



Influence of Parental Economic Status and Utilization of Teaching and Learning Resources on Achievement of Basic Reading Skills among Grade Two Learners in Public Primary Schools in Nyamira South Sub-County, Nyamira County, Kenya

Mamboleo Mary, Dr. Areba N. George & Dr. Ezekiel Omwenga
Kisii University
Email: narebag@gmail.com

Received January 2, 2020; Revised March 29, 2020; Accepted March 30, 2020

Abstract: Various studies across the world have shown that majority of public primary school learners do not perform well in reading skills. Despite this observation, no systematic studies have been undertaken to establish the cause. The current study sought to explore selected factors influencing basic reading skills achievement, among grade two learners in public primary schools in Nyamira South Sub-County, Kenya. The study objectives were; to investigate the extent to which learners' parental economic status influence basic reading skills and to examine how utilization of teaching and learning resources influenced basic reading skills. The target population for the current study comprised of 45 grade two teachers from 45 public primary schools, 2,025 grade two parents and 1 Quality Assurance Officer. Descriptive survey design was utilized. The sample size of parents was 203 and 14 grade two teachers from 14 public primary schools and 1 quality Assurance Officer. The research instruments were; interview guides and questionnaires. Data was gathered and analyzed quantitatively and qualitatively by use of a statistical package for social sciences (SPSS) version 21.0. Descriptive statistics was used to analyze quantitative data. Data presentation was by use of tables and figures. The study established that parents' economic status and utilization of teaching and learning materials greatly influenced the achievement of basic reading skills for grade two learners. The study recommends full financing of primary education by the government. Additionally, the government and stakeholders should ensure availability and proper utilization of recommended teaching and learning resources in public primary schools. Significantly, the findings of this study will guide policy on basic reading skills and aid to improve basic reading skills among grade two learners.

Keywords: Economic Status, Utilization, Reading Skills, Learning Resources, Achievement

1. Introduction

Many children globally are actually challenged in terms of learning basic literacy reading skills. Canada is among the countries that gives an example of how reading skills is a challenge and it therefore emphasizes on reading activities right from pre-school. The outcome remains significantly deficient despite the efforts made to access primary education. Uwezo East Africa's (2009), report indicates that though there is a great improvement worldwide in education, an estimate of 260 million children of primary school age lack literacy skills in speaking and writing

(United Nations, 2013). Based on Uwezo East Africa's (2011) report, it was disclosed that four percent of primary school classes such as standard eight cannot articulate sounds which are the basic reading skills. The report indicates that in some cases, standard eight pupils could not read standard two-level readers.

The annual learning assessment carried out in Africa by Uwezo stated that seven percent of standard eight learners could neither pass Kiswahili nor English reading exams for standard two levels. This situation needs to be addressed so that these children acquire the skill of reading

from as early as pre-school. Ignorance or illiterate adults who never know or understand the significance of formative education seem to contribute to poor acquisition of reading skills (UNESCO, 2013).

Based on a national research council primarily based in states that are united (1998, 2001, 2002), it has been said that early childhood is a critical stage for the improvement of abilities and it highlights the centrality of reading abilities along with other cognitive aspects of development, as these are the basis of later results of the children in upper levels of education.

Acquisition of basic reading skills is best accomplished in the formative phase in life. Wolf (2007), states that a kid's first 5 years should initiate processes such as vowel sounds which are basic in oral skills in speaking, reading and writing skills which are core elements in acquisition of literacy skills. In fact even infants are viewed as emerging pre-readers. The child bubbles and coos then produces sounds e.g. ta, ta, ma, ma and these form basic sound reading skills.

Lichri et al (2013) conducted a longitudinal study in two German federal states to identify patterns of literacy, numeracy, and qualities of parental financial status. Their population comprised 421 children between age three and ten attending eighty nine grade 2 classes. Its results were that much less exposed children to literacy related academic experiences at their homes are in double jeopardy. Such children in the majority of times are admitted to a grade which had low literacy and numeracy activities. The study was useful in identifying the effect of parents' financial conditions in determining children's achievement of elementary reading skills. The study revealed also that majority of the children at lower primary comparatively received very low levels of activities due to low monetary assistance from their parents in the domain name of literacy, thus impacting children's browsing literacy. The study did not, however, reveal the level of parents' commitment in financing reading literacy tasks at school and if they have any effect on the learning progress in acquiring of reading skills among grade two pupils which the present study covered.

