STORYTELLING AS AN INSTRUCTIONAL STRATEGY FOR TEACHING READING SKILLS AT PRE-PRIMARY SCHOOL LEVEL IN MACHAKOS COUNTY, KENYA

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OCTOBER 2017
DECLARATION

Declaration by the Student

I declare that this research project is my original work and has not been presented in any other university for consideration. This research project report has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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This research project has been submitted for appraisal with my approval as University Supervisor.

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DEDICATION

I dedicate this work to my daughter, Jessica Mutio, for her support during my study.
ACKNOWLEDGEMENT

I owe much gratitude to my supervisor, Dr. Gladwell Wambiri for her invaluable input in developing this research project due to her several, but necessary corrections. I also wish to thank my friends and individuals who have been part and parcel during the development and final compilation of this project report. I wish to thank my daughter for typing and printing the work. Finally, I wish to appreciate God for His immeasurable divine guidance and for giving me the spirit to work hard. For my colleagues at Kenyatta University whom I may not be able to thank in person, thanks and may God bless you.
ABSTRACT

Teaching of reading skills of pre-primary school learners has been established to contribute immensely to their holistic development. However, such teaching of reading skills and learning has been confronted with numerous challenges in Yatta Sub-county and has been a concern to many education stakeholders. Thus, the study intended to evaluate effectiveness of teacher’s use of storytelling in teaching reading skills at pre-primary school level in Yatta Sub-county, Machakos County, Kenya. The objectives of the study included; establishing the nature of available stories, teachers’ preparedness for storytelling, teachers’ attitudes towards storytelling and teachers’ storytelling experience in relation to improving reading skills of pre-primary school learners. The study adopted the Storytelling Theory. The study adopted quantitative and qualitative methods. Descriptive survey research design was employed since it enabled the researcher to explore different aspects of a research study where the researcher does not manipulate variables. Target population comprised of 25 pre-primary school teachers and 751 pre-primary school learners all totaling to 801. Based on The Central Limit Theorem, a sample of 5 pre-primary schools, that is, 20% of 25 pre-primary schools and 200 respondents, that is, 24.97% of 801, were sampled. Stratified sampling was applied to create 5 strata based on the number of sub-zones in Yatta Sub-county. From each zone, one pre-primary school teacher was selected using purposive sampling considering schools which have had cases of dismal performance in reading skills amongst pre-primary school learners. Purposive sampling was appropriate due to the fact that the sampled respondents hold responsibilities as implementers of policies. Simple random sampling was applied to select 39 pre-primary school learners. The study applied questionnaires to collect information from pre-primary school teachers whereas observation checklist was used to collect data from learners. Piloting was conducted amongst 4 pre-primary school teachers to establish validity. Reliability was determined using test re-test technique and reliability coefficient, $r = 0.7$, was obtained using Pearson’s Product Moment Correlation Method. Data analysis began by identifying common themes. Frequency counts of the responses were obtained. Qualitative data was analyzed based on themes based on the study objectives whereas the quantitative data was analyzed descriptively using frequencies and percentages with the help of Statistical Package for Social Science (SPSS 23) and the findings were presented using tables. The study established that reading skills amongst pre-primary school learners is below expectations and the nature of stories, teachers’ preparedness, attitudes and experience influence reading skills. The study thus recommends that pre-primary school teachers should use suitable different stories which suit different occasions in reading skills. Teachers ought to understand that stories play critical in early childhood pedagogy and thus should be incorporated in daily classwork preparations such as scheming and lesson planning. Teachers should be encouraged to develop positive attitude and perceptions towards storytelling as a strategy for improving reading skills amongst pre-primary school learners. Teachers should understand that they ought to acquire sufficient experience in storytelling as foundation for its use as a teaching technique for reading.
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CHAPTER ONE
INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.0 Introduction

This chapter focuses on background to the study, statement of research problem, purpose of the study, objectives, research questions, rationale, significance, scope, limitations, delimitations and assumptions of the study.

1.1 Background to the Study

Use of storytelling as an instructional strategy for teaching of reading skills is the earliest and most enduring form of education practised by different people worldwide. Use of stories is viewed as a way of entertaining, teaching of reading skills and learning language skills, preservation of folklore and instilling morality amongst people (Baker, 2003). Amongst different traditions, use of stories was a method of educating children. According to Baker (2003) and Fiona (2006), stories are used in a manner that enhances human beings’ ability to pass themes which make pre-primary school children understand real and imagined worlds (Gordon, 2003). In other words, use of stories is considered as a technique of imparting knowledge and skills by adopting use of words and actions to influence communication. As resources, stories enable pre-primary school children to learn about the world around them and is critical to pre-primary school children’s socialization.

Stories about animals are very common amongst children and is attributed to the fact that children like animals especially as those that act as human beings. Pre-primary school children associate themselves with animals in the stories and then imitate their behaviors and actions (Fiona, 2006). Stories with repetitiveness and cumulativeness in form are really important in helping pre-primary school learners acquire skills in language owing to the fact that such stories have plots which are short and rhythms which are repetitive in order to enable pre-primary school children to recall and reproduce words within a short period of
time. Stories about adventure and love also command a large following amongst pre-primary school learners due to the fact that they consist of models such as heroes and heroines with decency and obedience compared to their nemesis with bad characters. Besides, the most famous adventurous and love story is Cinderella (Martha & Mitch, 2005). Other great sources of listening are poems, rhymes, songs and chants owing to their repetitiveness, plot and imaginativeness which enhance pre-primary school children motivation and language competency (Martha & Mitch, 2005).

In a longitudinal study conducted in Iran, Hassan and Mahkameh (2013) asserted that stories make every real situation in life tangible and pre-primary school children understand that in the stories can be practical in the real world. Teachers who are good at telling stories create a motivating environment for pre-primary school learners to undergo challenges which are unavoidable in their lives. Such stories teach such pre-primary school children ways to mitigate such challenges. In the same vein, there exist numerous reasons for telling stories to pre-primary school learners. In other words, storytelling brings together pre-primary school learners’s ability to listen, speak, comprehend, read and write meaningfully.

Based on linguistics concepts, stories present grammatical aspects, vocabulary and speech in a way which is consistent with comprehension (Davies, 2007). Storytelling also enhances learners’ awareness about culture and provides values, tradition and beliefs, raises pre-primary school learners’ sense of curiosity which enhances their ability to learn much concerning worldly concepts. According to Gross, Glacquinta and Bernstein (2000), the teacher as a resource, is a critical dynamic for realizing the aims of the education sector and is an important stakeholder for the successful teaching of reading skills of pre-primary school learners through storytelling. Teachers’ characteristics have been identified as principal factors which contribute to early childhood teaching of reading skills through effective use of stories.
According to Cellitti and Aldridge (2002), such characteristics include; content of stories, teachers’ preparedness, teachers’ attitudes and teachers’ experience. In a study conducted in New Orleans amongst 211 respondents to establish the effectiveness of teachers’ preparedness for storytelling on learners’ teaching of reading skills, Edwards, McNamara and Carter (2000) have revealed that pre-primary school children’s success depends on a teacher who is prepared and is capable of using stories in teaching reading skills. In order to learn and contextualize new concepts and ideas, use of stories amongst pre-primary school children provides such an adorable way to achieve the same. That is, stories help introduce new language and make it understandable and easy to recall (Davies, 2007).

Stories involve prediction, enable pre-primary school learners to link new information to prior knowledge and enable pre-primary school children to gradually progress in construction and reconstruction of their own knowledge (Patricia, 2005). Stories also enable children to learn moral and social values. Being able to remember the plot of a story enhances pre-primary school learners’ intellectual and social skills. Memory activities like ability to distinguish characters, relate their behaviors when telling stories and explain ideas, lead to enhancement of learners’ practical thinking, and memory skills like ability to reason, find answers and creative ending which leads to development of imagination. Use of stories offers pre-primary school learners with opportunities to listen to, process and retell it (Hung & Hwang, 2012).

Pre-primary school learners can make meaning of stories even when they do not understand the implication of each word owing to the fact that the learner can apply the ability of a text to determine the meaning of words in the text. Children also gesture, apply posture and the tonal variation of a storyteller to identify the meaning of a story (Marni, 2011). Content of stories can also be used to divide different stories such as classical, animal, stories about repetition, accumulation, adventures and love stories, rhymes, chants, songs and poems.
Pre-primary school learners from different cultures are conversant with classical tales, understand the plots of such stories, characters and their endings which can enable them to predict meanings of words which they are not familiar with. In the United States, Fiona (2006) asserted that teachers’ attitudes and storytelling experience enhance their ability and desire to use stories in early childhood teaching of reading skills. Fiona (2006) reported that amongst the challenges which hinder pre-primary school teachers from utilizing stories are the length and vocabulary of the stories. In Ghana, amongst English speakers, storytelling is considered a suitable way to enhance pre-primary school learners’s acquisition of vocabulary (Neil & Steve, 2011). Storytelling can also develop learners’ motivation and interests. This was consistent with the assertions of Trousdale (2000) who established that stories, applicable to teach English to pre-primary learners in different grades, develop pre-primary learners’ motivation and enhance their ability to take part in different activities.

A study carried out in Algeria by Mohammad (2005), to find out how storytelling and story reading enhance promotion of pre-primary learners’ reading comprehension, indicated that telling and reading stories have both improved the skills of pre-primary school learners aged three to five years to read comprehension. Mohammed (2005) concluded that the group of pre-primary school learners who just heard the stories showed higher order skills in reading comprehension compared to their counterparts who only read even though using and reading stories had the same content. Kenya and Yatta Sub-county in particular are no exception.

Yesa (2006) asserted that use of stories involves verbal activity intended not only for listening, but also for actual participation in order to enhance class participation. Yesa (2006) holds that serious face-to-face interaction involving the pre-primary teacher and the learners is unique when using stories owing to the fact that such behavior is characteristic of any form of communication and in the end increases ability to communicate in the classroom. A study conducted in Nairobi County by Okoth, Duncan and Jane (2002) posited that teachers read
story books to pre-primary learners in class. Okoth et al (2002) argued that reading of storybooks is considered an important learning activity recommended in educational settings since it is useful for teaching of reading skills and learning of pre-primary school learners. Besides, its value in entertainment, storytelling has innumerable value in education as a foundation for teaching of reading skills and new language in the classroom (Okoth et al, 2002). Such positive aspects of storytelling is pegged on its practical value in the classroom though it is not clear whether teachers do adopt storytelling in their classes. The teaching of reading skills resources adopted in pre-primary schools are the course books for commercial purposes found in every store of books and teaching of reading skills vocabulary to pre-primary school learners is always based on rote learning method (Okoth et al, 2002). Thus, the researcher intended to examine the effectiveness of teachers’ use of storytelling on teaching of reading skills of pre-primary school learners in Yatta Sub-county, Machakos County, Kenya.

1.2 Statement of the Problem
Telling stories, as a technique for teaching of reading skills, provides opportunities for children to learn faster and retain information better. Despite long human history with use of stories to communicate and learn, use of narrative stories, as a planned teaching of reading skills are rather new concept in improving reading skills amongst pre-primary school children (Cooper, Collins & Saxy, 2002). As stated in the background, most empirical studies available support storytelling as conventional way of teaching of reading skills to pre-primary school learners. Few empirical studies reveal that adoption of storytelling enhances pre-primary school learners’ retention and transferability of reading skills such as phoneme awareness, vocabulary and comprehension and concepts learnt in class. This situation sustained the curiosity of the researcher and thus sought to examine how teachers’ use of storytelling enhances reading skills at pre-primary school levels in Yatta Sub-county.
1.3 Purpose of the Study

The study intended to establish the effectiveness of teachers’ use of storytelling on teaching reading skills amongst pre-primary school learners.

