

**INFLUENCE OF SELECTED TEACHING BEHAVIORS ON DEVELOPMENT OF  
READING SKILLS AMONG PRE-SCHOOL PUPILS IN MALINDI, KILIFI  
COUNTY, KENYA**

**BY**

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## DECLARATION

I declare that this proposal is my original work and has not been presented in any other university/institution for consideration of any certification. This proposal has been complimented by referenced sources duly acknowledged. Where text, data (including spoken word), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **DEDICATION**

To my wife and daughter

To family members

To all the individuals that value language policy, utilization of teaching/learning materials  
and teacher-pupil interactions in pre-school.

## ACKNOWLEDGMENTS

My deepest gratitude goes to the following special people:

- Dr. Wanjohi Githinji, whose expert advice and encouragement inspired me to complete this work with a lot of enthusiasm. I appreciate your commitment to excellence.
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- My daughter Lizzbeth who has always expressed pride in my love for learning.

I can never thank these people enough. May the Almighty Lord, bless them abundantly.

*Thank you Lord for enabling me to undertake this fulfilling task*

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## ABBREVIATIONS AND ACRONYMS

<b>AKF</b>	: Aga Khan Foundation
<b>ASER</b>	: Annual Status of Education Report
<b>DoE</b>	: Department of Education
<b>ECDE</b>	: Early Childhood Development and Education
<b>HALI</b>	: Health and Literacy Intervention
<b>KENPRO</b>	: Kenya Project Organization
<b>KICD</b>	: Kenya Institute of Curriculum Development
<b>MECP, K</b>	: Madrassa Early Childhood Program Kenya
<b>MKO</b>	: More Knowledgeable Other
<b>NAEP</b>	: National Assessment of Education Progress
<b>NFER</b>	: National Foundation for Educational Research
<b>NGO</b>	: Non- Governmental Organization
<b>P1</b>	: Primary one
<b>PISA</b>	: Programme for International Student Assessment
<b>QASO</b>	: Quality Assurance Officer
<b>RTI</b>	: Research Triangle Institute
<b>SACMEQ</b>	: South African Consortium for Monitoring Educational Quality
<b>SADC</b>	: South African Development Communities
<b>T4T</b>	: Teacher for Teacher
<b>UNESCO</b>	: United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	: United Nations Children’s Education Fund
<b>USA</b>	: United States of America
<b>ZPD</b>	: Zone of Proximal Development

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## ABSTRACT

The purpose of this study was to establish the influence of selected teaching behaviours on development of reading skills in pre-primary in Malindi Sub-County. The selected teaching behaviours included: use of teaching/learning resources, teacher-pupil interaction and language of instruction. This is because reading has been a challenge in many countries around the world in spite of many resources that have been directed towards improving the situation. Further, reading is an element of literacy that can only be achieved through teaching. Although, the language policy in Kenya stipulates that, pupils in pre-schools should be instructed in the language of the catchment area, studies have revealed a non-abiding state in most pre-schools. Pupils are introduced to second languages too early before they have mastered their first language. The available studies have not focused on how language of instruction in pre-school influence development of reading skills for pupils and though most of these studies agree that the reading abilities of pupils all over the world is low, there is little literature for pre-school and no link has been made to teaching behaviours used by pre-school teachers. Further, there are no studies that have investigated the influence of utilization of teaching/learning resources and teacher-pupil interaction on development of reading skills in pre-school pupils. This study adopted Vygotsky's Socio-Cultural Theory as the theory to support the study. The study adopted qualitative design and adopted a descriptive survey methodology for thorough study of the situation. The independent variable was the selected teaching behaviors while the dependent variable was development of reading skills among pre-school pupils. This study was carried out in Malindi Sub-County because of the poor reading abilities among pupils in the sub-county. The target population for the study was pre-school pupils and their teachers. A multistage sampling technique was adopted. Data was collected from both private and public schools in rural and urban areas through lesson observations, teachers' interviews and pupils' assessment protocol. A pilot study was conducted in two schools to pre-test the instruments. Validity and reliability was established through triangulation and data was analyzed by both qualitative and quantitative means. Among the findings was that majority of the teachers used English language for instruction. Majority of the teachers did not use teaching/learning resources and there was poor teacher-pupil interaction in the pre-schools. There was a very strong relationship between language of instruction and development of reading skills. There was a very strong positive correlation between teaching/learning resources and development of reading skills. Teacher-pupil interaction influenced development of reading skills of pupils. The study recommends a cross monitoring of implementation of language of instruction policy, quality assurance tracking teachers on using teaching/learning materials and capacity building for teachers to maintain positive teacher-pupil interaction.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter addresses background to the study, the purpose and objectives of the study, research questions, significance of the study, limitation and delimitations, assumptions and theoretical and conceptual framework of the study.

#### **1.1 Background to the Study**

According to Melorose, Perroy and Careas (2015), there has been increasing concern among educationists about the teaching methods teachers use in the classroom. There is a gap between fairly good intentions and the teaching behaviours, which occur in the classroom. Significantly, teachers play an important role in improving reading outcomes and it is critical that they be aware of the influence their behaviour have on pupils' learning to read (Timperley, Wilson, Barrar, and Fung, 2007). The researcher has selected a few teaching behaviours to assess how they influence learning to read in pre-school. Among the selected teaching behaviours include: the language of instruction that teachers use, the utilization of teaching/learning materials by teachers, and teacher-pupil interactions.

Poor reading skills are not unique to any country. According to Gove and Cvelich (2011), many countries have reported low levels of reading abilities in pupils. However, it is significant to note that without reading, other learning activities will be affected. Those children that fail to acquire reading in pre-school find it more challenging in primary and secondary levels because they are required to learn large contents of instructions in print form. Their writing skills also become inhibited due to deficient reading skills and they

become largely dependent on others for learning. Unfortunately, reading does not just sprout, it is taught. Research further reveals that teaching to read can be difficult in poorly resourced learning environments, where the pupils are exposed to foreign print and taught in foreign language (Gove & Cvelich, 2011). Very significant to note is that, children who fail to get to specific level requirement in the aspect of reading, may not catch up. This can explain why most countries are lagging behind in reading abilities of her pupils.

According to Hugo, Roux, Muller and Nel (2005), in America, only 60% of pupils could be considered competent readers leaving out a larger chunk of 40% of pupils who experienced challenges in becoming good readers. Further, 40% of 4<sup>th</sup> and 8<sup>th</sup> graders failed to read at levels considered basic in America. Moreover, Houtveen and Van (2007) recorded that 7% of Dutch students were unable to read at levels of independency when they were compared to their European counterparts who scored an average of over 17% during an international comparative study of reading for comprehension.

According to Kreuzahler (2014), in India, there are 93% of children between ages six and fourteen who are enrolled in school. In 2005 India's picture of an education for all came into critical focus. Large colossal sums of money were invested by both the state and federal governments of India to enhance the education systems to an extent that almost all communities in India now have a primary school one kilometre distance away. This could be sounding so good in the sense that India is achieving in reading skills development of her pupils, but to a surprise when one NGO called Pratham, carried out its round one "annual status of education report (ASER)," the status was far from appealing. In Pakistan things are not different. According to Ministry of Finance (2012), the number of pupils in class 5 who could read class 2 level Urdu stories dropped from 51.6% in 2010 to 47.4% in 2011(Gove & Cvelich, 2011).

According to Hugo et. al. (2005), only 1 out of 10 learners knew the entire alphabet by the end of grade 2 in Francophone Guinea. Further, an average learner, could only read 4 words if presented with 20 words. This could be better stated that the probability that an average student in Francophone Guinea could read was 0.2 which is indeed too low. This is worrying because as mentioned above, such students would have problems even to higher levels of learning. In another study by Adadzi (2006), only 25% of grade one and 45% of grade two could read single alphabets and simple words in Peru. Though, slightly higher when compared to Francophone Guinea, the percentages are low considering the critical significance of reading for whole learning of these pupils and fluency benchmark of 50 words per minute which is standard for grade 1 for pupils in America. In Gambia, only 5% of grade three pupils met the fluency benchmark (Bouy, 2007).

According to Hugo (2010), in South Africa, 2 national systemic evaluations were done in 2001 and 2004 in primary schools with intent of establishing levels of numeracy and literacy. The evaluations revealed poor reading abilities throughout the country. Another evaluation done in 2008 showed that 35% of pupils scored between 0% and 34% for literacy.

East Africa is not any different. Uwezo (2011) revealed low levels of literacy in Uganda where overall at least 1 out of every 5; (21%) of all the class 3 children sampled across the country could not even recognize letters of the English alphabet; and only 7% could read and understand an English story text of class 2 level difficulty. Almost 1 out of every 5; (17%) of all the class 7 children could not read and understand an English story text of class 2 level difficulty.

In Kenya, Uwezo (2011) intimated that children were going to school but were not learning. According to the report, 7 out of 10 pupils in class 3 cannot do class 2 work in reading. Within the country, regional disparities have been noticed where literacy achievement is a

concern. The Uwezo study asserts that education seems to have deteriorated. Whereas, on average, only about a third of children in this region pass basic literacy and numeracy skills, only 32% of the standard 3 pupils were able to pass the Kiswahili test for standard 2 and 29% in numeracy tests. Only 16% were able to pass English tests while 15% were able to pass both the literacy and numeracy tests combined. Malindi was classified among the poorest sub-counties in reading abilities beside other sub-counties in the county.

Ironically, Kilifi County has many NGOs implementing literacy interventions in lower primary classes to boost pupils' literacy skills. Some of these major NGOs include Aga Khan Foundation and Madrassa Early Childhood Program, Kenya, (MECP, K) among others. The question that remains is: "Why do we have low literacy levels in the region, when such interventions are in place in Malindi Sub-county?"

## **1.2 Statement of the Problem**

Research has pointed out that teachers play an instrumental role in development of reading skills among pupils. Studies have revealed that some teachers use a second language for instruction and hardly use teaching/learning resources while teaching. This is contrary to research finding that use of catchment area language for instruction and utilization of teaching/learning resources enhance the development of reading skills of pupils and positive relationships between teachers and pupils.

Although, many organizations in Kenya have taken keen interest in interventions to improve reading skills in schools by funding different projects, there seems to be insignificant improvement in terms of reading skills. The researcher studied the influence of the selected teaching behaviours on development of pre-school pupils' reading skills in Malindi Sub-county, Kilifi County, Kenya.

### **1.2.1 Purpose**

The purpose of this study was to determine the how teaching behaviours influence development of pre-school pupils' reading skills.

### **1.2.2 Objectives**

- (a) To establish the relationship between language of instruction used by pre-school teachers and development of reading skills among pre-school pupils.
- (b) To assess the correlation between using teaching/learning resources by pre-school teachers and development of reading skills among pre-school pupils.
- (c) To find out the influence of teacher-pupil interactions on development of reading skills among pre-school pupils.

### **1.2.3 Research Questions**

- (a) What is the relationship between language of instruction used by pre-school teachers and development of reading skills among pre-school pupils?
- (b) What is the correlation between using teaching/learning resources by pre-school teachers and development of reading skills among pre-school pupils?
- (c) How does teacher-pupil interaction influence development of reading skills among pre-school pupils?

### **1.3 Significance of the Study**

This study may provide knowledge to the existing literacy intervention programs and make recommendations for further development of literacy interventions that closely match children's unique reading needs.

In particular NGOs may benefit from the findings in their reading interventions projects to identify challenges and come up with ways to improve the projects for the benefit of pupils.

Quality Assurance and Standards Directorate in the Ministry of Education may use the results of this study to advise on teaching reading skills and instructional materials/resources.

In-service teacher training may also benefit from the findings of this study on effective instructional strategies appropriate for pre-schools' reading skills development.

KICD too may use findings to improve the curriculum to prepare teachers and improve teaching/learning resources including text books.

#### **1.4 Limitation and Delimitations**

The following were the limitations and delimitations of this study.