Paris (2002) demonstrated that reading abilities could be constrained or maybe unconstrained, though the child is born with the inborn characteristics of language acquisition. According to him, it is completely determined by the way they're set up and they might develop quickly or after an extended period of time. Teale Paciga and Hoff Male (2010) stress that the roots of reading and language competencies in early childhood cannot be degraded. Sensenig (2011) pointed out that the skills which turn out to be very substantial through the fourth and third grade depend on high interactions by having an assortment of

print materials which enhance basic decoding that is crucial in the cognitive component of the children.

Abdzi (2004) raised a concern on adult illiteracy which affects the living style of people in health productivity and quality in fertility since low education leads to low performance due to lack of essential skills like memory or ability which enables retention of knowledge, decision making, remembering and retrieving information to be used to make one productive and to solve complex matters. Most of these abilities are developed in the formative age that is in the first 3 years of pre-primary school to five years of age in which cognitive skills should be well established by use of a variety of materials. Piaget emphasizes that a child develops in stages and uses schemes to organize his experiences within its environment as the mental ability develops.

The Millennium Development Goals of 2000 started by the United Nations in 1989 as well as 23 international organizations committed themselves to accomplish these objectives by 2015. The goals point out that two thirds of grownups and of young pupils in sub-Saharan Africa will have the ability to read and write (UNESCO, 2008). The millennium development objectives sought to ensure that both boys and girls complete primary education UN (2013). It is observed that 123 million youth aged between 15 and 24 years worldwide do not have writing and reading abilities. Further to that, the illiterate adult population was 773.5 million (UNESCO, 2013).

The Institute of Statistics on young and adult literacy (2013) states that the lowest literacy rates by 2011 was in sub-Saharan Africa and in South and West Asia where sub-Saharan Africa had 24 % of illiterate grownups and Asia had 53%. The institute notes that this trend can be corrected if emphasis is placed on the formative stage of the pre-primary school (Wachira, 2013). A survey article by Wachira (2013) discloses that majority of learners are not familiar with elementary reading competencies in their formative years when looked at with regard to the national curriculum. The challenge is common among children from economically and socially disadvantaged households that perform poorly when compared to children from affluent backgrounds.

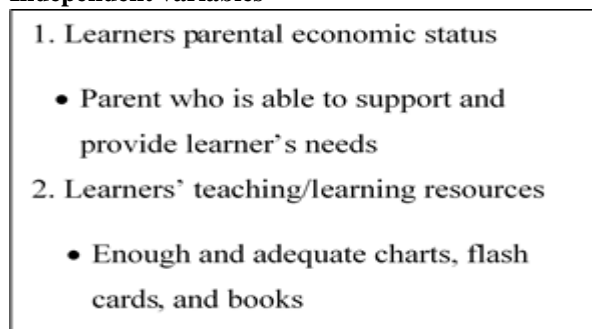
The yearly literacy assessment reports by Uwezo Kenya (2018) identifies that 4 % of grade eight pupils could not read a grade two story book. Further, it revealed that three out of ten pupils in grade three were able and one out of ten pupils in grade four and five read a grade two storybook. Only three out of ten pupils in grade three might read through a grade two hadithi (story in Kiswahili language). There were also some cases where 40% of pupils in class eight could not read a quality grade two hadithi (Uwezo, 2018).

Nyamira County is one of the regions in Kenya which experiences the challenge of reading skills achievement among pupils. Out of all class three pupils in Nyamira County, 48.91% of them are not able to read through hadith and a story book, compared to a national average of 39.04 % who are not able to read through hadith, along with 42.39 % of a national average who could not flip through a story book (Uwezo, 2018). This is an indication that pupils in Nyamira South sub-County continue to have low reading skills achievement, and the current study explored the factors influencing low reading skills achievement.

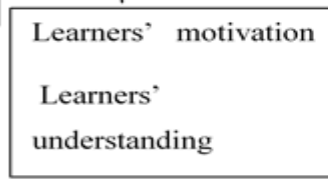
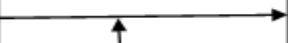
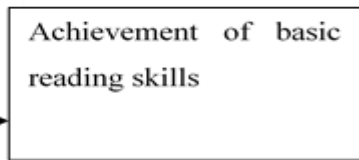
1.1 Statement of the problem

There has been an outcry on how reading skills can be achieved in lower primary levels by various stakeholders as evidenced by the reports of Uwezo (2018), on how literacy achievement among lower primary pupils is a challenge. The reports show cases where grade three pupils could not read hadith and a story book by a percentage of 48.91% in Nyamira County as opposed to a national average of 42.39%. Also, Nyamira Educational Office reports of 2015-2018 academic years from Quality Assurance Office show very low achievement in reading skills among lower public primary school learners within Nyamira. Many stakeholders are wondering what the

Independent variables



Dependent variable



Intervening variable

Figure 1: conceptual Framework

The conceptual framework has Independent variables which include learners' parental economic status and

learners' teaching/learning resources. Dependent variable was achievement of basic reading skills. The intervening variable were; learners' motivation, learners' understanding and learners' attention.

cause could be. Consequently, the chief target of this study was to determine the influence of selected factors on achievement of basic reading skills among grade two learners in public primary schools in, Nyamira South sub-County, Nyamira County, Kenya.

