INFLUENCE OF LEARNING ENVIRONMENT ON LEARNERS' LITERACY OUTCOMES IN EARLY YEARS OF EDUCATION IN BUNGOMA CENTRAL SUB- COUNTY, KENYA.

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Early Childhood Education of Masinde Muliro University of Science and Technology

June ,2024

DECLARATION

This Research thesis paper is my original work prepared with no other than the indicated source, support, and has not been presented for a degree in any other University or any other examination.

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EDH/G/01-52441/2018

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a research thesis titled "**Influence of Learning environment on learners' literacy outcomes in Early years of Education in Kenya.**"

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DEDICATION

I dedicate this research thesis to my late father for his inspiration and support in my upbringing. I also dedicate it to my children for their emotional support and sacrifice they have made during my studies, not forgetting their tolerance in hard times I could not share with them.

ACKOWLEDGEMENTS

ABSTRACT

Teachers efforts coupled with stimulative learning environment has a high influence on academic achievement in education for learners in primary schools. This academic achievement is imperative for learners in early years of education because it lays the foundation for later education success. Learners in schools in early years of Education in Bungoma central experience low literacy achievement which in turn affects their academic progression. Factors such as social economic status, language of instruction and Learning resources have been documented in the previous literature.These were some of the determinants of levels of environmental factors that influenced literacy outcomes in learners of early years programmes.The purpose of this study is to investigate the influence of learning environment on learners' literacy outcomes in early year's of Education in Bungoma Central Sub-County Kenya. The objectives of the study were: to establish the influence of teacher characteristics on learners' literacy outcomes in Early year's of Education in Bungoma Central Sub County, Kenya , determine the influence of physical design of the classroom on learners. literacy outcomes ,examine the influence of supportive learning variables on learners' literacy outcomes and find out the influence of teacher's perception of parents involvement and engagement on learner's literacy outcomes. Optimizing descriptive cross-sectional survey design is used to measure influence of learning environment while criterian test measured Grade three learners' literacy acquisition.The study employed mixed approaches. The target population was 4615 respondents ,drawn from 72 public primary schools that where selected using simple random sampling technique. The sample size consisted of 97 respondents consisting of 48 learners of grade three, 24 Grade three teachers, 12 head teachers, 12 Grade three parent representative and one Sub County Education Officer of TSC. This sample size was obtained using simple random sampling technique. Questionnaire,semi- structured interviews and observation were used for data collection. Validitiy of the questionnaires and interview schedule were ascertained through expert judgement of lecturers in the Department. To ensure reliability of the questionnaire and criterian test the instruments were pilot tested in schools not included in the study. Their responses were subjected to Cronbach's Apha Coefficient reliability test which is established by test retest set at > 0.7 which yielded a value of 0.801. The quantitative data was analyzed using descriptive statistics consisting of frequencies, mean, percentages and standard deviations while inferential statistics used Pearson product coeffecient correlation. Qualitative data was analyzed thematically by building themes which were reported. The results of the study indicated that influence of learning environment has a significant influence to learners literacy (r) of =(0.9852) p=0.015). The findings revealed that there existed a significant positive relationship between teacher characteristics on learners' literacy outcomes (r=.469, p<.05) in primary schools in Bungoma Central Sub-County. Based on the findings, the following recommendations were proffered: teachers should partake in cluster workshops both at zonal and school level, because this will improve their teacher characteristics if possible,classroom teachers should individualise teaching based on assessment results, embrace whole-class curriculum materials, and recognise individual differences in order to improve on learners' literacy achievement. These was very important because teacher characteristics and parents engagement could only be effective in a classroom that have a safe,sure and conducive learning environment.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEF	:	Basic Education Framework
CBC	:	Competency Based Curriculum
CCTV	:	Closed Circuit Television
CDF	:	County Development Fund
CSO	:	Curriculum support office
ECD	:	Early childhood Education
ECEC	:	Early childhood education and care
EGM	:	Early Grade Mathematics
FPE	;	Free Primary Education
GPA	:	Grade point average
GOK	:	Government of Kenya
ICT	:	Information Curriculum Technology
IT	:	Information technology
KIE	:	Kenya Institute of Education
KICD	:	Kenya Institute of Curriculum Development
MOE	:	Ministry of Education
MT	:	Mouth tongue
NACOSTI	:	National Commission for Science, Technology and Innovation
NCES	:	Nation center of education survey
NCTE	:	National council for Teachers' education
NRP	:	National Reading Panel
PTE	:	Primary Teacher Education
SCDE	:	Sub-County Director of Education
TPPI&E	:	Teachers' perception of parents involvement and engegement
TPAD	:	Teachers Professional Appraisal Development
TPD	;	Teacher Profession Development
USA	:	United States of America
USAID	:	United States Agency for International Development
UNESCO	:	United Nations educational, scientific and cultural Organization
WHO	**:**	World Health Organization
ZDP	:	Zone of approximal development

OPERATIONAL DEFINITION OF TERMS

Academic achievement: This refers to academic performance in various examinations which include continuous assessment tests, end term examinations, engagement in school through participation in academic activities, co-curricular activities and consultation with teachers .

Early years education : These are foundation classes of lower primary level from preschool to grade 3.The study focused on the grade three learners who participamted in the study at the age of 8-10 years

Indigenous language: refers to the language used by specified people in the area or region, also is the local language .The current study defines it as the language of the catchment area.

**Learning environment*:*   Physical component and human component of the classroom that influence the teaching and learning process of learners. Wilson (2017) defines learning environment as physical aspects of the classroom and opportunities for learners to explore and take part in learning activities .The current study defines learning environment as the factors that influence the pattern of interaction of teachers with learners and peer –peer that generates a particular atmosphere in a classroom context.

Learners Outcomes:These were the end results or what the learner is able to demonstrate upon completion of a lesson, learning area or level. The currect study defines it as results of the learning experiences in literacy skills

Literacy: ability to know how to read, write and use language proficiently. In the context of this study, literacy acquisition involves Letter sound and word recognition fluency pronunciation, independent reading and creative writing.

Language: refers to all forms of communication. This includes auditory language,such as speaking and listening as well as written language which involves c writing and reading. Language can also include body language like facial expressions c ;and other nob-verbal movements that express meaning

Literacy outcomes: These are oral language and writing skills which included listening, speaking, reading and writing skills. The study stipulates how learners demonstrate the results of literacy skills in learning process.

Lower primary level:These are the foundation grade classes in primay schools. They constists of pre primary, grade1,grade 2 and grade 3.

Motivation: was conceptualizes as an innate desire that drives individual to participate   in an activity because of the satisfaction derived from it (Theobald,2006**) ,** refers to a continuous process-driven, goal-directed action (Schunk, Pintrich, & Meece, 2000), as well as the inner state and process that prompts, directs, and sustains activities. The study, also defined as the degree to which learners 'invest attention and effort in various reading and writing tasks, which could or could not be those desire by their Teachers   of level.

 Teachers competency: relates knowledge, skills and abilities required for better a cademic performance. Also could be defined as qualities a teacher should possess which the employer should have. The study defines teacher competency as ability to apply knowledge, skills, attitudes and values to acquire literacy skills successfully

 Parents involvement and engagement: refers to the capacity of parents to get involved in activities that promote the academic performance of their learners

Influence: the capacity to have the effect on the character, behavior or development of someone. The study defines influence as indirect or intangle change in literacy development the teacher causes during interaction between teacher,learners and peers.

Impact: strong effect or influence on a situation or a person.Also it is physical force or bad role model on a person

Relationship: refers to the way in which two or more components or people were connected,in the study relationship refers to the state of connecting between learning environment and learners literacy development in the classroom context

Views:the ability to see something at a particular place or attitude. The study refers views as the teachers attitude toward seeing factors of classroom learning environment that influence learners' literacy development

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CHAPTER ONE

1.0 Introduction

This chapter deals with the introduction of factors that influence learning environment on learner's literacy outcomes in early years of educationl in Bungoma Central Sub-County, Kenya. It consists of the background of the study, statement of the problem, the purpose of the study, objectives of the study and research questions. It also covers significance of the study, limitation, delimitation and assumptions of the study. It also provides theoretical and conceptual frameworks and list of operational definition of key terms.

1.1 Background of the study

According to the International Readng Association (2019), literacy-rich classrooms influence classroom activities and set the stage for genre interactions. Literacy includes reading, writing, and language proficient (KICD, 2016). Literacy involves deciphering written codes using letters and sounds to meet the expected academic performances. Literacy teaches early learners reading and writing skills to help them excel in other classes. It aids to communication and learning. Literacy as a set of skills gives learners a head start on life skills (Altamann, 2015). Learners need litateracy skills to read, write, respond, and use written language in many contexts Rica et al,(2016).Literacy skills incuding the ability to read,write respond and use written language in several circumstances were critical for learnerts 'success Shah (2017). Teachers 'role in the learning process is critical to learners achievement and holistic development (Leyster,2020). However, the limited acquisition of literacy skills can have an influence on learners academic performance and one of the most noticeable effects is on learning environment. The learning environment means the conditions in which learning take place.Riaz et al (2018) reveal that each classroom has unique teaching –learning condition. A classroom setting has two major components, namely, physical components and human components.Physical component comprises all the

physical objects present in the classroom for example black,board ,books, furniture, computers,lighting and more others. Whereas the human components comprises of individuals :- teachers and learners in the classroom.

These generally involved the nature of interaction of teachers with learners and pere-peer as well. These pattern of interaction generated a particular atmosphere which might be called as learning condition. Riaz et al (2018) reported these as aspect as pyscho –social environment of the classroom. Further,noted that learners' academic achievement varied with learning conditions.Lisiane (2023) conceived learning environment as social,physical psychological and pedagogical context in which learnig occurs and which affected learners experience and attitude.

For years, educators have worked to meet the Common Core's nonfiction and informational literature requirement. Literacy-rich environments which promoted speaking, listening, reading, and writing in real print and digital media and supported Common standards have not been achieved (Higgins, Boone, and Lovett, 2015). Thereforce, Literacy-rich environments that help learners master specific topics and early literacy skills deficits were affecting learners' academic performance (UWEZO, 2017). Depending on ability and content, physical, emotional, social, and supportive factors could create a literacy-rich environment. Hence, the liteacy learning environment was merely a factor of learner's interaction in classroom context during socialization with peers.
 According to Murunga (2020) children learn language and develop literacy skills from birth. Moreover, to keep up with their peers,learners who lack prior experience with skills as print awareness, alphabetic principle, and phonemic awareness required extra education so that they do not lag behind. As a result, teachers of early years of education were responsible for creating an atmosphere in which learners should access the experiences they have in the classroom . Most of the information learners required after they reach fourth grade was provided in text format, when the emphasis shifted from teaching readers to learning through reading (Felicia,2019).In addition, how a classroom

was set up,the materials that were available and how interaction with these materials was modeled,would all have an influence on how learners engage with literacy(Kundu et al ,2021) .

Marcos et al,(2020) opine that many classrooms lack an environment that encourages textual involvement in the form of reading, writing, listening, and speaking skills.Neuma et al, (332014) asserted that better equipped schools do better in reading. Further revealed, classroom with limited books and materials for learners to read would not help us fulfil the new requiremnets, nor would they assist learners learning. It was therefore recommended that learners should have easy access to both prints and online resources that provide stimulating reading materials. Physical and social classroom aspects all contributed to a literacy-rich environment, depending on the learners' proficiency and the content area Catron et al (2017). However, teacher characteristics was not the only component to consider(Francis &Barnett,2019). Hettiaarachi. et al. (2018) commented that learners should have access to well-designed classroom libraries and parent engagements were they read more.Spending more time reading and having a more attitude toward reading was reported to perform better on reading tests .

Classroom libraries also helped promoting well-rounded approach to literacy instruction Fisher (2016). Grade three teachers could teach literacy abilities and content-specific reading skills, but if learners did not have access to engaging books that they could successfully read,they would never realize their fully potential (Mazzoni ,Gambrell, Malloy & Maulana 2023). This was because after fourth grade, most of the information learners needed was in textual form (Felicia, 2019).Reading and writing help learners achieve in academic performance of end year examinations. It improved communication and learning. Literacy aids lifelong learning. Currentlly, learners' academic performance was slipping due to lack of appropriate literacy skills during the early years of schooling according to a study conducted by Uwezo East Africa in 2016(Monk(,2020), Urwick(2022).

According to Cox (2019) good classroom managers, who grasp the subject content and their enthusiasm for their work were more likely to have a substantial influence on teaching. In the same vein Urwick, (2022) highlighted that the physical design of the classroom and its constituent feature such as color, light, sound and equipment as well as other factors had a significant influence on learners literacy and academic progress. Lewin et al. (2019) reported on classroom prints ,creating libraries and displaying reading materials on the walls as the main factors that facilitated a literacy –rich environment. Maddock (2020) stated that learners performed well in safe and secure classroom atmoshere in which they interact freely with they teachers and peers. Thereforce,teachers of grade three should inspire life long learners by letting design classroom with many different kinds of prints, age appropriate books labels displayed on the walls and vocabulary words on flash cards.For a child to learn literacy and pre-literacy skills, their first language must be developed enough. Biligual children do better academically.Laura (2019) stated that teachers must remember that learners must study bilingually.This signicantlly improved pronunciation and cognitive growth. According to Unal & Unal (2017) , classrooms are dynamic learning environment that influence learners academic affectiveness, social, and behavioral learning. The classroom learning environment was found to influence learners' opportunities used in educational system as a foundation for further education (Neuman,2014). Roskos et al (2017) demonstrated that factors in the classroom such as language policy and interactions, were reported to contribute to learners' literacy success.

Saeed (2021) noted that the medium of instruction in early years education in African contries have been discovered to be problematic subject.Psychologists recommend that learning should be in indigenous language because learners should be taught in a laugauge they use at home. The learning process in a classroom cannot be measured to any single aspect like classroom safety in isolation but should address factors like trust among teachers and learners (Rosko and Neuman, 2017).Learning experiences in the classroom , on other hand were thought to have the greatest influence on learning(Brigg et al,2016). These was where teachers' instructional methods are critical to the learning

process. In the same vein Theobald at al, (2015) commented that high expectations for all learners are communicated and utilized through formative and summative evaluations in a systemiatic manner,with clear objectives and active participation in classroom activities. When learners interact with their immediate environment, it reflected as micro-system since stimulating environment in early years of education were linked to the the brains neuronal organization.

According to Bronfenbrenner,(2001) children in early years of education, especially those in grade three, required meaningful engagegement with their teachers and peers in order to promote early intellectual development.When learners were engaged in literacy skills in safe and conducive environment,between teachers and learners there was high expectations in communication for all learners(Schuitema 2016, Theobald, 2015). Higgins et al (2018) commented that learners behavior was monitered by the teachers with peers when, learning materials were readily accessible by both the teacher and the learner.Teachers of grade three should assist learners in connecting study knowledge content that affect literacy outcomes.Olanda,(2021) stated that early year schooling stimulated the brain's neuronal structure, learners' interactions with their immediate environment reflecting a micro-system. Moreover, early intellectual development for early years children need meaningful connection with their parents and caregivers.Learning environment, according to Brofenbrenne (2001), also affected a child's growth. While homes were usually the primary environment for raising children (Han 2016). Mwoma (2017) reported that living away from home exposed kids to society. These noted that early education prepared children for school.Therefore, learners need to be availed with reading materials both at home and school so that their literacy skills are promoted.

Ayaga &Khasakhala, (2020 demonstrated that education and educational psychology specialists agreed that having a goal in mind are vital for efficient training .In the same vein educational psychologists Piaget and Bandura, ascertained that learning was influenced by components such as attention,

motivaation and emotions. Learners' traits such as prior knowledge, cognitive, learning styles, and intellectual capacities must be addressed. Ayaga and Khasakhala (2020) advised primary school teachers to maintain consistency in their reading skills lesson and create a safe setting and ample instructional materials. The study aimed to train teachers of early years education to help learners acquire 21st-century learning skills in a literacy-rich setting. It was thereforce reported that outdoor learning activities improved children's cognitive development, particularly academic performance, (Reyan, 2016).

Globally, studies have examined the influence of learning environment on students literacy. Teacher practical knowledge and professional knowledge as well as the evidence of cultural competences to classroom practice were some of determinants that influenced literacy development in Canadinian faculities. Sabine(2017) opined that although there has been focus on preparing teachers to be culturally sensitive to the needs of ethnically diverse classrooms. There was equally important need to prepare all learners for life in societies that has attracted less attention. The study reported the influence of various factors and educational interventions on the capability of schools to design and implement curricular change. The findings have culminated in an education a intervention, which study referred as the course design workshop (CDW). The CDW focused on teachers' thought and action through providing a content and stimulus for faculty. To examine critically the subject matter, the teaching methods and their expectations about learning and learners was needed. Further,content, learning outcomes,instructional and learning strategies and assessment were the four elements of the course design process.Therefore, the workshop trained the teachers on individual approaches in literacy acquisition process and in rearing of each and every child. Currently,Kenya primary literacy progamme (KPLP) are training teachers of early year education on pedadogagic with the aim of improving students' learning outcomes through literacy instruction and targated approaches reaching learners in all situation.

Arroya et al (2023) examined effects of learning environment on academic performance of children in North American schools. The study analysed and determined the environmental variables in school buildings that favour

learning.The findings revealed that school building must be in favourable environmental condtions so that classroom context influence learning processes. These implied that most schools in the country did not measure variables related to identifying variables that defined environmental conditions. Therefore, schools should consider safe and favourable environmental conditions when designing and constructing infrastructure for educational purposes. Kimalei (2021) investigated the classroom environment that encouraged learners to acquire reading skills. Reading motivation and achievement depend on the teaching situation. Higgins et al. (2015) found out that schools and classroom environments affected learners and teacher behavior, learning, and academic achievement. Noise and temperature were empirically studied.

In the same vein Shamaki (2015) and Nell (2019) revealed that poor learning settings led to irregular learner attendance, school dropouts, teachers' absenteeism and inability to participate in teaching and learning process. They believed that when learners learn in excessive heat the environmental conditions increased discomfort and decrease learners' attention span and mental efficiency. Thereforce, teachers of grade three should not tire up , and make work habits deteriorate.These was because good learning environment improved learners' perception and concentration beyond the minimum expectation.The issue of language policy was a worrying concern in schools in Bungoma Sub-County, particularly in public schools. The current study sought to estsblish a primary teacher of early years of education to enable learners to develop 21st-century learning skills and approaches in literacy rich environment to meet learning expectation. Nigerian National Policy on Education addressed insufficient curriculum materials and teacher credentials as influences of learners literacy development. The Federal Government of Nigeria recommended that secure and suitable learning environments for high-quality education in undeveloped countries in Africa needed to be addressed. Madudili (2019) noted that Nigerian stakeholders were concern with learners academic performance. Today's learners face multilingualism, inadequate policy

implementation, poor teacher quality, and insufficient instructional materials as determinants of poor learning environment.

Kitonyi (2022) conducted a study on the influence of learning environment on learners' academic performance in Kenyan public primary schools. A study carried out in Makueni primary schools revealed that teachers and administrators were solely responsible for learners' poor academic performance during the past five years in Kenya certificate of primary education and end year exams. These caused frequent confusion between parents, educators, and school officials.The findings revealed that major factors that hindered learners' performance were lack of teaching and learning resources, inadequate physical facilities and very high teacher –learner ratio. Therefore,low cleanliness of toilets rendered the school environment non conducive for learning. The lack of learning and teaching resources negatively influenced the learners' performance. In the same view Mutua (2023) opined that household environment where children came from influenced positively their vocabulary learning tenderencies. These was an important step in attaining the proficiency of the English language as a second language acquisition.

Chesire(2020) indicated that classroom environment equally influenced children's academic performance in Early childhood (ecde)schools. The study revealed that teacher- learner activities had a positive and significant influence on children academic performance. Methods such as storytelling, singing ,observation, reciting and resource person were some the teaching –learning approaches that greatly improved academic performance. When the learning environment at home and school (classroom) are highly non conducive for learning the learners academic performance was negatively affected. Learning literacy skills could be difficulty for early years education learners in diverse environments. Hence, the study sought to investigate how classroom learning environment influence learning of literacy skills for grade three learners in primary schools in Bungoma County.

Ochwada (2019) conducted a study on influence of school environmental factors on teaching and learning process in public schools in Bungoma County.A descriptive survey research design was used which targeted teachers and learners in classroom context. The study showed that adequate proper classrooms and sufficiency physical facilities significantly affected the teaching and learning process. Those who reported having adequate classrooms performed better than those with inadequate classroom. However, factors like sufficiency of instructional materials,class size and school location were reported not to affect the process of teaching and learning.The study revealed that school environmental factors, physical facilities particularly adequate classrooms due to free primary education were the main factors that significantly influenced teaching and learning process. Therefore the findings recommended that National and County governments to ensure that classrooms are adequate in public primary schools.However, many classrooms had limited reading tools that motivated kids to read. These factors are currently affecting academic performance in schools in Bungoma County. Most learners do not meet the criteria limit, demonstrating that family, school, teacher, and learner factors lead to poor academic performance in end term examinations. Literacy was a factor leading in poor academic performance in end year exams because learners could not read and understand, evaluation exam questions and fail to answer them. Teachers need to teach sound recognition.

Musungu et al (2016) addressed teacher competence and capacity due to free primary education lead to overcrowding, congestion, and large classes.These could only be rectified by safe and conducive learning conditions. If untreated, the illness may affect education academic performance. Literacy and learning contexts affect grade three children in Bungoma central sub-county early years of education schools in Kenya. The study reported that school congestion hurts learning, but the government should focus on teacher capacity. Academic performance will drop if not addressed immediately. Alliance (2016) stated that while the government was addressing the gap, physical space and equipment must meet educational policies and programmemes, including textbook, stationery, and other teaching materials. Current study examined teacher

effectiveness, physical space, learner helpful environments, and teachers of grade three' perspectives of parents participation. These components help managers and planners make good educational decisions that are vital for government educational planning. However, planning for environmental factors has been demonstrated to benefit learners' mental health and academic performance.

The local community including parents should help create a positive learning environment by supporting schools and protecting the environment. According to UNESCO (2015), Bungoma County learners' achievement was influenced by teacher qualifications.Teachers of grade three are qualified. These was because the government has trained teachers of grade three in Tusome Early Grade literacy and Early Grade Mathematics (EGMA) programmes. These skills improve teacher effective and equip them with new and appropriate literacy and mathematics methods. However, learning environment factors still need to be addressed, which may affect future academic performance. Currently Kenya Primary Literacy Programme (KPLP) initiated to assist USAID and the Ministry of Education (MOE) to deliver interventions as well as expand new innovations.The programme addresses the language and literacy needs of primary Grade learners aiming at reclaiming and rebuilding upon the learning outcomes achieved at 2019 Tusome Early Grade endline evaluation. The study examined how in Tusome programme reported acrisis in reading and numeracy results. Grade two and Grade three learners literacy proficiency and progress was assessed. Unsettling evidence was revealed Socio economic groups and schools performed poorly in education. Third-graders in Bungoma central sub-county, Kenya, struggled to read and comprehend numbers.

The study analyzed how learning environment including classroom and external conditions influenced literacy and academic attainment. These elements included classroom library, classroom condition, effective classroom design, teachers competency, teacher–learner interaction, and parents support. Due to the perception gap, the study investigated how learning environment influenced grade three literacy outcomes in Bungoma central sub- county primary schools.

Table 1. 1:The table showing learners' KCPE academic performance Analysis

Years Sub-county	2019	2020	2021	2022
Bungoma South	280.50	300.50	310.00	315.10
Bungoma North	265.00	298.35	301.00	290.60
Bungoma Central	250.00	230.00	210.15	200.00

Table1:1 shows the mean academic performance results Analyses for 3 Sub-counties in Bungoma County. The mean score of Bungoma central sub- county was slightly below average as compared to the neighboring sub-counties Bungoma North and Bungoma South.

1.2 Statement of the problem

The Government of Kenya (GOK) has a strong commitment to education, as evidenced by sessional paper no. 1 of 2017, which states that every learner has the right to a high-quality education that is relevant to their lives. The government has made significant investments in education, particularly in public elementary schools, as a result of the introduction of free primary education (FPE). However, for the last five years the academic performance of public primary school learners in Bungoma County continue to drop in end year Examinationas well as in KCPE. According to the Tusoma Early Grade Readers (2019) reports that majority of learners do not acquire basic competences during the first years of primary school, as required by the Ministry of Education(MOE).Literacy is a foundational skill for future success in school and life as it helps children access diverse opportunities in their careers.It is found out that in Kenya, some counties are initially targated for they poor performance.In Bungoma county two out of three third-grade learners failed to complete second-grade assessments in English, Kiswahili, and mathematics. The initial target is to reduce the percentage of zero readers to below 10% and increase the percentage of fluent readers to over 30%. Therefore,if a learner is having problems with literacy skills, learners learning outcomes and future

human capital development may be affected. Classroom library, teacher characteristics, and supportive learning settings will influence specific learners' classroom outcomes, which must be addressed or else academic performance will continue to deteriorate in the county. Despite this, previous studies have not paid attention to the physical learning environment components except for the inclusive settings for learners with disabilities. Therefore, this study sought to investigate the influence of learning environmental factors and learners' literacy outcomes in Bungoma central sub-county, and make recommendations on improvements.

1.3 Purpose of the study

To investigate the influence of learning environment on Learner's literacy outcomes in Early years of Education in Bungoma Central Sub-County, Kenya.

1.4 Objectives of the study

The research study was guided by the following research objectives

i. To establish the influence of teacher characteristics on learners' literacy outcomes in Early years of Education' in Bungoma Central Sub- County, Kenya.

ii. To determine the influence of physical design of the classroom on learners' literacy outcomes in Early years of Education in Bungoma Central Sub-County, Kenya

iii. To examine the influence of supportive learning environments on learners' literacy outcomes in Early years of Education in Bungoma Central Sub-county, Kenya.

iv. To find out the influence of teachers' perception of parents involvement and engagement on learners' literacy outcomes in Early years of Education in Bungoma central sub-county, Kenya.

1.5 Research questions

i. How do teacher characteristics influence learners' literacy outcomes in Early years of Education in Bungoma Central Sub- County, Kenya?

ii. To what extent does physical design of the classroom influence learners' literacy outcomes in Early years of Education in Bungoma Central Sub -County, Kenya?

iii. What influence do supportive learning environments have on learners' literacy outcomes in Early years of Education in Bungoma Central Sub-county, Kenya?

iv. What perceptions do teachers of grade three have on parents involvement and engagements of learners' literacy outcomes in Early years of Education in Bungoma central sub –county, Kenya?

1.6. Assumption of the study

The study pressumed that teachers of grade three were trained and qualifies to have knowledge of their learners' literacy and academic achievement. It was all pressumed that parents would get correct information concerning their children's academic performancee to some extent . Further assumption was that the research instrument tools would give the correct results.

1.7 Scope of the study

The study was carried out in Bungoma Central Sub -County in the Western Region of Kenya. The study mainly investigated the influence of learning environment on literacy outcomes of Grade three in early years of Education in Bungoma central sub-county, Kenya. The study was conducted in public primary schools in Bungoma Central Sub- County because it is a cosmopolitan area and due to its diverse nature. Learners are exposed to different languages making Kiswahili and mother tongue the language of the catchment area that may influence they acquisition of literacy skills.The study targeted teachers, grade three learners and parents from 72 public primary schools. Grade three is a transition as well as National examination class where learners need to be prepared well.Its also an age stage (7-9) year old where learners are eager to learn and have high order of thinking skills. Grade three teachers were used to give information on grade three learners literacy acquisition while the parent representative gave information on parent engagement and involvement on

learners literacy aquisition. Here English was used as a medium of instruction because concepts and examinations are set in English language.

The study focused on teacher characteristics and parents engagement and involvement as factors influencing the development of literacy skills among grade three learners. The study also aimed at investinating learners' interaction with supportive resources in the classroom that aid literacy skills in grade three.

1.8 Limitations and Delimitations of the study

In this section, the study highlighted the limitations and delimitations of the study.

1.8 .1. Limitations of the study

Validity of the survey: The questionnaire may have its own floor and ceiling effect. Since some of respondents may not give reliable information hence the information used may not be 100% correct. The limitation was managed by administering of interview schedules to some of the respondents.

Some of the head teachers were also reluctant to fully participate in the study because of their busy schedule. To overcome these, the study administered the interview schedule to them at their confident time.

On the other hand, some teachers of grade three were apprehensive about the criterion reading test administered to their learners. The researcher assured them of confidentiality in the study.

1.9. Significance of the study

The study's findings could help the Ministry of Education (MOE) develop and execute classroom strategies for learners in early years grades in sub-county schools. The study's findings could be helpful to KICD in developing clear policies to govern learning environments in schools to improve reading skills and hence better academic performance. The findings could also be used by teachers of grade three and learners to build safe and conducive classroom practices for primary schools.

Furthermore, the findings of thes study could contribute to the already existing literature in pedagogy especially teaching literacy skills among the grade three learners and form a basis for further study by academicians interested in borrowing from the knowledge pool and use it as a foundation for their own study in the future. The findings could further be used to booster the objectives of the Vision 2030 and Sustainable Development Goals touching on basic education, early childhood education and education for all as a theme.

1.10. Theoretical framework of the study

In recent decades teachers and researchers have been able to show that classroom learning environment factors may facilitate or prevent children's deep involvement in learning. Learning enviroment and child development both required a framework that incorporates developmental theory within context in order to be fully understood.Thereforce,the study adapted Bronfenbrenner (2001) which posited that child development was influenced by bio ecological system model which led to further cognitive development. His model emphasized cognitive abilities like decoding and listening. He viewed the acquisition of literacy skills as a social process that take place in the home, at school, and in the community, with children from various socioeconomic backgrounds, races, and genders all participated. According to Bronfenbrenner's bio-ecological development model, a teacher must analyze the environment in which his or her learners are growing in order to comprehend their learners' growth. As a result of the theory, learners could develop their reading culture and craft their literacy ecology with the help of their teachers and peers. It also showed how to develop learners' literacy experiences comprehensively and believed that children learn about themselves through interactions with others. The microsystem (innermost circle) depicted the relationships within the environment in which the child spends a lot of time (Bronfenbrenner 2001). The findings, teachers of grade three, who were part of the microsystem, were viewed to have a significant influence on how well learners learn to read. Ultimately, the focus of this research was on individual learners and their relationship with their teacher in a classroom setting.

The macro system, was made up of cultural values, beliefs, and laws. His results on cultural values were crucial in the current educational reforms because of CBC's emphasis on the teaching of values as a basic learning competency. Based on current study, teachers of grade three play a critical role in the development of ethical citizens through developing ideals that support the implementation of curriculum reforms. For what happens in one microsystem influenced another microsystem, the macro system's effected cascade via the microsystem's relationships. For example, if a teacher thought that gaining reading skills was simple hence, the learner didn't need much help, This was inevitably influences their teaching methods.

Teacher quality was regarded to have a significant influence on the academic progress of their learners. The study focused on the competency of teachers working with learners of grade three in the classroom, teacher time management for preparedness, teacher technology expertise and their awareness of culture were thought to be important in the development of learners' literacy to exceeding exeptations.Additionally, pre-reading skills such as oral language and early literacy, such as print concepts, letter recognition, and phonological awareness, were found as manageable components of reading by the teacher (Lopez, 2012). Teachers of grade three who took part in professional development programmes modified their approach to preparing their literacy curriculum by utilizing more unit-based planning. This results in long-term changed in their usage of books and the use of a wider variety of reading materials.

In contemporary human development theories, growth occurred through time as part of a complex process involving interactions inside and between learners. As well as between learners and their environment settings. Therefore, the study sought to apply the ecological system theory of Bronfenbrenner (2001) which supported the study because CBC approaches focus on two important learning settings. The idea promoted the endogenous determination of literacy outcomes, which took the consequence of safe and favorable environmental circumstances.For Bronfenbrenner (2001), literacy development can only be

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understood in terms of a series of layered systems, which he called as micro-system, meso-system, exo-system, and macro-system. In his view, a child developed in a circular fashion, sitting in a microsystem within a mesosystem inside an exosystem, and so on.

Microsystem was the inner most ecological level in which directly interaction of the learner with parents,teachers, siblings and peers. Families and schools form the nucleus of young children's social network. The family emphasized the value of collaboration across settings and had the power to influence the attitudes and behaviors of others. Parents could do this is by reading aloud or with their children.Organizing home and school activities that mimic a microsystem and include a variety of activities like reading rockets, fluency and spelling bees were factors named. Children who took part in a variety of extracurricular activities had better test scores. When the activities aim and custom fit with those at home, parents could help and encourage their children by serving as an example. In particular, when it came to assisting children with homework at home. To help learners make the transition from the home setting to the school environment, teachers played a key role. The teacher has some experience in this situation.

On the other hand Meso-system involved moving forward and occured between the multiple microsystems in which a learner was embedded. There were many micro systems that interacted with learning environment that affects learners' literacy outcomes. The key point was that what happened in one microsystem affected what happened in another microsystem. That was to say when the child's learning at home was safe and conducive the same would be experienced at school. Also the literacy skills acquired during early years' education would influence learning academic performance of the learners in future. However, many activities were school-based and directed by school teachers, coordinating them with school may be easier. Even still, good communication between parents and teachers was essential if they intented to get kids on the same page in different environments.

