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**INFLUENCE OF INTROVERTED BEHAVIOUR ON PARTICIPATION IN  
ENGLISH LANGUAGE LEARNING ACTIVITIES AMONG PRE-UNIT  
LEARNERS IN KISII COUNTY, KENYA**

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EDUCATION, KENYATTA UNIVERSITY**

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## DECLARATION

I confirm that this research project is my original work and has not been presented in any other University/Institution for any award. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables, have been borrowed from other works including the internet, these are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This work is dedicated to my loving husband John Nyanusi and my beloved children Denford Nyanusi, Gilbert Bororio, Caleb Mogute and Elisha Ong'ang'a with God's Grace.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ECDE</b>	Early Childhood Development Education
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	Nation Commission for Science and Technology Innovation
<b>SPSS</b>	Statistical Package for Social Sciences

## ABSTRACT

Learners with introverted behaviour experience challenge in acquiring English language skills, namely reading, writing and speaking. Learners who may not have developed skills in the English language earlier may have a disadvantage of translating the same problem to other levels of learning. Introverted behaviour is a major inhibition in peer interaction which may prevent children from learning the language in the company of other children resulting in poor communication skills. The purpose of this study was to find out the influence of introverted behaviour on participation in English language learning activities among pre-unit learners in Kisii County, Kenya. The objectives of the study were to identify types of introverted behaviour among pre-unit learners, to find out the frequency of introverted behaviour on participation of English language learning activities among pre-unit learners, to determine the influence of introverted behaviour on pre-unit learners' participation in English language learning activities and to establish the interventions teachers employ to enhance participation of learners with introverted behaviour in English language learning activities. This study was based on Piaget's Social Theory, which sought to explain how peer relationships in early childhood contribute to the development of children's moral judgment, reasoning, and perspective-taking abilities. The researcher used a survey research design using both qualitative and quantitative methods. The researcher sampled 23 pre-schools/ teachers out of the 74 targeted population while 271 introverted pre-school learners out of a total of 2788 children in NyaribariChache, Kisii County were sampled. The study used purposive and simple random probability sampling as well as cluster sampling to obtain schools and pre-unit learners for the sample. Quantitative data was analyzed using simple descriptive statistics such as means, percentages and frequencies without testing for statistically significant relationships between the study variables. The results were summarized and presented using tables. Qualitative data were analyzed through narratives categorized into themes. It was established that introverted behavior did exist among the pre-unit children sampled in NyaribariChache, Kisii County. For example, some exhibited shame displayed through hiding the face while others always avoided eye contact during English language activities. Based on the findings of the study, it was recommended that the ECDE county director in the Kisii County government should organize for workshops, seminars and conferences to sensitize all preschool teachers on the dominating characteristics of introversion. This will equip the teachers with skills and abilities to handle the introverted learners to participate in learning activities.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

English language learning is a demanding process which has both universal and learner specific properties (Abali, 2006). Pre-unit learners may vary on a number of dimensions involving their learning style, language aptitude, personality, and motivation. Abali (2006) further argues that individual differences among learners are predicted to be significant for English Language learning activities since they may determine how individuals experience their unique process of language learning.

Ellis (1999) asserts that learners' approach to language and the steps they take during this process are shaped by individual variables, which have cognitive, social and affective aspects (Ellis, 1999). According to Eysenck and Eysenck (1964), individuals fall under two main types of personality traits defined as introversion and its counterpart extroversion. Introversion is one of the behaviours that may inhibit social engagement and participation of learners in English language learning activities. Abali (2006) defines introverts as people who are likely to experience a deep sense of isolation and disconnectedness showing reluctance in interacting and sharing their mind with others.

Honig (1987) views introversion as a discomfort in interpersonal relations that form excessive self-focus that preoccupies one's thoughts, feelings and physical reactions which may result in social inhibition and ultimately hinder participation. According to Keirse (1998) introverts hide their inner world and prefer to work on their own while

extroverts are more communicative and enthusiastic in the company of other people. Other researchers have also shown that an introvert is an individual who is too shy to participate in social activities having more concern with his/her emotions or feelings (Suliman, 2014).

Introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982). In other words, extroverts are motivated from without and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they are feeling bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world, and they look for meaning outside of themselves. Introverts, on the other hand, are motivated from within and they are oriented towards the inner realm of ideas, imagery, and reflection.

They get their energy from within rather than from the outside world. An introvert values quiet time alone for thinking while an extrovert wants time with others for action. Introverts believe that they cannot live life until they have understood it. They are seen as reserved, quiet, shy, aloof, and distant. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity that only involves herself/himself. Introverts look to the inner world for energy and meaning.

Harrist, Zaia, Bates, Dodge, and Pettit (1997) points out that shyness shows difficulties in social skills, social information-processing, peer group acceptance and teacher-child

relationship. The need for providing pre-unit learners with a firm foundation for primary education and future learning through participating in English language activities cannot be overemphasized given that English is the medium of instruction in most subjects in primary and subsequent levels of learning.

Recent research shows that ten to twenty percent of children portray various external and internal behaviour problems from their early childhood. It has been revealed that various forms of internal behaviors include shyness, anxiety, fear, and distractibility among preschool children (Pike, Iervolino, Eley, Price and Plomin, 2006). Introverted learners as represented in shyness exhibit various characteristics including hiding the face, lack of eye contact, covering the mouth and isolating from participating in group activities. These kinds of characteristics may hinder learner's participation in English language learning activities.

Participation involves engagement of learners which pertains to involvement in learning and positive conduct in classroom social context and is reported highly predictive of academic achievement (Ladd, Buhs, and Troop, 2002). Participation also impacts on children's emotional adjustment as well because participation gives access to social and emotional resources that help prevent loneliness (Buhs and Ladd, 2001). Children who are not participating adaptively in the classroom are likely to be disengaged from learning activities. They are also likely to spend more time off-task pedagogical program and less time in class work (Wentzel, 1991).

The global view of introverted behaviour among children cannot be underestimated. A study carried out by Balda and Duhan (2010) in India revealed that 13.3% of children were extremely shy. Children who are shy desire to interact socially, but fear inhibits their motivation (Coplan, Prakash, Neill, and Armer, 2004). This may result in children staying aloof from participation in English language activities in the classroom, a behaviour that may deny learners an opportunity to practice the language with others.

A study by Laine and Auremaa (2004) in Finland revealed that shy learners were passive among their peer group, withdrew from others and were moody. This condition discouraged the teachers from advising and encouraging them. The study further revealed that the shy learners were significantly more in need of encouragement and accommodation because these learners were found to be difficult to teach and guide than their counterparts. Similar studies have demonstrated high scores on social engagement among children in relatively open communities in Japan and the United States of America than in agricultural communities in Kenya (Chen, 2009).

When a student of English language speaks, their capacity to produce the English language successfully resulted in their performance. A good performance happened when the students manage to deliver the speak, where their idea, feelings and thought is properly conveyed and accepted by the audience. While the poor performance happened when the students fail to deliver speak, the audience misinterpret their messages and idea. It can be concluded that the students' performance whether in good or poor performance, show their mastery level of the English language.

Researchers have underscored the importance of effective use of the curriculum that focuses on specific aspects of learning language and literacy as part of boosters in children's learning (Society for Research in Child Development, 2013). English as a language is highly valued in the Kenyan education system as a medium of instruction. Educational institutions and areas of job opportunity highly value both written and spoken English (Lisanza, 2011). English is a new language of the pre-unit learners.

According to Santos and Ostrosky (2005), the task of learning a new language is not easy; it requires a systematic plan that can promote meaningful participation in classroom English learning in routines and activities. Young children normally portray introverted behaviour (shyness) particularly in the presence of unfamiliar people. By the time of reaching the pre-unit level of education, children would have at least adjusted in the preschool environment. It is at this level that emergent skills in reading, writing and spoken English need to be stimulated.

Children's educational experiences need to be assisted, supported, and sustained in the emergent skills. Introverted behavior among pre-unit learners may challenge teachers as they attempt to assist them. This, therefore, called for the need to find out the influence of introverted behaviour on the participation of English language activities among pre-unit learners and explore appropriate intervention measures for enhancing participation of introverted learners.

In Kenya Pre-unit education is provided for children aged five to six years for the purpose of preparing the young children for success in primary and subsequent levels of learning. Pre-unit education is the climax of preschool education in early childhood education centres. Evidence shows that there is a dismal performance in English language learning activities in Kenya for instance in reading.

Uwezo (2011) shows that the national average score of class 3 reading ability is (27.2%) while the average score for Kisii County is 24.83%. Skills in various learning activities are developed early in pre-school. Learners who may not have developed these skills earlier may have a disadvantage of translating the same problem to other levels of learning. Few articles on withdrawn behaviour and in particular shyness have focused on class participation and shyness in the classroom and its effect on learning.

While most of this literature focuses on pre-school education, none focused on the influence of introverted behaviour on the participation of pre-unit learners in English language activities in Kenya. This study sought to determine the influence of introverted behaviour on the participation of pre-unit learners in English language learning activities in Kisii County, Kenya.

## **1.2 Statement of the Problem**

Pre-unit education is meant to provide children with a firm base for future learning in other levels, and this education is imparted through the use of the English language as the medium of instruction in a number of countries. However, although the use of the English

language has universal or international benefits, it may inhibit social engagement and participation of introverted children during their learning. In Kenya, for example, it has been proved that most learners are unable to communicate effectively in English. Moreover, this problem is carried over to high school and institutions of higher learning.

According to Uwezo Report (2011), Kisii County is one of the counties in Kenya whose children have low scores in English language learning activities, a situation that could be attributed to the poor background in reading and writing skills. Researchers have found that children with language barriers are those experiencing increased rates of introverted behaviour form of shyness (Crozier, 2003; Kasper, 2012). However, although research in this area has increased in the recent past, little has been done to investigate its influence on participation in English language learning activities in Kenyan counties let alone in Kisii County, which created the need for the study.

### **1.2.1 Purpose of study**

The purpose of this study was to establish and explain types of introverted behaviours which impact the learning of English language activities of pre-unit learners in public schools in Kisii County, Kenya. It also established and explored interventions that could enhance participation of learners with introverted behaviour.

### **1.2.2 Objectives**

- i. To identify types of introverted behaviour among pre-unit learners in Kisii County, Kenya.

- ii. To find out the frequency of introverted behaviour on participation of English language learning activities among pre-unit learners in Kisii County, Kenya
- iii. To determine the influence of introverted behaviour on pre-unit learners' participation in English language learning activities in Kisii County, Kenya
- iv. To establish the interventions, teachers employ to enhance participation of learners with introverted behaviour in English language learning activities in Kisii County, Kenya.

### **1.2.3 Research Questions**

- i. What are the types of introverted behaviour among pre-unit learners in Kisii County, Kenya?
- ii. What is the frequency of introverted behavior on the participation in English language activities of pre-unit learners in Kisii County, Kenya? .
- iii. What influence does introverted behavior have on pre-unit learners' participation in English language learning activities in Kisii County, Kenya?
- iv. What intervention procedures do teachers use to promote the participation of pre-unit learners with introverted behavior in English language learning activities in Kisii County, Kenya?

### **1.3 Significance of the study**

The findings of this study will benefit the education stakeholders by sensitizing them on the need to inculcate interactive behaviour among pre-unit learners. It is hoped that pre-unit teachers will use the findings of this study to develop appropriate teaching-learning

approaches of English language to meet the learning needs of introverted learners. The findings are expected to help the policy makers to come up with a policy framework that spells out clearly corrective measures for introverted learners to help them improve in English language learning activities.

## **1.4 Limitations and Delimitations of the Study**

### **1.4.1 Limitations**

The introverted behavior of the pre-unit learner was inconsistent and unpredictable, forcing the researcher to be keen and take the time to make effective observations. The fact that pre-unit learners were of mixed ability taxed the researcher time to identify learners with introverted behavior. However, the class teachers were aware of the cases and helped in quick identification of the learners.

### **1.4.2 Delimitations**

The study did not include all the characteristics of introverted behaviour but was limited to hiding the face, avoiding eye contact and covering the mouth and how they influence pre-unit learners' participation in 3 English language learning activities (reading a three letter word, sound articulation and news telling). This was due to inadequate time to study all the characteristics and participation in all activities. The study was limited to public pre-schools because this is where there is a great challenge in language activities.

Pre-unit learners below age 5 and that above age 6 were not being included in the study. The study was also narrowed to Nyaribari Chache Sub County within Kisii County. It was

chosen because it was within reach by the researcher who made it easier to develop an immediate rapport with respondents and easily locate the preschools, hence making data collection less cumbersome. According to Singleton (1993), an ideal setting for any study is one that is related to the researcher's interest, easily accessible and that which allows the development of immediate rapport with the informants.