1.3.1 Objectives of the Study

i. To determine whether the nature of the stories teachers tell act as a basis for teaching of reading skills amongst pre-primary school learners.

ii. To establish teachers’ preparedness for storytelling on teaching of reading skills amongst pre-primary school learners.

iii. To determine how teachers’ attitudes about storytelling enhance use of storytelling in teaching of reading skills amongst pre-primary school learners.

iv. To investigate the effectiveness of teachers’ storytelling experience on teaching of reading skills amongst pre-primary school learners.

1.4 Research Questions

i. How does the nature of the stories teachers tell act as a basis for teaching of reading skills to pre-primary school learners?

ii. To what extent does teachers’ preparedness for storytelling enhance teaching of reading skills amongst pre-primary school learners?

iii. How are teachers’ attitudes about storytelling related to use of storytelling in teaching of reading skills amongst pre-primary school learners?

iv. What is the effectiveness of teachers’ storytelling experience on teaching of reading skills amongst pre-primary school learners?

1.5 Significance of the Study

The findings of this study may be used to address the extent to which storytelling is used in pre-primary schools which may in turn improve the general performance of children in academic work. It may also provide knowledge and information to teachers and curriculum
developers on importance of the use of storytelling in pre-primary school. The education stakeholders such as teachers and government may gain an insight on how important it is for them to develop curriculum with storytelling component in early childhood pedagogy. The study may be useful for policy formulators and early childhood management in coming up with policies aimed at improving teacher characteristics, school and learners’ readiness for effective early childhood pedagogy using storytelling. The study findings may form a basis for further research by academicians interested in conducting similar studies.

1.6 Delimitations of the Study

The researcher intended to conduct the study in public pre-primary schools in Yatta Sub-county only. In this study, data was collected from pre-primary teachers and children. This study exclusively focused on the nature of stories, teachers’ preparedness for storytelling, teachers’ attitudes towards storytelling and teachers’ storytelling experience as the main variables. The study findings may be generalized to other early childhood centers in locations with similar characteristics.

1.7 Limitations of the Study

The respondents, particularly teachers, did not cooperate and volunteer correct information for fear of being labeled as lacking pre-requisite knowledge in adopting storytelling as a teaching of reading skills strategy. In this case, the researcher explained to the respondents that the study aimed at complementing their effort in improving early childhood teaching of reading skills.

1.8 Assumptions of the Study

The study made the following assumptions:

i. That the respondents use storytelling in the pre-primary schools.

ii. That storytelling enhances teaching and learning of reading skills
That nature of stories, teachers’ preparedness, teachers’ attitudes and storytelling experience influence teaching and learning of reading skills.

That the respondents were conversant with suitable stories for pre-primary school learners.

1.9 Theoretical Framework: The Storytelling Theory

This study was based on the Storytelling Theory as advanced by Erickson and Rossi (1976). Erickson and Rossi (1976) are described as leaders of storytelling and trance induction. Erickson and Rossi (1976) hold the view that storytelling has such a positive impact on learning. This theory holds that use of storytelling enhances pre-primary school learners’ receptivity and instant ability to master concepts. Erickson and Rossi posit that use of stories creates a state of openness or receptiveness that enhances unconscious learning to take place amongst pre-primary school learners. This theory adds that accelerated learning is likely to happen in this state owing to the fact that pre-primary learners’ usual frames of reference and beliefs are temporarily altered to enable them integrate new linguistic knowledge.

The immersion aspect of the theory is equally premised on the principles of Accelerated Learning Theory. Premises of accelerated learning theories also provide a significant amount of support for using storytelling to teach pre-primary school learners. The main premise of brain-based learning is to replace memory based teaching of reading skills and learning to one that creates understanding on the part of the learner. Proponents of storytelling theory suggest that all learning should involve relaxed alertness, planned emersion and active processing as the three primary interactive elements. In other words, this is a general learning theory as applied to how learners make meaning out of any reading tasks. Thus, this study fits within the premises of this theory in that it goes beyond the mere telling of a story to the class discussions which depend, to a large extent, on the nature of stories to be told, teachers’
preparedness for storytelling, teachers’ attitudes towards storytelling and storytelling experience.

1.10 The Conceptual Framework

This was based on aspects of storytelling such as nature of stories, teachers’ preparedness for storytelling, teachers’ attitudes about storytelling and teachers’ storytelling experience which constituted independent variables whereas reading skills of pre-primary school learners were the dependent variable. Government policy, infrastructure and instructional resources constituted the intervening variables for this study as shown in Figure 1:

![Conceptual Framework Diagram]

Figure 1: The Conceptual Framework Showing Relationship between Teachers’ Use of Storytelling and Reading Skills
1.11 Operational Definition of Terms

**Nature of Stories** is the kinds of stories which teachers use to teach pre-primary school learners in early childhood settings. They can be animal tales, repetitive, cumulative, fairy tales and classical tales amongst others.

**Reading Skills** refer to the specific abilities which enable a pre-primary child to read the written form as meaningful language to read with independence, comprehension and fluency, and to mentally interact with the message.

**Storytelling** is the act by which Pre-primary school teachers use stories in their teaching of reading skills of pre-primary school learners.

**Teachers’ Attitudes** are the teachers’ belief system about early childhood pedagogy which can be either positive or negative.

**Teachers’ Preparedness** is the readiness of the pre-primary school teachers to use storytelling as a technique for improving reading skills. These includes; planning, scheming and delivery.

**Teachers’ Storytelling Experience** is the duration in terms of years which pre-primary school teacher has been using storytelling for teaching of reading skills in early childhood. It can be below one year, between one to five years, five to ten years or over ten years.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
In this chapter, the researcher highlights the critical ideas expressed by other investigators in relation to storytelling and acquisition of reading skills. This chapter is based on reading skills of pre-primary school learners, concept of storytelling, nature of stories, teachers’ preparedness for storytelling, teachers’ attitudes about storytelling and teachers’ storytelling experience in relation to teaching of reading skills of pre-primary school learners. It also provides a recap of the reviewed literature indicating the research gaps to be addressed.

2.2 Reading Skills of Pre-primary School Learners
Ability to read lays a firm foundation for pre-primary children’s academic success and final transition to other education levels. Pre-primary learners with ability to read at an early age experience quite a lot of exposure to print media and eventual advancements in a variety of knowledge domains (Cutting & Scarborough, 2006). On the contrary, children who lag behind in their reading skills receive less practice in reading than other children do. They also miss opportunities to develop reading comprehension strategies and often encounter reading material that is too advanced for their skills. Consequently, may acquire negative attitudes about reading itself (Anderson & Freebody, 2001).

Such processes may lead to what Ouellette (2006) termed as Matthew effect, in which poor reading skills impede learning in other academic areas, which increasingly depend on reading across the school years. Reading is an astoundingly complex cognitive process. While we often think of reading as one singular act, our brains are actually engaging in a number of tasks simultaneously each time we sit down with a book. There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency.
These five aspects work together to create the reading experience. A study conducted in the US by Anderson and Freebody (2001) to establish the impact of vocabulary knowledge on academic performance of learners indicated that children who do experience early difficulties in learning to read are likely to continue to experience reading problems throughout the school years and into adulthood. The study further reported that the probability that children would remain poor readers at the end of the fourth grade without transiting to any other level if they were poor readers at the end of the first grade was 88%.

In the UK, similar findings were reported in a longitudinal study carried out by Corson (2000) where he asserted that children who enter school with limited reading-related skills are at high risk of qualifying for special education services. In other words, their poor reading skills cannot allow them to transit to other levels. These studies affirm the fact that reading skills and emergent literacy strategies enhance learners’ ability to acquire literacy skills as a developmental continuum with its origins early in the life of a child, rather than an all-or-none phenomenon that begins when children start formal schooling. An emergent literacy approach departs from other perspectives on reading acquisition in suggesting that there is no clear demarcation between reading and pre-reading.

Emergent literacy is composed of the skills, knowledge, and attitudes that are presumed to be precursors of development to conventional forms of reading and writing (Storch & Whitehurst, 2002), and thus it suggests that significant sources of individual differences in children's later reading skills are present prior to school entry. Furthermore, research has identified a number of potentially important components of emergent literacy. Storch and Whitehurst (2002) outlined different components of emergent literacy skills and identified three factors that appear to be associated with pre-primary school learners's later word-decoding abilities: oral language, phonological processing abilities, and print knowledge.
Phoneme awareness is a process of translating visual codes into meaningful language. In the earliest stages, reading in an alphabetic system involves decoding letters into corresponding sounds and linking those sounds to single words. In a longitudinal study conducted in Nigeria amongst 111 respondents to establish the relationship between early literacy and academic achievement amongst learners, Share (2004) demonstrated positive correlations and longitudinal continuity between individual differences in oral language skills and phoneme awareness and later differences in reading. The study further asserted that learners with well-developed phoneme and phonological awareness register impressive transition rates. This research study affirms the fact that the ability of learners to recognize sounds and symbols and establish the connection between them enable the learners to acquire pre-requisite skills for transitions to other levels of study.

In a similar study conducted in Tanzania to determine the effects of phonological sensitivity on language development, Johnston, Anderson and Holligan (2006) asserted that phonological sensitivity refers to sensitivity to and ability to manipulate the sound structure of oral language. The study has converged on the finding that phonological sensitivity plays a critical and causal role in the normal acquisition of reading. Children who are better at detecting and manipulating syllables, rhymes, or phonemes are quicker to learn to read, and this relation is present even after variability in reading skill owing to factors such as IQ, receptive vocabulary, memory skills, and social class is partialed out.

Whereas the connection between oral language and reading is clear for reading comprehension, some studies indicate that vocabulary skills also have a significant impact on decoding skills very early in the process of learning to read (Wagner, Torgesen, Rashotte, Hecht & Barker, 2003). Studies of both pre-primary schools have demonstrated significant concurrent and longitudinal correlations between children's vocabulary skills and their phonological sensitivity.
Moreover, studies of children with special needs and poor readers indicate that there is a core phonological deficit in nearly all poor readers regardless of whether their reading abilities are consistent or inconsistent with their general cognitive abilities (Phillips & Torgesen, 2006). Acquisition of skills to read and understand vocabulary is another component of reading skills which enhances transition of children from pre-primary schools to class one. In order to read words, it is imperative that the learners know their meanings. According to Johnston et al (2006), as pre-primary learners develop and become more advanced readers, they not only learn to connect their oral vocabularies to their reading prowess, but they also strengthen each of these areas by adding new words to their repertoires.

Similar arguments were posed by Landi (2010) in a study conducted in Malawi amongst 123 respondents to establish the significance of understanding meanings of words in language learning in which they indicated that reading is considered to be a key element of vocabulary development in school-age children. Before children are able to read on their own, children can learn from others reading to them. Landi (2010) asserted that learning vocabulary includes using context, as well as explicit explanations of words and events in the story. This may be done using illustrations in the book to guide explanation and provide a visual reference or comparisons, usually to prior knowledge and past experiences.

Interactions between the adult and the child often include the child's repetition of the new word back to the adult. When a child begins to learn to read, their print vocabulary and oral vocabulary tend to be the same, as children use their vocabulary knowledge to match verbal forms of words with written forms. These two forms of vocabulary are usually equal up until grade 3 (Landi, 2010). Because written language is much more diverse than spoken language, print vocabulary begins to expand beyond oral vocabulary. The study further indicated that, by age 10, children's vocabulary development through reading moves away from learning concrete words to learning abstract words which are necessary for transition into class one.
Pre-primary school learners with such developed vocabulary thus; acquire effective fluency in their communication, that is, the readers acquire the ability to read with speed, accuracy and expression. Thus, it requires the pre-primary school learners to combine and use multiple reading skills at the same time which eventually improves their comprehension. However, there exist few studies which examine the relationship between these multidimensional aspects of emergent literacy or between these components during the pre-primary period and the learners’ transition to class one.