Exo-system was a topic that was closely associated with Meso-system. The exo-system is the next step down, and it contains the micro-systems in which the learners participate but were not directly integrated. Through the involvement of other people in the learners' lives, this approach had an influence on their growth at the local level. Although research on out-of-school activities are scarce at the exosystem level, future research determined how parents influenced their children's reading activities. When parents matter, it's because their prior knowledge was used to inform their present-day actions. This would be revealed when parents attended church, went on a nature walk, or discussed the best schools for their children. Then parents introduced their children to activities they were familiar with after the results conversation. Children who lived in households where both parents work were more likely to take part in extracurricular activities such as purchasing books for their children or calling teachers to check on their development, inquiring about the growth of their children with their teachers, and also making preparations to provide transportation.

Macro system- is a component that focused on how cultural elements affected the learners' development. For example the socioeconomic status of the family within which the learner is immersed in, the culture both strongly influenced the learners' beliefs and perception about events that transpire in life

His work, which was divided into three categories: demand, resource, and force, highlighted the critical role played by significant individuals in children's learning and in aiding the youngsters to extend their learning beyond what they could do alone. There was some evidence to back up the idea that a teacher who served as a mediator could assist learners' better access their surroundings. Additionally, classroom activities could be used to anticipate how learners could connect with nature.

1.11 Conceptual framework

Conceptual framework is a detailed description of the phenomenon under investigation, supports with a graphical or visual representation of the study's key variable (Mugenda,& Muganda 2008). Figure 1.1 depicts the conceptur

framework, showing the interrelationship between the dependent and independent variables.**Independent variables**
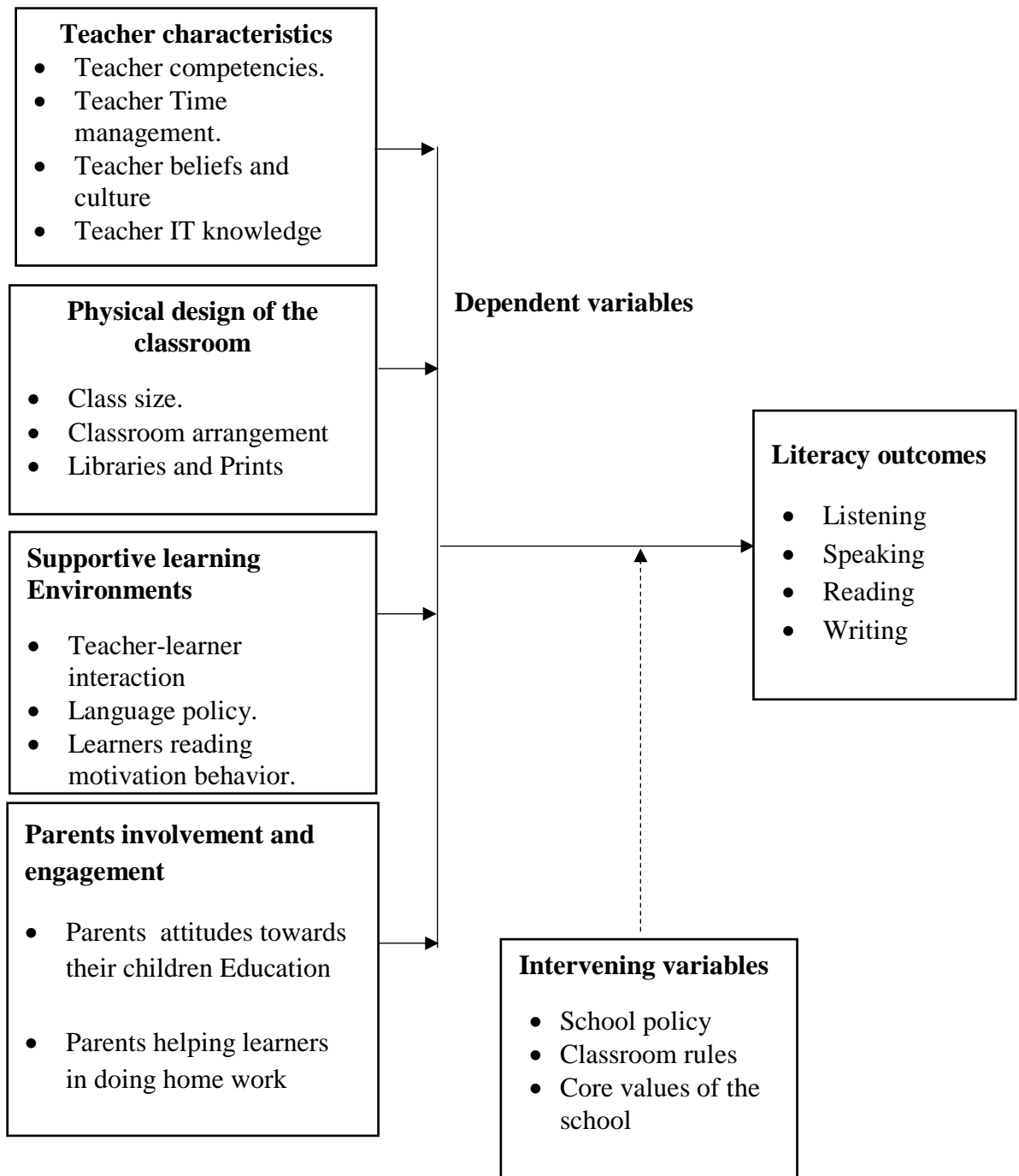
Figure1. 1: Conceptual Framework

The figure 1.1 shows the conceptual framework model showing the influence of learning environment on literacy outcomes and the intervening variables.

From the conceptual framework in figure 1.1, This study's independent variable is the learning environment, which was represented by the teachers'

characteristics, the physical design of the classroom, the supportive materials of learners and parents engagement as proxy indicators of learners' literacy outcomes. The dependent variable was measured as exceeding, approaching, and meeting and below expectations as per the CBC assessment rubric rating. The intervening variables in this study were school policy, class rules and core values of the school. The conceptual framework was built based on the literature review outlined and assumed a linear relationship between the variables. Arroya et al,(2023) classified environmental influences on literacy learning into visible and invisible.

Dependent variable of the study is literacy outcomes. These skills were listening, speaking, reading and writing. The criterion test was used to measure the learners' literacy acquisition in relation to expectation like below, approaching, meeting and exceeding which was used to Analyses the influence of literacy outcomes.

Independent variables are learning environmental factors referring to the immediate surroundings of the classroom which facilitate learning. In other words, it was regarded as the classroom factors that influenced the teaching and learning of literacy skills in early years education.

The teacher characteristics- The role of the teacher here was to encourage all learners of early years education to read, write and speak. These were significantly associated with learners' academic performance. The influence of teacher characteristics in relation to competencies, time management, beliefs and knowledge in technology and learner's literacy was important for education policy and outcomes. Armstrong (2015) pointed out that learners should be taught by competent teachers. Ths estimated that learners could perform a standard deviation above expectation (as measured by academic performance on learners monitoring Assessment tests) as it was measured in the early years education. Furthermore, before learners reached their maximum earning potential, additional factors could explain for the chance that stronger academic performance at this stage likely resulted in better literacy outcomes. A competent teacher encourages learners to read and write more as expected. Learners participated in activities that foster to more reading tasks, extra work which may lead to acquisition of literacy skills go beyond the minimum. On

the other hand incompetent teachers were believed to be to non performacers in content delivery, which could lead to poor class management. These could lead to indiscipline cases of the learners resulting to below low academic performance.

The physical layout of the classroom—these shows the classroom's physical features that the teacher could influence. A few examples were libraries and the availability of printed materials, as well as class size and organization.Fisher (2016), noted that adding books from a variety of genres and displaying them in an engaging helped learners improve literacy skills. As a result, the link between the type of learning space and the learners' perception experience influenced literacy outcomes.

Supportive learning environments –were important factors in the classroom which foster learners' development in social relationships and attitude about school. Peer networks had been the subject of study by educational psychologists who hypothesized that they have a role in learners' growth. Peer interaction was connected to how learners perceived the classroom environment and outcame when examining disparities in classroom elements. The study examined factors like peer interaction, how learners struggle to become more involved in the reading process through self-motivation, and language policy, among others.

A learner who was able to read and write properly in the classroom could concentrate attentively and progress in learning process of all learning areas.These were because she or he responded and understood the content taught which could enhance academic performance. On the other hand a learner who had difficulties in reading and comprehending content in the class lagged behind in class could not concentrate in the classroom because she or he was reported to be emotionally unstable. Self-eficacy and low confidence may hinder the learner not to be free to consult from teachers and peers which led to poor academic performancee. On the other hand a learner who had low socialize factors with its peers and teachers would feel insecure both in school and at home hence could not effectively acquire literacy skills nor participate in class activities. Learners from low economic background and illiterate parents

were noted to be truancy and absent in school hence missed out on content. This was because parents were not responsible with their learners education. Hence general learning in the classroom influence was reported to lead to poor academic performance.

Parents involvement and engagement- This was teacher perception on parents 'participation in their children's learning.CBC encourages teachers to partner with parents in learners literacy development. Parents' involvement in their children's education, beside the teachers' efforts, made a big difference in the learners' academic outcomes. It was believed that parents who supporedt their children in early reading experiences in the home prepare them for formal literacy skills when they enter school (Al-Adwani, 2018). The role of the family as inner most system was found to establish mutual relationship between home and school environments. The factors included parents' chose for their children's school, attitude towards literacy acquisition and participating in homework assistance.

The study also focused on the intervening variables which were measured and adopted by different schools on literacy development. Such variables were found to be influential to learning environment as classroom rules , core values of the school and school policies which were reported to be in each school however were not effective. These were found to affect both the dependent and independent variables. Some of these factors caused negative academic performance while other had a positive influence on academic performance.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter gives the summary of the relevant literature reviewed. This is presented under the following subsections as teacher characteristics, physical design of the classroom, supportive learning environments and parents involvement and engagements.

2.1 Teacher characteristics on learners literacy outcomes

 Rica, lopez, & Ferron, (2019) undertook   a study in Spain on the role played by teachers on language, literacy and math development. The study reported that teacher characteristics played an important part in the development of young children's multilingual skills in language, reading, and math. They examined characteristics of different teachers on school readiness skills of 217 dual language learners in Latino who were   attending   Head start programme .They   used Demographic survey to measure teachers race or ethnicity ,years of education and teaching experience.   The study findings revealed that professional development of the teacher, the year of experience a teacher have working in classroom and cultural competency when it came to respecting learners language used at home and language use in the classroom were found to have a positive effect academic performance.The study, however could not be generalized to the current context as the researcher focused on demographic survey to measure teachers race or ethnicity ,years of education and teaching experience which targeted secondary school students whereas the current study focused on grade three learners**.**

The study reported that during recent decades research has not been able to show that the classroom context was more important for learners   academic performance. Although research should inform and help to improve learning environment .It does not seem to be supporting changes in early years of

education. Evidence shows that teacher quality was crucial for learners success which further reveals that teacher characterictics were of the greatest importance for learning outcomes. Cirino et al, (2019) stated that every child should be provided with a qualified teacher by the end of the academic year. Toropava et al (2019) opined that teachers vary systematically in effectiveness. Further,teacher quality typically include content knowdlege as well as pedagogical skill. However, teacher quality comprised both cognitive (knowledge) and non-cognitive aspects(beliefs and attitudes). This study investigated the influence of teachers' characteristics on learners literacy outcomes in terms of competency, Information Technology knowledge, time management and lastly beliefs. Currently, Education policy makers were tasked with hiring teachers who were the best fit and most capable of improving learner achievement (Ambaa,2018).

Mwoma (2017) ascertianed that effective teachers were reported to engage in activities that motivate learning to succeed. So children who did not acquire these literacy skills in their early grades struggled to acquire more advanced skills usually absorbed through reading.Therefore,availability of reading materials both at and in school, together with getting supportive parents and teachers were found to be critical in promoting learners reading.Teachers of grade three were expected to be a head of the learner and improve their instructional quality because they were teaching 21st century learners (Kim et al, 2019). Rica,(2019) asserted that teacher preparedness, and knowledge of teaching and learning, experience, subject matter knowledge and certification all these were found to establish teacher effectiveness.Olando et al.,(2021) indicated that policies governing basic education in Kenya do emphasize the importance of skilled and experienced teachers in the classroom including early years education. However, such requirements have not been adhered to and therefore numerous early years education teachers lack teacher characteristics in children literacy development.On the other hand, Lisiane (2021) asserted that learners learning experience in Australian was influenced by learning environments. However, researchers had found it difficult to find aspects of

teacher training that correlate with learners' academic performance in statistically significant it.

Maulana et al., (2023) in Dutch found a positive association between teachers using an interactive approach to teaching literacy and English. This signifance influence was shown between the hours teachers spend teaching the two subjects and learners academic performance.However, (Armstrong, 2015) noted that for learners literacy to succeed, teacher characteristics is hierarchical lineage, categorized into four variables that were found to have a significant correlation with learners effort and classroom characteristics. The results revealed that in relation to learners' academic performance, the association between teachers' age, gender, and qualification specifically those who had obtained University degree and long teaching experience posted positive deviation in academic performance.Moreover,this study did not show the level of teachers and class they dealt with.Mutua (2021) reported that parents observed teachers' efforts in terms of frequency of testing, giving and marking.Yet,teachers perceived that parents should support they children in doing home work. Further,homework and class size as well as classroom social economic status whose coefficient was found to be very small however decreased learners' academic performance. These variables mainly focused on teacher's level as demographic, education and experience, with a decrease in mean standard deviation. Rica, lopez, & Ferron, (2019) and the present study seem to be similar. However, Rica(2019) focused on language of learners who were attending Head start programme .Currently, teacher characteristics defines a teacher per the current CBC educational programmes

2.1.1. Teachers' Competency on learners' Literacy Outcomes

Tazitabong (2021) conducted a study on the influence of teachers competence on students learning .The study was carried in some selected Secondary schools in Buea Municipality in South West Region of Cameroon.The study adopted a survey research design with a target population of 5,992 students.Further, six

secondary schools were sampled using stratified sampling technique with a sample size of 300 students. He recommended that a teacher was the pivot above which the educational process rests. Teaching is a process of transferring knowledge from the teacher to the learners.Where a good teacher should have an adequate teaching knowledge and skills. They should also master the subject matter of the specific learning area.The study was guided by Kohlberg (1958) theory of moral development which identified three distint levels of moral reasoning.In the current study Brefonbrenner (2001) reported that teachers must analyze the environment in which his or her learners when growing in order to comprehend their learners' academic performance. Among the findings of the study were that teachers should partake in seminars to be equipped with teacher competences.On the other hand Selv (2020) believed that teachers' competencies affected their values, knowledge, communication, aims and practices. These was also found to support professional development and curricular studies of the teachers. Natasha & Shah (2012) articulated of more comprehensive knowledge based for teachers'education. They revealed that teachers need to improve knowledge and skills to enhance improvement and explore their teaching practices. In primary schools of Uganda, a study was conducted by Poro et al (2019) on teachers' academic performance and learners' achievements.

According to the study teachers who were competent in their subject matter were more effective. The study sampled respondents from the population of primary schools in Nwoya, district, Northern Uganda. Therefore, the recommendation showed that teachers should be encouraged to develop their pedagogical skills for effective deliver in the classroom. Although kyeyune, (2016) ascertianed that Challenges using English as a medium of instruction was noted. Teacher Appraisal academic performance contract (TPAD) was reported to be have taken care of teachers developing pedagogical skills for better teacher academic performance.

Despite teachers varying their teaching methods, Atieno (2014) argued that learning materials enhanced learners' learning experience which eliminate

distraction in the classroom. Here the learning materials were found to help them focus on their lesson and sustain learners' interest. However, Hussein (2020) commented that Information Technology (IT) played a major role in Education, Business, space, aeronautical engineering daily life and in Government sector. In this regard, Grade three teachers should support integrating of IT in classroom learning process. These was found to improve on learners imaginative and creativity skills identified as gaps in acquisition of learners' literacy skills which need to be addressed immediately for better academic performance. However, teacher competences as the set of demonstrable characteristics and skills enabled and improved the efficiency of academic performance of a teacher. Therefore, teaching as a profession, is a body of knowledge ,as a set of attitudes, code of ethics and a technique which is applied to the service of mankind through an educated group. Currectly Competency based curriculum (CBC) examined teacher characteristics as the ability to apply appropriate knowledge, skills and attitudes to successfully perform a function while (Selv, 2020) noted that competency as the ability to use knowledge, skills, and talents necessary to successfully do crucial work in a specific work context. Ambaa (2016), noted that indeed, what was required from all the teachers was to make sure that learning environment was conducive in schools as professional development was taken over by Teacher professional Appraisal Development(TPAD). These could encourage teachers to train in professional development so that they improve in they communication and ICTskills.

Mfeka and Armstrong (2016) conducted a study on teacher competency in teaching of reading skills. The study was carried on student- teachers who were practicing teaching in grade middle level classes: that is grade four and five learners in the implementation of effective reading practices. The study revealed that students who were incompetent in teaching practice could not help learners read. The findings revealed that South Africa was experiencing a decline in the standards of teaching and learning due to major changes that had taken place in education system. Alongitudinal study was conducted in two consecutive years on assessing learners comprehension in reading skills. The

second results came out as 78% of learners could not read for meaning in any language after three years of schooling. Among the recommendations that were made was that teachers were encouraged to strengthen the pedagogicies strategies of teaching reading literacy skills in early years of education.

Most importantly, teachers were urged to seek best training while in college in pedagegical approaches in effective delivery of content knowledge across all languages. Tiede & Grafe(2015) reported in a descriptive survey study which qualitative method was employed to collect data on the pedagogical and media used to describe teacher competences. These revealed that inter cultural and education on teacher learners was greatly influenced.Teachers' competency and assessment of reading comprehension on grade four learners found that educational programmeme affected learners literacy achievement positively. However, (Hattier, 2020) observed that visible learning environment should be enhanced by teachers because they were evaluators of their own teaching. literacy acquisition have a role to play in the Grade three learners achievements. Currently, language was perceived as a primary vehicle of education through which different elements of learners' culture was found to be transmitted. Further, the study noted that CBC perceived literacy skills as acquisition of specific culture and language which assist in bridging the gap in education. Therefore, teachers' Competency was perceived as key to success on a group of teachers. Hopkin,(2018) noted that a good teacher should have adequate teaching knowledge and skills. Further, teachers should master the subject matter that would be taught to their learners.

 Barasa and Omulando(2020) argued that quality education required a supportive learning environment. Additionally, integration of Information communication Technology (ICT) in classroom programmeme was required because it was key to creating, applying and spreading knowledge as well as for development of dynamic and global competitive economy.However,Mandillah (2019) commented that development of quality education and sustainibility of literacy skills and language was embedded by language policy.Further, use of mother tongue in early years of education played a critical role in acquisition of

literacy skills. Many of the studies (Mwosi (2016), Seruigi (2017& Pantic (2018) noted that competency of teachers focus on the teaching role of teachers in the classroom to influence a safe and conducive learning environment.In particalur Mwosi (2016) observed that teachers competency was pedagogical strategies that a teacher has for effective delivery of literacy lesson in the classroom. On the other hand,(Pantic,2018) commented that teachers need to update their knowledge from time to time. These was because the quality of teachers was the most important factor in determining the effectiveness of school systems.Therefore teachers can use various learning and teaching resource materials to make the learning atmosphere interesting safe and conducive. The current study addressed teacher –learner interaction as a gap for teachers of grade three.

Milligan (2017) demonstrated that quality education in early years of education needed teachers who were competative.Teachers should also be trained in pedagogical content knowledge across all languages during school programmemes. Kabombwe and Mlenga(2019) in the study responded to the evidence of poor learners' academic performance. These was due to teachers' insufficient understanding of knowledge and inability to adequately convey the content knowledge in Competency –based curriculum where they were teaching of History. This revealed that 67% of the teachers of History did not understand the concept of competency based curriculum. The teachers did not understand how to incorporate core competencies and values in the teaching process.The finding of the study revealed that competency based curriculum was still at its infancy stage which needed lots of time to develop.

The study observed that there existed significant differences between academic performance of learners taught by CBC and those taught with the tradition system. The study pointed out that those learners who were taught with problem solving and critical thinking skills achieved significantly higher score compared to their counterparts taught using the teacher centred methods. The findings of (Tazitabong, 2021) and the current study was vital in Kenya because teacher competency was important in teacher practice. The study, however could not

be generalized to the current context as the study targeted secondary school students whereas the current study focused on grade three learners as the foundation of education and future success .

Matsumoto & Tsuneda (2018) conducted a study to investigate the characteristics of early literacy beliefs and teachers' culture. They noted that there was an influence between teachers' beliefs and learners' literacy in early childhood education and culture settings. A sample of 349 early childhood education and culture children (ECEC) and 45 primary school teachers were used to determine teachers Literacy and pedagogical beliefs. Teachers believed that exploratory factors like direct classroom instruction and social interaction influence learners' literacy. The study implied that effective practice by teachers on use of traditional resources such as textbooks,Workbooks and supplementary books when well used in the classroom facilitate introduction of new concepts in learners. Therefore, teachers of grade three need to use the acquired knowledge, skills and values to implement learners' literacy. The study findings based on a sample population of 349 participants revealed that audio instructional package performs significantly better than teachers using expository method while the current study sampled 97 participants.

Foster & Flavin (2018) conducted a study on teaching tolerance in the classroom by both learners and teachers. They focused on teachers' culture in the classroom and how stereotype is perceived by teachers. To overcome the phenomenon on stereotype in the learning process. It was revealed that teachers need to know their learners interest and academic abilities individually rather than relying on ethnic or prior experiences with other learners of similar background. These was found that if a teacher did not have self-control in the classroom process and teaching tolerance he or she was likely to fail to recognize how positive stereotype is built. Flavin (2018) specifically indicated that culture respond to pedagogy were found to use culturally relevant teaching methods to connect with learners.

Mulei et al (2023) reported that teachers use scaffolding as a teaching method that puts elements of the classroom into practice. A classroom with safe learning environment had a culture approach that were relevant to both language use and socially share knowledge which acted as reading and writing skills. Studies on culture and cognitive (Vennemann, 2017) showed that through repeated and patterned experiences in safe and conducive learning environment, children develop scheme through which they filter future experiences.Magnusson (2020) articulated that scaffolding improved the teaching of literacy skills. Currently, scaffolding in early years of education was used as part of the teaching method of literacy skills. Therefore, language as cardinal element to literate practices, which help children learn in the best way of reading and writing in classroom context. The current study also investigated the influence of indigenous language on literacy outcomes of grade three learners in Bungoma central sub county, Kenya The study revealed that strategies for creating an inclusive classroom needed to be developed. The findings of the study was important in helping educators in curriculum mending policies and implementation. Seemingly, Foster's study was similar to the present study however, Foster(2018) addressed how to overcome the phenomenon of stereotyping in the classroom while the current study equally focused on classroom arrangements.

Flavin (2018) in particular focused on the influence of cultural system on classroom arrangements. The study focused on literate practices that were learned though dynamic cultural system and modern tools including letter cards, flash card, Text books, digital technology and blending .The preservation of cultural and lingustics diversity in today's world was a major concern to many defenders of lingustics human right, indigenous and language rights as it should be promoted. Uwezo (2017) commented that learners should acquire literacy skills at an early age. Matsumoto & Tsuneda (2018) and the present study seems to be similar. However the current study addressed training teachers in pedagogical skills in teaching literacy and mathematics through school teacher based Support System(STBSS).

2.1.3 Teachers' Digital Knowledge on Learners' Literacy Outcomes

Simiyu and Omulanda(2019) conducted a study on computer literacy knowledge as a necessity to all teachers because of the role they play of imparting IT knowledge to learners. A descriptive survey study of 219 teachers' from166 elementary schools sailed together with their learners. Pupils were perceived to access a variety of hard ware in the classroom but the level of accessing was low. The findings was that learners were denied enough time to use and manipulate the electronic. These experiences revealed an existing style of learning and teaching of IT both formally and informally . This was currently found to have influence on the learners' life in future adults. Nevertheless, with today's technological society, basic computer literacy was emphasized in every institution's requirement. Therefore, Grade three teachers were argued to be computer literate. Moreover, this skills was essential to learners in their academia, in the work force and in everyday activities. Panti (2019) study on teachers' implementing of information in Technology literacy on high school learners. He reported that ICT had great influence on the future of learners, roles of IT but apart from the learners used the computers in a wide way. Simiyu & Marsh (2019) emphasised on the use of ICTs in classroom practices as fundamental. This was reported to have a slow owing to existence of some challenges in implementing quality education Further, ICT was found to help individuals to realize their highest potential by preparing them for the future challenges in life.

Additionally, Johnson & Soto (2016) reported on the challenges and solutions when teachers use technologies in the classroom. However, teachers were noted to have commonly faced with several obstacles when they were found attempting to use technological teaching techniques. Moreover, technology was found to have drastic changes on the culture, norms and behaviour of people. Piston (2018) study on teachers' use of technology to support literacy in grade four classrooms revealed that people use electron devices in homes, workplace and even in schools. However,(Bogumil, 2018) noted that with increasing enrolments, the number of graduates in computer science and information systems has been inadequate to meet worldwide demand. It was found out that all people need to acquire the skills because it was vital and Economic

demand. Hence, schools should use computers and laptops to support children learning in the classroom acquire the digital literacy skills. More importantly, digital literacy materials were revealed to facilitate in the instruction of other activities areas taught in a classroom. Also learning became real and interesting. These was found to blend learning both online and face to face where learning becomes real and enjoyable. Athirah (2015) concurred that ICT was considered as one of the main elements in transforming the country to the future development. The results revealed that 97 % of all teachers were found to have at least one computer in their classroom and 84 % owned personal computers in the school. These indicated that a high percentage of teachers were computer literate and applied the same knowledge to their learners by integrating digital literacy in literacy lessons. Therefore, teachers of grade three from Bungoma central sub-county were requested to borrow a leaf from their colleagues from other primary schools.

Although, reports show that teachers generally appreciate the benefits of educational technologies, they often found challenging during implementing processes. Johnson (2016) pointed out on the challenges and solutions when teachers use technologies in the classroom. They study was conducted in Arizona state University where many teachers were found to have increased their level of technology in the classroom by being provided with hard gadgets such as tablets and computers. Some of the findings reported that factors such as extrinsic of the teacher as he or she access the electrical devices , teacher training , and support from the administration were revealed as the most burning and challenging issues which need to be addressed.Therefore,teacher characteristics should result in improvement of teachers efforts and stimulation towards achievement of learners' educational goals.

Simiyu(2015) and the present study seem to be similar however, Simiyu et al(2015) only utilized qualitative method to collect data which only described narratives. The current study employed mixed methods.Mixed approach was paramount for this study due to its capability to enable the researcher carry out triangulation of the findings from the various data collection sources. The

current study derived information from Grade three teachers and head teachers on their opinions and views on learners' literacy of primary schools in Bungoma central sub-county Kenya. That was why literacy skills should be seen as an important tool for personal growth and the betterment of society.

2.1.4 Teachers time management on learners literacy outcomes

Humphrey (2021) study was conducted to investigate the effects of time management on academic performance of college students in the University of West Texas . The study reported that students were required to better manager their curriculum and achieve learning objective set for significant competences.The study findings shown a decrease in missing assignments and an increase in course grades even when controlling for student's status. This was noted and keen observation done that many learners failure to score a total of 40 % in a given course and re –sat the failed units. The learners' failure result revealed that demographic variables affected they academic performance. The study findings revealed that students should learn to define goals for their academic success identifying academic tasks and prioritizing them. Similarly, Alyami (2021) pointed out that students struggle to manage and balance their study time and their workload.These behavious was reported to greatly influence students learning and academic performance. Further,time management provided learners the way for structuring and controlling their activities.

Richelle (2018) asserted that for students to perform academically well, time management must be observed. One of the reasons why learners performed poorly was lack of quality time in reading. It was therefore, worthy knowing how efficiency in distance learning could enhance academic performance. Omega et al (2021) observed time as a limited resource that affected varied education stakeholders.The study conducted a study to investigate the influence of time management and pupils academic performance at the Kenya Certificate of Primary Education in Vihiga County,Kenya. Descriptive research design was used to sample140 primary school teachers and140 pupils selected through

stratified and simple random sampling techniques. Questionnaires, interview schedule and observation guide were instruments used data. The study reported that pupils academic performance in KCPE was influenced by teacher time management.The study revealed that a significant relationship between time management and pupils academic performance at KCPE as indicated by a p-value =0.001. Teachers should focus on the maximum use of time for the productivity and achievement. Time management did not only help learners improve academically but it also taught them valuable skills that could help them succeed as adult in the work place and other areas in life.In the current study time management was a technique for effective distribution of subjects, total number of periods taken by that teacher, regularity and punctuality of same teacher in school and class. Further, teachers should set extra time for advance planning of class activities, guidance and counselling programme and preparation of Co-curricular activities for learners. These were noted to be of advantage to learners' academic performance.

Sahota (2016) characterized time as a priceless and essential resource, as well as a gift from the creator to the world. Each and every problem in a system and a country was resolved with the passage of time. The ability to select priorities and the ability to focus on a single task at a time were two important factors that influenced how much time one has available. Didinya(2018) asserted on teaching standards and learners' progress was measured through Teacher Performance Appraisal Development(TPAD). The study identified teachers' time management as a key factor that leads to a person's success at all levels in life. It was found that time was a resource that influenced all human endeavours therefore, it was extremely limited in supply in all 'sectors. Similarly,Kimeli (2021) asserted that evaluation of performance focused on measuring staff comportments and productivity in a definite period using TPAD on time mangement. In most countries based evaluation of teacher performance on competencies, behavioral traits and their ability improvement factors. The study reported that in developed countries such as Australia TPAD focused on professional engagement , knowledge and practices.This parameters focused on factors such as professional responsibilities,planning preparation,classroom

management and instructional strategy. In Nigeria ,a country that is still undergoing development, such like factors were nonexisted added (Kimeli,2021).

Education in Kenya plays a bigger role in moulding characters,technical skill, human intellect to be effective citizenship.Learners are found to lack many models to emulate Therefore measuring teacher's performance is key in all our educational institutions. Olando (2023) urged that a good teacher made effective use of his or her time so as to have good plans as well as succeed in life. The study revealed that teachers' economic use of time included staff time, pupil's time and time need to control of the time table which aid in syllabus coverage Subramanian (2016) viewed time management as a resource consisting of concepts, practices, skills, tools, and systems.The study reported that the resources operated in concert to help teachers gain more value from their time in order to improve their quality of life. Time is the most valuable resource, and how well a person use it will determine whether or not the endeavour was a success. Time management required a feeling of balance, which he described as the key reason for managing time as giving one's life order. These was noted to brings,peace of mind and the academic achievement of primary school learners in Bungoma Centrel Sub -County. The study focused on teachers' time management as a gap among the variables that influence learners' literacy in grade three children.

Therefore, when time was properly managed and maximally utilized has productive and achievable outcomes.Teachers' time management included the construction and implementation of profession documents such as preparation of personal time table, lesson planning. Humphrey (2021) and Subramanin (2016) and the present study seemed to be similar.The two studies addressed time management of students academic performance of college students who were found to engage most of their time on internet programmes unlike grade three who are the foundation level.

2.2 Pysical design of the classroom on learners' literacy outcomes

Mikami et al,, (2017) stated that well -designed classroom have more benefits both to the learners and the teachers.These was shown as respect for boundaries between learners ' area , activities, teachers' working areas and resources. A study conducted on how a well-arranged environment enhanced children's development through learning and play.Despite classroom management support of teachers' implementation of curriculum goals and objectives was also reported (Mikani, et al,, 2017). Therefore,when teachers design and configure their classroom, this influenced learners' behavior, feeling and action, hence, they were motivated to read .

A study by Rogers (2020) on how classroom seating layout influenced participitation and assessment performance of grade four learners in Louisiana elementary school. Factors such as seating position,classroom design,density, privacy, noise, windows and classroom ecology were reported to influence learners performance during assessment.The study revealed that there were numerous ways to arrange desks and as expected each of these arrangements benefited specific learning circumstances in the classroom. It was shown that during assessment where students seat in "T Zone'' participated and performed better than those who sat in the back or side of the class.According to Higgins et al. (2012) and Catron,(2017), the physical conditions of the classroom had an influence on teacher and learner conduct, learning and teaching, and academic achievement as shown in the literature. Nowdays in educational institutions it was revealed that physical setting of the classroom had the negative influence(Francis and Barnett, 2019).

Appropriate furniture was determined to be essential for ensuring that a learning environment was conducive and safe (Mathesa,2021).The learning environment of a classroom should minimize permanent and built-in furniture in favor of movable furniture whenever practical (Memari, 2020). This was because immovable furniture limits flexibility and arrangement options. When planning a classroom, it was essential to consider the impact of seating layouts. Spencer

& Moore (2016) noted that when learners were placed in rows, it idirectly improved their reading skills by reducing the frequency of unfavorable interactions between the teacher and learners. This was because learners seated in rows were better able to concentrate and were thus less likely to attract the teachers' negative attention.