## **1.5 Assumptions**

The study assumed that the English language is taught in pre-unit classes, and individual characteristics among the sample pre-unit learners reflected those of the target population. It was also assumed that the targeted pre-unit classes at least have learners with introverted behavior. It was also assumed that learners were within the required age limits. Besides, it was assumed that they did not have prior knowledge of the study.

## **1.6 Theoretical and Conceptual Framework**

### **1.6.1 Theoretical Framework**

This study was based on Piaget's (1932) social theory which suggests that relationships among peers and with teachers in early childhood are a significant factor in the development of children's moral judgment, reasoning, and perspective-taking abilities. Learner relationships are an absolute necessity for healthy cognition and social development and socialization. Piaget (1932) emphasized the importance of social interaction to intellectual development.

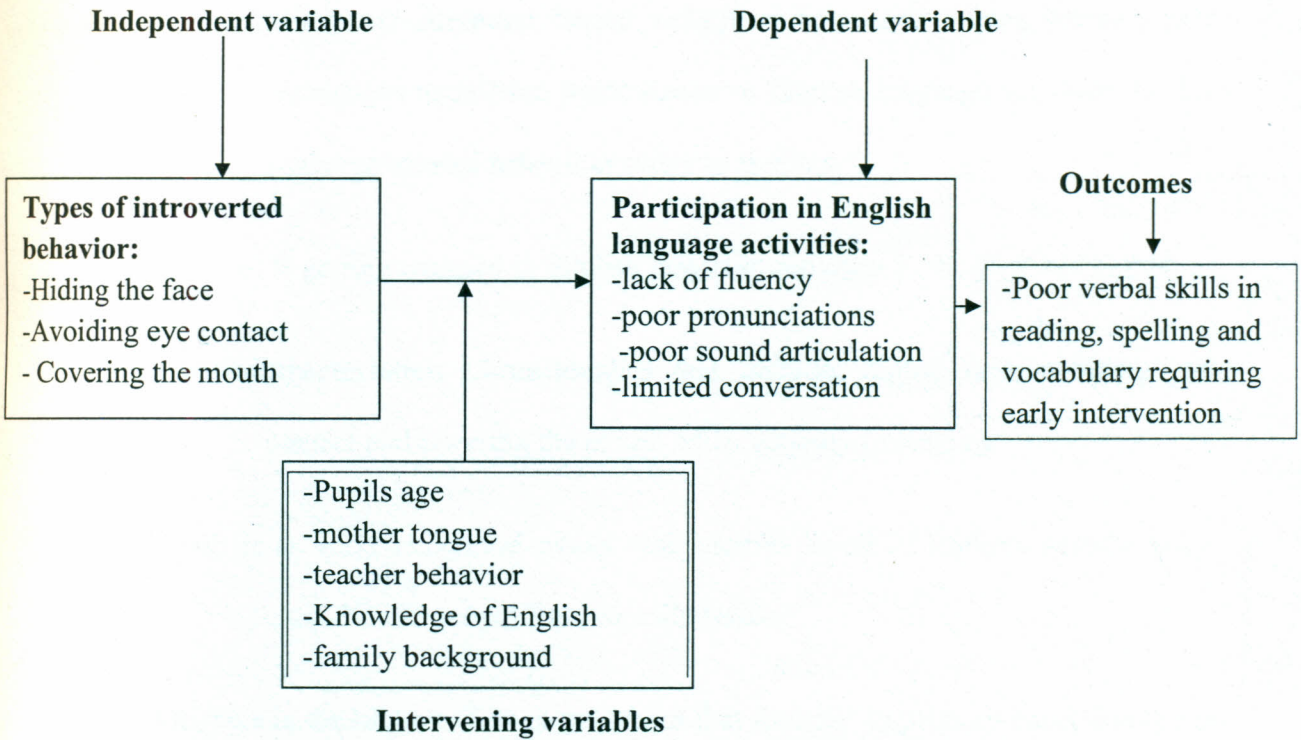
He saw interaction as the key to how social barriers are overcome. He linked the role of social interaction in intellectual development to the role of language. The absence of peer

interactive experiences is the outcome of introverted behavior. Introverted behavior particularly shyness can be attributed to children having the low vocabulary, less conversation with peers, and low levels of phonological awareness (Spere and Evans, 2009).

When children do not interact with their peers or teachers, they may miss out an opportunity of practicing the language with other children and therefore this may prevent them from developing language. This study applied the negative developmental outcomes in Piaget's theory (1932) to point out how introverted behaviour (shyness) manifested in types such as hiding the face, covering the mouth and avoiding eye contact affects participation in English language learning activities among pre-unit learners in Kisii County, Kenya.

### **1.6.2 Conceptual Framework**

The independent variables include hiding the face, avoiding eye contact, and covering the mouth, which are the types of introverted behaviour. The dependent variable was the participation in English language activities. The shaded factors were not involved in the study, and they constitute the intervening variables and possible outcomes.



**Fig. 1.1 Influence of introverted behaviour Participation of Pre-Unit Learners in English Language Activities**

Source: Researcher's own

**1.7 Operational Definition of Terms**

**Avoiding eye contact:** Shying away from looking at the teacher or any other individuals direct on the face when participating in English Language activities

**Covering the mouth:** A learner puts fingers in the mouth while speaking or covers the mouth with his/her hand, a book or any other thing available.

**Introverted behaviour/ Shyness:** Social inhibition behaviour among learners that disengages them from participation in English language activities. In this study introverted behaviour refers to shyness.

**Participation:** Is getting engaged in English language activities in the presence of others.

**Presenting characteristics:** Characteristics that include; hiding face, avoiding eye contact and covering the mouth when verbally interacting

**Pre-school:** Is an early childhood school with various levels of learners namely: baby class, Kindergarten, and pre-unit classes.

**Pre-unit:** This is the highest class in preschool that transits' to primary education at the end of the year.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter presents a review of related literature to this study. It generally highlights on types of introverted behaviour of learners, points out and briefly explains striking types of introverted behaviour on the participation of English language learning activities. The literature in particular reviews shyness as one of the introverted behaviour and shows the influence of its types such as hiding the face, avoiding eye contact and covering the mouth on learners' participation in English language learning activities. Finally, the chapter reviews interventions to assist pre-unit learners with introverted behaviour improve their participation in English language learning activities.

#### 2.2 Types of introverted behaviour of learners

The literature on introverted behaviour identifies different manifestations types of introverted behavior in individuals. According to Henjum (1982), there are two distinct groups of introverts, namely; Group A and Group B. Group A consist of the self-sufficient, confident, hardworking, those with firm goals, self-actualizing, reserved and the introspective. Group B are the shy, timid, withdrawn, poor in communication, fearful and isolated.

Myers (2003) supports this idea and also classifies introverts into two groups; the stable introverted and the unstable introverted. The stable introverted comprise of those who are passive, careful, peaceful, controlled, reliable, even-tempered, calm and thoughtful. The

unstable introverted include the moody, anxious, rigid, sober, pessimistic, reserved, unsociable and quiet. Striking characteristics of learners with introverted behavior that may influence participation in English language learning activities to include withdrawn behavior, lack of friends being easily frightened and shyness. However, this study specifically examined shyness which has been identified as one of the introverted behaviors among pre-unit learners in Kisii County.

### **2.2.1 Withdrawn behaviour**

A withdrawn learner operates in isolation and is usually busy with his/her own activities. Withdrawn behaviour is a situation where a child is not likely to interact with other children or express emotions freely (Ash, 2009). Withdrawn learners attend class and complete work, but easily get bored, exhibit little excitement, commitment or pride in the mastery of the class work and are either disengaged or marginalized (Sutherland, 2010). Withdrawn behaviour is a challenging behaviour which disrupts learning, making learners not to attend group activities. It is also difficult to form long-lasting peer relationships (Department of Education and Children's Services, 2004) which are vital in the practice of English language.

Children with withdrawn behaviour show lower rates of conversation initiations, low rates of social assertiveness, and increased anxiety during play (Brice and Montgomery, 1996). According to Ash (2009), children with language impairment have demonstrated higher levels of withdrawn behaviour compared to children not experiencing language

difficulties. Learners who withdraw may interfere with the development of their social skills; consequently affecting language development.

### **2.2.2 Shyness**

Honig (1987) defines shyness as a discomfort in interpersonal situations that interferes with one's goals. It is a form of excessive self-focus, a preoccupation with thoughts, feelings, and physical reactions. It may vary from mild social awkwardness to totally inhibiting social phobias. Shyness may be chronic or dispositional, serving as a personality trait that is central in one's being.

Crozier (2001) defined shyness as a state of discomfort or inhabitation in interpersonal situations that interferes with pursuing one's interpersonal or assigned duties. Zolton and Long (1997) said that shyness is a fear of, or withdrawal from, other people or social situations.

Shyness is a normal and sometimes temporary behaviour experienced to some degree by all people. Research shows that in children of around 5-6 months, shyness is normal development, and again shows up at about two years of age. Shyness becomes a problem in a child when it interferes with relationships with other people, with social situations, school, and other important aspects of a child's life.

Shyness becomes problematic when it leads to the patterns of behaviour that include reluctance to enter social situations discomfort and inhibition in the presence of others

exaggerated self and unresponsiveness (Honig, 1987). Shy individuals are anxious and unsure of themselves in social situations and often try to avoid interacting with others. The minimum level of shyness does not create problems for children. Frequent exposure to a particular or different situation makes them confident. But if they avoid contact with people, children of their age or exposure to different situations then shyness can be problematic (Henderson and Zimbardo, 1996).

Butt, Moss, Ajmal and Rahman (2011) identify the following as possible causes of shyness: genes predisposing a person to shyness, a less than firm attachment bond between parent and child, poor acquisition of social skills, and harsh and frequent teasing or criticizing of a child. However, shy children tend to engage in significantly less social misbehavior than other children, a factor attributed to concern and care about what others think of them. Evans (2001)

Listed factors attributed to problematic shyness in young children to include moving to a new school or neighborhood, losing a friend, losing an object, experiencing the divorce of parents, rejection by peers, anxiety, and low self-esteem and lacking the social skills to make friends.

Shy learners are normally perceived to be quiet. Quiet learners may be misinterpreted to be non-compliant and be ignored or punished for that kind of behaviour. Evans (2001) points out those quiet children have low scores due to lack of participation in learning activities. Quietness also hinders dialogue in the classroom, a crucial mode of language

learning (Lisanza, 2011). Quietness may make learners shy off from activities such as drama, poems, storytelling and news reporting that are aimed at helping them practice the language.

This therefore shows the need for pre-unit teachers to ensure that interactions are going on in their language classes. While most of the studies on shyness have been done in developed countries, little attention has been focused on the Kenyan situation and particularly in Kisii County. This study, therefore, sought to find out the influence of introverted behaviour (shyness) on the participation of English language learning activities among pre-unit learners in Kisii County.

### **2.2.3 Lack of friends**

Introverted learners have very few or no friends at all, are perceived as unfriendly, untalented, lonely and inactive in group activities (Jones and Gerig, 1994). They form weaker relationships with peers and are less likely to demonstrate their knowledge when in groups. They find themselves rejected by their peers, disliked, ridiculed and excluded from activities that they need to perform together. These experiences may wound their self-esteem and self-confidence, leaving them isolated and depressed, ultimately depriving them of opportunities to develop and practice the social and emotional skills they desperately need.

Furnham (1990) quotes a study conducted by Thorne (1987) which examined the interaction between introverts and extroverts. The study mixed and matched partners of

extroverts and introverts in conversational situations. When introverts were paired with introverts, the conversation they engaged in focused on problem talk according to Thorne. On the other hand, extroverts with extroverts showed a wide range of topics and more claims of common ground. Furnham (1990) concludes from this study and subsequent observations that extroverts talk more are more impulsive and take more risks with speech than introverts. Introverts are more careful with speech and more focused on form: vocabulary, grammar and pronunciation.

Classroom participation has also been studied from psychological and sociolinguistic perspectives in order to describe why students can or cannot participate in their classes. Such studies have found that social factors such as the age, gender and culture of teachers and students (Fassinger, 1995), and organizational factors such as class size and curriculum (Howard et al., 1996) may affect classroom participation. Different researchers, however, have criticized these studies because they focus on the factors mentioned above as explanations of student participation rather than analyzing student participation itself.

A child who has been rejected may continue to experience rejection and ultimately remain isolated. All these disengage them from peer activities, inhibiting participation in class activities (Ladd, Buhs, and Troop, 2002). They may be unwilling to engage with classmates and teachers, and this may make it more difficult for introverted learners to learn vocabulary, reading and spelling requiring early intervention. Participation gives access to social and emotional resources that help prevent loneliness (Buhs and Ladd,

2001). It is learners who have friends that find a sense of identity and belonging, a vital factor in participation in school activities (Finn, 1989).

