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**Influence of Teachers' Attitude on Pupils Reading Readiness in Low-Cost Private
Multi-Grade Pre-Primary Schools in Nairobi City County, Kenya**

Violet Oketch, Dr. Juliet W. Mugo and Dr. Maureen Mweru

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^{1*}Violet Oketch

Department of Early Childhood & Special Needs
Education, Kenyatta University, Kenya



²Dr. Juliet W. Mugo

Department of Early Childhood & Special Needs
Education, Kenyatta University, Kenya



³Dr. Maureen Mweru

Department of Early Childhood & Special Needs
Education, Kenyatta University, Kenya

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Abstract

Purpose: Reading is the foundation of all learning, essential for comprehending information across all subjects. Preparing pupils for reading depends significantly on teacher attitude, among other factors. Despite this understanding, poor reading performance is a global concern. This study assessed the influence of teachers' attitudes on pupils' reading readiness, specifically in low-cost private multi-grade preschools. The focus was on this foundational level of reading and future learning, examining how teachers manage mixed-ability and mixed-age groups.

Methodology: Guided by Bandura's (1977) social learning theory, this study employed a correlational design. Simple random sampling was used to select a 15% sample (50 schools, teachers, and head teachers) from 350 low-cost private multi-grade pre-primary schools. Data were collected via questionnaires and interview schedules. Instrument validity was ensured by aligning content with research objectives, and reliability was established using the split-half technique (coefficient of 0.7). Data were analyzed both qualitatively and quantitatively. Pearson's correlation coefficient was used to test the hypotheses.

Findings: The study found a statistically significant relationship between teacher attitude and pupils' reading readiness ($r = 0.042$, $p < 0.05$).

Unique Contribution to Theory, Practice and Policy: The study recommends that school management implement regular training programs for teachers in multi-grade pre-primary schools and improve teacher remuneration.

Keywords: *Teacher Attitude, Pupils' Reading Readiness, Low-Cost Private Multi-Grade Preschools, Social Learning Theory, Statistically Significant Relationship.*

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INTRODUCTION

Reading comprises taking in the meaning of letters and symbols through sight or touch (Merriam-webster, 2022). Clayton, et. al. (2020) in their longitudinal study of early reading development, describes reading as the ability to notice, recognize, distinguish, and make meaning of symbolic and graphical representations of meaning in language. They further stress that reading is the foundation to writing and all other literacy related communication. Consequently, reading is an important component, essential for the success of learners in school and thereafter in life (Alsaadat, 2020). Thus, readiness or preparation to read needs to be handled with care particularly in multi-grade classrooms, to ensure a firm foundation during early or preschool years which is the focus of the study.

Extra care appears to be necessary in multi-grade teaching, also known as multi-level or mixed-age teaching, an approach where a single teacher must bear with the overload of instructing students from different grade levels within the same classroom (Little, 2015). This educational approach is particularly or frequently used in small schools, and rural areas where it is impossible to establish separate classrooms for each grade due to resource constraints and student demographics. Despite the shortcomings in multi-grade classrooms, students gain from individualized instruction and cooperative learning opportunities. Tantaway (2020) adds that to fulfill the unique requirements of individual students, the teacher must competently balance a variety of curriculum, instructional strategies, and assessment procedures. The current study thus sought to investigate how successful or not the entire instructional processes were achieved under such conditions.

Moreover, UNESCO UIS (2023) posits that in the whole world, at least 763 million adults still cannot read and write, while 250 million children are failing to acquire basic literacy skills. In anglophone countries, a fifth of the children reach aged 11 without learning to read, as Herbert et al. (2018) similarly affirmed. This suggests that the inability of children to read is indeed alarming. Thus, this study sought to establish whether teachers' attitude could be influencing reading readiness of pupils in pre-primary schools.

In India, Mahana et al (2019), studied reading problems of secondary school students in English language, and revealed that class IX learners' reading capabilities were equivalent to those of class V and VI. This implies that their reading problems may have started way back in preschool but unfortunately opportunities by teachers to address them may have been missed and hence the need for the current study. Tantawy (2020) in his study in United Arab Emirates (UAE), reports that training during professional development courses, is an important factor in enhancing student's learning preparedness. However, the study used a very small sample of three English teachers two of whom were from elementary school while the third one was from high school. The present study however, involved 50 preschool teachers in Kasarani Sub- County Nairobi, Kenya.

Nkebe (2020) in his study in Nigeria, found over 40% of school going children incapable of performing basic reading. In Norway and Sweden research by Trude et al. (2020), contributed to the field of equity and teachers' effectiveness by demonstrating that teachers may make a difference in reducing equity through their competence and instruction which can be achieved by way of professional development. Additionally, studies conducted in East Africa by Uwezo

(2016) in Kenya, 2017 in Tanzania, and 2018 in Uganda also paint a gleam picture of children's learning in East Africa, particularly in reading. Similarly, in Nairobi County, Kenya, Ngure et. al. (2019), in their investigation on the level of reading skills among grade three pupils in primary schools point out that 50% of them were below average in reading of letter and letter sound recognition. This therefore calls for a study to find out what exactly are the causes of this poor reading performance. Hence the study intends to examine whether some of the causes could be teacher related since they are the persons charged with the responsibility to ensure that pre-schoolers are well prepared with pre-reading skills which are the building blocks for advanced reading in other class levels.

