along the way. This is because failure to develop adequate literacy skills positions learners to a tough learning in the upper grades whose foundation was already weak. It would be important to notice that the government of Kenya would require investing many resources to ensure adequate number of teachers obtain high training levels.

To determine the significance of the differences between teachers’ levels of professional training and use of instructional strategies, the following null hypothesis was generated and tested.

**H02: There is no difference in how teachers’ professional training influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools**

The t-test analysis was used to test the hypothesis. The results have been presented in Table 4.11.
Table 4.11: Independent Sample t-test for Equality of Means in Teachers’ use of Instructional Strategies across Teachers’ Level of Professional Training

<table>
<thead>
<tr>
<th>Average use of instructional strategies</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.504</td>
<td>.236</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-1.271</td>
<td>9.063</td>
</tr>
</tbody>
</table>

Results in table 4.11 above shows that the difference in use of instructional strategies across teachers’ level of professional training had a significant level, P-value=0.170. The results imply that use of instructional strategies across teachers’ levels of professional training was not significant because p>0.05. Therefore, the null hypothesis was retained while the alternate hypothesis which stated that there is difference in how teachers’ professional training influence the use of instructional strategies in the development of literacy skills among grade one pupils in lower primary schools was rejected.

Thus, the results shows that second objective of the study was attained because it was noted that teachers’ levels of professional training would have and influence, though dismal on the way teachers use instructional strategies during teaching. Possibly, other underlying factors would also determine use of teaching strategies by teachers apart from their levels of training.

The results are consistent with a study of Eithnel, Co and Hans (2012) in Uruguay primary schools. They conducted a mixed study in both 57 lower and upper grade
primary school teachers for English. The study involved observation and interview sessions conducted for one week involving structured items whereby teachers for English language had to respond on their levels of professional training and how they used instructional strategies. Eithnel et al. (2012), conclusively reported that out of the sampled study participants, 70% lacked degree in teacher education. The rest (30%) were junior certificate and diploma holders. The findings above established comparative similar teaching strategies during English language lessons such as cooperative learning and read aloud strategies for both teachers. Therefore, teachers’ levels of professional training does not influence their use of instructional strategies.

Also, Eithnel et al. (2012), observed that most of the teachers who were certificate and diploma holders in Uruguay primary schools demonstrated positive interest in use of instructional strategies during English language lessons. They constructed learning experiences on reading different sounds and matched the words with appropriate sounds. Interestingly, the results in this study also revealed that during English language observation classes, most teachers with certificate and diploma demonstrated an effort to teach reading of sounds through use of read aloud strategy (Eithnel et al., 2012). Further, it was revealed that these teachers incorporated varied teaching strategies during a single English language lesson, and indicator that use of appropriate instructional strategies does not solely rely on teachers’ levels of professional training. Thus, the government of Kenya should further support teachers to access refresher courses to sustain the use of appropriate strategies in teaching.

A critical analysis of the two studies reveals that teacher training has not been given due attention globally. Clark (2014) reported that a teacher is the primary keystone in education arch. His study in Canada primary schools emphasised that knowledgeable
and skilled teachers for English language require on-going literacy professional learning sessions on pedagogy and instructional techniques.

The findings of this study also concur with that reported by Neuman and Cunningham (2009) in England elementary grades two and three. A total of school children (n=114) were randomized to take part in closed reading sessions guided by their teachers trained at diploma, degree and masters level who attended pre-service and in-service literacy trainings, but excluded diploma holder teachers. Pre-assessment and post-assessment reading analysis revealed no disparity between the children’s reading fluency, sound discrimination and intonation (Neuman & Cunningham, 2009). Wholesomely, those children taught teachers for language trained to degree and master’s levels reported improved and fully developed literacy skills during post-assessment. The results showed that both teachers used relevant and variety of reading instructional strategies. These perhaps met diverse learners’ needs, thus there was no influence of teachers’ levels of professional training to the use of instructional strategies.

Regarding the above findings, it was critically revealed that these teachers had varied exposure to training and induction programs on literacy instruction alongside their professional training. This enabled teachers to use relevant strategies integrated with meaningful literacy curriculum content with the relevant learning resources and assessment procedures (Carter & Darling-Hammond, 2016). The study, therefore, recommends that educational policy makers and stakeholders in education sector should largely invest on pre-service and in-service training programs on literacy instruction for all professionally trained teachers countrywide.
In Kenya, the current study results agree with those obtained by Mwololo (2011), who concur with those of Faltis and Valdés (2016), which appropriately argue that teaching of English language skills, require complementary refresher literacy courses on competence skills not just training level alone. In addition, they argue that teachers ought to use relevant strategies, teaching, and learning resources. This imply that teachers would be required to understand better their English subject competence, choose relevant and age appropriate curriculum content prior to selecting appropriate and 21st century oriented strategies in order to enhance children’s basic literacy skills. Education policy makers thus, have to rethink the way to train teachers through development of 21st century professional refresher training curriculum on courses and induct all lower primary teachers on time to inform effective teacher instructional skills. This might translate to a successive transition of learners from lower to upper grades.