#### **2.2.4 Being easily frightened**

Introverted learners tend to get frightened when asked to respond. This is because they get so much concerned about others' reactions towards them particularly when they don't respond correctly. Jones and Gerig (1994) interview of thirty silent American sixth-grade learners showed fifty percent lacking self-confidence and expressing fear about making mistakes in front of their peers, about being the center of attention, and about being laughed at or embarrassed. They liked working alone or in small groups and preferred classes where it would be unlikely that they would be asked questions or otherwise be the center of attention.

#### **2.3 Frequency of introverted behaviour among learners**

Learners who have been identified as introverted tend to show the behaviour again at some intervals. Gersten (1989) argues that children identified as inhibited at the age of 21 months were more likely to be solitary and less likely to participate in social interaction later in kindergarten. In a study of 5-year-old pre-school children, Coplan and Prakash (2003) identified children who often initiated few interactions with teachers as more anxious.

Jones and Gerig (1994) interview of thirty silent American sixth-grade learners showed fifty percent lacking self-confidence and expressing fear of making mistakes in front of

their peers, being the centre of attention, and about being laughed at or embarrassed. They liked working alone or in small groups and preferred classes where it would be unlikely that they would be asked questions or otherwise be the centre of attention. This kind of behaviour is likely to interfere with learners development of their social skills; consequently affecting language development. Ash (2009) affirms that learners with language impairment have demonstrated higher levels of withdrawn behaviour compared to those who do not experience language difficulties. Learners who withdraw may interfere with the development of their social skills; consequently affecting language development.

Jones and Gerig (1994) further found out that introverted learners tend to have very few, or no friends at all and they were perceived as unfriendly, untalented, lonely and inactive in group activities. They formed weaker relationships with peers and found themselves rejected by their peers, disliked, ridiculed and excluded from activities that they needed to perform together. Socially withdrawn children frequently refrain from social activities in the presence of peers.

A study by Laine and Auremaa (2004) of withdrawn children in Finland revealed that withdrawn children are less pro-social towards their peers than non-withdrawn children. The reviewed literature shows the frequency of withdrawn and reserved characteristics of introverted behaviour among learners. The current study sought to find out the frequency of introverted behaviour (shyness) on the participation of English language learning activities among pre-unit learners in Kisii County.

## **2.4 Influence of introverted behaviour on participation of English language learning activities**

Introversion if not carefully handled is a handicap for many learners in their academic endeavor. For young children the most common manifestation in schooling is shyness. Learners who are shy are usually anxious and ready to avoid educational situations (Kasper, 2012). As a result, these learners are unable to realize their full academic potential. These learners face many shortcomings in class unnoticed. The learners are less likely to demonstrate their knowledge and skills and teachers and peers may develop poor perceptions of the learners.

Busch (1982) explored the relationship between introversion-extroversion and English language proficiency of 105 adult school and 80 junior college learners in Japan. A Japanese version of EPI and a nationally standardized English test, consisting grammar / vocabulary, reading, aural comprehension, and dictation, were used to collect the data. In general, no significant relationship was found between extroversion and language measures. Only, pronunciation, a subcomponent of the oral test, was significantly and negatively correlated with extroversion.

Lightbown and Spada (2006) state that many classroom teachers believe that in second or foreign language learning, extroverts are more successful than introverts, particularly in their communicative ability. In a study, Dewaele and Furnham (2000) found that extroversion is inextricably linked with fluency in second language (L2) production. In addition, based on the findings of several studies, extroverts were found to be superior to

introverts in short-term memory. Among them is the finding of Eysenck (1981) that to retrieve information from long-term memory introverts need more time than extroverts do. Eysenck believes that this difference could be driven from the over arousal of the introverts. He concluded that introverts would not get the advantage in conducting the tasks that involve processing of several items of information.

Research by Crozier (2001) indicated that shy learners find it difficult to ask questions. They are apprehensive about the appropriateness of language to be used. Another issue that may affect a shy learner is the need to build up a relationship with familiar people before asking for help or engaging in conversation. This study examined the influence of three presenting characteristics of introversion on learners' participation in English language learning activities: Hiding the face, avoiding eye contact and covering the mouth.

#### **2.4.1 Hiding the face and participation of learners with introverted behaviour in English language learning activities**

Broberg, Wessels, Lamb and Hwang (1997) observe that hiding face would be more likely to influence performance in an oral rather than a written response. According to (Crozier and Hostettler 2003) the significant difference between shy and less shy children is obtained in both face-to-face tests. Broberg, Wessels, Lamb, and Hwang, (1997) suggests that children prone to hiding face would perform better only when the required response was written rather than spoken. Such children are more comfortable when they

are tested among their peers than when they are singled out for individual attention. Otherwise, they speak less and are more likely to have shorter turns in conversation.

In terms of outcomes, evidence shows that children's shyness can induce unsatisfactory patterns of interaction. According to Evans (2001), teachers found the silences and minimal responses of shy children uncomfortable and responded to the discomfort by questions leading to a vicious circle of more minimal response as the teacher took control of the conversation rather than creating the conditions for dialogue. This study found out how hiding the face influence participation in English language learning activities among pre-unit learners in Kisii County.

#### **2.4.2 Avoiding eye contact and participation of learners with introverted behaviour in English language learning activities**

In a study of 5-year-old pre-school children Coplan and Prakash (2003) identified children who initiated few interactions with teachers as more anxious. The findings show that learners suffering from the minimal engagement of eye contact with the teacher were less fluent when the teacher asked direct questions.

Evans and Evans (1987) observation of kindergarten children found them speaking fewer words and having shorter utterances. The learners tend to perform more poorly than their peers on assessments of language production including tests of expressive vocabulary (Evans, 2001). They volunteered less information and were more likely to offer no response leave alone minimal answer to teachers' questions. They were more fluent when

the teacher adopted a more conversational style, elaborating upon the child's contributions and introducing his or her own observations.

Crozier and Perkins (2002) study of British schools revealed that shy pupils performed less well when the test was administered individually relative to the same test being administered to the whole class in a group setting. It also revealed that when shy children were questioned in the presence of their peers' they were brief with shorter utterances and less vocabulary.

The findings suggested that shy children's responses are constrained by attention from peers and do not necessarily reflect underlying differences in competence. The findings also confirm that shyness affects verbal behaviour in situations that are more structured than routine conversations. This study sought to determine how avoiding eye contact influence participation in English language learning activities among pre-unit learner in Kisii County.

#### **2.4.3 Covering the mouth and participation of learners with introverted behaviour in English language learning activities**

Research has shown that shy learners are more prone to experience difficulties in verbal communication. A study by Evans (1993) concluded that shy children within the age range 3 to 11 years perform more poorly than their peers on standardized language assessments involving vocabulary. Asendorpf and Meier (1993) recording of the verbal

behaviour of second-grade children showed that shy children spoke significantly less in lessons as well as break time.

The most consistent difference between shy children and their less shy peers is that they speak less and they are more likely to have shorter turns in conversation (Crozier, 2001). Shy children tend to be quieter in class. Covering mouth interferes with the free flow of words. Spere and Evans (2009)'s study shows children with high levels of withdrawn behaviour such as shyness exhibit low vocabulary abilities, using less complex sentences, and have lower levels of phonological awareness.

Covering mouth in the presence of people may be an expression of lack of self-confidence (Jones and Gerig, 1994). It is a sign of fear of making mistakes in front of their peers, about being the centre of attention, and about being laughed at or embarrassed. Broberg et al (1997) indicate that shyness is more likely to influence performance in an oral than written response. Shy children prone with mouth covering would perform better in written than spoken tasks.

They are also more comfortable when tested among their peers than when they are singled out for individual attention. Crozier and Hostettler (2003) study shows that the relative performance of shy participants was best in the group condition and poorest in the face-to-face written condition. Given the observations in the reviewed literature this study sought to establish how covering the mouth influence participation in English language learning activities among pre-unit learners in Kisii County.

## **2.5 Interventions for enhancing participation of introverted learners in English language learning activities**

Pre-unit teachers should not ignore introverted learners but they need to intervene early to help them adjust and enhance their participation. These include:

### **2.5.1 Teachers' Interventions**

Teachers can intervene to encourage introverted learners interact by giving them leadership roles in the classroom, giving them a chance to sing or pray in front of the class, giving them opportunity to answer questions even when they have not raised their hands and advising the learners to appreciate each other's attempt. Teachers' should encourage introverted learners to keep interacting by accepting less detailed responses. Shy learners normally attributed to short responses with less detailed explanations.

Any little opportunity that leads to successful participation encourages and motivates them to keep making an attempt. Therefore, by allowing a child to respond even in one word and praising the attempt will help boost their self-esteem. Teachers can also use a variety of strategies to assist introverted learners to cope (Irish National Teachers' Organization 2015). This study established the kind of interventions pre-unit teachers use to help enhance learners' participation in Kisii County. Interventions from teachers include:

### **i. Teachers positive relationship with the learners**

Teachers should develop meaningful relationships whereby children construct their own learning. The teachers' role will be to support children to learn and practice new skills, develop problem solving skills and resilience. To ensure children's success, teachers will support them to develop interest, participate and communicate with others (New Jersey Department of Education, 2013). Whether pre-unit teachers in Kisii County are using positive relationship with learners to enhance their participation is the concern of this study.

These profiles provide teachers with new knowledge about how to help all learners regardless of their relative strengths and weakness in the various intelligence areas to get more out of school. From the above discussion, it is evident that, no one learner is alike and teachers must realize that a single teaching method fit for all, will not work in a classroom. Therefore, Gardner (1993) suggests that educational methods should be created and adjusted to be more flexible for learners who have different intellectual capacities. A learner's strength in a particular intelligence has to be identified from the onset to enable teachers to suit their teaching styles according to the intelligences and learning preferences of each individual learner.

Philosophers of education advocate learning by doing in order to produce the best results, therefore, practical teaching method like group activities, inquiry, discovery and discussions are greatly emphasized by educators. If knowledge has to be accepted from another man, the pupils must also exercise their reasoning power. Southland, (1988) says

that if teaching is to be a self-respecting and respected profession every teacher should know clearly, what he or she is trying to achieve, why they teach certain things to pupils and why they use certain methods of teaching.

The teaching of English lays emphasis on skills of speaking, reading, and writing. The integrated English aims at enhancing the above skills as Claensen, (1984) says that the literature component offers the teacher with an opportunity to involve the students actively in learning English. On many occasions, they can be asked in pairs or in groups to study and appreciate the stylistics and techniques of good writing and to respond intellectually and emotionally to language use.

Variation in these teacher attitudes contributes to different classroom norms and references by which students assess each other's social attributes and likeability (Hughes, Cavell, & Willson, 2001). Students' peer status may form and change in accordance with teachers' liking and disliking of a behavior or a student and kinds of behaviors or students. Several investigations of young children indicate that peer popularity of a student reflects teacher preference more than peer liking (Ladd et al., 1999; White & Kistner, 1992; White, Sherman, & Jones, 1996). Teacher attitudes toward aggressive and withdrawn behaviors are also expected to affect students' self-perception in relation to these behaviors.

From the previous review, several scenarios about students' aggressive and withdrawn behaviors can be hypothesized. High control and low warmth characteristic of teachers'

interaction with aggressive students (Coie & Koepl, 1990) convey disliking of these students to the class, which may learn to reject aggression (Hughes, Cavell, & Jackson, 1999). Conversely, teachers who are tolerant of aggression communicate their lenience to the students who also act more positively toward the aggressive peers.

Whether teachers feel averse, indifferent, or empathetic toward shy and withdrawn children may also affect how their peers perceive these students. However, the direction of the teacher effect may be unclear. A positive opinion from the classroom teacher may help raise the social status of a shy and withdrawn child who may otherwise be neglected or rejected by peers. On the other hand, a positive or protective stance taken by an empathetic teacher may also reinforce the perception among students that the “protected” child is socially incompetent. Teachers’ favorable opinion of a shy and sensitive student may also cause resentment among students who may consider the student undeserving of the teacher’s attention.

In contrast, the effect of an empathetic attitude on the self-perception of the withdrawn students seems clear. A positive teacher opinion is expected to elevate the self-perception of withdrawn children. An indifferent or averse opinion from the teacher will worsen the already depressed self-perception of these students (Archibald & Cohen, 1971). Because withdrawn children are often victims of aggression, teachers’ aversion to aggression that rectifies the feeling of injustice sets a moral tone in the class in favor of the withdrawn students.