Marsha, (2019) and Gilmour (2018) focused on classroom set up on learners' literacy and prints as a supportive variables for learners' literacy achievement. Jufrida et al,,(2019) stressed on class size, availability and use of resources as major predictors of learners' success in literacy outcomes. In the same vein, Gilmour, (2018) viewed literacy achievement as being embedded by classroom managements. There was relatively a dearth of literature on physical design of the classroom on learners' literacy outcomes in early year's education. Parson (2012) believed that rows of desks improved learner achievement by increasing the amount of time spent on a task. Thereforce, it was observed that learners listened intensively in cluster or rows but produced more work when seated in rows Similarly, Cawthon (2018) reported that teaching was much about facilitating dialogue and sharing critical thinking as a way of providing opportunities to learn literacy skills. Hence, all this activities emphasized the essential of speaking reading and writing in the learners of early years' of education which led to good academic performancee. According to Mellish(2018) in his conclusion thought on classroom arrangements reported that lack of rules could lead to disorderly and disrespectful learners, which led to a chaotic learning environment.

However, Matete(2018) observed that in a classroom were there were no desks, children were seated on the floor did not enable them acquire hand writing skills. This made the learners uncomfortable, and unsafe in the learning environment. This implies that when schools have enough facilities in the classroom learners were found to participate in class activities that enhanced literacy acquisition. Findings of this study was very important to the teachers of grade three in the country as some of the components of preserving learning environment for quality education was teacher characteristics and their

perception of parents involvement on their learners' literacy. Therefore this current study investigated the influence of learning environment on learners' literacy outcomes in primary schools in Bungoma Central Sub-County.

2.2.1 Class Size on learners literay outcomes

Teresa (2017) examined the effect of class size and academic achievement on a large sample on early grade children. The study finding of longitudinal study conducted revealed a negative relationship between a large class and learners' academic performance which was shown to be low.The study reported that due to free primary education in Kenya still a big number of pupils have low levels of reading skills. Further, stated that managing a large class was stressfully and not all learners were attentive as well as they could not be reached by the teacher in a given time. This study used Kurt Lewin (1943) theory on a population of 77 public primary schools. However, studies by Kisirkoi and Ronoh (2021) reported in contradiction that not only class size that influenced learners' achievement but also availability and use of resources influence learners' literacy achievement. This shows that literacy skills acquisition a part from being influenced by class size also revealed that learners' motivation to reading have a significant influence on beginning readers in early years of education Having reported the findings on the effect of class size on academic performance, the challenges that brought lapse in acquisition of literacy skills were never addressed because academic performance still remained poor. Moreover, class size was noted as an issue of high concern during teaching and learning process in schools in Bungoma Central Sub-County.

Class size had been reported to have a significant influence on the teaching-learning process Gilmour, (2018). Classes with fewer learners were easier for teachers to interact with, resulting in a better teaching-learning process since teachers could focus on each learner individually. Class size did not have an effect on the teaching-learning process, however, the teacher could not move freely to assess the learners' work as they complete their tasks. It has been discovered that small class sizes promote learner engagement, participation, and

attentiveness, as reported by Judith(2016). When classes were smaller, educators devoted more time and attention to each learner, which result in a greater understanding and ability to adapt their teaching methods to meet the needs of a varied range of learners.Big class size made it harder to keep track of learners' attendance Musungu (2021) observed that free primary education has brought a lot of havoc in Kenya.Classrooms were overcrowded and congested resulting in shortage of teachers and instructional resources leading to low academic performancee (Kisirkoi & Ronoh,2021). The size of a flexible learning environment was crucial, as it needed to be able to support many various types of instruction.

Francis, 2014; Jeruto & Okirima, (2020) opine that learners academic achievement was influenced by learning resources and class size. The study demonstrated that availability and use of learning resources were found to have a positive influence on learners classroom academic achievement. The findings of this study revealed a negative correlation between class size and learners academic achievement. Ekpenyong(2020) examined classroom environment and mathematics achievement of senior secondary school learners. The findings revealed that class size and availability of instructional facilities significantly influenced learners' academic performance. This revealed that class size was still a problem that need to be addressed.Fuether, the current study identified contemporary issues like language of instruction in early years education and teachers' of grade three attitude to influence the implementation of literacy skills. Despite professional capacity development for classroom teachers is taken care of by the government. So many teachers across the country have been trained in CBC programme known as Tusome Early Grade Reading Activity, a Ministry of Education programme that supports improvement of English and Kiswahili literacy outcomes for grades1-3 in Kenya (Milligan (2017). The concern is, are this teachers competent to infuse the core competences in the learning and teaching process in the classroom? Such teachers after acquiring the skills need to be competent.

However, Richelle,(2018) focus was on Children with high interest in literacy attainment found to many progress in literacy development than children with low interest in reading.This was   because slow progress is better than no progress at all . Jufrida *et al.* (2019) asserted that stress on class size, availability, and use of resources is a major predictor of learners' success in literacy and mathematics outcomes.In this study a longitudinal design was employed to assess children aged 5-7 years   from a kindergarten   to grade three. Non random   sampling was used to study the connection between class size and classroom process as conducted. Children from   small classes were found to have   performed better in literacy and mathematics than their peers from large classes. In the current study it was clearly and categorical reflected in Kenya education   government policy commitment to a maximum of 40 learners in a class. However, Blatchford et al (2013) suggested that a large class of more than 15 learners should be handled by 2 adult teachers .

Cox (2019) reported that teachers went through many challenges which need to be addressed in language acquisition and cultural boundaries. The findings revealed that overcrowded classes, lack of parents involvement and engagement and lack of support from other stakeholders were factors that hindered learners to demonstrate their literacy skills. The study noted that teachers   need to develop appropriate knowledge and skills in order to succeed in teaching diverse children, otherwise they would believe that all children can learn. The findings of this study was very important to Kenya as teachers' class arrangement is one of the strong pillars of CBC. Teresa (2017) and the present study seem to be similar, however, Teresa study only addressed challenges encountered teaching large classes which revealed a negative relationships The current study employed a theory that examines the learner in two learning environments. Also investigated parents involvement and engagement influencing learners literacy in primary schools in Bungoma Central Sub-County.

2.2.2 Classroom arrangements on learners literacy outcomes

Mikami, *et al.,* (2017) stated that well -designed classrooms have more benefits both to the learners and the teachers as respect for boundaries between learners 'where as, activities, teachers' working areas and resources.The way the teacher arranged his or her room depends on what furniture were and level of learners. This was   because classroom arrangement could have a big effect on the teachers ability on effectively management of the class. An elementary class have   different learning activity areas, learning   centers and types of tables or learners   desks   whilst   secondary   classes   had   completely   different programmes.Johnson (2016)asserted that teachers have discovered five components of effective classroom management but if the   teacher   did   not manage his or her classroom well, he or she would be found   talking a lot, refereeing instead of teaching.When teachers design and confine their classroom, this influenced learners behavior, feeling and action, hence they were motivated to read Carto,(2017).In this case activities areas ,teachers working area and resources were observed. This was noted ttat time for learning, was lost in sweeping and arranging furniture, organizing   learning materials and eventually planning   for the learning activities.

Similarly, in a well-designed literacy classroom, it was found out that prints and books in the classroom library were readily accessed by the learners for reading. The teacher was to facilitate and reinforce the learners to remain in their assigned area because change of physical arrangement of the classroom was revealed to have a direct influnce. Sheareer et al, (2021) stated that during socialization, learners need a healthy environment and role models to succeed. The classroom's physical space was important for learning and education, even socially. This was reported it's the first model that affected learners' academic performance. Appropriate furniture was determined to be essential for ensuring that a learning environment was conducive and safe (Mathase, 2021). The learning environment of a classroom should minimize permanent and built-in furniture in favor of movable furniture whenever practical (Memari, 2020). This was because immovable furniture limits flexibility and arrangement options.

When planning a classroom, it was essential to consider the influence of seating layouts

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Spencer & Moore *et al.* (2016) noted that when learners were placed in rows, it indirectly improved their reading skills by reducing the frequency of unfavorable interactions between the teacher and learners. This was because learners seated in rows were better able to concentrate and were thus less likely to attract the teachers' negative attention. Parson (2012) believed that rows of desks improved learner achievement by increasing the amount of time spent on a task. Therefore, it was observed that learners listened intensively in clusters or rows but produced more work when seated in rows.Hence, teachers of grade three should arrange the classroom in a way that accurately portray Educational philosophy. Additionally,ensure that there was space for learners to move around and interact the way the teacher could like. Oruikor et al (203), conducted a similar study on building teachers' competency, here the study focused on how students cannot be successful in terms of their behavior, or academic learning without an environment that has created as safe sure and conducive. Classrooms should be designed with purposeful incorporating elements such like natural light, flexible spaces, comfortable furniture, strategic use of color and technology that supports leaning.

Although, the teachers' educational programmes help in fostering professional development on this teachers, however, the teachers' ability to transform their attitude remained a problematic in primary schools in Bungoma Central Sub-County. The findings of this study was very important to Kenya as teachers' class arrangement is one of the strong pillars of CBC. Mikami et al (2017) and the present study seem to be similar, however, Mikami study addressed classroom design as a critical element in creating an effective learning environment that influenced learning process. The current study   investigated teacher characteristics as a major factor influencing learners literacy acquisition in primary schools in Bungoma Central Sub-County.

2.2.3 Learners motivation to reading on learners literacy oucomes

Yang et al (2018) conducted a study on how achievement tests and direct observation enabled to measure learners' literacy outcomes.The study targated 253 particapant learners. 24, third grade four learners from public school classrooms and their teachers were observed for 5month. Further, an interview on classroom conversation, use of language and classroom climate features was employed. The study revealed that   when teachers set up a classroom atmosphere that was safe and conduvice by motivating learners who attended to read fluently and practice the use of language were motivated.

Ronberg et al (2023) opined that intrinsic and extrinsic motivation influenced learners' literacy.   The study investigated learners' relationship between intrinsic reading motivation and reading literacy.   Teachers' approach of how learners were   motivated to know how to read and write was through the model of Bronfenbrenner (2001) theory. This theory viewed   the emphasize role the teacher have on the learners within different social context which were the critical learning environments. Further, role played by the teachers, parents and peers   in (meso-system) in facilitating learning. Nevertheless, Learners were viewed to complete 20,000 tasks in the course of their school careers (Bogumil, 2018). Turner(2015) in the early grades, noted a high proportion of this tasks which involves learning to read. If only by virtue of their sheer number, tasks have great potential to influence learners' literacy learning. There will have a positive influence on learners reading skills.

On the hand, Saeed & Zyngier(2021) perceived that learners needed   to be motivated to know reading and writing activities. However, much less attention have been devoted to the motivational efforts, persistence and concentration that learners expect during literacy instruction.If tasks were found to affect children's motivation, and then teachers of grade three   could   find out possible implications for classroom literacy instruction. Moreover, tasks of reading and writing in early years education were embedded in classroom instruction and the learning environment .This was revealed to be at the heart of recent

discussions about the effects of classroom context on children's literacy learning and academic performance.According to Mulei (,2023) meaning of words read by learners were constructed and negotiated within uniqueness of classroom culture. He examined adults actions in literacy-related classroom setup as those of a more knowledgeable person that focused especially on teachers 'role in literacy-related skills to be accomplished through the interaction of between grade three teachers, peers and learners in the classroom context.

However, Eccles&Wigfield (2020) urgued that a teachers role on young children in the whole class set up is to support the contention that beginning reading instructions should occur in a natural context. Grade three teachers were to create motivational factors to target with due consideration of the diversity in schools. This research was guided by bio-ecological theory of learning and psychological as it presents its principally in the work of (Brenfonbrenner,2001) which articulated several assumptions that formed the study of literacy learning as a social process(Elzaatari & Maalouf ,2022). Bronfenbrenner (2001) opines that when learners socially interacted, they learn from and with each other. This addressed the way learners took in new information as they worked together with peers in the classroom. Hence this is perceived as as continuing impulse to learn.

Castillo (2018) commented that countries need to address indicators that enbled educators to understand learning environment that support learners' continuing impulse to learn. This revealed that when learners were motivated during a literacy lesson, it influenced they literacy success. This was because motivation has a significant influence on learners' literacy achievement. The findings of this study is very important to Kenya as physical design of the classroom is one of the components that facilitates physical learning .Yang (2017) study was seem to the present study, however Yang addressed 24 participants who were observed for 5 months and later interviewed for data collection. which may lead to inteference in data collection. For the purpose of this study was to investigate

the influence of learning environmental factors on a group of grade three learners specifically the tasks identified in early reading instruction.

2.2.4 Libraries and access to Prints on learners literacy outcomes

Brennemanetal (2014) conducted a study on the importance of libraries and print as learning resources during literacy lesson. One of the aspects that plays significant role in acquisition of learners'literacy is learning resources. The study reported that tools were used for instructional purposes to reinforce concepts. Further, encapsulate the reasons for reading and writing, as well as the phonological abilities and letter knowledge that children will require in order to read words. This implied that parents should help children from birth to age eight develop and learn as long as they were consistently applied with high quality and over time. In the study's findings, learners' access to libraries and print resources can help to regulate classroom learning environment elements.Moore et al.. (2016) urged that many advantages were noted when learning resources were used appropriately by teachers in the process of learning and teaching. These include promoting, recalling, retaining of learned concepts in the classroom, offer cognitive and affective experiences hence, maintain learners' interest. This was reported to enhance curiosity in children and create learning environments that extend possibilities to   easy learning .This foster academic achievements in academic performance in all examinations in a learner's schooling lifetime.On the other hand, Lewin et al. (2019) reported on classroom prints, creating libraries and displaying reading materials on the walls as the main factors that facilitate a literacy rich environment.

Simiyu (2019) commented that where learning resources were not appropriately used   the teacher would do more explanation, use more words and hence the lesson became teacher centered. Teachers were adviced to use whole curriculum materials in managing factors of learning environment in the classroom through children accessing to prints and non – prints. Although, kitonyi (2022) stated that children were eager and ready to learn, but many teachers weren't ready to engage them in rich subject matter experiences that set them up for success in

school and the work place later on. The learning environment factors contributed to learners overall health and well-being, which in turn help them create an environment where everyone may achieve their maximum potential.Marcos et al (2020) opine that the quality of learning is influenced by a variety of factors, including the availability of resources, helpful learning environments, and a safe and comfortable learning environment.

 Hettiaarachi,et al.(2018) confirmed that learners should have access to well designed classroom libraries. This is becauce learners read more, spent more time reading hence help to develop positive attitude toward reading. Classroom libraries help to promote a well-rounded approach to literacy instruction, (Fisher,2016). Grade three teachers can teach literacy abilities and content-specific reading skills but if learners do not access to engagining books that they can successfully read, they will never realize their full literacy potential (Gambrell, Malloy, Marinak &Mazzoni, 2013). The government is responsible for providing the required infrastructure and resources. Physical circumstances of a learning environment, on the other hand, have a direct influence on educational quality as well as the wellbeing and health of learners and their teachers of grade three. As a result, physical space and learning resources must be configured to meet the needs of educational policies and programmes, including textbooks, stationery, and other teaching materials, as dictated by state education government policy (2016). The current study addressed these as factors that have positive influence to learners' academic performance though most private primary schools were found to be equipped with adequate resources and with a small number of learners in the classroom

Media   also played   the same role of reading, learning and teaching process in the classroom and most importantly (Marsh, 2019) affirmed that it was a tool for achieving general outcomes in learners. However, media is not used in learning process as expected. Therefore, teachers need to use environmental prints as instructional medium materials found in the classroom which attracted learners' interest in knowing how to read and write. Balkier et al (2018) noted in they study that computer aid instruction should be imparted by teachers

because when applied appropriately in a literacy classroom, pupils were reported to improve in reading phonological texts , read with fluency and comprehensively. This were found to aid learners' academic performance. Further, state that having a Library stocked with different types of children's genre, newspapers, and magazines including the ones that learners have written great addition of environmental prints.

Kitonyi(2017) believed that children who were learning a second language needed high quality instruction materials especially in the classroom. This is also found when teachers were modeling literacy activities over early years children . It is also importantly noted that to displaying learners work makes them feel more encouraged to see their own. Similarly Johnson (2015) & Tety(2016) agreed that substantial practice and oral language have a significant influence with learners literacy. The study found a positive correlation between reading print books and digital reading skills.Mutua,(2023) asseted that vocabulary teaching and learning was a key priority were as in litecay acquisition.Vocabulary was important for communicative competence. Therefore, the process of learning the words through phonological and phonic awareness in early years of education remained the factor in acquiring of literacy skills.However,vocabularly acquisition and its effectiveness have been the focus in literacy development in early grade learners. Hence, learning environment have a positive significance influence on learners literacy acquisition and academic performance of early grade learners.

Gilmour (2018) commented that children who fell behind in oral language and literacy development in the years before formal schooling were less likely to be successful readers. This was noted that their achievement lag is likely to persist throughout the primary grades and beyond. Although Nyongesa et al(2015) agreed that vocabulary development and reading achievement correlate. The early literacy laid a foundation for literacy development because vocabularies provide children with a sense of words, sentences and children build sensitivity to the sound system. This findings reported that children acquired phonological awareness and phonics through a safe and conducive learning environment.

Awandia (2021), noted that teachers should assist learners in developing conceptual knowledge through the process of creating connections and attempting to make sense of a subject.This revealed that there existed a significant positive relationship between teachers professional, pedagogic and personal competence and learner performance.Currently, the teacher characteristics and teaching literacy competences appear to be equally beneficial in helping language development as well as academic performance. Hendricks (2016) assertd that language and literacy skills develop and assist one another, as well.

However, Robinson(2016) reported that when learners use their own speech they were found to demonstrate their understanding of meaning of words and written materials. The Early literacy of learners have a significance influence to learners' academic performance because it enhance higher graduation rates, reduce grade retention and productivity in adult(Felicia, 2019) . The current study mainly concern was with grade three learners in Bungoma Centrel Sub – County.The Government have tried so much inventing many resources and training on teachers of grade three in Tusome programmeme with pedagogies skills hoping that all children could be taught to read but fewer efforts have been realized. The primary School Competency Based Curriculum for early year's education states that teaching literacy Activities in primary Schools was essential for both formative and summative assessments.

Althrough,Uwezo (2016) reported that this should be addressed but it remain silent because the core competencies in each learning areas that should be developed in learners including communication and collaboration remained an issue in schools in Bungoma. Gathumbi (2015) asserted that Methodology on how to teach the literacy content is not suggested in the curriculum Design, hence language teachers were embedded. On the other hand, Rajkumar (20117), Yara and Omondi (2020) asserted that regardless of the methods employed to teach literacy skills, a small percentage of learners struggle and never achieve literacy skills. Teachers of grade three should adapt phonics,

whole-word alphabetic, letter recognition, and study pattern for use in the classroom when teaching literacy skills.

The theory of Bronfenbrenner (2001) suggested that learners acquire literacy skills though social interaction and this should be within the context of a series of nested systems. The context in which the learner is an active member such as home, school, peer group and community group, such as churches or recreation centers.At school, children were reported to be natural explorers who construct knowledge and meaning of language through opportunities given by their teachers to know how to   read and write though seeing concepts of print Omondi (2020).

 Therefore,   teachers of early years of education   should provide literacy materials that   were available in multiple areas of the room through access to Libraries and prints. This were found to boost learners' academic performance to meeting expectations. Yara and Omondi(2020), Akumar(2018) reported that print-instrumental medium material and a visible impression on the surface were both   fundemantal in literacy growth and marks the beginning of recognizing the use of computer based educational tool or system to enable learning. Learning to read and write in the context of the environment necessitates exposure to print Wigfield (2020). When children were exposed to reading words in the classroom or found everywhere; parents and teachers should assist in reading and getting the meaning of those words. This has been proven to improve a child's desire to learn how to read and write to meet expected expectations..

Susan et al (2014), asserted that having a classroom library with a wide variety of books, including those that learners have authored, is a terrific way to get learners addicted to environmental print. This has been shown to keep learners engaged with print and to help them see their own progress go beyond the minimum. Similarly, Uwezo(2019) survey study conducted from preschool learners to grade three reported on the same. Some of the findings reported that learners should be accompanied with digital literacy knowledge alongside

practice and review in promoting reading and mathematics ability. The Government of Kenya intervention has come up with programmes on Tusome and early grade mathematics where teachers of early grade learners were trained on pedagogical skills of teaching literacy and mathematics.

However, Gwendolyn (2015) opined that disruptive classroom behavior led to many schools implementing positive behavioral strategies intending to create orderly classroom set up. The study identifies some gaps as without this components of learners' literacy as foundations in early years education need to be captured and understood in the learning environment so as learners perform exceeding expectation.However ,this remained a concern in schools in Bungoma central sub-county. Education (2020) also noted that storybooks were vital in the acquisition of learners' literacy hence parents need to buy for their children. Grade three teachers should be adviced to use whole curriculum materials by displaying prints and non prints in the classroom. One of the findings show that new learning of concept were strongest when children were able to make connection to knowledge.

2.3. Supportive learning evironment on learners literacy outcomes

Sato (2013) conducted a study on peer interaction and corrective feedback for accuracy and fluency. Corrective feed back during peer conversation used to assess the influence peer interaction that has on second language acquisition. A quasi- experimental study is used on four University levels of English learners' classes in Japan. 3 groups were found to be controlled whilst 1 group is provided with all the requirements for the study. The study revealed a significant influence of N=162. After a semester, the findings reveal that the 3 controlled groups show improvement. Lojik (2020) noted that peer interaction and learners' related behavior in the classroom context during literacy lessons contribute strongly to children's development and learning of literacy skills

Further, children's language and literacy skills were similar to those of their peers in the early years of education .classroom children were found to be transiting

from solitary to interactive behavior pattern. It is thereforce that teachers of grade three should use a scaffolding language. A conducive learning environment not only fosters academic achievement but also nurtures the holistic well-being of students(Rizki,2024).The study reported that teachers play a pivotal role in addressing and mitigating mental health challenges of students by cultivating trust and forging strong relationshipsThe findings revealed that ,implementing inclusive practices is a vital in addressing diverse mental health within supportive learning environment.This is done by providing resources, promoting open communication and adapting teaching strategies so as teachers empower all students to thrive.

Tavere (2016) asserted that a well socialized learner was characterized as a learner who have high motivation to learn. This iwas positively influenced towards acquiring literacy skills and attend to school regularly. This foster academic achievements in all examinations in a learners' schooling lifetime. Graham et al.(2018) commented that Peer interaction fosters the development of the literacy skills in a classroom. The teacher played the role of a facilitator, facilitating learning and teaching process. Currently, Learning becomes fundamentally interesting when children learn among themselves. This creates an opportunity of social interaction and mutual understanding as learners learn to read.

Taveres (2016) noted that learners speak more and even produce longer turns in a conversation when socializing with peers.They also do more to maintain the conversation by developing simple words. Interested stories, new ideas, making suggestions and even asking each other question were equally introduced. Hence, this language practice is found to enable learners to practice to use of language in awider range of way with their peers. This shift in social behavior, children have greater possibilities for social, cognitive, and literacy skills development through peer contact. Brenfonbrenner,(2001) theory, stated that language use in interaction was a psychological instrument for higher-order thinking. When children speak with others about their thoughts, feelings, and desires, they improve their language and literacy skills. However, Hurtado

(2018) indicated that the majority of studies were carried out in Head start programmes on low income families. Ryzn (2016) study showed a negative relationship between learners social interaction and emergent literacy acquisition. Currently, learners are found to help each other in reading text during reading Aloud in the classroom as they correct those with difficulties with reading problems.

Kim (2015) indicated that it was important for teachers to pay consideraable attention to learners bilingual experiences with their peers. The study emphasized mainly on the importance of social context in children's literacy development by examining the role of peer relationships. A comprehensive 18 –month longitudinal qualitative case study was conducted on how mother tongue- English bilingual languages affected children responses toward picture books during whole group reading aloud task. Lesilie (2017) concurred that learners relied on their own long-term literacy skills and an education that help their academic performance. For example, children were practicing talents that were intertwined with literacy learning where they express themselves orally or communicated through script in a variety of genres and media.Currently,the language of instruction for early childhood children use is language of the catchment area. However, picture books are printed in English, this brings a lot of controversial among the learners. Thus, in order to create supportive learning environment teachers need to examine the role of peer relationship. Laanemets and Rostovtseva (2015) argued that developing supportive learning environments depends on teachers professional competence,especially their ability to structure different learning environments with regard to both in formal and informal settings. Teachers need to minimize learning environments to develop student- centred environment according to the constructivist approach.

Sato (2013) study revealed that peer relationships in preschool bilingual literary practices played a significant role in children's literacy development. It was found out that children developed their vocabularies as they interacted during the reading a loud task. Hence children's literacy is enhanced because vocabulary building is one of the skills of literacy acquisition. The study

indicated that both developmentally and appropriate practices in early years education influenced acquisition of literacy skills. The developmental theory of the ecological system supported the notion that positive engagement with peers is a primary way early years of education children learn literacy skills. Hunter (2016) investigated the literacy teaching and learning experiences of learners in standard schools in Sweden, focusing on grade six learners.The findings revealed that teacher-learner contact was critical for learners' acquisition of literacy skills through topic content, and vice vers.

Hurst (2013) agreed that classroom practice has a substantial influence on literacy learning because it draws on varied subject matter that more firmly supported learners to acquire sustainable literacies and particular subject knowledge. The findings of this study is very important to Kenya as physical design of the classroom was one of the components that facilitates physical learning. Sato (2013) study is seem to the present study, however Sato addressed corrective feed back during peer conversation used to assess the influence peer interaction that has on second language acquisition and later a quasi-experimental study is used on four University levels of English learners' classes for data collection. For the purpose of this study is to investigate the influence of learning environmental factors on a group of grade three learners adopting descriptive survey design specifically the tasks identified in early reading instruction.

2.3.1 Language Policy on learners literacy outcomes

Bianca (2017) conducted a study on how language policy affected the education system in the Australia .The study addressed 54 participants who were observed for 6 months and later interviewed for data collection.The study reported that language policy had played an important and evolving role in the formation of Australia language used as the indigenous language. Oluoch (20 16) also reported on teachers' and parents attitude on the implementation of mother tongue as a medium of instruction in lower primary schools.This were shown to aid literacy skills hence good academic performance. It is found out that

indigenous language suppressed the British language because, British language is but only a language acquired after colonization. Therefore, the country intended to form their own language that could preserve their language as well as gave learners' sense of identity.

Further, the government of Kenya had to put in place decisive policy strategies and regulations which supported the use of indigenous language as a medium of instruction in all schools and the country as well. Lesilie (2017) reported that use of indigenous language on literacy learning is identified as a predictor associated with learners' sense of community in their school and effect of learning. The study further reported that supportive learning environments including communication, participation and choice of school which led to academic success.Fernandez (2023) on based Approach for informing policy makers analysed how teaching effectiveness is assessed in Spain. The study focused on education innovations and effective teaching behaviors. It reported that policy changes influence shift from traditional teaching to dominant paradigms in the Spainish educational landscape. The findings revealed that safe learning climate,efficient classroom management and activating teaching strategies influenced learners engagement in academic performance.

However, (Lesilie,2015) after the absence of a national language acquisition policy on learning environment, this is found to contribute to a weak language policy. Hence this was reported to infuence the quality of education in the country. The findings reported that many challenges were brought to the country by this policies which were found to lead to loose of collaboration among partners. The partners who were the politician, educators and administrators provided fragment and fragile language programme. The government of the country later recommended the acquisition of indigenous language alongside with supporting the second language to be prioritized in aid of English literacy in the education system.

Baldauf (2015) opines that language policy was a body of ideas laws regulations rules and practices. The study reported that language policy was a complex

socio-cultural process.The socio cultural process influenced the learning environment. Currectly language is perceived as a critical tool that is used for the purpose of communication.It was examined as a mode of human interaction negotiation and production mediated that influences the power on learners' academic performance in literacy development. The study reported that the Policy promotes the bilingual development in early years of education young children (0-7 years) in Kenya.This study used theory of Ecological system which commented that children develop in 3 levels of the environments. This factors were social, culture and language development which influence learning environment(Bronfenbrenner 2001). As a result of this, when learners' contact with teachers , peers, and even their parents, in a safe and conducive learning environment literacy skills can be gained by learners. A child's development takes place inside a complex web of interactions. This framework could be used to support a child's bilingual development in the Early Years as well as their literacy development across all languages. Castro et al,(2017) revealed that when teachers assist learners acquire knowledge of two or more languages, they provide an advantage in literacy development.

Muthwil (2020) asserted that curriculum transformation act in which the language policy approved in Kenya entails a bilingual perspective in education where the child's first language is used as the language of instruction in lower primary while English was taught as a subject. In the upper primary classes English takes over from the first language as the language of instruction in our schools however the first language does not relish the same reserve role as English. The significant of mother tongue in the education system cannot be overlooked. This was because mother tongue languages were inimitable benefactors to social, political and economic development of any country.Through the curriculum and other policies, classroom interactions were tied to national policy.Studies have shown a linkage between classroom engagement and national policy education, which was then taught through the curriculum with possibility of being implemented (Castro,2017). Further more,Kenya was a cosmopolitan country with more than 45 ethnic tribes, so such a policy cannot be applied. According to the findings of the study a

bilingual policy was adopted as one of the most important aspects of a bilingual country where its citizens may simply switch between languages.

Mandillah (2019) conducted a study on the influence of mother tongue on the implementation of competency based curriculum system of education. The study revealed that language policy has not been supported by a careful implementation strategy for mother tongue education. Further,the study advocated for implementation strategies such as greater resources allocation, teacher training and language instruction methodologies upon changes in teachers of attitude. The findings revealed that political will and clearer policy objectives to be implemented that could achieve the aims of an effective MTE system in Kenya. Other scholars (Baldouf and Kaplan,2017,Fernandez, (2023), Oluoch, 2016 and Mandillah 2019) have conducted similar studies on the influence of using mother tongue in education. For example Mandillah (2019) argued that learners who understood the language they were instructed in were more likely to engage meaningfully with content, be creative and think critical toward solutions to the challenge of new things during the teaching/ learning process. On the other hand (Uwezo 2015) study reported controversies which raised misconceptions and negative attitude towards the use of MT in teaching reading and writing skills along with academic content in the early years' education. Mandillah (2019) drew the conclusion that mother tongue plays a crucial role in the educational system and cannot be undervalued. This was due to the fact that mother tongue languages was used invaluable assets to any nation's social, political and economic advancement.

Alexander (2014) stated that mother tongue as a medium of instruction in many countries has been supported globally, but due to learners' identity and self-esteem the policy aims at bridging the home environment to the school environment. Though there was an argument still on the use of mother tongue as a medium of instruction. However, evidence from other studies indicated a significant mismatch between those stated policies and actual classroom practice across regions. The language of instruction policy appeared to be practical less straightforward but, recognized only on paper. Due to, insufficient

instructional materials in indigenous language, alongside learners not beginning instruction in English upon, school entry disadvantaged them while learners took end year exams. All these compounds to low academic performance in public primary schools in Bungoma central sub-county, Kenya.

Kitonyi(2022) reported that use of indigenous language on literacy learning was identified as a predictor associated with learners sense ofcommunity in their school. Further, the effect of learning found to boost the effectiveness learner- centered learning. That language policy intended to provide national guidelines for bilingual education. Castro et al,(2017) asserted that when knowledge of two or more languages was acquired, they provide an advantage in literacy development. The study revealed that schools were to support the development of their own language plans and strategies to meet the needs of their learners within the framework of the Policy. It was found out by teachers that Early Years education was important for bilingual development. Therefore, positive attitudes toward literacy acquisition should be embraced because this was the foundational level of learning where children were found to be curios and eager to learn many concepts within their surroundings.

Fosco et al,(2019) asserted on the significant influence between social behaviors and early literacy skills.Learners developed pre-academic competencies,the study reported that reading, mathematics and writing skills which serve as the foundation for future academic achievements.This was revealed that learners help each other to read text in the classroom as they correct those with difficulties with reading problems.

However, Kyeyune (2015) commented that positive learning environment relates to behavior change, including paying attention to the teacher, being interested in exploration for new activities, seeking help, or accepting help. Hence, children were found to exhibit a high volume of positive learning related to literacy achievements. The government of the Kenya recommended the acquisition of indigenous language alongside with supporting the second language to be prioritized in aid of literacy skills. Biance (2017) study was

seem to the present study, however Biance(2017) addressed 54 participants who were observed for 6 months and later interviewed for data collection. For the purpose of this study was to investigate the influence of environmental factors on a group of grade three learners that where physical design of a learning environment is found to compliment positively, has a welcoming atmosphere to learning sessions, and also learners were reported to use a language which was familiar to them. The mediation of the teacher of guidance will be beneficial to the learners.

2.3.2 Learners' Motivation for Reading on learners' Literacy Outcomes

Barber (2020) conducted a study on reading motivation and engagement which enabled learners reading achievement. A sample size of averege 40% of students, sampled from 50 countries reported somehow or less engaged in their reading lesson. The study findings revealed that policies to be recommended centering on the need for school administrator and teachers to learn principles of reading motivation and engagements.Many children and adolescents demonstrate limited motivation and engagement in reading.The mediation of the policy makers was beneficial to the learners. At the same time motivational factor was found as instructional incentives toward learners' reading behavior in a literacy classroom.This was observed that many learners were still not reading at the level required for future academic and career success.Therefore, to strengthen reading comprehension, teachers should use instructional attention, multiple motivation and engagement processes that drive learners to derive meaning from text.