Subsequently, given that early education of minors' pivots on reading and reading preparedness as Alsaadat (2020) notes, the personal characteristics of the teacher who prepares the children is vital. The above characteristics as Jumba (2019) proposes include teacher training, teacher experience and teacher attitude. Possessing these characteristics is important, since a teacher can only give what is in him. A teacher imbued with experience, correct and up to date training, and armed with the right attitude will prepare pupils in a certain way. Teacher training, experience and attitude have a relationship with pupil learning preparedness, and it is this relationship that this study seeks to explore.

Finally, the social pillar of Kenya Vision 2030 envisaged a country founded on four pillars, with the social economic pillar pivoting on education and training. Ultimately, the framers of the 2030 vision saw education and training as the panacea to the problems facing the country. Evidently, this education and training begins at an early age, with all pupils, including those in multi-grade institutions where the teacher deals with pupils of different ages, grades, and abilities in the same classroom as Little (2015) reveals. Furthermore, in multi-grade structure, it is usually one teacher teaching the same pupils the entire day. Accordingly, since the pupils are at different levels of learning and understanding, multi-grade learning could be a cause to low reading levels, and a challenge to both the learners and teachers, which the present study investigated.

Statement of the Problem

Teacher characteristics like training, work experience and attitude are crucial and significant predictors in preparing pupils to read as reviewed studies have suggested worldwide. This is especially true in multi-grade classrooms where pupils of different age, ability and grade are taught in one classroom. Nevertheless, previous studies on this subject, such as Tang and Hu (2022) in China and Falode (2018) in the United States, were conducted in distinct educational contexts. Furthermore, Falode's research did not focus on students in multi-grade classrooms, presenting a gap that the present study aimed to address. Additionally, Ismail (2022) examined various teacher characteristics other than attitude, while Sempele (2018) employed a different methodological approach from that of the current study. Consequently, there was a need to investigate the influence of teacher attitude on reading readiness in multi-grade preschool classrooms within the Kenyan context. Moreover, Nairobi City County has reported persistently low reading performance at the primary school level, highlighting the critical role of preschool teachers in equipping learners with foundational reading readiness skills necessary for future literacy and academic success.

In addition, without information on how teacher attitude influences reading preparedness,

particularly in multi-grade classrooms in Nairobi where the teacher deals with children of mixed age and ability, the problem may increase in complexity and persist throughout other academic levels. The gap simply put is this: teacher attitude seem to influence reading preparedness, but studies on the same are scanty in multi-grade contexts in Nairobi, the capital city county of Kenya, a situation this study investigated.

LITERATURE REVIEW

Theoretical Framework

The social learning theory by Bandura (1977) guided this study. Bandura's Social Learning Theory built upon B.F Skinner's work of operant conditioning by retaining the role of reinforcement but expanding it to include observation, modelling, and cognitive processes. In addition, in his theory, Bandura posited that learning does not happen in a vacuum; instead, the learning experience pivots on a myriad of social variables, which had immense impact on the learner.

Bandura's Social Learning Theory posits that human learning and behavior are shaped by a dynamic interplay between environmental, behavioral, and personal factors through a concept called triadic reciprocal causation. This means that external influences (environment), observable actions (behavior), and internal cognitive, emotional, and biological characteristics (personal factors) continuously interact and influence one another. For instance, a child observing peers reading in a library (environment) may develop a belief in their own reading ability (personal), leading them to engage in reading (behavior), which can then be reinforced by positive feedback in the classroom (environment), further strengthening their self-efficacy. This cyclical interaction demonstrates how behavior both influences and is influenced by the environment, how personal factors shape interactions with the environment and are shaped by it, and how personal beliefs drive behavior while behavioral outcomes subsequently influence those beliefs.

Accordingly this theory was vital to this study because it allowed for a holistic analysis of the education process, with the emphasis on influence of teachers' characteristics on learners. In short, multi-grade pupils must observe and imitate their teachers, who in turn should have adequate training, work experience and a positive attitude. As the process unfolds, multi-grade pupils will, through observation and imitation, recall what they have been exposed to, reproduce it, and be motivated to keep learning, which dovetails perfectly with the social learning theory.

