UTILIZATION OF INSTRUCTIONAL METHODS AND RESOURCES IN TEACHING BASIC LITERACY SKILLS IN ENGLISH LANGUAGE IN PUBLIC PRE-SCHOOLSIN WOTE ZONE, MAKUENI COUNTY, KENYA

BY

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DECLARATION

I declare that this thesis is my original work and has not been presented for any award of degree in any University.

SIGNATURE OF STUDENT……..

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DEDICATION

I dedicate this work to my parents Francis and Sarah Ntheketha, my siblings, my husband Edwin Waweru and my two daughters Joan Neema and Janice Rehema for their patience, understanding and great support during the period of study and towards the accomplishment of my work.

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ABBREVIATION AND ACRONYMS

ECDE	-	Early Childhood Development and Education
KNEC	-	Kenya National Examination Council
MDGS	-	Millennium Development Goals
MKO	-	More Knowledge Other
NACOSTI	-	National Commission for Science, Technology and Innovation
OECD	-	Organization for Economic Co-operation and Development
SDGs	-	Sustainable Development Goals
SPSS	-	Statistical Package for Social Sciences
UNESCO	-	United Nations Educational Scientific and Cultural Organization
ZPD	-	Zone of Proximal Development

ABSTRACT

In the recent past there has been great concern among stakeholders in education on the low achievement in literacy among pupils. This study was designed to determine selected factors affecting teaching of basic literacy skills in English Language in public pre-schools in Wote Zone, Makueni County. Specifically the study established the teaching methods employed by teachers and the instructional resources used in teaching basic literacy skills in English language. The study was guided by the Literacy Development theory, Constructivism and theory of Instruction. The target population was 32 public pre-schools in Wote Zone, 32 head teachers, 64 pre-school teachers and one ECDE Zone coordinator. The study adopted a descriptive design. Simple random sampling technique was used to select 11 pre-schools while purposive sampling was used to select 22 pre-school teachers, 11 head teachers and one ECDE Zone coordinator. Data was obtained using two research instruments, a questionnaire for pre-school teachers and an interview schedule for head teachers and the ECDE Zone coordinator. Quantitative data obtained using questionnaires was organized and coded. Descriptive and inferential statistics in form of frequency distributions and percentages and correlation were generated and interpreted to obtain findings of the study. Information was then presented in form of frequency distribution tables. In addition, qualitative data obtained from respondents through interviews were transcribed, organized thematically and reported. The findings of the study established that methods used by teachers in pre-schools vary. The results also revealed that pre-school teachers were not conversant with integration of ICT in the teaching and learning of basic literacy skills. Also, lack of assessment, supervision and in-service training inhibit teacher performance. Some teachers were also found to have negative attitude towards teaching basic literacy skills. The study recommends that more interactive teaching methods should be adopted in teaching English language in pre-schools and adequate instructional resources provided. In addition, there should be integration of ICT in pre-schools, regular coordination of in-service training, supervision and assessment of pre-school teachers so as to improve the teaching and learning of basic literacy skills.

CHAPTER ONE
INTRODUCTION

This chapter comprises of the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, scope of the study, assumptions of the study, and limitations as well as operational definition of key terms.

1.1 Background to the Study

Early childhood is a critical time for skills development. Basic literacy is one of the skills developed during the early years and it continues to be enhanced later on in life. Lonigan, Burgess, Anthony and Jason (2000) found that the development of early reading skills in pre-school children. Findings revealed significant developmental continuity of basic literacy skills specifically oral language, print knowledge and phonological awareness from early to late pre-school and to early grade school.

Basic literacy is a foundation upon which language both spoken and written is based. Therefore, literacy skills play an important role in a person's development and social integration (UNESCO, 2005). According to Birsh (2011), the key areas in basic literacy skills include phonological awareness, letter knowledge, handwriting, fluency, spellings and comprehension. He further opines that alphabet knowledge, phonological awareness and print awareness are early literacy skills that contribute significantly to later reading achievement. These skills form a strong foundation for learning and success in school. Children who have an opportunity to develop these basic foundational skills in literacy in pre-school progress to higher grades ready to read and write (Ford, 2012).

Basic reading literacy is one of the essential underpinning skills that enable people to be productive in their work, to continue to learn and develop, and to participate fully in society. Literacy skills in English language are fundamental in improving workforce participation, productivity and social interaction and impact cannot be overstated (Green & Riddlell, 2001). English language is generally used for communication between people of the world with a wide range of cultures. It is also the language of English that assist people to communicate with others worldwide through email and internet technology (Zeen, 2012). Literacy skills in English language is dependent on teaching methos and instructional resources used as it determined outcome of young children in the pre-schools which in turn lead to higher work force participation and productivity (Zeen, 2012).

Teaching methods and instructional resources have a substantial causal effect on basic literacy skills (Green & Riddlell, 2012). Teaching and learning of basic literacy skills requires well organized instructional program in English language (Ford, 2012). The methods of teaching used by teachers play a very crucial role in determining whether children acquire adequate literacy skills. Ford (2012) suggested that children require multiple exposure to words in order to understand their meaning and use. According to him, this can be done by using the thematic approach to come up with vocabulary that will enable children to form associations between words. In addition, children can read aloud words presented to them followed by teacher explanation of their meaning. Teachers can also organize thematic dramatic play activities to strengthen word learning. Opportunities for social interaction activities with other children and adults also help develop language skills among children. This can be done through organizing group

activities, self-directed activities that help children to choose activities that match their interests and their language abilities and encouraging children to talk and express themselves. This is achieved by asking open ended questions that require varied answers to enable children expand their language.

Further, the teaching methods for teaching language skills are supported by appropriate instructional resources. Some of the resources as suggested by Ford (2012) include; story books, alphabet charts, writing materials, letter cut outs, poems, nursery rhymes, songs, and play word games. According to Curriki (2015) the best way for children to excel in reading and writing is for them to have an opportunity to interact with a wide range of resources that support development of these skills. Therefore, English language teachers require resources that can support instruction such as games, activities, word lists for improving pronunciation, short stories and cross word puzzles.

School drop-out and uneducated children are the next generation of illiterate adults (UNESCO, 2013). A global literacy rates report illustrates that the lowest literacy rates are observed in Sub-Saharan Africa and in South and West Asia. The report also revealed that the regions of South and West Asia are home to more than a half of the global illiterate population (53%). In addition, 24% of illiterate adults live in Sub-Sahara Africa, 12% in East Asia and Pacific, 6.2% in Arab States and 4.6% in Latin America and Caribbean. Twenty percent of the remaining global illiterate population live in the remaining regions combined (UNESCO, 2011).

The effect of literacy on people's quality of life, health, fertility and productivity are well known (Abdzi, 2008). People who have not gone to school perform less well in essential

memory tasks linked to decision making, recalling a series of digits backward and forward, remembering list of words, reproducing a short story or complex shape and using readily available data for deductive reasoning (Obala, 2013). These abilities are developed in the first eight years of early childhood education. Senseing (2011) noted that basic literacy skills that become highly important in the third and fourth grade are developed through interactions with print materials introduced early in the life of the child. Early introduction to reading and writing predict the growth and future development of literacy skills (OECD, 2012).

From a national standpoint, a study by the Kenya National Examinations Council (KNEC) to monitor learner achievement in literacy and numeracy as well as to assess the quality of education disclosed that most learners in Kenya are not achieving high orders skills (Wanzala, 2018). According to the same report, the percentage of pupils who achieved the pre-reading skills in both English and Kiswahili was very low at only 14.9 % and 10.5 % respectively. Some of the reasons mentioned by the study for the low achievement of literacy include gender, absenteeism, and parental involvement in school work among other reasons.

According to a report by Uwezo East Africa (2014), Makueni County is one of the counties with low literacy achievement among pre-school children. The report further points out that, the county literacy skills levels stood at 27% which is below the national average of 32% (Uwezo East Africa, 2014). Another report by KNEC reveals that literacy levels in Makueni County is approximated at 22.4% (Wanzala, 2018). Although the reports paint a grim picture about literacy skills, there is still some ray of hope and opportunity to help every child learn in Kenya especially in Wote Zone. Therefore, this

study sought to investigate teaching methods employed by teachers and instructional resources used in teaching and learning of basic literacy skills in English language in public pre-schools in Wote Zone, Makueni County.

1.2 Statement of the Problem

There is a concern in the education sector about the low basic literacy skills levels witnessed among pupils in public pre-schools in Makueni County (Uwezo East Africa, 2012). Following reports by Obala (2013), that class eight pupils cannot read and write, various stakeholders in the education sector acknowledge that there is a problem that needs to be addressed urgently. Reports by Uwezo East Africa (2014) and Wanzala (2018) confirm that the basic literacy level among school going children in Kenya are way below the expected standards. A low level of literacy skills is one of the issues which affect a country's economic development.

Empirical studies such as Wanzala, (2018) argue it is critical to assess instructional resources and resource in teaching of basic literacy skills in English language in the country. Makueni County has low basic literacy at 22.4% (MOE, 2018). Since there is scanty studies assessing instructional methods and resources in teaching basic literacy skills, this study was designed to establish utilization of instructional methods and resources employed in teaching basic literacy skills in English language in public pre-schools in Wote Zone, Makueni Count, Kenya

1.3 Purpose of the Study

The purpose of the study was to establish instructional methods employed by pre-school teachers and instructional resources used by pre-school teachers affecting of basic literacy skills in English Language in public pre-schools in Wote Zone, Makueni County.

The knowledge of these specific factors would help to mount appropriate interventions to address the problem of lack of basic literacy skills in English language in Makueni County.

1.4 Research Objectives

The study sought to:

i. Establish teaching methods employed by pre-school teachers on teaching of basic literacy skills in English language in public pre-schools, Wote Zone, Makueni County.

ii. Establish instructional resources used in pre-schools on teaching of basic literacy skills in English language in public pre- schools, Wote Zone, Makueni County.

1.5 Research Questions

The researcher was guided by the following questions;

i. Which teaching methods do pre-school teachers employ in teaching of basic literacy skills in English language in public pre-schools, Wote Zone, Makueni County?

ii. Which instructional resources are used in teaching and learning of basic literacy skills in English language in public pre-schools, Wote Zone, Makueni County?

1.6 Significance of the Study

The findings of this study may be useful to the Ministry of Education, County department of Education, teachers, pre-school children and to research. The ministry may be able to put in place policies and recommend practices in the learning process so as to increase overall facilitation and achievement in basic literacy skills in English language. The county governments may realize the importance of regular assessment and supervision of

ECDE programs so as to ascertain utilization of teaching methods are used and ensure adequacy and use of appropriate teaching learning resources. This may help to increase basic literacy skills which are also related to improved performance in other subject areas. Pre-school teachers may be aware of appropriate teaching methods and resources to use in the teaching and learning of basic literacy skills for efficiency in the teaching and learning process. Further, this may improve the quality of instructions and encourage positive outcomes in relation to learners' achievement in basic literacy skills in English language. The findings of the study may also serve as reference for future research.

The findings of the study may be useful in making improvement and interventions to enhance basic literacy skills among pre-school children in Wote Zone and other zones within the county and in other counties. As a result, improvement in basic literacy skills may have an impact on achieving the Millennium Development Goals (Wanzala, 2018).

1.7 Scope of the Study

The study focused on assessment of utilization of instructional methods and resources in teaching in pre-school. The study was limited to instructional resources and resources used by pre-school teachers in teaching of basic literacy skills in English language in public pre-schools in Wote Zone, Makueni County. The study focused on 32 public pre-schools, 64 pre-schools teachers, 32 head teachers and one ECDE ward coordinator. The sample of the study comprised of 11 randomly sampled pre-schools, 22 pre-school teachers, 11 head teachers and 1 ECDE ward coordinator who were purposively sampled.