1.2 Research objectives

The objectives of this study were;

- i. To investigate the extent to which learners' parental economic status influences achievement of basic reading skills among grade two learners in public primary schools.
- ii. To find out how the utilization of teaching and learning resources influences achievement in reading skills among grade two learners in public primary schools.

1.3 Conceptual Framework

The conceptual framework has independent variables, dependent variable and intervening variables. Independent variables were; learners' parental economic status and learners' teaching/learning resources. The dependent variable was achievement of basic reading skills. The learners' motivation, understanding, and attention were the intervening variables as shown in figure 1.

If variables like economic status of the parents, utilization of teaching and learning resources, are addressed by stakeholders and provision of adequate teaching and learning materials for reading activities; parents supporting their children financially by paying school fees in time to avoid learners absenteeism from classroom. This can improve literacy skills.

When all these independent variable are harnessed, they will lead to a great achievement of basic reading skills which is our target as the dependent variables. The learners' motivation, understanding and attention were the intervening variables, which were controlled by both the teachers and parents for grade two pupils to effectively achieve the basic reading skills. Because perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2019). The above interwoven variables result in positive outcome in educational process, which in turn affect learner's basic reading skills achievement.

2. Literature Review

2.1 Influence of the learners' parental economic status on acquisition of reading skills

Family economic status is vital in promoting a child's early basic reading literacy. The home is a basic agent that influences the acquisition of reading skills. Parental economic status involves parents' education level, social economic status, and occupation. Literacy and numeracy related activities in lower primary and educational resources are engineered from home (Lichri & Richter, 2018).

The connection between economic status (ES) and learners' academic achievement continues to be recorded among many populations (Khan and Ahmad, 2019; Otula, 2011; Ahawo, 2016; Ngorosho, 2017). For instance, Khan and Ahmad (2012) and Anwar and Ahmar (2013) found a major connection between parental financial status and academic achievements of children in education. They found out that children with parents that earn better incomes perform better than children with parents with poor incomes. Ngorosho (2011) discovered five essential variables (fathers' and mothers' schooling, home information, light source, amount of publications in the homes) as comprehensive indicators in non-urban Eastern Tanzania homes. When it comes to today's society, parents' impact plays an extremely essential role in the academic performance of children. Based on Otula (2007), effective provision of primary schooling is actually hindered by ES of mothers and fathers. Parents coming from lower ES do not offer their children standard school demands like books, pencils or pens, a supportive environment and proper nutrition for learning basic reading abilities in public lower primary schools.

Based on Omoraka (2016), primary schools in Tanzania encounter an extremely high rate of fall out, hindering the achievement of basic reading skills. For example in 2016 a maximum of 94,990 learners dropped from

school. Figures claim that 72.2 % of individuals who fell out can be accounted for by truancy. This meant that a large number of children come from households that cannot afford to spend on meeting school needs which are actually a problem of ES. The information more so indicates that the majority of learners who dropped from school were in lower primary school level and majority of them were class two learners. This, trend needs an intervention through comprehensive and systematic studies.

Lichri (2018) conducted a longitudinal study in two German federal states in which they sought to identify patterns of literacy and numeracy and their relation to parental financial status. The population comprised 421 children between age 3 and 10 attending eighty-nine grade 2 classes (Lichri, 2018). The results were that much less exposed children to literacy related academic experience at home are at a disadvantage. Such children, in most cases, attain poorly in literacy and numeracy activities. The study was useful on the impact of parental social and financial status on a child's attainment of basic reading skills especially at the lower primary school levels. The analysis further revealed that majority of the children at lower primary comparatively participated in fewer literacy related activities due to inability by parents to financially support a wide range of activities. The research did not, however, establish the level of parents' financial commitment in supporting reading literacy activities at school and if they have any effect on the learning progress in acquiring of skills among grade two pupils which the present study explored.