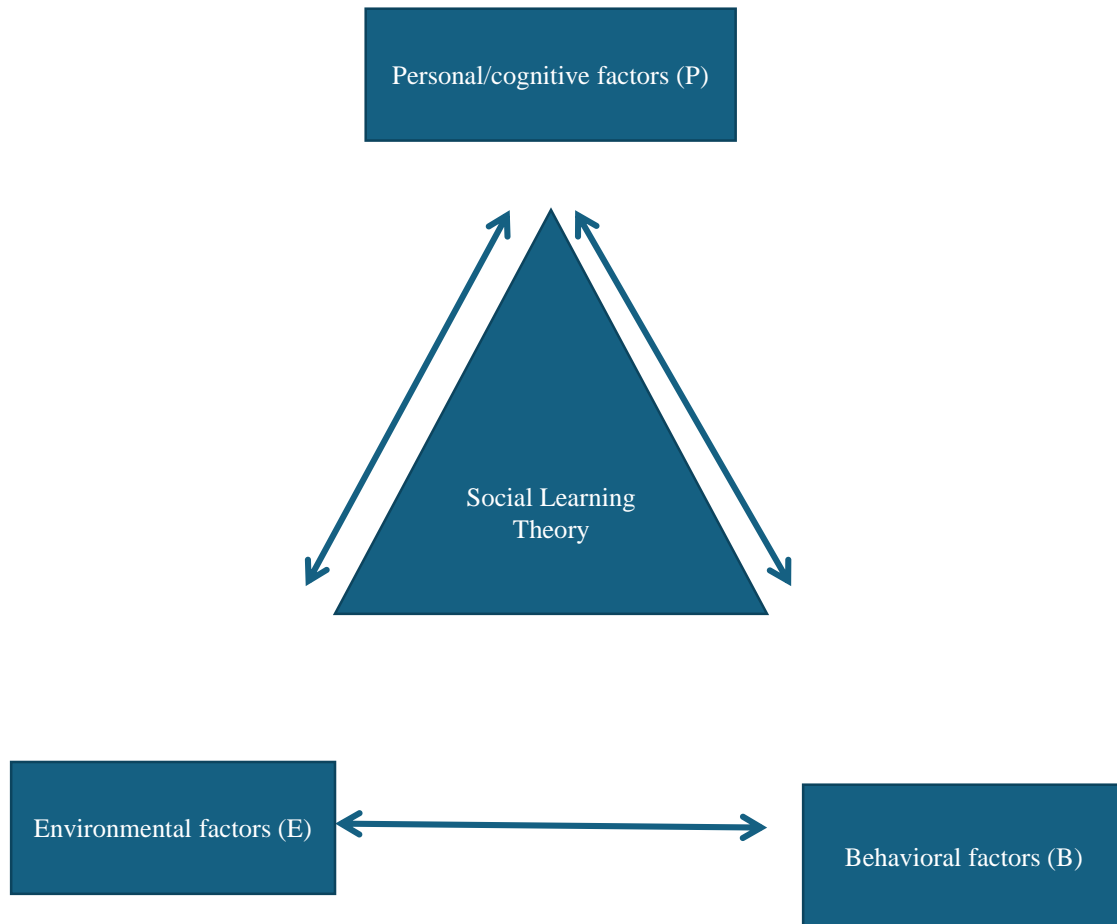


Figure 1: Theoretical Framework

This construct clearly highlights the sequence and importance of each component in Bandura's theory. An individual observes a behavior in their environment (E) and, through cognitive processes (P), pays attention to the behavior, retains it in memory, and considers their motivation to reproduce it. These cognitive processes involve attention, memory, and expectations. The individual then reproduces the observed behavior (B), which is followed by consequences and feedback from the environment (E) in the form of reinforcement or punishment. This feedback, in turn, influences both future behavior and personal factors, creating a continuous cycle of interaction between the environment, personal factors, and behavior.

Conceptual Framework

The conceptual framework (Figure 2) diagrammatically represents the relationship between the independent variables (teacher influence) and the dependent variable (reading readiness).

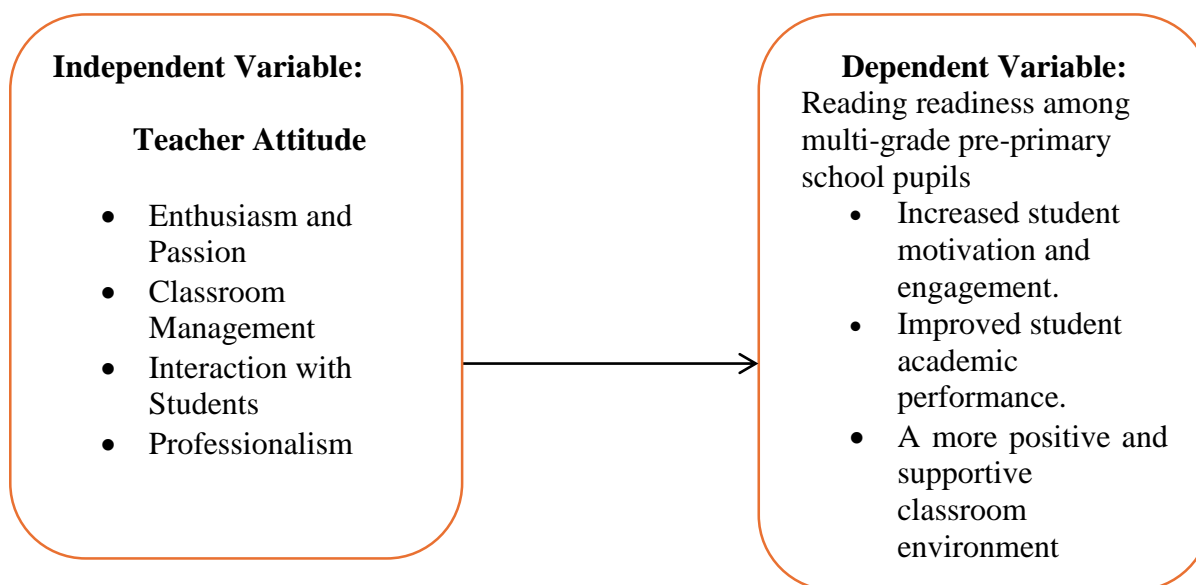


Figure 2: Conceptual Framework

The independent variable teacher attitude, here operationalized as enthusiasm and passion, classroom management, interaction with students and professionalism, engenders effects on the dependent variable which is reading readiness among multi-grade pre-primary school pupils. Reading readiness is operationalized as increased student motivation and engagement, improved student academic performance and a more positive and supportive classroom environment.