Wigfield (2020) concurred with the influence of intrinsic and extrinsic motivation on learners' literacy. The study determined how teachers could motivate grade one students before formal instruction. A survey of early literacy motivation was carried out on grade one students where assessed in their first month of school.The study reported that competing factor models were self belief and interest. Additionally, as classroom teachers observed students read at first month of schooling before formal instruction here self belief in students

was reported to be manifested in self efficiacy and self concept. When learners are motivated to reading at an initial early years it proves a powerful advantage for long term academic success.This was because children who enter school with low emergent literacy were found to be at risk of entering a negative learning spiral concerning both skill and motivation. Therefore, teachers as a facilitators to enrich the classroom environment with varieties of literacy materials. Further, classroom library with books appropriate to the learners 'age and also children's genre motivate them to read so much hence better academic performance. Rajkumar, (2017) reported that adult actions in learners literacy related learning have been neglected and needed to be undertaken.

Intrinsic motivation of learners' literacy learning has been rooted in social process.Teachers' approach of how learners were motivated to know how to read and write is through the model of Bronfenbrenner (2001) theory. This theory viewed the emphasize role the teacher have on the learners within different social context which were the critical learning environment and the role played by the teachers, parents and peers in (meso-system) in facilitating learning. Nevertheless, Learners were viewed to complete 20,000 tasks in the course of their school careers(Bogumil 2018).Turner(2015) in the early grades, noted a high proportion of this tasks which involves learning to read.Students reading at early grade was revealed than a child's literacy motivation significantly predicted reading success in future. Classroom teachers reported that motivation underlined much of their students reading success at the critical period of reading aquirition (7-10 years). Therefore, new instruments were needed. If only by virtue of their sheer number, tasks have great potential to influence learners' literacy learning. There would have a positive influence on learners reading skills. At the same (Lawson, 2022) noted that time motivational factor was found as instructional incentives toward learners' reading behavior in a literacy classroom .

Yang et al (2018) identified that learner motivation to read and home influence environment were predictators of reading literacy achievement of grade 4 students in Emirate of Abu Dhabi.Its result analyses showed that students

'reading self-efficacy is the strongest predictors of students reading achievement while a number of home context variables made significant and independent contribution.However,intrinsic reading motivation and parent involvement were revealed to have either no or negative association with students reading achievement.Althrough Rashid(2018) in particular commented that few studies have drawn data on learners' literacy to explore the effects of motivation on reading achievement. It was not clear how the sampling and assessment in large scale students have been accounted for.The study therefore,revealed that children who are highly motivated often read more, have larger vocabularies and make achievement gain beyond their less motivated classmates. Salome (2015) opine that learners in South Africa were being motivated to engage mostly in learning mathematics and sciences among secondary school achievement.This was because of technology for industrialization. The study reported that learners from former white schools and independent schools in South African schools outperformed their black counterparts in the study. However, at an age-appropriate level, it is revealed that boys out shined girls in science subjects (STEM)(Science, Technology,Engineering and Mathematics), In the current study boys and girls were given equal opportunity in the criterion assessment to avoid biasness.

 The current study aimed at bridging the gaps in the literature through examining the effects of learners motivation on in Bungoma Cental Sub-County using a small scale learner assessment data. On the other hand, Saeed & Zyngier(2021) perceived learners need to be motivated to know reading and writing activities. However, much less attention have been devoted to the motivational efforts, persistence and concentration that learners expect during literacy instruction. According to Mulei(2020) meaning of words read by learners were constructed and negotiated within uniqueness of classroom culture He examined at adult as a more knowledgeable person that focus especially on grade three teachers role in literacy actions in literacy-related classroom set up. This is observed as-related skills to be accomplished through the interaction of between grade three teachers , peers a learners in a classroom context.

However, Wigfield & Turci(2020)   urged that a teacher's role on young children in the well class set up is to support the content that beginning reading instructions should occur in a natural context.Grade three teachers were to create motivational factors to target withdue considertion of the diverity in schools. This research was guided by bio-ecological theory of learning and psychological as it presents its principally in the work of Brenfonbrenner which articulates several assumptions that forms the study of literacy learning as a social process (Elzaatan & Maalouf,2022). Moller et al(2011), demonstrated that kids exhibit high levels of self-efficacy and don't worry about how others view them. They thrive on adversity and only seek help when absolutely necessary.

 However, the study was observed for long time which may cause interference with the participants.Therefore, physical design of the classroom should be addressed for effective learning of literacy in early education. The findings of this study is very important to Kenya as physical design of the classroom is one of the component that facilitates physical learning. Yang et al (2021) study was seem to the present study, however Yang addressed 40% participants who were observed from 50 countries and later interviewed for data collection. For the purpose of this study was to investigate the influence of learning environmental factors on a group of grade three learners that where physical design of a learning environment is found to compliment positively, has a welcoming atmosphere to learning sessions, and also learners were reported to use a language which is familiar to the learners.

2.3.3 Libraries and prints and Literacy Outcomes

 Vuzo (2022)   conducted a study on role of school libraries in enhancing extensive English languga readiing skills. The study was drawn from theTanzania context that represented English foreign language learning contexts. The study aimed at exploring the availability of school libraries andassessing how teachers andstudents use the school libraries to improve extensive English language read skills.The respondents of the study were 12

English teachers a library and 72 students. Interviews, focus group discussions and observation were used to collect data. The study findings showed that school libraries were available in some schools .However, those libraries available were not used by teachers and learners to enhance learning of extensive reading skills in English language. Vuzo(2022) reported further that most libraries did not have authentic materials to encourage interest in reading.Therefore, classroom libraries should be functional and well equipped with children' genre. On the other hand Anne (2017) found out that learning resources used appropriately by teachers in the process of learning and teaching enhanced acquisition of literacy skills. This study commented that one of the aspects that plays significant role in acquisition of learners' literacy was learning resources.

These tools were used for instructional purposes to reinforce new concept (Omulanda,2018). The findings reported that they were vital for promoting, recalling, retaining of learned concepts in the classroom. Further offered cognitive and affective experiences hence, maintain learners' interest. This is revealed to enhance curiosity in children and create learning environments that extend possibilities to easy learning. Therefore, learning resources foster academic achievements in academic performance in all examinations in a learner's schooling lifetime.On the other hand,Simiyu,(2018) noted that if learning resources were not appropriately used   the teacher will do more explanation, use more words and hence the lesson became teacher centered. Teachers of grade three were adviced to use whole curriculum materials in managing factors of learning environment in the classroom through children access to prints and non – prints.

 Although, Kitonyi (2022) stated that children were eager and ready to learn, but many   teachers weren't ready to engage them in rich subject matter experiences that set them up for success in school and the work place later on. Those factors contributed to people overall health and well-being, which in turn helped create an environment where everyone may achieve their maximum potential. The quality of learning was influenced by a variety of factors, including the availability of resources, helpful learning environments, and a safe

and comfortable learning environment (Spencer,2018). Hettiaarachi,et al.(2018) confirmed that learners should have access to well designed classroom libraries. This was because learners read more, spent more time reading hence helped to develop positive attitude toward reading. Classroom libraries helped to promote a well-rounded approach to literacy instruction, (Fisher,2016). Grade three teachers could teach literacy abilities and content-specific reading skills but if learners did not access to engaginig books that they can successfully read, they would never realize their full literacy potential (Flavin, 2018) The government was responsible for providing the require infrastructure and resources. Physical circumstances of a learning environment, on the other hand, have a direct effect on educational quality as well as the wellbeing and health of learners and their teachers as well, (Hattier,2020).

As a result, physical space and learning resources must be configured to meet the needs of educational policies and programmes, including text books, stationery, and other teaching materials, as dictated by state education government policy (2016). The current study addressed this as factors that have positive influence to learners' academic performance though most private primary schools were found to be equipped with adequate resources and with a small number of learners in the classroom.Media   also played   the same role of reading, learning and teaching   process in the classroom and most importantly (Simiyu, 2019) affirmed that it was a tool for achieving general outcomes in learners. However, media was not used in learning process as expected. Media was categorized into prints and non-prints. Example of prints were books, magazines, and newspapers whilst non prints were Televisions, video games , internet, computers, tablets, calculators and many others. Marsh (2019) in particalur approached media as literacy rich environmental factors noted as instructional medium materials found in the classroom which attract learners' interest in knowing how to read and write. Further, stated that having a Library stocked with different types of children's genre, newspapers, and magazines including the ones that learners have written great addition of environmental prints. It was also importantly noted that displaying learners work made them feel more encouraged to see their own work (Bullock, 2018).

Similarly Johnson (2015) and Tety(2016) agreed that substantial practice and oral language have a significant relationship with learners literacy. The study found a positive correlation between reading print books and digital reading skills.Therefore, children who fell behind in oral language and literacy development in the years before formal schooling. They were less likely to be successful readers and their achievement lag was likely to persist throughout the primary grades and beyond. Although Nyongesa et al, (2015) agreed that vocabulary development and reading achievement correlate in that the early literacy layed a foundation for literacy development. These was because vocabularies provide children with a sense of words, sentences and children build sensitivity to the sound system. These findings reported that children acquire phonological awareness and phonics. However, Robinson (2016) reported that when learners use their own speech they were found to demonstrate their understanding of meaning of words and written materials.

The Early literacy of learners of grade three have a significance influence to learners' academic performance.Further, it enhanced higher graduation rates, reduce grade retention and productivity in adult Robinson(2016). The current study mainly focused on grade three learners in Bungoma central sub county, Kenya. However, learning environment remained to be a factor of concern, though, the government has a role to play in making sure the challenges in schools were solved. These was not only by funding public schools but also advocate and sensetize parents on the importance of safe secure and conducive learning environmemt for education to their children. The Government have tried so much inventing many resources and training on teachers of early years of education in Tusome programmeme with pedagogies skills. Further, hoping that all children could be taught to read but fewer efforts have been realized. However, the primary School Competency Based Curriculum is still under transition problem.

2.4 Parents' involvement and engagement on learners literacy outcomes

Kamunge (2018) conducted a study on teacher and parents' role in preschool children in Kenya.The study carried a study to identify factors that influences children's early reading interest and teachers perception towards parental involvement in early literacy development.The descriptive survey design was used on a target population of 162 preschool teachers and 4,385 parents. Structured questionnaire was used to collect data from parent. The study findings reported that among the factors that influenced children's reading interest were; parents,teachers,home and classroom environment, books, library facilities, motivation and age of the child.The study also noted that parents' role in preschool children's reading habits development which had not been formulated incuuded: facilitating a literacy rich home environment, and literacy related activities.The study findings revealed that in order for preschool children develop a strong and lifelong reading habits parents and teachers need to partner.Parent involvement policies and programmes of early literacy development to be formulated. This was because parent teacher partner in early childhood was low in Kenya. Therefore, parent support in early years education is paramount per CBC programme.

2.4.1 Parents attitude on learners literacy outcomes

Zeynep et al (2021) noted that not only parental attitudes influenced school students academic achievement but also personal responsibility was reported to effect high school students learning.The study revealed that parental attitudes was a significant predictor of personal responsibility which directly influenced academic motivation of high school.Similarly Chen et al (2023) examined parental attitude and children learning interest of literacy and numeracy achievement on six year old Chinese Kindergarten children. They used 110 parents to complete the questionnaire on demographics, parental attitudes, home environment, home activity and parents involvement in school.The study indicated that parents attitudes had direct influence on their children's learning interest in literacy and numeracy. The study was carried out on parents and learners when demographic variables and parental practices were controlled. It

was revealed that children performed low academically because parents failed to support them to acquire literacy and numeracy skills while at home and left the burden to be tackled by teachers in the classroom. The findings suggested that parents supportive attitude on learners' literacy skills have a direct positive significant influence of 75 % p= 0.001 on the reading academic performance of their children in grade three. These implied that when parents have an appreciative feeling toward their children education and the work of the teachers, it influenced the reading achievement because the learning was supportive.

Learners who had positive feelings toward reading tasks and activities specifically phonological awereness, phonics and guided writing were found to acquire literacy skills in foundational grades as expected by the teachers(Lojik,2020).Parents were found to have strong beliefs in their own reading abilities and more often participate in literacy activities. They endure longer when encountering challenges in their reading and they read more often than other learners. Rosemary (2017) noted that parents with children in private schools purchase more reading materials to their children. These made them often be of great value as compared to children in public schools because children who read frequently grow into more skillful readers than their peers who read less in public school in Bungoma Central Sub-County. Although, currently some private schools employ school leaver who were hard working. Parents who take they children to private schools have confident in those teachers on literacy development. Learners in private schools were found to have close relationships with their teachers who commonly act as role models Kamunge (2019). Teachers of grade three should create time to read for and read to their learners in class which enable them become good readers at an early age.

However, research also suggested that even if children think that they were competent at an activity for example independent reading or effective communication was able to perform it effectively (Breiner,2016). The assumption was that services provided in private institutions were favorable as

compared to those of public institutions. CBC learning system has a Vision that enabled every Kenyan to become an engaged, empowered and ethical citizen. Parents' desire was to see that their children were equipped with the skills, knowledge, attitudes and value to thrive in the modern world, confident about their proud and rich cultural heritage. They may still not engage much in the activity if they were not much interested in it or did not value it highly Wig field et al,(2014).Interest in reading was important for literacy acquisition (Olando,2023). Its because children who were interested driven tend to spend more time reading for leisure were likely to devote more effort to literacy tasks. They were more likely to become skilled readers than their peers who were less interested in reading activitie*s (*Mazzini et al 2016).

Therefore, teachers perceived that parents of children of early years education in public schools should provide adequate print rich resources for their children .Moreover, home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills added (Kamunge,2018). These helped them to learn and engage positively with the world. Hence parents were called upon to be responsible .A good home learning environment provided the love ,security, stimulation and encouragement These opportunities help children to fellow a process that began at birth or before. A parent-child relationship during the first five years was fundamental to a child's later success in school and their longer term development (Musungu 2020). Moreover, as discussed early in the literature from birth children need to be ,respected and valued as unique individuals and cared for in a warm safe and encouraging atmosphere. In loving relationships enable children to develop self-control and empathy both of which influence on success.

2.4.2 Parents involvement and engagement on learners literacy outcomes.

Graham et al(2015) conducted a study on parents involvement and child's literacy practices.The study investigated the mediating role of self-regulated learning behavior in the relationship between early school-based parent involvement and children's academic achievement. Using data from the

longitudinal study of Astralian children with a target population (N=2616). The study reported that parents engagement and involvement was a more powerful force than other family background variables in a family socioecomonic position. It influenced early parent school involvement that predicted children's reading achievement. Findings from structural equation modeling analyses revealed that children's self regulated learning behaviors fully mediated the relationship between school based parent involvement at Grade1 and children reading achievement at Grade 3.Althrough the study findings reported that there is no direct relationship asssocited between parent involvement at Grade 1 and numeracy achievement at Grade 3. Hence,parent involvement was idirectly associated with higher children numeracy's self regulation of learning behaviors.Further, has been a top priority for school administration for decades. It was therefore, that parent involvement made a major different in learners literacy oucomes in early years of education.

The findings was revealed to prepare learners for early reading experiences.Therefore, parents involvement and engagement with their child's education including parent –teacher meetings, parent-teacher organization helping with home work and parent discussing school events with their children at home. Parents who found time and read for and read with their children have a significant influences not only on reading achievement but also expressive language was manifested (Dettmerrs, 2019).Parents homework involvement on learners' success in literacy acquisition skills revealed that there was influence on parent's engagement and literacy development in early years of education. Teachers urged that parents need to be trained to give support to children to develop their language ability and increase their knowledge. This was found to assist when children become familiar with books and other printed materials. Therefore, children who were rewarded in families where parents provide rich literacy environment were found to do better in school than those who were not. Perkins(2016) urged that literacy use in poor families were likely to use fewer words in their conversations which barred their children from developing in literacy hence performs poorly in the classroom.

Parents involvement in homework completion was commonly expected by schools, teachers and parent(Kathomi ,2015). For instance the effectiveness of homework seem to depend on the quality of the tasks assigned. Olando (2023) noted that Homework assignments that were perceived to be selected and cognitively challenging were found positively associated with the learners' achievement. Teachers need to equip their learners with lots of reading materials to boost academic performance.

On the other hand,Kast (2023) opine that teachers perceived that parents with pessimitic attitude dislike teachers of their children doubted and criticized all school programmes. Currently, Parents' attitude whether positive or negative would lead to decreased or increased acquisition of literacy skills and academic performance, because they had a responsibility to play in their children's education. Olando (2023) asserted that the early years of a child's life played an important role in the knowledge development and reading skills. Mullis (2018) argued that children usually show curiosity in reading and writing activities in rich literacy learning environments. They were found to gain the skills necessary to read right during early year's education. In fact, this enabled children develop a positive attitude toward books before they began to learn on a daily basis.Grade three teachers should be adviced to organize for parents school meetings and mobilize them to get more involved in supporting their primary schools by making sure that learning environment was safe ,sure and conductive.

Currently, there are three factors which parents should observe on their learners literacy at home environment, Parents engagement and parents behavior. Parents need to support their children to know how to read and write at an early year age (Stanton,2015). Teachers perceived that children of early years education from public schools in Bungoma central sub -county, need parents to be their reading role models with daily practice in order to navigate successfully through beginning literacy skills. Parents should be adviced to focus on strategies that could assist their children in acquiring reading skills, word intonation, and fluency. (Graham 2015) and the current study was

important in Kenya as teachers of grade three believed that parents were strong stakeholder to their children education. He further highlighted that early parent involvement did not predict learners numeracy achievement. The current study focused on Early parent school involvement influenced learners' reading achievement.

2.5 chapter summary

This chapter has reviewed literature related to the study on the influence of learning environment on learners' literacy outcomes in primary schools in Bungoma central sub- county, Kenya. Different researchers who have carried out research work on different types on learning environment like teacher belief, social economic status, and learning resources were reviewed. Furthermore classroom characteristics, indigenous languages, parents support, home environments, social economic backgrounds and teacher behaviors among other factors with their influence on learners' literacy were as well reviewed.

The current studies investigated the effectiveness of teacher competency, parents involvement, supportive variables ,libraries' and prints have demonstrated mixed results about the link between influence of environmental factors and learners literacy outcomes. However, some studies have found a positive significance to literacy outcome development for example Mullis(2018), Kitonyi(2021), Barbar (2015), Leyster(2020) and Higgins et al (2012) while Teresa(2017),Mikami(2018), Olando(2023) and Emelda(2021) had found a negative influence.

Therefore,the studies, suggested that one should consider how safe and secure classroom were for learning process. Most importantly, parents involvement and engagement, was paramount at all levels of learning and not the type of school that was crucial for learners' literacy outcomes. The present study was built upon this previous studies, aiming to shed light on factors that might improve the quality of environmental factors and the learners literacy achievement and they well-bring. Finally, the review showed that there were

several studies targeting learners' literacy outcomes at early years of education. It appears that no specific study has been done locally and specifically on literacy achievement for grade three learners in Bungoma Central Sub-County which was a very crucial grade.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter of the research study deals with the description of the methods applied in answering the research question. Hoelin (2005) gave an outline of six (6) factors which scholars should follow when considering the methodology namely: research design, research location, target population, sampling procedure, and lastly research instruments. It also deals with the pilot study, validity and reliability of the research instruments, data collection procedures, data presentation, data Analyses and lastly ethical consideration.

3.1 Research Design

The study optimized descriptive cross- sectional survey design (Oso,2016) due to its research need to investigate learning environment on learners literacy outcomes influence .The research design provided details about who,what and how the researcher undertook inquiries of the research evaluation on how the learning environment may influence the development of literacy skills in early years education learners.Similarly, the study identified a survey design as being appropriate in this case by presuming that the selected sample has similar traits with the population which they were derived (Rukwaru,2020). Survey design was, therefore,useful in assembling current information on learning environment factors that influence the development of literacy skills in early years of education learners in Bungoma Central Sub-County, Kenya..

3.2. Location of the study

The study was conducted in public primary schools in Bungoma central sub-County in Bungoma County in Kenya. The area under study is in appendix ix. Bungoma central sub county borders Bungoma west , Bungoma north and Bungoma south. Bungoma central sub county comprises of Chwele, Kabuchai

and Nalondo. Bungoma county strategic plan (2010-2015), indicated that the sub-county has continued poor performance of literacy (Tusome ,2019) as well as its poor performance in Kenya certificate of primary education (KCPE) in the five previous years.Table 1.1 was observed that most learners in the public primary schools scored very low grades in KCPE with very minimal improvement over the last five years. This was reflected by many learners of grade three who were unable to read or solve mathematical sum of grade two, same to grade seven learners who were unable to read grade two work Uwezo (2019). These was indicated by poor academic performance in National Examination and end year exams. From Bungoma Central Sub-County, the study targeted all the head teachers, grade three learners and their teachers from 72 public primary schools across the the Sub-County which were the area of focus of the problem.Grade three was chosen because it is a crucial stage where learners were accorded the transition from foundation as well as an examination grade .

3.3 Target Population

The target population was drawn from all public schools in Bungoma central sub-county. A total of 72 primary schools with their head teachers were targeted. Other participants from the target population were 4316 grade 3 learners, 144 teachers of grade three, 72 parents respresentitives of grade three class and 1 Sub-county Director of Education TSC. The study further targeted 2 teachers on average from each school making a total of 12 grade three teacher.This were a class manager and a subject teacher. Further a total of 12 parent were selected who were the class representative for Grade three from every school. The study targeted Grade three because it is a crucial stage as well as marks the transition to upper primary school. The target population is as shown in Table 3.1

Table 3. 1: Target population of the study

Participants	Target Population
Grade three learners	4316
Teachers of grade three	144

Head teachers	72
Parents	72
County Education Director	1
Total	**4615**

3.4 Sampling Technique and Sample Size

The study highlighted the sampling techniques that was adopted and the procedures of determining   the sample size

3.4.1. Sampling Techniques

In selecting primary schools from Bungoma Central Sub-County,the study adopted simple random sampling technique where all primary schools were sampled. Simple random sampling was used to select head teachers, teacher of grade three, Grade three learners and parents from the selected schools. First Bungoma Central was purposively selected from the 9 Sub Counties in Bungoma County. To determine the number of schools in the Sub-County, the study was guided by Kothari(2005) that 10% to 30% in social science form a viable representative study sample .Bungoma Central Sub-County comprises of four educational zones: Nalondo, Kabuchai and Chwele.Thereforce, the study opted simple random sampling to select a sample of the 4schools from the 3 zones by writing down their names on pieces of papers and putting them in the basket while blind fold to eliminate bias. Twelve schools were selected from each zone.Further, simple random sampling is used to obtain the sample for primary schools,   head teachers,grade three teachersm grade three learners and grade three parents. While purposive sampling was used to select the Sub County Director of Education, because the number is relatively small, thus all formed the sample size for the study. Simple random sampling technique is used to select 72 teachers of grade three 144 grade three learners and 72 parents. In every school, interviewed the head teacher, grade three teacher and parents.

Grade three learners were randomly sampled(2 per teacher to reduce observation bias).

Category	Target Total Number	Sampling Technique
Head teachers	72	Simple random sampling
Teachers	144	Simlpe random Sampling
Learners	4316	Simple random Sampling
Parents	72	Simple randon Sampling
Sub-County Director	1	Purposive Sampling
Total	4615	

3.4.2 Sample size

The sample size comprised of 12 head teachers from the sampled schools, 24 teachers of grade three , 12 parents and 48 grade three learners. The table 3.2 shows a summary of the sampling frame.

Table 3. 2: Sample frame

Participants	Target Population	Sample Size	Sampling Method
Grade three learners	4316	48	Simpl random Sampling
Teachers of grade	72	24	Simple randam Sampling
Head teachers	72	12	Simlpe random Sampling
Parents	72	12	Simple random Sampling
County Education Director	1	1	Purposive Sampling
Total	**4615**	**97**	

3.5 Data collection instruments.

The study used both structured and unstructured questionnaires to collect data from the teachers of grade three and parents. The questionnaire were issued to the grade three teachers and parents. Interview schedule for the head teacher and SDCE also sought to understand the head teachers' and SDCE perceptions on whether learning environment influenced the teaching of literacy skills among early years of education learners. Criterion test was also used to collect data from grade three learners. The criterion test purposed to measure learners level of literacy skills development such as listening ,speaking, reading and writing. Questionnaires consisting closed questions was administered to teachers of grade three to be filled by marking a tick at the chosen option while questionnaires with open ended questions were adminisstered to parents. Semi-structured interview schedules were carried out with the head techers and SCDE. Although interviews were time consuming, the researcher preferred to use an interview schedule because of its flexiblility and also in-depth information gathered.Criterion test set by researcher was administered to the learners by their teachers. Document Analyses was used to analyses learners progress.

3.5.1 Document Analyses Guide

The study used the learning environmental factors as influence of literacy. The focus was based on the methodology used for literacy acquisition skills and learners' academic performance. The study reviewed learners progressive records including academic performance, class registers and learners progressive records (Appendix viii). Learners progressive records and academic performance indicated their academic performance in all learning areas including literacy outcomes. Kothari(2005) noted that document Analyses guides was important for triangulation purposes when collecting primary data because the documents has already existing information that could provide adequate information for making conclusion.Also the information in the document could be preserved for use again and again.

3.5.2 Questionnaires

The questionnaires were preferred because of they suitability as a method of data collection. They allowed the study to reach a larger sample within a limited time. Further,they ensured confidentiality kept during data collection and gathered more replies. Bungoma Central Sub County has a growing and large population. The study administered 1 questionnaire to 24 teachers of grade three each consisting of closed questions where the respondents were given a set of choices. Through this, the study collected information from many schools hence saved time. Another type of questionnaire with open ended questions was administered to 10 parents for free response on their support, attitude and chose of schools (Appendix ii and v). Since questionnaires were presented in paper format where many schools were covered without interviewing respondents, therefore, no bias on the side of researcher and respondents was observed. Therefore both structured and unstructured questionnaires were used in both cases.

The questionnaire had three sections A, B and C. Section A, dealt with instructions to the respondents, whilst section B required respondents to provide demographic information which included the type of school, gender and age of the respondents. Finally, Section C consisted of both structured and non-structured items based on the four objectives thus teacher characteristic, physical design of the classroom, supportive learning environment and parents involvements and engagemets on learners' literacy outcomes.

3.5.3 Interview Schedule

Interviews constitute of questions that were asked orally. This enabled the study to collect qualitative data from specific people. Interviews were conducted to headteachers and sub-county director of Education using interview schedules for 20 minutes(Appendix iii and iv). The researcher made appointments with the SCDE and the head teachers from the sampled schools. Semi structured interview schedule enabled the study to obtain in-depth information. The interviewees were asked questions with the intention of provoking opinions and information (Creswell, 2003). The study had a written list of questions to use to

interview head teachers from sampled public schools on all the four objectives so as to help the process of determining research questions conclusion

3.5.4 Observation schedule

This tool provided information about actual behavior of learners during reading. For the sake of this study, the researcher used it to observed how learners were reading simple words, pronunciation of sounds correctly, reading aloud and focused on a small number of specific sitting pattern of learners while reading in the classroom for instance sitting up right, listening attentively and reading with eye movements from left to right. The resources used in teaching literacy skills were also observed. According to Cresswell (2003), observation schedule was the most suitable data collection tool for actual and behavior of learners.

3.5.5 Criterion test for the grade three learners

The study used criteria referenced test to test learners ability of reading. Logsdon (2019) reported that criterion test was used to determine the acquisition of specific concepts such as sound recognition, oral blending, segmenting and Hand writing. The study sets a criteria test and allowed teachers of grade three to administer it to the learners. Such tests are neither sold nor commercially produced to boost curriculum. Therefore, the learners were tested on phonological awareness, oral language, pronunciation, fluency, independent reading (read Aloud). Lastly creative writing measured writing skills. The word identification, and the passage comprehensive sub tests was used to assess children's early reading skills. The sub test was assessment reliability ranging from 50 to 80 words .The median test retests reliability score on the word literacy sub test was 49 and 50 for the passage comprehension sub test for children aged 8 to10 year's pathway based read fluently within a minute. Criterion validity was measured concurrently using Pearson correlation coefficient.

3.6 Pilot study

Validity and reliability of reaserch instruments was done. Specific pre-testing of the questionnaire or interview schedule were pre- tested and re-tested for the study(Mugenga & Mugenda 2012) . Currently, pre-testing was carried out in three schools and after which the instrument was refined for data collection. The survey questionnaire pilot tested 10% of the sample population as representation by three schools. The survey questionnaire were modified in line with comments received from respondents. Pilot data is tests for reliability using Cronbach's alpha.

To ensure validity and reliability of the instruments the study conducted a pilot study in three primary schools in Bungoma central sub county before the actual study and those schools were not included in the main study. The purpose of this pilot study was to check on the validity and reliability of the research instruments before administering during actual study.

3.6.1 Validity and Realibilty of research instrument

3.6.2 Validity of the Research Instrument.

Validity is the extent to which an instrument measures what is supposed to measure since data need not only to be reliable but also true and accurate (Jin, 2010). The teachers and parents questionnaire should be in line with the definition used in the research, if a measurement is valid, it is also reliable (Mugenda & Mugenda, 2012). The instrument validity is assessed based on the response from the pilot test through Test -retest method.To reduce the threat to content validity experts in the field of study were asked to give their opinion on the instrument so as to judge the appropriateness. By sampling the teachers and parents ,the study used content validity method because of its cost effectiveness and simplicity for social sciences studies to minimum the bias tha could have risen them. (Jin, 2010).

Burn & Grove (2003) stated that content validity is obtained from three sources, literature, representatives of the relevant population and experts. Content validity could also be established in the stages; development and judgment

stage. Content validity and judgment stage professional subjective judgment is required to determine the extent to which the scale will be designed to measure a trait of interest. As such the researcher sought assistance from the Experts including the supervisors from the department of Educational Psychology to improve content validity of the instrument. The study ensured that the research items were framed in simple language as well as limiting the number of items while ascertaining that they captured the targeted data after piloting. Those items that were found irrelevant were replaced or modified (Yin, 2009).

3.6.3 Reliability of the Research instruments

Orodha (2004) defines reliability of a research instrument as the degree to which a particular measuring procedure gives similar results over a number of repeated trials on the same respondent at different times. Leady (2004) suggested that to be reliable, each instrument must consistently measure the factor which they will be designed to measure. It ensured that the instrument generated similar data when used by independent researchers. One of the widely used indices of internal consistency was the Cronbach's alpha ranges from 0 to 1 which was the measure of reliability. Cronbach's coefficient alpha was used to measure the reliability in relation to operationazation of the constructs.

Three primary schools in the sub county were picked for the sampling .The participants who were involved in the pilot study included10 parents and 10 Grade three learners with their teachers . In this regard, the resulting alpha coefficients of (α=.801) for teachers of grade three questionnaire and (α=.799) for parents questionnaire which was above the recommended threshold value of 0.7, implying that the study questionnaires were reliable.

3.7 Data collection procedure

The study sought permission from the National Commission of Science Technology and Innovation (NACOSTI) (Appendix x) through the Directorate

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of Post Graduate Studies (DPGS) of Masinde Muliro University (MMUST). After acquisition of the research permit, the researcher proceeded to get a gate pass from the authorized personals from the Sub county and the Head teacher. First, the researcher visited the sampled schools in Bungoma Central Sub - County for the purpose of familiarizing with the respondents and schools besides getting their consent.

The researcher then contacted the head teachers of the selected schools to get permission for data collection. The head teachers were appointed for the interview and assured that the data collected would be used for research purpose only and the responses was to be kept confidential. The researcher explained to the respondents that the study was after investigating the influence of learning environment on learner's literacy outcomes in lower primary level. On the first day, Questionnaires were administered to the teachers of grade three as well as the parents to answer the questions. Secondly, the researcher set a criterion test on literacy skills and teachers of grade three were asked to administer it to the learners which assessed four levels of literacy skills namely; Oral language thus listening and speaking, reading comprehension and guided writing . This criterion test was important for establishing the acquisition of literacy skills of grade three learners. Thirdly, the researcher conducted a face to face semi-structured interview with the head teachers on a different day. Class registers and KCPE examination results for the last 5 years was used to analyze and evaluate learners' attendance and academic performance respectively. Lastly, the SCDE was interviewed on a different day after arrangement for convenient day and time.

3.9 Data Analyses procedure

Data collection during the study involved both qualitative and quantitative data. The study Analyses began by coding data, identifying and grouping information into logical categories.

3.9.1 Qualitative Data Analyses

Data from interviews with head teachers and SCDE is analyzed qualitatively in form of text and words from the field. The study used thematic or content Analyses procedure to identify main ideas and give summary to all views collected from the four objectives.These data garnered from observation schedule as well as the interview in themes was arrived at inductively. Thematic Analyses was suitable for this study because it applied across a wide range of qualitative research approaches making it flexible to use. Qualitative data was presented in narrative forms.