Elvers's (2017) investigation on school facilities in Ireland on learner attainment was linked to market features like parental unemployment, low socio financial data status, community talking different languages like a first language besides English which increases the reading literacy acquisition within the lower primary school atmosphere to a great degree. Home literacy activities which positively relate to achievement of reading abilities normally include, parents browsing for satisfaction, parental confidence in helping kids in reading, and utilization of learning methods like story books. The study revealed that household literacy encounters, parents' level of education and community economic condition influences achievement of important reading skills. There is no research on a similar study that has been carried out in Nyamira County and even if there were, the context will be different. Therefore, the present study sought to establish the degree to which parental financial status can impact attainment of basic reading skills among lower primary pupils in public primary schools in Nyamira South sub-County of Kenya.

Rask and William (2016) conducted research in England to find out elements which allowed children to create and expand their literacy skills by involving four courses of age six, and in every category, two children, teachers, and parents were interviewed. Their study sought to determine if there was a correlation between parents' financial status and children's attainment of reading abilities and related literacy skills. Their study found out that early literacy encounters on everyday basis within the house had a crucial role as the foundation for self-made literacy learning within schools. Interviewed teachers indicated that positive encounters from supportive and interested parents assisted in the enhancement of literacy learning among school children. Significant contexts and parental support assisted in increasing meta-cognitive recognition, coordination and identification of the eye, hand, fine and gross muscles which are the essential ingredients in writing and reading.

To conclude William's and Rask's observation that learners' parental economic status offers a good approach in advancing reading literacy, it has been suggested that children from better economic status homes undertake more reading and writing tasks than their peers due to the motivation they receive and learn and acknowledge that literacy is a vital skill and mode of communicating and receiving information.

Rask and William (2016) conducted research about household literacy experiences on advancement of literacy in school. However, the sample analysis was very little without addressing reading literacy. There is zero proof that their findings could be applied to any other community especially in Africa. Thus, this study was carried to address this gap.

From Elvers's (2017) investigation in chief facilities in Ireland, decreased pupil achievement was linked to a number of market characteristics, like parental unemployment, low socio-financial data status, community talking different languages like a first language besides English which increases the reading literacy acquisition within the lower primary school to a great degree. Home literacy activities which positively relate to achievement of reading abilities normally include, parents browsing for satisfaction, parental confidence in helping kids in reading, utilization of learning methods like story books. The study revealed that household literacy encounters, parents' level of education, and community economic condition influence achievement of fundamental reading ability growth that is the backbone of checking learner progress. No known research on similar scientific studies in Nyamira County has been carried out and there is no proof that the results in those contexts are actually applicable to Nyamira County. Therefore, the current study sought to explain the degree to which parental

financial state can affect achievement of basic reading skills in public lower primary institutions in Nyamira South sub-County.

2.2 Utilization of teaching and learning resources in acquisition of reading skills

The word educational resources, teaching materials, sound visual aids have comparable significance. Educational resources are the things which support or guide the learner in comprehension of ideas (Gunning, 2018). These are the materials that teachers use while teaching reading knowledge and skills and to raise curiosity in learning. Materials are employed by instructors to improve a learner's participation in education for better reading abilities (Klier, 2017).

The learning resources include materials such as; print, electronic, multi-media, and models, that refer to publications, charts, newspapers, magazines, posters, and maps. Print media are in a position to make learning useful, real, and genuine. Learning materials are important in supporting development of basic skills among learners. Agosiobo (2017) indicates that learning resources offer stimulus variation in addition to helping in sustaining learners' curiosity during the entire lesson time. Learning resources elucidate information in a manner that explanations using words cannot do. Learning resources encourage lively classroom conversations after, for instance, watching a film or listening to a radio presentation. Moreover, they encourage independent thinking when utilized as part of a teacher's presentation.

Learning resources produce extra interest and create a scenario in which learners can ably conduct activities both in and outdoors. Learning resources additionally provide learners an invaluable experience that of assisting them to master concepts easily. In Sweden, NIEER (2019) conducted a study on the advantages of literacy in reading among children in preschools. Their analysis utilized just quantitative data missing out on the advantages of qualitative data. The current study utilized each of the two methods in order to make up for information that may have been missed by the study cited.

Agosiobo (2017), states that learning resources clarify information and that usually, a concept might be demanding and that, by their nature, words on their own cannot provide full explanations. Learning resources encourage lively grade conversations, for instance, after watching a film or listening to a radio program. Gunning (2018) states that academic resources like cards, charts, and publications, are used to teach new concepts along with vocabulary. He further observes that a teacher must give a procedure and after that allow the learners check on it later on. Nevertheless, he has not established how these educational materials are important in helping to increase

the functionality of learners. Thus, the current study sought to address the gap existing in the literature so far evaluated.