Empirical Review

Attitude, as defined by Merriam-Webster (2023), refers to a mental position or belief one holds toward a fact or state, influencing interactions with people and surroundings. In the context of this study, teacher attitude pertains to the beliefs that pre-primary schoolteachers hold regarding the implementation and acquisition of reading readiness skills in multi-grade classrooms, which can be either positive or negative. Several studies highlight the significant role of teacher attitude in educational outcomes, though their specific contexts and focuses vary. A common thread is the link between positive teacher attitude and improved student performance or motivation. For instance, both Falode (2018) in the USA and Weveti (2017) in Kenya found that teachers with positive attitudes, particularly towards their work or students, fostered better learning outcomes. Weveti (2017) specifically noted the impact of positive teacher attitude on preschool children's visual discrimination of words, emphasizing that such attitudes motivate teachers to employ effective teaching strategies. Mutonya (2022), in study on determinants of teacher attitudes in primary schools, focused on schools in Nairobi county, and established that teacher remuneration influences teacher attitude, which in turn affects how teachers prepare the pupils.

Similarly, Tang and Hu (2022) in China demonstrated that teacher attitude is a "major pivot" in student motivation, with negative attitudes leading to student demotivation. Ismail (2022) in Nigeria echoed this, concluding that teacher attitude toward students and subject matter is crucial for academic performance. Mahmood (2017), focusing on multi-grade settings in Iraq, explored teachers' motivations for teaching in such environments, finding that teachers derived satisfaction

and a sense of purpose from the experience. While this study didn't directly address attitude's impact on students, it suggests a potential link between teacher satisfaction and positive classroom dynamics. Sempele et al. (2018) in Kenya examined teacher trainees' attitudes toward home science education, finding a significant contribution to achieving course objectives. Although conducted in a different educational context (PTTCs and primary schools), this study reinforces the importance of positive teacher attitude in achieving educational goals. Chebolei, Kitaienge, and Murunga (2024) investigated the impact of teacher attitude on reading skills acquisition among intellectually challenged learners at the foundational level in Baringo County, Kenya. Their research, focused on reading preparedness in this population, indicated that a positive teacher attitude facilitates faster acquisition of reading skills. These studies collectively suggest a strong correlation between positive teacher attitude and positive student outcomes, even across diverse educational settings and student populations, though some studies focus on teacher motivation or satisfaction as a related factor, while others focused on determinants of attitudes among teachers.

Research Gaps

While previous research has established significant associations between teacher characteristics and pupil reading readiness, there remains contextual, conceptual and methodological gaps. In terms of contextual gaps, Mahmood (2017) conducted research in Iraq, focusing on the benefits of multi-grade teaching for teachers. However, the study did not examine teacher characteristics, such as attitude, in multi-grade settings, nor did it focus on the Kenyan educational context. Similarly, Falode (2018) explored teacher attitudes in the USA but did not target multi-grade pupils, which are central to the present study. Tang and Hu (2022) evaluated teacher attitudes and teaching approaches in China, where the compulsory education system and age of school entry differ significantly from those in Kenya. The contextual differences in educational systems and socio-economic conditions limit the applicability of these findings to the Kenyan multi-grade, low-cost private school setting.

Regarding conceptual gaps, Mahmood (2017) focused on the benefits of multi-grade teaching for teachers but overlooked the relationship between teacher attitudes and pupil outcomes, a critical aspect of the present study. Ismail (2022) examined teacher attitudes concerning senior secondary school students, leaving out pre-school learners, whose needs and learning dynamics are distinct. Additionally, while Tang and Hu (2022) highlighted the demotivating effects of negative teacher attitudes, they did not delve into the specific context of multi-grade teaching or pre-primary education, as the current study does.

Further, relative to methodological gaps, several studies, such as those by Ismail (2022) and Sempele et al. (2018), used quantitative methodologies, while the present study used mixed approaches, comprising both qualitative and quantitative methodologies. Moreover, Weveti's (2017) study mostly used questionnaires to gather data, which raises the possibility of response biases like social desirability or acquiescence bias, in which participants may give answers that are more socially acceptable than accurate. Furthermore, the capacity to triangulate results is limited when only one data gathering method is used.

Finally, in terms of knowledge gaps, none of the reviewed studies specifically addressed the unique dynamics of multi-grade teaching in low-cost private pre-schools in Kenya. While the role of teacher attitudes has been highlighted in various settings, there is limited understanding of how

these attitudes impact reading readiness in this specific context. Additionally, most studies do not address how teacher characteristics, such as attitude, interact with the challenges and opportunities inherent in multi-grade teaching environments. The current study seeks to bridge these gaps by investigating the influence of teacher characteristics, particularly attitude, on pupil reading readiness in multi-grade pre-primary settings in low-cost private schools in Nairobi County, Kenya. This study will provide localized and specific insights that can inform practice and policy in a unique educational context.

METHODOLOGY

Research Design

The study adopted positivism philosophy approach. Further, the study employed the descriptive survey research design, comprising qualitative and quantitative approaches. Accordingly, both mixed methods approach was utilised in explaining the full schema of data garnered in this study, as Saunders et. al. (2019) advice.

Sampling Techniques

Purposive sampling was used to select Nairobi City County ,while Kasarani sub-county was randomly selected out of the 17 sub-counties of Nairobi City County Low-cost private multi-grade pre-schools, their head teachers and multi-grade teachers were also randomly selected.This involved separately assigning each sub county, low-cost private multi-grade preschool classrooms, their head teachers, and teachers a number per category, and fishing out 15% of each specification randomly, while blindfolded to avoid any bias in the selection.

Sample Size

The study's sample size is described below.

