

**TEACHING OF LANGUAGE AND PRE-PRIMARY SCHOOL CHILDREN'S READING  
READINESS IN VIHIGA COUNTY, KENYA.**

**ANDAHI VICTOR SEREDE**

**E55/OL/25140/2011**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
AWARD OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD  
STUDIES) IN THE SCHOOL OF EDUCATION OF  
KENYATTA UNIVERSITY**

**MAY, 2022**



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## DECLARATION

I declare that this project is my original work and that it has not been submitted for certification to any other university or institution. Referenced sources have been used to supplement this study project and they have all been properly acknowledged. When text, data (including spoken words), graphics, photos, or tables are taken from other sources, such as the internet, they are properly acknowledged and references mentioned using the current APA system and anti-plagiarism standards.


Signature  Date 9<sup>th</sup> May, 2022

**ANDAHI VICTOR SEREDE E55/OL/25140/2011**

Department of Early Childhood and Special Needs Education

## Supervisor's Declaration

As the university supervisor, I confirm that this project has been submitted for evaluation.

Signature:  Date 19/5/22

**Dr. TERESA MWOMA**

Department of Early Childhood and Special Needs Education,  
Kenyatta University

## ABSTRACT

The purpose of this study was to look at language instruction and pre-primary school children's reading readiness. The research was guided by Vygotsky's Sociocultural Theory. The study, which took place in Vihiga County's Hamisi Sub County, used a descriptive survey research design. The study chose 72 schools from a total of 238 to represent 30% of the school population. The schools were sampled using stratified random sampling of divisions to ensure that each division was represented by at least 18 out of the 72 schools sampled. Purposeful sampling was used to identify two language teachers from each pre-primary school for the study. One class was observed during a language session, and five children were assessed in reading using the reading readiness assessment checklist in 30% of the sampled schools. On the study questions, head teachers and managers from the sampled schools were interviewed. Questionnaires, an interview schedule, a reading readiness checklist, and an observation schedule were used to collect data. A pilot research was conducted by gathering data from the principals and teachers of seven schools in the Vihiga Sub County. During the pilot investigation, the instrument was administered using the test re-test approach. The Alpha reliability co-efficient of 0.9 from Cronbachs convinced the researcher that the instruments were reliable. Data was analyzed both qualitatively and quantitatively, and statistical and thematic presentations were made. The study revealed that the success rate of using the techniques was moderate, with only (47%) of learners in the tested schools being well equipped in reading readiness. According to the findings, teaching strategy had little or no impact on learners' reading preparation. The most common teaching and learning resources, according to the study, are those that are available locally (52.5 percent). The study also established that teaching a first language encourages the acquisition of a second language (85 percent). As a result, first language development must be nourished, nurtured, and improved in order to facilitate English learning, which has a significant impact on reading readiness. The study revealed that the learners' social environment, educational environment, and family economic situation all had a significant impact on their language learning and eventual reading readiness (47 percent). The study therefore concluded that the environment has the greatest impact on pre-primary school children's reading readiness. Parents are encouraged to enroll their children in pre-primary schools in order to get the benefits of the first level of education.