Seller and Miller (2016), stated that teaching and learning resources are very essential components in academic support and that academic programs cannot be implemented without them. They further observe that educational materials offer opportunities and information for pupils to use what they have discovered in addition to assisting teachers achieve their instructional objectives. In cases where institutions cannot afford a diversity of resources, teachers need to be original as to improvise and also use local materials.

Nsa, Ikot and Udo (2018) conducted an investigation to understand the effects of academic content utilization on functionality of early childhood learners in Ikot Abasi Local Government Area. Experimental design was adopted in the study involving management staff. Assessment of 200 learners was used for the analysis. The examined evaluation used quasi-experimental style but this present study used descriptive survey.

The research of Lowe (2019), on utilization of coaching along with learning approaches in South Africa discovered that poor achievement in South Africa national evaluation was due to lack of utilization of appropriate teaching materials. Teaching and learning responsibilities are employed through cultivating learners' motivation and creativity by away of connecting classroom experiences with learners' social and natural environments. The analysis by Lowe discovered that learners' low achievement in reading was primarily caused by insufficient publications customized to the needs of the curriculum plus inadequate diversity of publications & handbooks. Instructional resources help support the learner in comprehension of the principles and tips provided to the learner in a learning atmosphere. Since learners' curiosity and abilities are different, instructors should choose a variety of materials to address the different individual needs of learners.

Lumuli (2019) notes that learners understand better when their classroom is neatly structured and provides room that suits their preferences. Interactive displays in the preschool coupled with collections of carefully selected online resources encourage the learners to take a look at a teacher's suggestions. In 2017, the Ministry of Education, Science and Technology in conjunction with UNICEF presented a learner-centred approach of teaching and learning. Based on Ministry of Education Report (2016), learners might be influenced by availability and distribution and utilization of concept mastering methods.

Based on initial child education guide book by Kenya Institute of Education (2016), reading through readiness is the capability that involves instruction of learners to take a look at and interpret details in objects and pictures. It highlighted that teachers are at an important position in

making learners enjoy classroom experiences and to exploit their capabilities. But the present research sought to identify the outcome of utilization of knowledge along with teaching materials over functionality in elementary reading abilities achievement among pre scholars in Nyamira South sub-County.

3. Methodology

3.1 Research Design

The present study used descriptive research design because it determines and effectively reports the way things are (Mugenda & Mugenda, 2003). Therefore, the design adopted in the current study was aimed at aiding in assessing if there is any relationship between variables and give the description of them on the influence of selected factors on achievement of basic reading skills among grade two learners in public primary schools in, Nyamira south sub-county, Nyamira County, Nyamira south sub-county

3.2 Location of the study

The current study was based in Nyamira County, Nyamira South sub-County. The county was purposefully sampled considering that study scientific assessments carried out by Uwezo (2018) reveal that pupils in the county scored 24.83 % of reading achievements compared to the national figures which stood at 27.2 %. Thus, the researcher sought to explore the factors resulting in those low basic reading literacy achievements.

3.3 Target population, Sample size and sampling techniques

The target population for the present study was 45 grade two teachers, 45 public primary schools, 2,025 parents of grade two learners and one Quality Assurance Officer from Nyamira South Sub-County County. The total target population was 2116. The current study employed cluster, saturated, purposive and simple random sampling technique. The schools were selected using cluster sampling design. Cluster sampling was used to select schools from the four geographical divisions. Oso and Onen (2009), states that the important thing about cluster sampling strategy was that clusters or geographical areas are given equal chances of being selected. For this reason all centres in the Nyamira South Sub-County were divided into two clusters and then simple random sampling procedures were used to select schools from every location. Purposive sampling technique was used to select head-teachers for the already selected schools. Simple random sampling procedure was used to sample parents from sampled schools so as to give

equal chance to all grade two parents and teachers as shown in table 1.

Table 1: Matrix Sampling for respondents

Sample Unit	Sampling Design	Target Population	Sample Size	Percentage (%)
Public Pr.Schools	Random sampling	45	14	10
Grade 2 parents	Random sampling	2025	203	10
Grade 2 Teachers	Random sampling	45	14	10
QASO	Purposive	1	1	100
TOTAL		2116	232	

3.4 Research instruments

The study utilized questionnaires for grade two parents and teachers. Interview schedules were used to gather data from quality Assurance officers and observation checklist was used to observe on the kind of teaching learning resources utilized in the sampled schools.