Table 1: Sampling Frame and Sample Size

	Target population	Sample size (15%)
Schools	350	50
Head teachers	350	50
Pre-primary schoolteachers	350	50

As shown in Table 1, the study's sample size comprised 50 (15%) low-cost private pre-primary schools/ head teachers and pre-primary teachers, out of 350. According to Mugenda (2008); Cohen et. al. (2018) a sample size of 10 – 30% of total target population is adequate in social science studies where mixed methods approaches are used. Furthermore Saunders, et. al. (2019) assert that simple random sampling method gives equal chance for all the participants to be selected.

Data Collection Procedure

Clearance was first sought from Graduate School of Kenyatta University to be eligible to go out for data collection. After this was granted, permission to collect data was sought from the National Commission for Science, Technology & Innovations (NACOSTI). Finally, permission to access the pre-primary schools was sought from the Nairobi City County Director of Education and from

the head teachers at the selected schools. The researcher also liaised with the school heads on best time to garner information from them.

Thereafter, face to face interviews were administered by the researcher on headteachers at a pre-arranged period or their convenient time. Questionnaires for teachers were administered through drop and pick method. They were distributed for them to fill in, and any necessary clarifications given. The questionnaires were then collected after one week

Statistical Analysis

Data analysis process involved mixed method approaches. Qualitative data was thus analysed using NVivo software. Specifically, the researcher used this particular software to identify common terms and phrases, search for specific keywords or phrases across all data, and to examine patterns by analyzing data coded at specific nodes. In this way, the study was able to identify patterns, themes, and insights. For quantitative data, descriptive statistics in form of frequencies, percentages, means, and standard deviations were used to summarize information using the SPSS version 27 software. The results from the data analysis were presented in tables, bar graphs and pie charts. For inferential data, Pearson's Product moment correlation statistical test was used to determine the relationship between the independent and dependent variables at 95% level of significance using SPSS version 25, for the null hypotheses (HO1 – HO3) that stated, "There is no significant relationship between teachers' attitude and pupils' reading readiness in multi grade primary schools in Kasarani sub county in Nairobi city county.

RESULTS

The study examined the influence of teacher attitude on the reading preparedness of multi grade pupils in Kasarani sub county of Nairobi City County. The objective was examined by the use of the statements presented in a questionnaire. The statements were on teacher enthusiasm for the job, teacher preparation for the job and teacher satisfaction for the job. The respondents were asked to indicate to what extent they agreed or disagreed with the statement. After data collection the questionnaires were coded and analyzed using SPSS. Frequencies of the various outcomes, including mean, standard deviation and variance were drawn in percentages from the sample and then presented in Table 1 below.

Table 2: Descriptive Analysis for Teacher Attitude

Statement	VGE %	GE %	LE %	VLE %	Mea n	Std Dev	V
I find my job involving enhancement of pupils' reading readiness satisfying.	18	30	26	26	2.4	1.11	1.24
I find supporting pupils' reading readiness interesting.	18	24	22	36	2.24	1.15	1.31
I enjoy working with multi-grade preschool pupils while preparing them to read.	16	28	16	40	2.2	1.17	1.36
My job as a teacher pays me enough to live decently	10	12	24	54	1.78	1.07	1.13
My job gives me a chance to do the things I am best at.	14	34	6	46	2.16	1.18	1.39
There are prospects for promotion and advancement in this job.	12	16	22	48	1.94	1.11	1.23
Overall					2.12	1.13	1.27

Moving to the particular statements, the study sought to establish whether the teacher respondents found their involvement enhancing pupils' reading readiness satisfying, and the results were as shown in Figure 3 below.

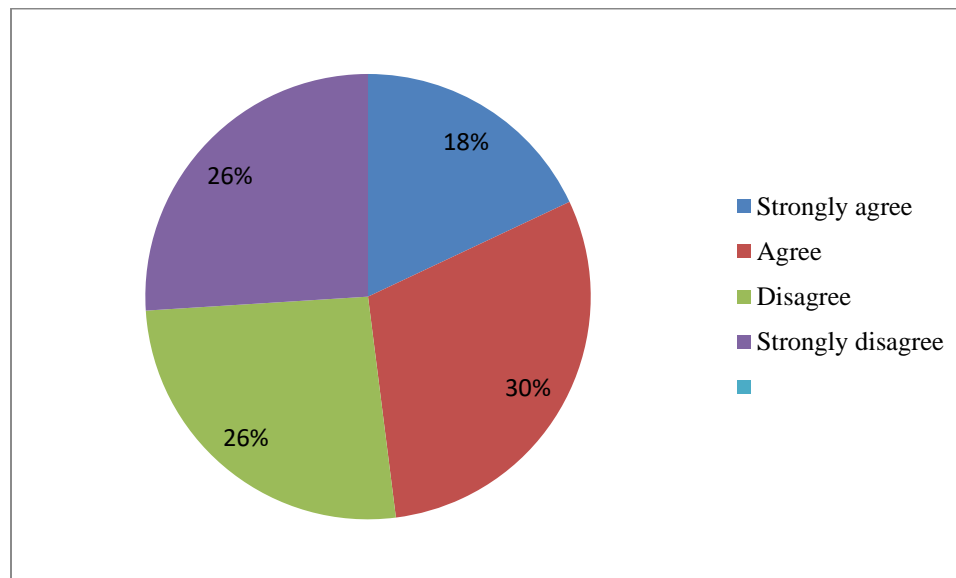


Figure 3: If Teachers Found Their Involvement in Enhancement of Pupils' Reading Readiness Satisfying

From the responses to this question about half (48%) of the respondents found their job fulfilling while slightly more than half (52%) disliked teaching. This is not surprising; considering that most of them shared that they were coerced to teach. Additionally, most pointed out the challenges in teaching, which included disrespect from pupils, lack of materials, low pay, the huge workload, and the fact that some pupils were very troublesome.