##### **1.4.1 Limitation**

Some of the schools were inaccessible by vehicle due to the poor roads. The researcher used motorcycles to navigate the roads. The study was limited to pre-school rather than the whole primary however, the researcher used adequate sample to provide a broader picture of pupils' reading skills. Some schools were found to the interior hence were difficult to locate. The researcher used Google-maps to locate the schools.

##### **1.4.2 Delimitation**

This study was delimited to Malindi Sub-county. Specifically, it focused on pre-school classes. Only the sampled schools were studied. Additionally, the study was delimited to researching selected teaching behaviours' influence on development of pre-school pupils' reading skills.

## **1.5 Assumptions**

The following assumptions were made concerning the study.

- Teachers would cooperate with the researcher and would be willing to participate in this study.
- Respondents would give honest responses based on their experiences with reading skills development in pre-school.
- The language of instruction used by teachers would vary from urban schools to rural schools.
- Some teachers would utilize teaching/learning resources while others would not.

## **1.6 Theoretical and Conceptual Framework**

The following is the theoretical and conceptual framework that the study was based on.

### **1.6.1 Theoretical Framework**

The research project was based on Vygotsky's (1978) Socio-Cultural Theory which states that knowledge acquisition and learning is as a result of social interactions. During these interactions, children learn by the help of significant adults or a more knowledgeable other (Vygotsky, 1978). Critically, this learning occurs in the Zone of Proximal Development (ZPD) which is the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). The ZPD is distinctly characterized by a child beginning to have partial skills which the child starts to employ with the help of an adult or more knowledgeable other and eventually the child becomes capable of employing the skills by self and so internalizing them. The role of an adult during ZPD is to monitor the child's skills and scaffold them to a

higher level of competence. As the child “grows and matures” in the skill, the role of the adult, involvement and contribution decreases gradually. The theory also talks of more knowledgeable other (MKO) who according to theory is any person who has a higher level of ability and understanding compared to the child. MKO refers to an older adult, a teacher, a friend, other children or electronic devices for example cell phones or an expert.

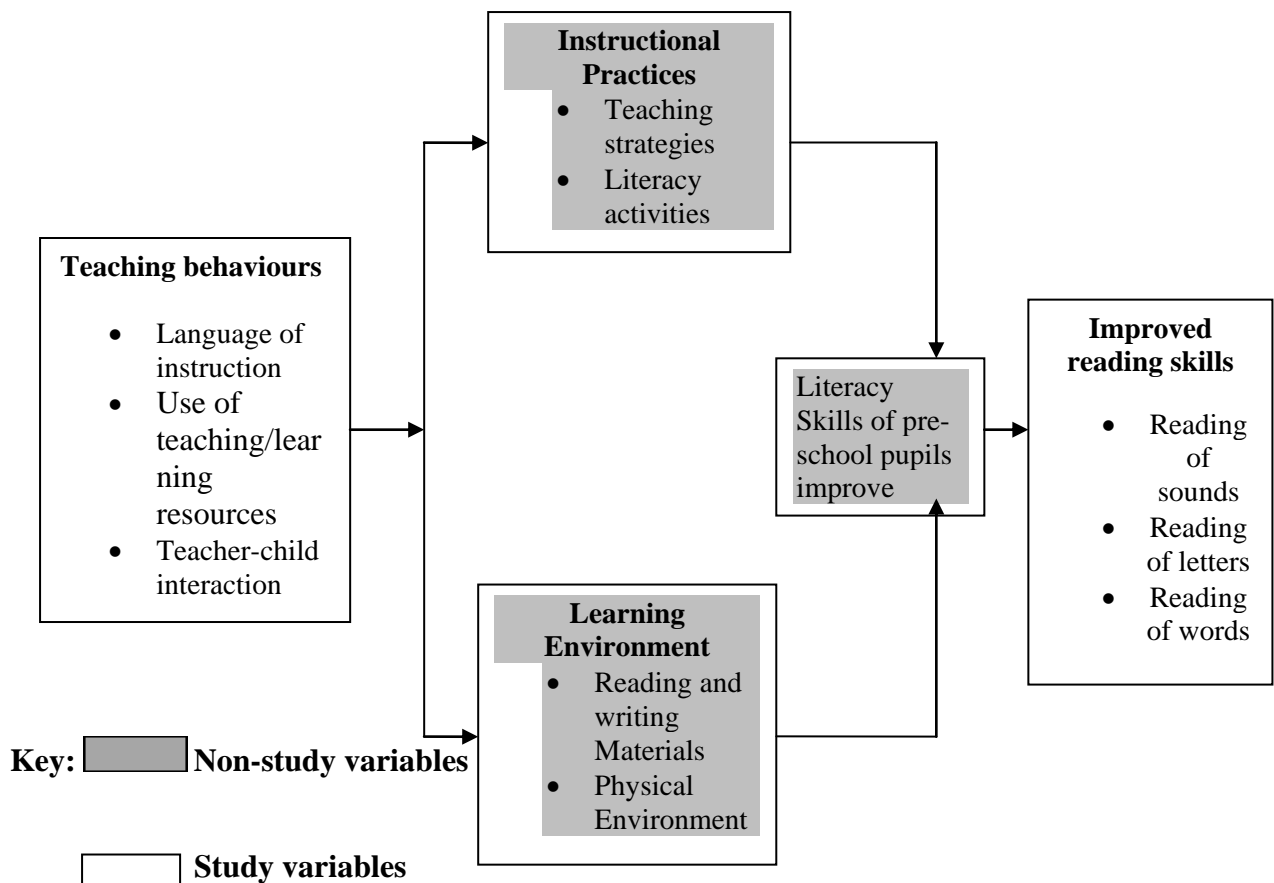
This theoretical framework recognizes the influence of adult behaviors on pupils’ reading skills development. It acknowledges that children’s interactions with significant adult affect their reading skills acquisition, development and abilities. It singles out the need of children having positive relations with teachers, and for relations to form naturally, the language of instruction is fundamental and experiencing meaningful teaching behaviors strategies facilitated by supportive adults for example teachers. The foundation of this framework is the perspective of the engaged child and engaged teaching and learning process hence the need for teaching/learning resources.

Therefore, the framework is applicable to the proposed study because it maps out the need of teachers’ critical reflection on their teaching behavior and practices while handling children. Teachers employing this framework would benefit in keeping themselves a breast to the current research findings in regard to language of instruction and nurture positive teacher-child interactions besides using teaching/learning resources for children to acquire reading skills. Using the framework clearly indicates that teachers can attune their behaviors to favor flourishing of pupils’ reading skills. The theory further indicates that learning takes place when pupils are allowed to have positive interactions with their peers, and other experts. Based on this assertion, the teacher can promote a learning environment that favors learner’s ability to interact with each other through discussion, collaboration and feedback, hence further informing this proposed study.

### 1.6.2 Conceptual Framework

For improved development of reading skills, teaching behaviours need to be appropriate and relevant to children’s age. The language of instruction should be that of catchment area, teachers need to utilize teaching/learning resources while teaching to concretize learning to read for pre-school pupils and teachers need to form positive, trusting and enabling relations with the pupils. The result would be increased reading skills of pre-school pupils.

*Fig. 1.1: Conceptual framework.*



## **1.7 Definition of Operational Terms**

<b>Development of reading skills</b>	: The process of starting to experience reading ability e.g. ability to read sounds, letters and words.
<b>First Language</b>	: This is the mother tongue
<b>Influence</b>	: Having either positive or negative effect on another.
<b>Language of Instruction</b>	: Refers to the language that the teacher uses while teaching pupils.
<b>Pre-school</b>	: Refers to the day-care, pre-primary I and II.
<b>Pupil</b>	: Refers to a child who is in pre-school.
<b>Reading</b>	: Refers to ability to make sense of written conversations, stories, instruction among others according to the level of study.
<b>Second Language</b>	: This is language different from the mother tongue
<b>Teacher-Pupil Interaction</b>	: Refers to the perceived relationship between the teacher and pupils.
<b>Teaching Behaviours</b>	: These are activities executed by teachers as they go about teaching in class e.g. using teaching/learning resources while teaching, the language of instruction the teachers use and their interaction with the pupils.
<b>Teaching/learning Resources</b>	: These are concrete objects that a teacher uses to make teaching visible and more interactive to pupils.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The literature review explores the selected teaching behaviours' influence on development of reading skills of pre-school pupils and reading abilities around the globe.

#### **2.2 Selected Teaching Behaviours**

The selected teaching behaviours discussed in this literature review include: utilization of teaching/learning resources, language of instruction and teacher-pupil interaction.

##### **2.2.1 Language of Instruction**

According to Dutcher, (2003) and Pinnock (2009), many school-age children are immersed in second languages used for instruction by teachers in their formal schooling system creating enormous hurdles for learning to read. Language of catchment and to be precise language policies in different countries continue to face myriad political challenges which hold no “best interest of the child” in their debates leading to poor investment in teacher training and poor school resourcing of teaching/learning materials in respective local languages. On the contrary, many children arriving in school have considerable oral vocabulary and phonemic awareness in their first language but are unable to use and by extension build on their skills because the pupils are instructed in a language which is totally different from their mother tongue. When key education stakeholders are blatantly unaware of the significance of this first knowledge, and continue to suffocate children with languages that they are not used to hearing and speaking; making teaching and learning abstract, unfriendly and difficult in especially lowly resourced schools, this hinders the development of reading skills of pupils.

In America, findings presented by Linguistics (2002) based on a study on transfer of skills from Spanish to English found out that language of instruction was correlated to development of reading skills. In a Canadian study by Thordardottir, Weismer, and Smith (2003), bilingual pre-schoolers scored significantly lower on all measures. The study compared English competencies of monolingual pre-schoolers and French-English bilingual pre-schoolers. The study did not indicate the language of instruction that the pre-schoolers were exposed to, and hence, the need to establish the influence of language of instruction on development of reading skills.

A number of studies published over the past 20 years in Ireland, point to poor reading skills by learners in (DEIS) schools considered disadvantaged in urban areas. Among the reasons that have been pointed out contributing to low reading skills is utter discontinuities between home languages and instructional language that these children become exposed to at schools and lack of opportunity to use de-contextualized languages (Cregan, 2007). These studies, however, were silent on pre-school. Elsewhere, a research study in Spain alluded that bilingual pupils who were introduced to English as a second language later perform better than those bilingual pupils who got introduced to English language early despite the same amount of instruction (Garcia Mayo & Garcia Lecumberri, 2003). From these and similar findings, there is need to respect the language policy and use language of catchment area sustainably for whole pre-school and lower primary so as to improve development of reading skills among pupils.

According to Dowd et al., (2010), as cited by Gove and Cvelich (2011), In Pakistan, 91% of pupils tested in Pashtu and 66% of pupils tested in Urdu couldn't read a single word in text. That implies that the use of Urdu would enhance reading abilities of pupils unlike using Pashtu. Other findings from Philippines indicate that when you compare reading abilities of

pupils who come from rural areas of Mindanao where Filipino is used with those who come from Manila where English is commonly used; using text in respective languages, a small percentage of (1 and 2%, respectively) pupils are unable to read, compared with 24% and 30% of pupils who are unable to read when tested in another language (Cao, 2010). This further continues to inform on the need to use first language as a mode of instruction in pre-school and lower primary classes.

Further, Gove and Cvelich (2011), when pupils are taught in a language other than their first language, reading abilities tend to be hindered. In Africa, an upward of 70 to 90% of pupils tested couldn't read correctly a single word within the first line of a simple paragraph at the end of 2 to 3 years of schooling in some countries. In Mali, for instance, according to report by Gove and Cvelich (2011), the percentage of grade 2 pupils getting instruction in French and who could not read French text was 94% and pupils who were tested in Bamanakan, and were attending schools with Bamanakan as their language of instruction was 83%. This informs the study on the significance of using first language for instruction. Further, in Haiti, about 50% of the pupils tested in Creole or French at grade 3 could hardly read a single word. These studies show a negative influence of using a second language for instruction in pre-school and lower primary on the acquisition of reading skills.