3.5 Data analysis and presentation

The study yielded both qualitative and quantitative data hence both qualitative and quantitative data analytic approaches were applied in data analysis. The researcher collected, organized, sorted, edited and coded the raw data collected from the questionnaires, interviews and observation checklists then analyzed using thematic approaches for qualitative data and for quantitative data. Descriptive statistics like Measures of Frequency, Measures of Central Tendency and Measures of Variation were applied while inferential statistics like correlation

analysis and regression analysis were used to analyze quantitative collected data. Results were presented by use of frequency distribution tables, graphs and percentages.

4. Results and Discussion

4.1 The influence of parental economic status on grade two learners' achievement of basic reading literacy

The study findings showed that parents' economic status significantly affects the achievement of reading abilities among grade two learners in Nyamira South sub-County of Kenya. This was indicated by the overall impact of parental economic condition on quality of scores of class two learners' in reading skills by 3.34 with a standard deviation of 1.316 as shown in table 2.

Table 2: Parental economic status and learners' achievement in reading skills

Parental Economic Status	N	Mean	Std. Deviation
I help my child in academic task he/she embarks on.	203	3.00	1.244
Does parents' economic status affect learners' achievement in reading skills?	203	4.64	.844
Does the parents' motivation influence the learners' achievement in reading skills?	203	2.29	.921
Does the birth order influence acquisition in reading skills?	203	2.20	1.376
Do parents' provisions of basic needs influence learners' achievement in reading skills?	203	3.62	1.032
Valid N (listwise)	203	3.34	1.316

This implies that majority of parents agree that their economic condition affect the attainment of basic reading skills of their class two children. Most of those

affirmations made by the respondents concur with Hosftede's (2010) affirmation that the economic circumstances affect attainment of reading skills. Baker

and Inglehart (2000) indicate that higher economic statuses are linked to better academic achievements.

Pearson correlation index of 621 ($r = 0.621$) from data analysis indicated positive correlation between parents' economic status and learners' achievement in reading skills. This means grade two learners' reading abilities

accomplishment rose with parental economic condition. Its significance or p-value was 0.000 which is actually much less than alpha 0.01 as shown in table 3. This meant that grade two learners' reading skills achievement was significantly related to parental economic status.

Table 3: Pearson Moment Correlation for Parents' Economic Status and Grade two Learners' Reading Skills Achievement

		Reading Skills Achievement	Parents' Economic Status
Reading skills achievement	Pearson Sig. (2-tailed)	1	621*
	N	203	203
Parents' economic status Level	Pearson correlation Sig. (2-tailed)	621**	1
	N	203	203

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

Many of the parents represented by 82.27% were unemployed while only 17.73% were employed. Unemployed parents were more than three times of those employed. This implies that most parents in Nyamira South sub-County earned their wages through manual work such as petty trading and small scale farming. This suggests that parents in Nyamira South sub-County may not be financially stable and this may lead to lack of money to enroll and educate their children in school to acquire literacy skills. This might lead to children being absent from school more hence affecting their children's attainment of basic reading skills. According to Kipkulei et al (2012), parental income is a factor that affects young learners' academic performance in schools especially reading and numeracy skills.

The interview with a Sub-County Quality Assurance Officer revealed that some of the parents ask their children to sell goods along the roads rather than encouraging them to study at home. This hamper their achievement in basic reading skills due to lack of adequate quality classroom contact hours. He also confirmed the practice of parents encouraging their children to sell at roadsides even on school days from what a parent. The Sub-County Quality Assurance Officer further indicated that parents who work as civil servants have knowledge about what their children are taught in schools. They help their children to study at home, do their assignments and sometimes supplement what the teachers have taught them to enable them achieve basic reading skills more effectively. Private education is

significant as stated by Dixon and Tooley (2005). Those who cannot teach their children employ the services of other teachers to manage additional tuition for which in the end assists in increasing their children's reading skills. According to Chepleting et al (2013), parents' career influenced children's development of reading skills. Deborah (2017) advises that schools should ask parents to spend resources on their children's education by availing teaching/learning materials and adequate motivating them in order to enhance their reading skills.

4.2 The influence of utilization of teaching and learning resources on the achievement of reading skills among the grade two learners

The findings of the study indicated that the proper utilization of teaching and learning materials affected significantly the grade two learners' achievement of reading skills. The findings demonstrated that utilization of teaching and learning materials had generally an overall moderate approval rating of a mean of 3.04 based on the five point-likert scale in the questionnaire, in respect to the achievement of reading skills among grade two learners in Nyamira South Sub-County public primary schools as shown in table 4.