1.9 Assumptions of the Study

The study assumed that all the pre-school teachers in Wote Zone are professionally trained and had gone through the same level of training in basic literacy skills teaching methods in the English language. The study also assumed that all the sampled public pre-schools used the same English Language syllabus designed by Kenya Institute of Curriculum Development (KICD) in the teaching and learning process.

1.10 Limitations of the Study

The findings of this study may not be generalized to other zones or counties that do not have similar conditions as the location of the study. Since the study was done in pre – schools, the findings may not be generalized to higher levels of education.

1.10 Operational Definition of Key Terms

Achievement - Accomplishment of the intended objectives

Basic literacy skills - Efficiency in reading and writing in English Language

Pre-school teacher - A person who teaches in a pre-school.

Pre-schools - Premises in which children aged 4-6 years are assembled for education and daycare

Instructional resources - These are objects or devices that assist the teachers to make a lesson much clearer to the pupils. They also include objects that pupils require to facilitate their learning process. In this study, these materials refer to stationery and school infrastructure for the day to day running of the pre-schools

Teaching strategies - The measures or approaches which teaching procedures are described or used to accomplish an immediate teaching objective

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of related literature of teaching and learning methods and instructional resources used in teaching and learning of basic literacy skills. Summary of the literature review, theoretical framework and conceptual framework are also presented.

2.2 Methods of Teaching Basic Literacy Skills in English language

The teaching methods employed by pre-school teachers influence basic literacy skills in English language. Malt (2007) revealed that children tend to differ in a number of ways including temperament and rate of learning hence the need to use appropriate teaching methods. Teaching methods used should be carefully selected to cater for individual differences thus the use of varied methods is recommended (Ford, 2012). Individual differences in language learning can be seen in two broad dimensions; cognitive view of language development as proposed by Piaget (1972) belief that children's understanding of language is routed in their cognitive development requiring for instance, the ability to image represented objects. Steinberg (2006) observes that all learners are individuals with unique patterns of strengths and weakness and differ greatly in cognitive abilities. Some learners learn complex classroom materials quickly and easily, whereas others struggle to master basic concepts and skills.

The social interactions view of language development acknowledges that, children are neither passive recipients of language training nor are they active processors. The whole

internal structures are the primary determinants of language acquisition. Integrationist sees many factors such as social environment, maturation, biology and cognition at play in the development of language.

Birsh, (2011) encourages teachers to use multi sensory learning approaches to improve language skills for learners. This includes helping learners to develop skills in key areas such as phonological awareness, letter knowledge, handwriting, phonics, fluency, spelling, comprehension. The approach used should enable learners to use two or more senses for better mastery of what is learned. This may involve activities that learners will benefit through the visual, auditory and tactile senses. Ford (2012) noted that use of thematic method in teaching basic literacy skills improve performance in learners. The teacher together with children identifies the theme of interest. The teacher presents words or vocabulary based on the particular theme. Children can then read aloud the words as the teacher explains their meaning.

Children require multiple exposure to words in order to develop a rich understanding of their meaning and use. The teacher can also introduce children to carefully organized dramatic play around the specific theme to strengthen word learning. Research showed that dramatic play in the pre-school class was linked with increases in later reading comprehension and appreciation of literature. Play has been identified as a channel through which children learn through fun and enjoyable activities. Zigler, Singer and Bishop-Josef (2004) carried out an empirical research on the value of play. According to them though play has been documented to be important for both cognitive and social development, they reported that play is crucial in helping children to learn basic literacy

skills. Thus teachers can organize imaginative games with children, pretend play and dramatic play activities that are theme based.

Through play children can practice pronunciation, letter and sound recognition, writing skills and reading. Role play activities are useful to cater for the needs of learners who rely on kinesthetic intelligence (Gardener, 2004). This consideration gives way to enhance teaching and learning in classrooms with learners of diverse intellectual abilities. Thus the teacher employs integrated teaching methods and use diverse learning activities that cater for the individual differences in intelligence learning styles and learning preferences. Bodily Kinesthetic intelligence and interpersonal intelligence learners enjoy learning through role plays and drama act outs which are activities in which they verbally communicate while doing. These activities helps the learners practice the target language in natural and meaningful context and are not afraid of making mistakes. Therefore, teachers should vary their teaching methods, learning activities and opportunities for children to learn and to cater for individual differences.

Organized group activities enhance teaching and reading. This method utilizes social interaction among children and adults to support development of language skills. Children can participate in shared reading, words games activities and discussions in the group activities. Self directed activities also enable children choose activities that match their interests and language abilities. The teacher can also prompt language development in children through asking them open ended questions that demand varied answers so as to expand children's language scope (Ford, 2012).

Other activities that support early literacy in pre-schools as suggested by Ford (2012) include; interactive storybook reading, pretend reading and writing, games to identify

letters of the alphabet, reciting poems, nursery rhymes, songs and playing word games. Group work and competitions stimulate the young learners to do well. However, the teacher should be careful at choosing tasks in which the learners let each other learn. Gardner (1993) suggests that, educational methods be created and adjusted to be more flexible for learners who have different intellectual capabilities and should be redesigned and rearranged to use the multiple intelligence perspective. They can be classified into visual learners, auditory learners and kinesthetic learners (Gardner 2004). However, what is crucial in effective language teaching is planning a lesson considering all the factors and preparing a variety of different activities which will appeal well to different learning styles, personalities or cultures in a learning process so that the learners enjoy learning more. The more learners develop positive attitude towards learning, the more successful is the learning process (Dunkin, 1997).

The type of teaching methods pre-school teachers use in teaching basic literacy skills has a great impact on learners' performance. Andiema (2016) carried out a study on the effect of child centred methods on teaching and learning of science activities in pre-schools in West Pokot County, Kenya. The study established that there was some significant relationship between four child-centred approaches and pupils teaching and learning of science in public early childhood education centres. The common teaching methods identified included use of child discovery, activity based approaches and child needs approaches. While the earlier study looked at teaching methods in science activities, the current study focused on the types of teaching methods pre-school teachers employ in teaching basic literacy skills in English language. In addition, instructional resources used

and teacher- related factors affecting teaching and learning of basic literacy skills were also studied.

In another study, Idogo (2011) conducted an empirical investigation on the effects of teaching methods on children's basic reading comprehension skills. His study posited that the type of teaching methods adopted for pupils significantly affects the learning of basic literacy skills in English language. He also noted that verbal abilities of learners are also influenced by the type of instructional methods a teacher adopts. He further opines that reading is an active process; therefore teachers should actively involve learners in reading activities. Idogo also found that instructional methods significantly influence students' achievement in reading. Findings revealed that students actively involved in reading in the classroom gain pleasure and knowledge from written texts and record higher reading achievement compared to those where the teacher does not involve his or her students in class activities. Active participation of learners in the learning activities lead to increased interest and motivation hence high achievement in reading.

Boutista (2012) presented a study on the superiority of individualized instruction as an innovative method of teaching. The study articulates the contemporary initiative in a dynamic classroom environment focused on the learning history of learners, their learning styles and the culture of collegiality in the learning environment. The researcher indicated that learners exposed to personalized instructional methods performed better in their post- test mean as compared to their pre-test mean scores.

Marrison and Moser (1998) purposed to identify the effects of four classroom strategies to increase motivation in reading among elementary learners. The study adopted a multi instructional approach where learners were instructed on all the language of arts reading,

writing, spelling and hand writing for two hours daily. The findings of this study show that reading motivational methods used by the teacher resulted in an increase in reading interest and ability to demonstrate powerful changes in reading habits attitudes and achievement. In another study, Shofokeye (2014) investigated the impact of three teaching methods on pre-school pupil's learning achievement in selected nursery and primary schools in Ondolo West local government in Nigeria. The study attributed poor performance among the pupils to inadequate instructional materials. The study findings provide sufficient literature on the influence of multi-instructional approach of teaching pupils in pre-schools.

Walton (2014) investigated the importance of songs as instructional strategy when teaching young children. His study focused on the use of songs and movement to teach pre-reading skills and word reading using a case of kindergarten children. The study established that children favoured songs that were quick to learn, had strong or soothing rhythms, and incorporated movements. The author observed that children in the songs group had increased letter-sounds, medial phoneme identity and word reading when compared with children found in the control group, hence highlighting the importance of incorporating songs in teaching young children.

Reading proficiency has been identified as one of the most reliable indicator of whether a learner will attain the competence needed to achieve academic success. Marima (2016) study on a survey of approaches used in teaching reading in early childhood classes in Dagorreti and Westlands Division, Nairobi County, Kenya, indicated that, although most teachers showed confidence, they also indicated that they were not well equipped with the relevant teaching methods. Majority of the pre-school teachers used phonics and

others whole –word method. Lack of reading materials and guidelines was the most cited challenge faced by early learning teachers. The current study was carried out in Wote Zone, Makueni County which is a rural area to investigate teaching methods employed by pre-school teachers in teaching and learning of basic literacy skills.

Alignment of teaching methods with learner's needs and preferred learning influence learner basic literacy skills attainment. According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Therefore it is important for teachers to use appropriate teaching methods. Adunola (2011) indicated that in order to bring desirable changes in learners, teaching methods used by educators should be appropriate for the subjects matter. Furthermore, Bharadwaj and Pal (2011) sustained that teaching methods work effectively if learner's needs are met because they tend to interprets and responds to questions in a unique way (Chang, 2010).

The purpose of appropriate teaching methods at any level of education is to bring a fundamental change in the learner (Tebabel & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit out comes. In the traditional setup, many teaching practitioners widely applied teacher-centered methods to impact knowledge to learners comparatively to student-centered methods. Up to today, question about the effectiveness of teaching methods on learners learning have consistently raised considerable interest in thematic field of educational research (Hightower, 2011).

Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in learners learning. Thus it was necessary to design and carry out this study in Wote zone, Makueni County to establish the teaching methods used by teachers in teaching and learning basic literacy skills.

Instruction methods in language teaching vary. This view is supported by Osman (2013) who carried out a study in an attempt to bridge this gap by investigating how they could be taught and assessed the frequency of instruction methods and the impact of teaching methods on students' choices of their strategies. It also highlights the role of English proficiency level in choosing the instruction methods. A total of 140 students, 70 as a treatment group and 70 as a control group, and ten teachers from the University of Nizwa participated in this study which used a mixed methods approach. The collected data were analyzed qualitatively by the Grounded Theory approach and quantitatively via descriptive statistics, independent-sample-t-test, and one-way ANOVA. According to the findings, the students participated in the study were 'medium' users of strategies and that the teaching methods have a significant impact on the instruction methods which can be taught within cognitive and socio-cultural theories, based on a clearly designed model. The study also showed that language proficiency has a correlation with the choice of learning strategies. Students' dairies and interviews illustrated that they benefited from the group work, the scaffolding received and from the learning strategies instruction. The study failed to establish the extent to which instructional methods impact on basic literacy level in preschools in developing countries such as Kenya.

2.3 Instructional Resources and Teaching and Learning of Basic Literacy Skills in English language

A lesson can be made more interesting and is better understood if instructional resources are educationally relevant and useful to the subject matter. Instructional resources include but not limited to textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder (Likoko, Mutsoto & Nasongo, 2013). Other categories of instructional resources may include paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, among others (Kibet, 2016). Therefore, quality pre-school education depends a lot on the availability and utilization of relevant instructional materials. According to Likoko et al, (2013) instructional resources can be substituted, improvised and still deliver the same message hence the need to encourage independent reading and writing.