Thus, teachers' adverse attitudes toward aggression are also expected to lessen the negative self-perception of withdrawn children. Finally, the effects of teacher attitudes on aggressive students' self-perception, however, maybe limited. This is consistent with the literature that the self-perception of aggressive children is somewhat independent of others' opinion of them (Cillessen et al., 1992). In fact, negative teacher attitudes may even have a positive effect on aggressive students' self-perception because of the extra attention they receive from teachers in tolerant of aggressive behaviors.

English must also aim at continually perfecting his own spoken English so that he or she can provide a good role model for students. Repetition or imitation is key in learning speaking skills. Kaye and Rogers (1968) described group work as a method of teaching in which activities or small groups of pupils, such groups being self-directed, carry out tasks. If well managed, group work can result into an increase in opportunities for the learner to use the target language.

One of the advantages of the small group setting appears to stem from the fact that its more intimate setting provides students with the opportunity to negotiate the language they hear free from stress and rapid pace of the teacher – fronted classroom. When using group work, therefore, the teacher should be merely a facilitator; it is not his job to direct but rather to follow and from time to time support and advice. Various scholars as described above have looked at different approaches employed by teachers during classroom interaction that promote acquisition of various skills in the English language.

## **ii. Improving Learning Environment**

Conducive school learning environment needs to be created. Teachers should ensure a warm, welcoming and supportive environment for introverted learners. This will make them feel comfortable, wanted, valued and accepted to interact with caring and trusting people. Schools that are positive, safe and nurturing enhance participation of pupils in learning activities (Makewa, Role, and Yegoh, 2011).

The combination of the environmental influences such as school instruction, parents, and exposure to cultural activities can strengthen or can weaken certain intelligence. If given appropriate instruction and encouragement, all intelligences can develop and reach to a higher level. Third, Intelligences usually work together in complex ways. Fourth, there are many ways to be intelligent within each category. In other words, one can perform each intelligent in different ways.

Based on Gardner's theory, Chapman and Freeman (1996) emphasize three implications that are useful for educational system: intelligence can be taught through teaching, intelligences are changing throughout life, and the existence of different intelligences that different learners possess results in different learning styles and different needs. Hence, Chapman (1993) suggests several implications of Gardner's theory, which are relevant for English teachers.

The implications are that everyone has at least an intelligence of strength, everyone has some weaker intelligence that can cause discomfort, weakness can be strengthened, and

lastly one's brain is as unique as a fingerprint. These ideas suggest that teachers may need to ensure that their classroom teaching practices and programmes, take account of the different multiple intelligences of learners and the learning styles associated with each. In this way, the particular and the different strengths of learners will be accommodated.

A safe, caring, participatory, and responsive school climate tends to foster great attachment to school as well as providing social, emotional, and academic learning (Blum, McNeely, and Rinehart, 2002). The current study sought to find out whether pre-unit teachers in Kisii County are creating a conducive environment for learners as they participate in English language learning activities.

As far as Multiple Intelligences and Learner Profiles are concerned, every learner possesses at least an intelligence of strength. Thus, they represent different profiles for the whole class. To get a clear picture of learner profiles within the context of multiple intelligences, works by Armstrong (2000), Chapman (1993) and Gardner (1993, and 2004) could guide teachers. It is important to identify individual learner profile, as it will constitute to class profiles.

By knowing individual learner profiles and class profiles, teachers are able to decide on appropriate teaching strategies and learning activities for the class. If the class is strong in interpersonal intelligence, then teachers may adopt teaching strategies of cooperative learning and games and design learning activities that encourage learners to involve in high challenge, cooperative learning situations in the classroom such as group games

Mackay (1965) posits that, language is a habit and habits are not established by one or two performances but many speaking, he presupposes a certain reservoir of structure and vocabulary and therefore, requires a great deal of practice which gives skill and facility in the interchange of speech. Practice also builds in learners the confidence needed to become fluent speakers of the language. Lado (1964) asserts that long explanations of language rules without practice is a waste of time, so most of class time should be devoted to practice.

Without practice therefore, pupils' knowledge of language will remain essentially analytical and intellectual. Allwright and Bailey (1991) explain that it is the interaction between input and output that promotes language learning. Ellis (1994) also says that classroom interaction determines second language learning by constraining the forms to which the learners are exposed. It also provides the learners with ready-made chunks of language, which they can incorporate into their utterances.

### **.iii. Learning styles**

Ehrman, and Oxford (1990) cited 9 major style dimensions relevant to L2 learning, although many more style aspects might also prove to be influential. This chapter discusses four dimensions of learning style that are likely to be among those most strongly associated with L2 learning: sensory preferences, personality types, desired degree of generality, and biological differences.

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

Multiple Intelligences theory can be described not only as a philosophy or an attitude toward learning but also as possible techniques to be developed in the classroom. A teacher's role in a multiple intelligence classroom contrasts sharply with that of a teacher in a traditional classroom. In the traditional classroom, the teacher lectures while standing at the front of the classroom, writes on the board, questions learners about the assigned readings or handouts, and waits as learners finish their written work.

In comparison, in the multiple intelligence classrooms, the teacher continually shifts method of presentation from linguistic to spatial to musical and so on. Teachers can also combine intelligences in creative ways. In teaching English, some strategies related to the development of communicative approach and competence based strategies can be applied by English teachers.

Multiple intelligences provide a wide variety of teaching strategies that can be implemented in the classroom to support the existing ones. The theory provides a road for

accomplishing what good teachers have always done: reach beyond the text to make varied chances available for learners to learn and show evidence in learning.

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages. However, in other studies, such as that of Mullins (1992) with EFL learners in Thailand, affective strategies showed a negative link with some measures of L2 proficiency. One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before.

#### **iv. Improving relationship in the ECDE Centre**

There is a need for good teacher-child relationships and peer acceptance in ECDE centers. This will create a supportive environment for introverted learners. Good relationships in the school help learners develop more positive academic attitudes and greater satisfaction (Klem and Connell, 2004). Peer acceptance and friendship fosters learners' self-concept and participation in class. The learners' sense of belongingness and in a group leads to positive emotion and readiness to participate in class. Studies of peer acceptance and friendship consistently show that high achievement is correlated with peer interaction and acceptance (Wentzel and Asher, 1995).

Brown (2000) lists self-esteem, inhabitation, risk-taking, anxiety, theories claim that the extroverts are the better language learners since they tend to be sociable, more likely to join groups and more inclined to engage in conversations both inside and outside the classroom (Cook, 1991). Likewise, Naiman, Frohlick, Stern and Todesco (1978) believe that the extroverts who are sociable and open to other people are more successful in learning languages than introverts. Swain and Burnaby (1976); however, believe that well-organized and serious introverts are seen better learners as far as the systematic study is concerned.

Others may find that they use different styles in different situations. Teachers need to know learners learning preferences in order to help them make good use of their learning styles, and develop ability in less dominant ones (Armstrong, 2000). Some learners think in words, or by reasoning, or in images and pictures, or through somatic sensation, or via rhythms and melodies, bouncing ideas of other people, or simply think deeply inside of themselves. Learning styles according to multiple intelligences point of view can be classified into visual learners, auditory learners and kinesthetic cleaners (Gardner, 2004).

Rejection or exclusion and estrangement from the group is consistently associated with behavioral problems in the classroom, lower interest in school, and dropout (Goodenow, 1993). This study sought to establish whether pre-unit teachers in Kisii County have good teacher-child relationship with introverted learners and whether their peers in the class accept and appreciate them.

#### **v. Use of diverse Materials**

Introverted learners love to work alone, if they are provided with a variety of materials, like computers with rich educational programmes, they can model and practice language from such programmes. Books, charts, flash cards and other relevant materials for learning and practicing should be adequate and well distributed to enable introverted learners to use them since they may request neither the teachers nor their peers to allow them to use the materials.

Visual learners learn information mainly through the eyes. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They learn best from visual displays. They often prefer to take detailed notes to absorb the information. Auditory learners learn best through verbal lectures, discussion, talking things through and listening to what others have to say. They interpret the underlying meaning of speech through listening to tone of voice, pitch, speed and other nuances. To them, written information might have little meaning. They often benefit from reading text aloud and using audio equipment.

For kinesthetic learners, they learn best through hands-on approach, actively exploring the physical world around them. They might find it hard to sit still for long periods and might become distracted. Thus, teachers need to present information using different styles. This variety in presentation of content and overall instructional approach allows learners to learn better and more quickly especially if the chosen teaching methods used better match their preferred learning styles.

By looking at individual learner's approaches to learning, teachers will appreciate, accept, and accommodate learner differences. Armstrong (2000) has proposed some learning activities, which are based on multiple intelligences to help learners in their language learning. Certain learning activities can stimulate certain intelligences, such as reading English stories everyday can stimulate learner's linguistic intelligence. However, Gardner (1993) suggests that during a learning episode it will be normal for a number of intelligences to be used together.

Studies reveal that students who are exposed to enough learning resources such as relevant textbooks, videos, TVs and radio cassettes develop proficiency in English than those who are not exposed to these materials. Reading is an important skill in the art of learning English. To be a good reader an individual requires equipping himself with proper reading techniques. Bright (1970), stresses the importance of reading by saying;

Only by reading can the pupil acquire the speed and skill he will need for the practical purpose when he leaves school. In our society, it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it. Further education depends on quantity and efficient imaginative reading. Reading enriches students' vocabulary and helps them improve their speech.

Sutherland, (2010) commends that the early childhood program must provide a variety of diverse materials, books, activities and experiences that increase young children's awareness of similarities and differences in self and others. Whether pre-unit teachers in

Kisii County are using diverse materials on introverted learners is the concern of this study.

#### **vi. Communicating with Children**

Introverted learners may be mistaken to be non-compliant because of their quietness or withdrawn behaviour. Teachers may worsen the situation in the process of communicating with these children. (The New Jersey Department of Education, 2013) argues that the way one makes requests is crucial in maximizing children's compliance.

Requests that are angry, vague, shouted, hurried or given from a distance are less likely to be successful, and compliance is achieved by getting close to the child, getting down to their level, establishing eye contact to fully engaging the child's attention and using clear, specific language when showing children what to do. The teacher needs to be firm but uses a friendly tone to communicate messages clearly, and body language of the teacher should be consistent with the message. The current study sought to find out whether pre-unit teachers in Kisii County use appropriate approaches to communicating with introverted learners.

#### **vii. Maximizing Children Cooperation**

Teachers' behaviour and interaction with children provide a model and foundation for cooperative and successful programs. Strategies such as pairing or grouping children foster friendship and cooperation. There should be an effort to create a climate that values conversations, dialogue, questions, and reflections, including teacher having

personal conversations with each child to build relationships and encourage exchanges (The New Jersey Department of Education, 2013). This study sought to determine whether pre-unit teachers in Kisii County are maximizing learner's cooperation.

Some studies have shown that introversion or extroversion do not have a significant impact on second language learning in the classroom. Gardner and Clément (1990) determined that both types of learners had equal opportunities for achievement, and that language teachers should address the needs of both personality types. However, in a study by Wakamoto (2000), with 254 Japanese students learning English as a Foreign Language as participants. Results show that extroversion did have a connection to the learning strategies employed by language learners.

Wakamoto surveyed junior college students in an English language course for their learning preferences and matched these results with personality types. The study found that extroverts used more strategies that are functional and social-affective strategies in language learning than introverts. Extroverts tended to focus on meaning rather than form a strategy which has been confirmed as contributing to success in L2 acquisition by Brown (2001). Extroverts asked more questions than their introverted counterparts. Wakamoto concluded that extroverts will ask for clarification more readily than introverts, thus improving their chances for input essential for developing an inter-language.

According to research in the field of social cognition, learning situations which make use of the social context often achieve superior results over individualistic experiences (Alansari, 2006;p. 265).This finding appears to contradict introverts' preferred interpersonal learning style aligned with high performance. Gifted students' preference to work alone is widely espoused, but studies vary widely in their explanations.

In another study by French, Walker, and Shore (2011), they re-examined this notion in terms of motivation and social constructivism among 247 schools-identified gifted and high-achieving and regular-education student sin Grades 4 through 12. Survey data assessed learning style, interests, preferred learning conditions, learning-related personality, perceptions of learning support, comments about ideal learning situations, and beliefs about why some children might prefer working alone. Some general preference to working alone was found among gifted students, but this was not strong and it varied based on how the question was posed. Gifted students who felt that teachers appreciated their work and fellow students reported the strongest preference to work with others.

Good teachers keep spontaneous curiosity alive while enabling children to master the content of the collective intellect, and are concerned when students fail to live up to their individual potential. As student populations evolve and new research emerges, the most effective strategies to achieve the greatest outcomes evolve as well. The best teachers are the ones who continually inspire all their students, from introverted to extroverted, to do their best work.