In Malawi, many pupils tested in English at grade 4 could not read a single word (Dowd, Weiner, and Mabeti, 2010b). Malawi Institute of Education and Save the Children Federation (2000) carried out an investigation into the role which teachers' home language plays in the implementation of language of catchment area instruction policy in two districts in Malawi. Results revealed that pupils who were instructed using mother tongue scored higher in both English and mathematics. The study however, does not show how mother-tongue instruction influence development of reading in pre-school.

The language policy states that the indigenous language of each region of Kenya should be used as the instructional medium for the pre-school and lower primary and only in linguistically homogeneous areas. In areas where there is considerable ethnic diversity, Kiswahili and English are used as instructional media (Mbaabu and Ileri, 1996). However, a study by Begi (2014) in three districts; Bondo, Kisii and Kericho which sought to establish whether mother tongue was used as a language of instruction in pre-schools revealed that most of the teachers did not have locally available teaching/learning resources in the market. Further, teachers did not have information on published materials and lacked funds for developing and acquiring locally available teaching/learning resources and so by inference were teaching using foreign materials and second language. This is contrary to Walter (2010) who emphasized that for learning to be meaningful, both the learner and the teacher should speak well in the instructional language. This study however, does not show how the lack of using pupils' first language for instruction influences development of reading skills.

### **2.2.2 Utilization of Teaching/Learning Resources**

According to Karaka (2007), teaching/learning resources are significantly important to meaningful teaching/learning process throughout the world. They help the teacher to make learning meaningful to the pre-school pupil. Teaching/learning resources make children to like schooling and learning hence promotes attendance (Rolleston, 2009). These learning resources scaffolds the pupils' learning hence a teacher will easily follow leads of the pupils and nurture their holistic learning. According to Rolleston (2009), teaching/learning resources make pupils active and involved in the learning process. Chief to note is that pre-school teachers testify of teaching becoming easier with teaching/learning resources (Mwonga and Wanyama, 2012). The use of teaching/learning resources too stimulates learners making them more attentive. It also arouses pupils' interest and enhances their participation in class

activities. However, there is scanty literature on utilization of teaching/learning resources in pre-school and how it influences development of reading skills.

In America, there is motivation by pre-school teachers to use instructional materials (Littlewood, 1998). In a study to establish the role of pre-school teachers in Sweden and Danish; Brostrom, Johansson, Sandberg, and Frokjaer (2014), indicated that adult's role in pupils' learning is considered critical in Sweden. A follow-up study by Johansson and Sandberg (2010), reported that pre-school teachers hold themselves high in leading the learning process as well as encouraging pupils to learn. From the pre-school teachers' responses, they all agreed that the children benefit greatly from the active methods found in the child centred teaching methods. Teachers responded that children have the opportunity to develop at their own rate, gain confidence, independence and become prepared for all round development. The study, however, does not show how the use of teaching/learning resources, influence the development of reading skills among pre-school pupils.

Things are different in the Asian continent when it comes to the utilization of instructional materials. For instance, Dahar and Faize (2011) found out a low uptake when it came to the utilization of teaching/learning resources by teachers in Punjab district in Pakistan while teaching social studies. However, in this study, there is no mention of pre-school and it has studied solely social studies, although, findings can be attributed not to be limited to social studies only.

In Nigeria, a study by Okobia (2011), concerning utilization of teaching materials for social activities in schools, found that most of the teaching/learning resources were unavailable in most schools for teaching social studies leave alone utilization. In another study, Okudo and Omotuyole (2013), who looked into the utilization of locally made teaching/learning resources in pre-school education, found out a small percentage of 8.77% who agreed that

facilities were being provided for locally made teaching/learning resources. This indicates 91.23% disagreement that learning materials were found in pre-school for utilization. In a study by A, Ekpo, & E, (2015) it was found that there is a positive achievement in learning for students who are exposed to instructional materials during lessons. These findings informed this study; although, the studies did not evaluate how the lack of utilization affects development of reading skills in pre-school and the correlations were not linked to development of reading skills.

Jotia and Matlale (2011) carried out an evaluation to assess the level of uptake of teaching/learning resources in the instruction of social studies in primary level in Botswana. The results showed that teachers' level of utilization of teaching/learning materials was low and this by extension had an impact on learners' performance in examinations. However, there is no mention of what happens in pre-school and the study is further aligned to social studies. Significant to note is that, the study alludes to the fact that lack of teaching/learning resources has an impact on pupils' performance in examinations. Although, there is no mention of development of reading skills of pupils, the fact that it mentions performance in examinations, the statement is wholesome.

In Ethiopia, Abdo and Semela (2010) study revealed low utilization of teaching/learning resources in Southern Ethiopia's primary schools of Gedeo zone. Another study by Benjamin (2014) in Rwanda found that there was a positive and significant correlation between most of the teaching and learning resources and level of classroom management, content delivery and proper learning of pupils. These studies however, do not inform about pre-school teachers' use of teaching/learning resources and whether there is any correlation between teaching/learning resources and development of reading skills in pre-school pupils.

Things are not different either in East Africa. A report by Ojacor (2000) reveals that Uganda experiences inadequate learning materials and poor quality playing kits. Although the report does not mention pre-school, the implication seems to cut across and it means that most of the pupils learn abstractly. In terms of utilization, it can be argued that the teachers in Uganda do not utilize teaching/learning resources for one cannot utilize what they do not have in classes. The situation in Kenya needed to be revealed which is the gap this study intended to investigate.

Several scholars have tried to investigate the link between teaching/learning resources and academic performance in Kenya. Although, the government has made remarkable accomplishment with regards to provision of teaching and learning materials to primary and secondary schools, Early Childhood Development and Education (ECDE) program is under the county governments and most of these centres have not been receiving grants to aid them buy learning materials. Studies on pre-primary school performance have established that there is low use of instructional materials in pre-primary school centres.

For instance, a study carried out in Athi River zone of Kenya by Kenya Project Organization (KENPRO 2012), revealed that among other factors affecting pre-school participation in learning was lack of materials in the pre-school centres. This indicates that if there are no instructional materials, then there is no utilization. Therefore, there was need to study how this lack of learning materials influence development of reading skills among pupils in pre-schools.

Another study by Ondieki, Abobo and Orodho, (2015), in Nyamira County reported a 21.1% of teachers admitting that they were not using teaching and learning resources. This means that for every ten teachers in any school two teachers did not use teaching and learning resources. A similar study by Sub-County and County (2015) found that there was inadequate

teaching and learning resources at pre-school centers. These studies further continued to inform this study; though, they did not provide information on pre-school and how the lack of teaching/learning resources influenced development of reading skills.

Further, Ruthiri (2009) studied the availability, acquisition and utilization of teaching/learning resources in English subject instruction. From the study, results revealed a scathing challenge in the acquisition of teaching/learning resources in many schools because of inadequate finances and time. Ogott, Indoshi and Okwara, (2010) also reported acute shortage of language teaching/learning resources in ECDE centres. Other revelations were shocking for instance, Ndani, (2015) established that teaching in pre-school was done through direct instructions using blackboards and chalk because most of the pre-schools did not have teaching and learning materials. In Kisumu County, according to a study by Albert, M, Osman, Media, & Sciences (2015) it was found that there was positive relationship between: teaching / learning resources and performance of pupils in class. Wawire (2006) stated that 'relevance' of ECDE was affected by inadequate state of equipment and learning materials in the centres. What these studies did not inform us, is the influence of lack of utilization of learning resources on development of reading skills among the pupils. Therefore, the study sought to establish the influence of utilization of teaching/learning resources on development of pre-school pupils' reading skills.

### **2.2.3 Teacher-Pupil Interaction**

Teacher-child interaction influence motivation, engagement, and self-efficacy of pupils on development of reading skills. Burchinal and Forestieri (2011) concluded that quality interactions with caregivers, quality instruction, and use of small-group instruction appear to be especially important for the development of literacy skills in childcare after looking for evidence from a range of major US longitudinal studies regarding the development of early

literacy skills. Later, Dickinson and Porche (2011) threw light onto this statement by indicating that 4<sup>th</sup> grade comprehension is related to teachers' use of vocabulary during attention-related utterances in group settings, hence influencing later literacy. This study finding laid the foundation for this study and concurred with this study only that the researcher intended to localize it and find the influence of teacher-pupil interaction in Malindi, Kenya and precisely in pre-school.

In an interview of two distinct groups of the Canadian students from the Atlantic coast and the Pacific coast by Saul (2005), pupils echoed significance of the teacher-pupil interaction to their success. The most touching statement was from Tali (a 9th grader) who said, "The teacher needs to be willing to have a relationship, and not just be assessing us. It makes a big difference if they take the time to understand how you are feeling, if they understand and connect". Another study by Bruney (2012) in Toronto Canada found that teacher-pupil interaction validates student feelings which fosters trust and emotional intelligence and student willingness to take risks, make mistakes, and say "I don't get it!" when they don't understand a certain concept which ends up improving their learning. However, the results does not show how specifically teacher-pupil interaction influence development of reading skills among pre-school.

According to Hardman (2015), a review commissioned by United Kingdom's government through the Department for International Development, concluded that classroom interactions is pedagogical key. The review also found out that teachers who use the interactive pedagogy have a positive attitude towards teaching and pupils benefit from such process (Westbrook et al, 2013). However, a study by Blatchford, Bassett, & Brown (2011) in UK found that large group teaching was preferred in larger classes. This data, however, is exclusively western and neither does it give the real reflection in form of settings within typical Kenyan classrooms

nor does it show the benefits of the said teacher-pupil interaction in relation to development of reading skills among pupils.

Toste (2010) carried out a postdoctoral research at University of Alberta on teacher-pupil interaction and established that teacher-pupil interaction makes an enormous contribution to pupil's academic success. A similar study by Prof & Hamiloğlu (2012) in Istanbul, Turkey found evidence regarding the impact of teachers' questions on students' learning. From the findings; pupils who had positive teacher-pupil interactions demonstrated different outcomes in school. However, these studies did not ascertain how teacher-pupil interaction influences development of reading skills among pre-school pupils.

In Nigeria, Kalu (1981), observed and recorded the interactive patterns during lessons of physics. He related the recorded patterns to students' attitudes towards physics performance. Student learning outcomes correlated positively with classroom interaction patterns. This study however is exclusively for physics and was done in high school and says little about pre-school and development of reading skills among pre-school pupils.

Teacher-pupil interaction has been impeded due to large numbers of pupils in classes in Uganda. O'Sullivan (2006) found several Ugandan teachers who adopted other teaching practices to cater for large numbers of pupils (between 70 and 100 pupils). The teachers had little teacher-pupil interactions and so the said practices helped them to reach as many pupils as possible. However, the study did not detail the effect of such minimal relationship on development of reading skills among pupils.

In Kenya, UNESCO (2005) study reported that attention in classes with higher teacher to pupil ratio was accorded to brighter pupils, while weaker pupils were left without attention. In the study, teachers reported changing their classroom styles e.g. assigning less homework, and often not correcting what they assign. Some pupils concurred that teachers were stretched

too thin with school fee abolition; they felt that teachers were not able to meet their individual needs and provided only minimal feedback. Another study by Ackers & Hardman (2001) found that there was domination of teacher-initiated activities, thereby providing little opportunity for pupils to question or explore ideas to help regulate their own thinking. However, these studies were limited to levels other than pre-school and do not inform how such minimal interaction and teacher domination influence development of reading skills.

### **2.3 Reading Skills**

According to UNESCO (2005), literacy underpins basic education for all. Reading is an element of literacy. Reading is taught (Gove & Cvelich, 2011). Unfortunately, there are low levels of reading abilities among pupils around the world and this aroused the need to ascertain the gap in teaching behaviours used by teachers to teach reading and how they influence development of reading skills. The study explored the reading of sounds and words.