The current findings concur with the results of a study conducted by Faltis and Valdés (2016) who sought to establish a correlation between the level of teachers’ training for English language at grade seven training and their use of instructional strategies in Washington D.C. All teachers for English language with certificate, diploma, degree and masters were tasked to teach comprehension skills among grade seven learners. Closed classroom observations and interview guides were used. The findings of the post-assessment examinations on comprehension revealed that all learners scored over 75%. It was also observed that all varied strategies and teaching resources were appropriately used and had a correct match with the learning content.

The results above differ with those established in Liberia and Malawi by Lawton and Warren (2015), which reported that pupils in grade three who were taught by highly
professionally trained teachers such as those with degree and master levels improved their early grade reading literacy skills in upper grades. The emphasis on quality training was also supported in a study conducted by Ouko (2015) in pre-primary schools in Kisii County, Kenya. He noted low self-efficacy in teachers with low level of training, which translated to lack of adequate creativity to use instructional strategies to cater for diverse needs of learners during instruction. Lawton & Warren (2015) maintain that a combination of low training and low self-esteem in a teacher might contribute to inappropriate selection of the content, inadequate provision of learner-centred literacy tasks and lack of effective assessment strategies, which might delay literacy development in most learners. However, not only high level of professional training, but also lower primary teachers should be exposed to literacy and assessment induction programs on instruction and pedagogies.

The findings in the above studies are also inconsistent with previous literature reviewed results because they collectively reveal that it is not training alone, but also appropriate and integrated use of strategies alongside teaching and learning resources, which bridges the gap of low literacy skills among learners. Ko, Sammons & Bkkum (2016) argued that learners in upper grades have advanced cognitive skills in language compared to those in lower grades. Further, they maintain that effective teaching is that which is supported by efficiency use of learning resources. Because of these observations, the current findings presented might differ because the study focused on lower grade class while these results, from reviewed literature focused on upper grade learners.

In summary, the scholarly works that have been presented in this section conclusively imply that Kenya requires a systematic rethinking in the sector of education.
Specifically, as drawn from the above results, professional training of teachers for English language requires a complement of intensive on-going pre-service and in-service and induction training on literacy pedagogy (Konorio & Mse, 2016). The effective use of teaching strategies provides learners with challenging learning experiences and window opportunities to develop their critical thinking skills. Clark (2014) cited that use of one instructional strategy might expose learners to rote learning. The later might negatively influence the general economic developments within a society. The study therefore recommends that teachers for lower primary English language access quality and effective professional training supported with refresher literacy courses to stand a better chance in teaching learners on 21st century skills.

4.4 Teachers’ Teaching Experience and use of Instructional Strategies to enhance Pupil’s Literacy Skills

The study aimed to establish the difference in use of instructional strategies to promote literacy skills among pupils in grade one across teachers’ teaching experience. The objective was stated as:

*Objective 3: To determine how teachers’ levels of teaching experience influence the use of instructional strategies to enhance literacy development among grade one pupils in lower primary schools.*

To achieve this objective, the researcher first collected data using an observation checklist during teaching. The researcher observed and scored on teaching strategies teachers used. Secondly, study participants were to rate starting with ‘never’, ‘rarely’, ‘sometimes’ and ‘often’ on the questionnaire provided on use of instructional
strategies to enhance pupils’ literacy skills during teaching. The descriptive analysis on the results was presented in table 4.12.

Table 4.12: Teachers’ Teaching Experience and Average use of Instructional Strategies

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 years</td>
<td>6</td>
<td>3.4074</td>
<td>.40164</td>
</tr>
<tr>
<td>5-9 years</td>
<td>6</td>
<td>3.0926</td>
<td>.27592</td>
</tr>
<tr>
<td>10-14 years</td>
<td>2</td>
<td>3.2222</td>
<td>.15713</td>
</tr>
<tr>
<td>15 years or more</td>
<td>6</td>
<td>3.3148</td>
<td>.22680</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>3.2667</td>
<td>.30674</td>
</tr>
</tbody>
</table>

The results in table 4.12 above reveal an overall mean of 3.0 on use of teaching strategies among all teachers’ based on years of teaching. Reference to the study instrument score rate, the results implied that teachers did sometimes-used instructional strategies during instruction as underscored in observational checklist and study questionnaires.

Teachers for grade who have extensive teaching experience and use more appropriate teaching strategies would positively enhance literacy skills among children. These teachers can use their creativity to adapt more learner-centered teaching strategies and vary the use of these teaching strategies to meet diverse needs of learners. Ones this is achieved, learners would possibly develop positive attitude and interests to learn and understand subject matter, which might translate to smooth transition and retention in school even when they get into upper grades. Such learners would easily acquire coping social skills required in out of school context. Therefore, it becomes essential for each teacher for grade one to acquire more skills on top of high teaching experienced.
The study also sought to determine the significant difference between teachers’ teaching experience and use of instructional strategies. The following null hypothesis was generated and tested.

**Ho3: There is no difference in how teachers’ levels of teaching experience influence the use of instructional strategies in the development of literacy skills among grade one pupils**

Analysis of variance (ANOVA) was used to determine the existing difference between teachers’ teaching experience and use of instructional strategies. The results are presented in table 4.13.