### **viii. Planning And Implementing Remedial Programme**

Teachers should identify introverted learners in their classes and plan to encourage them to overcome introversion. Malouff (2015) suggests the following strategies to help learners overcome introversion: Telling learners about times when one acted bashful (enables them to appreciate their own introverted behaviour and look forward to shedding it); Explaining to the learners how they will benefit from outgoing behaviour; Showing empathy when learners feel afraid to interact; Preventing labeling of the learners as shy.

Setting goals for more outgoing behaviour and measuring progress; Setting a model of outgoing behaviour; Exposing the learners to unfamiliar settings and people (exposure to be gradual to help child develop confidence); Prompting the children to interact with others; Rewarding the children for outgoing behaviour; Praising others' outgoing behaviour in the presence of the children; Helping the children practice interacting with others; Pairing each introverted learner with another in important settings; Reading books with the learners about individuals who overcome introversion; Discouraging teasing of the learners; and guiding the children to identify and express their emotions.

A number of studies have shown a positive correlation between extrovert personality trait and successful second language learning, for example, in Rossier(1976:71) doctoral dissertation, he tested fifty Spanish-speaking high school students of English as a second language, appraising only their oral English skills. He found that the extrovert was a significant variable in the development of his subjects' language proficiency.

While Tucker, Hamayan and Genesee (1976:89) found that the more outgoing-adventurous students in a one-year late (grade 7) French immersion program performed better on tests of listening comprehension and oral production than did the quieter students. As well, they found that an outgoing personality seemed to be more important for students in a late immersion program than for those who had been exposed to a French immersion curriculum since kindergarten.

Whether pre-unit teachers in Kisii County were implementing the same strategies to help introverted learners cope was the concern of this study. To help reduce the frequency and severity of introversion, consistent implementation by all educators were highly valued. High level of communication, monitoring, and review of learners' progress are critical in managing introversion. This study sought to investigate whether the stakeholders in Kisii County were concerned with introverted learners and whether they are tracking them to assist them overcome introversion and elicit their potential.

### **2.5.2 Parental involvement**

Families are also encouraged to use a consistent approach at home. According to RosVoseles and Haughey (2007) to counteract negative behaviour, good virtues can be inculcated early in life. With this view the family of the introverted child should be consulted to acknowledge the behaviour, give background information about the child and be incorporated to assist provide intervention measures at home. This will encourage the child because he/she will find a similar environment for practice both at home and at

school and with time, the child will overcome the behaviour. This study sought to find out whether parents were involved in assisting the identified introverted pre-unit learners.

## **2.6 Summary and conclusion**

The reviewed literature revealed various characteristics of introverted learners. They included the self-sufficient, confident, hardworking, those with firm goals, self-actualizing, reserved and the introspective. Others include the shy, timid, withdrawn, poor in communication and fearful. It showed that introverted behaviour in children is frequent and that these children often initiate few interactions and tends to show the behaviour over and over again. The striking characteristics of introverted learners that influence participation in English language learning activities include withdrawn behaviour, shyness, being easily frightened and having no friends.

Some recent studies have proposed a different construct, which is directly related to extroversion versus introversion. MacIntyre and Charos (1996) propose that there is Willingness to Communicate factor in L2 acquisition, which is connected, to communication apprehension or anxiety in L2 contexts as suggested by Horwitz, Horwitz, and Cope (1986). Thus, the global trait of introversion contributes to both communication apprehension and the perception of communicative competence, and self-esteem was found to play a role in developing communication apprehension (MacIntyre & Charos, 1996). In other words, introverts are less likely to talk and have a lower self-confidence in their second language.

Self-confidence has been linked to success in second language acquisition in natural settings. According to a study by Gardner and Clément (1990), self-confidence is one cause of motivation in acquiring a second language. Clément and his colleagues defined self-confidence as a combination of low levels of language-specific anxiety, confidence in one's language skills, and self-perceptions of high levels of proficiency.

The influence of introverted behaviour on participation includes making shorter utterances, quietness, and poor phonological awareness and being less fluent. Interventions for introverted behaviour include; friendly teachers, frequent communication with pupils, encouraging parental involvement, maximizing pupils' classroom participation and use of diverse materials.

Generally, available research reveals that introverted learners are at a greater disadvantage than their peers in many areas, including academic and social functioning; both key components to education. While most of these studies have been done in the developed countries, little attention has been focused in Kenya and in particular Kisii County. This study, therefore, sought to determine the influence of introverted behaviour on the participation of English language learning activities among pre-unit learners in Kisii County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, location of study, target population, sampling technique, and sample. It also presents validity and reliability of research instruments and the techniques for data collection and analysis.

#### **3.2 Research Design**

The descriptive survey design was used in this study. According to Mugenda & Mugenda(2003), a survey design seeks to collect data from a target population to determine the current status of phenomena with respect to one or more variables. This design, therefore, was used to determine the presence, frequency and influence of introverted behaviour on participation in English language learning activities among pre-unit learners. The survey method was suitable since it does not require manipulation of variables.

##### **3.2.1 Variables**

The independent variables in this study were the types of introverted behaviour among pre-unit learners namely hiding face, lack of eye contact and covering the mouth from participating in English language learning activities while the dependent variable was pre-unit learners' participation in English language learning activities. The variables were measured by recording the number of times a particularly introverted behavior was

manifested by the learners. This was done by use of an observation checklist for each pre-unit class that participated in the study.

### **3.2.2 Research Methodology**

This study used mixed methods (both qualitative and quantitative method). The method was suitable because the strengths of one minimized the weaknesses of the other since the methods were integrated (Creswell and Plano, 2011). The method was also suitable because it gave equal priority to either approach (Terrell, 2011). Data from the two different sources was analyzed, verified and validated to find out whether the information met at a common point.

### **3.2.3 Location of the Study**

The study was carried out in NyaribariCache Sub-County located within Kisii municipality. Its setting comprised of children of various characteristics for it cuts across both rural and urban settings which has children of various personalities. The location of the study was purposively chosen because the researcher had had prior experience with the pre-school children on various occasions, for instance, during drama and music festivals, during their graduation ceremonies to the standard one and in various parents' meetings.

In the process, the researcher had realized variance differences in their presentations as some were very active and others were shying off. NyaribariCache is also a sub-county in the larger Kisii County, where English language learning activities in primary

(standard 3) like reading are below par on average (24.83%) in comparison with the national average score, which stands at (27.2%) (Uwezo, 2011).

A Learner, who is unable to grasp the emergent skills in pre-unit, might translate the same problem to the primary. The study, therefore, sought to find out the influence of introverted behaviour on the participation of English language learning activities among pre-unit learners in the sub-county. The sub-county was also selected in view of its familiarity and accessibility to the researcher. Singleton (1993) observes that the ideal setting for any study is one which is easily accessible and which allows the researcher immediate rapport with the respondents. It was also convenient to the researcher in terms of time and money given that the researcher has to make a number of visits to the selected schools to carry out observations and collect data.

### **3.3 Target Population**

According to MOE (2015), NyaribariCache has approximately 74 public pre-schools/ pre-unit classes which were targeted for the study as well as the teachers handling those classes under study (a teacher per class) in NyaribariCache Sub-County within Kisii County. On the other hand, the study targeted 271 introverted children out of a total population of 2,788 learners (see table 3.1)

**Table 3.1 Distribution of Targeted School's and Children**

Table 3.1: shows the distribution of schools per ward and number of enrolled children during the time of study.

<b>Ward</b>	<b>Target No. of Schools per Ward</b>	<b>Target No of Enrolled Children per Ward</b>	<b>Actual Target Number of introverted learners</b>
Kisii Central	10	522	45
Bobaracho	13	672	50
Birongo	11	429	40
Kiogoro	12	465	55
Keumbu	13	299	51
Ibeno	15	401	30
<b>Grand Total</b>	<b>74</b>	<b>2,788</b>	<b>271</b>

As table above shows, the targeted schools per each of the six wards in Kisii County was as follows: in Kisii Central Ward 10 schools were targeted and 522 children, Bobaracho Ward 13 schools and 672 children, Birongo Ward 11 schools and 429 children, Kiogoro Ward 12 schools and 465 children, Keumbu Ward 13 schools and 299 children and lastly Ibeno Ward 15 schools and 401 children. As for the children, the overall target population was 2,788 children.

However, out of the 2,788 children, 271 of them constituted the actual number of children specifically targeted in the category of introverted learners with 45 of them being from Kisii Central, 50 from Bobaracho, 40 from Birongo, 55 from Kiogoro, 51 from Keumbu and 30 from Ibeno. The target number of learners with introverted behaviour from each cluster/class was determined in the first stage of every visit to each school. Through quick assistance from the teachers prior to the actual dates of observation.

### **3.4 Sampling Technique and Sample Size**

According to Oso and Onen, (2009), a sample is a part of the target (or accessible) population that has been procedurally selected to represent it. Sampling was conducted as described below.

#### **3.4.1 Sampling Technique**

Random sampling was used to select the sample a total number of 74 schools in NyaribariChache sub-county, which has six wards. Twenty-three (31%) of the 74 pre-unit classes were selected from each ward for the study. This is in line with Mugenda and Mugenda (2003) who indicates that a fairly accurate sample in a survey should comprise 30% of the target population Kerlinger (1973) also argues that drawing a sample at random gives all the subjects an equal chance of being selected. In random sampling of schools for the study, the researcher wrote the names of all schools per ward on a piece of paper.

The pieces of paper were folded, mixed and using lottery 10% of the total from each ward was selected. Those schools whose names appeared on the selected papers automatically constituted the sample for the study. The pre-unit classes in the sampled schools formed the clusters for the study while purposive selection of the 271 introverted children out of 2,788 was done after which proportionate random selection was done to come up with the sample size of the introverted children. Specifically, 14 out of 45 introverted were selected from Kisii Central Ward, 16 out of 16 out of 50 from Bobaracho, 12 out of 40 from Birongo, 17 out of 55 from Kiogoro, 4 out of 51 from Keumbu and 9 out of 30 from Ibeno. The presenting characteristics of introversion namely quietness, avoiding eye contact, covering the mouth, hiding the face, passive response, and being easily frightened were used to identify learners with introverted behaviour for the study.

### **3.4.2 Sample Size**

The sample size in descriptive studies as described by Mugenda & Mugenda (2003) states that 10 - 30% or above is adequate. The calculated number of schools sampled for the study was thus 23 (31%) out of 74. As for the children, a sample size of 84 (31%) out of a population of 271 introverted learners was selected. The 23 teachers who handle the pre-unit classes in the selected schools were given questionnaires to fill. The questionnaire gathered information on introverted behaviour of learners in their classes, which was used to confirm and compare with the actual observation by the researcher.

**Table 3.2: Sample Size**

<b>Wards</b>	<b>31% Sample size of the schools/ teachers per ward</b>	<b>31% Sample size of introverted learners per ward</b>
Kisii Central	03	14
Bobaracho	04	16
Birongo	03	12
Kiogoro	04	17
Keumbu	04	16
Ibeno	05	09
<b>TOTAL</b>	<b>23</b>	<b>84</b>

### **3.5 Research Instruments**

Observation checklists and a questionnaire developed by the researcher were used to collect raw data. In this study, the checklist was a schedule laying out the variables to be observed. It helped to ensure consistency and completeness in filling in the observed variables of introversion. The checklist contained all the observable variables of introversion among pre-unit learners, which were measured using a nominal scale. Another checklist contained the English language learning activities that learners participated in.

#### **3.5.1 Observation Checklist**

This is an instrument, which was used to collect data on the types of introverted behavior and the frequency of introverted behaviour among pre-unit learners. It contained two tables. The first table shows three types of introverted behaviour in various cluster pre-

unit classes namely hiding the face, lack of eye contact and covering the mouth. For each learner with introverted behaviour, the research checked against the manifesting behaviour of introversion.

Table 2 contained three English language learning activities including reading a three letter word given by the teacher, sound articulation after the teacher and news telling. For each identified introverted learner the researcher observed and indicated the types of introverted behavior in each of the learning activities to show the frequency of the behaviour on participation in the three English language-learning activities. Other than observing the types of introverted behavior and the frequency of the behaviour on participation in English language learning activities, the researcher also observed and took note of the influence of introverted behaviour on English language learning activities. The observation checklists are shown in appendix B.

### **3.5.2 Questionnaire**

A questionnaire was given to the pre-unit teachers earlier before the actual dates of observing learners. The use of the questionnaire was to assist confirm cases of introverted learners and influence of the behaviour on participation in English language learning activities. The questionnaire was also used to establish the tools, skills and other interventions applied by pre-unit teachers to enhance participation of introverted learners on participation in English language learning activities. The questionnaire is shown in appendix C.