3.9.2 Quantitative Data Analyses

The quantitative data once collected, it was cleaned, coded and then analyzed using the statistical packages for Social Science(SPSS) softwwere. SPSS software was a comprehensive system for Analyses of data and could take data from any type of the file and used it to generate tabulated reports, charts, compare means, correlation and many other techniques of data Analyses (Microsoft Corporation, 2013). Frequencies counts, means and percentages were obtained from the descriptive statistics of the responses provided.Data from the cretirion test was analyzed quantitatively where codes as exceeding expectation,meeting expectation,approaching expectation and below expectation. It was analysed descriptively to show the number of learners where codes were assigned to the different aspects of literacy and were assigned to the different aspects of literacy of the respondents used to generate descriptive information about the findings.

To measure the influence factors of learning environment and learners literacy outcomes, the study used inferential statistics to collect data from the four objectives. while the cross-sectional data Analyses was applied to measure the difference between the variables. One of the advantages of cross- sectional data is that it enabled the researcher to analyze demography, sampling and population by comparing different results among two variables that were learning environment and learners' literacy outcomes at the same time.

Secondly since cross-sectional data, the sample for primary schools was drawn randomly. This provided the study with sufficient data points to reduce the likelihood of biasness . Pearson corralation coefficient helped the study to determine whether an association existed between the learning environment factors and teaching of literacy skills.The correlation was used to determine whether learning environment factors;teacher characteristics, physical design of the classroom, supportive learning environment and parents engagement and impowerment influenced the teaching of literacy skills.To present the results, the study used both tables and figures.Mixed methodology approach was employed where by quantitative and qualitative data were collected and interpreted. Mixed approach was paramount for the study due to its capability to enable the researcher carry out triangulation of the findings from the various data collection sources (Creswee, 2003). In the case of t-test ,statistic was considered to be statistically significant where the value of the test statistic fall in the critical region. Statistical package for Social Sciences (SPSS) was used to assist in data Analyses because it has in-build formulas.

3.10 Ethical consideration

Ethical considerations call for responsibility in conduct of research. This entail informed consent, withdraw from participation, deception, debriefing and protection of respondents from physical and psychological harm. The study sought approval of the proposal by the Directorate of Postgraduate students (DPS) at MMUST and gate pass from relevant authorities. While in the field during data collection, the researcher confirmed to the respondents that the information gathered from them is treated with great confidentiality and the study was purely for academic purposes, also their identities and information was to be respected.

3.10.1Informed consent

The study had to seek permission from the participants and explained to them the purpose of conducting the study. The participants were requested to take part in the study. They were as well informed that participation in the study is

voluntary. To access learners to participate in the study the researcher sought permission from the parents through the class teacher. Learners were also protected from harm by not involving them in interview.The names of the participants was not used in the study because they had to remain anonymous and personal identities was not a requirement.

3.10.2Withdrawal from the study

The participants were informed about their right of withdraw. They had a right to withdraw from the study without any penalties. In case a participant wished to withdraw from the study all the information that had been provided was withdrawn and disregarded immediately.

3.10.3 Confidentiality.

The participants were informed that all the information gathered is treated with a lot of respect and with confidentiality. The participants were assured of their protection throughout the study activities. The participants were further assured that any personal information that may lead to discrimination, witch-hunting or leading questions that may divulge information on private issues is avoided. There was bound to be a problem with the teachers of grade three on sharing of information, permission of participation from their Head teacher. The study assured the participants to keep any personal information confidential and not allow any unauthorized person to access it.

3.10.4 Deception

This entails publishing of the same results in different papers and studying participants without informing them.

3.10.5 Debriefing

The participants were only informed of their participation in the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This section describes the of findings of the study in greater details .The principal purpose of this Analyses is to analyze the factors that influence learning environment on learner's literacy in Bungoma Central Sub-County, Kenya. In the first section, return rate, was described followed by respondents 'demographic information. Thereafter, formation of sub-topics represents the chronology of the research objectives. The descriptive Analyses and inferential Analyses were provided in this section. The standard deviation, minimum and maximum data variables was established in descriptive statistics average. The study used Pearson Correlation to determine the relationship between independent and dependent variables as well as for inferential Analyses.

4.2 General Information

In this section, the return rates as well as the demographic results were discussed. The gender of the participants was highlighted. Finally, the education level of the Head teachers and teachers of grade three was also captured. These information was necessary since it potentially affected the way results were interpreted and discussed in the preceding sections.

4.2.1 Return Rate

In this study, teachers and parents were selected because they were believed to have very good information regarding their learners' literacy skills in early years of education.The study administrered questionnaires to both teachers and parents.24 questionnaires were distributed to teachers of grade three and 12 questionnaires were distributed to third grade parents, as mentioned in chapter three. Consequently, questionnaires were completed and returned, with only 4 sampled teachers of grade three and 2 parents failing to respond within the

allocated time frame. A sample criterion test was also administered to 48 Grade three learners, as anticipated by the researcher. The study conducted comparable interviews with the 12 selected head teachers and 1 TSC Sub-County director of Education of TSC in 20 minutes. The response rate yielded were as summarized in Table 4.1

Table 4. 1: Return rate

Respondents	Sampled Respondents	Those who participated	eved Return Rate%
Head teachers	12	10	83%
Teachers of grade three	24	24	100%
Grade Three learners	48	48	100%
Parents	12	10	83%
SCDE	1	1	100%
Total	**97**	**89**	**91.75%**

According to Table 4.1,the findings show Head teachers, Teachers of grade three, Parents, Grade 3 learners, and SCDE had a combined response rate of 89(91.75%). According to Creswell (2013), a response rate of 75% or more allows for generalisation of the outcomes to the target group, hence the study deemed this response rate appropriate and suitable to proceed with the study Analyses.

4.2.2 Demographic results

Respondents were asked to provide basic demographic information. The first section of the study focused on the gender of school heads, educators, parents, and learners. The study was able to identify the proportion of males and females, as well as boys and girls, who participated in the study in order to determine gender equality, parity, and balance as exhibited in early years Education in Bungoma Central Sub County.

4.2.3 Respondents'Gender

The gender distribution of head teachers, teachers of grade three ,parents, and learners in Grade three was analyzed, and the findings were presented. Table 4.2 presents an overview of the findings.

Table 4. 2: Distribution of the head teachers, Teachers of grade three, parents and learners by gender.

ondents	Male	Female
Head teachers	)%)	)%)
Teachers of grade three	)%)	;0%)
Parents Representative	6 (60%)	)%)
learners of grade three	;0%)	0%)

The findings of Table 4.2, (70%) indicates that of the seven heads were male, compared to (30%) females. The findings imply that there was gender disparity in the managerial roles of leadership of primary schools. This gender disparity would be emphased to the girl child education and stereotype in many forums. . On the other hand, (80%) of the teachers of grade three were female, while only 4 were male (20%). From the interviews, the study reported that majority of parent representatives were male; yet, female parents were more likely than male parents to visit and discuss with class teacher about the academic performance of their children, (See Figure4.7).

The results revealed a gender imbalance across all categories of participants, implying that while the majority of primary levels in Bungoma Central Sub-County were led by men. The majority of teachers of grade three were female. However, this would not alter the interpretation of the data, as there was a reasonable gender balance in all three groups of respondents, as determined by Kothari (2005), who indicated that gender parity of at least 70% was acceptable in a study. The study suggested that all teachers should be adviced to teach in early year of education regardless of age,experience or sex upon CBC training.

4.2.4 Head teachers and teachers of grade three' Level of Education.

The study also examined the level of education of school heads and teachers of grade three, as these variable   affected their ability to provide credible information regarding the research purposes. Figure 4.1 depicts the results.
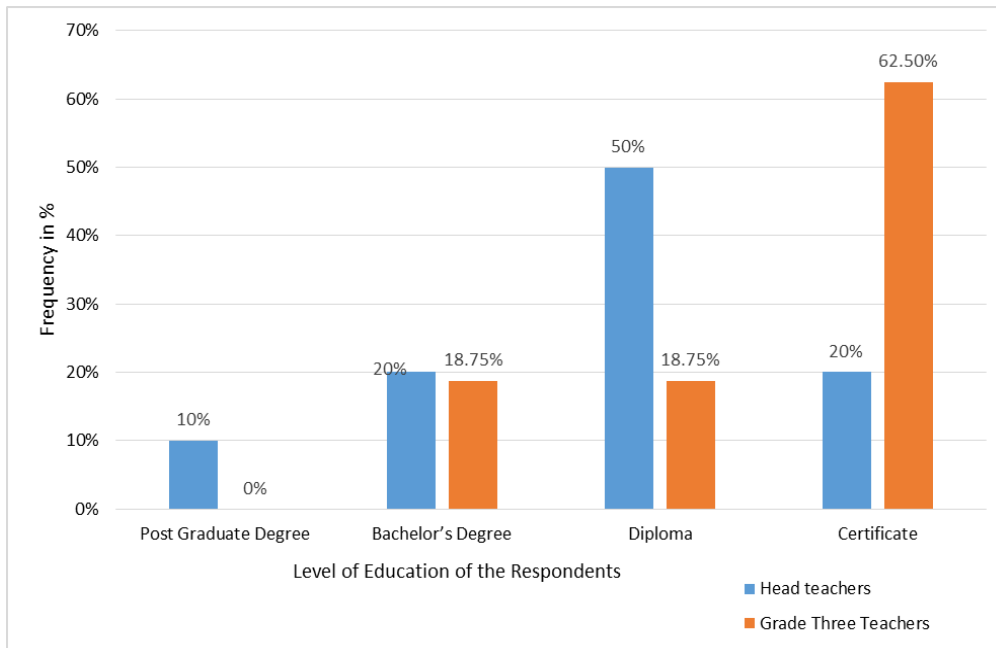
Figure 4. 1: Head teachers and teachers of grade three level of education
Field source:2022

Figure 4.2 The findings of this figure revealed that half of the principals, or (50 %), held a diploma, while (20%) had certificates and (20%) held a bachelor's degree. Only one (1%) of the heads had a postgraduate degree. On the other hand, (50%) of the Grade 3 teachers had certificate qualifications, (6%) had Diplomas, and (6%) had bachelor's degrees, but none had postgraduate qualifications. On the basis of these findings, was stated that the majority of head teachers in Bungoma Central Sub-County had acquired a higher degree of education than the teachers of grade three . Seemingly teachers of Grade three lack encouragement and motivation from government to further their education.Yet the effort of the Government was to motivate teachers by paying them salary.

These findings was supported by Epkel (2019) that stated that teachers as educators have a vital role as role models for learners. Learners' strengths,

aspirations, and knowledge were shaped, created, and established by conducive atmospheres.Further Kabombwe &Mlenga (2019) have shown statistically significant differences between academic performance of learners and teachers competency.This in particular, indicated that the teachers' qualifications and competency were important for understanding the importance of literacy-rich environment that encourages learners to take part in language and literacy activities in their everyday lives.

4.3 Head teachers and teachers of grade three Teaching Experience

The study was interested in the teaching experience of head teachers and teachers of grade three. The study findings reported that the teaching experience of head teachers and teachers of grade three were indicated in Figure 4.2.
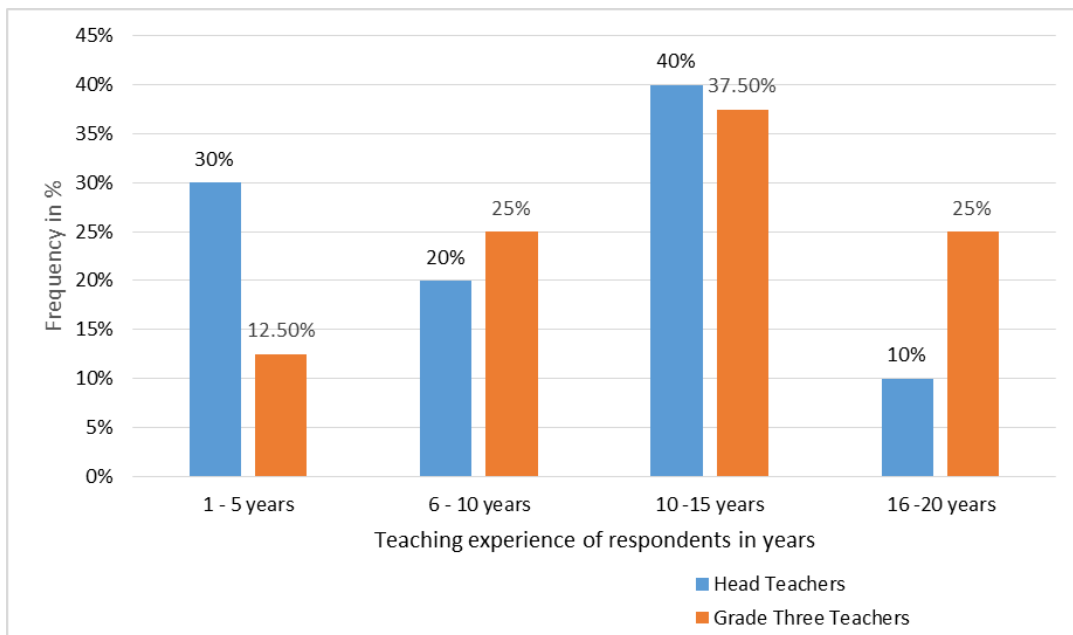
Figure 4. 2: Teaching Experience of Head teachers and Teachers of grade three

Source : Field Data 2022

The study findings from figure 4.2 show that 10 head teachers from the 12 sampled schools, (30%) head teachers reported to have been a head in that working station between 1-5years, (20 %) reported to have worked in the current station between 6-10 years, while (40%) reported to have served as head between 10-15 and lastly (10%) was reported to have been in current

station between 16- 20years. Most of the head teachers shared commonalities in their backgrounds and approaches to teaching in public elementary schools.

 Variances in teaching experience were determined by factors such as the amount of years spent at a single station and the teachers' educational backgrounds. Olando,(2021) and Uwezo (2011) indicated that instructors related dynamics may be contributing to the low literacy expertise among early years learners.The teachers experience was imperatively for teaching .These findings implied that majority of the teachers had more than six years of experience teaching disparities, profoundly influenced teachers prior experiences. An extended tenure in the head teachers' office opens up new possibilities for the school's growth. According to the head teachers, the Teacher Service Commission, which is responsible for hiring all teachers in the country, rewarded long service by upgrading and elevating.

The table further shows that teaching experience of Grade three teachers influenced teaching of literacy skills (20%) claimed having taught early education between the years of 1 and 5, whereas (30%) reported having taught lower primary between 6 and 10 years. 6 (30 %) reported having taught early childhood education between 10 and 15, and 4 (20 %) have taught lower primary level for 16 years or more. These findings, imply that majority of the grade three teachers claimed having taught early years of education between 6-10 years.Probally the greatest obstacle is the language barrier or difficulty to communicate in English with pupils while teaching literacy skills. This was discovered in the category of teachers of grade three who have taught for one to five years. One of the participants, who was posted from a distant county, described the main difficulty in teaching reading skills to learners in the lower grades as follows…

> *I come from Turkana unable to speak Kiluhya, it challenges at the same time because learners expect me to always do everything in their mother tongue because I cannot teach literacy skills using another language. Translate difficult words, translate homework and talk to me in kiluhya. Then they feel too un comfort the teacher does not speak their language and they do not understand each other hence literacy acquisition becomes a problem".*

On the other hand a lengthier serving teacher have effective strategies to rely upon to assist learners with the language acquisition process. However, it was observed that the most difficult part in literacy acquisition is the listening part of learning , hearing the sounds and the way the words were pronounced and pronouncing them correctly with heavy accent .These influenced the acquisition of learners literacy skills

When it came to vocabulary teaching ,a long serving teacher who revealed that she has had almost 20 years of experience teaching English language in early years of education. Further, stated that many of the strategies used in previous years is teaching in groups which she found to have worked well.In regard the to teaching experience,grade three teachers needed to build prior knowledge and share experiences with other learners, allowed them look at visual pictures so that they could predict and connect prior background vocabulary and constantly build other vocabularies. Moreover,the study suggested that teachers of grade three with shorter teaching experience and experiences with early years of education learners depending upon their educational background could acquire those effective strategies that could be employed in early year of education levels .

4.4. Influence of Teachers' Competences on Learners' Literacy Outcomes

The first objective of the study was to determine the influence of teachers of grade three competences on learners literacy outcomes. The results were tabulated in table 4.3

Table 4. 3:

Influence of teachers' competency on grade three learners literacy outcomes

Statements	SA	A	U	D	SD	MEAN	STD DEV
Teachers of grade three influence on mastery of subject content to enhance acquisition of Grade three learners' literacy	16 (80%)	1 (5%)	1 (5%)	1 (5%)	1 (5%)	52.08	27.95
Teachers of grade three' influence of good scheming to enhances acquisition of Grade three learners' literacy skills	14 (70%)	4 (20%)	2 (10%)	0	0	46.88	27.3876
Teachers of grade three' influence of classroom management enhanced acquisition on Grade three learners' literacy skills	15 (75%)	2 (10%)	3 (15%)	0	0	52.34	28.9386
Teachers of grade three' influence of use of pedagogical approach to enhance on acquisition of	15 (75%)	2 (10%)	2 (10%)	1 (5%)	0	45.42	26.1017

Grade three learner/s literacy skills

	16 (80%)	2 (10%)	1 (5%)	1 (5%)	0	58.59	30.6176
Teachers of grade three' influence on learners' involvement and Communication on acquisition to enhance Grade three learners' literacy skills							

(SA - Strongly Agree A - Agree U - undecided D-Disagree SD- Strongly Disagree)

The findings in this Table 4.3 indicated that (80%) of the teachers of grade three strongly agreed that teachers who were good at mastery of subject content and effective content delivery influenced acquisition of Grade three learner's literacy skills while 5% did not agree. From the findings , it was noted that mastery of subject content and effective content delivery enhanced acquisition of literacy skills

For these case the study explained mastery of subject content as the teachers' knowledge in implementing letter sounds, reading development, phonological awareness and phonic skills. Although the study revealed that not all teachers of grade three were competent.CBC noted that teachers should apply knowledge ,skills and attitude strategies. Slightly half 50% of the Grade three teachers

were certificate holders. Such teachers were adviced to attend capacity building programmes to review on methodologies.

During interviews with primary school head teachers, it was observed that teachers of grade three rarely participate in professional development training. Even when offered CBC training in neighbouring schools, the majority of teachers of grade three declined the offer. This was contrary to what the teachers of grade three alleged. Similarly, it was noted during interviews when the head teachers revealed that few teachers of grade three have improved their competency skills and merely 1% of the teaching staff have enrolled for professional development programme in the school. This was due to age factor, financial constraint, time constraint, mode of learning and worse of all lack of motivation from the Government. This was ascertained by one head teachers who echoed this sentiments:

The majority of teachers of grade three at my school earn meagre salaries, according to their proof of income. Since leaving TTC, they rwerely attend training to advance their professional growth knowledge. They mostly concentrate on what is documented in textbooks.

These results were consistent with those of a South African study on teacher competence conducted by Mfeka (2015), who concluded that training teachers in pedagogical content knowledge across all learning areas was necessary to improve both teaching and reading literacy. These findings affirmed that, when teachers of grade three were encouraged to train pedagogical content knowledge. Keeping with literacy skills, they became effective and build sufficient understanding of knowledge to convey content to competency based curriculum (CBC) programme. .

Two-thirds of the teachers of grade three (70 %) believed that teachers ' failure good scheming and finished syllabus content could influence Grade three learners' literacy learning, while (10 %) were not competed.These findings implied that majoriy of the teachers were not competent.Competent teachers took up their responsibilities with less complains.

Table 4.3 shows that 80% of the teachers of grade three surveyed agreed that classroom management strategies employed by teachers of grade three had a significant influence on their learners' ability to master reading and writing

standards 3(15%) disaegreed while none were unsure nor did not agree. These findings were in consistence with the assertions of Gilmour(2018) that the most crucial role of class managers was classroom management.The study findings revealed that teachers of grade three need to put up clear strategies which enabled them to focus on how to address learners misbehavior.Most importantly the findings suggested of including high quality standards and indicators about classroom management to support teachers of grade three of learners' with disabilities because they behavior is found to deviate from the normal.

These views affirmed that the fact that class managers for early years Grade should maintain high standards of cleanliness for both the learners and the learning environment. Desks should be arranged in a manner to enable a teacher to reach an individual learner with ease because when the teacher moved in class to observe learners' work, those who misbehaviors would be identified. Checking and marking learners' work in class was key for monitoring purposes. Agood teacher should know how to handle all types of learners in class during literacy lessons.

These views also pointed to the fact that Grade three learners whose learning environment was safe and secure manifested greater chances of acquiring literacy skills compared to their counterparts whose learning environment was unsafe and unsecure, even though they were teaching similar concepts. The study advocated for improving poor learning environment.

Similary, the study findings in Table 4.3 indicated that (70%) of the teachers of grade three strongly agreed that teachers of grade three use of pedagogies approaches that influence the acquisition of Grade three learners' literacy skills at the same time , while as 5% did not agree.These arguments implied that majority of the teachers of grade three vary their teaching methods. Though the study suggested that majority of the learners have not acquired literacy skills ,even if their teachers vary teaching techniques. Teachers need to use teaching strategies of phonological awareness like thumb up ,thumb down,oral blending and segmenting to allow learners read words with ease.

However, during interviews, head teachers established contrary views and reported that teachers of grade three rarely vary teaching approaches that enhance the acquisition of learners literacy skills. These findings was in harmony with Katane & Kristovska (2015) who commented that literacy development required competent teachers. These teachers were reported to be successful in teaching and learning of literacy skills because they varied methods of teaching.Methods like look and say, thumbs up, thumbs down and sound blending were important for teaching literacy skills. The findings revealed that teachers'competences were viewed as teachers of grade three' methods of teaching per the new approaches in teacher education and change of attitude from tradition perception to the modern way of curriculum implementation.

Majority (80%) of the teachers of grade three strongly agreed with the views that teachers of grade three use learners involvrment and communication to influence Grade hree learners'literacy skills. Minoruty 5% did not agree . These implied that teachers of grade three do not involve their learners in factors related to interaction in the classroom during a literacy lesson. Grade three learners needed to be encouraged and able to talk to each other to do well in class. They also needed to be able to ask questions when they don't understand something, think critically and find their own solutions to problems, and be given chances to learn on their own. Learning became fundamentally interesting when children learnt among themselves because these created an opportunity of social interaction and mutual understanding as learners learn to read.

These was reflected in the interviews with the head teachers on these issues. These was confirmed in the words of one head teacher who says…

Use of peers to assist and rewarding performers in literacy lesson have improved Grade Three learners acquisition of reading skills.

These views affirmed the fact that early years of education learners listened to peer conversations and gave corrective feedback in simple English words which had a positive influence on Grade three learners'literacy outcomes. Magnusson (2023) commented that scalfording and repetitive use of new words when used in a conversation enhances learners'communication skills . The study revealed

that all variables which influenced teachers competency recorded a mean above 50 except teacher preparatedness and time management with a positive standard deviation below 30. These results answered the research question do teacher characteristics influence learners literacy outcomes in early years of education in Bungoma Sub-County.These implied that teachers of grade needed to improve in preparedness ,have positive attitude in transition and embrace use of ICT knowledge to improve on learners achievement

These was consistent with the findings of Leyster (2020), who noted that peer interaction and corrective feedback in the classroom during literacy instruction have a good effect on the learning of literacy skills by learners. These suggested that when teachers of grade three facilitate peer interaction in the classroom, there were opportunities for children to improve their language skills with their teachers. Learners were said to have learned how to correct each other without getting angry.

The study sought to establish the teachers' view on influence of teachers of grade three' Belief strategies on acquisition of Learners' literacy skills. The findings were summarized in the table 4.4.

Table 4. 4: Teacher perception on influence of teachers' Belief strategies on acquisition of Learners' literacy skills

Statements	SA	A	U	D	SD	Mean	Std Dev
Teachers of grade three' use of direct classroom instruction to enhance Grade three learners acquisition of literacy skills	14 (62.5 %)	2 (12.5%)	2 (12.5 %)	1 (6.25 %)	1 (6.25 %)	42.97	26.22
Teachers of grade three' use of classroom social interaction with learners to enhance Grade three learners' acquisition of literacy skills	16 (75 %)	4 (25%)	0	0	0	62.5	31.62
Teachers of grade three 'use of resource materials to enhance Grade three learners' acquisition of literacy skills	13 (65%)	3 (15%)	2 (10 %)	1 (5%)	1 (5%)	42.28	26.81
Grade three teaches; use of pedagogies skills to enhance Grade three learners'	9 (65%	4 (20%)	2 (10 %)	1 (5%)	0	39.84	25.25

acquisition of literacy skills							
Grade three teacher use of language practice to enhance Grade three learners' acquisition of literacy skills	16 (80%)	2 (10 %)	1 (5%)	1 (5%)	0	58.59	30.61

(SA - Strongly Agree A -Agree U - Undecided D- Disagree SD- Strongly Disagree)

Table 4.4 findings revealed that majority (80%) of the teachers of grade three strongly agreed with the views that they use exploratory factor like direct classroom instructions to enhance Grade three learners' literacy skills. However, only   (5%) indicating that learners literacy acquisition had no influence by direct slassroom instruction. undecided. From the findings, it was noted that when teachers of grade three gave instruction to their learners during a literacy learning lesson the skills were acquired among the grade three learners. Although the teachers of grade three were in favour of learner-centered approach a teaching method that enhanced critical thinking and problem solving skills during the lesson. Some teachers did not accept with the views.

However, the primary head teachers interviewed revealed that teachers of grade three hardly ever employ a learner-centered strategy to improve their learners' literacy development. This went against what the teachers of grade three said. In confirming this, one head teacher remarks…
The majority of teachers of grade three at my school focus mostly on content from textbooks. Rarely do they permit their learners to acquire additional abilities, such as critical thinking and problem-solving, to improve their reading outcomes.

The study also found that teachers of grade three employed storytelling as a teaching strategy on a limited number of occasions, which may account for the poor levels of listening and speaking abilities.

These findings were consistent with those of Matsumoto and Tsuneda (2018), who found a favourable association between teachers' beliefs and early childhood education and care learners' literacy outcomes. These findings indicated that when children were encouraged to use an audio instructional package, they perform significantly better than when teachers use an expository method. These were due to the fact that by reading and re- telling the read stories, learners develop their creativity and adaptive skills. As learners shared tales from many areas, they got an appreciation for variety and an understanding of other people and their cultures.

According to Table 4.4, 80% of the teachers of grade three strongly agreed that the utilisation of social interaction between teacher-learner and peer-peer facilitated the development of grade three literacy abilities, 4 (20 %) concurred. None were unsure or Disagreed. The outcomes of this study indicated that the utilisation of social interaction in conducive learning contexts at both home and school improved the acquisition of reading skills in grade three learners, althrough teachers prefer helping learners whose literacy skills was good.The head teachers further supported the findings during interviews where one argued that though not all learning environment factors make them competent and effective, but these was best realized when the teacher is prepared to meet the desirable competency standards.Moreover,competences helped a lot thus a competent teacher understood different teaching methods and different learning approach unlike a teacher who was the vice versa.It was therefore recommended that grade three teachers created an environment suitable to teaching literacy instruction. A participant in the interview observed:

Teachers of grade three were harsh and unfriendly during teaching literacy and mathematics lessons which is (sic) just short social interaction,but not as a technique which can help pupils improve their literacy skills.

Similarly, during the criterion exam for grade three learners, the study observed that the classroom setting was not conducive to the development of literacy

abilities. No prints or library resources were affixed to the walls of classrooms. The inability to improvise classroom learning materials could indicate that the acquisition of reading skills was unquestionably hindered. In addition, a majority of (70%) of the sampled teachers of grade three strongly agreed that teachers of grade three employed resources to improve their learners' literacy acquisition skills, whereas (5%) were against it. None of the respondents did not agree that teachers of grade three employed learning tools to facilitate the literacy development of grade three learners. Although teachers belief that when concepts were explained in mother tongue learners understood better.

Thess findings were consistent with Simiyu (2016) noted that the utilisation of learning materials promoted the acquisition of oral language, which has a favourable association with the literacy outcomes of learners. In addition, children who fell behind in spoken language and literacy development in the years preceding formal schooling were less likely to be successful reader. They were reported to be low achievers and persist beyond the primary grades.

However, the result findings of Nyongesa et al (2015) affirmed that vocabulary development,reading achievement,phonological awareness and phonic skills were acquired through the use of learning resources that was, learning resources and print materials were really useful for learning language due to their capturing learners' interest and motivation which were found to enhance lower primary school grade three learners' skills. 56.25% of the teachers surveyed agreed that grade three teacherrs regularly employ strategies designed to improve learners' reading and writing abilities. 4 of the sampled teachers of grade three concurred. Additionally, 6.25 % did not agree at all. The study revealed that all variables which influenced teachers beliefs recorded a mean above 40 except use of pedagogies skills , with a positive standard deviation below 30. This results answers the research question do teacher belief influence learners literacy outcomes in lower primary level schools in Bungoma. These implied that teachers of grade needed to acquire trainings in order to improve on pedagogoy approaches to enhance literacy

These findings indicated that use of phonological awareness for instance,thumb up and thumb down or oral blending enhanced acquisition of literacy skills among grade three learner. Although teachers believed in native

dialet interation when teaching. During interviews with head teachers, it was revealed, however, that teachers of grade three rarely use a variety of approaches while teaching literacy skills. This findings supported the research conducted by UNESCO (2022) and UWESO (2015) in the majority of Eastern African countries, including Tanzania, Uganda, and Kenya, in which the Tusome programmeme for early grade reading emphasised the need for teachers of grade three to be trained with new and appropriate techniques in literacy acquisition abilities. Similarly, teacher profession development programme on the websiner Online programmeme focused on use of appropriate methodologies in teaching -learning process.

Similarly, 12(75%) of the teachers of grade three strongly agreed that language practice in English enhanced grade three learner's literacy acquisition, whereas (6.25% did not agree. This study findings show that when teachers of grade three engaged their learners in practice of language helped to acquire literacy skills, they improved academically. These in consistence with the findings of Padmadewi (2021) noted that when teachers use scaffolding as a teaching method of acquisition of learners' literacy skills .During coaching of teachers on professional development,(Magnuson et al 2023) commented that teachers struggle to implement in daily practices especially when developing literacy skills.However,Challenges to implementing teachers' literacy scaffolding practices were raised ,such as putting scaffolding theory into practice and receiving balanced support. Children were reported to develop scheme through repeated and patterned experiences in the world which enabled them filter future experiences.The study also showed that teachers used different scaffolding strategies to improve their learners quality of writing skill.

4.4.2 Influence of Teachers' ICT Knowledge on Learners' Literacy Outcomes

The study sought to establish the teachers' of grade three ICT knowledge. The findings on teachers of grade three' ICT Knowledge is presented in Table 4.5

Table 4. 5: Teachers' ICT Knowledge on Learners' Literacy Outcomes

Grades	Frequency	Percentage	Means	SD Deviation
Grade One	4	20	0.20	0.5
Grade two	12	60	0.60	1.9764
Grade three	3	15	0.15	0.22
ECDE	1	5	0.05	0.22

Study findings from Table 4.5 show that   (20%) of the teachers of grade three strongly agreed with the view that teachers of grade three were ICT complaint thus were trained while in Grade two with a mean of 0.20 and standard deviation of 0.5. They use ICT knowledge to enhance grade three learners' acquisition of literacy skills.Some (60%) agreed . A portion (5%) strongly agreed that learners should be introduced to IC T devices while in Grade2 to enhance in integration of digital literacy skills in classroom lesson.whereas introduction of ICT devices while in Grade 1was agreed by (20%). However, only minority (5%) were undecided whether ICT integration is done in ECDE nor Grade 3. Although CBC system is introduced in Grade two, therefore all programmeme were introduced here .

However, the primary school head teachers interviewed for this study reported that teachers of grade three rwerely made use of technology like tablets and laptops to aid in the development of their learners' literacy abilities. This contradicted what the teachers of grade three claimed. These was determined by one head teacher who says…

My school's majority of teachers of grade three focus mostly on what was documented in textbooks. As a means of enhancing their reading abilities, they rarely allow their learners access to ICT gadgets during class time.

The researcher also observed that teachers of grade three used their mobile phones and learners' laptops as teaching aids on a limited number of occasions, which may have contributed to the low levels of literacy acquisition abilities because learners' interest is not aroused. One possible explanation for these was that the head teachers may not have seen their teachers of grade three' frequency and hence provided unverified data to the researcher. Theft and inadequate

storage in schools may have also been a contributing factor in the removal of the learners' digital devices (LDD).

These findings were in line with the findings of the study on imparting IT knowledge to the learners through use of computer . Subramanian (2015) ascertained that teachers have a role to play in imparting IT knowledge to the learners .The study revealed that most of the teachers have acquired ICT knowledge because These skill was essential to them in academia,work place and even in their every day activities. Contrary, the interview findings revealed that in some cases, this is not true. Contrary, Simiyu (2017) argued that teachers were able to improve on their content delivery,teaching methods and solving problems when they continuously engaged in teaching by applying digital literacy in the classroom set up. These findings affirms that, when children accessed digital devices at an early age literacy acquisition skills were enhanced. These made learning easier in the country by use of ICT instructional resources. Through technology children learn that the culture, norms and behaviour of people had changed with time.