The development of English reading skills depends on many factors and among them is the availability and use of appropriate instructional resources. Okwara (2009) observed that availability of essential instructional resources is a condition ideal for effective teaching of reading skills. They argued that when instructional resources are inadequate in numbers, it generates enormous reading problems. Therefore, it is important for the teachers of English language to make instructional resources an integral part of their instructional process. Lindsay and Knight (2006) and Ambuko (2013) in their separate studies supported this view by explaining that availability of reading resources is a crucial aspect in English language learning. The researchers noted that a student will require a variety of reading materials.

Wangila (2017) carried out a study on the challenges facing the implementation of early childhood development and education policy in Bungoma County, Kenya. The study established that there was inadequacy of teaching and learning resources which was to blame for poor performance in basic literacy skills in English language. The study recommended for the need for national government to fund the ECDE.

Omuna, Onchera and Kimutai (2016) studied the availability and use of instructional resources in the teaching and learning of English reading skills in secondary schools in Teso North Sub County, Busia- Kenya. The objectives of the study were to explore the availability and use of instructional resources for teaching and learning of English reading skills and examine the correlation between instructional resources and learning of English reading skills. The findings indicated that textbooks were the most used instructional resources that positively correlated with the learning of English reading skills. The researcher concluded that teachers need to use a variety of instructional resources when teaching English reading skills and those teachers who do not use a variety of instructional resources should be sensitized to do so for better results in the English Language. Although the study provides useful insights, it focused on teaching English language in secondary schools which is quite different from pre-schools. Thus, the current study focused on teaching and learning of basic literacy skills in pre-schools considering that early child hood is the foundation stage upon which basic literacy skills are acquired and continue to develop as one progresses to higher levels of learning. Adequate acquisition of basic literacy skills in the pre-school level lead to improved achievement in later years (Ford, 2012)

Utilization of instructional resources play a critical role teaching in preschools Teachers' academic and professional qualification affects teaching and learning of basic literacy skills in English language. Ngeru (2015) examined the influence of teacher characteristics on utilization of instructional resources in teaching number work in pre-schools in Westlands Sub-County, Nairobi County with specific objectives to determine the influence of a pre-school teacher academic and professional qualifications on utilization of instructional resources in teaching number work.

The impact of a pre-school teacher experience on utilization of instructional resources in teaching number work, the influence of a pre-school teacher gender on utilization of instructional resources in teaching number work, and to investigate the impact of a pre-school teacher age towards utilization of instructional resources in teaching number work. The researcher observed that all the teachers in the pre-schools in the sub-county adopted the use of counters, abacus, toys, and real objects irrespective of their gender, teaching experience, educational qualifications and professional qualifications. The study recommended that the Ministry of Education ensures the availability and constant supply of instructional resources such as counters, abacus, toys, and real objects to all the schools in the district as they were fundamental in teaching. For the purpose of comparing the findings with those obtained in Nairobi County, the current study sought to establish availability of teaching resources and whether teachers use them in teaching basic literacy skills in English Language in Wote Zone, Makueni County.

Adunola (2011) revealed that there existed strong positive significant relationship between instructional resources and academic performance. Institutions with teachers who varies teaching methods in schools endowed with more materials performed better

than schools that are less endowed. This corroborated the study by Hightower (2011) that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. This view was supported by Andima (2013) also supports that students performance is affected by the quality and quantity of teaching and learning methods applied. The preschools with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment. The study look into the adequacy of teaching methods in Wote in Makuen in was worthy investigated to ascertain the claim

Efficiency in the use of instructional resources in public primary schools contributed to positive results. Instructional resources which are educational inputs are of vital importance to the teaching-learning process. Jeptanui (2011) examine the efficiency in the use of instructional resources in public primary schools in Kapseret zone, Wareng District. The study findings will be significant to the Ministry of Education policy-makers, head teachers, teachers, planners and other stakeholders in various ways. The study was based on Dale's Theory of instruction which acknowledges the use of materials in the teaching process. A descriptive survey design was used in conducting the study. The target population comprised 18 public primary schools, 213 teachers, 7138 pupils and all the 18 head teachers. The study sampled 5 schools using purposive sampling techniques following the category of public primary schools. Both quantitative and qualitative data were collected using questionnaires for teachers, pupils, and interview schedule for the head teachers.

The study established that not all the required instructional resources were available for use by both teachers and pupils in public primary schools. Book to pupils‟ ratio was conforming to current ratio of 1:1 per subject per class. Chalkboard and textbooks were widely used. Other instructional resources were not utilized. Inadequacy of instructional resources in some schools compromises equity in access to resources by pupils. It is recommended that there is need to in-service head teachers and teachers on the variety of teaching/learning resources available for use. The government should review the recommended ratio of books.

An empirical study by Ellis and Ibrahim (2015) assessed teaching children how to learn explained on the importance of learning resources and sitting arrangement in classroom. The article is based on the 'plan do review' learning cycle in which the pupils or learners are introduced first to the aim of the lesson, learn the material, and then practice to reinforce their understanding. The two researchers explained that, if children have the chance and the teacher presents it in the right way, they can indeed understand and discuss how they are learning especially English lessons. The study was relevant to the present study because it emphasizes the use of instructional resources to facilitate content delivery in teaching and learning of English language.

Effective use of instructional resources in the classroom contribute to successful learning process. Akungu (2014) studied the influence of teaching and learning resources on students' performance in KCSE in FDSE in Embakasi District. The study was based on descriptive study design and relied on three sets of questionnaires for the head teachers, teachers and learners to collect the data. The findings of the study revealed that teaching and learning materials were available and were utilized in schools, especially those used

in classroom instruction, like chalks, dusters and charts except for the physical facilities and human resources which resulted to overstretched resources with annual increase in enrolment rates thus compromising the quality of education. The study provided important background information on the importance of instructional resources especially the need for adequate teaching and learning resources. The study was done in secondary school while the current study was done in pre-schools. Thus the findings cannot be generalized to learners in early childhood therefore the need for the current study in pre-schools. In addition the earlier study focused on general use of resources in the classroom while the current study was specifically concerned about instructional resources for teaching and learning of basic literacy skills in English language.

Koech (2017) carried out a study examine determine instructional resources used in teaching and learning in public pre-schools in Kenya. The specific objectives of this paper was to identify available instructional resources used in teaching Pre-schools and assess the learner- characteristics that influences the selection of instructional resources in pre-schools. The study was conducted in Eldoret town five educational zones;; Kapsoya, Chepkoilel, Pioneer, Kapyemit and Kibulgeny. The respondents for the research involved 120 preschool teachers, 40 head teachers and 5 TAC tutors. The research instruments used were observation checklist, questionnaire and interview guide. It was found out that the age and entry behaviour of a pre-school learner, the number of children admitted and the sex, socio economic background, safety, learners, ability (special/ normal learners) and language level were the other factors that influence the selection of instructional resources. The recommendations provided by the study include

use of cheaply available instructional resources and careful selection of such resources to ensure effective teaching and learning in pre-schools.

Utilization of instruction resources also depend on the extent of teachers skills and competency. Ngeru (2015) examined the influence of teacher characteristics on utilization of instructional resources in teaching number work in pre-schools in Westlands Sub-County, Nairobi County with specific objectives to determine the influence of a pre-school teacher academic and professional qualifications on utilization of instructional resources in teaching number work, the impact of a pre-school teacher experience on utilization of instructional resources in teaching number work, the influence of a pre-school teacher gender on utilization of instructional resources in teaching number work, and to investigate the impact of a pre-school teacher age towards utilization of instructional resources in teaching number work.

The researcher revealed that all the teachers in the pre-schools in the sub-county adopted the use of counters, abacus, toys, and real objects irrespective of their gender, teaching experience, educational qualifications and professional qualifications. The study recommended that the Ministry of Education ensures the availability and constant supply of instructional resources such as counters, abacus, toys, and real objects to all the schools in the district as they were fundamental in teaching. For the purpose of comparing the findings with those obtained in Nairobi County, the current study sought to establish availability of teaching resources and whether teachers use them in teaching basic literacy skills in English Language in Wote Zone, Makueni County.

Learning resources such as useful instructional resources were chalkboard, excursions, field trips, drama, models, graphs, charts, maps, pictures, diagrams slides, films, filmstrips, radio, and television play a role in learning and teaching effectiveness in schools. Kochar (1991) carried out a study on the use of instructional resources in teaching History. The study established that some useful instructional resources were chalkboard, excursions, field trips, drama, models, graphs, charts, maps, pictures, diagrams slides, films, filmstrips, radio, and television. The occurrence of the designed learning can best be achieved through mobilization of instructional materials such as verbal presentations, use of media and printed communication. Teaching aids are an essential requirement for successful teaching. At college and university learner- teachers are required to learn how to make and use simple and sophisticated teaching aids (Ayeni, 2011). These authors have recorded that instructional resources are essential ingredients in teaching and learning. Successful schools should make efforts of availing and using these materials in teaching. One of the most valuable contributions of instructional resources to teaching process is the stimulation they give to teachers‟ creative abilities, activation of learners and as they learn actively they can enjoy the evidence of their progress (Bharadwaj & Pal, 2011).

Learning resources are important in learning and can produce significant results provided they are properly used. Resources enable learners to take active involvement in learning activity and offer a greater variety of dissemination of ideas and knowledge. Further they offer concrete conceptual thinking and thereby reducing the meaningless word responses of learners. Thus the applications of instructional resources pave way for creative pupil participation and fill the classroom with evidence of learner accomplishments. Ford

(2012) investigated the extent of utilization of visual aids and suggested that visual aids introduce variety in the lesson and thus stimulate learning. She further suggested that, use of instructional media results in greater acquisition of knowledge and ensures longer retention of information gained. Her study focused on non-projected media and that is why the researcher wants to focus on a combination of resources, which non- projected media are part of instructional resources.

Similarly, Gilliespie (2006) pointed out that wrong selection of instructional resources can lead to misconception of ideas and has the greatest possible chance of altering the teaching process and modifying the message that the teacher supposes is being sent. Therefore careful selection of media among available resources is required if effective teaching and learning is to be realized. Isutsa (1996) conducted a study on availability and use of instructional resource for teaching social education and Ethics (SEE) in Kakamega District secondary schools. The study revealed that recommended text books do not provide teachers with all the relevant information required. Teachers have to look for other sources to supplement the recommended textbooks. The current study differed with this for it sought to investigate factors influencing selection of instructional materials for pre-schools.

Some of the instructional resources like textbooks recommended by the ministry of education are not available for use by teachers in secondary schools as observed by Marima (2016) noted that availability of instructional resource and use of media resources in mathematic instruction foster learning among learners in Nandi District secondary schools. The survey established that books recommended by the Kenya Institute of Education (KIE) were not available and where they were available, they were

not effectively used by teacher because of their shallow coverage of content. Teachers instead, resorted to textbooks they found to be more relevant and detailed. Although Akungu (2014) conducted his study in mathematics, instruction in secondary schools; his findings never the less have great bearing in the present study.

Instructional resources are valuable to both the teacher and the learner. Kochar (1991) adds that apart from text books, instructions in History is guided by and made more interesting by use of other teaching and learning resources, like historical artifacts, field trips, maps, pictures and other audio visual aids. If instructional resources relevant for teaching are made available, they can make abstract concepts clear and real. This supports the fact that instructional resources are valuable to both the teacher and the learner. It is therefore necessary that they are made available during teaching/learning process. The provision of Quality and relevant education and training are dependent on among other things supply of adequate equipment and teaching materials (Ngeru, 2015). When instructional resources are available, the teachers' work is made easier for he/she can select what he/she requires from the available materials. This provides the teacher with time to then show how to use the available resources effectively. This shows that for teachers to create an acceptable context in the classroom, instructional resources must be made available.