2.3 The Concept of Storytelling

Use of stories is considered a creative art which entertains and passes information to many across cultures for many years (Mallan, 2001). Storytelling has attempted to explain life or the world mysteries in order to make sense out of things (Mallan, 2001). Characters and topics in the stories have become epitomes for continuity amongst different cultures (Grainger, 2007). Even in times of modern technology, little has changed to a level where the views presented in traditional oral literature are not applicable anymore (Grainger, 2007). Solomon (2002) enumerates dynamics about the overall aspects of narrative that are worth to consider. For instance, people dream and speak to themselves in stories, basic kind of stories which are not only narrated but recited too, and the story is oral owing to the fact that pre-primary school learners can exhaustively get involved without written dimension.

Since use of stories is perhaps the age-old type of stories world over, it has no similarity to reading aloud based on the fact that in using stories, there is instant, personal, active as well as direct communication between storyteller and pre-primary learners. Egan (2006) espouses fourteen types of story narrations which pre-primary learners use consistently and regularly. The 1984 Commission on Literature of the National Council of Teachers of English commended the rising pattern in pre-primary schools and communities which stresses use of
stories as literature (Barton & Booth, 2000). Storytelling is useful in enhancing language
development, literary appreciation, critical thinking and comprehension, and understanding of
community and self (Dunne, 2006). Cognizant of these facts, Norris, Guilbert, Smith, Hakimelah and Phillips (2005) described the use of stories in teaching of reading skills to pre-primary learners. At the same time, Feasy (2006) notes that use of stories is also connected to the appreciation of literature on using stories such as the skill of using stories to bring children to attention and to connect real and abstract worlds. Dunne (2006) explored how three mediums affect presentation of stories to pre-primary learners and found out that use of stories and drama were meaningful in enhancing learners’ ability to remember content of prose than using television.

Such findings point to the fact that using stories is a practical method for inspiring pre-primary learners’ thoughts which finally lead to a higher level of cognition in pre-primary school learners’ responses. Dunne (2006) explored means to apply stories to teach pre-primary learners on issues concerning themselves and acquire the skills to develop their own stories and narrations. Sequencing of events or the reorganizing stories may pose a challenge to pre-primary learners the moment they start to ramble. However, stories which are shared mostly provide children with a knowledge of the narration and a consciousness designed to help pre-primary learners in reading and writing.

Having knowledge of a story helps learners to determine and have a clue of what to expect in reading, and to read better being aware of different story dynamics which are linked to comprehension (Norris et al, 2005). In writing, learners acquire skills to be able to put into use different story structures while narrating their own compositions in order to shape their experiences (Davies, 2007). In other words, the greatest value of storytelling for a teacher is its influence in creating a conducive learning environment. Mallan (2001), an Australian teacher and storyteller with much experience, states that the practicality of such objectives
relate to the other benefits derived from telling stories. It ushers learners to a new range of experiences in storytelling, provide pre-primary learners with different patterns of a story and with opportunities to make their own compositions. Furthermore, use of stories cherishes and encourages a sense of humor in pre-primary learners. It also helps put pre-primary learners’ words in perspective and enhance knowledge and understanding of different places and norms. Use of stories also introduces new concepts and can be applied to interrogate established concepts with threats to children and lead to discussions which are more satisfying compared to those which come from usual lessons and serve as the easy way of teaching of reading skills to pre-primary school learners listening skills and ability to be attentive which enable learners to follow the order of a discussion.

Trousdale (2000) suggests that to develop pre-primary learners’ storytelling abilities, activities which aim at enhancing on role playing, developing behavior, enabling pre-primary school learners find a suitable voice and acquiring skills to make sound inferences. Trousdale (2000) further explains numerous approaches suitable for learners in elementary levels through sixth grade. One dimension has the pre-primary teacher and learner relate the beginning of a well-known or common story with the other learner making conclusions. The United Nations Educational, Scientific and Cultural Organization (2004) provides many recommendations for making low-cost crafts resources that enhance use of stories. These include; the setting up a small cinema-like illustration of order of events in a narration which is finally presented using flexible ribbons operated by pulling a string.

Norris et al (2005) enumerate practices for pre-primary school learners aimed at enhancing group dynamics and develop an environment for learning and telling stories. One such approach is applying numerous practical games which are motivated by latest dancing education and rituals in Native America. Such practices assist mature pre-primary school learners to manifest high confidence levels, willing to take part in and lend support to the
process of telling stories. Use of songs, adages and live recordings can also be applied to restructure the stage for narration of stories just like puppets and other simple props (Cooper, 2002). However, telling of stories is a multipurpose approach that motivates the creativity of learners which enable them to visualize with few or no aids at all. It is necessary for a pre-primary teacher to use stories to start by opting for a basic narration with a sample of characters and a plot which is not complex. This is indicative of the fact that telling stories ought to have some practical aspects, understandable plot to the pre-primary learners and occurrences need to have a specific climax that leads to a conclusion which is satisfactory to pre-primary learners.

Stories such as folklores are the easiest for novice storytellers to pass information (Aina, 2009 & Davies, 2002). It is advisable that the storyteller takes into consideration the age of the children in the audience while selecting such stories. Ruth (1970) advises that the storyteller should be prepared for unexpected behavior patterns and be aware of the fact that enjoyment is the first and main factors to be considered. On the other hand, Patricia (2005) emphasizes that a storyteller need not perform, but instead, enable a pre-primary child with cognitive abilities and listening skills, who honestly likes the selected story for narration and makes meaning of the story so well that it can be reconstructed for listeners with no form of uncertainty or panic. Storytellers who are fond of acting out normally captivate the listeners, though this hurts the sequence of the expense of the story.

The other dynamic to be considered in a suitable use of stories is the need to motivate discovery and practical approach to language (Yesa, 2006). Developing understanding and use of language is an implied aim while telling stories. A focus on language development can recommend retelling of stories which are narrated and retold in order to develop a pattern with each new narration. Pre-primary learners’ participation in storytelling provides not only
skills to encourage learners’ sense of curiosity, but also provides enough sensitization to enable the learner to view relationships and to experience success at using language.

2.3.1 Nature of Stories and Reading Skills of Pre-primary School Learners

Nature of stories has been established to enhance teachers’ pedagogy. Stories can be categorized based on their content, that is, classical, animal, repetitive, and cumulative, love stories, poem, rhymes, songs and chants (Baker, 2003). A study conducted in Australia by Fiona (2006) established that pre-primary learners from diverse cultural backgrounds are aware of classical tales, their plot, characters and ending of such forms of stories. These assertions supported the assertions of Gordon (2003) who, in a study carried out in the United States of America, stated that attitudes of pre-primary school teachers and storytelling experience enhance their ability and desire to use stories in pre-primary teaching of reading skills and learning owing to the fact that the problems length and amount of vocabulary prevent pre-primary school teachers from using such stories.

Gordon (2003) further indicates that stories about animals are common among children. Young girls in the Lakota Tribe of North America are always told of the White Buffalo Calf Woman; a spiritual figure that protects young girls from sexual desires of men and their attendant impulses. Young boys, in the Odawa Tribe, are usually told of a story of how a young man who failed to take care of his body and thus; failed to escape from predators. This kind of narration provides indirect approaches of motivating the young boys to take care of themselves.

In most countries in Sub-Saharan Africa such as Ghana, Egypt and Kenya in particular, stories about repetition and accumulations stories are really useful for learning language due their short plot and rhythms which are repetitive in nature and enhance pre-primary school learners’ ability to recall words within a short amount of time (Neil & Steve, 2011).
Marni (2011) asserted that when children are encouraged to choose a folk tale and in keeping with oral traditions, make it their own in reality. They learn to be creative children and can build their adaptive skills by writing and telling their own stories. This creativity inevitably carries over into their other work in class. As they tell their stories, children will also learn that they have a unique sensibility and method of presentation as no other two people ever tell a story in the same way. Through children’s own and other stories, they develop understanding of other people and their cultures and learn to appreciate their diversity.

At the same time, stories about adventure and romance following amongst pre-primary school learners owing to the fact that they contain models such as heroes and heroines. For instance, Martha and Mitch (2005) hold the view that the most famous adventurous and romantic story is Cinderella. Other great sources for listening include; poems, rhymes, songs and chants owing to repetitive nature, plot and imaginative nature of such stories which enhance the motivation and language competency amongst pre-primary learners. Neil and Steve (2011), in a study conducted in Ghana, assert that storytelling in English Foreign Language is a suitable way of enhancing acquisition of vocabulary amongst pre-primary school learners. Storytelling can also develop encouragement and interests in pre-primary learners as did Gonzalez (2010) who established that stories applied when teaching of reading skills of English to children in different grades help learners develop desire and enhance their involvement in storytelling activities.

In Morocco, Trousdale (2000) asserted that both storytelling and reading stories enhanced pre-primary school learners’ comprehension skills in reading. In other words, the group of pre-primary school learners who just heard the stories manifested greater reading of comprehension compared to their counterparts who just read the stories, even though the storytelling and the reading of stories had similar concepts. Most importantly, a narrative account requires a story that poses questions without answers or unresolved conflicts;
characters may encounter and then seek a solution to the crisis or crises. A story line, which has a beginning, middle and end, is recognizable. According to Bruner (1986), narrative deals in human or human-like intention and action and the vicissitudes and consequences that mark their course. It strives to put its timeless miracles into the particulars of experience and to locate the experience in time and place. Stories can bring abstract principles to life by giving them concrete form. A story tells about events, particular individuals and what happens to them. Stories appeals to our thinking, emotions and can even lead to the creation of mental pictures (Mohammad, 2005). Martha and Mitch (2005) indicated that pre-primary school learners listening to stories react to them almost automatically and take part in the action of the narrative.

When such systems are brought together to bear on the material in one’s course helps pre-primary school learners’ learning. Learners become awake and develop a strong desire to find out what happens next and how the story ends. Bruner (1986) has created difference between the paradigmatic and narrative modes of thinking, though these modes ought not to be mutually exclusive in the classroom. In Kenya and Yatta Sub-county in particular, many stories exist in different communities which are used for age-sets, teaching of reading skills, core values, morality, literacy and history (Yesa, 2006). In many cases, narrations are applied to teach pre-primary school learners about culture and lessons on values. The meaning within the stories is not always clear and pre-primary learners are required to create their own understanding of the stories. These virtues include an emphasis on individual responsibility, care for the environment or communal welfare. Most of the stories are based on values passed down by older generations to shape the foundation of the community.

Pre-primary school teachers use stories as a link for knowledge and understanding which enables the values of "self" and "community" to connect and be learned entirely (Egan, 2006). Naturally, stories are used as an informal learning tool and can act as an alternative
method for correcting pre-primary school learners’s unbecoming conduct. In this way, stories are non-confrontational which enhances pre-primary school learners’s discovery of themselves what they did wrong and what they can do to adjust the behavior. By using stories, the pre-primary teacher highlights the customary wisdom of the ancestors and the importance of collective as well as individual identities. Storytelling helps teachers instruct pre-primary school learners’ important skills and morals through the actions of decent or wicked characters while also providing room for children to make meaning for themselves. Since they are given every aspect of the story, pre-primary school learners depend on their own experiences other than formal teaching of reading skills from adults to fill in the gaps. However, the empirical studies are not specific on the type and nature of stories which are effective in teaching of reading skills amongst pre-primary school learners and this was a research gap which the study sought to address.