These was also in agreement with the study findings from interview schedule with the Education Officer. It revealed that digital devices were mentioned as some of the major factors that influenced the acquisition of literacy skills in the Sub -County . The inability to adapt instructional strategies could indicate that the learning of reading skills was severely impeded. These was validated when the education Officer reiterated this sentiment…

The Government has trained teachers in ICT and supplied digital gadgets to all schools in primary grade in the Sub-County, however,due to school breakages and stealing of the gadgets which were not easily replaced the government have withdrawn them back to the container to be secured in the District Commissioner's Office (DCC) custody until further notice. This implies that in case of any loose of a gadget the school administration and the Board of management (BOM) is to take charge.

4.4.3.Teachers' perception on use of time management on learners'

literacy skills

The findings tabulated in 4.6 indicate results on teachers'view on use of time management on acquisition of learners' literacy outcomes.

Table 4. 6: Teachers ' perception on use of time management on acquisition of learners' literacy skills

Statements	SA	A	U	SD	D	Mean	Std Dev
Teachers of Grade three use of timely planning of lessons to enhance acquisition of literacy skills	14 (75%)	2 (10%)	2 (10%)	1 (5%)	1 (5%)	42	26.22
Teachers of grade three influence of report to class on time to enhancing acquisition of Grade three learners literacy skills	16 (80%)	4 (20%)	0	0	0	62.5	31.68
Teachers of grade three influence to leave class on time to enhance acquisition of Grade three learners' literacy skills	14 (65%)	3 (15%)	1 (5%)	1 (5%)	1 (5%)	42.28	26.81
Teachers of grade three influence on marking learners tests on time to enhance	13 (60%)	4 (20%)	2 (10%)	1 (5%)	0	39.84	25.25

acquisition of learners' literacy skills							

1Strongly Agree 2Agree 3 Undecided 4 Strongly Disagree 5 Disagree

Study findings of Table 4.6 indicated that majority (75%) of the teachers strongly agreed with the views that teachers of grade three use time well in planning their lessons to enhance Grade three learners acquired literacy skills to go beyond the norm while   minority(5%) indicated that they strongly Disagreed for not waisting time. From the findings, it was noted that when teachers used time well during a literacy learning lesson right from planning of the lesson, reporting to class as well as leaving class and lastly time spend on assessment enhances acquisition of literacy skills exceeding exceptation.

However, the head teachers interviewed ,pointed out that teachers of grade three rwerely manage their time well to improve their learners' literacy development. These contracted what the teacher said .In confirming these, one head teacher says…

Most of the teachers of grade three doesnot(sic) observe time. They spend most of their time on petty issues that lays ground for gossips. Rarely do they organize for remedial lessons for disadvantaged learners on their own to improve on the reading skills.

The study also found out that teachers of grade three employed remedial tutoring as a teaching strategy on a limited number of occasions, which may account for the poor levels of reading and speaking abilities

These was in line with the study findings of Educatonal government policy(2016) who indicated that effective teachers must prepare adequately and use appropriate materials so as to have a structured classroom environment. These implied that effective teachers need to spend more hours designing lesson plans and extent more conduct time with their learners. These was reported to have a significant influence on successful implementation of the curriculum.It also engages learners with interesting information and entertaining activities which enhanced acquisition of literacy skills. Similarly, the study observed that teachers of grade three strictly adhered to time for the construction and

implementation of their professional documents. Such documents were reported as personal times tables, lesson notes, schemes of work, learner progress records, and total number of periods taken by the teacher. Further,the study found that teachers' time management have been shown the have positive influence on learners' learning and learners' literacy outcomes.

In addition, (60%) of the teachers of grade three strongly agreed that teachers of grade three report to class for a lesson on time to improve their learners' literacy acquisition skills. None were undecided . Some (5%) of the teachers of grade three strongly disagreed that they did not leave class while teaching before the accorded time to enhance acquisition of literacy skills.However, the primary school head teachers interviewed for this study reported that teachers of grade three rwerely miss attending to their lessons and in many occasions they do not leave their classes. They always managed as well as monitored their classes from inside for the development of their learners' literacy abilities and behavior. These concured with what the teachers of grade three claimed. These was determined by one head teacher who says…

Teachers of grade three in my school were highly respected by their pupils .This is a sign of love to their teachers. Young children were always honest unlike the senior pupils in upper classes

Slighty half, (65%) of the Grade three teachers Strongly agreed with the view that teachers of grade three give and revise learners tests on time to motivate they learners acquire more literacy skills as expected whereas (5%) Disagreed. However, it was observed that the minority of the learner could not read neither write simple words. From the findings , it implied that teachers have a passion for their work,through a lot of monitoring should be put in place.Therefore ,teachers could be adviced to manage their time appropriately for maximum productivity.

These findings were in line with the findings of the study on Seruigi(2013) who noted that using percentages scores on reading and numeracy examination as a measure of learners and teachers academic achievement and competency is crucial. subramanian (2016) noted that a teacher who was a good time manager should have the ability to select priorities and have the ability to focus on a

single task at a time Further, classified factors affecting time management for learners as time planning, time attitude and time waisting.Summative and formative assessment tools should be reinforced. Study findings from head teachers on the issue of time management was confirmed in the words of one headteacher, who says…

Time is a crucial resource that were(sic) strictly observed in my school. Teachers of grade three do manage their time by organizing the day by priorities, strategically plan homework assignments, avoid loaded activities during the day , plan for potential changes and set a side personal time.

These opinions underline the importance of time management in ensuring that Grade three learners were well-prepared, organised, and focused to manage their daily routine and finish academic assignments on schedule. Nonetheless, These was a skill that must be taught and practised

These findings affirmsed that, when children were assessed both in formative and summative evaluation in a systematic manner, with clear objectives and chanced for active participation in classroom activities.These clearly indicated the teachers' ability to measure the quality of instructional methods because teachers' believed in learners ' capability for radical change in academic performance.

These was also in agreement with the study findings from interview schedule with the Education Officer which revealed that one way to analyze learning environment in schools was to look at a wide range of school indicators such as resources, personals and activities that influence learners outcomes.Assessment is a tool for measuring learning and progress. The study further interviewed head teachers on the issue of learners' assessments. These was confirmed in the words of one head teacher, who says…

To understand the learning processes within my school, teachers must subject learners to assessment exams.This will influence what and how learners learn.

These opinions underline the importance of teachers observing their time in ensuing that Grade three learners acquire literacy skills.Teachers of grade three were adviced to be good time managers.

4.4.5. Teachers' use of Language of instruction on literacy acquisition skills among Grade Three learners.

The findings of table 4.7 show the results of teachers' use of language of instruction on learners literacy outcomes

Table 4. 7: Rating of Teachers' use of language of instruction on learners' literacy skills

Language	Use of English		Use of Mother Tongue	
	Frequency	Percentage	Frequency	Percentage
English	16	80	4	20
Mother Tongue	1	5	14	70
Mixed	3	15	2	10

Study findings from Table 4.7 shows that the 20 teachers of grade three who taught literacy skills with an emphasis on learning English skills used 80% to capable time, used Mother tongue 5% and mixed 15%.On the other hand, the 20 teachers of grade three who taught literacy skills with an emphasis on use of mother tongue skills, used mother tongue skills to explain new words, storytelling and guide writing coded. While 70% of the available time for mother tongue well 10% mixed proportional of language use varied among the Grade learners. These indicated that most learners were not engaging in sufficient speech interactions with their teachers and peers. The learning environment factors that influenced how well learners learn to read and write in the classroom was not comfortable and toasty.These indicated that the learning environment was a hindrace to literacy acquisition. The study's findings were consistent with those of the interview schedule with the head teachers, which revealed that ten out of twelve head teachers in the Sub-County schools agreed that teacher characteristics were the most influential factor in the failure of pupils in lower grades to acquire literacy skills.

However, the interview schedule with head teachers revealed that the schools have availed simple story books for early readers, afternoon remedial programmes for slow readers and encouraged learners to take reading for meaning by rewarding the best performers.The study reported, learners'

literacy acquisition skills to be exceeding or standard, teachers of grade three to have insets at school level and more contact time with the learners. Further, more practice on use of English Language , regular in servicing of teachers of grade three since this schools were public and also enrol for Teacher Profession Development training is essencial.. These could also be some of the strategies put in place to minimize these challenges of learners acquiring literacy skills. These was also in agreement with the study findings from interview schedule with the Sub-County Director of Education which revealed that the teacher-learner ratio is an issue. Further,congested classrooms due to lack of enough classrooms and absenteeism among learners and teachers, where learners need to have more interaction with teachers and peers in the classroom. Further, the transition rate in Bungoma County was revealed as 90% from primary to secondary and 60% from secondary to higher learning institutions. Probably, learners from poor background were disadvantaged to progress unlike now where there is 100% transition. These transition had increased the number of low achievers because learners transit to secondary schools with low grades (low behavioral entry). Additionally, the retention rate was revealed to be higher. Due to the dedication of their teachers, ample resources and high responsible parents learners at private primary schools outperform those in public primary schools in terms of their literacy skills. The Education Officer, similarly echoes sentiments as…

Boys academic performance is slightly higher than girls, reasons- Girl child labor at home, single parenting and earlier pre mature sex practices which lead to early pregnancy, low transition rate and higher rate of dropouts.

4.4 6 Influence of teachers introduction of ICT knowledge on acquisition of learners literacy outcomes.

The results were summarized in the Table 4.8

Table 4. 8: Introduction of ICT skills in learning content in acquisition of literacy skills

Grade	Frequency	Percentage
Grade One	5	25
Grade Two	10	50
Grade Three	5	25

Table 4.8 revealed that the respondents on introduction on ICT devices to the learners to enhance acquisition of literacy skills is in Grade One (25%) while the same is (25%) reported that learners' devices was introduced in Grade 3. The findings suggest that majority of the teachers of grade three integrate digital devices in classroom learning of literacy lessons is few. Findings in table 4.8 revealed that teachers' introduction of ICT skills in learning content improves the development of phonological awareness, letter sound recognition and word recognition hence literacy skills were acquired. Teachers to Grade three should be adviced to embrace use of ICT knowledge and integrade it to the learners.

The study sought the integration of digital literacy skills in learning content which improved the development of phonological awareness, letter sound recognition and word recognition hence literacy skills were acquired. The type of gadget used for the integration was also established during the study. The results were shown in the figure 4.3.
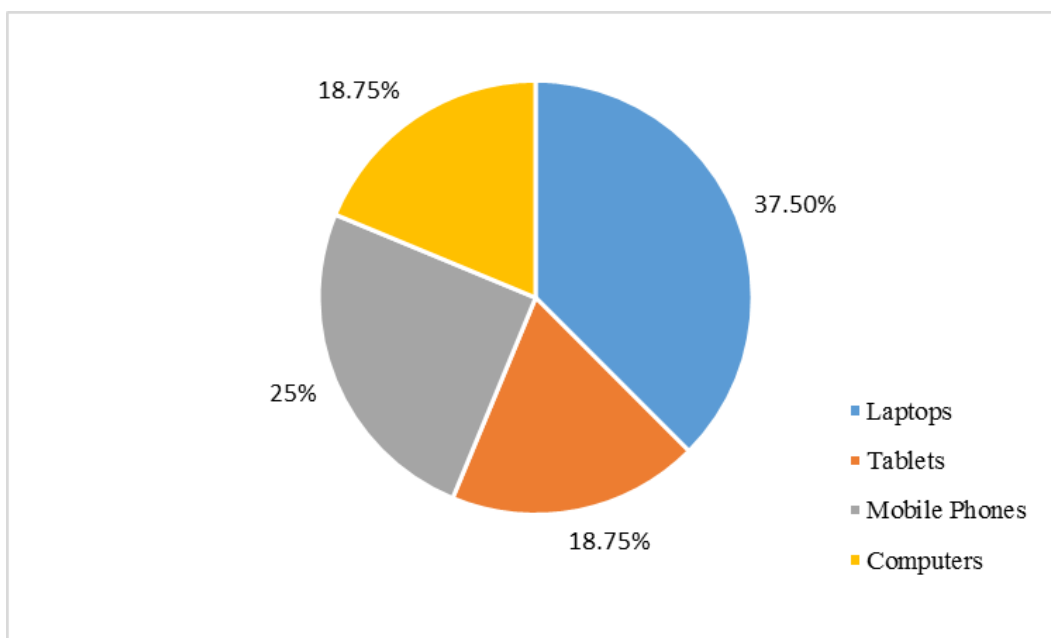
Figure 4. 3: Integration of digital literacy skills

From the study findings on figure 4.3., the digital literacy devices were named as Tablets, Laptops, mobile phones and computers. The teachers noted that (18.75%) of the teachers revealed to integrate literacy learning with digital literacy using their tablets whereas (37.5%) reported to use learners'laptops. At the same time (25%) of the sampled teachers of grade three reported to use their mobile phones to integrate digital literacy in classroom learning .These implied that some of the teachers of Grade were not ICT compliant. One of the teachers of grade three echoed these sentiments…

The government initiative of introducing ICT devices to the learners is (sic)significant. Use of this devices serviced as teaching and learning resources that help to improve in content delivery. Projectors and learners tablets engaged learners' interest. Unfortunately the devices were withdrawn by government without notice due to insecurity.

The studys also made similar observation where teachers of grade three reported on how frequent they use ICT devices to enhance learners' literacy skills .

4.4.7 .Teachers Influence on Grade three Learners' Oral Language Proficiency

The language the teacher used for giving instruction was assessed. The feedback is summarized in Table 4.9.

Table 4. 9: Teachers' Influence on Grade three Learners' Oral Language Proficiency

Language of instruction	Coded Time	Used English	Used Mouth Tongue
English	20 min	97	30
Mouth Tongue	20min	1	50
Mixed	20min	2	20

The study findings of the Table 4.9 showed that the 20 teachers of grade three who taught literacy skills with an emphasis on use of English language as language of instruction had 97% of the coded time (20 minutes), mother tongue 1% and mixed 2%. On the other hand, teachers of grade three who used mother tongue to give instructions on literacy skills 30% is mother tongue of the coded time, English 50% and mixed 20% proportion of language proficiency varied among the grade three learners.

This study examined the relation of teacher quality, knowledge, oral language proficiency and language of instruction to learners' outcomes. These results suggest that teacher characteristics, language of instruction and literacy outcomes influence learners outcomes for beyond expectation in academic performance. These was consistent with the findings of the study of teachers of grade three during the administration of the criterion test to the learners, when they reported which language they used in the classroom while giving instruction during the teaching and learning process: 14 (75%) of 20 teachers of grade three reported using English, while two (10%) reported using

Kiswahili. Fewer teachers of grade three admitted to have used their native tongue as the language of instruction, and utilise multiple languages as well.

Although, Hungi et al,(2017) argued that in Kenya the language policy approved in early years of education is the first language of the child as the language of instruction Further, teachers and learners needed to be in supportive environment to enhance learners performance in classroom. The study revealed that for literacy skills to succeed in early years of education learning should be in multilingual environment. These implied that learners in foundation grades were to be taught in a language which can enable them understand context well and must be instructed in mother tongue. However,Mandillah (2019) contradicted the study finding of(Hungi , 2020) instead reported the negative influence mother tongue had on learners academic achievements. The study revealed that resources, methodologies, political will and teachers attitude were found to have negative significance on use of mother tongue as language of instruction in early years of education. In line with language of instruction as mother tongue , teachers of grade three had mixed opinion on use of indigenous language as medium of instruction in early years of education. The 20 sampled teachers of grade three had different opinion on perception on use of Mother Tongue as language of instruction (75%) teachers of grade three were found to have negative attitudes while (5%) reported as none of those opinions is theirs, meaning their perception is not identified. Probably, their perception was neither positive nor negative.The study revealed that teachers should stick to English as languge of communication globally.

In the contest for support from parents and their use of indigenous language for teaching instruction as well as parental communication language was examined. The study findings confirmed that most parents at home communicated using all the three languages, thus English, Kiswahili and Mother tongue. It was found out that (25%) communicated in Kiswahili with the family while (50%) reported to use mother tongue as language of the catchment area to communicate . Finally, parents used English and Mixed all the languages , where reported to have shared same rate as (25%) respectively.

These implied that learners' literacy development was low in both learning environments(school and home). However,, teachers of grade three did not

support the use of mother tongue for implementation and delivery of classroom content. On the other hand, parents at home supported mostly the use of mother tongue for communication as per language policy in the County. Learners were reported to understand the content better when they were taught in a language (first language) used at home because the parent will reinforce on what they have learnt (Wekulo,2017).Though, all examinations and learning resources were printed in English language. Results by teachers' influence of language policy on learners' literacy outcomes measured were presented below, and this fixed influence were noted in Table 4.10.

Table 4. 10: Language used by parents to communicate with their children at home

Language	Frequency	Percentage	Means	Std Deviation
English	1	16.7	0.167	0.167
Kiswahili	1	16.7	0.167	0.167
Mother Tongue	3	50	0.5	0.8660
Mixed	1	16.7	0.167	0.167

4.4.8. Levels of literacy Skills Acquisition among Grade Three Learners

This study aimed to determine the literacy levels of Grade three learners in public primary schools. As measured by a criterion test on listening, speaking, reading, and writing skills. The results were presented in Table 4. 11

Table 4. 11: Rating of literacy skills among Grade three learners

Literacy skills (%)	Exceed expection (%)	Meet expectation (%)	Approach Expecation (%)	Below Expectation (%)
Listening	2.08	79.17	10.42	4.17
Speaking	4.17	29.17	25	41.67
Reading	10.42	16.67	20.83	45.83
Writing	4.17	16.67	27.83	52.08

From the study findings in the Table 4.11 slightly more than half,(79.17%) of the Grade three learners were competent Met expectation in listening skills, (10.42%) Approached expecatation whereas (4.17%) were below expecatation and (2.08%) recorded as Exceed expectation.

These suggested that the degree of listening skills among Grade three learners is inadequate. In talks with head teachers, similar emotions were expressed. One head teacher says…

Most Grade three learners in my school cannot respond to questions when asked in English, they want the teacher to interprete in mother tongue.The learners is(sic) enble to listen every well to the conversation but struggle to answer in English.

During the listening task process, the study also observed that children can not hold a conversation with the teacher for 2 minutes'. The views of the head teachers were also in line with- Allen (2015) who advocated for literacy skills to be acquired well because it is critical for a learners' success.

Table 4.11 further indicated that (4.17%) of the learners recorded Exceed expecectation in speaking skills, (29.17%) meeting expectation , (25%) Approaching expectation and (41.6%) recorded below expectation in speaking skills. These was an indicaton that the academic performance in speaking skills was not encouraging. In addition, the majority of learners' below-average academic performance suggests they lacked the skills necessary to successfully complete grade three activities.

Additionally, from Table 4.11 the study found that (10.42%) of the Grade learners were good at reading sentences and paragraphs out loud, so they exceeded expectations, and (16.67%) met expectations while (20.83%) were rated as approach expectation and (45.83%) were rated as below expectation. Results showed that Grade three learners in learners (41.60%) in grade three had significant difficulty with word fluency inside sentences, making it difficult for them to read even a short paragraph. Only (16.67%) of them had difficulties reading, for instance; "*some insects live and work together in large grous. These insects were able to survive by sharing a home, a job, and food. They're known as social insects. Such insects include honeybees, ants, and isps.*'' The findings of the current study were identical to those of UNESCO (2005) and Uweso (2016), which found that two-thirds of third-grade children in East Africa could not read work from the second grade.

The study also observed that 6% of Grade three learners read words more quickly without spending as much time decoding words. However, they were unable to detect letter sounds when reading words and struggled greatly with phonics patterns and exercises. When reading aloud, they frequently stumbled and walked quickly. This results reveal that 40% of Grade three learners struggled with sound letter recognition. Due to difficulties with word recognition and blending, it was difficult to read sentences and paragraphs. It may also be an indication of bad reading practises among learners.

These findings verify the claims of that fluency was typically judged through oral readings, despite the fact that proficient readers also exhibit This ability when reading aloud. The development of fluency results from reading practise. Frequent oral reading was the most effective technique for youngsters to develop fluency. These findings indicated that fundamental skills such as listening, speaking, and reading must be mastered prior to the development of more complex abilities. The findings demonstrated that early acquisition of literacy skills provides a solid basis for future academic achievement. These suggestd that the successful acquisition of literacy skills in the early grades of primary school is a good predictor of later academic success. In interviews with head teachers, similar emotions were expressed. One headeacher says…

The majority of Grade three learners at my school were unable to read non-fiction texts such as insect and plant life. Hive,kind.queen,stray,work, typically silk, threads, as well as numerous others

During the reading procedure, the study demonstrated that learners were unable to read words such as bug, kind, hive, queen, remain, work, typically, ant , silk, thread and several others. The perspectives of the head teachers aligned with those of Bean and Morewood (2011), who called for careful monitoring and assessment of reading skills.

From the study findings in Table 4.11, (4.17%) of the Grade three learners couldnot write words from blended consonants ,copy words and sentences from the broad correctly and rearrange words and write independently about a given theme. thus 2% exceed expectation while (16.67%) met expectation in writing skills, (27.83) of the Grade three learners were not good in sentence and paragraph written whereas (52.08%) were below expectation.These implied that Grade three learners were below average in writing skills. Based on these findings, the Grade three learners in the research area had little literacy abilities in sound recognition while in the previous Grade two.

These findings were consistent with the assertions of Padmadiva (2017) that word recognition plays a crucial role in written language and is necessary to understand the text. This implies that sound recoginition lead to better comprehension skills and word recognition that were likely to experience writing problem.

4.4.9 Correlation between teacher characteristics and Learners Literacy Outcomes

Further Analyses on the relationship between teacher characteristics and literacy outcomes among grade three learners was carried out using Pearson product moment correlation. The findings were shown in Table 4.12

Table 4. 12: Correlation between Teacher Characteristics and Learners Literacy Outcomes

Correlations		Teachers' characteristic	literacy outcomes
Teachers' characteristic	Pearson Correlation	1	.469[**]
	Sig. (2-tailed)		.000
	N	20	20
literacy outcomes	Pearson Correlation	.469[**]	1
	Sig. (2-tailed)	.000	
	N	20	20
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings shows that there was a positive and significant correlation between teacher characteristics and literacy outcomes among Grade three learners (r=.469, p<.05). These implied that literacy outcomes among Grade three learners was positively associated with teachers characteristics. Therefore these meant that as teachers of grade three improve on their characteristics, the learners' literacy also improves.

These findings concide with the findings of Cirino et al,(2019) stated that every child was provided with a qualified teacher by the end of the academic year. Further,teacher quality typically included content knowdlege as well as pedagogical skill.This suggested that learners academic performance was associated with teachers' characteristics, therefore teachers of grade three should double their efforts coupled wth stimulative learning environment to teach literacy skills.Further Mulei (2023) added that there was a positive correlation between teachers using interactive approach to teaching mathematics and English. These implied that positive relationship was shown between the hours teachers spend teaching the two subjects and learners' academic performance. Therefore teachers of grade three needed to create more contact hours with their learners for better able literacy outcomes.

4.5 Teachers Influence on Physical design of the classroom and learners' literacy outcomes

The second objective was to determine the influence of physical design of the classroom on learners' literacy outcomes in primary level of Bungoma Central Sub-County.

Table 4. 13: Shows the findings on teachers' perception on influence of physical design of the classroom on learners' literacy outcomes.

Literacy skills	seating arrangements	space design	type of furniture
Listening	cluster	Whole class	Wooden
Speaking	row	Small groups	Wooden
Reading	Cluster	Individual	Wooden
Writing	row	Mixed groups	Wooden

The study findings from Table 4.13 showed that the first parameter of measuring the physical design of classroom for a literacy lesson was seating arrangements. The findings revealed that out of 12 sampled schools (50%) of them, learners listened attentively and read well when seated in cluster while (25%) were undecided on which sitting arrangement was suitable neither best for enhancing literacy skills. These was because the learners had no desks to sit on. The study reported that when planning a classroom, it was essential to consider the influence of seating layouts. When learners were placed in rows, it may indirectly improve their reading skills by reducing the frequency of unfavourable interactions between the teacher and learners.

These was because learners seated in rows were better able to concentrate and were thus less likely to attract the teachers' negative attention. Therefore, it was observed that learners listened intentively and practised speaking simple English with their classmates both in class and in small groups. Class size was reported as crucial factor in many schools. It was an issue for parents, teachers, administrators and the government. Study findings revealed that parents and teachers of grade three argued that smaller class size led to more effective teaching and improved learning for children. On the other hand, the government

argued that substantial induct teachers of grade three profession in class size was too costly and not effective. The dimension of class size was measured using the ability of learners to set reading habits and set targets towards good academic performance. Learners were revealed to participate in class activities like Oral language (listening and speaking) Pronunciation and fluency in reading and guided writing in a good atmospere.

These results was consistent with (Higgins et al., 2012), which confirmed the significance of considering seating configurations in a literacy course. The current study revealed that learners performed identical quality work whether situated in clusters or rows, but produced more work when seated in rows.

However, in some schools in the Sub-County it was observed that there were no desks, children were seated on the floor which did not enable them acquire hand writing skills. Children seat on the floor holding their books on the thigh while writing. The few schools that had desks, there were not enough for the learners. 4-6 learners were observed seated on a desk. These made the learners uncomfortable, overcrowded and connested on a desks. These implied that when schools had enough facilities in the classroom learners are found to participate in class activities that enhance literacy acquisition.

These was in agreement with the findings of Musungu (2020) observed that free primary education had brought a lot of havoc in Kenya.Classrooms were overcrowded and congested resulting into shortage of teachers and instructional resources leading to low academic performance. The interview schedule administered to teachers of grade three revealed that most teachers prefer learners' seating arrangement as cluster to row in lower primary grades. The findings was concluded that when learners were seated in cluster were more effective than when seated in rows. Cluster seating arrangements supported collaborative task or group activities for example a learner who has difficulties in reading letter sounds and phonological awareness would be assisted by another learner in the same cluster.

Some seatting patterns have been proven to be uncomfortable for children who struggled seeing the teacher, the chalkboard, or other visual aids. Findings revealed that learners placed in a cluster, may have difficulties seeing the teacher, whereas learners seated in rows would have problems hearing their

peers. Appropriate furniture was determined to be essential for ensuring that a learning environment is conducive and safe. Further, the learning environment of a classroom should minimise permanent and built-in furniture in favour of movable furniture whenever practical. These was because immovable furniture limits flexibility and arrangement options. The study was conducted in twelve public primary schools in the Sub-county. The parameters used to measure physical design of the classroom included seating arrangements, space design, type of furniture and distance between the teacher and learner. Also the classroom physical design was rated per the type of building as permanent, temporary and none no those.

However, amount of time spent on tasks. A teacher from one of the schools in the sub-county expressed this comments…

Seating arrangements that minimise the distance between the teacher and the learner is just cluster, it's useful for activity (sic)that include direct teacher teaching, because the teacher does not have to raise his or her voice and learners can clearly hear what is being said. However, this seating layouts is largely teacher oriented.

The second parameter used to measure the influence of physical design of the classroom on learners literacy outcomes and they academic performance is space design. The size of a flexible learning environment is crucial, as it needed to be able to support many various types of instruction. Whole classes, mixed classes, small groups, and individual study were all found to be part of this category. One study that evaluated many aspects of school architecture revealed that instructional neighbourhoods were one of four major design factors that influenced achievement and accounted for 31% of the variance in pupils' final grades.

The availability of spacious areas for group activities accounted for an additional 1.8% of accomplishment variation, according to the same study (Allen, 2017). It was also determined that pupils' motivation to read improved when teachers of grade three took into account their emotional and behavioural needs while planning classroom layouts. However, the current study found that carefully planning a classroom's layout could help learners focus on literacy skills without making them feel claustrophobic or unsafe. Results from the study

indicated that learners working alone, such as when writing, should place their workspaces between 1 and 1.5 metres from any other pupil. Learners, however, have a smaller personal space demand when engaged in a collaborative activity, and can be placed anywhere from 0.6 m to 1 m apart without feeling crowded. These study was in concordance with Matete(2018) who observed that in a classroom were there were no desks, children did not acquire hand writing skills. (Allen,2017) indicated that collaborative and communicative activities, such as listening and speaking tasks, could benefit from classroom designs that put learners closer together. However, independent reading (reading aloud) activities do not promote learner-teacher interaction. Additional remarks made by teachers of grade three include…

Different study areas were offered in a flexible learning space. Learners have a variety of options to engage in independent study in peaceful corners of the classroom. The optimal sitting arrangement for learners should be tailored to the activity being taught.

The third indicator used to measure the physical design of the classroom on learners literacy is type of furniture. Furniture in the classroom were found to be made out of wooden, because they must be durable enough to last despite frequent rearranging. Desks and tables in the classroom must be lightweight enough for learners to readily relocate them across the space.

While a significant amount of study indicated that shelves and tables should be mobile, These must be evaluated in the perspective of learners' safety, particularly if wooden furniture could move or topple during use or in the case of an earthquake. Teachers of grade three must also evaluate how the interaction between learners and teachers with the furniture may result in pedagogical structures. The floor coverings of the rooms where work stations and tables will be situated should be permanent, as opposed to hard flooring that is just temporary. During the visit it was observed that some classrooms were congested due to inadequate seating space. Makori (2020) reported that the County Government has taken up the initiative of building classrooms using County Development Fund (CDF) therefore few schools still had temporary floor covering. Reactions from comments made by some teachers of grade three during observational of administering of criterion test said:

Learners with Emotional and Behavioral Disorder Disabilities(EBDD) during a literacy lesson feel less anxiety about being separated from other learners because there are unable to read. Safe Environmental surroundings help learners manipulate the physical environment to achieve their desired outcomes

The last parameter used to measure the physical design of the classroom was the distance between teacher and learners. This was the teacher space and the learners' work spaces specifically. Some schools prefer individual teachers work were as attached to the learning space(managing the class from inside), while others favour a huge communal area (staffroom). These was due to the fact that shared space fosters intimacy and facilitates informal professional interactions and collaboration. Some participants had different views on Teachers of grade three relaxation space should be shared with the learners in close proximity to the learning space or not. Other participants spoke of shift towards shared recreation spaces for example teachers to use the staffroom for preparation and marking learners' books unlike for recreation space. In contrast, some participants prefer…

Teachers of grade three use the staffroom for preparation, breaks and lastly help learners in behavior control(sic) during lunch breaks and other breaks.

These was in agreement with the study findings from interview with Head teachers which revealed that many public primary schools in the Sub-County have poor learning environment which influenced the academic performance. Some schools had no staff rooms for teachers to use for preparation. One of the participants commended that " teachers have no place to sit, we share classrooms with our learners by sitting behind the class" It was found out that .out of 12 sampled schools 10(83.3%) have no Administration office.Though teachers monitored their learners by sitting behind the classroom. It was found that one of the class on tuition block was converted into a staffroom. There were no teachers tables and chairs instead there was one long table and a bench for teachers to sit on. The floor of the staffroom was damaged with many pot holes leaving the working environment unfavourable for teachers to work. This promoted high rate of absenteeeim among teachers because of the unfavourable working conditions. While (13.7%) schools had Administrative block built separate from tuition blocks.
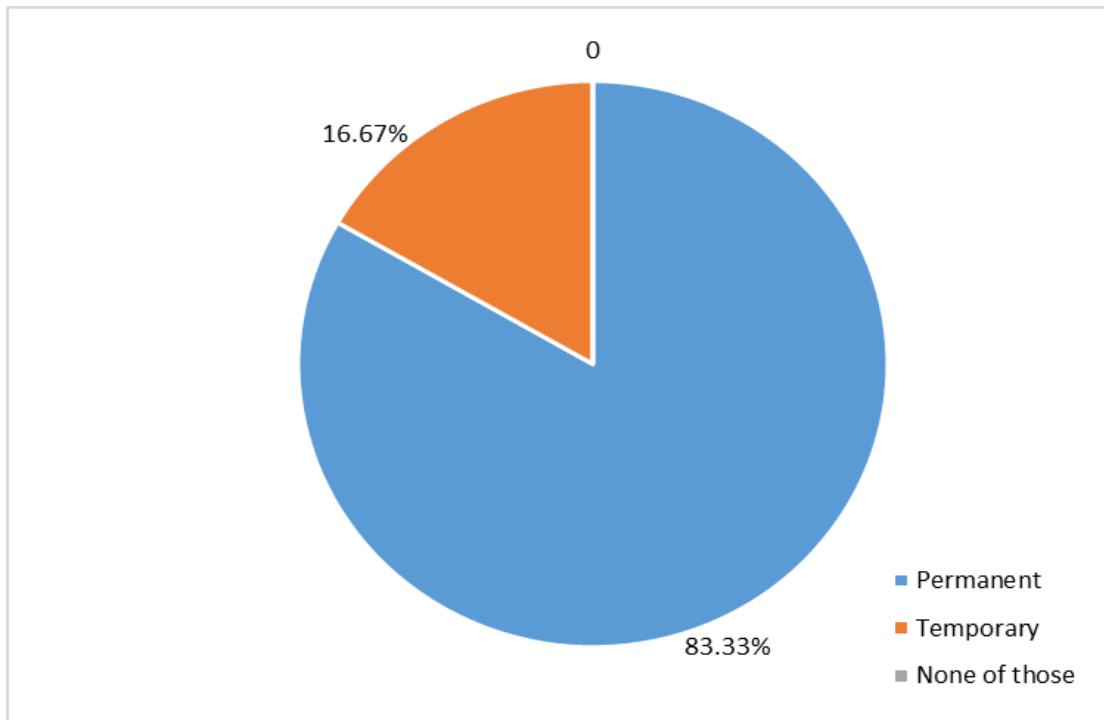
Figure 4. 4: Type of building

It is revealed that from figure 4.4 the physical design of classroom influenced the learners' literacy outcomes. Physical design was categories as permanent, temporary and none of those. 12 public primary schools were sampled out ,(83.3%) were reported to have permanent buildings while (16.67%) reported to have temporary buildings and none of the respondents chose the option none of those. These implied that the classrooms in schools in Bungoma central were permanent making the learning environment safe and conducive for learning. From the study findings the Government and County development Fund(CDF) through the programme of Free primary Education (FPE) many schools in the Sub-County have build permanent classrooms. This was revealed to promote the learning environment to safe and conducive while a few schools were found to have temporary classrooms. The study findings were in harmony with the findings from the interview schedule with the head teachers which revealed that 8 out of the 10 head teachers in the sub-County concurred that most classrooms have permanent buildings.