### **3.6 Pilot Study**

The research instrument was piloted using pre-unit learners from two randomly selected pre-schools within the area of study. The selected pre-school learners were consequently excluded from the study. The piloting enabled the researcher to familiarize herself with the anticipated challenges arising from logistics and data collecting instruments. The instrument was then modified appropriately. The piloting was conducted by the researcher in two different pre-unit classes (clusters) that were not participating in the actual study within an interval of two weeks.

#### **3.6.1 Validity of the Instruments**

According to Wiersman (1985), validity is the extent to which the instrument measures what it is designed to measure. The researcher ensured that the instrument was clear, understandable, and in a logical order (face validity) and that the same variables were observed from all the sample participants. Lastly, the researcher consulted her supervisors to approve the content of the instruments (content validity), based on the study objectives.

#### **3.6.2 Reliability of the Instruments**

The extent to which an instrument is consistent in producing the same result referred to as reliability was vital and to achieve this important content of the instrument, the researcher used the test-retest procedures. This means that the researcher administered the instrument in two different pre-unit classes (clusters) within an interval of two weeks.

Pearson product moment formula for test-retest was employed to calculate the correlation coefficient in order to establish the extent to which the content of the instrument was consistent in eliciting the same outcome each time the instrument was administered. The correlation coefficient obtained for the instrument was plus 0.70, and this was deemed to be reliable for data collection.

### **3.7 Data Collection Techniques**

The researcher left the questionnaires with the pre-unit teachers on the first visit and collected them after one week. The researcher inducted the pre-unit teachers to help in identifying those likely to be learners with introverted behaviour. The teachers were also briefed on how to engage the learners in English language learning activities to help involve the introverted learners and to prompt participation. Pre-unit learners were observed for variables of introverted behaviour in their regular school and class environment. Pre-unit teachers were instructed not to disclose any advance information on the study activities to learners.

On the agreed dates, the researcher assembled the research instruments and traveled together with trained assistants by *bodaboda* (public transport motorbikes) to the selected pre-schools. Each cluster pre-unit class were observed in three English language activities spread over four weeks to establish the frequency and consistency of introverted learners' behaviour in hiding the face, avoiding eye contact and covering mouth during English language learning activities (reading a three letter word given by the teacher,

sound articulation after the teacher and news telling of things they saw on their way to school).

While the teachers were used to instruct learners on what and how to carry out the required English language activities, the research assistants collected raw data using the already developed checklists. The researcher played a supervisory and coordination role as well as observing and noting the effect of introverted learners' behaviour on participation in English language learning activities.

### **3.8 Data Analysis**

Raw data was cleaned to remove outliers and incorrectly filled checklists. A manual codebook containing the study variables and the assigned numerical values was developed and entered into the computer. The SPSS (Statistical Package for Social Sciences) software program was used for analysis. Quantitative data was analyzed using descriptive statistics such percentages and frequencies. The results were summarized and presented using tables. Qualitative data was analyzed by using thematic formwhereby, data was organized topically patterns (themes) identified within data were reported as interpreted.

### **3.9 Logistical and Ethical Considerations**

The researcher obtained an introductory letter from the Graduate School, Kenyatta University, which she used to request for a research permit from the National Commission for Science and Technology Innovation (NACOSTI) before embarking on

data collection. The researcher then visited Kisii County Education office to introduce herself and ask for permission to carry out the study.

The head teachers and pre-unit teachers of the sampled pre-schools were contacted to give informed consent. Permission was specifically sought from the head teachers to allow the researcher to conduct research with the children. As soon as permission had been granted, data was collected from the field for a maximum of one month. Confidentiality was ensured by keeping all information confidential and was not made available to anyone who is not directly involved in the study.

Anonymity was ensured by not writing the names of the learners and schools which participated, but each pre-unit class from each school was assigned a cluster school number. Pre-unit learners were allowed to participate in their normal regular classroom environment in clusters. Finally, the researcher thanked all the head teachers and pre-unit teachers for their co-operation and appreciated all learners for their participation.

## CHAPTER FOUR

### FINDINGS, INTERPRETATION, AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the findings, interpretations and discussions based on the data collected from the respondents as per the research objectives. It provides the general information concerning the characteristics of introverted behaviours which impact the learning of English language activities of pre-unit learners in public schools in Kisii County, Kenya. It also established and explored interventions that can enhance participation of learners with introverted behaviour. The analysis was guided by research objectives which were to:

- i. To identify types of introverted behaviour among pre-unit learners in Kisii County, Kenya.
- ii. To find out the frequency of introverted behaviour on the participation of English language learning activities among pre-unit learners in Kisii County, Kenya.
- iii. To determine the influence of introverted behaviour on pre-unit learners' participation in English language learning activities in Kisii County, Kenya.
- iv. To establish the interventions teachers employ to enhance participation of learners with introverted behaviour in English language learning activities in Kisii County, Kenya.

## 4.2 General and Demographic Information

### 4.2.1 Questionnaire Return Rate

A total of 23 questionnaires and 23 observation checklists were administered to the respondents. Table 4.1 shows the responses.

**Table 4.1: Questionnaire Return Rate**

<b>Administered Data</b>	<b>Frequency</b>	<b>Return Rate (%)</b>
<b>Collection Instruments</b>		
Questionnaires	23	100.0
Observation checklists	23	100.0

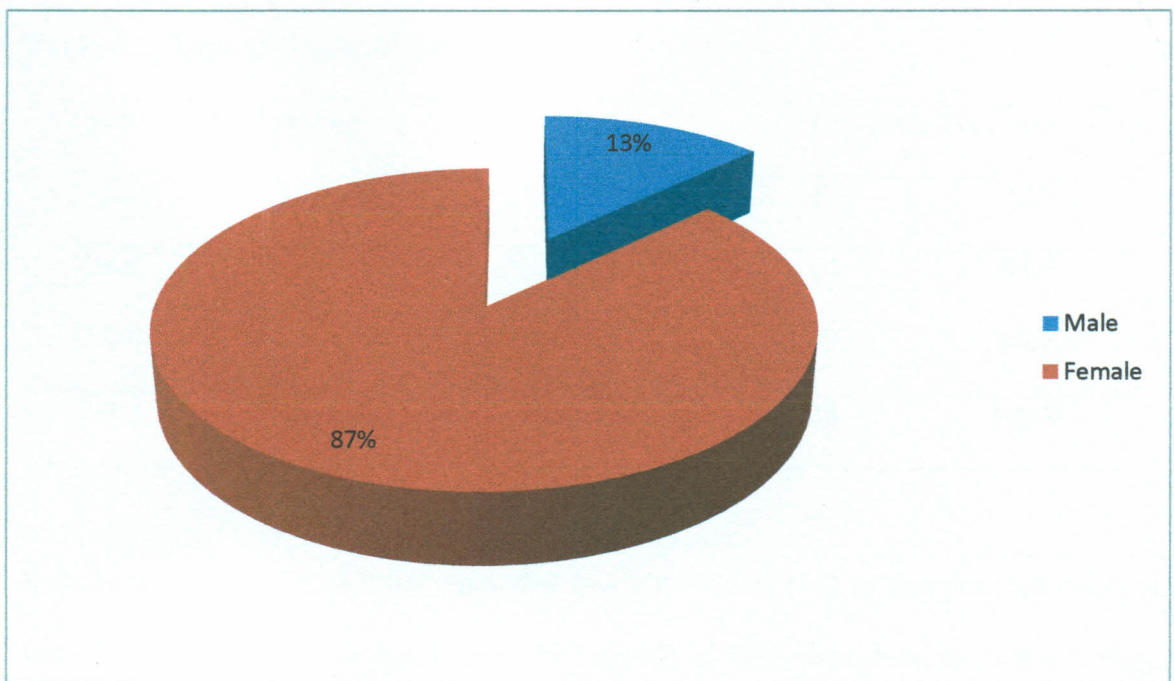
Table 4.1 shows that all the questionnaires and the observation checklists were received back. This resulted in a return rate of 100.0 % of questionnaire and observation checklists respectively. This was deemed appropriate for analysis and data from the questionnaires was then analyzed and presented in tables. This is in line with the Nachmias and Nachmias (2005) who assert that a response rate exceeding 75% is acceptable for any academic study. The data from the questionnaires were then analyzed using descriptive statistics using percentages, frequency distribution and presented in tables, charts and graphs.

#### 4.2.2 Demographic Data

The characteristics of the respondents collected in the study included gender of the respondents, type of school setting of respondents, and the experience of the respondents and the training of the pre-unit teachers.

#### 4.2.3 Gender of the Respondents

The study sought the gender of the respondents as an important variable. This was for the pre-unit teachers. The findings are as presented in Figure 4.1:



**Figure 4.1: Gender of the respondents**

Information from Figure 4.1 shows that 13.0% (03) of the pre-unit teachers were male whereas majorities 87.0% (20) of the teachers were female. This implies that there is a gender disparity in the teaching of the pre-unit classes. It also implies that most male

teachers avoid handling of the young children, which can be seen from the homes where children are left under the care of the mothers.

#### 4.2.4 Type of School Setting

The study sought to identify the type of the school settings from which respondents were selected from. This was an important aspect of the school setting to a large extent determines the participation of learners in English language learning activities. The data collected is as presented in table 4.2:

**Table 4.2: Type of School Setting**

Type of School setting	Pre-Unit Teachers	
	F	%
Rural	14	60.9
Urban	09	39.1
<b>Total</b>	<b>23</b>	<b>100.0</b>

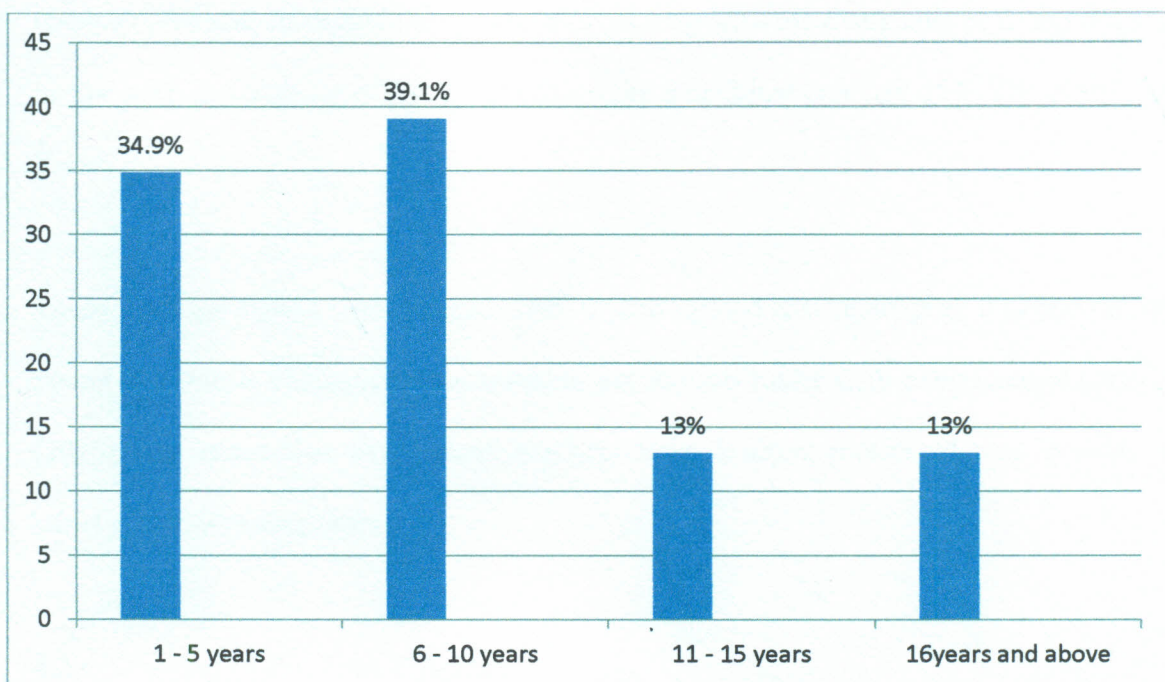
Information from table 4.2 indicates that majority 60.9% (14) of the pre-unit teachers were from rural primary schools while 39.1% (09) of them were from an urban setting. This implies that majority of the teachers were in the rural setting public primary schools. This could be due the fact that there are more private preschools in the urban setting, and most of the residents in the urban setting prefer them than those in rural.

According to the Republic of Kenya (2012), seventy-five percent of ECDE centers in the rural areas in Kisii County are accommodated in old, dilapidated classrooms and pit

latrines of older pupils. Feeding programme is not offered this leads to inaccessibility, high rates of absenteeism and low achievements. This leads to most residents preferring the schools in the urban setting.