2.3.2 Teachers’ Preparedness for Storytelling and Acquisition of Reading Skills amongst Pre-primary School Learners

Weinstein (2000) asserts that quality teaching of reading skills and learning underscores the roles of teacher assessment, organization and planning in promoting storytelling as a teaching of reading skills technique which enables every pre-primary child to succeed. The pre-primary teacher brings together developmentally appropriate expectations, national requirements, freedom for creativity and exploration, and the interests and needs of individual pre-primary school learners and groups of children into a unified storytelling framework. The cycle of assessment and planning supports each child’s holistic growth and learning, building upon children’s natural curiosity about stories, previous knowledge and skills, interests, and experiences (Liston & Zeichner, 2000b). It is important that the process promotes the development of self-assessment and lifelong learning skills and dispositions. By systematically observing children and using other appropriate strategies, teachers create
educational long-term and short-term plans centered on the interests and needs of individual children and groups, providing both scaffolding and challenges for future achievement. In a study conducted in Germany, Lampert (2001) asserted that a teacher develops plans for storytelling depending on what pre-primary learners already do, know, and understand, and identifies what is needed to support each child to reach his or her full potential. Storytelling plans take into consideration the multiplicity of learning styles and abilities of pre-primary school learners which are changed when need arises. The process need to be both focused and flexible, taking into account how learning is progressing and daily occurrences in pre-primary child’s life, the community, and the world, determining where adjustments can be made and identifying the next steps.

Owing to the fact that feeling teachers’ readiness to tell stories is an indicator of a competent pre-primary teacher, it is useful to relate pre-primary school teachers’ self-evaluation across storytelling and preclass activities to identify the requirements for which pre-primary school teachers feel most prepared. In other words, pre-primary school teachers are very likely to report being very well prepared for maintaining order and classroom discipline during telling of stories. A study conducted in Chicago by Lortie (2005) indicated that planning for storytelling, organization and management of stories have been recognized as the main influence on pre-primary school teachers’ performance, critical source of pre-primary school teachers' job-related stress, and, in general, an essential prerequisite for children’s learning.

Having an overwhelming majority of teachers who feel very well prepared to meet this core storytelling and classroom requirement is an important indicator. Fewer pre-primary school teachers feel very well-prepared to meet other typical storytelling requirements for which teachers receive both initial and on-the-job training. For example, a small number of teachers believe they are very well-prepared to tell stories during teaching of reading skills and learning, implement state or district curriculum and performance standards, and use learner
performance assessment approaches to establish the efficacy of storytelling. In Kenya and Yatta Sub-county in particular, pre-primary school teachers are not expected to indicate that they are not very well prepared to using stories that have more recently become an important aspect of expectations for scheming, lesson planning and classroom teaching of reading skills. That is, integration of storytelling into the grade or subject taught, addressing the needs of limited subject proficient or culturally diverse learners and addressing the needs of pre-primary school children (Ministry of Education, 2011). While many pre-primary school teachers and policy analysts view storytelling as a means for reforming education, fairly few pre-primary school teachers feel very well equipped to adopt storytelling into classroom instruction.

Having more learners with diverse interest in the classroom has brought forth equity issues of the education reform agenda, but studies conducted in the past have shown that quite a number of teachers were not trained to meet the requirements of pre-primary learners with diverse needs. Besides appreciating the role of planning for storytelling, organization and management of stories in early childhood teaching of reading skills and learning, a study by Ministry of Education (2011) has fallen short of indicating how such planning for storytelling and organization of stories enhance teachers’ content delivery and syllabus completion and these were the research gaps which the study sought to address.

2.3.3 Teachers’ Attitudes About Storytelling and Acquisition of Reading Skills amongst Pre-primary School Learners

A study on teachers’ perceptions conducted in Australia by Floden and Clark (2008) revealed that knowledge content dominates over current applications in their teaching of reading skills. This informs the need for teachers’ academic development that continues over time and provides considerable support through access to instructional resources and school leadership so as to use relevant and meaningful science applications more effectively in the classroom.
Floden and Clark (2008) highlighted the significance of teachers’ perceptions of their learners in enhancing more positive learning outcomes like investigating the relationship between teachers’ perceptions of learner motivation before and after academic development and the effects of this participation on learner motivation. Incorporated is an evaluation of teachers’ attitudes and perceptions about storytelling intervention designed to increase skills in understanding learners’ needs and abilities with positive and proactive strategies for improving pre-primary school learners’ behavior and achievement (Baker-Henningham & Walker, 2009).

Similarly, also described is the vitality of pre-primary school teachers’ perceptions of the worth of storytelling for establishing a deeper understanding of pre-primary school children’s needs, offering positive, hands-on approaches for classroom management and teaching of reading skills (Baker-Henningham & Walker, 2009). Besides, there is an examination of the effect of pre-primary school teachers’ perceptions of their use of stories as instructive approaches in the classroom, and their need for more skilled development opportunities that address knowledge and skills for greater pre-primary school teachers’ efficacy in using stories in motivating pre-primary learners (Hardre & Sullivan, 2008).

Another study conducted in Uruguay by Goodlad (2000) indicated that, while the process of pre-primary teaching of reading skills and learning involves children and pre-primary school teachers, it is in fact the teachers who have the power in the classroom. Pre-primary school teachers ultimately have the responsibility for efficiently using stories for successful teaching of reading skills and learning for pre-primary school learners. However, based on an ecological perspective, the role of the pre-primary teacher in storytelling should not be considered separately. Just like the child is influenced by five environmental systems, so too is the teacher (Bronfenbrenner, 1986). The microsystem of the school, its ethos and the views of colleagues within the school, followed by the links between the teacher, school and
parents, equally influence the teachers’ ability to tell stories. Goodlad (2000) established that although pre-primary school teachers described their commitment to teamwork during instruction with expectations quite different from each other. Goodlad (2000) found out that in order to have more success with early childhood teaching of reading skills and learning, it is important for early childhood teachers and educators to have positive attitudes towards pedagogical practices such as storytelling. A study carried out in Moscow by Biber and Winsor (2000), doctoral candidates, researched teachers’ attitudes towards storytelling. They took it further by investigating whether the teachers’ attitudes were related to their perceptions of the storytelling progress made by children over the period of the study.

In Sub-Saharan Africa, teachers’ attitudes towards stories have been established to impact on early childhood teaching of reading skills and learning. For example, in a study conducted in Ghana, Clark (2000) researched on teacher attitudes toward use of storytelling and early childhood teaching of reading skills and learning and in her master’s thesis she stated that teacher training would help educators to better deal with dynamics of storytelling and early childhood teaching of reading skills and learning. She also noted that educators without training not only demonstrated negative attitudes towards storytelling, but also lacked confidence in their storytelling, pedagogical and instructional skills.

A study conducted in Kenya by Sifuna and Karugu (2000) posited that attitudes and beliefs the teachers have about storytelling and early childhood teaching of reading skills and learning can also impact on the success of pedagogical strategies. The external factors also influence the teacher, in terms of the storytelling curriculum he or she has to work with, and the cultural expectations and views of colleagues and their roles in society. Considering Yatta Sub-county, the phenomenon is similar with teachers’ attitude being an important dynamic which determines the success of storytelling in early childhood teaching of reading skills and learning (DICECE, 2010). However, empirical review has not indicated how teachers’
favorable or unfavorable attitudes towards storytelling enhance pre-primary teaching of reading skills and learning.

2.3.4 Teachers’ Storytelling Experience and Acquisition of Reading Skills amongst Pre-primary School Learners

According to Woolfolk (2000a), novice pre-primary school teachers are not fully prepared to meet essential classroom requirements such as scheming, lesson planning and management of their classrooms. However, experience of pre-primary school teachers may not translate into better teacher readiness for most classroom activities such as selection and structuring of stories, unless pre-primary school teachers with experience have undergone continued training to enhance their storytelling skills and knowledge. Using storytelling during teaching of reading skills and adopting new teaching of reading skills and strategies for telling stories are two such areas. In a study conducted in France, Zeichner (2004) revealed that teachers’ experience in storytelling makes a difference provided pre-primary school teachers feel ready for various classroom requirements.

Teachers' self-perceived preparedness for various classroom and storytelling activities did not always differ by teaching of reading skills experience. For example, pre-primary school teachers' perceptions of their level of readiness to administer storytelling sessions and to adopt new approaches of teaching of reading skills did not differ so much by storytelling and teaching of reading skills experience. Similarly, teachers who were new did not differ from more experienced teachers in feeling ready to use stories in teaching of reading skills and address the needs of pre-primary school learners.

Zeichner (2004) further asserted that storytelling and teaching of reading skills experience is expected to create an impact in managing classrooms since this aspect of capability may be particularly challenging for new pre-primary school teachers. These findings affirm the fact that teachers with fewer years of storytelling experience are not expected to report being very
well prepared to maintain order and discipline in the classroom compared to more experienced teachers. In most countries in Sub-Saharan Africa, a pre-primary teacher with a lot of experience in storytelling manifest effectiveness since he or she has more time schedule to test procedures and lessons on several cohorts of learners. Such trial approach has led the pre-primary teacher to find the most effective approaches that he or she uses and perfects over time (Goodman, 2004). So, experience and effectiveness are correlated and therefore pre-primary school teachers should be learning these techniques in teacher training programmes.

As a recent study conducted in Egypt by Tom (2000) observed that very few teacher training institutions are giving teachers concrete techniques that they can use and adapt to be effective in the classroom. Teachers who graduate are prepared at about the same level. In the meantime, there are teachers who are extreme in the system, that is, teachers who, regardless of how or where they were prepared, are effective in using storytelling upon entering the classroom. Other than considering such pre-primary school teachers as outliers, the education system should strive to ensure that all teachers reach this measure of excellence (Tom, 2000). These teachers should be studied and their teaching of reading skills techniques emulated.

In light of the above, policy makers and advocates in education must insist on a foundation of instructional practices which are sound and which teachers must recognize before entering the classroom and teaching of reading skills children (Karibu, 2000). From there, teachers should receive tailored skilled development to help them improve in areas where they are not conversant with. A similar scenario is reported in Yatta Sub-county where experienced teachers in storytelling have been established to manifest excellent pedagogical skills and managing learners is much easily learnt in the classroom environment and with storytelling experience (Karibu, 2000).
Storytelling experience will always count for something, but the reviewed empirical studies have not indicated how period of storytelling or teaching of reading skills experience alone can enhance pedagogy without professional qualifications and development of the teachers; a research gap which the study sought to fill.

2.4 Research Gaps

Literature reviewed has revealed that storytelling helps teachers enhance pre-primary school learners’ important skills and morals. However, on nature of stories, studies are not specific on the nature of stories which are effective in teaching of reading skills amongst pre-primary school learners. Despite appreciating the role of planning for storytelling, organization and management of stories in early childhood teaching of reading skills and learning, literature reviewed fell short of indicating how such planning for storytelling and organization of stories enhances teachers’ content delivery and syllabus completion. On teachers’ attitudes towards storytelling, literature review has not indicated how teachers’ favorable or unfavorable attitudes towards storytelling enhances teaching of reading skills and learning. Storytelling experience always count for something. However, on storytelling experience, the reviewed studies have not indicated how period of storytelling or teaching of reading skills experience alone can enhance pedagogy without professional qualifications and development of the teachers.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
In this chapter, the researcher describes the methodology which was applied during the study. It describes the design; locale of study; target population; sampling techniques and sample size. This chapter also focuses on data collection instruments, methods of testing the validity and reliability of instruments, the data collection procedure that was followed, the data management and analysis techniques that were adopted during the study.

3.2 Research Design
This study employed a descriptive survey research design. The descriptive survey was suitable for this study since it enabled the researcher to study the phenomena which do not allow for manipulation of variables due to the fact that this study involves human subjects (Pre-primary school teachers and pre-primary school learners) and the information needed cannot be manipulated (use of storytelling). The design was also suitable for data collection and analysis without manipulating any variable. By using descriptive design, the researcher gave the actual position on the ground.