However , the interview schedule revealed that due to high enrolment in public schools, most classrooms were congested and overcrowded leading to inadequate resources for the learners which made classroom learning

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environment ineffective. Probably learners in private schools had amble resources and more contact time with the teachers of grade three as well as their counter parts in public schools due to congestion. Although Musungu (2021) observed that FPE had resulted in shortage of teachers and teaching -learning materials leading to poor physical conditions that were affecting Kenyan schools. The findings suggested that the teacher as a facilitator to take up his or her role of imparting literacy skills by making the learning environment warm and conducive.

Therefore, the study recommended that teachers of grade three be encouraged to develop their pedagogical skills for effective delivery in the classroom. To ensure there are continous evaluation by (marking of learners' books,or gaining for regular assessment tests, revising the done assessment tests and giving feedback to the learners immediately), because this enhanced better academic performance.

These contracted with the views of the educational Officer in the interview schedule who revealed that teachers of grade three have both negative and positive influence to academic achievement. This was done through class targets,it gave focus both to the teacher and learner so that they compete favorably with others.''Teacher profession development (TPD) programme was compulsory. In the Kenyan constitution 2010 recommented that all teachers have to undergo professional training on the methodologies and emerging issues sentiments from the educational officer''.

TPD was a common profession training for all teachers on how they can handle issues on professionalism, CBC pedagogy, leadership and health and emerging issues,Didinya (2018) noted that Kenyan teachers were engaged to enrol and train because they were not exceptional from other employers who train in profession development of their respective disciplines. Study reported that competant teachers of grade three influenced their learners like school and get involved in school programmes at an early age.Hence they were motivated to participate in academic activities that enhanced literacy development that may translate into improved academic performance commended the Education officer.

4.5.1 Teachers' Influence of class size on learners' literacy outcomes.

The other parameter about the physical design of the classroom has on learners' academic performancee in lower primary level in Bungoma Central Sub-County was the influence of class size. The results were presented in the table 4.14.

Table 4. 14: Parameters contributing to Teachers ' influence on class size and learners' literacy outcomes.

Classroom Activities	Mean points	Percentages	Standard /Deviation	Participation Mean Points SD
Listening	38.84	54%	28.5415	0.5285
Speaking (Pronunciations)	12.34	28%	6.5297	0.2332
Reading Fluency	9.66	12%	3.3463	0.2789
Writing	8.72	6%	2.1360	0.356

Study findings of Table 4. Report Analyses of reading scores on criterion test of literacy skills suggested that of the 48 learners comparesons, 54 % scored was achievement in listening skills, 28% self- concept as measured of speaking skills, 12% masterly of reading skills and finally 6% writing skills.This findings imply that most learners could listen attentively but had difficulities with developing hand writing skills. This revealed that teaching a child to read English involved teaching them to make a link between the 26 letters of the alphabet and the approximately 44 phonemes (sounds in English). These was due to the fact that letters on their own have no significance unless they were combined with phonemes to form words.

Therefore,teachers of grade three needed these skills so that they could help their learners learn word study, because helping learners comprehend what they read was the main goal of teaching reading. However,studies by Olando (2023) reported in contradation that not only instructional materials influenced learners academic achievement but also teacher competences and

experiences were vital in acquisition of literacy skills.It was therefore that teachers of early years of education need to be compete. One of the participants commented this during the study's observation in criterion test ''trained teachers can increase reading skills to average reading. After CBC training teachers of grade three were told to ensure that all children reach their potential in learning to read and write.'' These was to be done through assessing individual differences during early years of education.

The study revealed that the physical design of the classroom influenced learners' literacy outcomes.The study findings reported that physical design was categories as permanent, Temporary and none of those,out of 12 schools for the study.Most of the schools (75%) were reported to have permanent buildings while (15%) reported to have temperary classes whereas (10%) had none of those.The findings implied that though most classrooms had permanent buildings the learning environment was still unsure and unconducive for acquisition of literacy skills. In regard to this findings ,the study suggests that teachers should consider the factors that influence learning envinronment while designing the classroom set up

Pearson Product moment correlation was used to establish the influence existing between physical design of the classrooms and learners literacy outcomes. Therefore the mean of physical design of the classroom in terms of libraries and prints correlated with learners literacy outcomes. The findings were presented as in Table 4.15

Table 4. 15: Correlations between physical classroom design(class size) and Learners literacy outcomes

Correlations		literacy outcomes	class size
	Pearson Correlation	1	-.513[**]
literacy outcomes	Sig. (2-tailed)		.000
	N	12	12
	Pearson Correlation	-.513[**]	1
class size	Sig. (2-tailed)	.000	
	N	12	12
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings in table 4.15 indicates that there was a negative significant correlation between physical classroom design (class size) and grade three learners literacy outcomes (r=.513, p<.05). These implied that literacy outcomes is negatively associated with classroom size such that as classroom size increases, learners have poor outcomes in their literacy. Moreover, when classroom size was small, learners tend to gain a positive outcome in their literacy.

These implied that if the physical design of the classroom is insecure and hostile, to the learners it would increase deviant behavior, truancy and absenteeism hence decline in academic performance. From these findings, it could be concluded that some learners were learning in unfavourable learning environment for instance temperary buildings, no desks, less parents support in class work, low level of motivation and inadequate competencies of teachers may result to low academic performance in Sub- County schools. The dimension of equipped classroom libraries,good learning classroom facilities, motivational support from teachers of grade three and peers were major influencial factors to adjusting to overall classroom environment.

These finding was in harmony with the study of (Jeruto &Okirima 2020) who commented that a class size of 20 is preferably found good for implementing reading and writing skills. These was because large classes made it harder for teachers of grade three to track learners' attendance as well as progressive in literacy skills. The study concluded that large classes promoted learners' absenteeism and low quite of feedback in learners' literacy outcomes. However, Kisirkol & Ronoh (2020) reported in contradition that not only class size that influenced learners' achievement but also availability and use of resources was found signficant to learner 's literacy outcome*s*. These implied that teacher characteristics thus the way the teacher used specific ways of instruction and application of creative skills on available materials in classroom had a positive influence on learner's literacy acquisition. The controversial issue of class size has been a noteworthy educational issue since decades. These was reported to be one of the factors that led to decline in academic performance in the Sub-County. The objective of reading instruction was to equip children with the abilities necessary to comprehend and appreciate

written language. Therefore,the role of the teacher was to assist learners in comprehending written content at a level commensurate with their general intellectual skills. In addition to the findings from observational schedules ,teachers concurred.

4.5.2 Teachers' Influence of libraries and prints and learners' literacy outcomes

The third objective was to examine the teachers' influence on supportive learning variables on learners' literacy outcomes. The parameter used to measure learners' supportive variables which aid in the acquisition of Grade three literacy skills in the classroom includes availability of library materials, learners' skills to motivate reading and language policy. The results were summarized in Table 4.16**.**

Table 4. 16:Teachers' influence of libraries and access to prints on learners' literacy outcomes

Availability of libraries and prints	Frequency	Schools	Percentage
Libraries	4	4	33.3
Prints	10	10	83.3
Wall displays	7	7	58.3
Letter pockets/ cards	0	10	83.3
Learning Centers	2	2	16.67

The study findings revealed that out of 12 primary schools in the Sub-County (33%) schools had libraries,while 66.7% had no library services in school. Through this libraries were not found in the classroom. This libraries were found in the deputy head teachers' office and serviced the whole school.In some of the classrooms (41.7%) had be displayed with teaching/learning Aids that made the

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walls talking.While a   whooping (58.3%) had no pictures and charts displayed on walls.

 Letter cards were missing in the classroom, (83.3%) reported to have no prints in the classrooms.This prints were textbooks, pictures, flashcards ,and learners' work books. This prints were revealed to be used by teachers of grade three in the aid of learning process in the classroom to make the content of what was presented more vivid and interesting to the learners.Overall, these findings suggested that the majority of the learners were not able to read, listen, speak or show basic skills.It was confirmed that learners could write their names,letters of alphabet and letter sounds,but could not read simple words and sentences fluently. Further,reading aloud, answering comprehensive questions and independent writing became a big issue

A classroom library was reported to frequently offer learners with access to literature (Jufrida et al ,(2019). These study findings revealed that having a central location in the classroom where learners have easy access to books can have a positive influence on learners'academic achievement. These suggested that access to printed materials and classroom libraries played a role in encouraging learners to become avid readers. Children's interest in reading was reportedly noticed and they were provided with many opportunities to interact with books. The library also provided various opportunities for children to engage with literature through events and structured programmes.

 Finally, parents of children in the early years of education appear to have a considerable interest in their children's reading achievement. Ultimately, their schools success. Nonetheless, inspections and interviews with teachers of grade three and parents revealed that the academic performance of the majority of schools in the Sub-County has dropped due to the low acquisition of literacy skills and less parents support.

The results of the study showed that schools with longer library programmes, devoted more time to delivering information on literacy instruction to learners on a weekly basis. These was found out that more time spent in collaborative planning with teachers had more opportunities for in-service teacher training. More resources   dedicated to address challenges related to library materials and computers with modern internet. A higher percentage of learners scoring at or

above the proficient level on reading tests is to achieved. Another factor that led learners' literacy development is the role parents played toward reading achievement. Study findings found out that library materials and prints help learners develop the love of books and the sense of connectedness that learners needed in order to want to read. The choice of reading materials, was essencial for increasing vocabulary, higher fluency and ability to demonstrate those skills in a variety of ways.

The other indicator that influenced acquisition of learners literacy skills is the ratio of text books to learners. Results from the document Analyses with the teachers revealed that distribution of text books to learners varied from school to school per the number of learners as well as school enrolment. The study findings revealed that out of the 12 sampled schools for the study. The findings were presented as shown in Table 4.17

Table 4. 17: Classroom Library

Library Materials	Frequency /Daily	Weekly	Monthly	Not at all
Textbooks	Daily			
Wall charts	After every lesson			
Audio-Visual	Every Evening			
Story Books	Monday and Friday			

The study findings in Table 4.17 show that out of 12 schools in the Sub-County classroom library was find only in pre primary level grades not in lower or upper classes. The length/ frequency of reading programme vary in the classroom. Majority learner (83.3%) reported that they used textbooks daily in the literacy learning lessons while (16.7) had limited acces to library serviced only on Monday and Friday. Another 30% reported that their classroom walls were equipped with walls charts, magazines, sound letter charts blended words and other relevant materials that foster talking walls. Another 10% reported that they were allowed to borrow story book twice in a week. This is reported to be done on Monday and Friday. Another 50% reported that children watch audio-visual (cartoons) every evening daily. Over 50% of this libraries provide direct literacy instruction.However,this libraries reported that the greatest involvement was not offering literacy services but for storage. Moreover, this

library materials were not found in the classroom . These was revealed that all the learning resources including consumerable items were stored in the Deputy head teachers' office.

Apart from teaching literacy skills, libraries were reported to focus its collection development on the needs of its neo-literate users. This implies that relevant and interesting reading materials for instance simple story books, picture books, singing games , rhyme for early readers with low vocabulary need to be availed there. Books, computers and audio-visual materials were reported to be sensitive and needed to be protected from extremer weather condition, rain, sun, heat and even humidity. They needed to be in a dry, temperate environment. However, it was revealed that many schools in the Sub-County had inappropriate buildings to accommodate this library reading materials. Another concern was insecurity, the problem of protection from theft. The buildings and library material need to be protected by bars and proper doors. Protective measures were very cost effective and non affordable for most libraries. These suggested that teachers of grade three of early year grades need to establish libraries in their classroom. These could help in learners' literacy outcomes. The study findings from a participant of interview schedule for head teachers revealed that to improve learners' reading outcomes, they had mixed reactions. Some participants reported that teachers of grade three need to plan for reading remedial lessons especially in the afternoon sessions, availability of simple readers series and reinforcement of Tusome early literacy programmes. Others teachers commented that teachers of literacy skills need to be steady .Likewise, motivating learner-teacher interaction and participatory activities was found to focus to literacy acquisition not limited to language policy. while another participant argued that not only availing story books to lagging learners in reading but also learners needed to be introduced to recognition of letter sound at an early stage. Factors like book- learner ratio (1:1) was observed also teachers of grade three took reading sessions for meaning. This was a contributory factor that influenced teachers' characteristic toward learners' literacy outcomes. Poor reading habits and lack of comprehension skills, inadequate resources, non- committed teachers of grade three were influencial to litecay achievement. Poor role models in their backgrounds and non-use of

variety of teaching and learning resources especially with factors that influence learning environment were issues of concern that need to addressed.

The study findings reported that failure to master letter sound properly due to use of mother tongue as language of instruction not limited to parents support is found out as some of the effects that lead to low acquisition in literacy skills in schools in the Sub-County. These finding was in harmony with the finding of the interview schedule from the education Officer who commented that most learners were from low economic backgrounds, hence their parents were not able to buy books and provide for their children other basic academic requirements. Additionally, the ministry to ensure that in schools, parents were sensitized about their learners' academic achievement and also regular assessments by education officers.

However in the Sub-County schools it was observed that academic performancee was low. The document Analyses revealed that in the entire County very few schools in the Sub-County have inadequate staff capacity and congested classrooms to accommodate the population in schools. Some of these schools had inadequate resources like books, desks, latrines, safe drinking water and clear chalkboards which limited learners in participating in class competition. This lead to learners engaging in other deviant activities which led to poor transition, absenteseeim, and truancy hence decline in academic performancee. Teachers of Grade three were adviced to embrace use of classroom library to enhance on literacy aquisition
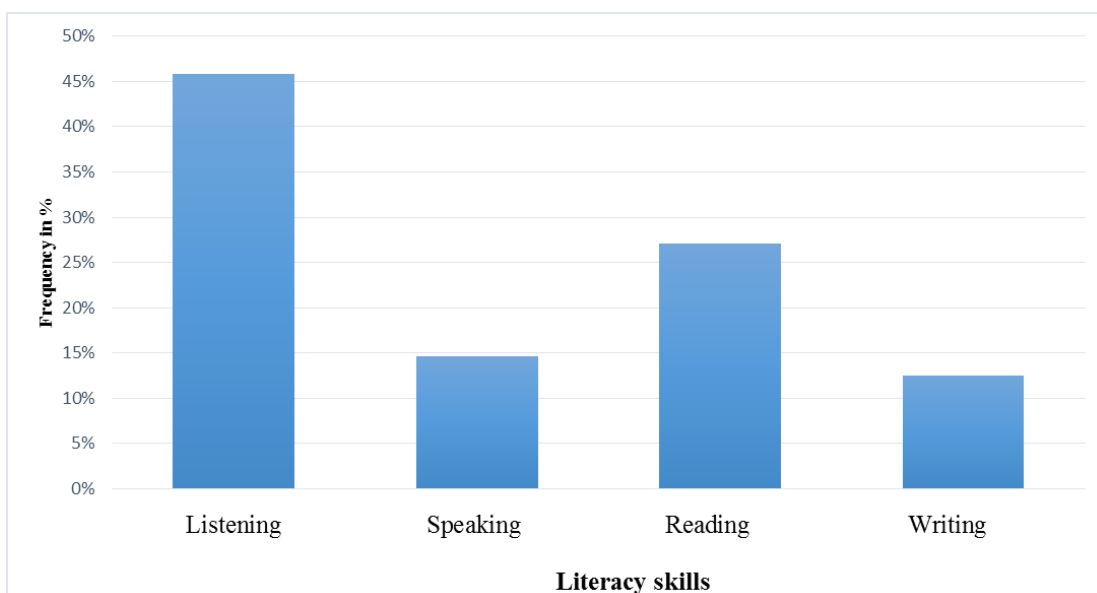
Figure 4. 5: Correlation between Library materials and access to prints on learners' literacy outcomes.

The study findings in figure 4.5 indicates that literacy skills at third Grade level, ensured that all children read by age 8-10 which becomes essential. Findings from the criterion test shows that majority of Grade three learners scored below proficiency in reading (45.83%) of the Grade three learners were competent in listening skills thus word recognition.About (14.58%) recorded below expectation results in language structure especially sound recognition whereas (27.10%) were able to read with fluency 50-90 words within a minute were approaching expectation and (12.5%) were below expectation in writing skills.

These suggested that Grade three learners' did not have strong literacy skills. The findings implied that academic achievement was successful when inequalities like poor learning environment contributed to worse grades and an increased likelihood of absentiseeim from school. Interviews with head teachers revealed widespread agreement with this points of view. One headteacher said:

Most Grade three learners in my school cannot read simple paragraphs and sentences with fluency within the given time.However hand writing was the most poorest skill acquired by my learners nowadays.

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During the writing process, the researcher also observed that children could not write simple word due to unfavourable learning environment. Most children were seated 4-6 learners on one desk while others did not have desks.They were seated on the floor.This seating position could not enable learners acquire write skills

The study also indicated that learners having more books in their homes performed better academically. This implies that learners with 0-2 books (20%) scored below expectation in the criterion test, while those learners with more books than (50%) scored average –approaching expectation. While 20 % had meeting expectation, these children scored closer to expectation. Finally , 1 child was only found to have (10%) books. This one was scored as exceeding expectation, It was also found out that children who have access to print reading materials have better literacy outcomes.

Therefore a sign of dismal academic performance in terms of both oral and written communication. Furthermore, the majority of learners' results were below the expected level, suggesting they lacked the necessary skills to successfully complete Grade Three material. Similar results were observed by UNESCO (2015) and UWESO (2017): 70% of Grade 3 learners in East Africa could not read material at the Level of the Previous Year's Course. A lot of work needed to be done on the issue of literacy. Learning context is crucial, in fact. One of the participants in interview commented that teachers' perception on parents involvement and engagement on their learners' literacy outcome revealed that reading achievement for example has focused on the individual parents attributes: "*children of low income households, single parents and poorly educated parents have large risks for reading*". This showed that children of parents in low income and middle income groups differ substantially in the abilities and resources they have at available for boosting their children's school academic performance. Other responses implied that parents interested in learners' reading skills were discreetly, yet powerfully, engaged in their children's achievement…

I keep an eye on what they were reading and sometimes read it myself to get a better understanding of what it was about. I also assisted them in decoding difficult terms.

In providing such articulation, parents appeared to be providing their children with invaluable support as they learn to read by helping them decode words. Activities extend the reading experience in school. These became clear when early years literacy programmes emphasised both independent reading and shared reading. In addition, schooling offered activities that strengthened the child's reading experience. This activities were often the same exercises seen in early years of education throughout the country. Sometimes children needed to do something artistic to go along with a book they read, and that something could be anything from a painting to a sculpture to a puppet show. Literacy-based activities like this have been demonstrated to improve a child's reading experiences by helping him or her attach more meaning to the text and draw deeper meaning from the tale being read.

Children were more likely to spend time in a literacy-rich environment, like a library, just by going there.These increased their chances of perusing the shelves and taking out reading materials. However, what children learn from books was often expanded upon and made into a more meaningful literacy experience through this kinds of gatherings.

4.5.3 Influence of Teacher-learner interaction on learners' literacy of outcome

The third objective was to determine the influence of supportive learning variales on learners' literacy outcomes in the Sub- County. The parameters used to measure supportive variables were   interactions, and language policy which is reflected in the way learners practice use of English language in the classroom with their teachers of grade three and peers.

The study revealed that interaction with teachers of grade three and peers in the classroom during a literacy lesson was significant. This teachers of grade three and learners interacted in the learning environment was found as away that

involved a purpose. It was revealed that this interaction gave learners opportunity to learn from each other, to get feedback on their work and to have strong social relationships. In the classroom during literacy lesson teachers of grade three interacted one-on one with learners. This was verbal as in the written and spoken words, or it was non-verbal through eye contact, facial expressions and proximity. The teacher-learner interaction in their educational achievements was found to promote learners abilities to work collaboratively.These enhanced collaborative rather than competitive social relationships among learners' as well as establishing positive motivation toward school. The results also revealed that peer interaction in preschool classroom contributed strongly to children's language and cognitive development. This was confirmed when children's language and literacy skills were similar to those of their peers.

Lojik (2020) commented that when children spoke with others about their thoughts, feelings and desire, they improved their language and literacy skills. On the other hand Sato (2013) noted that to motivate oral interaction in the classroom a list of speaking exercises was prepared to help the learners use the language in real situations. During the interview with the head teachers, they had different opinions. One of the participants said: we believe that literacy learning in schools involve participating in social interaction between teachers and their learners about content that were interesting to both. That was to say through social interaction, learners absorb knowledge and store it in a cognitive way. Another participate pointed out that language learning occurs nationally by living working and interacting with other people who speak it as their mother tongue.

 Therefore, teacher-learner interaction played a key role in improving learners reading comprehension. However, the findings revealed that comprehending language involved not only recognizing spoken words and sentences but also words and sentences be mastered through interacting with the learners' immediate family.

The results explained from interview schedules with head teachers revealed that teaching literacy skills was a process of interaction. One of the participants

argued that learner- teacher interaction should not be seen as an aspect of communication in language teaching but as an essential part of the pedagogy process. Accordingly, interaction involves not only those exchanges in every day communication but also the oral exchange occurring in the classroom between the teacher and the learner. The findings of the present study considers learner-teacher interaction as a special sort of co-production because it required the four literacy skills , listening, speaking, reading and writing.

 The study suggested that teachers of grade three used different teaching strategies, knowledge of the learners' level and chose which strategies were best for particular learners. The teachers of grade three knew which teaching methods was most effective for their class. As a result, the current study sheds more light on a different way of teaching literacy skills that was based on the communicative interaction of the learners with their teacher.

However, the findings from the Education Officer revealed that learners can increase their literacy skills as they listen and read materials. Learners had the opportunity to develop their literacy skills as they learn from each other. Noted to get feedback on their work as well to have strong social relations. He suggested that learners' literacy outcomes was an interaction event that occurs between the learner and his environment. He was more concerned with how learners' social interaction help to develop the cognitive aspect of language learning. The Education Officer echoed This sentiments about some causes of under academic performance:"

Absenteeism and poor parent care cause under academic performance in primary schools'

In the contest of the parents –learner interaction to support learners' literacy outcomes, these involved factors related to parents interaction with their children at home. The findings revealed that Parents encouraged their children to excel in school activities through oral interaction of speaking exercises which can help the learner use language in real situation. First, the parent encouraged learners to listen carefully, read for them two lines of dialogue and practice reading with them. Second, learners repeated reading the same lines of dialogue. The next exercise, the learners were given the whole comprehension to read and asked questions. The other exercise was to make predictions in the   picture and

study a model sentence and then make up similar sentences about a similar picture. Through the mentioned exercises learner- parent interaction at home was reported to be activated. Another participant said:

We help our children through interaction to understand the views of others, share their ideas among each other, one listens to the others, one responds, others listens and respond.

The teachers' task was to encourage learners to create situations in which interaction naturally grew both in school and at home for which learners could use real communication occurring in formal fashion.Teachers to organize school meetings and mobilize parents to support their children and school programmes

4.5.4 Correlation between supportive learning environments on grade three learners literacy outcomes.

The findings were presented in Table 4.18 that follows.

Table 4. 18: Correlation between supportive learning environments and literacy outcomes among grade three learners

Correlation		Literacy outcomes	Supportive learning materials
Literacy outcomes	Pearson Correlation	1	.261[*]
	Sig. (2-tailed)		.030
	N	20	20
Supportive learning materials	Pearson Correlation	.261[*]	1
	Sig. (2-tailed)	.030	
	N	20	20

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

The study findings in Table 4.18 shows that there was a weak positive correlation between supportive learning environments and grade three learners literacy outcomes (r=.261, p<.05). These meant that literacy outcomes among grade three learners were associated with supportive learning variables although

the influence was weak. These further meant that learning environment factors were not supportive thus the poor literacy outcomes.Such results were in consistence with the findings of Ryzn (2016) which conducted a study on social behaviors and pre academic competences thus reading, mathematics and writing skills.The study found that the influence between learners' social behavior during peer- peer interaction assisted in the development of learners' pre academic competencies was weak. Chirchir (2018) results, revealed that there was a positive association between learners' behavior change during motivation to reading and learners' literacy outcomes .These implied that when learners help each other to read text in the classroom as they correct those with difficulties with reading problems they literacy skills was improved which serves a foundation to future academic achievements.

4.6 Teachers' perception on Parents Involvement and engagement and learners literacy outcomes,

The study sought to determine the parents involvement and engagement on learners literacy outcomes. The results were tabulated and shown as in Table 4.19

Table 4. 19: Parents involvement and engagement on learners' literacy outcomes

Parents	Frequency	%
Home	6	60%
School	3	30%
Visitations	1	10%

Source : Field data 2022

The study findings in Table 4.19 show that in 12 primary schools in the Sub-County 10 parents who participated in the study reported that the forms of parents involvement and engagement were revealed as high, medium and low. The study revealed that out of 6 parents (60%) were reported to be supportive to their children at home by providing basic needs like food, security, love and help them do homework as well as read for and with them. While (30%) parents reported that they supported their children at school by providing school needs like uniform, buying books and bags. Finally, (10%) was last profile of parents visitation in schools who went to consult on the progress of the academic performancee of their children. These implied that parents did less consultation with the teachers of grade three about the progress of their children. Study findings revealed that, parents had less time for their children and also forgotten that eairly years of education was the foundation level of their children's education as compared to provision of basic needs. Parents involvement and engagement in schools has been found to be a key factor for children's academic outcomes. However, there was a lack of study in Bungoma County, leaving a gap in literature where most of the research has been done.

These profiles took into account the variety of ways in which children, teachers of grade three, and schools encouraged parents involvement and participation (at home, in the classroom, and beyond). Hurt (2015) discovered that healthy relationships between families and schools contributed significantly to a child's social emotional and cognitive development. Children's self-esteem, academic performancee, and retention and attendance were all found to improve when they interacted with others in both the school and home settings, as was previously found (Brenfonbrenner, 2001). Involvement of parents in their children's schools has been linked to both improved learners attachment and a more welcoming and secure school climate.

These was reflected in the interview schedule with the Education Officer. Most parents in this Sub- County believed that education was necessary but they were not aware that early year education was the foundation. They did not realize the significance of regular attendance to school and support their children's

education. This made it difficult for their children to performance academically well as compared to other Sub-Counties. He commented that;

Absent parents and poor parental care have affected learners' academic performance in my Sub-County, we need to have child-friendly learning environment.

However most learners in the sub- County schools come from homes where social bonding was weak as revealed from interview schedule with head teachers from the sampled schools . Hence their personality was low.

These implied that the learners were socially weak hence they easily reacted negatively to comments made by other peers and teachers which hindered them from acquiring literacy skills. From the study findings it was clear that majority of the parents in the Sub- County had minimal visitation in their children's schools leaving teachers of grade three have a major role in helping learners' struggle to acquire literacy skills. These study findings therefore established that parents involvement and engagement was a major influencial factor in Grade three learners' literacy acquisition. These later contributed in a big way to the academic achievement of learners in early years grades. The findings of this study and discussion were in agreement with Perkin (2016) who noted that when parents were optimistic toward ther children's education, they were usually willing to support all programmes in the school.These implied that parents involvement in a child's literacy practices was a powerful force than family background variables.

During the document Analyses of parents it was revealed that out of the sampled parents (60%) reported that they have 1-5 dependanents in their households whereas (30%) had 6-10 dependents.(10%) of the sampled parents reported to have 10-15 dependants in the family and none option is reported. This arouse interest among teachers of grade three which made them to be more curious about parents resonposibilities in schools in the sub-county. The study findings were in harmony with the findings from the head teachers; interview which revealed that 8 out of 10 head teachers in the sub-county concurred that most

parents have many dependants with low source of income hence they were not enble to provide the necessary basic needs for their children

The second indicator of parents responsibility which influenced learners' literacy outcomes was the number of learners each parent has in school. Slightly above half of the sampled parents (70%) reported that they had 1-2 learners learning in that school and were responsibily of paying for their children.While (15%) reported to have 3-5 children in school.15% of the sampled parents reported to have 6-8 learners in school and reported to be assisted by relatives in caring for their children.

The study findings suggested that the parents social economic status relates most strongly with academic achievements. There was evidence that parents ecomonic explained clearly status the developmental outcomes activities parents gave to their children which help in developing specific literacy skills. Magnusson (2023) commented in the findings that home environment was found to be a powerful indicator to reduce the effects of experiencies upon literacy and numeracy development Therefore, parents should provide a safe and conducive learning environment for better academic performance.
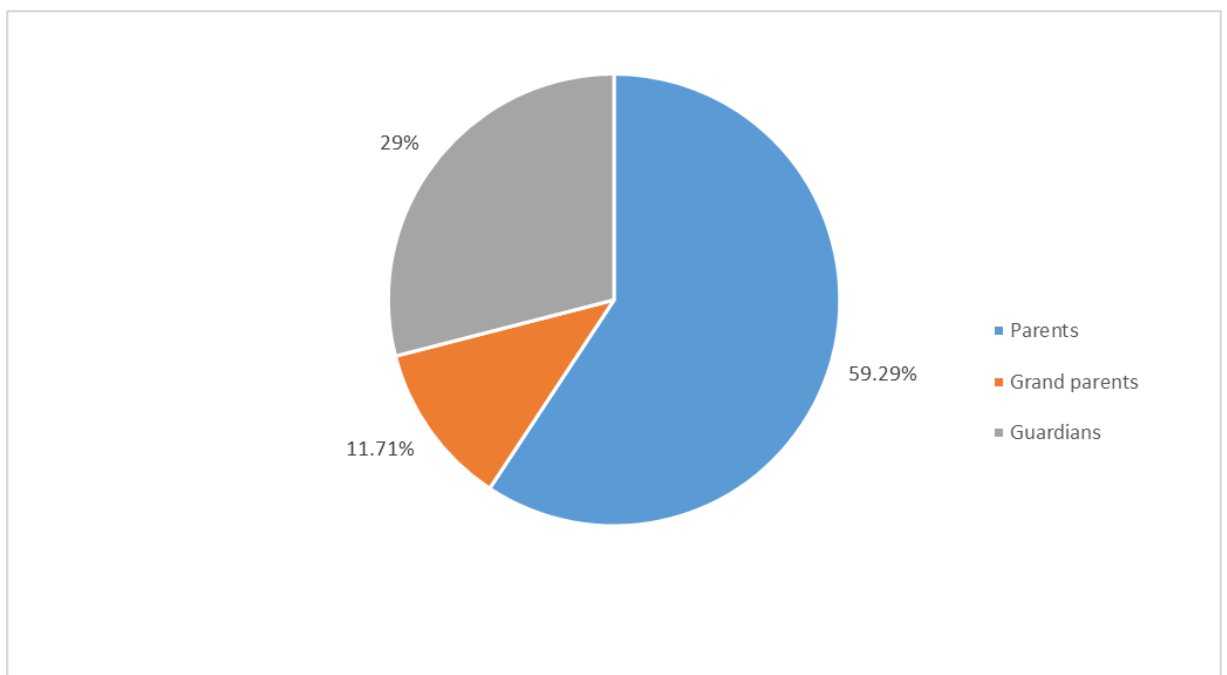

Figure 4. 6: Family visitation in School.

It was revealed from figure 4.7 that 70% were biological parents, 10% were grandparents and 20% were guardians. On the other hand, majority of the parents who attended meetings in schools were mother (80%) while (10%) of the attendance were fathers. These revealed that mothers were more attached to their children than fathers. At the same time parents pointed that the number of dependents in the houseold was higher. (15%) of the sampled parents for the study revealed that they visited their children's school to check on their progress onces in a term whereas 70% reported that they were aware of the visition to their children's schools but they usually visit only on invitation. On the other hand 15% of the sampled parents reported that they were not aware of the programme. The assumption was that parents dedicated most of their time in engaging in personal gain at the cost of their learners' educaton. Propably their should know that there were the first teacher to their children and the edication of their children lies in their hands.Therefore ,parents needed to be sensitized on the importance of safe, secure and conducive learning environment.