Table 4: Extent of teaching & learning materials utilization & achievement of reading skills

Extent of teaching and learning materials utilization	N	Mean	Std. Deviation
1. Usage of lower primary syllabus.	14	3.64	1.163
2. Following school time table strictly.	14	3.62	1.166
3. Usage of reference books in teaching.	14	2.38	1.376
4. Usage of story books in teaching.	14	3.66	1.161
5. Usage of text books in teaching.	14	3.50	1.227
6. Usage of teachers' guides in teaching.	14	3.84	1.108
7. Usage of models in teaching.	14	2.41	1.358
8. Usage of play ropes/ tires/ toys.	14	2.59	1.435
9. Usage of boards and chalk in teaching.	14	3.54	1.301
10. Usage of flash cards/cut-outs/habicus in teaching.	14	2.39	1.396
11. Usage of wall charts, maps & pictures in teaching.	14	2.83	1.350
12. Usage of field for co-curricular learning and trips.	14	2.49	1.270
Valid N (listwise)	14	3.04	1.182

This findings are similar to Seller and Miller (2016), who postulate that teaching and learning resources are very essential components in academic support and that academic programs cannot be implemented without them. They further observe that educational materials offer opportunities and information for pupils to use what they have discovered in addition to assisting teachers achieve their instructional objectives.

The correlation coefficient between teaching and learning materials utilization and the influence on achievement of reading abilities among grade two learners in Nyamira South Sub-County was $r = 0.472$ as shown in table 5, which means that there is a positive relationship between teaching and learning materials utilization as well as achievement on reading abilities among class two learners. This implies that the shift in utilization of learning and teaching materials impacts achievement of reading abilities among grade two learners.

Table 5: Pearson moment correlation for learning and teaching materials utilization and achievement of reading skills among grade two learners

		Achievement of reading skills among grade two learners	Teaching and learning materials utilization
Achievement of reading skills among grade two learners	Pearson Correlation Sig. (2-tailed)	1	0.472
	N	14	14
Teaching and learning materials utilization	Pearson correlation Sig. (2-tailed)	0.472	1
	N	14	14

Grant (2006) claims that acquisition of reading abilities cannot be effective without relevant and adequate utilization of learning and teaching resources in learning environments. Abimbade (2017) advances that teaching and learning resources utilization in teaching and learning encourage and sustain learners' curiosity in acquiring reading skills. Additionally, it allows learners to learn by themselves and gives them a chance to realize their full potential in regard to reading skills.

5. Conclusion and Recommendations

5.1 Conclusion

From the findings of the study it is concluded that grade two learners' reading skills achievement was significantly related to parental economic status. This means that grade

two learners' reading skills achievement rose with parental economic status rising. Economic status of parents with grade two learners, influenced parents' involvement in financially supporting their children's education, which determined the academic progress of their children and their achievement in acquisition of reading basic skills in Nyamira South Sub-county public primary school significantly. Finally, there's a significant connection between teaching and utilization of learning resources with achievement of reading abilities among grade two learners although the relationship was a bit weak at coefficient correlation of = 0.472.

5.2 Recommendations

In relation to findings of this study, the researcher recommended as follows:

The study revealed that most parents' economic status directly influenced grade two pupils' attainment of basic reading skills. Therefore, it is important for the government of Kenya to fully finance education in public primary schools and enable parents to engage in income generating activities to empower them financially. Secondly grade two teachers should make sure that they appropriately engage right pedagogies vis-a-vis learning and teaching resources to enable effective acquisition of basic reading skills.