**Table 4.13: Analysis of Variance in Teachers’ use of Strategies across Teachers’ Teaching Experience**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.319</td>
<td>3</td>
<td>.106</td>
<td>1.156</td>
<td>.357</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1.469</td>
<td>16</td>
<td>.092</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1.788</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13 shows that the ANOVA associated statistic value on use of instructional strategies across teachers’ teaching experience had a significance level of P-value=0.357. The results imply that use of instructional strategies across teachers’ teaching experience was not significant. This is because P-value (0.357) is, p>0.05. Therefore, the null hypothesis is retained, that is, there is no significant difference in use of instructional strategies across teachers’ teaching experience. Similarly, the alternate hypothesis, which states that there is a difference in use of instructional strategies across teachers’ teaching experience, is rejected.

The findings concur with those identified during a study done by Miller and Elman (2013) in a multicultural classroom setting in United Kingdom primary schools. Here,
children from different backgrounds were placed in similar classroom and taught basic literacy and numeracy skills by cooperate teachers and new teachers from college (Miller & Elman, 2013). Learners with specific needs in sound differentiation and word pattern discrimination were satisfactorily attended to during teaching. Majority of the teachers also demonstrated creativity and innovativeness to provide learner-centred activities using variety of strategies for both literacy and numeracy. As a result, learners’ skills in word pronunciation and basic number patterns and identification were enhanced (Faltis & Valdés, 2016). Thus, the study recommends for introduction of continuous and sustainable training and learning programs on instruction for all lower grade teachers regardless of their teaching experiences.

The results presented above are consistent with the findings of a study conducted by Miller and Veatch (2010) on teachers’ teaching experience and appropriate utilization of instructional strategies. They conducted a five-year longitudinal study in elementary schools in Canada. The study involved cooperating elementary school teachers and student teachers who were absorbed from teacher training colleges. The post-assessment results indicated that learners who were initially taught by both student and host teachers significantly increased (78%) on reading, fluency, and pronunciation skills. The findings collectively underscore the need for mentorship programs for new teachers who join teaching service through pairing with cooperating teachers to develop their self-esteem further. This might create a sense of co-learning and later co-teaching among new and existing teachers, hence a likelihood to use variety of instructional strategies during teaching.

The findings drawn from the above experimental study revealed that learners who were taught by cooperative and new teachers from college for English language
equally scored 67% more on comprehension skills, observation and critical problem solving skills (Penuel & Shepard, 2016). This implies that all teachers might have similar potential to use variety of strategies to meet diverse learning needs of learners. Marima (2014), emphasized that appropriate teaching of reading skills to young children during formative years forms a strong pillar for better performance in other subjects and social skills. Therefore, the study sought to recommend that teachers’ own initiative and creativity might create a big impetus on the use of variety strategies, which have been associated with meeting diverse language needs of learners.

The results of the study also corroborates with that conducted by Hamre et al. (2012). They acknowledged that highly experienced teachers and those who had one year to teach English language did use variety of instructional strategies that matched different language needs of learners (Hamre et al., 2012). These teachers managed to integrate a variety of instructional strategies to develop fluency, reading, and writing and comprehension skills of learners simultaneously. Penuel and Shepard (2016) cited that teaching literacy skills to school beginners is a very vital component to align learners with expectations of 21st century learning. However, there is need for a close mentorship and continuous support to new teachers. Especially, those with less than one year in teaching service may have regular exposure to variety of literacy instructional programs.

The current findings of the study conclusively concur with another research done by Oortwijn, Boekaerts, and Vedder (2008) in South African pre-schools. They closely observed the influence of teachers’ teaching experience and their ability to use teaching techniques to improve language skills of young children. Their findings
collectively acknowledged the essence of more years in teaching experience for all teachers. However, they maintained that in order to use teaching strategies that more appropriate, these teachers required varied exposure to refresher courses on literacy development programs alongside teaching experience (Oortwijn, Boekaerts & Vedder, 2008). This implies that education policy makers should redefine the element of teaching experience, not to entirely depend on the number of years, but go extra mile to develop sustainable and relevant English language skills course to capacity build teachers to acquire better skills to teach emerging literacy demands to learners.

The findings of the study also agree with earlier reviewed literature that experienced lower primary teachers provided with additional continuous trainings might become confident and enthusiastic to match the learning content with appropriate instructional strategies and establish creative learning activities (Purcell-Gates, Duke, & Stouffer, 2016). This would help children to develop basic literacy skills, especially when taught basic language skills such as phonics and word reading (Purcell-Gates, Duke, & Stouffer, 2016). In Africa, the current gains in education system might reflect the impetus achievement of the next generation. In addition, literate and empowered young generation might influence positively on socio-economic, cultural and political reforms. This might heavily rely on the literacy skills children acquire, develop and the sustainability of these knowledge through their experienced teachers who require continuous capacity building courses on pedagogies.