Most preschools face poor and shortage of necessary instructional resources. Akungu (2014)) observes that, some expensive items as equipment are available in some schools but they remain locked up in stores or cupboards. Hence some existing instructional resources are underutilized. There is need for increased use of the available instructional resources for teaching/ learning process. This can be achieved if teachers are well

prepared in the use of both the existing and new instructional resources that they are likely to come across in their everyday teaching. This can be done through in-service courses, workshops and seminars to keep teachers abreast with new instructional technology. If this is done it will go a long way in improving the teaching and learning of science. Many studies conducted in Kenya have revealed that many schools are experiencing an acute shortage of necessary instructional resources ((Koech, 2017). There is therefore need to improvise resources which are not available. At the same time efforts should be made to ensure that most of the instructional materials are available. The present study therefore aimed at investigating the instructional resources available at public pre-schools in Wote Zone, Makueni County.

Adequacy of teaching equipment with sufficient instructional resources contributes to effective training. Another study by Kibet (2016) investigated teachers' perceptions on the influence of selected instructional resources on pupils' acquisition of competency skills in pre-school centres in Keiyo South Sub-county in Elgeyo-Marakwet County. The researcher observed that the selected school instructional resources affected learners' acquisition of competency skills in especially literacy and oral skills. The teachers believed that instructional resources were significant to pre-school children acquisition of competencies. The study recommended that the pre-school centers be adequately equipped with instructional resources and teachers to undergo in-service training. The study was informative and provided useful background information to the present study. However, the study was done in a different county hence the need for the current study in Makueni County for the purpose of comparing the findings.

Learning resources play a critical role in enhancing basic literacy level. Chepkonga (2014) investigated the influence of learning facilities on provision of quality education in public early childhood development education. The study was carried out in public Early Childhood Development and Education (ECDE) centers in West Pokot County. The study established that there were inadequate learning facilities and that this had a negative influence on provision of quality education. The study was informative because it provided useful insights and background information on the importance of learning facilities in education. The study did not focus on a specific subject taught by teachers in the pre-schools.The current study focused on teaching methods, instructional resources used by teachers in public pre-schools and teacher related-factors affecting teaching and learning of basic literacy skills in Wote Zone, Makueni County.

Instructional resources for English reading skills are inadequate in most Public pre-schools both in terms of quantity and variety. Mwanamukubi (2013) investigated challenges faced by teachers when teaching reading skills to learners with reading difficulties. The study established that the main challenges teachers faced were inadequate teaching and learning materials. Based on the findings the study recommended that schools provide adequate learning and teaching materials. Another study by Nalusiba (2010) investigated strategies for the development of reading culture in Ugandan Primary schools and concluded that inadequate reading resources inhibited reading culture among the pupils. The use of a variety of reading resources to teach English reading skills is more significant and motivates the learners. Some of the English reading resources include but not limited to library books newspapers, flash cards, periodicals, journals magazines, printed materials, charts, recording, videos, pictures,

online resources and all technolog1y based resources (Andima, 2013). The present study investigated the type and adequacy of resources used in teaching basic literacy skills in English Language in Wote Zone, Makueni County.

A good linguistic classroom environment plays a very important role in contributing to the development of reading skills. This argument is supported by Hund (2006) who advocated for use of a variety of instructional resources to teach reading skills. According to Hund, learners should be provided with variety of narratives and expository books which reflect the interest of the learners. Junias (2012) conducted a study on factors affecting the teaching of English reading skills in a second language among grade 3 learners and established that insufficient teacher and learners interactions and overcrowded classrooms were significant factors that made the teaching of reading skills unsuccessful. Sacha (2006) further advises teachers of English to use internet materials to teach English reading skills. The study also asserts that whereas newspapers and other printed materials can be accessed more easily, the internet is continuously updated, more visually stimulating and interactive. Therefore, there is need to encourage a more active approach to reading rather than a passive one. The present study was necessary in finding the knowledge and literature gaps regarding the instructional resources used on learning basic literacy skills in public pre-schools, Wote Zone Makueni County.

Another study by Kibet (2016) investigated teachers' perceptions on the influence of selected instructional factors on pupils' acquisition of competency skills in pre-school centres in Keiyo South Sub-county in Elgeyo-Marakwet County. The researcher observed that the selected school instructional factors affected learners' acquisition of competency skills in especially literacy and oral skills. The teachers believed that instructional factors

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2.5 Summary

The reviewed literature from empirical studies revealed that effective teaching and learning of basic literacy skills in English language encompasses among others a good planning and selection of teaching methods, availability and utilization of variety of instructional resources to cater for all learners in achievement of basic literacy skills, a well defined roles of teachers and a conducive environment for children to learn. Although assessment on reading literacy development among Kenya children has been conducted severally, these studies are mainly concerned with the levels of reading literacy and not the factors that contribute to low literacy level. Previously done research did not specifically focus on basic literacy in specific but literacy in general. In addition some of the reviewed studies focused on higher levels of education mainly secondary schools while the current study focused on pre- school level being the foundational stage at which basic literacy skills should be acquired and strengthened.

This study was therefore carried out in Kenya which is an African country to fill the knowledge gap on factors affecting teaching and learning of basic literacy skills. This study sought to investigate teaching methods employed by teachers, instructional resources used by pre-school teachers and teacher-related factors affecting teaching and

learning of basic literacy skills in English language in public pre-schools in Wote Zone, Makueni County. In summary, research has shown that children's basic literacy learning begins in early childhood years and basic literacy skills development is best supported with effective teaching practices provided in the context of basic literacy rich supportive pre-school classroom environment and correct teaching methods which this study sought to investigate. Research has also established several instructional resources that could be used by pre-school teachers in pre-schools which may be influenced by their environment and teacher-related factors such as qualifications and attitude.

2.6 Theoretical Framework.

The study is grounded on three theories; Holdaway's (1979) theory of literacy development, Constructivism and Theory of Instruction (Dales 1954)

2.6.1 Theory of Literacy Development (Holdaway, 1979)

The theory of literacy development is based on three assumptions; that acquisition of literacy skills follows a natural development patterns, there are four processes central to learning literacy and lastly the utilization of specific teaching methods will enhance basic literacy skills development. In the first assumptions Holdaway asserts that development of emergent literacy reflects a natural progression in literacy-rich environment, mimicking the development of oral language (Morrow, 2006). Oral language development begins by adults talking to children, eventually children start imitating sounds, followed by imitating on children's participation in interactive environments with an adult language user (Tracy & Morrow, 2006). First the children observes adults engaging in literacy behaviors by creating stories, memorizing and reciting story books,

scribbling to mimic writing and finally as the children progress and internalize the literacy skills they able to become independent literate individuals (Holdaway, 1979).

According to Holdaway (1979) there are four processes that are the foundation of literacy development in which all are rooted in meaning based instruction. The first process is the child observes specific linguistic and cognitive actions that are performed by adults and these behaviors come to be assimilated in the child's own meta- linguistic performance. The second process is the adult and child work together to jointly participate in book reading through interactions that are rich with encouragement, motivation and assistance. The third process is allowing ample opportunity for additional practice of learned skills to become a fluent, literate individual. The adult, for example, may provide frequent opportunities for the child to reread the book with the support of adult of taped models (Justice & Ezell, 2009). The final process is letting the child perform or share their knowledge with adults and peers without the guided or scaffold assistance that characterizes interactions.

Finally the third assumption of Holdaway's theory of literacy development (1979) is that specific teaching methods enhance literacy development. He argued that certain literacy practices facilitate literacy growth. The first aspect is developing a literacy rich classroom by providing access to a multitude of instructional resources and systematically emending print in every aspect of the classroom (i.e. free play, learning centers and classroom routines) are instructional instances that contribute to the creation of literacy-rich classroom (Holdway,1979). This theory helps teacher understand best teaching method for acquisition of basic literacy skills follow a natural development pattern.

The teacher is therefore able to used different teaching method for diversities classes like the age and social emotional state of the learners. The theory was useful to this study because it informs the importance of different teaching methods that promote interactions between teacher in assisting learners to learn to read and write. It was also useful since it emphasizes the use of appropriate teaching and learning methods that facilitate effective acquisition of basic literacy skills. Thus the theory emphasizes the role of the teacher in selecting and planning learning activities that meet the developmental abilities of children as well as creating conducive learning environments that facilitate effective learning. In addition, the theory supports classroom environment rich in variety of learning materials which learners can interact with individually or with assistance from teachers.

2.6.2 Constructivism Theory

Constructivism theory posits that learning is an active, contextualized process of constructing knowledge rather than acquiring it. The constructivists Vygotsky and Piaget argued that, knowledge is constructed based on personal experience and hypothesis of the environment. Each person has a different interpretation and construction of knowledge. Vygotsky states that social interactions play a fundamental role in the process of cognitive development. He felt that social literacy proceeds development. The study argued that every function in the child's development appears twice; first on social level and late on the individual level (McLeod, 2007)

The role of teacher is highly regarded by Vygotsky as captured in zone of proximal development concept. This is an important concept that relates the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner. Vygotsky sees the zone of proximal Development

as the area where the most sensation instruction or guidance should be given allowing the child to develop skills they will use on their own developing higher mental functions. The teachers understanding of each child's individual differences can assist the teacher in planning by applying Vygotsky concept of zone of proximal development to provide the necessary intervention especially instructional resources that will help the learner achieve basic literacy skills.

Individualism variation and diversity responses in teaching require a teacher to ensure the environment is prepared to cater for diversity. The environment would be made up of physical objects, social interactions and emotional climate (Anderson 2012). During the formative years learners add increasing qualities of knowledge to what is already learnt through exploration as they grow and expand their horizon on the quality of content mastered. To widen this pupil mastery of concepts, rich learning environment filled with a variety of learning materials which foster acquisition of requisite skills for sustained learning and development should be provided. The theory informs the current study by acknowledging that language acquisition is critical in the early years. In the same wavelength the development of basic literacy skills is crucial and needs to be supported in the early years. It also supports the importance of the teacher in scaffolding learners' linguistic development hence the importance of the teacher in the learning process. In addition the theory emphasizes the role of a rich social environment and a stimulating learning environment rich in instructional resources to promote acquisition of the targeted skills. The theory also emphasized a rich learning environment with adequate resources that learners can interact with.

Jean Piaget's theory of intellectual development is considered a leading theory on cognitive development (Flavell, 1963). Piaget's theory asserts that intellectual development is a direct continuation of inborn biological development. That is the child is born biologically equipped to make a variety of motor responses, which provide them with the framework for the thought processes that follow. That is, the ability to think springs from the physiological base (Vygotsky, 1985). Piaget maintains that intelligence is rooted in two biological attributes found in all living creature: organization and adaptation. Organi- zation is the tendency of every living organism to integrate processes into coherent systems. It occurs, for instance, when an infant, originally capable of either look-ing at objects or grasping them, integrates these two separate processes into a higher order structures which enable him to grasp something at the same time he looks at it.

Adaptation is the innate tendency of a child to interact with his environment. This interaction fosters the development of a progressively complex mental organization Mwamwenda (2009). It is absolutely possible to incorporate Piaget`s theory in the classroom. Piaget takes a constructivist point of view and believes that learners are not passive in their knowledge. Piaget's theory suggests that students need a curriculum that supports their cognitive development by learning concepts and logical steps. He also suggests that children are only capable of learning specific material in specific stages of cognitive development. Piaget emphasizes that learning take place as a result of active engagement of learners is important, so teachers have to see the learners take an active role by participating in whatever is being taught and learned. Piaget's theory acknowledges individual difference in cognitive development, teacher should arrange activities considering that learners have different intellectual development.