Similarly, the study sought to find out whether teachers found supporting pupils' reading readiness interesting and the results are as Figure 4 shows.

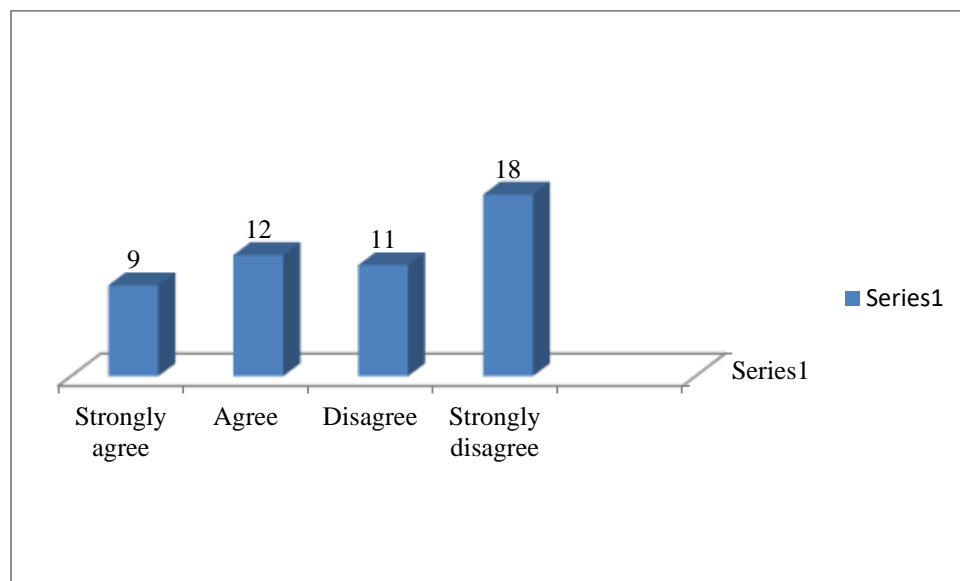


Figure 4: If Teachers Found Supporting Pupils' Reading Readiness Interesting

Results from Figure 2 show that less than half (42%) of the respondents found supporting pupils' reading readiness interesting. This suggests that there is an attitude problem in the multi-grade schools in Kasarani Sub-County of Nairobi. Attitude is pivotal to effective teaching. As Sempele et al. (2018) in their study observed, teacher's attitude towards the students and the study materials significantly contributed towards achievement of course objectives.

The study also assessed children's reading readiness skills, by observing the teachers at work. Relative to whether teachers found supporting pupils' reading readiness interesting, the observation results showed that nearly three quarters (74%) appreciated every child's effort during the lesson, and two thirds (66%) collaborated well with parents to cater for children's needs in reading.

In addition, the study sought to find out whether teachers enjoyed preparing multi-grade pre-primary school pupils to read, and the results are shown in Figure 5 below.

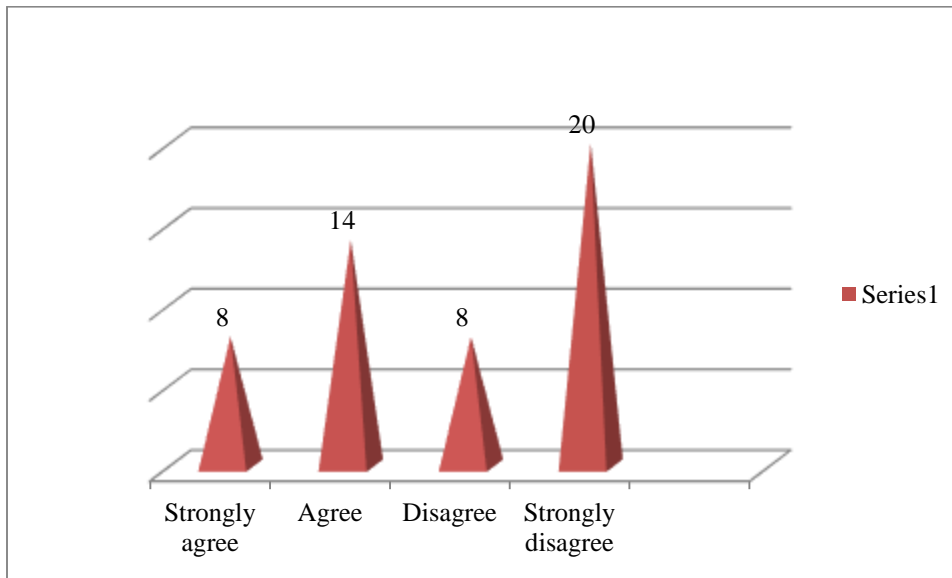


Figure 5:-If Teachers Enjoyed Preparing Multi-Grade Pre-Primary School Pupils to Read

The findings indicated that only about half (44%) of the respondents enjoyed working with multi-grade preschool pupils while preparing them to read. During the interview schedule, all (100%) of the head teachers were emphatic that a positive attitude plays a significant role in effective teaching. One head teacher used the following words.

“Attitude is everything. It is very important that the teacher thinks positively of the pupils and the teaching content”.