3.2.1 Variables
The independent variables for this study included: nature of stories, teachers’ preparedness for storytelling, teachers’ attitudes towards storytelling and teachers’ storytelling experience. The dependent variable included: reading skills of pre-primary school learners whose indicators are phoneme awareness, vocabulary and comprehension. The study was also guided by intervening variables which included: government policy, infrastructure and instructional resources.
3.3 Location of Study

The study was carried out in Yatta Sub-county which is in Machakos County with an approximate population of 18,062 persons. The sub-county covers an area of 312.8 km², that is, a population density of 58 persons per km² (KNBS, 2009). The sub-county has, for so many years, been the best in the country in Kenya certificate of primary education (K.C.P.E). However, in pre-primary schools, this has not been replicated. Pre-primary school learners have registered poor phonemes awareness, vocabulary and comprehension skills (MoE, 2014) and yet little has been done to examine the effectiveness of teachers’ use of storytelling in improving reading skills among pre-primary school learners. It was against this background that the researcher focused on Yatta Sub-county as the location of study.

3.4 Target Population

According to Ministry of Education (2014), Yatta Sub-county has 25 public pre-primary schools and therefore, the study targeted the 50 pre-primary school teachers and 751 pre-primary school learners all totaling to 801 as shown in the Table 3.1;

Table 3.1: Target Population of the Study

<table>
<thead>
<tr>
<th>Categories</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary School Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Pre-Primary School Learners</td>
<td>751</td>
</tr>
<tr>
<td>Total</td>
<td>801</td>
</tr>
</tbody>
</table>

Source: Yatta sub-county education report (2015)

3.5 Sample Size Determination

According to Kothari (2005), a sample is a subset of a population. Using The Central Limit Theorem, 5 pre-primary schools, that is, 20% of the targeted 25 pre-primary schools, were
sampled. The Central Limit Theorem states that, for any sample size, \( N \geq 30 \), sampling distribution of means is approximately a normal distribution irrespective of the parent population (Kothari, 2005). It thus enables researcher to select, \( N \geq 30 \) from the target population. Thus, based on the same theorem, the researcher sampled 200 respondents, that is, 24.97\% of 801.

3.6 Sampling Techniques and Sample size

The researcher applied stratified sampling to create 5 strata based on the number of sub-zones in Yatta Sub-county. From each sub-zone, one pre-primary school teacher was selected using simple random sampling. At the same time, 39 pre-primary school learners were selected using simple random sampling to eliminate bias and favoritism. This process enabled the researcher to obtain a sample size of 5 pre-primary school teachers and 195 pre-primary learners as shown in Table 3.2;

*Table 3.2: Sample Size Grid*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary school teachers</td>
<td>5</td>
</tr>
<tr>
<td>Pre-Primary School Learners</td>
<td>195</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

*Source: Researcher (2017)*

3.7 Data Collection Instruments

These included; questionnaires and an observation checklist. The research instruments were designed based on the objectives with each objective forming a sub-topic with relevant questions.

3.7.1 Questionnaire

The researcher applied a self-designed questionnaire to collect quantitative data from pre-primary school teachers. The questionnaire was divided into two parts. The first section
consisted of information on respondents’ demographic information, while the second section contained 5-point Likert type of questions based on the research objectives.

3.7.2 Observation Checklist

In this study, use of observation checklist was appropriate for gathering information from pre-primary school children based on the objectives of the study. The researcher observed the kind of stories teachers tell their pre-primary learners and how effective they are in teaching reading skills.

3.8 Piloting of Research Instruments

Piloting of research instruments was conducted amongst 4 pre-primary school teachers from two pre-primary schools in Yatta Sub-county. The reason for piloting was to assess the appropriateness and the clarity of the test items in the instruments. It also helped assess the relevance of the information being sought and the language used and test the reliability and validity of the instruments. The respondents who participated in the pilot study were not included during the actual data collection.

3.8.1 Validity of the Instruments

Validity of the instruments was ascertained by analysing the test items one at a time against the study objectives. Experts from the university were engaged to help to establish content validity. Thus, the researcher sought assistance from the supervisor from the university to enable her improve content validity of the instruments.

3.8.2 Reliability of the Instruments

To improve the reliability of the instruments, the researcher together with her supervisor, evaluated the consistency of the responses on the piloted instruments to make a judgement on their reliability. Researcher adopted test re-test technique. In this technique, test items were
administered twice to a group of respondents twice during the piloting stage. Reliability coefficient, $r = 0.7$, between the scores of the two sets of scores was obtained using Pearson’s Product Moment Correlation Formula which indicated high internal reliability.

3.9 Data Collection Procedures

The researcher sought for an introductory letter from The Graduate School of Kenyatta University and Authorization Letter and Research Permit from National Commission for Science, Technology and Innovation. The researcher also sought for an authorization letter from The County Commissioner and County Director of Education, Machakos. These letters introduced the researcher to different sampled pre-primary schools to carry out the study in Yatta Sub-county. The researcher then booked appointments with pre-primary school teachers from the sampled centers to administer questionnaires and conduct observations to collect data for the study. The participants were assured of confidentiality.

3.10 Data Analysis and Presentation

Data analysis began by identifying common themes. Frequencies of the responses from participants were obtained in order to generate descriptive information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data collected was analyzed thematically along the study objectives and presented in narrative forms whereas the quantitative data was analyzed using descriptive statistics such as frequencies and percentages with the help of Statistical Package for Social Science (SPSS 23) and presented using tables.

3.11 Logistical and Ethical Considerations

In this study, informed consent from pre-primary school children was obtained verbally since they might not understand the contents of informed consent form. Confidentiality was ensured by making assurances to the respondents who were required to sign consent forms at
the beginning of the data collection process. Before data collection, aims of the study were explained to the respondents. The respondents were assured that their names would not be mentioned and that the data they provide would be treated with utmost confidentiality. The data collected was stored on a hard drive and a computer password designed to make the data as confidential as possible.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study and it is arranged according to the four research questions that the study sought to answer. The chapter is divided into three subsections namely, introduction, background information about the respondents and the research questions that the study sought to answer.

4.2 Questionnaire Return Rate

The questionnaires were administered by the researcher to the pre-primary school teachers. Out of the five questionnaires administered, four were successfully filled and returned. This gave a response rates as indicated in Table 4.1:

<table>
<thead>
<tr>
<th>Respondent Categories</th>
<th>Sampled Respondents</th>
<th>Returned Questionnaires</th>
<th>Achieved Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary school teachers</td>
<td>5</td>
<td>4</td>
<td>80.00%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>4</td>
<td>80.00%</td>
</tr>
</tbody>
</table>

The above information shows that the total return rate was 80.00% affirming the fact that the response rate was sufficient and above 75% of the acceptable levels to enable generalization of the results to the target population (Kothari, 2005). Pre-primary school learners registered a response rate of 97.44%.

4.3 Respondents Demographic Information

The data collection instruments elicited information of demographics of the respondents. These included; gender and level of education.
4.3.1 Gender of the Respondents

The research instruments solicited information on the respondents’ gender and the results were as indicated in Table 4.2;

Table 4.2: Distribution of the Respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pre-Primary School Teachers</th>
<th>Pre-Primary School Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

The data on Table 4.2 indicate that three-quarters (75.0%) of the sampled pre-primary school teachers were female with a quarter (25.0%) were male. However, a fair majority (65.3%) of the sampled pre-primary school learners were male whereas their female counterparts constituted 34.7%. These results affirmed the fact that there was gender disparity at all levels of the study.

4.3.2 Level of Education of Pre-primary School Teachers

The research instruments also elicited information on the level of education of pre-primary school teachers, teachers and parents’ representatives and the results were as indicated in Table 4.3;
Table 4.3: Level of Education of Pre-primary School Teachers

<table>
<thead>
<tr>
<th>Educational qualifications</th>
<th>Pre-primary School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Bachelors’ Degree</td>
<td>1</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

The data shown on Table 4.3 indicates that half (50.0%) of the sampled pre-primary school teachers had certificate qualifications, a quarter (25.0%) had diplomas as did a quarter (25.0%) who had Bachelors’ Degrees. Thus, this information reveals that the pre-primary school teachers had met the minimum qualification to be teachers and were thus expected to be competent to answer the research questions.

4.4 Nature of Available Stories and Reading Skills

The study sought to establish the nature of available stories which pre-primary school teachers often tell to their learners. Data was collected from pre-primary school teachers, organized and summarized into specific thoughts and results were indicated in Table 4.4;
Table 4.4: Pre-primary School Teachers’ views on the Influence of Nature of Available Stories on Reading Skills

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary school teachers’ use of classical tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>75.0%</td>
</tr>
<tr>
<td>Pre-primary school teachers use of animal tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>88.5%</td>
</tr>
<tr>
<td>Pre-primary school teachers use of repetitive tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>83.5%</td>
</tr>
<tr>
<td>Pre-primary school teachers use of cumulative tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>65.5%</td>
</tr>
<tr>
<td>Pre-primary school teachers use of adventurous tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>57.5%</td>
</tr>
</tbody>
</table>

Table 4.4 reveals that majority (75.0%) of the sampled teachers strongly agreed with the view that pre-primary school teachers’ use of classical tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills as did 11.5% who agreed. However, only a paltry 4.5% were undecided, 7.5% disagreed whereas 1.5% strongly disagreed. These findings corroborate the findings of a study conducted in Australia in which Fiona (2006) established that preschool learners from diverse cultural backgrounds are aware of classical tales, their plot, characters and ending of such forms of stories. These findings thus affirm the fact that when children are encouraged to choose a folk tale and in keeping
with oral traditions, make it their own in reality. They learn to be creative children and build their adaptive skills by writing and telling their own stories. This creatively inevitably carries over into their other work in class. As they tell their stories children will also learn that they have a unique sensibility and method of presentation as no other two people ever tell a story in the same way. Through children own and other stories children develop understanding of other people and cultures and learn to appreciate diversity. Majority (88.5%) of the sampled teachers strongly agreed with the view that pre-primary school teachers’ use of animal tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. 2.5% of the sampled teachers agreed.

At the same time, 1.5% of the sampled teachers were undecided, 4.5% of teachers disagreed whereas 3.0% of the sampled teachers strongly disagreed. These findings lend credence to the assertions of Bruner (1986) that narrative deals in human or human-like intention and action and the vicissitudes and consequences that mark their course. It strives to put its timeless miracles into the particulars of experience and to locate the experience in time and place. Stories can bring abstract principles to life by giving them concrete form. Hence, these findings attest to the fact that pre-primary school learners listening to stories react to them almost automatically and take part in the action of the narrative.

Furthermore, majority (83.5%) of the teachers strongly agreed with the view that pre-primary school teachers’ use of repetitive tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. A paltry 5.5% of the sampled teachers agreed. At the same time, 2.5% of the sampled teachers were undecided, 4.5% disagreed whereas 4.0% of the sampled teachers strongly disagreed. On the same breath, majority (65.5%) of the sampled teachers strongly agreed with the view that pre-primary school teachers’ use of cumulative tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. 11.5% of the sampled teachers agreed.
At the same time, 4.0% of the sampled teachers were undecided, 13.0% of teachers disagreed whereas 6.0% of the sampled teachers strongly disagreed. These findings corroborate the findings of a study conducted in most countries in Sub-Saharan Africa such as Ghana, Egypt and Kenya in particular in which Neil and Steve (2011) indicated that stories about repetition and accumulative stories are really useful for learning language due to their short plot and rhythms which are repetitive in nature and enhance pre-primary school learners’ ability to recall words within a short amount of time. Slightly more than half (57.5%) of the sampled teachers strongly agreed with the view that pre-primary school teachers use of adventurous tales enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. 17.0% of the sampled teachers agreed. At the same time, 5.5% of the sampled teachers were undecided, 15.0% of teachers disagreed whereas 5.0% of the sampled teachers strongly disagreed.