A survey by Randerson (2008) in the USA, found that over 44% of the 4<sup>th</sup> grade pupils nationwide could not read at or above the basic/partial mastery level on the National Assessment of Education Progress (NAEP) test. Louisiana had the highest level of 62% followed by California at 59% and Maine at 27%. However, this data does not show the reading abilities of pre-school pupils although, the problem in grade 4 could be in some way attributed to poor teaching behaviors among teachers in pre-school and hence the problem scaled up to grade 4.

The National Foundation for Educational Research (NFER, 2007) too studied over 200,000 pupils aged 9-10 in 41 countries. From the study, Hong Kong and Singapore had the highest number of pupils entering school with literacy skills already in place and pupils with advanced skills in reading had attended pre- primary school programs. Although, the study shows the connection on how pre-school experiences continue to influence reading of pupils

in primary school, the study is silent on the kind of teaching behaviors used by teachers in pre-schools whose pupils continued to do well in primary school and does not show specific pre-school reading achievements. The study too does not show whether the pupils in Hong Kong and Singapore passed through the pre-school and the kind of teaching behaviors they were exposed to.

When Australia's literacy performance was studied against the International standards in 2006, it was found that 14% of Australian pupils aged 15 had failed to attain a proficiency reading baseline considered significant for future abilities of reading and 21% were found to be operating at the minimum proficiency baseline level (Thomson & Bortoli, 2008). This echoes the problem around the globe of low reading abilities of pupils.

According to DoE (2008a) and Hugo *et al* (2005), in South Africa, two national systemic evaluations were done in 2001 and 2004 respectively to ascertain the primary schools' literacy and numeracy levels by the national Department of Education (DoE). The evaluations revealed a sickening number of 54% of grade 3 pupils who were considered not to be at par with reading competency. The evaluation further revealed a 39% average score for reading and writing for grade 3 pupils from urban schools. The study however, confined itself to primary schools and little information is available for pre-school. These poor reading abilities, however, can be attributed to poor development of reading skills in pre-school.

In Namibia, according to Mutenda (2008), when pupils enter grade 4, they are not able to read in home language and English. A report by South African Consortium for Monitoring Educational Quality (SACMEQ) found that grade 6 pupils were not able to read texts for comprehension. Further the report indicated that Namibia had the poorest reading performance in the SADC (South African Development Community) block. This supports the findings by Mutenda that indeed pupils in Namibia have low reading skills levels. This shows

the situation of primary schools and there is no report for pre-school reading performance. However, we can attribute the big problem of reading to poor reading development of pupils, right from pre-school.

The World Bank partnered with the government of Gambia to conduct an assessment of English reading skills of grade 1-3 pupils in 2007. The study revealed that about 2/3 of pupils could not read even a single word from a simple paragraph and that only a bunch of 5% of grade 3 pupils met the fluency benchmark of 50 words per minute which is standard for grade 1 pupils U.S.A (Bouy, 2007); hence, further informing this study.

In Uganda, low levels of literacy were confirmed by National Examinations Board in 2010. The low literacy levels were sadly not exclusive for English but even local languages. When the Mango Tree Lanjo Literacy Project (2010) carried out a study in both urban and rural schools in Northern parts of Uganda, it was found that by the end of Primary One (P1), the pupils were unable to identify the alphabet and read simple text with minimal fluency. Considering this situation, Uwezo (2011) was asking if children were learning. Although, the study is exclusively for primary schools, this data informed this study. Clearly, these findings communicate a problem of reading in Uganda.

Kenya has witnessed intense efforts, interventions and resources put into child literacy following the Bill of Rights in the constitution of Kenya (2010) where education is one of the fundamental rights to every Kenyan. However, Kenya is still ranked low in international literacy assessments (Uwezo, 2011). According to the report, 9 out of 10 children in class 3 cannot read a class 2 story written in English. In 2007, RTI and AKF did a baseline assessment on the level of reading of children in Malindi district. The findings revealed low levels of letter-naming ability (measured in terms of correct letter-naming fluency, per minute) and ability to fluently read and comprehend simple passages. The assessments found

more or less equal lack of skills in Kiswahili and English. The correlation between children's skills across languages was found to be very high (Ii, 2009). Furthermore, Uwezo, (2011) confirmed these low levels of reading abilities in Malindi district. These informed the researcher on the need to study the cause of low levels of reading skills and ascertain if there is any relationship between selected teaching behaviors and development of reading skills in pre-school in this area.

#### **2.4 Summary of Reviewed Literature**

Concerning language of instruction, some of the studies done reveal that most learners are exposed to second language much earlier before they are ready for the languages, and to inform this study, the studies confirm that when pupils are exposed to language other than their first language, they perform poorly in reading. There is scanty literature on the utilization of teaching/learning resources in pre-school and how it influences development of reading skills among pupils. Even though, there are studies that have been done on teaching/learning resources, most of them are exclusive of pre-school and they do not mention utilization and how it affects development of reading skills. Teacher-pupil interaction is another aspect this study sought to investigate. From the literature, it has been revealed that, positive teacher-pupil interaction enhances learning of pupils. However, the literature does not reveal how teacher-pupil interaction influences development of reading skills besides most of literature being exclusively for primary and secondary schools.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter highlights the research design, variables for the study, research methodology, location of the study, target population, sampling techniques and sample size, research instruments used, data collection and analysis and ethical consideration.

#### **3.2 Research Design**

The study adopted a qualitative survey research design. The qualitative research design is interpretative, and ethnographic in nature (Atieno, 2009). The design studies the whole situation in order to evaluate issues and ensure that their conclusion take account of both unique and general factors. The researcher used the design to interpret how the selected teaching behaviours influence reading development of pre-school pupils.

##### **3.2.1 Variables**

The study involved two variables, that is; independent and dependent variables. The variables are discussed below in detail.

###### **3.2.1.1 Independent Variable**

These are factors that influence development of reading skills. They included language of instruction, utilization of teaching/learning resources and teacher-pupil interaction. Data on language of instruction was obtained by observation of lessons that were being delivered by teachers in the respective classes and the language that was mostly used for instruction by the teachers was recorded. Regarding teaching/learning materials, data were largely collected by

observation during lesson delivery and by observing the classroom for display of teaching/learning materials. They were coded as yes/no and later used to obtain frequency tables. Teacher-pupil interaction was also assessed during lessons and was captured as yes/no and later translated to frequency and percentage.

### **3.2.1.2 Dependent Variable**

The dependent variable was development of reading skills among pre-school pupils. The study sought to evaluate how it was influenced by the independent variables. The variable was measured using an assessment protocol for pupils where the pupils were given sounds and three letter words to read. The number of sounds and words that pupils read correctly were counted and recorded as well as those sounds and words which they were not able to read. These were translated to frequency and presented in tables. They were compared to the respective independent variables and discussed guided by the objectives.

### **3.2.2 Research Methodology**

The study adopted a descriptive survey research methodology. Descriptive survey helped in collection and examining data intensively and extensively. It further provided room for a situational analysis of various factors and inter-relationship between such factors (Bogdan and Biklen, 2007). The use of a descriptive survey research methodology enabled the researcher to delve intensively and extensively how the selected teaching behaviours related with development of reading skills in pre-school.

### **3.3 Location of the Study**

The study was carried out in Malindi Sub-County. The region was selected because it was ranked as an area with low reading abilities (Ii, 2009) and further ranked lowly by Uwezo report dubbed “are our children learning?” (Uwezo, 2011). In addition, the sub county has

both rural and urban settings hence, the choice of language of instruction in some of the schools was likely to conflict the language policy besides interfering to teacher-pupil interaction. Finally, the performance of national examinations at primary schools in this area was deteriorating, with languages being done poorly (Ministry of Education, 2015).

### 3.4 Target Population

The target population for this study was the pre-school teachers, pre-primary I and pre-primary II pupils from 16 schools. The pre-schools were chosen because they form pupils' educational foundation and greatly influence later reading abilities of pupils. The cosmopolitan nature of the sub-county was another reason; given that, it greatly influence the choice of the language of instruction and to some extent affect the formation of positive teacher-pupil interactions.

**Table 3.1: Target Population**

	<b>Public pre-schools</b>	<b>Private pre-schools</b>	<b>Total</b>
Total target population	72	87	159
Sampled pre-schools	8	8	16

### 3.5 Sampling Techniques and Sample size

The sampling technique and sample size used was as follows.

#### 3.5.1 Sampling Technique

A multistage sampling technique was used to pick subjects from pre-primary I and pre-primary II. This technique entails proportionate sampling in two or more stages from groups within the target population. Schools were put on strata based on rural and urban, public and

private. Random sampling was employed to select sixteen schools which formed 10% of total target population for study that was eight private schools; four in rural area and four in town and eight public schools; four in urban and four in rural. From each of the schools sampled, the researcher picked two classes; that is, pre-primary I and pre-primary II for the purpose of lesson observation. In schools with more than one stream, the researcher used random sampling to select one class per level. Teachers of the sampled classes formed the sample that was observed while teaching and were interviewed. For the pupils' assessment protocol, only 10% of the total number of pupils, in both classes were selected to do the test using simple random sampling. This was because according to Mugenda and Mugenda (2008), sampling involves selecting subjects in such a way that the existing sub-groups in the population are more or less reproduced in the sample. This enabled the researcher to derive from it detailed data at an affordable cost in terms of time, finances and human resources (Mugenda and Mugenda, 2008).

### 3.5.2 Sample Size

The sample size was sixteen schools: eight from rural and eight from urban and in each cluster, there were four private and four public schools. From each of the sampled schools, the researcher studied pre-primary I and pre-primary II. Teachers from the classes sampled were observed during lessons and interviewed.

**Table 3.2: Sample Size**

Total number of schools	10% sample size
159	16 schools

### **3.6 Research Instruments**

The study made use of observation schedule and interview schedule for teachers and a reading assessment protocol for pupils. The instruments were the most appropriate for the study and collection of in-depth and extensive data. Each of the instruments is discussed below:

#### **3.6.1 Classroom Observation Schedule**

This tool comprised of general information section which was used to capture the general information in regard to teacher, class level of pupil, attendance and school. The tool was divided into five sections labelled as section A to E. Section A was used to collect data regarding the learning environment which was scored as Yes or No. This section largely informed on utilization of teaching/learning materials and the language in which they were prepared which was to be identified as either English or Kiswahili. In case the teaching/learning materials were in a different language, the researcher noted the language outside the columns but along the rows. Section B and C collected data on language of instruction focusing on the teacher and the pupil. The data was coded as Yes or No for easy analysis and interpretation. Section D collected data regarding multi-grade classes and section E collected data on instructional style which was largely coded as Yes or No and the data was used to answer the objective of teacher-pupil interactions. The observation schedule that was used is attached as appendix III.

#### **3.6.2 Interview Schedule for Teachers**

The interview schedule consisted of semi-structured questions which were used to facilitate discussion with the teacher. It comprised of four sections denoted as section A to D. Section A collected information from the teacher regarding reading abilities of the pupils and teacher's experience in handling pupils, section B gathered information on utilization of

teaching/learning materials, section C gathered information on language of instruction and section D collected information concerning teacher-pupil interaction. The information collected was used to support the information that was collected by the pupil assessment protocol and classroom observation protocol. The questions served to guide the discussion. The interview schedule consisted of questions that also sought to ascertain if teachers were under any pressure to teach in a given way from parents and school. Further, the schedule collected information regarding the activity/subject that teachers enjoyed teaching most. This was geared to checking if teachers enjoyed teaching language activity and for that matter reading and reasons for that. The questions largely covered all the aspects proposed for study regarding teaching behaviours. The interview schedule is attached as appendix II.

### **3.6.3 Reading Skills Assessment Protocol**

The assessment protocol had mainly two sections. It was given to pupils to do individually; guided by the researcher immediately after the observed lessons whereby the sampled pupils were called to read the sounds, letters and words in the class silently to the researcher. The assessment protocol also had a section that was used to capture general information for example the school code, teacher code pupil code, level, and gender. This was followed with section 1 that is, an assessment on reading of sounds which was scored against the total 26 sounds. Later in section 2, the protocol contained reading of 20 three letter words with a few with long sounds. The pupil was rated as he/she was reading as either; able (3), attempts (2) or unable (1). Later, the words read correctly were counted against the incorrectly read words. The scores were compared with respective independent variables for analysis. Each pupil from the sampled classes was handled separately.