The implications of the above findings collectively depict that teachers of language in lower grade school learning level should have vast knowledge alongside extensive teaching experience. Teaching diverse learners during early years is a challenging task that requires creative and innovative learner-centred approaches (Carter & Darling-
Hammond, 2016). The increasing varied language needs of different learners at lower grade might impose a challenging moment for English language teachers. Wolf et al. (2018) pointed that improved teaching experience involves a combination of on-going pre-service and in-service literacy programs and continuous evaluation of the assessment strategies. The existence of language barriers during early years might imply that grade one teachers requires being committed in diversified teaching beyond their daily routine teaching approaches.

Teachers who are able to choose relevant teaching resources and match with appropriate strategies have extensively improved learners’ reading and communication skills than their counter parts (Lee & Son, 2015). Essentially, teacher-centred teaching and learning strategies encourages rote learning among children compared to child-centred strategies which empowers learners to acquire basic and intermediate literacy skills (Faltis & Valdés, 2016). These observations imply that additional literacy training programs should support teachers’ teaching experience closely across all lower primary schools in Kenya. This might help to transit to upper grades with resolved challenges in early literacy skills.

The findings of this study disagree with a study undertaken by Penuel and Shepard (2016) in Washington D.C. upper grade. The study involved a randomized cohort of 32 learners from grade four to grade six. It sought to examine the impact of teachers’ teaching experience had on pupils’ science, language and mathematical skills. As a measure of the objective, experimental and controlled group of teachers (Penuel & Shepard, 2016) taught study participants were grouped into two and each cohort. Experimental group consisted of teachers who had taught for more than five years while fresh graduates taught control group from teacher training colleges.
The results in this study differ with findings obtained from a study conducted by Mackenzie, Hemmings and Kay (2011) in two Australian states. The study involved schoolteachers (n=228) who were surveyed using instrumental items which related to their attitude on the use of teaching and learning techniques to promote early writing skills in children. A variance analysis was conducted to determine the influence of attitude towards language, scaffolding and thinking of teachers respect to choice of teaching and learning techniques. The findings revealed generally that teachers’ teaching experience alone was not related to their choice of instructional strategies, but also attitude. Those with positive attitude demonstrated interest in giving learners practical literacy activities to develop their communication skills. Therefore, teachers of lower primary schools should be positively influenced and their attitude changed on choice of relevant teaching techniques. This would translate to improved learners development in literacy skills and overall learning outcomes.

The difference observed in the findings of this study and those highlighted above from other scholars is relatively significant to draw learning lessons, which might reform education system. As much as teachers’ attitude might not have clearly emerged as a factor to influence appropriate use of teaching and learning resources, teachers in lower grade should demonstrate positive attitude. Lee and Son (2015) argued that a successful and impact based teaching experience is developed during early years in teaching service. Children at early years emulate what their teachers think, perform and scaffold their experiences. In teaching early reading skills, early writing skills and comprehension skills, children require teachers with strong and sustainable experience to select relevant teaching and learning strategies and resources (Lee & Son, 2015). Hence, the study recommends that policy makers
integrate motivational factors into teaching service to create a positive and sustaining attitude towards teachers in order to achieve promising and appropriate literacy instruction in children.

On a similar note, the findings of this study are inconsistent with a Kenyan study conducted to establish the extent to which teachers were able to use learner-centred teaching strategies and resources in primary schools. The 402 primary school teachers with more than four years in teaching service, purposively sampled from five counties were involved in the study. The results revealed that out of 70 teachers observed during teaching of language and mathematical subjects, 80% used teacher-centred teaching and learning strategies with a little number using learner-centred approaches (Konorio & Mse, 2016). Majority (61.4%) of teachers who had filled the questionnaire indicated to have largely used teacher-centred strategies during teaching. On the other perspective, only 3.7% of study participants did use learner-centred strategies and relevant resources.

Above all, more experienced teachers have the responsibility to mentor less experienced teachers to adjust faster and sustain the use of variety instructional strategies during instruction (Megan, 2016). Most importantly, there is need for government through Ministry of Education, Science, and Technology to collaborate with education agencies to increase the number of refresher training programs on literacy instruction all teachers. This might develop a collective effort to raise low levels of literacy skills among learners and further increase transition rates from one grade to the next levels of education. Further, Innovative learners, competent in literacy skills might positively influence economic, cultural, and political pillars of
development especially in the current world where education should promote critical skills for effective problem solving.

4.5 Teachers’ Scores in English in Kenya Certificate of Secondary Education Examinations on use of Instructional Strategies to Enhance Pupils’ Literacy Skills

The study sought to explore the difference in use of instructional strategies to enhance pupils’ literacy skills across teachers’ scores in English in KCSE examination. The study objective was stated as follows.

*Objective 4: To find out the influence of teachers’ scores in English in Kenya Certificate of Secondary Education in the use of instructional strategies to develop literacy skills among grade one pupils in lower primary schools.*

To achieve the objective, the researcher provided teachers for grade one with questionnaires to fill in. The items tested on the scores in English in K.C.S.E examinations for teachers. Secondly, all teachers were required to score in the questionnaires the frequency they used instructional strategies based on their specific scores in English in K.C.S.E examinations. The items designed to test use of instructional strategies were to be rated as either ‘never,’ ‘rarely,’ ‘sometimes’ or ‘often’.