#### 4.2.5 Experience of the Respondents

The study further sought the experience of the respondents. The findings are as presented in Figure 4.2:



**Figure 4.2: Experience of Respondents**

Figure 4.2 shows that 34.9% (08) of the pre-unit teachers had a teaching experience of 1-5 years while 39.1% (09) of them had a teaching experience of 6-10 years. It is also revealed that 13.0% (03) of the pre-unit teachers had a teaching experience of 11-15 years and 16 years and above respectively.

This implies that most of the pre-unit teachers had work experience of more than one year and therefore were in a position to give information on the characteristics of introverted behaviors which impact the learning of English language learning activities of pre-unit learners. It also implies that most of the teachers in preschool tend to leave for well-paying jobs since they are not well remunerated in the public preschools.

Most public pre-schools are run by parents who determine the salaries of the pre-school teachers who may not enable the teachers to cope up with the rising cost of living. This is in line with the findings of Abagi (2008) on the situational analysis of ECDE centres in Kenya.

These findings concur with Higgins (2009) who opined that, managing a classroom of young children is challenging but teachers get the job easier with experience. Lamlech (2010) also noted that experienced teachers keep learners motivated, and provide a variety of challenging tasks.

#### **4.2.6 Training of Pre-Unit Teachers**

The study sought the training of pre-unit teachers, and the responses were presented in Table 4.3.

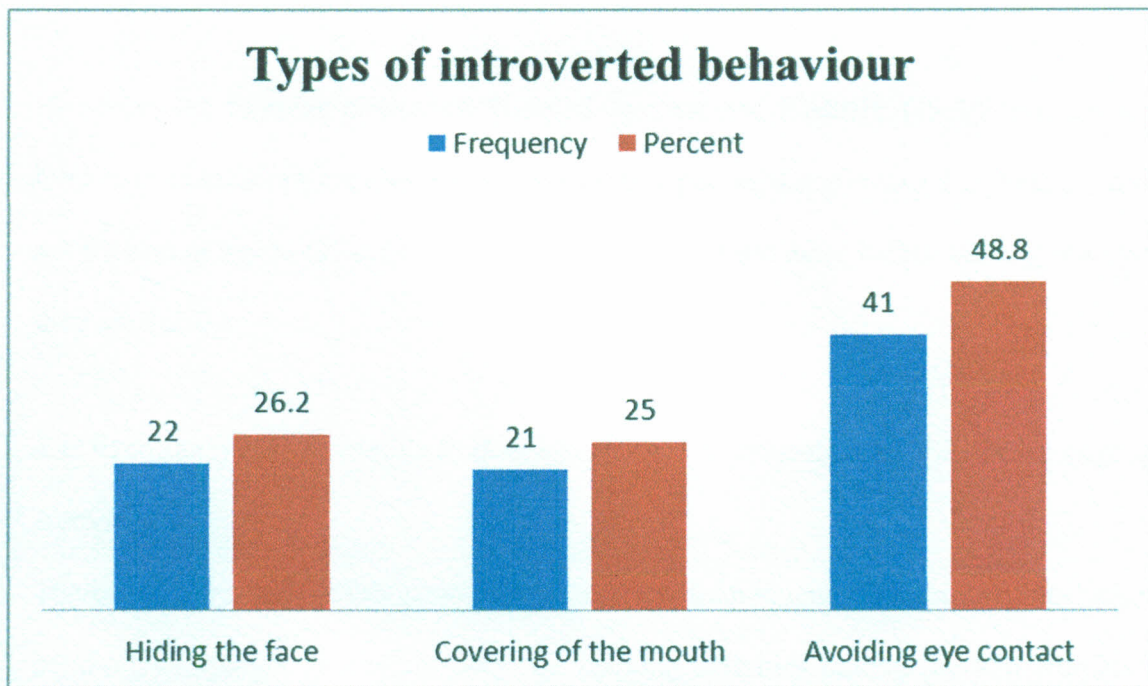
**Table 4.3 Training of Pre-Unit Teachers**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Trained	17	73.9
Untrained	06	26.1
<b>Total</b>	<b>23</b>	<b>100.0</b>

As shown in table 4.3, majority 73.9% (17) of the pre-unit teachers were trained while 26.1% (06) were untrained. This implies that most public preschools employ trained teachers to assist them to handle the learners at that level. It also implies that most of the teachers have taken advantage of the ECDE colleges in the locality both public and private to get training. This is because both the National and County governments have been encouraging the development of ECDE centers. It can also be implied that most of the pre-unit teachers were in a position to identify the introverted learners and therefore enabling getting information about the behaviour of the learners.

#### **4.3 Types of Introverted Behaviour among Pre-Unit Learners**

The first objective of this study was to identify types of introverted behaviour among pre-unit learners in Kisii County. The observations were made at an interval of 30 minutes twice in class, and the frequency to which each type was manifested was recorded. The observations of the learners were presented in figure 4.3.



**Figure 4.3: Types of Introverted Behaviour**

Information from figure 4.3 shows that 25.0% (21) of the introverted learners identified their mouths. Further, the table shows that 48.8% (41) of the learners with introverted behaviour avoided eye contact during English learning activities, and lastly 26.2%(22) were hiding the faces. This implies that the dominating type of introversion in pre-unit classes in Kisii County is avoidance of eye contact followed with the hiding of the face and covering the mouth respectively.

These findings are in line with Richards and Schmidt (2002) who define an introvert as one “who tends to avoid social contact with others and is often preoccupied with his/her feelings, thoughts, and experience”. They also concur with Chamorro-Premuzic (2007) who holds that introverts do not take action unless they are ready, and they tolerantly pay attention to a specific subject for a long stretch of time without getting distracted.

However, the findings contradict those of Burruss and Kaenzig (1999) who describe introverts as those who are usually uninterested in participating in social gatherings, more apt for non-group work, and tend to think and concentrate more before talking, therefore, they are not shy.

#### 4.4 Frequency of Introverted Behaviour on Participation in English Language Activities

The second objective of this study was to find out the frequency of introverted behaviour on the participation of English language learning activities among pre-unit learners in Kisii County. To do this, the researcher sought to find out the frequency of manifestation of the types of introverted behaviour and the results were presented in Table 4.4.

**Table 4.4: Introverted Behavior and Participation in English Language Activities**

Introverted Behaviour	Always		Rarely		Not at all		Total	
	F	%	F	%	F	%	F	%
Hiding the face	12	54.5	7	31.8	3	13.6	22	100.0
Covering of the mouth	16	76.2	3	14.3	2	9.5	21	100.0
Avoiding eye contact	34	82.9	4	9.8	3	7.3	41	100.0

Information from table 4.4 indicates that 54.3% (12) of the introverted learners hid their face during the English language activities whereas 76.2% (16) of the introverted learners always covered their mouth during the English language activities. Finally, the results

from the table show that 82.9% (34) of the introverted learners always avoided eye contact during the English language activities.

This implies that the types of introverted behaviour are frequently manifested in the classroom and are likely to influence participation of the learners. These findings are in line with the assertion by Pawlik-Keienlen (2007) that introverts wear themselves out if they pass their time with activities which involve other's participation, and this feeling is mostly accompanied with a sense of emptiness. The findings are also in line with those of Lafont (2007) who found out that introverted learners do not participate as much as extroverted learners. This makes them perform lowly in English language activities.

#### **4.5 Influence of Introverted Behaviour on Participation in English Language Activities**

The third objective of this study was to determine the influence of introverted behavior on pre-unit learners' participation in English language learning activities in Kisii County. To do this, the researcher sought qualitative information from the teachers of pre-unit teachers concerning the influence of introverted behaviour on participation. The teachers reported that introverted learners became less active during the English language activities. This implies that the inactivity of the learners is likely to influence their participation in learning activities. This is likely to influence the learners' fluency and proper pronunciation of words.

The pre-unit teachers further reported that the introverted learners portrayed low self-esteem especially when other learners laughed at them. This implies that the learners feel intimidated making them not to fully participate in the English language learning activities. This may deny the learners an opportunity to practice sound articulation and mastery of the English language. According to the Irish National Teachers' Organization (2015) allowing a child to respond even in one word and praising the attempt will help boost their self-esteem. This is in line with Crozier (2001) who discovered that introverted learners found it difficult to even ask questions.

It was also noted that the introverted learners showed low concentration during the English language activities. This implies that the learners soon digress which is likely to affect the participation of other learners. It may also lead to poor performance in English language activities among the affected learners.

The pre-unit teachers also indicated that the introverted learners were always quiet during English language activities. This influences their participation thus leading to a lack of fluency and limited vocabulary among the affected learners. This is in line with Crozier (2001) who argued that introverted learners speak less and have fewer turns in conversation, which influences their participation. These findings are also in line with those of Evans (2001) who found out that introverted learners tend to perform more poorly than their peers on assessments of language production including tests of expressive vocabulary.

It was also reported that the introverted learners became isolated and withdrawn during the English language learning activities. This led to distracting the other learner's attention. It also implies that they avoid chances of participating in English language activities together with other learners resulting in poor English language skills. According to Spere and Evans (2009) children with high levels of withdrawn behaviour exhibit low vocabulary, use less complex sentences, and have lower levels of phonological awareness.

#### **4.6 Interventions Teachers Employ to Enhance Participation of Learners**

The fourth objective of this study was to establish the interventions teachers employ to enhance participation of learners with introverted behaviour in English language learning activities in Kisii County. The responses from the teachers are as in table 4.5.

**Table 4.5: Interventions Teachers Employ to Enhance Participation of Learners**

Statement	Very often		Often		Sometimes		Rarely		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
How often do you use awards to learners who make attempts?	02	8.7	02	8.7	04	17.4	06	26.1	09	39.1	23	100
How often do parents make follow ups of the learners to give them support and the teachers?	0	0	02	8.7	08	34.8	04	17.4	09	39.1	23	100
How often do you involve learners in class activities to ensure their full participation?	0	0	02	8.7	02	8.7	08	34.8	11	47.8	23	100
How often do you engage learners in songs, poems, storytelling and news telling activities?	0	0	0	0	08	34.8	06	26.1	09	39.1	23	100

Information from table 4.5 shows that majority 65.2% (15) of the teachers rarely give awards to the learners who make attempts in class. This makes the introverted learners not to participate fully in the given activities. Any little attempt should be appreciated through praising. It is also shown by more than half 56.5% (13) of the teachers that parents rarely make follow ups of the learners with introverted behaviour to give them support and the teachers.

This leads to the persistence of the behaviour which in the long run affects their participation. Follow-ups by parents are likely to help discover the progress of the child and give necessary intervention measures. These findings are in line with RosVoseles and Haughey (2007) who found out that to counteract negative behaviour, good virtues can be inculcated early in life. The introverted learners should be given responsibilities in class to enhance their participation and also curb destructive behaviour.

Table 4.5 further shows that majority 72.6% (19) of the teachers rarely involve the introverted learners a lot of class activities to ensure their full participation and promoting desirable attitude and skills. This makes the learners be withdrawn and therefore less participation. The learners should be given maximum attention through remedial work and also encourage them to make attempts. According to the Irish National Teachers' Organization (2015) allowing a child to respond even in one word and praising the attempt will help boost their self-esteem. The introverted learners should be allowed an opportunity to explore the environment to enable them to be able to develop manipulative skills as well as conversation.

Finally, the table indicates that majority 65.2% (15) of the teachers rarely engage introverted learners in songs, poems, storytelling and news telling activities. This makes the learners persist in their introversion. Engaging learners will assist them to develop their self-esteem as well as vocabulary. Involving them in small group activities enhances their interaction with others making them open up. This can also enable them to make

friends with other learners. Use of peer group teaching allows the introverted learners an opportunity for interaction with other learners.

This conforms to Barnes (1969) who says, control is a matter of inducing pupils to give their serious attention to the matter at hand. For the language class, the British Department of Science (1975) recommends that the teacher structures the learning so that the pupils become positively aware of the need for complicated utterance and is compelled to make skillful use of the questions to facilitate this. Practice under supervision is an essential stage in any skillful learning process.

According to Bright and McGregor (1970), language teachers try to teach skills to pupils who are supposed to use them for the rest of their lives. These skills can be acquired only through practice. Much as the teacher can expose pupils to oral language, he cannot practice for them, at best; he can provide the necessary simulation and environment to enable pupils to practice.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings and conclusions. Recommendations from the study and suggestions for further research are also included in this chapter. The chapter is based on the findings of the preceding chapter, objectives of the study and the research questions that were answered by the study. The study combined two approaches to data analysis: quantitative and qualitative. This chapter is divided into four sections. The first section presents a summary of the findings; the second part presents conclusion and the third contains recommendations and lastly suggestions for further research.