In all instruments, confidentiality of the information from respondents was assured by all instruments not revealing names of the respondents. The tool is attached as appendix I.

### **3.7 Piloting**

The instruments were pre-tested on one public and one private school from the study location so as to allow for necessary adjustments and corrections. The instruments were used to collect data. The pilot study schools were excluded from the main study. The purpose of the pilot study was to establish validity and reliability of research instruments.

#### **3.7.1 Validity**

Content validity was established through administration of the instruments to the pilot study sample to enable the researcher to identify items that needed to be included and those that needed to be adjusted or replaced in order to provide accurate and adequate information relating to the variables under study. The researcher sought the help of the supervisor in redefining the instruments. Cross-validation was used.

#### **3.7.2 Reliability**

Reliability was established through a test-retest during the pilot study, to ensure that the data collection produced similar results. The data collection tools were tested and retested. The pilot study was repeated twice in the study area. The data collected and the methods of data collection was compared and contrasted. The review of instruments and methods strengthened their reliability. The researcher involved the supervisor for his review and comments. His feedback was useful in establishing reliability. The study accepted 0.7 reliability coefficient.

### **3.8 Data Collection Techniques**

This was done in two stages:

### **3.8.1 Pre-visits to Study Schools**

The researcher pre-visited the sampled schools twice and spent time there with the teachers and pupils to ensure that all the participants got familiar with him, removed any anxiety and allowed trustworthiness to flourish. The researcher met the teachers and pupils who took part in the study and established rapport. The researcher participated in outdoor activities to further build the rapport.

### **3.8.2 Actual Data Collection Procedures**

The researcher got to the head teacher's office to seek permission so as to make observations in the selected classes, interview the teachers and give the pupils the assessment protocol. The researcher made observations during delivery of language lesson for pre-primary I and pre-primary II before interviewing teachers. The interviews were done at the convenience of the teacher, mostly after finishing lessons. The pupils were given the protocol after the language lessons. In the class, the researcher requested the teacher concerned to allow him into class and explained the purpose of the study and the procedure that was to be used for the same. The researcher greeted the pupils who by then were familiar with him. All the participants were requested for consent to participate.

### **3.9 Data Analysis**

The analysis of data was guided by the objectives of the study. The researcher collected data on the language of instruction used by teachers, use of teaching/learning materials and teacher-pupil interaction and compared the results with what the pupils scored in the assessment protocol. After data collection, the tools were checked for completeness and errors; they were arranged and coded for analysis. The data was qualitatively analysed with some aspects of the data being analysed quantitatively. The data was grouped to specific

themes and qualitatively analysed in narrative form. A computer software package, Computer Assisted Qualitative Data Analysis Software (CAQDAS) was used for analysing qualitative data. The CAQDAS programme allowed for categorization of the findings into common themes, for easy discussion of the findings. The software has been adapted and used by other studies (Wanjohi 2014). Quantitatively the data was analysed using descriptive statistics of Pearson product, percentages and frequencies. In the process of data collection, it was analysed partly by making judgements or interpreting certain observations and teachers' responses. This helped to develop clear and thoughtful understanding of each set of data gathered.

### **3.10 Logistical and Ethical Considerations**

The following were the logistical and ethical considerations that the researcher took into account.

#### **3.10.1 Logistical Consideration**

The researcher received a letter from Graduate School of Kenyatta University giving him permission to collect data. The letter was presented to National Council for Science and Technology to apply for permit. The researcher wrote to the head teachers of selected schools through the county director and sub-county education officer informing them of the intended study. At the school the researcher explained to the head teacher the procedure of the study. The teachers were informed of the purpose of the study and were requested to give informed consent. In addition, minimal interference was ensured by following the school-programme during the study. Lessons were observed as timetabled. The interviews were conducted at the convenient time for the teacher mostly during lunch break. The interviews were conducted in the given school during working hours.

### **3.10.2 Ethical Consideration**

The researcher ensured anonymity and confidentiality of the respondents and of the information that was provided. The researcher used codes for the names of the schools, teachers, and learners. All the information gathered was used for the purpose of this study. The researcher presented the findings honestly and objectively, avoided untrue, deceptive or doctored results.

## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATION AND DISCUSSION**

#### **4.0 Introduction**

This chapter contains the following sections: presentation of the results, interpretation and discussion of the findings in reference to the stated problem and reviewed literature.

#### **4.1 Findings and Discussions**

The following is a discussion of the study findings by objectives. The findings are supported by tabulated illustrations of lesson observations, interviews with teachers and pupils' assessment protocol. Quantitative aspects of the data are presented in form of frequencies and percentages with relationships and correlations calculated using Pearson's product moment correlation coefficient. The quantitative results in the tabulations, frequencies and percentages are only those aspects of qualitative data that could be quantified because of the numerical aspect of the data. Such include the tallies that had been made in the data collection schedules. Most of the findings are qualitatively presented through descriptions where most details are in form of statements, narratives as well as verbatim quotations. The information in quantitative reports does not carry as much as that in the qualitative report.

The findings were obtained from pupils of pre-primary I and II, their teachers who were 3 Males and 29 female all aged between 25 years to 49 years. Most of them were trained and had a certificate in Early Childhood Education with a few of them not trained. Most of the teachers had a D+ plus mean and grade D Plain in English subject in their O level certificate.

#### 4.1.1 Relationship between Language of Instruction used by Pre-school teachers and Development of Reading Skills

The first objective of this study was to find out the relationship between language of instruction used by pre-school teachers and development of reading skills among pupils in Malindi sub-county, Kilifi County, Kenya. To answer this objective, the researcher first studied the language of instruction used by teachers in the area of study. Table 4.1 presents the results of language of instruction used by teachers.

**Table 4.1: Frequencies and percentages of language of instruction used in pre-primary I**

Language of instruction used in pre-school	Schools													Grand Total	
	Public						Private								
	Rural		Urban		Total		Rural		Urban		Total		Grand Total		
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
Giriama	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kiswahili	1	25	1	25	2	25	0	0	1	25	1	12.5	3	18.75	
English	3	75	3	75	6	75	4	100	3	75	7	87.5	13	81.25	
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>16</b>	<b>100</b>	

Table 4.1 shows the percentages and frequencies of the language used by teachers for instruction in pre-primary I. The table captures only those languages that the researcher thought would be used in the area of study, that is, Giriama, Kiswahili and English. The table also disaggregates the use of language of instruction in urban and rural schools as well as public and private schools. It is evident that, most schools; private and public, urban and rural preferred using English language for instruction at 81.25% to other languages. Giriama which is the language of the catchment in most schools was not used for instruction in any of the

schools. Kiswahili language which is closer to the mother tongue in the area of study was least used for instruction at 18.75%.

The results reveal that there is a big deviation from the ministry of education's policy guidelines (Mbaabu and Ileri, 1996). The policy states that the indigenous language of each region of Kenya should be used as the instructional medium for the pre-school and lower primary and only in linguistically homogeneous areas. In areas where there is considerable ethnic diversity, Kiswahili and English are used for instruction (Mbaabu and Ileri, 1996).

The deviation from the Ministry of education policy on language of instruction could be as result of majority of the teachers not knowing what the language policy requires in the choice of language of instruction. Also it could be that there are other competing influences as far as choice of language of instruction is concerned. For instance, some teachers reported that they used English "... *For easy transition from home to pre-school...*" *Teachers from town public school 4*. Some other teachers held to other reasons as to why they did not comply with language policy. For example, some teachers used English for instruction so as to prepare pupils for examinations; "... *Most subjects in examinations are set in English...*" *Teachers from town public school 4*. This could be reality in most schools.

Others believed that when they use English for instruction, pupils understand more unlike when using language of the catchment area. For example, some teachers reported that they used English for instruction because pupils understand when taught using English, that is, "...*For children to understand better ...*" (*Teachers from rural private school 1*). This disagrees with the study findings by Ii (2009) in Malindi which found out that pupils preferred the use of mother tongue (Giriama) and avoided speaking in English. The result for pre-primary II is shown in table 4.2.

**Table 4.2: Frequencies and percentages of language of instruction used in pre-primary**

**II**

Language of instruction used in pre-school	Schools													
	Public						Private							
	Rural		Urban		Total		Rural		Urban		Total		Grand Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Giriama	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kiswahili	1	25	1	25	2	25	2	50	0	0	2	25	4	25
English	3	75	3	75	6	75	2	50	4	100	6	75	12	75
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>16</b>	<b>100</b>

Table 4.2 shows the percentages and frequencies of language of instruction used in pre-primary II. The table also shows how the choice of language of instruction is spread across all public and private schools in rural and urban areas. The results show that, majority of schools preferred using English language at (75%) to Kiswahili language at (25%). Again, Giriama was not used as a language of instruction in pre-primary II. The results concur with study findings by Wanjohi (2014) in Nyeri which revealed that variety of languages were being used in the classroom instruction with limited consideration to language policy in education.

English was mostly used as a language of instruction and this could be attributed to the differences in existence of language policies in the school managements. For instance, one teacher reported that, *“The school policy states that, we should teach in English ...”* teachers from urban private school 2. This contradicts the government policy on the choice of language of instruction.

The use of Giriama was not exhibited anywhere pegging the concern whether the government has overlooked the critical implementation of the language policy in other areas of this

country or whether key education stakeholders are blatantly unaware of the significance of the knowledge that comes with use of first language, and continue to skew pupils to languages that they are not used to hearing and speaking; making teaching and learning abstract, unfriendly and difficult in especially lowly resourced schools, which hinders the development of reading skills of pupils.

The use of English as means of instruction was evident in both public and private schools. In most cases it had been argued that private schools ignore the language policy in education and adopt English for instruction (Dearden, 2014), but to the contrary in this study, the public schools deviated altogether from the language policy. This could be as a result of assumption that private schools do better than public schools because of choice of language of instruction and therefore, majority of the public schools do not want to remain behind hence have adopted English for instruction.

Failure to comply with the language policy could have been influenced by other factors. For instance, some teachers reported that they don't comply with language policy because most parents “...Are happy when seeing their children speaking in English ...” (*Teachers from rural public school 3*). These could be some of the competing forces as to why the teachers were not following the language policy stipulation.

Using the assessment protocol, pupils were assessed on their reading abilities of sounds and three letter words. The results showing the reading abilities for each level have been presented separately for pre-primary I and pre-primary II in table 4.3 and 4.4 respectively.

**Table 4.3: Frequencies and percentages of reading abilities of sounds and words by pre-primary I pupils**

Sounds read correctly	Schools												Grand Total	
	Public						Private							
	Rural		Urban		Total		Rural		Urban		Total		F	%
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
22-26 (Excellent)	5	50	1	5.9	6	22.2	1	10	1	12.5	2	11.1	8	17.8
17-21 (Very good)	2	20	3	17.6	5	18.5	1	10	4	50	5	27.8	10	22.2
12-16 (Good)	0	0	1	5.9	1	3.7	0	0	3	37.5	3	16.7	4	8.9
7-11 (Fair)	0	0	4	23.5	4	14.8	0	0	0	0	0	0	4	8.9
1- 6 (Poor)	3	30	8	47	11	40.7	8	80	0	0	8	44.4	19	42.2
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>45</b>	<b>100</b>
<b>Words read correctly</b>														
17-20 Excellent	3	30	0	0	3	11.1	1	10	0	0	1	5.6	4	8.9
13-16 Very Good	4	40	0	0	4	14.8	0	0	2	25	2	11.1	6	13.3
9-12 Good	0	0	3	17.6	3	11.1	0	0	2	25	2	11.1	5	11.1
5-8 Fair	0	0	2	11.8	2	7.4	2	20	0	0	2	11.1	4	8.9
0-4 Poor	3	30	12	70.6	15	55.6	7	70	4	50	11	61.1	26	57.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>45</b>	<b>100</b>

Table 4.3 shows the reading abilities of both sounds and words for pre-primary I. The pupils were asked to read the sounds from “a to z”. They were scored on those that they read well and crossed on those they were unable to read. For analysis purposes, they were grouped in groups of 5s, that is, those pupils who read well between 1 and 6 sounds were clustered as poor readers, between 7 and 11 were clustered as fair readers, between 12 and 16 were clustered as good readers, between 17 and 21 were clustered as very good readers and between 22 and 26 were clustered as excellent readers.