It follows that slightly more than half (56%) of respondents did not like working with pupils. The difficulties of poor salary, absence, truancy, and a lack of resources seem to be depressing the instructors' attitudes. However, as shown by Falode (2018), teachers who are most at ease and content in their work are more likely to have a favorable attitude toward their students.

The researcher also rated children's reading readiness skills by observing the teachers at work. Relative to attitude, it was observed that nearly three quarters (72%) attended to individual child's reading readiness needs, and majority (74%) ensured teamwork and ensuring children take turns or share in- learning materials.

Besides, the study sought to assess whether the teacher respondents felt they were paid enough to live decently, and the results were as shown in figure 6.

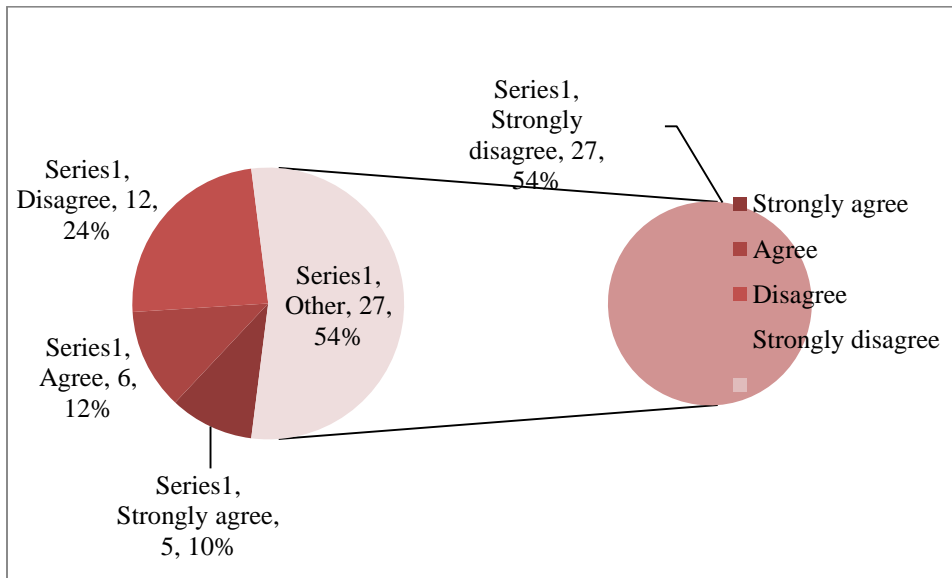


Figure 6: *If Teachers Felt Well Remunerated to Live Decently*

Results from Figure 4 reflect what may be dampening the mood of the teachers. The majority (78%) of them felt that their job as teachers did not pay enough for them to live decently. It seems that the low pay to multi-grade teachers in Kasarani sub-county breaks with research by Mahmood (2017) in Iraq which indicated that teachers who chose to teach in multi-grade setting did so because of the benefits it conferred to them. These benefits included high wages. Accordingly, if teachers are paid low or inadequate wages that are not enough for them to meet their needs, their motivation to teach would naturally plummet or nosedive.

Additionally, the study sought to find out whether teachers' job gave them chance to do things they were best at, and the results are shown in Figure 7.

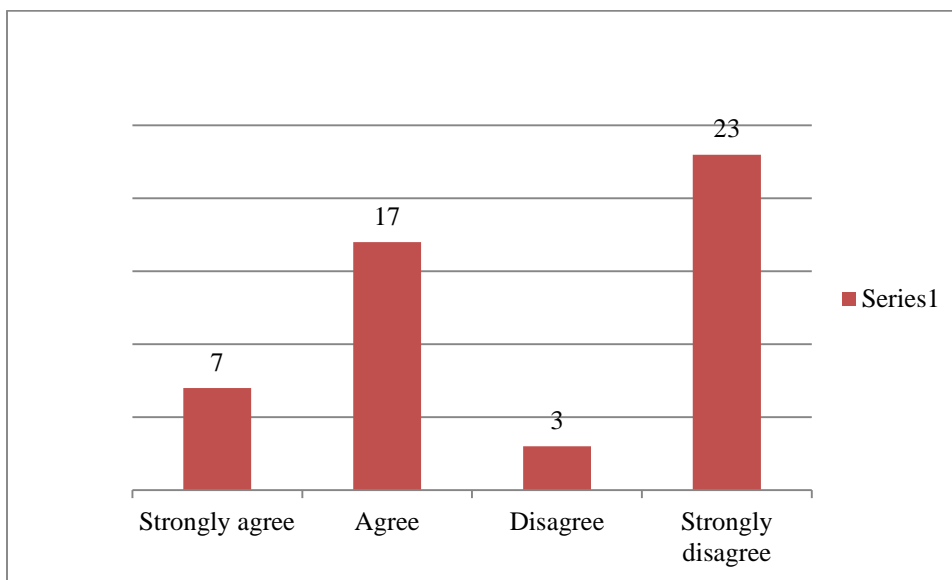


Figure 7: *Teachers' Responses if Their Job Gave Them Chance to do Things, They Were Best At*

The results indicate that 48% were of the view that their teaching job gave them a chance to do the things they felt they were best at, which implies that 52% of them did not view their jobs as allowing them a chance to do what they were good at. The significant thing about this is that multi-grade pupils in Kasarani sub-county were being taught by teachers who felt that they were denied the opportunity to grow their talent, and so were unlikely to fulfil their potential and be truly happy. Such teachers were unlikely to adequately prepare the pupils sufficiently in terms of reading readiness. As Ismail (2022) observes, teachers approach their job with antipathy, and trepidation, when they feel out positioned, underpaid, and demotivated to work. The result may be despondency, which seems to be the case in Kasarani sub-county.