#### 5.2 Summary

##### 5.2.1 Types of Introverted Behaviour among Pre-Unit Learners

The first objective of this study was to identify types of introverted behaviour among pre-unit learners in Kisii County. It was found out that introverted learners that were identified hid their face during the English learning activities while others covered their mouths. Further, it was found out that other learners with introverted behaviour avoided eye contact during English language learning activities. This implies that the types of introversion manifested in pre-unit classes in Kisii County are: hiding the face, covering the mouth and avoidance of eye contact. This leads to inadequate participation of the learners in learning activities.

### **5.2.2 Frequency of Introverted Behavior on Participation in English Language Activities**

The second objective of this study was to find out the frequency of introverted behaviour on the participation of English language learning activities among pre-unit learners in Kisii County. It was established that most of the introverted learners always hid their face during the English language learning activities. Concerning covering of the mouth, it was revealed that majority of the introverted learners covered their mouth and others always avoided eye contact during the English language activities. This affected the participation of the learners during the learning activities.

### **5.2.3 Influence of Introverted Behaviour on Participation in English Language Activities**

The third objective of this study was to determine the influence of introverted behaviour on pre-unit learners' participation in English language learning activities in Kisii County. It was established that introverted learners became less active during the English language learning activities. It was further established that the introverted learners portrayed low self-esteem especially when other learners laugh at them. It was also found out that the introverted learners showed low concentration during the English language activities.

In the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning. Learners also consider personality factors to be important (Ellis 1994:517). The issues of personality

and learning styles, like any issue, are going to be more fruitful if there is a commitment among teachers to do action research. I wish that teachers have such a commitment to be involved in action research through which to find out about the issues concerned. If exercises like those mentioned in chapter four are used to identify personality traits and learning styles in a form of action research, results might have invaluable advantages in any further research when they are especially when used as part of research in aspects of education in order to create new materials.

Such information could be used in another action research in teachers' meetings, where teachers brain storm, suggest their own ways of catering for these styles, and then report the results to find out better ideas. However, how far to go on the project is negotiable depending on the success of the activities. Teachers' and learners' participation is most likely an important factor in deciding whether to stop or to go on.

It was further established that the introverted learners were always quiet during English language activities. This influences their participation thus leading to alack of fluency and limited vocabulary among the affected learners. Finally, it was established that the introverted learners became isolated and withdrawn during the English language learning activities. This led to distracting the other learner's attention. This is likely to affect the participation of the learners in the learning activities.

#### **5.2.4 Interventions Teachers Employ to Enhance Participation of Learners**

The fourth objective of this study was to establish the interventions teachers employ to enhance participation of learners with introverted behaviour in English language learning activities in Kisii County. It was established that majority of the teachers rarely give awards to the learners who make attempts in class. It was also established that parents rarely make follow ups of the learners with introverted behaviour to give them support and the teachers. The introverted learners should be given responsibilities in class to enhance their participation and also curb destructive behaviour.

It was further established that majority of the teachers rarely involve the introverted learners a lot of class activities to ensure their full participation and promoting desirable attitude and skills. This makes the learners be withdrawn and therefore less participation. The introverted learners should be allowed an opportunity to explore the environment to enable them to be able to develop manipulative skills as well as conversation.

Awareness and support are half the battle in protecting gifted introverts. Finding a sense of understanding and empathy in one's family and friends, developing useful strategies and suggestions for making it through a school or work day, and gaining knowledge of why others do what they do helps make the world a more comfortable place for the introvert. We need to start however with awareness because, just like giftedness, being an introvert is commonly seen as negative, as anti-social, and as weird by much of the world.

It was also established that majority of the teachers rarely engage introverted learners in songs, poems, storytelling and news telling activities. This makes the learners persist in their introversion. Engaging learners will assist them to develop their self-esteem as well as vocabulary. Involving them in small group activities enhances their interaction with others making them open up. This can also enable them to make friends with other learners. Use of peer group teaching allows the introverted learners an opportunity for interaction with other learners.

### **5.3 Conclusions**

This study has resulted in three (3) main conclusions. Firstly, based on the findings of types of introverted behaviour among pre-unit learners, it is logical to conclude that the types of introversion manifested by the learners in pre-unit classes in Kisii County is hiding the face, covering the mouth and avoidance of eye contact during learning activities. Secondly, based on the findings on the frequency of introverted behavior on the participation of English language learning activities, it is logical to conclude that introverted learners often hid their face during the English language activities.

The implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher should also try to accommodate and facilitate the students based on their preferred learning styles. For instance, the ideal classroom for extrovert students is a situation which allowed time to think things through by talking, such as in classroom discussions, or when working with another student.

A similar list could be made by an extrovert for annoying introverted traits, but the fact remains that understanding one another is crucial for harmony in a classroom. Later, when students enter collegiate classrooms, workplace meetings, and social events, they will need to traverse through a cavalcade of obstacles, traps, and potentially lethal (at least to relationships) situations. Learning to do so in the environment of a supportive community classroom, with people they have known for long periods, and where mistakes are easily forgiven and re-taught, will help them become excellent leaders, creative innovators, and valuable citizens in the larger community of their lives.

The extrovert students excel with learning activities that have visible results and involve people interaction. While the ideal classroom for the introvert students is a classroom situation which allowed the students to work independently with their own thoughts, through listening, observing, reading and writing. The introvert students need sufficient time to complete their work and to think before answering a question. They need teachers to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. The introvert students are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

It can also be concluded that the introverted learners often covered their mouth as well as avoided eye contact during the English language learning activities. Finally, based on the findings on the influence of introverted behaviour on pre-unit learners' participation in English language learning activities, it is logical to conclude that introverted learners became less active and portrayed low self-esteem during the English language activities.

## **5.4 Recommendations**

Based on the findings of the study, the following recommendations were made:

### **5.4.1 Policy Recommendations**

- i. The ECDE county director in the Kisii County government should organize for workshops, seminars and conferences to sensitize all preschool teachers on the dominating characteristics of introversion. This will equip the teachers with skills and abilities to handle the introverted learners to participate in learning activities.
- ii. The ECDE county director in the Kisii County government should organize sensitization programmes for all stakeholders concerning introverted learners. This will be geared to encouraging the stakeholders to support the introverted learners to actively participate in learning activities.
- iii. The ECDE training colleges should include in the curriculum strategies on how the preschool teachers can handle and encourage introverted learners to participate in learning activities.

### **5.4.2 Recommendations for Further Research**

In an effort to fill up the existing gap, more gaps emerged which need to be filled. The following are the areas that need further research:

- i. Studies similar to this one to be carried out in to find out the influence of introversion in mathematics learning activities.
- ii. A study on the challenges facing preschool teachers in handling introverted learners in preschools.

- iii. A study to be conducted to establish whether there is a relationship between introversion and overall academic performance of learners in preschool.
- iv. Strategies used by teachers to evoke different types of class participation that address the learning needs have introverted students who are easily over stimulated.
- v. Instructional potential of using digital technology to engage introverted learners in collaborative tasks.
- vi. Types of agile classroom arrangements can be used to address the learning needs of introverted students.

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## APPENDICES

### APPENDIX A: INTRODUCTION LETTER

Dear sir/Madam,

I am Josephine Tinega undertaking a master degree in early childhood studies in education at Kenyatta University. I am carrying out research on the influence of introverted behaviour on participation in English language learning activities among pre-unit learners in Kisii County.

You are kindly requested to fill the following questions to the best of your knowledge. Be assured that the information you will give will be used for the purpose of this research only and it will not be disclosed. Your name will not be mentioned anywhere in the report.

Your participation will be greatly appreciated.

Thank You.

Yours Faithfully

Josephine Tinega

**APPENDIX B: OBSERVATION CHECKLISTS FOR THE STUDY**

Part A: Observation Checklist showing presenting characteristics of introverted behaviour among pre-unit learners in various pre-unit classes.

**Instructions:**

Tick (√) where appropriate to show presence or absence of an introverted behaviour in each learner.

**KEY: 1, 2.....codes given to learners**

**N=absence of the introverted behaviour in learners**

**Y=presence of the introverted behaviour in learners**

Introverted behaviour	Learner codes and Presenting characteristics of introverted learners														
	1		2		3		4		5		6		7		
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y
Hiding face															
Covering mouth															
Avoiding eye contact															

**Part B: Observation checklist showing the frequency of introverted behaviour as learners participate in English language learning activities.**

**Instructions:**

Tick (✓) where appropriate to show presence or absence of an introverted behaviour in each learner as they participate in English language learning activities.

**KEY: 1, 2, 3..... =Codes given to learners**

**H=Hiding face**

**C=Covering mouth**

**A=Avoiding eye contact**

Activity	Learner codes and frequency of behaviour shown during Participation of English Language learning Activity														
	1			2			3			4			5		
	H	C	A	H	C	A	H	C	A	H	C	A	H	C	A
1. Reading a three letter word given by the teacher															
2. Sound articulation after the teacher															
3. News telling on what they saw on the way to school															

## APPENDIX C: QUESTIONNAIRE FOR THE PRE-UNIT TEACHER

### Introduction letter to respondents

Dear respondent,

I am Josephine Tinega, a postgraduate student undertaking a master of education degree in early childhood education at the school of education, Kenyatta University. I am carrying out a research on influence of introverted behaviour on participation in English language learning activities among pre-unit learners in Kisii County.

I am kindly requesting you to honestly answer the following questions. Be assured that the information you will give will be confidential and will only be used for the purpose of this research.

Thanks for your cooperation and assistance.

**[Tick (✓) whichever applicable]**

1. State whether you are

- (a) Trained [ ]                      (b) Untrained [ ]

2. If trained was the topic introverted behaviour covered anywhere in your training?

- (a) Yes [ ]                      (b) No [ ]

3. Are there learners with introverted behaviour in your class?

- (a) Yes [ ]                      (b) No [ ]

If yes how many introverted learners do you have in your class?

4. How often do introverted learners respond to the teacher's questions?

- (a) Always [ ]      (b) rarely [ ]      (c) Not at all [ ]

5. How often do introverted learners with the following characteristics participate in English Language learning activities?

(i) Those who hide the face

(a) Always [ ] (b) rarely [ ] (c) Not at all [ ]

(ii) Those that cover their mouth

(a) Always [ ] (b) rarely [ ] (c) Not at all [ ]

(iii) Those who avoid eye contact

(a) Always [ ] (b) rarely [ ] (c) Not at all [ ]

6. What influence does shyness have on the affected learners during participation of English language learning activities?

.....  
.....  
.....  
.....  
.....

7. Do the parents keep track of these learners for assistance?

(a) Yes [ ] (b) No [ ]

8. Does the school administration keep track of these learners for assistance?

(a) Yes [ ] (b) No [ ]

9. Explain the intervention measures you use on shy learners.

.....  
.....  
.....

10. The statements below show the possible interventions you can take to assist learners with introversion.

Statement	Very often	Often	Sometimes	Rarely	Not at all
How often do you use awards to learners who make attempts?					
How often do parents make follow ups of the learners to give them support and the teachers?					
How often do you involve learners in class activities to ensure their full participation?					
How often do you engage learners in songs, poems, storytelling and news telling activities?					

**Thank you for your participation**

APPENDIX D: PERMIT TO CONDUCT RESEARCH



NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION

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Ref No: **NACOSTI/P/16/20151/9983**

Date:  
**3<sup>rd</sup> May, 2016**

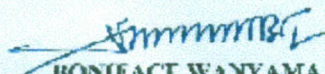
Josephine Tinega  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Influence of introverted behaviour on participation in english language learning activities among pre-unit learners in Kisii County Kenya*," I am pleased to inform you that you have been authorized to undertake research in Kisii County for the period ending 29<sup>th</sup> April, 2017.

You are advised to report to the **County Commissioner and the County Director of Education, Kisii 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  
Kisii County.

*Authorized signature*  
**COUNTY COMMISSIONER**  
**KISII COUNTY**

The County Director of Education  
Kisii County.

**COUNTY DIRECTOR OF EDUCATION**  
*with authority to*  
*authorize the*  
*signature*

**THIS IS TO CERTIFY THAT  
MS. JOSEPHINE TINEGA  
of KENYATTA UNIVERSITY, 2450-40200  
KISII, has been permitted to conduct**

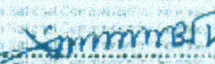
**research in Kisii County  
on the topic: INFLUENCE OF  
INTROVERTED BEHAVIOUR ON  
PARTICIPATION IN ENGLISH LANGUAGE  
LEARNING ACTIVITIES AMONG PRE-UNITE  
LEARNERS IN KISII COUNTY KENYA.**

**for the period ending:  
29th April, 2017.**

  
**Applicant's  
Signature**

**Permit No: NACOSTI/P/16/20151/9983  
Date Of Issue: 3rd May, 2016  
Fee Received: Ksh 1000**



  
**Director General  
National Commission for Science,  
Technology & Innovation**

**KENYATTA UNIVERSITY LIBRARY**