The theory supports the use of teaching resources and materials. Existing manipulative materials include: pattern blocks, Cuisenaire rods, algebra tiles, algebra cubes, geo-boards, tangrams, counters, dice, and spinners. However, teachers are not limited to commercial materials, they can also use convenient materials in activities such as paper folding and cutting. As students use the materials, they acquire experiences that help lay the foundation for more advanced mathematical thinking. Furthermore, students' use of materials helps to build their mathematical confidence by giving them a way to test and confirm their reasoning.

The child's considerations are built up from using concrete materials, but are independent of the actual material used. At this stage the child is eager and excited to learn. The teacher should therefore take the advantage and make use of the extreme eagerness to learn demonstrated by the pupils. Children should be provided with concrete materials that can be made up into different collections according to different criteria. The teaching methodology and teaching materials, and the learning activities should be those that are appropriate to each of the cognitive developmental stages of the learners. Since the theory says that there is a mutual interaction between the learner and the environment, teaching materials as input should come from the learner's environment. In this study measures such as head teachers' and teachers' experience and qualifications, physical facilities, and all material resources used in teaching and learning are used as inputs while specific measures of outputs are grades attained by the learners in acquisition of skills.

2.6.3 Theory of instruction

This study was guided by Dales (1954), theory of instruction. The theory is based upon the principle that all teaching can greatly be improved by use of materials because they make teaching experience memorable and when used intelligently, promote the most 9 effective kind of learning. Dale posits that learning is a process in which the concrete and the abstract interact. He, therefore, found that visual materials which include, books, pictures, photographs, flash cards, maps, posters, chalkboards, drawings and cartoons, ought to be used in teaching (Garcia, 2003). In addition, audio materials which include radio, tape and disc recordings, telephones and sound distribution systems and finally, audio-visual materials which are films, television, video tapes, printed materials with recorded sound and demonstrations supply concrete basis for conceptual thinking and hence reduce meaningless words or responses of students.

Hightower (2011) noted that all instructional materials using a pictorial device which he calls "the cone of experience. According to theory of instruction, a school will become an interesting place if it proves to be a place where students have interesting experiences where they see, hear, touch, taste, plan, make, do and try. He says when a school provides many of these rich experiences, it will promote effective learning. He further explains that this will carry on the kind of education that fosters permanent learning. Monotony can be a powerful deterrent to learning, human beings seem to need variety and change in order to get full „flavor" out of life's experiences (Idogo, 2011).

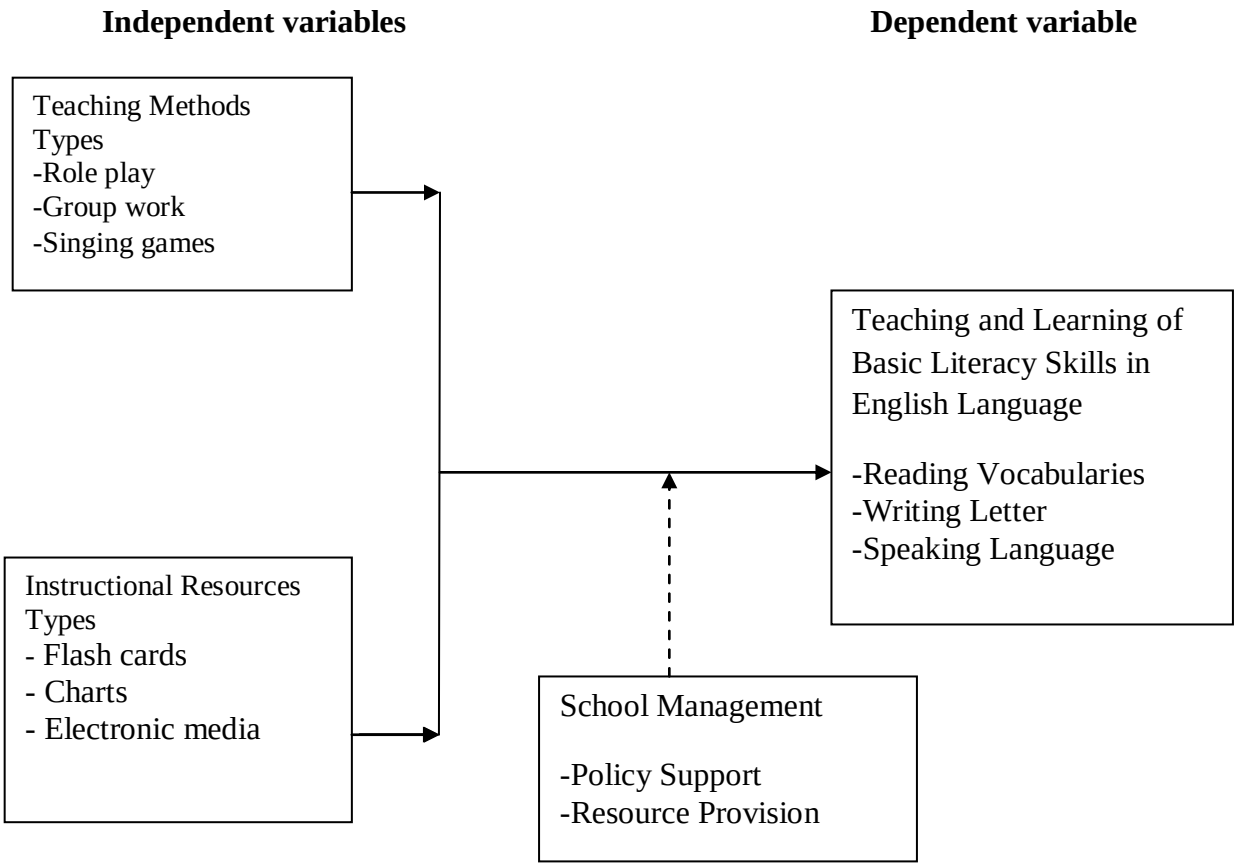
The variety of instructional materials in a teaching situation for they can accomplish through offering a reality of experience which stimulates self-activity on the part of the pupils, develop a continuity of thought this is especially true of motion pictures, they contribute to growth of meaning and hence to vocabulary development and they add a high degree of interest and involvement among the pupils. The poster for example can be used to create a learning atmosphere to provide general motivation, while the chalkboard can be effectively used for highlighting critical questions or captions in a unit under study (Lindsay & Knight, 2006). Dale stresses that these materials should be properly prepared and properly used in order to produce the best result. This theory, therefore, was significant to the study because it recognized the important role played by instruction resources and materials in the process of teaching and learning. Theory of instruction is applicable to the study Its main emphasis was on efficient use of instructional resources in order to promote effective and permanent learning.

2.7. Conceptual Framework

In this study, teaching and learning of basic literacy skills in English Language was taken as the dependent variable. It was viewed as being affected by teaching method being employed by teachers and instructional resources used by teachers. The effect of these factors on the teaching and learning of English language skills was also affected by school management as the intervening variable. The researcher assumed the role of Management of the school in provision of interactive environment, facilitation and acquisition of instructional resources, allocation of resources to acquire instruction resources and facilitate teacher's seminars to enhance their teaching and delivery. The

availability and adequacy of instructional resources in learning plays a significant role in improving children achievement in English literacy. The adequacy instructional resources could also influence learners to gain literacy skills.

Figure 2.1. Conceptual Framework on Factors Affecting Teaching and Learning of Basic Literacy Skills in English Language



Source (Author, 2018)

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes how the research was conducted in respect to the research design, the study area, the target population, sample and sampling procedures, data collection instruments, validity and reliability, data analysis and ethical consideration.

3.2 Research Design

The study employed a descriptive research design. This descriptive research design was used since the aim of the study was to observe the current phenomenon using available evidence with a view of making informed generations and conclusions about the possible causal regarding instructional methods and resources. According to Sifuna (2009), descriptive research design is useful in collecting data from a large population using different kinds of data collection instrument. Gathana (2009) explains that descriptive surveys in social sciences aim at fact-finding of the state of affairs as they exist at present by collecting, gathering, and analyzing available evidence in order to make informed inferences. The design was selected as it help in collecting quantitative data to answer to research questions.

3.3 Study Area

The study was conducted in public pre-schools found in Wote zone, Makueni County. The choice of public preschools is due to uniformity in application of education policy on teaching methods and utilization of teaching resources. Makueni County is ranked among counties in Kenya with low literacy level at 22.41% compared to counties such as Nairobi with literacy level of 96.1%. Literacy levels in Machakos and Taita Taveta

counties are at 82.3 per cent and 79.1 per cent respectively. Kisumu and Kakamega counties share 83.1 per cent while Mombasa has 85.8 (MOE, 2018). The county has 1,510 Early Childhood Development (ECD) Centres with a total enrolment of 41,820 composed of 21,922 boys and 19,898 girls. There is a high retention rate of 94.4 per cent and average of two years of attendance. There are 1315 teachers translating into a teacher pupil ratio is 1:25. The illiteracy rate in the county is 22.41 per cent against the national level of 28.59 per cent and considered low compared to other counties such as Nairobi, and Machakos.

3.4 Target Population

The target population comprised of head teachers, pre-school teachers and the ECDE ward coordinator in Wote Zone, Makueni County. The zone has a total of 32 public pre-schools, 32 head teachers, 64 pre-schools teachers and one ECDE ward coordinator representing the zone. The teachers are the custodians and facilitators of the teaching process. Head teachers are the internal supervisors of teaching and the ECDE ward coordinator is responsible for coordinating activities in pre-schools and guiding teachers professionally in the zone.

3.5 Sampling Techniques and Sample size.

The county was purposively selected because it is one of the counties with low basic literacy level country wide. The Sub-County has the least basic literacy level and being the largest sub county. Simple random sampling technique was employed to select 11 pre-schools for the study. Purposive sampling technique was used to select 22 pre-school teachers, 11 head teachers and 1 ECDE zone coordinator. The method was appropriate since the participants dealt directly with the teaching learning process in the pre-schools

therefore they would provide the information needed for the study. The study employed a 30% of the entire study population to calculate sample size for the study as recommended by Mugenda and Mugenda (2008). The sample frame is given in Table 3.1 below.

Table 3.1: ***Sample Size***

Category	**Population**	**Sample**	**Percentage**
Pre- schools	32	11	34%
Head teachers	32	11	34%
Pre-school teachers	64	22	34%
ECDE Zone coordinator	1	1	100%

Source: Author (2018)

3.6. Data Collection Instruments

Data was collected using two kinds of instrument; Questionnaires and interview schedules.

3.6.1 Questionnaires for Teachers

Questionnaires were used to collect data from pre-school teachers. According to Creswell (2012), a questionnaire consists of questions items that guide in data collection from selected respondents. The questionnaires had three sections with closed-ended and open ended questions. In section A, teachers provided information about the professional qualification, work experience and enrolment of the pupils. Section B contain items on teaching methods and Section C contained items on instructional resources use by pre-school teachers in teaching basic literacy skills in pre-schools as can be seen in Appendix

II. The use of questionnaires has several benefits especially due to the fact it allowed standardized collection of data.

3.6.2. Interview Schedule

The study relied on the use of interview schedule in collecting information from the head teachers and the ECDE Zone coordinators. According to Kothari (2012), interview schedule allows the researcher to clarify questions and probe for answers hence are more flexible compared to other methods of data collection like the use of questionnaires. It also allows collection of in-depth data on the issue being studied. It included questions on work experience of the headteachers and ECDE Zone coordinator. The interview schedule is presented in the Appendix III.