In order to find out whether teachers related never rarely, sometimes or often use instructional strategies across their scores in English in K.C.S.E. examinations, simple arithmetic mean was performed. The results have been presented in Table 4.14.
Table 4.14: Average use of Instructional Strategies across Teachers’ Scores in English in KCSE Examinations

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>3</td>
<td>1.9333</td>
<td>.19999</td>
</tr>
<tr>
<td>D+</td>
<td>4</td>
<td>2.5778</td>
<td>.26664</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>3.2222</td>
<td>.33332</td>
</tr>
<tr>
<td>C+</td>
<td>4</td>
<td>2.5778</td>
<td>.26664</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>1.2888</td>
<td>.13332</td>
</tr>
<tr>
<td>B+</td>
<td>2</td>
<td>1.2888</td>
<td>.13332</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>2.1478</td>
<td>.30674</td>
</tr>
</tbody>
</table>

The results shown in table 4.14 above reveals that use of instructional strategies across teachers’ scores in English in Kenya Certificate of Secondary Education examinations had an aggregate mean of ≈2.1478. The results imply that majority teachers scored they had rarely used instructional strategies during instruction. The results also depicts very small deviation between teachers who scored low grades such as D and D+ and those who scored high grades such as B and B+ on the use of instructional strategies. Hence, it might be deduced that the scores in Kenya Certificate of Secondary Education in English rarely influences the extend teachers use variety instructional strategies to enhance pupils literacy skills.

To explore the difference in use of instructional strategies across teachers’ scores in English in Kenya Certificate of Secondary Education examination the following null hypothesis was generated and tested.

The results above would imply that teachers for grade class who scores average grades such as C- have high chances to use teaching strategies that are more appropriate. However, there are certain conditions such as exposure to pre-service and in-service literacy teaching programs. This exposure provides opportunity for average and below average teachers in language scores in Kenya Certificate of Secondary
Education to cope with more learner centred strategies to enhance their literacy skills during formative years of school.

**H04: There is no difference in teachers’ score in English in Kenya Certificate of Secondary Education on the use of instructional strategies to enhance literacy skills among grade one pupils**

The analysis of variance (ANOVA), was used to determine the significant difference and results have been presented in table 4.15.

**Table 4.15: Analysis of Variance on use of Instructional Strategies across Teachers’ Scores in English in KCSE Examination**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.219</td>
<td>3</td>
<td>.073</td>
<td>.745</td>
<td>.541</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1.568</td>
<td>16</td>
<td>.098</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1.788</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15 shows that the difference in use of instructional strategies across teachers’ scores in English in Kenya Certificate of Secondary Education (KCSE) examination had a significant level of p value=0.541. Also, mean difference was dismal (.25). Hence, the results imply that there was no difference in use of instructional strategies across teachers’ scores in English in KCSE Examinations. This is because p (value) >0.05. Hence, null hypothesis was retained while its alternate hypothesis, which states that there was a difference in use of instructional strategies to enhance pupils’ literacy skills across teachers’ scores in English in KCSE examination, was rejected.

The findings of the study concur with a study conducted in the U.S. upper grade primary schools. The study sought to determine the relationship between teachers for English language fluency levels, their average scores in national certified
examinations and use of teaching and learning techniques (Duke & Block, 2012). After a closed classroom observation during teaching and learning of language skills, the findings revealed that all fourth and fifth grade learners taught by average and above average teachers on national certified examinations showed an improvement in pronunciation, word mastery and comprehension abilities (Penuel & Shepard, 2016). Although above average teachers for English language possessed efficacy to teach with vigour and combine varied strategies, average teachers also demonstrated self-motivated abilities which collectively improved learners’ skills in vocabulary, reading, fluency and comprehension by 63%. The study therefore recommends for collective effort to pair average and above average teachers for English language to realize diverse learning needs of learners.

In addition, the results of the study agree with a study done by (Ruzlan, Karim & Yusof, 2016). They acknowledged that teachers with high scores and those with average scores in English in national certified examinations have similar potential to use appropriate strategies. This mostly occur when both teachers have fully developed passion for improving learners’ learning outcomes in language, hence understand better the need to use appropriate strategies (Ruzlan, Karim & Yusof, 2016). Such competences will enable teachers to articulate words correctly, use familiar illustrations and merge challenging but interesting learning experiences during instruction. Penuel and Shepard (2016) largely emphasised that learners who are taught by teachers with positive perception about their abilities and enthusiasm to use variety of instructional strategies, might successfully develop basic literacy and communication skills.
The results of the study are in agreement with that conducted by (Marima, 2014). Integrating more than one strategy to teach children literacy skills specifically sounds, letters, reading words and comprehension is a challenging task all together. Marima (2014) found out that average early childhood teachers were passionate to use child-centred teaching approaches to teach early reading skills and had interest in using variety strategies. In her findings, she noted that teachers largely used fluency read-aloud and cooperative learning techniques to teach reading. It is therefore, evident that all teachers for English average or high scores in English for a teacher for English only might when supported adequately to develop passion through changing attitude might translate to a competency teacher who develops confident in children during literacy skills development and acquisition.