These findings are consistent with the assertions of Martha and Mitch (2005) that the most famous adventurous stories enhance the motivation and language competency amongst preschool learners. Thus, these findings point to the fact that pre-primary school learners who just heard the stories manifested greater reading of comprehension compared to their counterparts who just read the stories, even though the storytelling and the reading of stories had similar concepts. Most importantly, a narrative account requires a story that poses questions without answers or unresolved conflicts; characters may encounter and then seek a solution to the crisis or crises.

**4.4.1 Influence of Nature of Stories on Reading Skills**

The researcher also conducted observation checklist which revealed that teachers rarely tell classical, animal, repetitive, cumulative and adventurous stories. On the same breath, it was also observed,
“Most pre-primary school learners cannot competently and fluently read English comprehensions and explain the meaning of at least some difficult words. They cannot read in a monotone with little sense of boundaries; frequently reads word-by-word. Cannot generally read with good phrasing, mostly in clause and sentence units, with adequate attention to expression. The learners rarely read in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses”.

These views lend credence to the qualitative findings of a study conducted in Australia in which Fiona (2006) indicated that pre-primary school learners from diverse cultural backgrounds are aware of classical tales, their plot, characters and ending of such forms of stories. These findings thus affirm the fact that when children are encouraged to choose a folk tale and in keeping with oral traditions they make it their own in reality. They learn to be creative children and build their adaptive skills by writing and telling their own stories. This creativity inevitably carries over into their other work in class.

These views lend credence to the fact that, as teachers tell their stories children also learn that they have a unique sensibility and method of presentation as no other two people ever tell a story in the same way. Through children’s own and other stories, they develop understanding of other people and cultures and learn to appreciate diversity. The researcher also observed that use of animal tales, repetitive, cumulative and adventurous tales has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. On the same breath, these views support the views expressed by Bruner (1986) that narrative deals in human or human-like intention and action and the vicissitudes and consequences that mark their course.

It strives to put its timeless miracles into the particulars of experience and to locate the experience in time and place. Stories can bring abstract principles to life by giving them concrete form. These views affirm the fact that pre-primary school learners listening to stories react to them almost automatically and take part in the action of the narrative.
That is, stories about repetition and accumulations stories are really useful for learning language due their short plot and rhythms which are repetitive in nature and enhance pre-primary school learners’ ability to recall words within a short amount of time. Besides, the most famous adventurous stories enhance the motivation and language competency amongst preschool learners. Thus, these views also point to the fact that pre-primary school learners who just heard the stories manifested greater reading of comprehension compared to their counterparts who just read the stories, even though the storytelling and the reading of stories had similar concepts. Most importantly, a narrative account requires a story that poses questions without answers or unresolved conflicts; characters may encounter and then seek a solution to the crisis or crises.

4.5 Teachers’ Preparedness and Reading Skills

The researcher sought to find out the influence of pre-primary school teachers’ preparedness on improving reading skills. Data was collected from teachers, organized into specific thoughts and results were indicated as shown in Table 4.5;

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings</th>
<th>Pre-Primary School Teachers’ views on the Influence of Teachers’ Preparedness on Improving Reading Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary school teachers plan lessons with stories to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>80.5</td>
<td>8.5 1.5 5.5 4.0</td>
</tr>
<tr>
<td>Pre-primary school teachers organize storytelling sessions to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>78.5</td>
<td>14.5 2.5 3.0 1.5</td>
</tr>
<tr>
<td>Pre-primary school teachers schedule storytelling sessions to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>69.5</td>
<td>12.0 2.0 10.0 6.5</td>
</tr>
</tbody>
</table>
Table 4.5 reveals that majority (80.5%) of the sampled teachers strongly agreed with the view that pre-primary school teachers plan lessons with stories to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills as did 8.5% who agreed. However, only a paltry 1.5% were undecided, 5.5% of the teachers disagreed whereas 4.0% of the teachers strongly disagreed. These findings are consistent with the findings of a study conducted in Germany in which Lampert (2001) asserted that a teacher develops plans for storytelling depending on what preschool learners already do, know, and understand, and identifies what is needed to support each child to reach his or her full potential.

Storytelling plans take into consideration the multiplicity of learning styles and abilities of pre-primary school learners which are changed when need arises (Lambert, 2001). The process need to be both focused and flexible, taking into account how learning is progressing and daily occurrences in preschool child’s life, the community, and the world, determining where adjustments can be made and identifying the next steps. Owing to the fact that feeling teachers’ readiness to tell stories is an indicator of a competent preschool teacher, it is useful to relate pre-primary school teachers’ self-evaluation across storytelling and preclass activities to identify the requirements for which pre-primary school teachers feel most prepared. In other words, pre-primary school teachers are very likely to report being very well prepared for maintaining order and classroom discipline during telling of stories.

The study also found that majority (78.5%) of the teachers strongly agreed with the view that pre-primary school teachers organize storytelling sessions to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. At the same time, 14.5% of the teachers agreed. However, 2.5% of teachers were undecided, 3.0% of the teachers disagreed whereas 1.5% of the sampled teachers strongly disagreed. These findings are consistent with the findings of a study conducted in Chicago in which Lortie (2005) indicated that planning for storytelling, organization and management of stories have been recognized as the main
influence on pre-primary school teachers’ performance, critical source of pre-primary school teachers' job-related stress, and, in general, an essential prerequisite for children’s learning. The study also revealed that majority (69.5%) of the teachers strongly agreed with the view that pre-primary school teachers schedule storytelling sessions to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. On the same breath, 12.0% of the sampled teachers agreed. However, 2.0% of the teachers were undecided, 10.0% of the teachers disagreed whereas 6.5% of the teachers strongly disagreed.

These findings lend credence to the assertions of Ministry of Education (2011) that, in Kenya and Yatta Sub-county in particular, pre-primary school teachers are not expected to indicate that they are not very well prepared to using stories that have more recently become an important aspect of expectations for scheming, lesson planning and classroom teaching of reading skills. That is, integration of storytelling into the grade or subject taught, addressing the needs of limited subject proficient or culturally diverse learners and addressing the needs of pre-primary school children. Thus, these findings affirm the fact that planning for storytelling, organization and management of stories enhance teachers’ content delivery and syllabus completion.

4.5.1 Teachers’ Preparedness and Reading Skills

The researcher also observed that pre-primary school teachers rarely plan lessons with stories to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. Just like in quantitative findings, these views also corroborate the findings of a study conducted in Germany in which Lampert (2001) asserted that a teacher develops plans for storytelling depending on what preschool learners already do, know, and understand, and identifies what is needed to support each child to reach his or her full potential. These views were consistent with the fact that storytelling plans take into consideration the multiplicity of learning styles and abilities of pre-primary school learners which are changed when need
arises (Lambert, 2001). The process need to be both focused and flexible, taking into account how learning is progressing and daily occurrences in preschool child’s life, the community, and the world, determining where adjustments can be made and identifying the next steps. These views thus attest to the fact that, owing to the fact that feeling teachers’ readiness to tell stories is an indicator of a competent preschool teacher, it is useful to relate pre-primary school teachers' self-evaluation across storytelling and preclass activities to identify the requirements for which pre-primary school teachers feel most prepared. Pre-primary school teachers are very likely to report being very well prepared for maintaining order and classroom discipline during telling of stories.

The researcher also noted that pre-primary school teachers do not frequently organize storytelling sessions to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. On the same breath, these views are consistent with the findings of a study conducted in Chicago in which Lortie (2005) indicated that planning for storytelling, organization and management of stories have been recognized as the main influence on pre-primary school teachers’ performance, critical source of pre-primary school teachers' job-related stress, and, in general, an essential prerequisite for children’s learning. It was also observed that pre-primary school teachers rarely schedule storytelling sessions to enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills.

These views further lend credence to the views expressed by Ministry of Education (2011) that, in Kenya and Yatta Sub-county in particular, pre-primary school teachers are not expected to indicate that they are not very well prepared to using stories that have more recently become an important aspect of expectations for scheming, lesson planning and classroom teaching of reading skills. That is, integration of storytelling into the grade or subject taught, addressing the needs of limited subject proficient or culturally diverse learners and addressing the needs of pre-primary school children. These observations also affirm the
fact that planning for storytelling, organization and management of stories enhance teachers’ content delivery and syllabus completion.

4.6 Teachers’ Attitudes and Teaching of Reading Skills

The study intended to establish how teachers’ attitudes towards storytelling influence reading skills. Data was collected from teachers and the results are indicated in Table 4.6;

**Table 4.6: Pre-primary School Teachers’ views on the Influence of Teachers’ Attitudes Towards Storytelling on Reading Skills**

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary school teachers do not have positive attitude towards storytelling which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>59.5</td>
</tr>
<tr>
<td>Pre-primary school teachers have negative attitude towards storytelling which not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>56.5</td>
</tr>
</tbody>
</table>

The data on Table 4.6 reveals that a fair majority (59.5%) of the sampled teachers strongly agreed with the view that pre-primary school teachers do not have positive attitude towards storytelling which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. 15.5% of the sampled teachers indicated agreed. However, only a paltry 4.5% of the sampled teachers were undecided, 11.5% of the teachers disagreed whereas 9.0% of the teachers strongly disagreed. These findings corroborate the assertions of Baker-Henningham & Walker (2009) who described the vitality of pre-primary school teachers’ perceptions of the worth of storytelling for establishing a deeper understanding of pre-primary school children’s needs, offering positive, hands-on approaches for classroom management and teaching of reading skills.
These findings also support the assertions of Harde and Sullivan (2008) that an examination of the effect of pre-primary school teachers’ perceptions of their use of stories as instructive approaches in the classroom, and their need for more skilled development opportunities that address knowledge and skills for greater pre-primary school teachers’ efficacy in using stories in motivating preschool learners. These findings thus attest to the fact that teachers’ attitudes towards stories have been established to impact on early childhood teaching of reading skills and learning. The study revealed that a fair majority (56.5%) of the teachers strongly agreed with the view that pre-primary school teachers have negative attitude towards storytelling which does not enhance learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. 23.5% of the sampled teachers agreed. However, 2.5% of the teachers were undecided, 9.5% of the teachers disagreed whereas 8.0% of the sampled teachers strongly disagreed.

These findings are consistent with the findings of a study conducted in Ghana in which Clark (2000) researched on teacher attitudes toward use of storytelling and early childhood teaching of reading skills and learning and in her master’s thesis she stated that teacher training would help educators to better deal with dynamics of storytelling and early childhood teaching of reading skills and learning. Clark (2000) also noted that educators without training not only demonstrated negative attitudes towards storytelling, but also lacked confidence in their storytelling, pedagogical and instructional skills. Thus, these findings are indicative of the fact that attitudes and beliefs the teachers have about storytelling and early childhood teaching of reading skills and learning can also impact on the success of pedagogical strategies. The external factors also influence the teacher, in terms of the storytelling curriculum he or she has to work with, and the cultural expectations and views of colleagues and their roles in society.
4.6.1 Influence of Teachers’ Attitudes Towards Storytelling on Reading Skills

Observations conducted by the researcher also revealed that pre-primary school teachers do not have positive attitude towards storytelling which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. These observations further corroborate the viewpoints held by Baker-Henningham & Walker (2009) who described the vitality of pre-primary school teachers’ perceptions of the worth of storytelling for establishing a deeper understanding of pre-primary school children’s needs, offering positive, hands-on approaches for classroom management and teaching of reading skills. Likewise, these observations further affirm the fact that teachers’ attitudes towards stories have been established to impact on early childhood teaching of reading skills and learning.