From the results, most pupils were poor readers at 42.2%. Few pupils were fair readers at 8.9%, few pupils were good readers at 8.9%, a few pupils were very good readers at 22.2% and few pupils were excellent readers at 17.8%. This clearly shows the challenge of poor reading abilities in the area of study.

In regard to reading of words, the pupils were given 20 words with three letters to read. The pupils were scored on those words that they read well and were crossed on those that they were unable to read. For analysis purposes, the pupils were grouped into five categories, that is, those who read between 0-4 words were categorised as poor readers, between 5-8 words as fair readers, between 9-12 words as good readers, between 13-16 words as very good readers and between 17 – 20 words as excellent readers.

From the results in table 4.3, majority of the pupils were poor readers at 57.8% confirming the study findings by Uwezo (2012) in East Africa which concluded that pupils were going to school but were not learning. 8.9% of pupils were fair readers, 11.1% were good readers, 13.3% were very good readers and 8.9% were excellent readers. The reason of poor reading abilities could be as a result of majority of teachers using English as a language of instruction which is a second language to most of the pupils. Therefore, this could have made learning to read difficult for the pupils. Results for pre-primary II are presented in table 4.4.

**Table 4.4: Frequencies and percentages of reading abilities of sounds and words by pre-primary II pupils**

Sounds read correctly	Schools												Grand Total	
	Public						Private							
	Rural		Urban		Total		Rural		Urban		Total		F	%
	F	%	F	%	F	%	F	%	F	%	F	%		
22-26 (Excellent)	8	72.7	4	20	12	38.7	0	0	1	20	1	6.7	13	28.3

17-21 (Very good)	1	9.1	5	25	6	19.4	0	0	1	20	1	6.7	7	15.2
12-16 (Good)	1	9.1	1	5	2	6.5	4	40	1	20	5	33.3	7	15.2
7-11 (Fair)	1	9.1	2	10	3	9.7	2	20	2	40	4	26.7	7	15.2
0- 6 (Poor)	0	0	8	40	8	25.8	4	40	0	0	4	26.7	12	26.1
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>46</b>	<b>100</b>
<b>Words read correctly</b>														
17-20 Excellent	9	81.8	4	20	13	41.9	0	0	0	0	0	0	13	28.3
13-16 Very Good	1	9.1	3	15	4	12.9	0	0	0	0	0	0	4	8.7
9-12 Good	0	0	2	10	2	6.5	2	20	2	40	4	26.7	6	13
5-8 Fair	1	9.1	3	15	4	12.9	3	30	0	0	3	20	7	15.2
0-4 Poor	0	0	8	40	8	25.8	5	50	3	60	8	53.3	16	34.8
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>46</b>	<b>100</b>

For pre-primary II, the same clustering was used for both reading of sounds and words as for pre-primary I. It is evident that although, more pupils were excellent readers of sounds at 28.3%, still a majority of them were far below. Precisely stated, 26.1% of the pupils were poor readers of sounds, 15.2% were fair readers, 15.2% were good readers and 15.2% were very good readers.

In regard to reading of words, majority of the pupils were poor readers at 34.8%. 15.2% were fair readers, 13% were good readers of words, 8.7% were very good readers and 28.3% were excellent readers of words. The results covered all schools both public and private from both rural and urban settings.

The results agree to study findings by Ii (2009) and Uwezo (2011) in Malindi which showed poor reading skills among pupils. The poor reading abilities could be as a result of pupils being immersed in second language during formal schooling hence creating huddles for

learning to read as language used for instruction limited the pupils from learning. The researcher correlated the results for language of instruction and reading abilities to obtain the relationship. The results for reading of sounds and reading of words for pre-primary I and pre-primary II are summarised in table 4.5.

**Table 4.5: Summary of reading abilities of sounds and words for pre-primary I and pre-primary II**

Pre-primary I	No. of schools using the language of instruction	Average reading ability of sounds	Average ability of reading of words	Pre-primary II	No. of schools using the language of instruction	Average reading ability of sounds	Average ability of reading of words
	English (11)	9.5	4.4		English (12)	12.9	9.1
	Kiswahili (4)	15.7	9		Kiswahili (4)	13.4	11.4
	Giriama (0)	0	0		Giriama (0)	0	0

Table 4.5 shows the average reading abilities of sounds and words for pre-primary I and pre-primary II. For pre-primary I, the schools that used English for instruction were 11 and their average reading abilities of sounds was 9.5 and average ability of reading words was 4.4. Those schools that used Kiswahili for instruction were 4 and their average reading abilities of sounds was 15.7 and average ability of reading words was 9. There were no schools that used Giriama for instruction and therefore, their average abilities for reading sounds and words was 0.

For pre-primary II, the number of schools that used English as a language of instruction was 12 and their average reading ability for sounds was 12.9 and average reading ability for words was 9.1. For those schools that used Kiswahili as a language for instruction were 4 and their average reading ability for reading sounds was 13.4 and average of reading ability of

words was 11.4. There were no schools that used Giriama as a language of instruction and therefore, their average abilities of reading sounds and words were 0.

### Correlation of language of instruction and reading abilities

The correlations were established independently, that is, language of instruction used was correlated to reading abilities of sounds and words respectively for each level as shown in tables 4.6, 4.7, 4.8 and 4.9 respectively.

**Table 4.6: Relationship between language of instruction and abilities of reading sounds for pre-primary I**

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Pearson	No. of schools using the language of instruction (x)	Reading abilities of sounds (y)	(xy)	X <sup>2</sup>	Y <sup>2</sup>
English	11	9.5	104.5	121	90.25
Kiswahili	4	15.7	62.8	16	246.49
	$\Sigma = 15$	$\Sigma = 25.2$	$\Sigma = 167.3$	$\Sigma = 137$	$\Sigma = 336.74$

$$\frac{2 \times 167.3 - (15 \times 25.2)}{\sqrt{(2 \times 137 - 15^2)(2 \times 336.74 - 25.2^2)}} = \frac{334.6 - 378}{\sqrt{49 \times 38.4443.4}} = \underline{\underline{-1}}$$

$$\sqrt{(2 \times 137 - 15^2)(2 \times 336.74 - 25.2^2)} = \sqrt{49 \times 38.4443.4}$$

The result shows that there was a very strong negative relationship between use of language of instruction and development of reading abilities of pupils in pre-primary I. The more the teachers used second language for instruction the more the pupils failed to acquire the reading abilities. The results concur with findings presented by Linguistics (2002) in America based

on a study on transfer of skills from Spanish to English which found out that language of instruction was correlated to development of reading abilities.

From the observation by the researcher, most pupils were in most cases answering the questions asked by the teachers in Giriama and sometimes in Kiswahili. This concurs to study findings by Ii (2009) in the same area of study (Malindi) which found that pupils preferred the use of mother tongue (Giriama) and avoided speaking in English. This pegged the question as to whether; the language that was used by teachers for instruction was understood by the pupils. For one to speak a language she/he should have to understand it first hence this would lead one to conclude that the pupils did not understand the language of instruction used by the teachers and this had a limitation in pupil-teacher communication hence, hindered self-expression and all learning that could have come with a child's first language therefore, by extension hindered the development of reading skills of pupils.

The results for relationship between language of instruction and development of reading of sounds for pre-primary II is presented in table 4.7

**Table 4.7: Relationship between language of instruction and abilities of reading sounds for pre-primary II**

<b>Pearson</b>	<b>No. of schools using the language of instruction (x)</b>	<b>Reading abilities of sounds (y)</b>	<b>(xy)</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
English	12	12.9	154.8	144	166.41
Kiswahili	4	13.4	53.6	16	179.56
	$\Sigma = 16$	$\Sigma = 26.3$	$\Sigma = 208.4$	$\Sigma = 160$	$\Sigma = 345.97$

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} = \frac{16 \times 208.4 - (16 \times 26.3)}{\sqrt{16 \times 160 - (16)^2} \sqrt{16 \times 345.97 - (26.3)^2}} = \underline{\underline{-1}}$$

$$\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]} \quad \sqrt{(2 \times 160 - 16^2) (2 \times 345.97 - 26.3^2)}$$

The results show that there was a very strong negative relationship between language of instruction and abilities of reading of sounds for pupils in pre-primary II, that is, the more teachers used second language for instruction, the more the pupils' development of reading abilities got derailed.

These findings concur with the study findings by Cummins (1976) which stated that, for pupils to cognitively benefit from the instruction in a second language they must have competently learnt the first language and consequently the second language. Therefore, one could conclude that the pupils never benefitted from the language of instruction used by teachers for cognitive stimulation hence the poor reading abilities. The relationship between language of instruction and development of reading abilities of words for pre-primary I is presented in table 4.8.

**Table 4.8: Relationship between language of instruction and abilities of reading words for pre-primary I**

Pearson	No. of schools using the language of instruction (x)	Average reading abilities of words (y)	XY	X <sup>2</sup>	Y <sup>2</sup>
English	11	4.4	48.4	121	19.36
Kiswahili	4	9	36	16	81
	$\Sigma = 15$	$\Sigma = 13.4$	$\Sigma = 84.4$	$\Sigma = 137$	$\Sigma = 100.36$

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]}} = \frac{(2 \times 84.4) - (15 \times 13.4)}{\sqrt{(2 \times 137 - 15^2) (2 \times 100.36 - 13.4^2)}} = \underline{\underline{-1}}$$

$$\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]} \quad \sqrt{(2 \times 137 - 15^2) (2 \times 100.36 - 13.4^2)}$$

The results show that there was a very strong negative relationship between use of language of instruction and development of reading abilities of words in pre-primary I. The more the teachers used the second language, the more the pupils slowed in the development of reading abilities.

These findings also agree with the study by Dowd, Weiner, and Mabeti, (2010) in Malawi, where they found out that when pupils were taught and tested in the second language (English), they developed reading skills at a slower pace and at grade four, they could not read even a single word. This is true to the area of study based on the results. Because the teachers were using second language, this could be the reason why the pupils were doing badly in reading abilities. The results for pre-primary II is presented in table 4.9

**Table 4.9: Relationship between language of instruction and abilities of reading words for pre-primary II**

Pearson	No. of schools using the language of instruction (x)	Average reading abilities of words (y)	(XY)	X <sup>2</sup>	Y <sup>2</sup>
English	12	9.1	109.2	144	82.8
Kiswahili	4	11.4	45.6	16	129.96
	$\Sigma = 16$	$\Sigma = 20.5$	$\Sigma = 154.8$	$\Sigma = 160$	$\Sigma = 212.8$

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} = \frac{2 \times 154.8 - 16 \times 20.5}{\sqrt{(2 \times 160 - 16^2)(2 \times 212.8 - 20.5^2)}} = \underline{\underline{-1}}$$

From the results, it is evident that language of instruction had a very strong negative relationship to the development of reading skills of words for pupils in pre-primary II. The

more the teachers used English for instruction, the more the pupils were steeped towards not able to read words.

The results agree with the study findings by Cummins (1976) which concluded that pupils should undergo the first threshold of continued exposure in their first language so that they can successfully use and be able to learn using a second language. The pupils were taught using a second language with English dominating in majority of the schools. Therefore, it could be argued that the pupils in the area of study were deeply steeped into the second language. This limited reading skills development which would have naturally been enabled had the pupils been inclined towards the language of maximum exposure and motivation.