Similarly, the findings of this study concur with a research conducted in Botswana, South Africa, and Kenyan primary schools respectively. The study aimed to determine the association between teachers’ mean grade in English language and use of appropriate strategies to enhance a declining mathematical and language skills among pupils. The results of a study done by Carnoy, Ngware and Oketch, (2015) from 180 sampled primary schools on sixth grade learners revealed that teachers’ who had average scores and high mean grade in mathematics and English used relevant and appropriate strategies altogether. They used interactive cooperative, direct model, read-aloud and visual texts strategies. This was translated to the development of concrete mathematical concepts and language skills among learners.

The results of this study are inconsistent with a study conducted by Coe et al. (2014) to establish the relationship between teacher characteristics and their effectiveness in using teaching and learning approaches. A study, which involved randomly selected
mathematics and science teachers from forty primary schools in Australia, was conducted. An experimental treatment was introduced to both teachers who were initially grouped as average scorers and higher subject scorers in mathematics and science. Teachers with above average scores had previously attended science conferences on instruction.

In regard to above experimental study, there was extensive separate classroom observations made in reference to the use of interactive teaching approaches. Later, it was revealed that there was a difference in use of interactive teaching and learning techniques between teachers with high mean grade in mathematics and science and those with average grades (Coe et al., 2014). Learners’ development of mathematical and scientific concepts also corresponded the cohort of teachers during experiment. Although, these subjects were scientific, it might imply that exposure to regular conferences and training programs on mathematics and science instruction sharpened the skills of these teachers to use more variety strategies.

Also, the results of this study are inconsistent with the findings obtained from a study conducted by Cancienne and Greever (2008) in England among middle grade schools. The findings of the study revealed that teachers’ higher scores in English alone have no direct relationship with their ability to use appropriate and interactive learner-centred strategies. Meanwhile, teachers were comfortable to use instructional strategies, which actively involved all children during teaching and learning after they underwent additional training and induction on English language programs. The study also observed that what really matters in a classroom was meeting learners’ interests (Cancienne & Greever, 2008). Therefore, it would be important that education policy
makers and curriculum developers hone the skills of teachers with average scores through induction programs on instruction.

Generally, access to quality education in lower grade primary schools in Kenya might create strong background for early years and successful transition to next levels. However, reports from research still acknowledge the existence of challenges in instruction (Miller & Elman, 2013). Most learners have failed to successfully transit to next grades simply because they had certain limitations on their literacy skills. Reading, writing and comprehension skills have largely emerged out in studies as basic pillars of a successive learner. Therefore, wherever a teacher uses appropriate instructional strategies, it has been associated with likely improvement in learners’ literacy skills, smooth transition and easy coping with society demands.

The findings further reveal that adequate teacher preparation might counter learners’ varied literacy needs in the 21st century learning. A successful and competent teacher might always develop positive perception on learners’ different learning needs (Cook & Dinkins, 2015). In addition, De Mesmaeker (2014) cited that the progress in education systems which reflects wide societal demands depends on the quality of education children obtain during formative years. Access to and ability to use text and print literacy materials by learners requires teachers, who are dedicated, knowledgeable, passionate ready to learn and accommodate changes on use of variety relevant instructional strategies (Faltis & Valdés, 2016). Running away from these realities simply means children might be left literacy oppressed and fail to achieve their life goals in subsequent education levels. Therefore, the study advocates that all stakeholders should combine efforts to support teachers to attain quality instruction.
4.6 Summary of the Analysis of the Results of the Study

In summary, the first objective of the research was to establish the instructional strategies used by teachers to enhance literacy skills among grade one pupils’ in lower primary schools. The findings revealed that most teachers sometimes used teaching strategies with dismal use of multiple strategies simultaneously during instruction. These strategies included, visual charts, read aloud, use of realia, question-answer and directed reading thinking activity. However, most teachers rarely used direct instructional model (DIM).

Regarding second, third and fourth objectives to determine the influence in use of instructional strategies across teachers’ training, teaching experience and scores in English in Kenya Certificate of Secondary Education examination, the results indicate that there was a no difference as such. For instance, the results revealed that both highly trained and averagely trained, grade one teachers equally used appropriate instructional strategies during instruction. Generally, both teachers successfully used variety instructional strategies during teaching and learning. This imply that adequate teacher training, teaching experience and teachers’ scores in English in KCSE does not have influence on teachers’ use of instructional strategies (Marima, 2014).
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions drawn from the results of the study and recommendations to inform future areas of research.

5.2 Summary of Study Findings

The findings of the study established that majority of teachers in grade one for both public and private primary schools used instructional strategies during teaching and learning. Commonly used strategies include read aloud, visual chart and question answer relationship. Also, the findings established that most teachers did not adequately use Direct Instructional Model (DIM) in all the groups.

In addition, the study found out a close association between the extent to which teachers used variety of instructional strategies and likelihood of meeting varied learning needs of children in literacy skills. The findings of the study revealed that teachers employed instructional strategies during teaching. However, most teachers did not adequately combine variety of strategies during instruction.