Additionally, the study sought to find out whether the teacher respondents felt there were prospects for their promotion and advancement in the workplace, and the results were as Figure 8 shows.

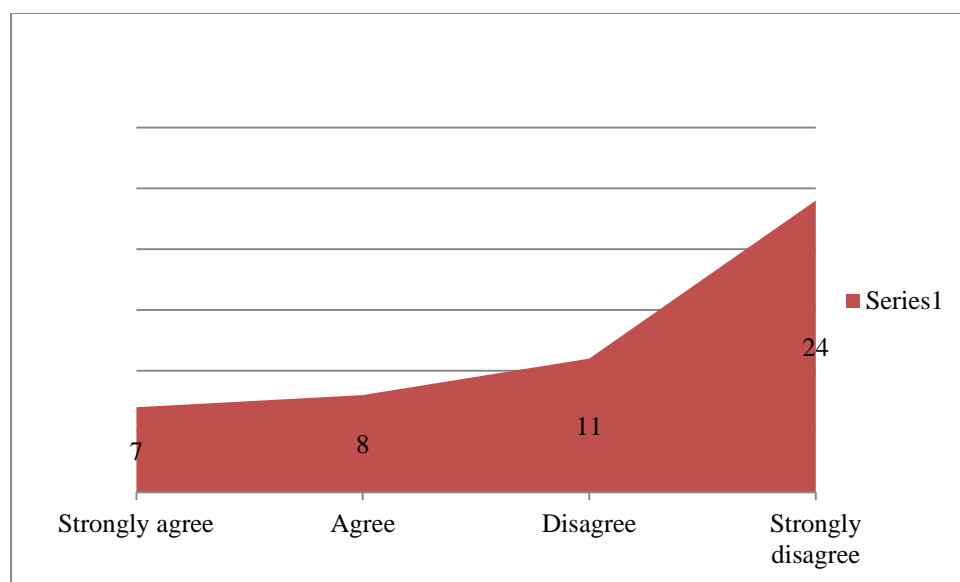


Figure 8: *If There Were Prospects for Teachers' Promotion and Advancement*

The results show that a majority (70%) of the teacher respondents, were of the view that there were no prospects for promotion and advancement in the job. This implies that a minority (30%) of them were of the view that there were prospects for promotion and advancement in their job. According to Iqbal et al. (2021), opportunities for promotion, as well as a clear pathway of advancement in the job, impacts on the attitude of the teachers. Where clear paths are lacking, despondency set and, in this case, it may interfere with children's reading readiness.

While the study used descriptive statistics to summarize data, inferential statistics were further utilised to be able to come to conclusions and make predictions based on the available data collected. Thus, the Pearson's Product moment correlation, which is a non-parametric measure of the strength and direction of association that exists between two variables, was used at 0.05 level of significance, to specifically analyse the correlation between teacher attitude and pupils' readiness. The results were as presented in table 3 below.

Table 3: Pearson's Product Moment Correlation between Teachers' Attitude and Pupils' Reading Readiness

Symmetric Measures					
		Value	Asymptotic Std Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Pearson correlation	0.042	.0256	-2.448	.042
	Kendall's tau-c	0.0783	.0673	-2.448	.042
N of Valid Cases		50			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. **. Correlation is significant at $p < 0.05$					

As reflected by the Pearson's Product moment correlation results described in Table 8, teacher's attitude showed a positive, significant relationship with pupil reading readiness in multi-grade pre-primary school classrooms in Kasarani sub-county, Nairobi County, with a coefficient of $r = 0.042$, $P < 0.05$. This study, therefore, rejected the null hypothesis, which stated, *'there is no significant relationship between teachers' attitude and pupils' reading readiness'*, because according to the results, there was a significant relationship between teacher's attitude and pupils reading readiness in multi-grade pre-primary school classrooms in Kasarani Sub- County of Nairobi City County, Kenya.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study established teacher attitude is pivotal to pupil reading preparedness. The study findings indicated that most of the teachers disliked teaching, and that fewer than a half of the teachers enjoyed working with multi- grade preschool pupils while preparing them to read. Moreover, majority of the teachers did not feel that were well remunerated to live decently. Additionally, most of the teachers felt that the job did not give them a chance to do the things they were best at. Finally, the majority of teachers were of the opinion that there were no chances for promotion and job advancement in their current work places.

Conclusion

From the findings, it can be concluded that teacher's attitude plays a significant role in pupils' reading readiness. The teachers, and head teachers in low-cost private multi-grade pre-primary schools in Kasarani Sub-County of Nairobi City County, from whom data was obtained concurred that teacher's attitude was crucial pivot on which students' reading readiness was anchored. However, there existed challenges including a lack of refresher courses, benchmarking, and government assistance, as well as unfavourable attitudes among teachers towards their job and the subjects they taught. This was largely because of a dearth of infrastructure and poor remuneration of teachers in the low-cost private multi-grade pre-primary schools under study.

Recommendation

The research suggests the need for active engagement of school management in financing and providing resources for teacher training and offering them better salary. Additionally, the national

government and other stake holders should establish and put into practice refresher courses, benchmarking programs, and in-school training support, to improve teacher training and ultimately, enhanced pupils' reading readiness in low-cost private multi-grade pre-primary schools in Kasarani Sub- County of Nairobi City County, Kenya.

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