References

- Abdzi, J. (2004). *Doing Your Research Project: A guide for First Time Researchers in Education, Health and Social Sciences*. (4th Ed). U.K: Maidenhead.
- Abimbade, A. (1997). Retailing: dominated by women; manage by men. *Journal of Retail and Distribution Management*, 35(12), 956-974.
- Agosiobo, C. (2007). *Effective Teaching in Schools: Theory and Practise* 2nd Edition. Deltal Place: Stanley Thornes Ltd.
- Ahawo, H. (2009). *Factors Enhancing Student Academic Performance in Public Mixed Day Secondary Schools in Kisumu East District Kenya*. Unpublished M.Ed. Thesis Maseno.
- Chepleting, S., Chepkemei, A. Yano, K. L. & Chebet, L.L. (2013). Factors influencing Girls' Participation in Free Primary Education: A Survey of Schools in Kapenguria Division-West Pokot District-Kenya, *International Journal of Business and Commerce* Vol. 2, No.6 pp 20-35.
- Deborah, D. (2017). Failure was not an option: Parental expectations of Nigerian voluntary immigrants to the United States. *Ethnicity and Race in a Changing World: A Review Journal*. 3(1), pp.3-16.
- Elvers, B., Mingat, A. and Rakotomalala, R. (2010). *A chance for every child. Achieving universal primary education by 2017*. Washington, DC: World Bank.
- Gunning, IZ. (2013). The influences of social and economic disadvantage in the academic Performance of school students in Australia. *Journal sociology*, 38(20) 129- 148.
- Kenya Institute of Education, (2011). *Council conclusions: a new European strategy for jobs and growth*. Brussels: 17.6.2010.
- Kipkulei, B, Chepchieng, M, Boitt, L, & Chepchieng, M. (2012). Selected Factors Affecting Girls' Participation in Primary School Education in Kenya. *Problems of Education in the 21st Century* 48, 52-61.
- Klier, S. (2005). *Parents' characteristics and their effects on performance of girls in Early Childhood development centers in Tarbaj Division, Wajir East District, Kenya*. M.Ed. Thesis University of Nairobi.
- Lowe, K. (2009). *Parent-teacher interactions: A study of the dynamics of social influence*. This thesis was presented in fulfillment of the requirements for the degree of Doctor of Philosophy Faculty of Education and Arts Edith Cowan University.
- Lumuli, G. (2009). *A report on poor on the causes of performance in Mathematics and sciences in KCSE Examination in Kenya*. Nairobi. Kenya.
- Ministry of Education, (2001). *Parental demand, choice and performance to Early Childhood Education in Tanzania*. University of Dodoma: Dodoma, Tanzania.
- Mugenda, O.M. and Mugenda, A.G. (2003). *Research methods: Qualitative and quantitative approaches*. Nairobi: Act Press.
- Ngorosho, D. (2011). *Literacy Skills of Kiswahili Speaking Children in Rural Tanzania: The role of home environment*. Vasa: Åbo Akademi University.
- NIEER. (2009). *Preschool Curriculum Decision-Making: Dimensions to Consider*, Policy Brief, NIEER, New Jersey.

- Nsa, P., Ikot, L., & Udo, J. (2013). Effects of a prekindergarten educational intervention on adult health: 37-year follow-up results of a randomized controlled trial. *American Journal of Public Health*. 99(8), 1431-1437.
- Omoraka, S. (2012). The Effect of Gender, Socioeconomic Status and school location Retrieved 5 August, 2019 from <http://www.fundartticles.com/p/article>
- Otula P. A. (2007). Mastery of Modern School Administration. Unpublished Work. Roy-Campbell, Z. M. 1995. Does Medium of Instruction Really Matter? The Language Question in Africa: The Tanzanian Experience. *Utafiti New Series*,2, 22- 39.
- Oyeniran, L. E. (2013). *Infants and children: Prenatal through middle childhood* (5th ed.). Toronto: Allyn & Bacon.
- Paris, T. (2002). *Facts on Education for All* (EFA). Nairobi: UNESCO. Childhood Care and Education. Paris: UNESCO.
- Sensenig, V. (2011). Reading first, libraries last: An historical perspective on the absence of libraries in reading education policy. *Journal of Education*, 191(3). Retrieved on 7th June, 2019 from <http://www.bu.edu/journalofeducation/files/2012/07/Volume-191-3.Sensenig.pdf>
- Teale, W. H., Paciga, K. A. & Hoffman, J. L. (2010). What it takes in early schooling to have adolescents who are skilled and eager readings and writers in K .Hall ,U Goswami,C.
- UNESCO (2008). *Education for All Global Monitoring Report*, United Nations New York, United Nations Publication.
- UNESCO (2013). *Facts on Education for All* (EFA). Nairobi: UNESCO. Childhood Care and Education. Paris: UNESCO.
- United Nations (2013). *The millennium development goal report 2013*. United Nations, New York. Retrieved on 29th May, 2019 from <http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>.
- Uwezo Kenya (2012). *Annual learning assessment report in 2011: Are our children learning?* Retrieved on 17th March 2019 from; http://www.uwezo.net/wpcontent/uploads/2012/08/KE_2011_AnnualAssessmentR eport.pdf.
- Uwezo, (2018). *Are Our Children Learning? Annual Learning Assessment Report Kenya*.
- Wachira, P. (2014). Parental involvement's influence on performance-transition rate from pre-primary to primary education in Kakamega Central sub county, Kakamega County, Kenya. Unpublished M.Ed. thesis Kenyatta University.
- William, G. & Rask, G. (2016). Influence of Social and Economic Disadvantage in the Academic Performance of School Students in Australia, Page 38, 129 – 148.
- Wolf, R. (2007). *Facts on Education for All* (EFA). Nairobi: UNESCO. Childhood Care and Education. France, Paris.