Regarding the difference in use of instructional strategies across teachers’ levels of professional training, the findings revealed that teachers had trained up to certificate and diploma levels. Only 35% teachers were professionally trained to a diploma level, whereas majority of teachers (65%) had trained up to certificate level. The difference in use of instructional strategies to enhance pupils’ literacy skills across teachers’ levels of professional training was not significant.
In relation to the use of instructional strategies across teachers’ teaching experience, the study established that majority of the teachers had acquired sufficient teaching experience. Teachers had also better understanding of the types of instructional strategies. However, the study revealed no significant difference between teachers’ teaching experience and use of instructional strategies.

Lastly, teachers who had low grades, average grades and high grades equally used variety of instructional strategies to teach. In addition, teachers were confident and did develop learner-friendly learning activities using cooperative learning among other strategies.

5.3 Conclusion

Concerning the first objective, to determine the instructional strategies used by teachers to enhance pupils’ literacy skills, the findings have revealed that most teachers used instructional strategies. However, teachers did not adequately use variety-teaching strategies simultaneously. This means that most of the learners’ differential learning needs were not adequately met. Hence, there is need for the government to provide additional training on teachers for grade one, specifically on pre-service and in-service literacy instructional programs.

Second objective aimed to determine the influence of teachers’ professional training on use of instructional strategies to enhance literacy skills among grade one pupils. The results established that all teachers with certificate and diploma sometimes used instructional strategies. The difference in teachers’ use of instructional strategies was not significant. Teachers did not adequately use varied teaching strategies during a single lesson. Also, none of the teacher involved in the study had trained to a degree
and masters level. Therefore, in order to enhance literacy levels among learners, the government of Kenya should support teachers to aim high training levels and compliment this by attending formal educational literacy programs on instruction.

Third objective sought to determine the influence of teachers’ levels of teaching experience on use of instructional strategies to enhance literacy skills among grade one pupils. The results revealed that all teachers across different groups of years in teaching service have sometimes used instructional strategies. There was no significant difference. However, there would be need for all teachers in spite of the teaching experience they possess to attend professional in-service and pre-service literacy training programs. This would help them understand on use of varied teaching strategies during a single lesson to enhance literacy skills among pupils in grade one.

Lastly, the fourth objective sought to explore on use of instructional strategies across teachers’ scores in English in Kenya Certificate of Secondary Education examinations. The results established that teachers had sometimes used instructional strategies. The difference in use of instructional strategies was not significant. There was minimal use of varied teaching strategies by teachers. Therefore, it might imply that additional in-service and pre-service training on formal instructional literacy programs are essential to enable teachers use varied teaching strategies. This would help teachers to meet diverse needs, mixed abilities of learners during instruction, and enhance their literacy skills.

5.4 Recommendations

Recommendations have been made for policy, practice and to inform further areas of research as follows:
5.4.1 School Management

Concerning the findings of this study, school management should support teachers through provision of adequate and variety of English language learning resources and literacy trainings. This will motivate and challenge teachers to adopt and sustain the use of variety instructional strategies. As a result, learners’ diverse learning needs will be accommodated translating to smooth transition. The study had revealed that majority of the teachers did not use direct instructional model considered as one of the best appropriate teaching strategies.

5.4.2 Lower Grade Primary Teachers

All teachers in lower grade primary schools should start embracing use of variety instructional strategies. In addition, teachers should be willing to advance in their levels of professional training. This might help them better understand and fulfil the diverse learning needs of different learners to develop their literacy levels. This is because the study had established that majority of teachers did not use variety instructional strategies. Additionally, no teacher had trained beyond diploma level and hence a need for the government to support quality high training for all teachers in primary schools.

5.4.3 Kenya Institute of Curriculum Development (KICD)

The Kenya Institute of Curriculum Development (KICD) should closely collaborate with Ministry of Education, Science and Technology to develop college training curriculum content which has informs use of variety instructional strategies. This initiative might regularly inform teachers on the individual learning needs among different learners, thus understand better the need to use appropriate and variety
instructional strategies. This is because the results had established that some teachers did not adequately use direct instructional model and cooperative learning strategies.

### 5.4 Areas for Further Research

This study sought to explore determinants of teachers’ use of instructional strategies to enhance pupils’ literacy skills in grade one. A similar research could be conducted to determine teachers’ perception on instructional strategies required to support implementation of competency based curriculum. The study was conducted in Nambale sub-county whereby the findings might not be generalized to other parts of the country, hence a need for a similar study in asylum, rural, peri-urban and urban settings.
REFERENCES


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APPENDICES

Appendix I: An Introduction Letter

My name is Paul Otwate. I am a student at Kenyatta University pursuing a degree in Masters of Education (Early Childhood Education). Currently, I am conducting a study on determinants of teachers’ use of instructional strategies to enhance pupils’ literacy skills in primary schools in Nambale Sub-County, Busia County. Following this, I kindly request you to be one of my study respondents by providing the information on questionnaires, interview guides and observation checklists.

Please note that all the information you will provide will be treated with a lot of privacy by sealing it in separate envelopes. No one will have an access to this information. It will be used for academic purpose only. Please provide all information to your honesty. Remember, all answers you will provide are correct.

Thank you in advance.