3.7 Pilot Study

A pilot study was conducted before the main study. This helped to establish the reliability and validity of the instruments. Participants were selected using purposive sampling from three pre-schools in Wote Zone which were excluded from the main study. The participants were 3 head teachers and 6 pre-school teachers. The researcher administered the instrument personally. The researcher checked for any inconsistencies in the items ability to collect the intended information. The irrelevant items were removed or replaced. The internal consistency of the instrument was calculated with the help of Statistical Package for Social Sciences (SPSS) version 20.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity of the Instruments.

The study ensured that all the variables and objectives of the study are covered in the instrument items. Views of pre-schools teachers from three pilot schools were sought to ensure that valid and reliable instruments were administered. To ensure content validity of the instruments, they were reviewed by the study supervisors from St. Paul's University and other experts in early childhood education. The content validity of the research questionnaires and interview guide was ensured by restricting the items to the study variables. Further, content validity was verified through expert opinions from supervisors who reviewed the instrument and guided on development of the instruments. With the help the supervisors and other experts in the field of early childhood education who are education officers in the zone of study, which assisted the researcher to avoid response set distortion of data and subjectivity of responses.

3.8.2 Reliability

Split- half method was used to test the reliability of the questionnaire. The data from the pilot study was coded and entered into the computer SPSS and used to calculate the internal consistency reliability of the instrument. The internal consistency was calculated using Cronbach's alpha, which is a model of internal consistency (repeatability) based on the average inter-item correlation ranging from 0 to +1. Its coefficient measures how well items in the instrument are positively correlated to one another. The closer the estimated Cronbach's alpha coefficient to 1, the higher the internal reliability of the instrument. According to the guidelines provided by Devellis (2011) an alpha coefficient above 0.7 is

acceptable. The items making up the questionnaire in the pilot study produced an average alpha of 0.82 and this was considered satisfactory since it was above 0.7.

3.9 Data Collection Procedures

The study sought for clearance from the board of post graduate studies at St. Paul's University before seeking a research permit from the National Commission for Science and Technology and Innovation (NACOSTI). The researcher further sought for clearance from Makueni County Director of Education and Makueni County Commissioner. There were two data collection sessions; the first included pre-testing the tools and the second one from the main study. The tools were tested in three schools in Wote zone, Makueni County which were not considered in the main study. Data collection for the main study was carried out after the study ascertained the administration and reliability of the research tools.

The researcher visited the sampled schools and talked to the head teachers. The head teachers in turn introduced the researcher to the pre-school teachers. The researcher explained to the teachers the purpose of the study after which the researcher administered the questionnaires. The teachers were to complete the questionnaire in 30 minutes after which the researcher collected them. The researcher used four days in collecting data from the selected teachers for 30 min each. Two teachers were however not available for administration of the questionnaire. The interview for the head teachers and ECDE zone coordinator was done by the researcher on different days.

3.10 Data analysis and Presentation

Data gathered from the three groups of respondents was sorted, organized and coded for analysis. A Statistical Package for Social Science (SPSS) software Version 20 was used to analyze the data through use of frequency and percentages. The findings were summarized and presented using tables.

3.11 Ethical Considerations

To ensure ethical consideration during this study, the researcher sought consent from the board of post graduate studies at St. Paul's University after defending the proposal. The researcher also asked for consent from NACOSTI which issued a research permit. In addition, the researcher asked for permission from Makueni County Director of Education and Makueni County Commissioner to access schools in Wote Zone.

In every school that the researcher visited, permission was requested from the head teachers before administration of tools. Informed consent is one of the major ethical issues in conducting research (Fouka & Mantzorom, 2011). According to Rensnik (2011), informed consent helps individual to make informed decision in order to participate voluntarily by having informed on possible risks and benefits of the research. The names of the participating schools and the individual participants remained anonymous to protect their identity. The data collected was treated with confidentially. Fouka & Mantzorom (2011) notes that the issue of confidentially and anonymity is closely linked with the right of dignity and fidelity.

CHAPTER FOUR
RESEARCH FINDINGS, INTERPRETATIONS AND DISCUSSION.

4.1 Introduction.

This chapter covers research findings, interpretation and discussion of the findings. References to discussion in the literature review were done in relation to the findings of the study. Both quantitative and qualitative methods were used to analyze data. The data is presented and discussed in according to the objectives of the study.

4.2. Return Rate of Data Collection Instruments.

The study utilized two data collection instruments; questionnaires for pre-school teachers, interview schedules for head teachers and ECDE Zone coordinator. The study sampled 22 pre-school teachers out of 64 pre-school teachers in Wote Zone. 11 Head teachers out of 32 were selected for interviewing. The study also considered information from one ECDE Zone coordinator. Most respondents were cooperative and all the head teachers and the ECDE Zone coordinator were interviewed. Therefore, the study attained a high return rate. Table 4.1 presents the questionnaire return rate.

Table 4.1: Questionnaire Return Rate.

Instrument	Number issued	Number returned	Percentage (%)
Questionnaire for pre- school teachers	22	20	90.9%
Total	**22**	**20**	**90.9%**

Source: Author (2018).

Table 4.1 shows response rate of the questionnaire tool was 20 (90.9%). This was attributed to absence of two pre-school teachers during the duration of data collection.

The 90.9% return rate was considered adequate in providing valid and reliable information. Out of 11 head teachers, six (6) were available for interviews. The ECDE Zone coordinator was also available to provide more insight on how instructional resources and teaching methods affect teaching and learning in ECD Centers in Wote Zone, Makueni County, Kenya.

4.3. Demographic Information of Respondents.

This section describes demographic information of the respondents. The demographic information of the pre-school teachers, head teachers and ECDE Zone coordinator includes the, professional qualification of pre-school teachers, working experience of the pre-school teachers, head teacher and ECDE Zone coordinator and the enrolment of the pupils. The findings are presented in tables 4.2 and 4.3.

4.3.1. Professional Qualification of Pre-school Teachers.

Table 4.2 presents the summary of the distribution of the professional qualification of pre-school teachers.

Table 4.2: Professional Qualification of Pre-school Teachers.

Educational level	Frequency	Percentage
Masters	0	0%
Degree	2	10%
Diploma	5	25%
ECDE certificate	11	55%
O'level	2	10%
Total	**20**	**100%**

Table 4.2 shows that majority of the pre-school teachers are qualified to teach in pre-schools since (90%) are trained at either ECDE certificate, diploma or degree level. Only 10% represented by two teachers who were not trained to teach in ECDE centres. Trained teachers are equipped with the theory and practice of teaching thus it was expected that they would use appropriate teaching methods and instructional resources in teaching basic literacy skills.

4.3.2. Pre-school Teachers', Head Teachers' and ECDE Zone Coordinator Years of Work Experience.

Table 4.3 presents the years of work experience for pre-school teachers, head teachers and the ECDE Zone coordinator.

Table 4.3: Years of Work Experience

Experience in years	**Pre- school teachers**		**Head teachers**		**ECDE Zone coordinator**	
	F	**%**	**F**	**%**	**f**	**%**
Below 1 year	1	5%	0	0%		
1-5	5	25%	0	0%		
6-10	8	40%	2	18.2%	1	100%
11-15	2	10%	6	54.5%		
16-20	1	5%	2	18.2%		
21 and above	3	15%	1	9.1%		
Total	**20**	**100%**	**11**	**100%**	**1**	**100%**

Table 4.3 shows that majority 40% of the pre-school teachers had work experience of 6-10 years, 25% had an experience of 5-10 years, 15% had an experience of 21 and above years, 10% had an experience of 1-5 years while 5% had less than one year teaching experience. Most head teachers represented by 54.5% had work experience of 11-15 years, 18.2% had an experience of 16-20 years, 18.2% had an experience of 1-5 years,

and 9.1% of head teacher had an experience of 21 and above years. The ECDE Zone coordinator had a work experience of 6-10 years. Based on these findings, it is evident that majority of the pre-school teachers and head teachers had enough experience and knowledge regarding teaching methods and instructional resources used in teaching basic literacy skills in English language. The findings also showed that the ECDE Zone coordinator had adequate experience on teachers' teaching methods and teaching resources and is able to advice pre-school teachers and head teachers on the suitable teaching methods and instructional resources that can be used to teach basic literacy skills in pre- schools.

4.3.3. Pupils' Enrolment.

The study enquired on the number of pupils in the sampled pre-schools since enrolment affects teaching methods employed by teachers and instructional resources used.

Table 4.4 presents distribution of pupils' enrolment.

Table 4.4: Distribution of Pupils' Enrolment.

No. of pupils	Frequency (f)	Percentage (%)
10-20	1	9%
21-30	2	18.2%
31-40	3	27.3%
41-50	5	45.5%
51 and above	0	0%
Total	**11**	**100%**

Table 4.4 showed that majority of the sampled pre-schools represented by 45.5% had high enrolment of between 41-50 pupils, 27.3% had enrolment of 31-40 pupils, and

18.2% had an enrolment of 21-30 pupils while the remaining pre-schools (9%) had an enrolment of 10-20 pupils. There is no pre-school that had an enrolment of 51 and above. According to the current study it is evident that, the enrolment of the pupils in the pre-schools is high above 25 children which is the class size recommended by the Ministry of Education.

4.3.4 Criteria Pre-school Teachers Use to Arrange Pupils in Class.

The study also found it necessary to ask the criteria pre-school teachers used to arrange pupils in the classroom. This is because the physical set-up of chairs and tables in classroom can significantly influence the pupils' learning. Table 4.5 below presents the findings;

Table 4.5*:* Arrangement Criteria in Pre-schools.

Response	Frequency	Percentage
In groups	9	45%
Not in groups	0	0%
Ability grouping	5	25%
Interest grouping	3	15%
Others	3	15%
Total	**20**	**100%**

According to the table 4.5 above, 45% pre-school teachers disclosed that they arranged children in groups, 25% used ability grouping and 15% of teachers used interest based arrangement. In most pre-schools in Kenya, it is standard practice for children to sit around in grouped tables which often consist of four to six children or more depending on availability and number of pupils. The rationale behind this sitting arrangement is that it is possible for teachers to adjust their teaching depending on the needs of the individuals within the group to greater extent as opposed to when working with the class as a whole. This arrangement also ensures that all children have a reasonable amount of direct contact with their teachers. Group sitting arrangement makes it easier for the teacher to organise for group activities and encourages sharing of instructional resources such as in shared reading (Ford, 2012). The study therefore sought to investigate teaching methods employed by pre-school teachers for teaching basic literacy skills in English language in public pre-schools.

4.4. Teaching Methods Employed by Public Pre-schools Teachers in Wote Zone.

The pre-school teachers were asked to indicate teaching methods they employ in teaching and learning of basic literacy skills in English language in public pre-schools. Table 4.6 presents teaching methods pre-school teachers employ in teaching basic literacy skills in English language.

Table 4.6 Teaching Methods Employed by Pre-school teachers.

Teaching Methods	Frequency (f)	Percentages (%)
Group work	12	60%
Play	5	25%
Phonic method	16	80%
Look and say method	9	45%
Singing games	20	100%
Role play	15	75%
Rhymes and poems	14	70%
Tracing Letters	17	85%

The findings in Table 4.6 above reveal that majority of teachers used more than one method. All teachers indicated that they used singing games to teach basic literacy skills in English language. In addition, 85% of teachers use tracing letters, 80% used phonic method, 75% use role play, 70% use Rhymes and poems, 60% used group work, 45% use look and say method while 25% indicated that they use play. This implies that public pre-school teachers are aware of the different teaching methods used in teaching basic literacy skills in English language. The results were supported by head teachers on their responses on what they assess the ECD teachers on as indicated:

"I assess teacher's responsible for teaching literacy (English) on whether she or he is using the various teaching methods as indicated in lesson plan" H1.