The researcher further observed that pre-primary school teachers have negative attitude towards storytelling which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. In the same vein, these observations also lend credence to the qualitative findings of a study conducted in Ghana in which Clark (2000) researched on teacher’s attitude toward use of storytelling and early childhood teaching of reading skills and learning and in her master’s thesis she stated that teacher training would help educators to better deal with dynamics of storytelling and early childhood teaching of reading skills and learning.

She also noted that educators without training not only demonstrated negative attitudes towards storytelling, but also lacked confidence in their storytelling, pedagogical and instructional skills. Thus, these views point to the fact that attitudes and beliefs the teachers have about storytelling and early childhood teaching of reading skills and learning can also impact on the success of pedagogical strategies. The external factors also influence the teacher, in terms of the storytelling curriculum he or she has to work with, and the cultural expectations and views of colleagues and their roles in society.
4.7 Teachers’ Storytelling Experience and Reading Skills

The study intended to establish the influence of teachers’ storytelling experience on improving reading skills. Data was collected from teachers and the results are indicated in Table 4.7;

Table 4.7: Pre-primary School Teachers’ views on the Influence of Teachers’ Storytelling on Reading Skills

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Ratings</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Pre-primary school teachers had storytelling experience below one year which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>78.0</td>
<td>11.0</td>
<td>2.5</td>
<td>5.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Pre-primary school teachers had storytelling experience between 1-5 years which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>69.5</td>
<td>25.5</td>
<td>1.5</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Pre-primary school teachers had no storytelling experience between 5-10 years which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>74.5</td>
<td>19.5</td>
<td>1.5</td>
<td>3.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Pre-primary school teachers had no storytelling experience of over 10 years which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills</td>
<td>67.5</td>
<td>23.5</td>
<td>2.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The data on Table 4.7 reveals that a fair majority (78.0%) of the sampled teachers strongly agreed with the view that pre-primary school teachers had storytelling experience below one year which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and
comprehension skills. 11.0% of the sampled teachers agreed. However, only a paltry 2.5% of the sampled teachers were undecided, 5.5% of the teachers disagreed whereas 3.0% of the teachers strongly disagreed. These findings are consistent with the assertions of Woolfolk (2000a) that novice pre-primary school teachers are not fully prepared to meet essential classroom requirements such as scheming, lesson planning and management of their classrooms. However, experience of pre-primary school teachers may not translate into better teacher readiness for most classroom activities such as selection and structuring of stories, unless pre-primary school teachers with experience have undergone continued training to enhance their storytelling skills and knowledge.

The study revealed that a fair majority (69.5%) of the teachers strongly agreed with the view that pre-primary school teachers have storytelling experience between 1-5 years which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. 25.5% of the teachers agreed. However, 1.5% of the teachers were undecided, 2.0% of the teachers disagreed whereas 1.5% of the sampled teachers strongly disagreed. The study also revealed that majority (74.5%) of the teachers strongly agreed with the view that pre-primary school teachers have no storytelling experience between 5-10 years which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. On the same breath, 19.5% of the teachers agreed.

However, 1.5% of the teachers were undecided, 3.2% of the teachers disagreed whereas 1.3% of the sampled teachers strongly disagreed. In the same vein, majority (67.5%) of the teachers strongly agreed with the view that pre-primary school teachers have no storytelling experience of over 10 years which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. A small proportion of 23.5% of the sampled teachers agreed. On the same breath, 2.0% of the sampled teachers were undecided, 4.0% of the teachers disagreed whereas 3.0% of the sampled teachers strongly disagreed.
These findings corroborate the findings of a study conducted in France in which Zeichner (2004) revealed that teachers’ experience in storytelling makes a difference provided pre-primary school teachers feel ready for various classroom requirements. Teachers' self-perceived preparedness for various classroom and storytelling activities did not always differ by teaching of reading skills experience. For example, pre-primary school teachers' perceptions of their level of readiness to administer storytelling sessions and to adopt new approaches of teaching of reading skills did not differ so much by storytelling and teaching of reading skills experience.

Similarly, teachers who were new did not differ from more experienced teachers in feeling ready to use stories in teaching of reading skills and address the needs of pre-primary school learners. Zeichner (2004) further asserted that storytelling and teaching of reading skills experience is expected to create an impact in managing classrooms since this aspect of capability may be particularly challenging for new pre-primary school teachers. These findings affirm the fact that teachers with fewer years of storytelling experience are not expected to report being very well prepared to maintain order and discipline in the classroom compared to more experience teachers.

4.7.1 Influence of Teachers’ Storytelling Experience on Reading Skills

The researcher also observed that pre-primary school teachers have storytelling experience below one year which has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. These observations lend credence to the views expressed by Woolfolk (2000a) that novice pre-primary school teachers are not fully prepared to meet essential classroom requirements such as scheming, lesson planning and management of their classrooms. These observations indicate that, however, experience of pre-primary school teachers may not translate into better teacher readiness for most classroom activities such as selection and structuring of stories, unless pre-primary school teachers with
experience have undergone continued training to enhance their storytelling skills and knowledge. The researcher observed that some pre-primary school teachers have storytelling experience between 1-5 years, 5-10 year and well over 10 years, though this has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. These observations further corroborate the qualitative findings of a study conducted in France in which Zeichner (2004) revealed that teachers’ experience in storytelling makes a difference provided pre-primary school teachers feel ready for various classroom requirements. Teachers' self-perceived preparedness for various classroom and storytelling activities did not always differ by teaching of reading skills experience. For example, pre-primary school teachers' perceptions of their level of readiness to administer storytelling sessions and to adopt new approaches of teaching of reading skills did not differ so much by storytelling and teaching of reading skills experience.

Teachers who were new did not differ from more experienced teachers in feeling ready to use stories in teaching of reading skills and address the needs of pre-primary school learners. Zeichner (2004) further asserted that storytelling and teaching of reading skills experience is expected to create an impact in managing classrooms since this aspect of capability may be particularly challenging for new pre-primary school teachers. Hence, these views point to the fact that teachers with fewer years of storytelling experience are not expected to report being very well prepared to maintain order and discipline in the classroom compared to more experience teachers.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary of main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.2 Summary of Research Findings
This section provides detailed summary of the research findings based on the objectives of the study which included; influence of nature of available stories, teachers’ preparedness, attitudes and experience on improving reading skills amongst pre-primary school learners.

5.2.1 Nature of Available Stories and Reading Skills
The study established that there are different stories which teachers tell to their learners. These include; classical, animal, repetitive, cumulative and adventurous stories. It is also evident that most pre-primary school learners cannot competently and fluently read English comprehensions and explain the meaning of at least some difficult words. The learners rarely read in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses. These findings thus affirm the fact that pre-primary school learners from diverse cultural background are aware of classical tales, their plot, characters and ending of such forms of stories. Through children own and other stories children develop understanding of other people and cultures and learn to appreciate diversity.

Pre-primary school learners listening to stories react to them almost automatically and take part in the action of the narrative. That is, stories about repetition and accumulations stories are really useful for learning language due their short plot and rhythms which are repetitive in nature and enhance pre-primary school learners’ ability to recall words within a short amount
of time. Thus, pre-primary school learners who just heard the stories manifested greater reading of comprehension compared to their counterparts who just read the stories, even though the storytelling and the reading of stories had similar concepts.

5.2.2 Teachers’ Preparedness and Reading Skills

The study also established that pre-primary school teachers’ preparedness on improving reading skills is wanting. That is, preparation of lesson plans and personal organization amongst pre-primary school teachers are not adequate and has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. This implies that a teacher develops lesson plans for storytelling depending on what preschool learners already do, know, and understand, and identifies what is needed to support each child to reach his or her full potential. These findings point to the fact that storytelling plans take into consideration the multiplicity of learning styles and abilities of pre-primary school learners which are changed when need arises. These findings are indicative of the fact that pre-primary school teachers are not expected to indicate that they are not very well prepared to using stories that have more recently become an important aspect of expectations for scheming, lesson planning and classroom teaching of reading skills.

5.2.3 Teachers’ Attitudes and Reaching of Reading Skills

The study further established that teachers’ attitudes towards storytelling influence reading skills. That is, pre-primary school teachers who had positive attitude towards storytelling have seen their learners manifest enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. In other words, pre-primary school teachers’ perceptions of the worth of storytelling for establishing a deeper understanding of pre-primary school children’s needs, offering positive, hands-on approaches for classroom management are critical in enhancing teaching of reading skills. That is, teachers’ attitudes towards stories have been established to impact on early childhood teaching of reading skills.
and learning. Educators without training not only demonstrated negative attitudes towards storytelling, but also lacked confidence in their storytelling, pedagogical and instructional skills. Thus, these findings point to the fact that attitudes and beliefs the teachers have about storytelling and early childhood teaching of reading skills and learning can also impact on the success of pedagogical strategies.

5.2.4 Teachers’ Storytelling Experience and Reading Skills

The study established that teachers’ storytelling experience influence reading skills. It is evident that teachers have teaching experience below one year, between 1-5, 5-10 and over 10 years. However, such experiences have not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. This points to the fact that novice pre-primary school teachers are not fully prepared to meet essential classroom requirements such as scheming, lesson planning and management of their classrooms. However, experience of pre-primary school teachers may not translate into better teacher readiness for most classroom activities such as selection and structuring of stories, unless pre-primary school teachers with experience have undergone continued training to enhance their storytelling skills and knowledge. Besides, storytelling and teaching of reading skills experience is expected to create an impact in managing classrooms since this aspect of capability may be particularly challenging for new pre-primary school teachers. Hence, these findings point to the fact that teachers with fewer years of storytelling experience are not expected to report being very well prepared to maintain order and discipline in the classroom compared to more experience teachers.

5.3 Conclusions

Drawing from the above findings, it is evident that there are different stories which teachers tell to their learners. These include; classical, animal, repetitive, cumulative and adventurous stories. It is also evident that most pre-primary school learners cannot competently and
fluently read English comprehensions and explain the meaning of at least some difficult words. The learners rarely read in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.

From the study findings, it is also evident that pre-primary school teachers’ preparedness on improving reading skills. That is, preparation of lesson plans and personal organization amongst pre-primary school teachers are not adequate and has not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills.

Teachers’ attitudes towards storytelling influence reading skills. That is, teachers’ attitudes towards stories have been established to impact on early childhood teaching of reading skills and learning. It is also evident that teachers’ storytelling experience influence reading skills. It is evident that teachers have teaching experience below one year, between 1-5, 5-10 and over 10 years. However, such experiences have not enhanced learners’ acquisition of phoneme awareness, vocabulary and comprehension skills. This points to the fact that novice pre-primary school teachers are not fully prepared to meet essential classroom requirements such as scheming, lesson planning and management of their classrooms.

5.4 Recommendations

The study makes the following recommendations

i. On nature of stories, pre-primary school teachers should use suitable different stories which suit different occasions in reading skills.

ii. On teachers’ preparedness, teachers ought to understand that stories play a critical role in early childhood pedagogy and thus should be incorporated in daily classwork preparations such as scheming and lesson planning.

iii. On teachers’ attitudes, teachers should be encouraged to develop positive attitude and perceptions towards storytelling as a strategy for improving reading skill amongst pre-primary school learners.
iv. On teachers’ experience, teachers should understand they ought to acquire sufficient experience in storytelling as foundation for its use as a teaching technique for reading.