The majority of these parents were also found to have completed high school education(70%) were fathers and (70%) were mothers, followed by primary level Education as (20%) and (20%) respectively. Further, the results revealed that (10%) and (10%) was for professional title, no University title for both.

 Parents education was the best predictor in ealy years education. These implied that learned parents especially mothers have parenting practices such as reading to children,using complex language and interaction well with their children. Age 8-9 is a developmental stage where learns need critical and tender care that could enhance learners' literacy acquisition skills. The table 4.20 below shows the education level of parents in the study:

Table 4. 20: Education Level of Parents

Education level of parents	Primary level High Education		Professional University	
Fathers	15	70	15	None
Mothers	15	70	15	None

Source: Field data 2022

The study results explained basing on opinion from interview schedule with head teachers which revealed that poor foundation in early years and lack of

proper teaching skills have led to failure to acquire literacy skills in early years grades. Low education levels of parents and high poverty levels were primary reasons for lack of support of parents. These was found to result to be irresposible towards education, Less support in helping in homework and low level of motivation in reading skills. These was in consistent with the Education Office findings which revealed that in order to improve academic performance in primary schools regular zonal sensitization meetings by stake holder to be held.

These was in harmony with the findings of Kathomi(2015) who noted that parents engagement was one of the fundamentally factors that parents needed to observe in their children's education. The findings revealed the phenomenon of parents being busy at the cost of their children's school work. The parents need to engage fully in their learners' literacy development. These implied that parents need to support their children know how to read and write at an early years of education.

Table 4. 21: Parents involvement and engagement in activities at home

Activities	Father	Mother	Guardian	Grand parents
Someone in the family	Present	Available	Absent	Available
Help the child do home work	Busy	Daily	No	No
Practice spelling, math or other skills	No	Yes	Busy	No
Read for and with the child	Not at all	Daily	No time	Not at all

The results of the study from Table 4. 21 indicated that all the (100%) fathers and mothers were reported to be there as parents .However ,the study findings found out that mothers (70%) were available in the home and always there for their children. To ensure that their children went to school daily , prepared all the meals for them whereas (30%) reported to be engaged into small businesses

of selling green vegetables, fresh fruits and grains.Probably this type of life might not earn them good income to sustain all the family needs . Additionally, mothers reported that they ensured their learners attended remedial lessons in the evening, helped their children do home work, practice spelling,simple arithemetic skills and also read with and for their children daily every evening before they went to bed. On the other side, fathers commented that they had busy schedules every day, they were rarely found in the home during day time unless on special occasions which maybe once a month.Therefore ,they did not read with and for their children.Neither did they help their children do home work nor practice spelling and numeracy.

 Guardians and Grandparents were equally reported to be responsible. However,the study findings found them to have busy schedules in helping home work,reading for and with children, practice spellings and numeracy. Grandparents were reported to be available in the home always unlike the guardians who were absent in the home. These implied that when someone was available in the home ,the learning environment was safe and conducive for children to work freely.Whereas an adult (more knowledgable) missed in the home, the home environment turned to no learning environment at all.These was because children could do things of their choice. These findings was in consistence with the study of Parcel & Menaghan (2014) who confirmed that mothers whether with intellectually jobs or without any job were reported to support their children.These was done by providing stimulating materials which in turn linked to children's verbal skills. Though cases like separation, divorce and deceaced parents in the family was not considered in the study.

4.6.1 Parents involvement and engagement in activities at school.

Table 4. 22: Parents involvement and engagement activities at school.

Activities	Parents	Grand parents	Guardians
Class meetings	70%	15%	15%

Someone in the family attends special events at school	Yes	Yes	Yes	
Paying of school levies	70%	15%	15%	

Table 4.22 showed that parents involvement and engagement in their children's activities at school.The study findings revealed that (70%) of the parents were reported to attend class meetings at their children's school while 15% were represented by grandparents. These suggested that class meetings when scheduled were attended by anyone at home at time of need. However, someone in the family could attend to special events at school.Slighty more than half (70%) of the parents views were reported to pay school levies by themselves at school,whereas 15% of the sampled parents views in the study, reported that school levies were paid by grandparents. At the same time 15% revealed that guardian paid levies in schools for their Grade three learners.

4.6.2 Parent/ guardian economic status

Table 4. 23: Parent/ guardian economic status

Parent/guardians	Number	Monthly income	Frequency	Percentage
Father	2	<1000	2	20%
	6	1000-5000	6	60%
	2	10000-50000	2	20%
Mother	4	<1000	3	30%
	5	1000-5000	5	50%
	2	<1000	3	30%
Guardians	2	1000- 5000	6	60%
	6	10000-50000	1	10%

Source field Data

From the table 4.23 the study revealed that the parent /guardian economic status in public schools for the father, mother and guardian was 20%.60%, and 20 % that had income monthly amount below 1000 respectively. While those parents and guardian whose 30%,50% and 20% , had monthly income between 1000 and 5000 in the sub County respectively . The parents /guardians who had an income of 10000 and above 30%, 60% and 10% respectively were found to be responsible. These impliesd that most respondents in public schools in the sub-county had they income ranging from 5,000-50,000.

The economic status of the supporting family and their role in their learners' education determined the parents/ guardians provision of learners with basic academic requirements .Most learners were raised by grandparents who could not support much in caring. These basic needs like paying school levies, buying text books and other reading materials for their children were not availed. The findings from the teachers of grade three indicated that these has attracted a high rate of text books ratio to the learners.The role of parenting in literacy acquisition in early years of education included parents visiting of the learners while at school to make follow up on their academic progress. The parents attitudes towards education especially toward acquiring of literacy skills, reading for and with their learners help in acquisition of lieracy skills(Al-Athime, 2018) was not conducive. Moreover,helping children study for assessments, practice spelling, numeracy and other skills accompanied with interaction with the children and teachers of grade three for understanding their difficulties were also influencial. These was in consistent with the parents questionnaire which revealed that most parents for learners in sub-county schools did not attend parents meetings, no follow up to the academic progress of their learners since it involved monetary responsibility neither attended special events in schools.

In the contest of teachers' perception on parents involvement and engagements on learners' literacy,(Perkins, 2016). Further believed that parents role involved factors related to interaction of parents with their children both at home and

school. Creating a learning environment that was safe and secure and partnering with teachers influenced parents support. Teachers of grade three believed that parents encouraged learners to excel in school activities by motivating them to read. Reading for and with children, help them to do homework. Buying of simple story books for reading was essencial to them. These helped children to like reading at early years of education. Study findings of learners' literacy outcomes showed that parents involvement and engagement in the academic performance of their learners was low in public schools in the sub-county. CBC calls for teacher- parent partnership in all schools. One of the parents commented that:

There is little interaction between parents and teachers of grade three in most Sub- County schools that is why we hardly go for meetings,

In reflection with the findings in the interview with head teachers was revealed that most parents in the sub-county believed that education was necessary but they were not aware about the progress of their children. They did not realize the significance of regular visitation to school and the need to study after school hours. These made the children to have difficulties in adjustment between home environment and school environment hence learners were not able to work to excel. One of the head teachers said this during an interview:

I personally handle cases in my office that were related to the learners being unable to read and write in lower grades such factor like absenteeism, low attitude among learners and Teachers of grade three toward reading sessions and time limitation if observed ,literacy skills is going to improve in our schools.

In addition low education levels of parents and high poverty levels were the primary reasons for little support by parents. The Education Officer said this sentiments during his interview:

Absenteeism among learners and teachers, and truancy have resulted into school dropout and low transition rate which were indicates of poor school academic performance. The ministry to ensure high academic achievements through sensitization and regular assessments by education officers.

The findings further revealed that negative attitude towards education, less parents support in home work, low level of motivation and inadequate competencies of teachers of grade three may result to poor literacy acquisition

skills in Sub-County schools. A learner who is not safe and insecure in both learning environments (home and school) is found to lag behind the peers in academics. These study was in harmony with (Shamaki, 2015) who affirmed that poor learning settings contributed to irregular learner attendance, school retention and the absenteeism of teacher and ability to participate in the teaching and learning could lead to poor acquisition of learners' literacy.

4.6.3 Correlation between teachers of grade three perception of parents involvement and engagement and learners literacy outcomes

Further Analyses was carried out using Pearson product moment correlation in order to establish whether there was a relationship between teachers of grade three and parents involvement and engagement on grade three learners literacy outcomes. The findings were presented in Table 4.24 that follows.

Table 4. 24: Correlation between teachers' perception of parents involvement and engagement and learners literacy outcomes

Correlations		Literacy outcomes	Teachers of grade three perception of parents involvement and engagement
Literacy outcomes	Pearson Correlation	1	.599[**]
	Sig. (2-tailed)		.000
	N	20	20
Teachers of grade three perception of parents involvement and engagement	Pearson Correlation	.599[**]	1
	Sig. (2-tailed)	.000	
	N	20	20
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings in Table 4.24 shows that there was a moderate positive correlation between teachers of grade three perception of parental involvement and engagement and Grade three learners literacy outcomes (r=.599, p<.05). These implied that parents involvement and engagement influenced 59.90% to acquisition of Grade three learners' literacy skills. It meant that as parents involvement increased by 59.90% learners literacy outcomes also increased by 59.90%. Therefore when parents were fully involved in their learners education, they improve on their academic performancee, specifically literacy outcomes.The study findings were consistency with Jane(2020) who commented that teacher-parent collaboration has been highly encouraged because of it was strong association with educationa success.Therefore, teacher-parent collaboration iwas a way of monitoring school attendance of learners academic in primary schools in Bungoma County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.

5.0 Introducation

This chapter presents the summary of the main research findngs, conclusion, recommendation and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This section provides a summary of the study findings based on the objectives of the study.

5.2. Influence of Teacher characteristics on learner's literacy outcomes.

The primary objective one of the study was to prove that teachers of grade three in public elementary schools performed slighty low in teaching of literacy skills.The study revealed that majority of learners did slighty low in listening, speaking, reading, and writing, and had difficulty identifying literacy skills outcomes. The inability of the majority to distinguished between letters and sounds impeded their ability to read and write words, phrases, and paragraphs, leading in a deterioration in their reading skills. These demonstrated that learners in the Grade three had low reading levels. Comparatively, while the majority of the teachers 80% strongly agreed that mastery of subject content enhance the acquisition of grade three learners literacy, only over half 70% strongly agreed that good scheming enhanced acquisition of learners literacy skills.The study further revealed that classroom management is strongly influenced by 75% while teachers used of pedagogical approach is agreed. Finally, 85% of the teachers strongly agreed that learners involvement in communication with the teacher as well as peers significantly influenced acquisition of literacy skills. In contrast, the study investigated the extent to which a variety of teacher characteristics (quality, knowledge of subject content

mastery, information technology (IT), classroom management, and oral language proficiency) and language instruction were related to learners' literacy outcomes when classroom learning environment is considered. The most noteworthy findings regarding classroom observations have the high positive influence links on table 4.12 reveals (r=.469, p<05)teacher-quality evaluations to learner engagement and the substantial negative influence relations of teacher quality to non-instructional time. The role of classroom learning environment (both within and between classes), language of instruction, and language of quantifiable results in predicting literacy outcomes for learners. Teacher quality is connected with word reading and speaking skills, but teacher competency in either language had no influence on the literacy results of this children.

This study also revealed that teacher preparation and professional growth have a higher influence on language development results than experience. After engaging in high-quality professional development, teachers of grade three enhance their approaches to literacy education. Professional development must be continual and rigorous in order to be effective, allowing teachers of grade three to incorporate what they have learned into their teaching practises while receiving support along the way. Teachers of grade three will be able to instruct learners more successfully the better they understand the cognitive development of their learners' reading skills. Therefore teacher characteristics have influence on grade three learners literacy outcomes.

5.2.1. Influence of physical design of the classroom on learner's literacy outcomes.

The majority of teachers of grade three in objective two of physical design of the classroom survey thought that the physical layout of the classroom was useful in enhancing Grade three learners' literacy abilities. The majority of classrooms where literacy skills were taught were, according to reports from head teachers, organised into groups.The study findings revealed that 50% of the learners listened attentively and read well when seated in cluster or corporate, whiel 25% practiced speaking English language and writing when seated in rows. According to inferential analyses, the distance between the

teacher and learners, the kind of furniture, seating arrangements, and the distance between pupils had a significant influence on the reading achievements of Grade three learners. Accessibility to diverse learning environment is related with positive learners' outcomes. In order to last longer, furniture and equipment should be adaptable to meet the needs of a variety of learners, as well as flexible and easy to clean. According to the research on the association between class size and learner participation in literacy activities, there is a negative correlation between class size of table 4.15 indicates (r=.513, p<05) and learner participation in the classroom. Classes with fewer learners allow for more concentration, which results in enhanced academic performance.The study revealed that during a criterion test of literacy skills learners comparasion 54% of the learners scored is achievement in listening skills, while 28% was self concept measurement of speaking skills. The remainining 12% were able to master reading and only 6% of the learners were able to write When a teacher adapts instruction to meet the unique needs of each learner, reading skills improve. Creating a pleasant learning atmosphere will raise literacy levels as well.

To determine the influence class size has on teacher preparation, the study showed negative correlation between class size and reading outcomes in early years grades of public primary schools. However, the comments of teachers of grade three in a study about the problems of teaching literacy in the early years of education in public primary schools indicate that teachers of grade three find it difficult to devote particular attention to each learner due to the large class sizes and to get a sufficient understanding of learners' needs.

Various public primary schools cannot afford to build a functioning library system, necessitating immediate government assistance for libraries. Despite the fact that a number of public primary schools in the Sub-County have acquired text books, and some schools even get contribution programmemes from Aid International and other Education Organizations, the books were not preserved in good condition. Another issue involves theft protection. On numerous instances, the head teachers promoted the use of books and materials, such as prints and labelled walls, as tools for improving reading skills. Teachers of grade three who often use teaching and learning resources in the classroom

had learners with higher reading scores. Significant correlation exists between the utilisation of teaching and learning resources and the acquisition of reading skills.

The majority of teachers of grade three reported that their learners engage in reading activities, whereas those who do not read in their early years of schooling do not achieve future success. According to interviews with school administrators, children who were poor readers participate in reading remedial classes and have access to a variety of library items and printed materials. According to inferential statistics, there was a significant correlation between the use of libraries and printed materials and the acquisition of literacy abilities by Grade three. These indicated that learners should have access to literacy materials, including books, age- and content-appropriate materials, and scalable technologies that develop literacy abilities.The study revealed that 33.3% schools had library services although this services were not corded in the classroom Some classrooms 58% had teaching and learning Aids displayed. 83.3% revealed to use letters cards and letter charts for phonic awarenessThis library materials educate learners through the acquisition of fundamental reading and writing abilities and create a vital link between skills acquisition and meaningful literacy use. Therefore physical classroom design has a infleunce of Grade three learners literacy outcomes.

5.2.2 Influence on supportive learning environments on learners literacy outcomes

The third objective of the study revealed that the teacher-learner interactions, language policy and reading motivating behaviours of Grade three learners in public schools had a significant influence on literacy outcomes. This suggests that challenges encountered by Grade three learners were related to a lack of enthusiasm, limited English language practise, and multilingualism. Parents illiteracy, socioeconomic situations, and limited help from the Government on multiple levels. Interaction between the learner and the teacher is more conducive to language acquisition than input simplification alone. This implies that engagement can be beneficial when there is a genuine sense of

communication between the teacher and the learner. This can also be explained by the fact that learners' success with interactive reading materials is a result of their communication with their teachers during literacy lessons.

The researcher also discovered a correlation between the learning environment and the literacy outcomes of learners. Due to a Pearson correlation coefficient (r) of 0.9852, the findings further showed a highly significant positive association between learning environment and literacy achievement = (0.985 p=0.015).However , the research findings established a weak relationship of table 4.18 between supportive learning variables and learners' literacy outcomes ,(r=.261,p <05). Therefore supportive learning variables had a influence on grade three learners literacy outcomes.

5.2.3 Teachers of grade three influence on perception of parents invonvement and engagement on learners' literacy outcomes

The fourth goal was to identify the influence of teacher perceptions of parents involvement and engagement on the reading outcomes of learners. The majority of grade three learners in public primary schools in the Sub-County had parents incomes between $1,000 and $5,000, according to a research (50 percent). A parent with a poor socioeconomic position may be unable to give the learner with essential learning materials, such as story books and school tables.

The role of the parent in the school environment included monitoring the academic development of their children by visiting them at school, interacting with the children and teachers of grade three to understand their difficulties, having a positive stance on their children's education, and paying school fees. The study revealed half 50% of the parents were supportive to their children at home. While some of the parents 30% were willing to support their children at school as well as 20% of the parents visited schools to consult on their learners progress. Learners from diverse backgrounds competed at the same levels in the acquisition of literacy skills, according to the findings. From the study, it could be inferred that a balanced classroom learning environment has a good effect on the academic attainment of Grade three learners. Therefore in general, it was established from table 4.24 that teachers' perception of parents invonvement

and engagement on learners' literacy outcomes has a moderate significant influence (r=.599, p<05).

5.3 Conclusion

Based on the result of this study the first objective, was worth to conclude that teacher characteristics are important for the learners ability to become literate in their English languages. Their time management, proper planning, timely syllabus coverage, beliefs, competencies ICT knowledge among other factors were found to be paramount for learners literacy outcome which defined a teacher. The study's concludes, that teacher characteristics continuous teaching greatly improve learners academic performance as teachers had good mastery of the content ,varies pedagogical approaches and have good classroom management.However, teachers needed to change on their working attitude

Observation of classrooms, demonstrated that teacher attributes in relation to grade three learners' engagement in literacy skills acquisition activities had a significant influence on learners' literacy outcomes. These concluded physical design of the classroom greatly increases learners literacy skills through reducing learning difficuties in early years of education. A good physical classroom design has a positive influence on learners literacy outcome.

On teacher supportive learning environment, the study concludes that greatly increases acquisition of learners literacy skills. Hence improving learners' academic performance through access to library and print materials. Despite the fact that defining teacher traits as the capacity to overcome the achievement gap in the classroom is an extremely rigorous standard of engagement, it was necessary to do so. Teachers of grade three must differentiate instruction according to their knowledge of each child's strengths and weaknesses. which for bilingual children includes their initial literacy and language status in both learning environments (school and home).

To maximise the potential of the learning space while designing the classroom, teachers of grade three must be supported in developing their pedagogical abilities and encouraged to explicitly consider the function of the physical environment as part of the planning process. Schools should examine ways to

aid both learners and teachers of grade three in recognising and using the learning environment's many opportunities.

The Ministry of Education should assess both the promise and the constraints posed by learner's access to library materials and printed materials in building environments conducive to lifelong learning. This demonstrates that investment in books and libraries is at the forefront of educational reform, literacy improvement, and the lifelong retention of reading skills, ultimately contributing to economic growth and poverty reduction. The government should ensure that everyone has equal access to knowledge, and libraries should promote critical citizenship in a global democratic society. To pay greater attention to both input and interaction between teacher-learner and peer-peer, as well as their roles in fostering language learning. It provided additional evidence that the more learners were exposed to simplified material (input), the greater their comprehension.Finally, on teachers' perception of parents involvement and engagement. The study concluded that effective parents involvement and engagement in their children's academic work enhances their literacy outcomes. In addition, it is determined that a learner's literacy development influences their academic achievement in school.

5.4 Recommendations

Based on the findings of this study, it was recommended that:

1.The Government of Kenya(GOK) in partnership with the Ministry of Education to craft polices that ensure that the classroom atmosphere in all schools are conducive to learning and designed to push learners to compete effectively for higher academic achievement in all public primary schools.

2 .Training of teachers through workshop on literacy skills should be intensified so that teachers of early years of education should be adviced on individualize teaching through social interaction based on the learners ability.

 3 . Libraries must be an integral component of the long-term policy framework for the entire education sector, which encompasses literacy, information provision, and lifelong learning.

 4. Schools to organize for General meetings and parents meetings so that parents are sensitized on the importance of classroom learning environment.

Adiministrators to mobilise parents to get more involved in supporting their primary schools by planting trees in the school, constructing desks and having permanent infracturatures so that the learning environment in school is safe and conducive.

5.5 Suggestions for further research

Future studies need to examine influence of   parent involvement and engagement on learner's literacy outcomes in early years of education. These was because CBC focuses on parent involvement as one of the pillar of quality education.The study is done in Bungoma Central Sub County, other studies should also replicate other areas not covered in this study.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Iam a graduate student of Masinde Muliro University of Science and Technology in the school of Education Psychology pursuing Master Degree in Early childhood Education. Am carrying out a research on factors that influence learning Environment on learners' literacy in early years of education in Bungoma central sub county –Kenya.

I will be using Bungoma central sub county as my area of study. This study will be conducted purely for academic purposes. I kindly request for your support in filling the questionnaire and answering of questions posed to you for the purposes of this study.

Your's faithfully.
Phyllis Wasike

APPENDIX 11: TEACHERS OF GRADE THREE QUESTIONNAIRE

(TQ)

Section A: Instructions

Iam a graduate student enrolled in master Degree in Early childhood Education within the school of Education Psychology at Masinde Muliro University of Science and Technology. Currently am, conducting a research study on the influence of learning environment on learners' literacy outcomes in early years of education in Bungoma central sub county. The purpose of This questionnaire is to gather information concerning learning environment and learners' literacy outcomes in lower primary level in Bungoma central sub county.

You were kindly asked to answer all questions in this questionnaire to enable the researcher to get a full picture of the factors that influence learning environment and learner' literacy outcomes and This information will be treated with all the respect and confidential. Please read each of the following statements carefully and for each item, think about your beliefs regarding your competence and ability to be successful in primary schools education. Rate yourself using the scale below by filling in the spaces provided or ticking on the correct answer or by encircling the number that indicates the alternative which you believe best describes your answer for each of the questions given in section B and C.

Please, do not write your name or name of the school on This questionnaire. The information given will be treated with a lot of confidentiality more so, it will only be used for the purpose of This study.

Section B: Demographic information.

The following were some items about your background information. In some of the items you were required to indicate your response by encircling the number of your appropriate answer (s) or by putting a tick where appropriate.

1.   Write type of school

Private   ☐   Public ☐

2. Indicate your gender

   Male   ☐   Female ☐

3 Indicate your professional qualification

☐   ☐

Certificate ☐   Diploma   B.ED   M.ED ☐

4 How long have you been a teacher of early years of education?

  1-5years ☐   6-10years ☐   10-15 years ☐   16- ☐
20years

Section C:

 5 Rate the academic performance of literacy acquisition skills

     Exceeding☐   Standard☐   Average☐   Poo☐

6 Rate the level of how equipped the classroom library

Enough   ☐   Few   ☐   Non   ☐

7   How is your classroom physical design?

   Permanent   ☐   Temporary ☐   None   of ☐
those

8 What is the size of your classroom per the number of learners?

  Small   ☐   Big   ☐   None of those

  9. What is the ratio of textbooks to the learner?

   1:2   ☐   more than 1:2   ☐   none   ☐
10. What language do you use in the class while giving instruction during teaching
   and learning lesson?

        Mother tongue ☐ English ☐ Kiswahili ☐ All ☐
11. What is your perception on the use of indigenous language as a medium of
instruction in early years of education?

     Negative ☐   Positive ☐   None of those ☐
12.Were you trained in ICT?

      Yes ☐   No ☐
13. Where do you keep learners' work books (text) in your class ?

Cupboard   Shelves   Classroom Library   Learners' carry
them in bags

14. Indicate the extent to which you agree with the following statemets on
teacher characteriscs

Resources	1	2	3	4	5
Integration of ICT infrastructure					
Mobile					
Resources					
Laptops					
Other					
Time management					
Timely planning of Teachers of grade three lessons Planning					
Teachers of grade three report to class on time					
Teachers of grade three leave class on time					
Teachers of grade three mark learners tests on time					
Teachers of grade three do timely meetings with learners					
Beliefs and culture					
Teachers of grade three belief in use of direct classroom instruction when teaching					
Teachers of grade three use social interaction with learners and explain concepts using mother tongue					
Teachers of grade three belief in use of varied pedagogical skills					
Tecahers prefer to use English languge and helping learners whose literacy is good					
Teacher competency					
Subject content mastery and good content delivery					
Timely management for good scheming					
Classroom management as class manegers					
Use of varied pedagogical approaches					
Learners' involvement in class activities and communication					

14. 1-Strongly Agree 2- Agree 3- Undecided   4- Strongly Disagreed 5- Disagreed

15. In which grade do you introduce ICT devices to the learners?

ECDE ☐   GRADE 1. ☐   GRADE 2. ☐   GRADE 3. ☐

16. Were the ICT devices supplied?

Yes ☐   No ☐   Not sure ☐

17. Do you think by integrating the digital literacy devices, the academic performance in literacy skills would by improved?

18, if yes, do your learners access those devices in the school?

……………………………………………………………………………………
…………….

……………………………………………………………………………………
………………….

19 What have improved pre-literacy and pre- numeracy skills particularly of disadvantaged children in your school? Briefly explain……………………………………………………………………
…..

20 .What percentages of children were able to read with comprehension by the end of grade 2…………

APPENDIX III: INTERVIEW SCHEDULE FOR HEAD TEACHERS

My name is Phyllis Isike. Am a student of master in Early childhood Education at Masinde Muliro University of Science and Technology I would like to ask you some questions that will help me establish the factors of learning environment have on learners' literacy outcomes in Early years of Education in primary schools in Bungoma central sub county. All information given will be treated confidentiality.

The information gathered may help in the development of policies that will help in better academic performance in early years of education in Kenya. The interview will take about 20 minutes

1. For how long have you been a Head teacher in your current station?

2. Kindly, tell me your level of Education?

3. How is your school enrolment? In your opinion what were the transition rates and retention rate for your school in the last three years?

4. Were there some cases that you handle in your office that were related to the learners being unable to read and write in lower grades?

5. What has improved learners' reading outcomes?

6. In your opinion what were some of the effects which lead to failure of learners to acquire literacy skills in lower grades?

7. Explain some of the strategies you have put in place to minimize this challenges?

8. What have improved Teachers' competency skills and professional development in your school?

9. In your opinions what were some of the strategies that teachers belief which enhance acquirisition of learners' literacy in lower grades?

10. Do teachers integrate digital literacy skills in classroom teaching and learning sessions

APPENDIX IV: INTERVIEW SCHEDULE FOR EDUCATION OFFICER

My name is Phyllis Isike a master student in early childhood Education at Masinde Muliro University of Science and Technology. I would like to ask you some questions that will help me establish the factor that influence learning environment on learners' literacy outcomes in Bungoma county primary schools. I hope to use this information to help me to develop policies that may contribute to better academic performance in KCPE Examination in primary schools in Bungoma County. The Interview will take about 20 minutes.

I do accept to be interviewed…………………………….Date………………………….

If you have any questions or concerns about This research, please contact phyllisisike366@gmail.com, Telephone No 0716719941

Signature……………………………………………………………Date……… ………

1. How many schools were under your jurisdiction?
2. What is the transition rate at each of the following levels in Bungoma central sub county?

 Primary   to Secondary

3. What were some of the poor learning environmental factors that you observe in some schools during your visit to schools?
4. How do you categorize schools found in Bungoma central sub county? Give the number of each category?
5. How do you rate learners of academic performance of learners in different sub county schools as compared to those learners in the private and public primary schools in the sub county?
6. Enumerate some of the causes of poor academic performance in the schools mentioned above?
7. What steps were put in place by the ministry to ensure high academic achievement in all schools in your sub county?

8. How do you compwere the academic performance of boys as compared to the girls? What is the likely to be reason?

9. How do you rate the academic performance of private schools as compared to public schools? What is likely to be the reason?

10. Mention some of the causes of underacademic performance amongst learners in the sub county?

11. What effort has been put in place in your sub county to improve academic performance in primary schools?

12. What were some of the factors that influence the teaching and learning of digital literacy in lower primary grades in your sub county?

13. What were some of the causes of the major factors that affect digital literacy acquisition in your sub county?

14. What were the interventions so far by the government?

15. Were ICT gadgets distributed to all learners in schools in your Sub- County?

APPENDIX V: PARENT'S QUESTIONNAIRE

Section A: Instructions

Iam a student enrolled in master Degree in Early childhood Education in the department of Education Psychology at Masinde Muliro University of Science and Technology. Iam conducting a research study on the influence of learning environment on learners' literacy outcomes in lower primary schools in Bungoma central sub county. The purpose of this questionnaire is to gather information concerning learning environment and learners' literacy outcomes in early years of education in primary schools in Bungoma central sub county. You are kindly asked to answer all questions in this questionnaire to enable the researcher to get a full picture of the relationship between learning environment and learner's literacy outcomes. Please read each of the following statements carefully and for each item, think about your opinions regarding your competence and ability to be successful in primary schools education. Rate yourself using the scale below by filling in the spaces provided or ticking on the correct answer or by encircling the number that indicates the alternative which you believe best describes your answer for each of the questions given in section B and C.

Please, do not write your name or name of the school on this questionnaire. The information given will be treated with a lot of confidentiality more so, it will only be used for the purpose of this study. This information will also assist us improve on the learning environment conditions in our schools and academic performancee of our children.

Section B: Demographic information

The following were some items about your background information. In some of the items you were required to indicate your response by encircling the number of your appropriate answer (s) or by putting a tick where appropriate.

1. Indicate your gender

Male ☐   Female ☐

2. Level of Education attended

Primary ☐   High Education ☐ College ☐   University ☐

3. What is your monthly income?

>1000 ☐

1000- 5000 ☐

10000- 20000 ☐

20000- 50000 ☐

< 500000 ☐

Section C

4. How many dependents do you have in your household?

1-5 ☐   6-10 ☐   10-15 ☐   None ☐

5. How many learners do you have in This school?

1-2 ☐   2-5 ☐   5-8 ☐   None ☐

6. Who pays fees for your children?

Self ☐   siblings ☐   relatives ☐   None of those ☐

7. Do you buy text books and other reading materials for your children?

No ☐   Yes ☐   Not aware ☐

8. How often do you visit your children's school to check on their   progress?

Daily ☐   once a week ☐   monthly ☐   ot aware ☐

9. Do you help your children to read , do home work and practice maths skills at
   home? ☐   ☐

Yes   No ☐   Busy

10. How often do you read for and with your   children at home?

Daily ☐   weekly ☐   monthly ☐ Not at all ☐   No ☐
   time

11. What language do you use for communication at home?

Mother tongue ☐   Kiswahili ☐   English ☐ All ☐

12. What is your perception on use of indigenous language as a medium of
   instruction in early years of education?

……………………………………………………………………………………
   ……

13. Who attends class meetings at your children' school?

Parents   Grand parents   Guardians

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14. What were some of the factors that affect your learners' education while in school?   Name   them please……………………………………………………………………..

15. In your opinon what do you think the above named factors can be dealt with by teachers in schools?

CRITERION TEST FOR LEARNERS

The researcher developed specified criterion test for learners. The test is administered by the class teacher as the researcher observed the learners behavior. The test scores is used to measure the learners' ability in literacy skills and this reflected how well learners achieved in relation to this test and a scale of 1-4 is applied. The rating table for academic performance is used for example if a learner scored 2 , this score typically reflected that the learner is not yet meeting the standards for their grade and he or she is eligible for extra help toward meeting them. Teachers of grade three were used to administer the test to their learners so that the environment were in a natural setting to avoid incorrect results. The researcher assisted in marking the test as she observed the reading Aloud during the study.

RATING TABLE

ACADEMIC PERFORMANCE	RATING
EXCEEDING EXPECTATION	4
MEETING EXPECTATION	3
APPROACHING EXPECTATION	2
BELOW EXPECTATION	1

APPENDIX V1: KCPE MEAN SCORES IN BUNGOMA CENTRAL

SUB COUNTY FOR THE LAST 4 YEARS

TYPE OF SCHOOL	2019	2020	2021	2022
PRIVARE SCHOOLS	330	351.05	358.10	370
PUBLIC SCHOOLS	250	265	248	270

APPENDIX VII: BUDGET FOR THE STUDY

BUDGET FOR THE STUDY

CTIVITY	JANTITY	OST PER UNIT	OTAL COST IN KSHS
ptop		,000	,000
inter		,000	,000
oto copying papers		0	,000
oto copying		00	,000
search Assistant		,000	,000
ansport		,000	,000
iscellaneous Expense		,000	,000
and Total			2000

APPENDIX VIII: DOCUMENTS ANALYSES FOR THE TEACHERS OF GRADE THREE

NO	Type of Document to be Analyzed	Quantity of the documents
1	Enrolment registers	12
2	Class registers	12
3	Criterion/ teacher made Test	1
4	KCPE results	5
5	Learners' monitoring progress records	1

APPENDIX IX: MAP OF BUNGOMA CENTRAL SUB COUNTY

APPENDIX X: RESEARH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **806824**

Date of Issue: **06/January/2022**

RESEARCH LICENSE

This is to Certify that Ms.. Phyllis Khakaaly Wasike of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Bungoma on the topic: Influence of learning environment on learner's literacy outcomes in lower primary levels in Kenya. for the period ending : 06/January/2023.

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