"I assess teacher's responsible for teaching literacy (English) on whether she or he is using appropriate teaching methods and whether the teachers is using appropriate instruction resources" H2.

"I evaluate teacher's teaching methods and teaching resources being used in teaching and learning in ECD centers" H3.

The results were further supported by ECD coordinator who indicated "

> "*I assess literacy teachers are assessed on teaching methods that the teachers applied and the reaching resources the teachers uses in delivery as instructional resources and method of teaching play a critical role in learning in ECD centers. Teaching methods and adequate teaching resources make learning easy, arouse interest in learners, facilitate understanding and enhance interaction in class" ECDC"*

This clearly indicated that pre-school teachers were using different instructional method in teaching in classes and improve basic learning literacy. The findings concurred with Birsh, (2011) that use of phonological awareness, letter knowledge, handwriting, phonics, fluency, spelling, comprehension promote and motivate teachers to use multi sensory learning approaches to improve language skills for learners . The results is also supported by Zigler, Singer and Bishop-Josef (2004) that used of role play has been documented to be important for both cognitive and social development, they reported that role play is crucial in helping children to learn basic literacy skills.

The study further asked how often learners were involved in the basic literacy skills teaching methods. Table 4.7 summarizes the findings.

Table 4.7: How Often Teachers Involve Pupils in the Teaching Methods.

Responses	**Always**		**Often**		**Rarely**	
	f	**%**	**f**	**%**	**f**	**%**
Singing games	2	10%	16	80%	2	10%
Rhymes and poems	3	15%	12	60%	5	25%
Role play	4	20%	11	55%	5	25%
Phonic method	5	25%	13	65 %	2	10%
Play	1	5%	6	30 %	13	65 %
Group work	6	30%	7	35 %	7	35%

From the findings displayed in Table 4.7 above, it emerged that teachers usually involved their pupils in learning activities though the level of involvement depends on activities. For instance, 30% always involved learners in group work, 25% in phonic method, 20%) in role play, 15%) in Rhymes and poems, 10% in singing games and 5% in play. About 80% of the teacher stated that they often involve learners in singing games, 65% involved learners in phonic method, 60% in rhymes and poems, 55% involved learners in role play, 35% in group work and 30% in play. However, 65%) of the pre-school teachers disclosed that they rarely involve learners in play, other activities in which the learners are rarely involved included group work 35%, role play, rhymes and poems 25%, singing game and phonic method 10% respectively. This shows that pre-school teachers involved learners to some extent in different teaching methods when teaching basic literacy skills

in English language. However the emerging trend is that most teachers did not encourage full participation of learners in all learning activities which limits the effectiveness of teaching and learning of basic literacy skills in English language. The findings support Osman (2013) language proficiency has a correlation with the choice of learning strategies and that Students' homework is effectively done when teaching resource are effectively applied and benefited from the group work, the scaffolding received and from the learning strategies instruction

The researcher further probed on how the pre-school teachers catered for the individual differences in their classes. The following are some of their responses.

> *"In order to cater for individual differences during English language lesson, I usually give the pupils simple activities'' H1.*
>
> *"In most cases, I use peer teaching."H2.*
>
> *"To cater for individual differences, I generally give the pupils remedial teaching especially early in the morning or after lessons."H3*
>
> *"Planning English activities according to pupils' ability and having extension activities."H4*

Further results supported by ECD coordinators on whether ECD teachers who teaches literacy skills in English attended service training to improve on their skills or general delivery whose response was :

> *"Teachers attend service training programmes and seminars on rare occasions and this could contribute to teachers not renewing teaching styles and methods affecting delivery during teaching" ECDC*

The above responses show that teachers cater for individual differences in different ways. The study findings show that teachers do vary their teaching methods and instructional resources in the teaching process. It is also evident that pre-school teachers do not have adequate individualized programmes for learners with the individual differences. Instructional resources affect teaching and learning on basic literacy skills in English language. The finding were similar to results by Likoko, Mutsoto and Nasongo (2013) that utilization of instructional resources such as limited to textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorder improve learning ability among learning in pre-schools.

4.5: Instructional Resources Used in the Public Pre-schools on Teaching and Learning of Basic Literacy Skills in English Language.

Pre-school teachers were asked information on the instructional resources used in their school. The teachers were asked whether they use charts, writing materials, paper suppliers, audio-visual materials, electronic instructional materials and posters. In addition, they gave information regarding adequacy of the resources in relation to the number of children in the classroom. Table 4.8 below summarizes the findings.

Table 4.8*Instructional Resources Used by Teachers.*

Instructional resources	**Frequency (f)**	**Percentage (%)**	**Adequacy of resources by coordinators**
Charts	13	65%	Inadequate
Writing materials	3	15%	Inadequate
Online resources	0	0%	Not available
Electronic media	0	0%	Not available
Posters	1	5%	Inadequate
Flash cards	3	15%	Inadequate
Total	**20**	**100%**	

Table 4.8 shows that in Wote zone, 65% of pre-school teachers used charts, 15% use writing materials, 15% use flash cards, 5% use posters, while none of the teachers used online-resources and electronic media. This indicates that, pre-school teachers are not conversant with the modern technology and perhaps some of the instructional resources are not available in their pre-schools. From the table it is also clear that all the instructional resources were inadequate in relation to the number of children in the classrooms. Online resources and electronic media were not available in any of the pre-schools. Inadequacy of instructional resources has negative effect on the effectiveness of teaching basic literacy skills in English language. The results were supported by Marima (2016) that instructional resources were unavailable such as electronic resources and online hindering effecting learning and application of teaching methods.

The study also sought the opinion of teachers on how often the pre-school teachers use instructional resources. Their responses are shown in table 4.9 below.

Table 4.9: How Often Teachers use Instructional Resources.

	Always		Sometimes		Never	
Resources	**f**	**%**	**f**	**%**	**f**	**%**
Charts	18	90%	2	10%	0	0%
Chalkboard	20	100%	0	0%	0	0%
Pictures	4	20%	6	40%	10	50%
Realia	5	25%	12	60%	3	15%
Electronic media	0	0%	0	0%	20	100%
Flash cards	5	25%	15	75%	5	25%
Online resources	0	0%	0	0%	20	100%
Posters	0	0%	3	15%	17	85%

According to Table 4.9 all pre-school teachers who participated in the study indicated that they used the chalkboard, 90% used charts, 25% used realia and flash cards, and 20% used pictures always. The table also shows that 75% of the teachers used flash cards sometimes, 60% use real objects, 40% use pictures and 15% use posters sometimes. However, some teachers indicated that they never used particular instructional resources as follows; online resources, electronic media, posters, pictures, flashcards and realia. This was attributed to unavailability and inadequacy of the instructional resources in the schools. The results were supported by head teacher interviewees who offer responses demonstrating inadequacy of teaching resources:

"*Teachers have to use scarce teaching material available to them, I have use all support I have to help but still experience insufficient resources for teaching*" H2

"The inadequacy of teachings aids is experience in our schools making it hard for pupils to grasp what the teachers is teaching in class" H3

" My ECD center experience inadequacy in teaching resources such as science kits, text book and others making it hard for teachers to deliver as expected" H4.

‘ I experience lack of sufficient teaching aids as my teachers were not able to access teaching aids such as audio and audiovisual teaching materials” H8

The finding were further supported by response from ECD coordinators during checking for the evidence use of different learning resources varied teaching methods sitting arrangement and teaching tasks in lesson plans.

“Teachers use common instructional resources such as charts, paper cuts as evident of limited instructional resources our teachers access to” ECDC1

This demonstrated that inadequacy of instructional resources affect teaching and learning in ECD centers. The results concurred with Mwangi (2009) that in preschools and ECD centers teachers experience inadequacy of teaching aids such as use concrete materials/objects such as sticks, stones making mental representations of the skills and concepts learnt during learning difficult. Further, Okwara (2009) noted that availability of essential instructional resources is a condition ideal for effective teaching of reading skills. They argued that when instructional resources are inadequate in numbers, it generates enormous reading problems. Therefore, it is important for the teachers of English language to make instructional resources an integral part of their instructional process. The resulted were also supported by Lindsay and Knight (2006) and Ambuko (2013) that availability of reading resources is a crucial aspect that improves English language learning in preschools. The results were also supported by Wangila (2017) that challenges facing the implementation of early childhood development and education policy in Bungoma County, Kenya were inadequacy of teaching and learning resources which was to blame for poor performance in basic literacy skills in English language

The study also enquired from the pre-school teachers other relevant instructional resources available for teaching basic literacy skills in English language in their class. Table 4.10 shows the teachers responses.

Table 4.10: Other Relevant Instructional Resources used by Teachers.

Responses	Frequency (f)	Percentage (%)
Letter cut outs	8	40 %
Pictures	12	60%
Modeling clay	5	25%

Table 4.10 above shows that pre-school teachers use other instructional resources. All teachers used crayons and pencils, while 12(60%), 8(40%) and 5(25%) indicated that they use pictures, letter cutouts and clay respectively. The instructional resources indicate by the teachers were few. This implies that pre-school teachers are not aware of more and suitable instructional resources for teaching basic literacy skills in English language.

4.7 Inferential analysis

Inferential analysis was done to determine the relationship between Teaching Methods and Instructional Resources and dependent variable Teaching and Learning of Basic Literacy Skills in English Language. Pearson rank Correlation Analysis was done and results presented on Table 4.11.

Table 4.1 Correlation Matrix Analysis

		Basic Literacy
Teaching Methods	Pearson Correlation	0.791(*)
	Sig. (2-tailed)	0.02
	N	20
Instructional Resources	Pearson Correlation	0.759(*)
	Sig. (2-tailed)	0.0011
	N	20

* * Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed).

The study found that there existed a significant, strong and positive correlation r= 0.791) between teaching method used and Basic Literacy in preschool in Wote Zone. The correlation was statistically significant P=0.004<0.05 at 95% confidence level. The results concurred with In another study, Idogo (2011) that type of teaching methods adopted for pupils significantly influence the learning of basic literacy skills in English language, that verbal abilities of learners are also influenced by the type of instructional methods a teacher adopts and that reading is an active process; therefore teachers should actively involve learners in reading activities. Idogo also found that instructional methods significantly influence students' achievement in reading. Findings revealed that students actively involved in reading in the classroom gain pleasure and knowledge from written texts and record higher reading achievement compared to those where the teacher does not involve his or her students in class activities.

The correlation results also indicated tht existed a significant, strong, positive correlation r= 0.759 between instructional resources used and Basic Literacy in preschools in Wote Zone. The correlation was statistically significant P=0.0011<0.05 at 95% confidence level. This clearly indicated that basic literancy can significantly be improve with adeuate and sufficient resources avaialble. This is supported by Ngeru, (2015) that when instructional resources are available, the teachers 'work is made easier for he/she can select what he/she requires from the available materials. This indicated that provides the teacher with time to then show how to use the available resources effectively. This shows that for teachers to create an acceptable context in the classroom, instructional resources must be made available

4.6 Summary of the Chapter

This chapter presented the results and discussion of the findings. This was based on the objectives and research questions. The findings were link the existing literature review in an view to concurred or contradict the existing empirical studies. Research findings, interpretation and discussion of the findings. References to discussion in the literature review were done in relation to the findings of the study. Both descriptive and qualitative analysis were used to analyze data. The data is presented and discussed in according to the objectives of the study.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary, conclusions and recommendations. Presentation of the findings was guided by the study objectives.