5.4.1 Suggestions for Further Research

i. A study could be conducted to assess how different types of stories contribute to improving reading skills amongst pre-primary school learners.

ii. A study could be conducted to ascertain how learners’ attitudes towards storytelling influence its use as teaching technique
REFERENCES


Cellitti, A., & Aldridge, J. (2002). *Preparing educators to work with students from diverse backgrounds*. Childhood Education


Landi, N. (2010). An examination of the relationship between reading comprehension, higher-level and lower-level reading sub-skills in adults. Reading and Writing


April, 2016.

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a Master of Education student undertaking a course in Early Childhood Studies at Kenyatta University. It is a requirement that I submit as parts of my research work assessment, a research project on “Storytelling as an Instructional Strategy for Improving Reading Skills at Pre-primary School Level in Machakos County, Kenya”. To achieve this, you have been selected to participate in the study. I kindly request the respondents to, fully, participate in the study. The data you provide is intended purely for academic purpose and your name will not be revealed in the report. Findings of the study shall be availed to you upon request.

Your kind participation and cooperation will be highly appreciated.

Thank you for your cooperation.

Yours faithfully,

Muindi Ndinda Everlyn
APPENDIX II

QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL TEACHERS

Dear respondent,

The researcher is a Masters’ student undertaking a degree course in Early Childhood Studies of Kenyatta University carrying out a research on Storytelling as an Instructional Strategy for Improving Reading Skills at Pre-primary School Level in Machakos County, Kenya. The data you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

*Please, tick (√) against your most appropriate answer and fill the spaces provided.*

1. Gender:
   
   Male [ ]  Female [ ]

2. Highest level of education
   
   Certificate [ ]  
   Diploma [ ]  
   Bachelors’ Degree [ ]  
   Postgraduate [ ]

Section B: Nature of Available Stories and Improving of Reading Skills

1. Tick the nature of the stories which you tell pre-primary school children

   Classical tales [ ]  
   Animal tales [ ]  
   Repetitive tales [ ]  
   Cumulative tales [ ]  
   Adventurous tales [ ]
2. Rate the extent to which you agree with the following statements on relationship between nature of your stories and teaching of reading skills of pre-primary school learners

Key: **SA**--Strongly Agree  **A**--Agree  **U**--Undecided  **D**--Disagree  **SD**--Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>My use of classical tales enhance my learners’ acquisition of phoneme awareness</td>
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<tr>
<td>My use of classical tales enhance my learners’ acquisition of vocabulary skills</td>
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<tr>
<td>My use of classical tales enhance my learners’ acquisition of comprehension skills</td>
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<td>My use of animal tales enhance my learners’ acquisition of phoneme awareness</td>
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<td>My use of animal tales enhance my learners’ acquisition of vocabulary skills</td>
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<td>My use of animal tales enhance my learners’ acquisition of comprehension skills</td>
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<tr>
<td>My use of repetitive tales enhance my learners’ acquisition of phoneme awareness</td>
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<tr>
<td>My use of repetitive tales enhance my learners’ acquisition of vocabulary skills</td>
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<td>My use of repetitive tales enhance my learners’ acquisition of comprehension skills</td>
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<td>My use of cumulative tales enhance my learners’ acquisition of phoneme awareness</td>
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<td>My use of cumulative tales enhance my learners’ acquisition of vocabulary skills</td>
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<td>My use of cumulative tales enhance my learners’ acquisition of comprehension skills</td>
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</tbody>
</table>
My use of adventurous tales enhance my learners’ acquisition of phoneme awareness

My use of adventurous tales enhance my learners’ acquisition of vocabulary skills

My use of adventurous tales enhance my learners’ acquisition of comprehension skills

Section C: Teachers’ Preparedness and Improving Reading Skills

1. Tick aspects of teachers’ preparedness which enhance teachers’ preparedness for early childhood instruction?

   Planning lessons with stories [   ]

   Organizing storytelling sessions [   ]

   Scheduling for storytelling [   ]

2. Rate the extent to which to you agree with the following statements on relationship between teachers’ preparedness and teaching of reading skills of pre-primary school learners

Key: **SA**—Strongly Agree  **A**—Agree  **U**—Undecided  **D**—Disagree  **SD**—Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
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<tbody>
<tr>
<td>I plan my lessons with stories to enhance my learners’ acquisition of phoneme awareness</td>
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<tr>
<td>I plan my lessons with stories to enhance my learners’ acquisition of vocabulary skills</td>
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<tr>
<td>I plan my lessons with stories to enhance my learners’ acquisition of comprehension skills</td>
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<tr>
<td>I organize storytelling sessions to enhance my learners’ acquisition of phoneme awareness</td>
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</tbody>
</table>
I organize storytelling sessions to enhance my learners’ acquisition of vocabulary skills

I organize storytelling sessions to enhance my learners’ acquisition of comprehension skills

I schedule storytelling sessions to enhance my learners’ acquisition of phoneme awareness

I schedule storytelling sessions to enhance my learners’ acquisition of vocabulary skills

I schedule storytelling sessions to enhance my learners’ acquisition of comprehension skills

Section D: Teachers’ Attitudes and Teaching of Reading Skills

1. Mark some of teachers’ attitude which enhance early childhood teaching of reading skills
   Positive
   Negative

2. Rate the extent to which you agree with the following statements on relationship between teachers’ attitudes and teaching of reading skills of pre-primary school learners
   Key: SA--Strongly Agree A--Agree U--Undecided D--Disagree SD--Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
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<tbody>
<tr>
<td>I have positive attitude towards storytelling which enhances</td>
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<td>my learners’ acquisition of phoneme awareness</td>
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<td>I have negative attitude towards storytelling which enhances</td>
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<td>my learners’ acquisition of phoneme awareness</td>
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</tbody>
</table>
I have negative attitude towards storytelling which enhances my learners’ acquisition of vocabulary skills

I have negative attitude towards storytelling which enhances my learners’ acquisition of comprehension skills

Section E: Teachers’ Storytelling Experience and Reading Skills

1. Mark some aspects of teachers’ storytelling experience which enhance early childhood reading skills

Mastery of stories [ ]
Knowledge and skills [ ]
Competency [ ]
Storytelling strategies [ ]

2. Rate the extent to which you agree with the following statements on relationship between teachers’ storytelling experience and teaching of reading skills of pre-primary school learners

Key: SA--Strongly Agree A--Agree U--Undecided D--Disagree SD--Strongly Disagree

<table>
<thead>
<tr>
<th>Test Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have storytelling experience below 1 year which enhances my learners’ acquisition of phoneme awareness</td>
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<tr>
<td>I have storytelling experience below 1 year which enhances my learners’ acquisition of vocabulary skills</td>
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<tr>
<td>I have storytelling experience below 1 year which enhances my learners’ acquisition of comprehension skills</td>
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<tr>
<td>I have storytelling experience between 1-5 years which enhances my learners’ acquisition of phoneme awareness</td>
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<tr>
<td>I have storytelling experience between 1-5 years which enhances my learners’ acquisition of vocabulary skills</td>
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<tr>
<td>I have storytelling experience between 1-5 years which enhances my learners’ acquisition of comprehension skills</td>
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</tbody>
</table>
enhances my learners’ acquisition of comprehension skills

I have storytelling experience between 5-10 years which enhances my learners’ acquisition of phoneme awareness

I have storytelling experience between 5-10 years which enhances my learners’ acquisition of vocabulary skills

I have storytelling experience between 5-10 years which enhances my learners’ acquisition of comprehension skills

I have storytelling experience of over 10 years which enhances my learners’ acquisition of phoneme awareness

I have storytelling experience of over 10 years which enhances my learners’ acquisition of vocabulary skills

I have storytelling experience of over 10 years which enhances my learners’ acquisition of comprehension skills

Thank you for your cooperation,

Muindi Ndinda Everlyn
### APPENDIX III

**OBSERVATION CHECKLIST FOR PRE-PRIMARY CHILDREN**

<table>
<thead>
<tr>
<th>Types of Stories Teachers Use</th>
<th>Reading Skills</th>
<th>Effective (✓)</th>
<th>Not Effective (×)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classical</td>
<td>• Can competently and fluently read English comprehensions and explain the meaning of at least some difficult words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Animals</td>
<td>• Reads in a monotone with little sense of boundaries; frequently reads word-by-word.</td>
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<td></td>
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<tr>
<td>• Repetitive</td>
<td>• Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cumulative</td>
<td>• Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.</td>
<td></td>
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</tr>
<tr>
<td>• Adventurous</td>
<td>• Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</td>
<td></td>
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</tr>
</tbody>
</table>

Thank you for your cooperation,

Muindi Ndinda Everlyn
APPENDIX IV
INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE STUDIES OF KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL
E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150


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

Dear Sir/Madam,


I write to introduce Ms. Muindi Ndinda Everlyn who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Muindi intends to conduct research for a M.Ed Project Proposal entitled, “Storytelling as an Instructional Strategy for Improving Reading Skills at Pre-Primary School Level in Machakos County, Kenya”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX V

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF EDUCATION, MACHAKOS

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegram: “SCHOOLING” Machakos
Telephone: Machakos
Fax: Machakos
Email –cdemachakos@yahoo.com
When replying please quote

MKS/ED/CD/U/1/VOL.1

OFFICE OF THE COUNTY DIRECTOR OF EDUCATION
P.O. BOX 2666-90100,
MACHAKOS

Date: 14/10/2016

Everlyn Ndinda Muindi
Kenyatta University
P. 0 Box 43844 - 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: NACOSTI/P/16/39853/13769 dated 30th September, 2016.

You are hereby authorized to carry out your research on, “Storytelling as an instructional strategy for improving reading skills at pre-primary school level in, Machakos County Kenya ” for a period ending 30th October, 2017.

Geoffrey Kimani
For: County Director of Education
Machakos

14 OCT 2015

MINISTRY OF EDUCATION
Box 2666-90100 MACHAKOS
APPENDIX VI

RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, MACHAKOS

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

OFFICE OF THE
County Commissioner
P.O. Box 1 - 90100
MACHAKOS.

Telephone: 21009 and 21983 - 90100
Email Address: countycommasaku@gmail.com,
Fax No. 044-21999

When replying please quote

REF NO: CC/ST/ADM 5/9 VOL II/68 14th October, 2016

TO: WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – EVERLYN NDINDA MUINDI

The National Commission for Science, Technology and Innovation has authorized the student in subject to carry out a research on “Storytelling as an instructional strategy for improving reading skills at pre-primary school level in Machakos County, Kenya,” for the period ending 30th September, 2017.

Please be notified and accord her necessary assistance.

George Opiyo Juma
For: County Commissioner
MACHAKOS
APPENDIX VII
AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/16/39853/13769

Everlyn Ndinda Muindi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

Date: 30th September, 2016

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Storytelling as an instructional strategy for improving reading skills at pre-primary school level in Machakos County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Machakos County for the period ending 30th September, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

APPENDIX VIII

RESEARCH PERMIT FROM NACOSTI, FRONT PAGE

THIS IS TO CERTIFY THAT:

MS. EVERLYN NDINDA MUNDE
of KENYATTA UNIVERSITY, 0-90119
MATUU, has been permitted to conduct research in Machakos County
on the topic: STORYTELLING AS AN INSTRUCTIONAL STRATEGY FOR IMPROVING READING SKILLS AT PRE-PRIMARY SCHOOL LEVEL IN MACHAKOS COUNTY, KENYA

for the period ending:
30th September, 2017

Applicant's Signature

Permit No.: NACOSTI/P/16/39853/13769
Date of Issue: 30th September, 2016
Fee Received: Ksh 1000

Director General
National Commission for Science, Technology & Innovation
APPENDIX IX
RESEARCH PERMIT FROM NACOSTI, BACK PAGE

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.
APPENDIX X

THE MAP OF MACHAKOS COUNTY

Source: IEBC (2012)