Paul Otwate

Student (Kenyatta University)
Appendix II: Teachers’ Observational Checklists

Section A: Background Information

1. Name of school

2. Type of school: Public [ ] Private [ ]

3. What is your gender? Male [ ] Female [ ]

4. For how long have you taught literacy skills?
   (a) 1-4 years [ ]
   (b) 5-9 years [ ]
   (c) 10-14 years [ ]
   (d) Over 15 years [ ]

Section B: Use of Instructional Strategies to Enhance Pupils’ Literacy Skills

The researcher will conduct a classroom observation during literacy on teachers’ use of instructional strategies to enhance pupils’ literacy skills. Information on observed instructional strategies will be presented here.

(i) Read aloud strategy

(ii) Directed reading thinking activity

(iii) Use of visualization reading texts

(iv) Question answer relationship

(v) What I Know, what I want to learn and what I have learnt (K-W-L) technique
(vi) Classification of charts to read sounds, letters, words

(vii) Use of realia to teach literacy skills

(viii) Use of Notebook/journaling for young children

(ix) Use of Jigsaws on sounds, letters, words
Appendix III: Teachers’ Questionnaire
Section A: Background Information

Kindly fill in all the blank spaces and mark with a tick (√) where applicable.

1. Name of school___________________________________________________________

2. Type of school: Public [ ] Private [ ]

3. What is your gender? Male [ ] Female [ ]

4. How old are you?
   (a) 19-24 years [ ]
   (b) 25-29 years [ ]
   (c) 30-34 years [ ]
   (d) Over 35 years [ ]

5. For how long have you been a teacher?
   (a) 1-4 years [ ]
   (b) 5-9 years [ ]
   (c) 10-14 years [ ]
   (d) Over 15 years [ ]

6. What is your highest professional qualification?
   (a) Certificate [ ]
   (b) Diploma [ ]
   (c) Degree [ ]
   (d) Masters [ ]

7. What was your score in English in KCSE examinations? ..............................
   (i) A ( )
   (ii) B ( )
   (iii) C ( )
Section B: Use of Instructional Strategies to Enhance Literacy Skills in Children

Please mark appropriately using a tick (✓) giving your opinion about how often you use the following instructional strategies during teaching/learning of literacy. The information you provide will be kept confidentially in establishing your choice of instructional strategies during instruction.

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you use a Directed Reading Thinking Activity strategy during teaching/learning of literacy with children?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you use Question-Answer Relationship technique while teaching children literacy in groups and individually?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent do you use visualization text strategy to enhance pupils’ literacy skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you use read-aloud approaches during instruction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you use classification of charts to teach children sounds, letters, and words/vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you use cooperative learning strategy to teach literacy skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you use what I Know, what I want to learn and what I have learnt (K-W-L) technique when teaching children reading, writing, and spelling skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What extent do you use Direct Instructional Model (DIM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix IV: Authorization Letter from Graduate school

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E35/30988/2015
DATE: 1st November, 2017

Director General,
National Commission for Science, Technology
& Innovation
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR OTWATE PAUL – REG. NO. E35/30988/2015

I write to introduce Mr. Otwate Paul who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Early Childhood Studies.

Mr. Otwate intends to conduct research for an M.Sc. Proposal entitled, “Determinants of Teachers’ Use of Instructional Strategies to Enhance Pupils’ Literacy Skills in Lower Primary Schools in Bungoma County, Kenya”.

Any assistance given will be highly appreciated.

Yours Faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
Appendix V: Authorization Letter from Country Director of Education

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Telephone: 055-22152
Fax.: 055-22152
When replying please quote
Email: cdebusia@gmail.com

COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
P.O. BOX 15 - 50400
BUSIA (K)

Ref No. BSA/CDE/ED/9/6/

7th August, 2018

The Sub-County Directors of Education
BUSIA COUNTY

RE: RESEARCH AUTHORIZATION
PAUL OTWATE

The above named has been authorized to conduct research on “Determinants of teachers use of instructional strategies to enhance pupils literacy skills in Lower Primary Schools in Busia County, Kenya”. The research period is expected to end on 26th February, 2019.

Please accord him necessary assistance.

WILLIAM N. MAKORI
FOR: COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
Appendix VI: Research Authorization from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2217471,
2241749,3510511,2210420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No: NACOSTI/P/18/18445/21442

Date: 27th February, 2018

Paul Otware
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of teachers use of instructional strategies to enhance pupils literacy skills in Lower Primary Schools in Busia County,” I am pleased to inform you that you have been authorized to undertake research in Busia County for the period ending 26th February 2019.

You are advised to report to the County Commissioner and the County Director of Education, Busia 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.

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

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.
Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MR. PAUL OTWATE
of KENYATTA UNIVERSITY, 0-80100
MOMBASA, has been permitted to
conduct research in Busia County

on the topic: DETERMINANTS OF
TEACHERS USE OF INSTRUCTIONAL
STRATEGIES TO ENHANCE PUPILS
LITERACY SKILLS IN LOWER PRIMARY
SCHOOLS IN BUSIA COUNTY

for the period ending:
26th February, 2019

Applicant's
Signature

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.

Serial No.
CONDITIONS: see 1