Therefore, it could be argued that failure to cross the first threshold implied that the pupils would not cross to the second threshold which ought to have intellectually benefitted them. For that reason, this would have negatively interfered with the pupils' development of reading skills hence the reason as to why the pupils did poorly in reading.

#### **4.1.2 Correlation between Using Teaching/Learning Resources by Pre-school Teachers and Development of Reading Skills among Pre-school Pupils.**

The second objective of this study was to find out the correlation between utilization of teaching/learning resources and development of reading skills. To find out this, observations were made regarding the kind of teaching/learning resources used by the pre-school teachers during the delivery of the lessons. These were then correlated with the development of reading skills of pupils. The results are presented below in table 4.10 and 4.11 respectively.

**Table 4.10: Frequency and percentage of teaching/learning resources utilization in Pre-primary I**

Type of material	In what language	Public rural		Public urban		Private rural		Private urban		Grand Total		Average %
		F	%	F	%	F	%	F	%	F	%	
Word cards	Kiswahili	0	0	0	0	0	0	0	0	0	0	38.8  This is the average % of teachers utilizing either of teaching/learning materials while teaching
	English	2	50	1	25	3	75	2	50	8	53	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Theme walls/posters (e.g. numbers, months, days of the week, seasons)	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	2	50	1	25	1	25	6	40	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Pupils' names on cards, charts, or their work	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	0	0	1	25	0	0	0	0	1	6.7	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Pupils' work on display (e.g. drawings)	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	2	50	1	25	2	50	7	46.7	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Teachers' writing on display (e.g. a product of shared writing)	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	3	75	2	50	2	50	9	60	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Pupils' writing on display	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	1	25	1	25	0	0	1	25	3	20	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Learning areas labelled	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	2	50	0	0	2	50	6	40	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Objects labelled	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	1	25	1	25	0	0	1	25	3	20	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Songs chants, poems, rhymes, etc.	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	1	25	2	50	0	0	2	50	5	33.3	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Daily schedule/routine	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	3	75	1	25	2	50	8	53.3	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Alphabet chart	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	2	50	2	50	2	50	8	53.3	
	Giriama	0	0	0	0	0	0	0	0	0	0	

Table 4.10 presents the results of materials used by teachers in the area of study. The materials were coded together with the language that they were developed. The average percentage of teacher utilizing the teaching materials was calculated to inform on the correlation. The researcher restricted the study to finding teaching/learning materials that could be found in the language corner or used during the language lesson delivery.

The result from table 4.10 show that an average of 38.8% of teachers utilized teaching/learning resources while teaching. This is too low considering the need of using teaching/learning resources at this level so as to make learning meaningful. All the teaching/learning materials used were in English.

The teachers who used word cards were 53%, theme walls/posters 40%, pupils' names on cards, charts or their work 6.7%, pupils' work on display 46.7%, teachers' writing on display 60%, pupils' writing on display 20%, learning areas labelled 40%, objects labelled 20%, songs, chants, poems, rhymes 33.3%, daily schedule/routine 53.3% and alphabet chart 53.3%.

The results of poor utilization of teaching/learning resources by teachers in the area of study agrees with the study findings by Kenya Project Organization (KENPRO, 2012), in Athi River zone of Kenya which revealed that among other factors affecting pre-school participation in learning was lack of materials in the pre-school centres.

The reasons as to why teachers were not utilizing teaching/learning resources while teaching could be as a result of lack of knowledge on the importance of using teaching/learning resources. For instance, some teachers reported that "*... not aware of the importance of the labelling them ...*" *teacher from town public school 2*. This pegs the question as to whether there is a gap in the curriculum missing at highlighting the importance of using teaching/learning resources by teachers. The results for pre-primary II are presented in table 4.11.

**Table 4.11: Frequency and percentage of teaching/learning materials utilization in Pre-primary II**

Type of material	In what language	Public rural		Public urban		Private rural		Private urban		Grand Total		Average %
		F	%	F	%	F	%	F	%	F	%	
Word cards	Kiswahili							1				53.4  This is the average % of teachers utilizing either of teaching/learning materials while teaching
	English	4	100	1	25	3	75	3	75	<b>11</b>	<b>68.8</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Theme walls/posters (e.g. numbers, months, days of the week, seasons)	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	3	75	1	25	2	50	2	50	<b>8</b>	<b>50</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Pupils' names on cards, charts, or their work	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	0	0	0	0	0	0	<b>2</b>	<b>12.5</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Pupils' work on display (e.g. drawings)	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	4	100	1	25	0	0	3	75	<b>8</b>	<b>50</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Teachers' writing on display (e.g. a product of shared writing)	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	3	75	2	50	3	75	3	75	<b>11</b>	<b>68.8</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Pupils' writing on display	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	3	75	1	25	0	0	2	50	<b>6</b>	<b>37.5</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Learning areas labeled	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	4	100	1	25	2	50	3	75	<b>10</b>	<b>62.5</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Objects labeled	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	2	50	1	25	0	0	3	75	<b>6</b>	<b>37.5</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Songs chants, poems, rhymes, etc.	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	3	75	3	75	0	0	3	75	<b>9</b>	<b>56.3</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Daily schedule/routine	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	4	100	3	75	2	50	4	100	<b>13</b>	<b>81.3</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	
Alphabet chart	Kiswahili	0	0	0	0	0	0	0	0	0	0	
	English	4	100	1	25	2	50	3	75	<b>10</b>	<b>62.5</b>	
	Giriama	0	0	0	0	0	0	0	0	0	0	

The results from table 4.11 indicate that the average number of pre-primary II teachers using teaching/learning resources while teaching was 53.4%. This is only half of teachers. In other words, it means that nearly half of the teachers (46.6%) in pre-primary II were not utilizing teaching/learning materials. All the teaching/learning materials were in English.

The poor results revealed from this study showing that many teachers were not utilizing teaching/learning resources agree with other studies done within and outside the country. For instance, study by Dahar and Faize (2011) in Punjab district in Pakistan, study by Okobia (2011) in Nigeria and a study by Abdo and Semela (2010) in Ethiopia revealed low utilization of teaching/learning resources by teachers when teaching respective subjects. This reveals a bad situation around the globe which requires a quick redress.

The average number of teachers who used word cards in pre-primary II was 68.8%, theme walls/posters 50%, pupils' names on cards, charts or their work 12.5, pupils work on display 50%, teachers' writing on display 68.8%, pupils' writing on display 37.5%, learning areas labelled 62.5%, objects labelled 37.5%, songs, chants, poems and rhymes 56.3%, daily schedule/routine 81.3% and alphabet chars 62.5%.

The fact that the teachers from the area of study lowly utilized teaching/learning resources as revealed above also agrees to another study findings in Nyamira presented in a report by Sub-County and County (2015) which found that there were inadequate teaching and learning resources at pre-school centres. The concern according to these results is how the preschool pupils learn given the importance of the teaching/learning resources in their learning.

Some of the reasons as to why teachers were not utilizing teaching/learning resources could be personal and as well as gaps in the quality assurance systems. For instance, some teachers expressed lack of knowledge, that is, "... *Because I did not go to college ...*" teachers from *public town school 3*. This could be personal but also could be attributed to gaps in the quality

assurance systems because one could ask a question as how do such teachers who are not trained end up in the schools teaching pupils.

The results for reading abilities of the pupils are presented in table 4.12 and 4.13 respectively.

These will be used for correlation purposes.

**Table 4.12: Frequencies and percentages of reading abilities of sounds and words by pre-primary I pupils**

Sounds read correctly	Schools												Grand Total	
	Public						Private							
	Rural		Urban		Total		Rural		Urban		Total		F	%
	F	%	F	%	F	%	F	%	F	%	F	%		
22-26 (Excellent)	5	50	1	5.9	6	22.2	1	10	1	12.5	2	11.1	8	17.8
17-21 (Very good)	2	20	3	17.6	5	18.5	1	10	4	50	5	27.8	10	22.2
12-16 (Good)	0	0	1	5.9	1	3.7	0	0	3	37.5	3	16.7	4	8.9
7-11 (Fair)	0	0	4	23.5	4	14.8	0	0	0	0	0	0	4	8.9
1- 6 (Poor)	3	30	8	47	11	40.7	8	80	0	0	8	44.4	19	42.2
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>45</b>	<b>100</b>
<b>Words read correctly</b>														
17-20 Excellent	3	30	0	0	3	11.1	1	10	0	0	1	5.6	4	8.9
13-16 Very Good	4	40	0	0	4	14.8	0	0	2	25	2	11.1	6	13.3
9-12 Good	0	0	3	17.6	3	11.1	0	0	2	25	2	11.1	5	11.1
5-8 Fair	0	0	2	11.8	2	7.4	2	20	0	0	2	11.1	4	8.9
0-4 Poor	3	30	12	70.6	15	55.6	7	70	4	50	11	61.1	26	57.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>45</b>	<b>100</b>

Table 4.12 shows the reading abilities of both sounds and words for pre-primary I. The pupils were asked to read the sounds from “a to z”. For analysis purposes, they were grouped in groups of 5s, that is those pupils who read well between 1 and 6 sounds were clustered as

poor readers, between 7 and 11 were clustered as fair readers, between 12 and 16 were clustered as good readers, between 17 and 21 were clustered as very good readers and between 22 and 26 were clustered as excellent readers.

From the results, most pupils were poor readers of sounds at 42.2%. Other results shows that few pupils were fair readers at 8.9%, few pupils were good readers at 8.9%, few pupils were very good readers at 22.2% and few pupils were excellent readers at 17.8%.In regard to reading of words, 57.8% were poor readers, 8.9% fair readers, 11.1% good readers, 13.3 very good readers and 8.9% excellent readers.

Results for pre-primary II are presented in table 4.13.

**Table 4.13: Frequencies and percentages of reading abilities of sounds and words by pre-primary II pupils**

	Schools													Grand Total	
	Public						Private								
	Rural		Urban		Total		Rural		Urban		Total		F	%	
<b>Sounds read correctly</b>	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
22-26 (Excellent)	8	72.7	4	20	12	38.7	0	0	1	20	1	6.7	13	28.3	
17-21 (Very good)	1	9.1	5	25	6	19.4	0	0	1	20	1	6.7	7	15.2	
12-16 (Good)	1	9.1	1	5	2	6.5	4	40	1	20	5	33.3	7	15.2	
7-11 (Fair)	1	9.1	2	10	3	9.7	2	20	2	40	4	26.7	7	15.2	
0- 6 (Poor)	0	0	8	40	8	25.8	4	40	0	0	4	26.7	12	26.1	
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>46</b>	<b>100</b>	
<b>Words read correctly</b>															
17-20 Excellent	9	81.8	4	20	13	41.9	0	0	0	0	0	0	13	28.3	
13-16 Very Good	1	9.1	3	15	4	12.9	0	0	0	0	0	0	4	8.7	
9-12 Good	0	0	2	10	2	6.5	2	20	2	40	4	26.7	6	13	

5-8 Fair	1	9.1	3	15	4	12.9	3	30	0	0	3	20	7	15.2
0-4 Poor	0	0	8	40	8	25.8	5	50	3	60	8	53.3	16	34.8
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>46</b>	<b>100</b>

For pre-primary II, the same clustering was used for both reading of sounds and words as for pre-primary I. It is evident that a majority of the pupils were poor readers of sounds at 26.1%, 15.2% were fair readers, 15.2% were good readers and 15.2% were very good readers. In regard to reading of words, majority of the pupils were poor readers at 34.8%. 15.2% were fair reader, 13% were good readers of word, 8.7% were very good readers and 28.3% were excellent readers of words. The results covered all schools both public and private from both rural and urban settings.

### **Correlation of teaching/learning resources and reading abilities**

The correlations were established independently, that is, utilization of teaching/learning resources was correlated to reading abilities of sounds and words respectively for each level as shown in tables 4.14, 4.15, 4.16 and 4.17.