5.2 Summary

The study found that there existed a significant, strong and positive correlation between teaching method used and Basic Literacy in preschool in Wote Zone. In order to address this objective, the study enquired on the enrollment rates of the pupils in the pre-schools and sitting arrangement in their respective classes. All these had some influence on teaching methods employed by the pre-school teachers. The study further established that singing games were the most common teaching activity as reported by all the respondent pre-school teachers singing games, tracing letters, phonic method, role play, rhymes and poems were found to be the most favoured teaching methods. Type of teaching methods adopted for pupils significantly influence the learning of basic literacy skills in English language, that verbal abilities of learners are also influenced by the type of instructional methods a teacher adopts and that reading is an active process; therefore teachers should actively involve learners in reading activities. The study also established that most of the teachers always involve learners in activities such as group work, phonic method, role play, rhymes and poems. Some of them, about the pre-school teachers stated that they often involve learners in singing games, phonic method, rhymes and poems and role play.

The study established that basic literancy can significantly be improved with adeuate and sufficient resources avaialble. Iinstructional resources are available, the teachers ‘work is

made easier for he/she can select what he/she requires from the available materials. This indicated that provides the teacher with time to then show how to use the available resources effectively. This shows that for teachers to create an acceptable context in the classroom, instructional resources must be made available. Thus more interactive methods that are child-centred would be more appropriate in the learning process.

5.3 Conclusions

The study concludes that teachers used various methods of arranging learners in the classroom when teaching basic literacy skills in pre-schools. However, groups were commonly used which is highly recommended to encourage learners to participate in group activities such as shared reading, discussions, storytelling and word games. The study also concludes that the most commonly used teaching methods for basic literacy skills in Wote Zone, Makueni County are singing games, tracing letters, phonic method, role play, rhymes and poems. The results of this study provide evidence that at the pre-school level instructional resources are available though inadequate. Chalkboards, charts and flash cards are the most available and used instructional resources for teaching basic literacy skills in English language in Wote zone, Makueni County. Other common instructional resources include realia, crayons, pencils and letter cut-outs. The least available and not commonly used instructional resources are posters, electronic media and online resources. The study concluded that pre-school teachers may not be conversant with modern technology and thus the electronic media, online resources and posters are not available in their schools.

5.4 Recommendations

In light of the above findings and conclusions, the study makes the following recommendations:

There is need for teachers to provide varieties of instructional resources to enhance learning activities and learning. The findings of this study may be useful to the Ministry of Education, County department of Education, teachers, pre-school children and to research. The ministry may be able to put in place policies and recommend practices in the learning process so as to increase overall facilitation and achievement in basic literacy skills in English language. In addition, teachers could also strategically change their arrangements during class to suit shifting learning goals. In view of the number of children in the class which exceeds the recommended size, the government should strive to achieve the recommended class sizes in all public pre-schools. The teachers should also vary their teaching methodology in order to suit the pupils' learning needs and experience through their own creation of learning materials.

It is highly essential to provide adequate and varied instructional resources for teaching English reading skills at pre-school level. The county governments may realize the importance of use of appropriate teaching learning resources. This may help to increase basic literacy skills which are also related to improved performance in other subject areas. Electronic media, posters and online resources can be used to enhance teaching and learning of basic literacy skills in English language. There is also need for head teachers and the ECDE Zone coordinator to supervise and direct teachers to select and use appropriate instructional materials that improve or better the pupils' acquisition of basic literacy skills in English language. This is supported by Kibet (2016) that the pre-school

centers be adequately equipped with instructional resources and teachers to undergo in-service training. The study was informative and provided useful background information to the present study.

Pre- school teachers can also improvise teaching learning resources from locally available materials. Improvised materials are more cost effective and fit well in the culture of the learners. Learning resources can be improvised using sticks, paper, cartons, cardboards, leaves and other materials available in the immediate environment. Use of instructional materials that are familiar to the learner capture the interest and curiosity of the learners hence making learning more effective. This concurred with Koech (2017) that use of availability of instructional resources and careful selection of such resources to ensure effective teaching and learning in pre-schools

There is need to encourage teachers to attend in-service training regularly which are important in teaching and learning of basic literacy skills in English language. The ECDE zone coordinator should regularly organize for in-service training workshops to ensure pre-school teachers are aware of the current teaching methods for teaching basic literacy skills in English language. This will keep the teacher informed and remain professionally relevant. Perhaps, there could be some incentives attached so that more teachers can be motivated to attend the training.

5.5 Suggestions for Further Research

The scope of the study was to investigate teaching methods employed by pre-school teachers, instructional resources used affecting teaching and learning of basic literacy

skills in English language in public pre-schools in Wote Zone, Makueni County. The researcher suggests that:

i. The same study could be carried out in a different locality using different research tools to verify the findings of the present study. This may help in standardizing teaching method and instructional resources in all pre-schools in Kenya.
ii. Future research could also focus on the influence of pupils' socio-economic background on acquisition of English language skills.
iii. Researchers can also explore the use of technology in teaching of basic literacy skills in English language.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Sharon Kanini Ntheketha

St. Paul's University

Department of Post Graduate in Education

Private Bag-Limuru

Dear Sir/Madam,

RE: MASTERS IN EDUCATION

I am a student at St. Paul's University. As a requirement for the award of a master Degree, I am carrying out a study on instructional methods and resources used in teaching basic literacy skills in public pre-schools in Wote Division, Makueni County, Kenya. I would be glad if you allow your school to participate in this study.

The respondents will remain anonymous and the information obtained from them will be kept confidential and no individual school names will be disclosed after completion of the work.

Thank you in advance.

Yours Faithfully

Sharon K. Ntheketha

APPENDIX II

QUESTIONNAIRES FOR TEACHERS.

This questionnaire schedule is about teaching methods, resources and teacher factors in learning of basic literacy skills in public pre-school in Wote Division, Makueni County. Kindly respond to the items in this questionnaire with honesty in order to facilitate the study. Your identity and the information will be treated with confidentiality and will be used solely for this study.

SECTION I: DEMOGRAPHIC INFORMATION

1. What is your professional qualification?

Masters [ ] Degree [ ] Diploma [ ] ECDE certificate [ ]

Any others please specify ……..

2.Years of experience in teaching Language

1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16-20 years [ ]

21 and above [ ]

3. What is the pupil's enrollment in your class?

10 to 20 [ ] 21 to 3 [ ] 31 to 40 [ ] 41 to 50 [ ] 50 and above [ ]

SECTION A: TEACHING METHODS.

4. There are different methods of teaching in preschool. Which of the following methods do you use in your class?

i. Group work [ ]

ii. Play [ ]

iii. Phonic method [ ]

iv. Look and Say method [ ]

v. Singing games [ ]

vi. Role play [ ]

vii. Rhymes and poems [ ]

viii. Tracing letters [ ]

5. How often do you use the following teaching methods? Kindly tick where applicable.

Methods	**Always**	**Often**	**Rarely**
Singing games			
Rhymes and poems			
Role play			
Phonic method			
Play			
Group work			

6. How do you cater for individual differences in your class?……

……

……

7. What criteria have you used to arrange the children in class?…….....

. …….

SECTION B: INSTRUCTIONAL RESOURCES.

8. Pre-school teachers use different instructional resources in their classes. Which of the following instructional resources do you use? Kindly put a tick where applicable.

i. Charts [ ]

ii. Writing materials [ ]

iii. Online resources [ ]

iv. Electronic media [ ]

v. Posters [ ]

vi. Flash cards [ ]

9. How often do you use the following instructional resources? Kindly put a tick where applicable.

Instructional resources	Always	Sometimes	Never
Charts			
Chalkboard			
Pictures			
Realia			
Electronic media			
Flash cards			
Online resources			
Posters			

10. Which other relevant instructional resources are available for teaching basic literacy skills in English language in your class?

……

……

THANK YOU FOR YOUR COOPERATION!

APPENDIX III
INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. How many years have you been a head teacher?

2. Briefly explain how you assess the teachers responsible for literacy are actually doing it

3. Which teachers' practices; if any' hinder teaching and learning of basic literacy skills in English language in your school?

4. Briefly, from your own opinion' which teachers aspects affect teaching and learning of basic literacy skills in English language in pre-school?

APPENDIX IV

INTERVIEW SCHEDULE FOR THE ECDE ZONE COORDINATOR

1. For how long have you been in the current post?

2. How do you assess that the teacher's responsible for teaching literacy (English) are actually doing it?

3. How often do the teachers in charge of teaching literacy skills (English) attend in service training or seminars to improve their knowledge, skills or general service delivery?

4. During the assessment of teachers, have you been checking for the evidence use of different learning resources varied teaching methods, sitting arrangement and teaching tasks in lesson plans?

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
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(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

12th March 2018

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

Re: Recommendation for Sharon Kanini Ntheketha to conduct a Master of Education in Early Childhood Education (MECS) research.

This letter confirms the above named person is a second (final) year student of the MECS Programme at St. Paul's University.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is *'Classroom based factors affecting achievement of basic literacy skills in English language in public pre-primary schools in Wote division'.*

The research will take place from March 2018 to May 2018.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No. **NACOSTI/P/18/98028/22060**

Date: **9th April, 2018**

Sharon Kanini Ntheketha
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Classroom based factors affecting achievement of basic literacy skills in english language in public Pre-Primary Schools in Wote Division Makueni County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **9th April, 2019.**

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

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

THIS IS TO CERTIFY THAT:
MS. SHARON KANINI NTHEKETHA
of ST. PAULS UNIVERSITY, 41-90300
MAKUENI,has been permitted to
conduct research in *Makueni County*

on the topic: *CLASSROOM BASED FACTORS AFFECTING ACHIEVEMENT OF BASIC LITERACY SKILLS IN ENGLISH LANGUAGE IN PUBLIC PRE-PRIMARY SCHOOLS IN WOTE DIVISION MAKUENI COUNTY KENYA*

for the period ending:
9th April,2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/98028/22060
Date Of Issue : 9th April,2018
Fee Recieved :Ksh 1000



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

REPUBLIC OF KENYA

Tel: .....
Fax: .....
Email:cdemakueni@gmail.com
When replying please quote



County Director of Education Office,
P.O. Box 41,
MAKUENI.

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

MKN/C/ED /5/33 / VOL II /83 **23rd April, 2018**

Sharon Kanini Ntheketha
St.Pauls University
P.O BOX Private Bag-00217
Limuru.

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION Sharon Kanini Ntheketha

This is to confirm to you that Sharon Kanini Ntheketha is a student at St. Pauls University Limuru has been allowed to carry out research as per letter dated 9th April, 2018 ref. no **NACOSTI/P/18/98028/22060** on **"Classroom based factors affecting achievement of basic literacy skills in English language in public Pre-Primary Schools in Wote Division Makueni County,"** for the Period ending 9th April, 2019.

Kindly give her all the assistance required.



Gladys Malonza
For County Director of Education
Makueni.

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone:
Fax:
Email: makuenicc@yahoo.com

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

REF: MKN/CC/ADM.6/I VOL. III (29)

Date: 23RD APRIL, 2018

Sharon Kanini Ntheketha
St. Pauls University
P.O Box Private Bag – 00217
LIMURU

RE: RESEARCH AUTHORIZATION

Reference is made to your letter **Ref: NACOSTI/P/18/98028/22060** dated **9th April,** 2018 on the above mentioned subject.

This is to confirm to you that you have been authorized to carry out research on **"Classroom based factors affecting achievement of basic literacy skills in English language in public Pre-Primary Schools in Wote Division - Makueni County, Kenya"** for a period ending **9th March, 2019**.

Kindly give her all the necessary assistance required.

By copy of this letter to the Deputy County Commissioner – Makueni Sub County.

COUNTY COMMISSIONER MAKUENI COUNTY 23 APR 2018

FLORENCE OBUNGA
FOR: COUNTY COMMISSIONER
MAKUENI COUNTY

CC

The Deputy County Commissioner
MAKUENI SUB COUNTY