**Table 4.14: The Correlation between Using Teaching/Learning Resources and Development of Reading Skills (Sounds) in Pre-primary I**

Number of schools (N)	Number of teaching/learning resources used (X)	Abilities of reading sounds (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1	11	21.3	234.3	121	453.69
2	10	20	200	100	400
1	9	21	189	81	441
1	7	20	140	49	400
1	6	8	48	36	64

1	5	5.6	28	25	31.4
3	4	14.6	58.4	16	213.2
2	3	5.8	17.4	9	33.6
3	0	1	0	0	1
$\Sigma N=15$	$\Sigma X=55$	$\Sigma Y=117.3$	$\Sigma XY=915.1$	$\Sigma X^2=437$	$\Sigma Y^2=2037.89$

$$r = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N \Sigma x^2 - (\Sigma x)^2][N \Sigma y^2 - (\Sigma y)^2]}} = \frac{15 \times 915.1 - 55 \times 117.3}{\sqrt{(15 \times 437 - 55^2)(15 \times 2037.89 - 117.3^2)}} = \underline{\underline{0.9}}$$

$$\sqrt{[N \Sigma x^2 - (\Sigma x)^2][N \Sigma y^2 - (\Sigma y)^2]} = \sqrt{(15 \times 437 - 55^2)(15 \times 2037.89 - 117.3^2)}$$

The results shows a very strong positive correlation between utilization of teaching/learning and development of reading of sounds in pre-primary I. The teachers who used teaching/learning resources while teaching in their classes, their pupils acquired reading abilities of sounds and hence were able to read.

The results concur with study findings by Wenglinisky (2001) in US which found that school resources were positively correlated to pupils performance in math. The fact that only 53% of teachers utilized word cards in pre-primary I reveal the utter poor utilization of teaching/learning resources. This, to the researcher's opinion could have limited pupils' development of reading skills because word wall or cards in a classroom is a highly effective strategy that improves reading skills. Word wall activities could have encouraged active pupils' participation, that is, gestures, such as pointing to key words during a lesson could have offered visual reinforcement which would have been very helpful for pupils learning to read. Word wall activities also could have indeed engaged pupils while learning key vocabulary hence would have hastened their reading abilities.

The other reason for poor reading abilities could be as a result of poor utilization of theme walls/posters for example numbers, months, days of the week and seasons by teachers which

was less than half 40% in pre-primary I. Theme walls or posters provide visual learning; pupils enjoy and engage in the activity, provide opportunity to dialogue about learning and offers quick synthesis of information for large classes and the tendency of teachers in the area of study neglecting this important strategy could be limiting pupils from learning. Therefore, poor reading abilities of sounds could be attributed to inadequate teaching and learning materials in the area of study by most of the teachers. The result for reading of words is presented in table 4.15

**Table 4.15: The Correlation between Using Teaching/Learning Resources and Development of Reading Skills (Reading of words) in Pre-primary I**

Number of schools (N)	Number of teaching/learning resources used (X)	Abilities of reading words (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1	11	16	176	121	256
2	10	9.1	91	100	82.8
1	9	12.5	112.5	81	156.3
1	7	16.5	115.5	49	272.3
1	6	4.5	27	36	20.3
1	5	3.8	19	25	14.4
3	4	1.2	4.8	16	1.4
2	3	1.8	5.4	9	3.2
3	0	0	0	0	0
<b>ΣN=15</b>	<b>ΣX=55</b>	<b>ΣY=65.4</b>	<b>ΣXY=551.2</b>	<b>ΣX<sup>2</sup>=437</b>	<b>ΣY<sup>2</sup>=806.7</b>

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}} = \frac{15 \times 551.2 - 55 \times 65.4}{\sqrt{(15 \times 437 - 55^2) (15 \times 806.7 - 65.4^2)}} = \mathbf{0.9}$$

There was a very strong positive correlation between using teaching/learning materials and reading of words in pre-primary I. The teachers in pre-primary I who utilized

teaching/learning materials in their classes while teaching had their pupils perform better in reading than those who did not use teaching/learning resources while teaching. Therefore, utilization of teaching/learning resources by teachers during lesson delivery enhances the development of reading abilities of words.

The results concur with the study findings by Benjamin (2014) in Rwanda which found out that there was a positive and significant correlation between most of the teaching and learning resources and level of classroom management, content delivery and proper learning of pupils. Therefore, the poor results of reading abilities witnessed in the area of study could be attributed to poor utilization of teaching/learning resources by teachers while teaching which impacted on classroom management, content delivery and hence contributed to poor learning of reading skills.

For instance, there was poor utilization of pupils' names on cards, charts or their work at 6.7% in pre-primary I. This could be contributing to poor reading abilities of pupils. If used, the researcher believes that they could have helped pupils' development of reading skills as pupils would observe adults using reading in functional ways for example reading notes, referring to shopping lists, referring to pupils or their work by name.

Other reasons for poor reading abilities could be as a result of few teachers (33.3%) using songs, chants, poems and rhymes in pre-primary I. The art of using nursery rhymes would provide pupils with opportunity of hearing sounds, vowels and consonants they make. They would learn how to put these sounds together to make words. They could also practice pitch, volume, and voice inflection, as well as the rhythm of language. This also could have provided the pupils with opportunities to hear new words that they would not hear in everyday language hence they would have increased their vocabulary. Because teachers were

not utilizing songs, this, to the researcher's opinion could have been the reason as to why pupils got derailed in learning to read. The results for pre-primary II is presented in table 4.16

**Table 4.16: The Correlation between Using Teaching/Learning Resources and Development of Reading Skills (Sounds) in Pre-primary II**

Number of schools (N)	Number of teaching/learning resources used (X)	Abilities of reading sounds (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1	11	16.8	184.8	121	282.2
2	10	21.7	217	100	470.9
2	9	23.2	208.8	81	538.2
1	8	20	160	64	400
1	7	19.5	136.5	49	380.3
4	6	12.2	73.2	36	148.8
1	3	15.8	47.4	9	249.6
2	2	6.8	13.6	4	46.2
2	0	3.5	0	0	12.3
<b>ΣN=16</b>	<b>ΣX=56</b>	<b>ΣY=139.5</b>	<b>ΣXY=1041.3</b>	<b>ΣX<sup>2</sup>=464</b>	<b>ΣY<sup>2</sup>=2528.5</b>

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} = \frac{16 \times 1041.3 - 56 \times 139.5}{\sqrt{(16 \times 464 - 56^2)(16 \times 2528.6 - 139.5^2)}} = \underline{\underline{0.9}}$$

$$\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]} = \sqrt{(16 \times 464 - 56^2)(16 \times 2528.6 - 139.5^2)}$$

The result shows that there was a very strong positive correlation between using teaching/learning resources and reading of sounds in pre-primary II. The teachers who used teaching/learning resources while teaching in pre-primary II had their pupils performing better in reading of sounds than those teachers who did not utilize teaching/learning resources.

The results agree with study findings by Albert, M, Osman, Media, & Sciences, (2015) in Nyakach, Kisumu County which found that there is a positive relationship between: teaching / learning resources and performance of pupils in class. Therefore, the poor results in the area of study could be attributed to most teachers not utilizing teaching/learning resources while teaching hence learning for pupils was made abstract and difficulty.

The fact that teachers neglected basic teaching/learning resources like alphabet charts could also be contributing to poor reading abilities of pupils. The single best predictor of first-year reading achievement according to the researcher would be the pupil’s knowledge of and the ability to recognize and name the upper- and lower- case letters of the alphabet. A pupil with automatic, accurate recognition of letters would have easier time learning about letter sounds and word spellings than a pupil who did not know the letters of the alphabet. Therefore, this could have also contributed to poor development of reading skills in the area of study.

The results for correlation between using teaching/learning resources and development of reading of words abilities is presented in table 4.17

**Table 4.17: The Correlation between Using Teaching/Learning Resources and Development of Reading Skills (Reading words) in Pre-primary II**

Number of schools (N)	Number of teaching/learning resources used (X)	Abilities of reading words (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1	11	13.3	146.3	121	176.9
2	10	15.5	155	100	240.3
2	9	18.2	163.8	81	331.2
1	8	15	120	64	225
1	7	20	140	49	400
4	6	3.5	21	36	12.3
1	3	8.3	24.9	9	69.9

2	2	5	10	4	25
2	0	1.1	0	0	1.2
$\Sigma N=16$	$\Sigma X=56$	$\Sigma Y=99.9$	$\Sigma XY=789$	$\Sigma X^2=464$	$\Sigma Y^2=1480.8$

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}} = \frac{16 \times 789 - 56 \times 99.9}{\sqrt{(16 \times 464 - 56^2)(16 \times 1480.8 - 99.9^2)}} = \underline{\underline{0.9}}$$

The result shows a very strong positive correlation between using teaching/learning resources and development of reading of words in pre-primary II. The pupils in pre-schools, whose teachers utilized teaching/learning resources while teaching, performed better in reading than those pupils whose teachers taught abstractly without the use of teaching/learning resources.

The results agree with study findings by A, Ekpo, & E, (2015) in Nigeria which found that there was a positive achievement in learning for students who were exposed to instructional materials during lessons. Therefore, it could be argued that the reason as to why the pupils were not doing well in the area of study was the fact that only few teachers were utilizing teaching/learning materials while teaching hence pupils were not exposed to the teaching/learning resources.

It could also be argued that the reason as to why most pupils were doing badly in reading of words was because majority of the available teaching/learning materials were in English. This could be limiting the pupils' interaction with the teaching/learning materials besides making learning abstract and difficult for pupils.

Learning to read could have been enhanced if teachers used a variety of types of teaching/learning materials that appropriately target the age and reading levels of the intended pupils. Therefore, local teaching/learning materials with local language could play a

significant role in the enhancement of improved learning to read and because they were not being utilized, this according to the researcher, could have limited learning of pupils especially when they were alone hence, led to poor development of reading skills of pupils in the area of study.

#### 4.1.3 Influence of Teacher-Pupil Interactions on Development of Reading Skills among Pre-school Pupils.

The third objective of this study was to find out the influence of teacher-pupil interactions on development of reading skills among pre-school pupils. The result for teacher-pupil interaction is presented in table 4.18.

**Table 4.18: Frequencies and percentages of teacher-pupil interaction in Pre-primary I &II**

School		How the lesson was organized	Pre I		Pre II		Grand total	
			F	%	F	%	F	T
Public	Urban	Teacher mostly works with the pupils in large groups	3	75	3	75	6	75
		Most activities are teacher-initiated	4	100	3	75	7	87.5
		Most activities are pupil-initiated	1	25	0	0	1	12.5
		Teacher asks open-ended questions	2	50	2	50	4	50
		Teacher responds/extends or explains/elaborates on what the pupils said/asked	1	25	1	25	2	25
	Rural	Teacher mostly works with the pupils in large groups	4	100	0	0	4	50
		Most activities are teacher-initiated	4	100	4	100	8	100
		Most activities are pupil-initiated	0	0	0	0	0	0
		Teacher asks open-ended questions	0	0	4	100	4	50
		Teacher responds/extends or explains/elaborates on	0	0	4	100	4	50

		what the pupils said/asked						
<b>Private</b>	<b>Urban</b>	Teacher mostly works with the pupils in large groups	4	100	4	100	8	100
		Most activities are teacher-initiated	3	75	4	100	7	87.5
		Most activities are pupil-initiated	1	25	1	25	2	25
		Teacher asks open-ended questions	1	25	2	50	3	37.5
		Teacher responds/extends or explains/elaborates on what the pupils said/asked	1	25	2	50	3	37.5
	<b>Rural</b>	Teacher mostly works with the pupils in large groups	4	100	4	100	8	100
		Most activities are teacher-initiated	4	100	4	100	8	100
		Most activities are pupil-initiated	0	0	0	0	0	0
		Teacher asks open-ended questions	0	0	0	0	0	0
		Teacher responds/extends or explains/elaborates on what the pupils said/asked	0	0	0	0	0	0

The researcher sought to establish teacher-pupil interaction in the area of study by observing how teachers worked with pupils, how most of the activities for learning were initiated, who initiated them, the type of questions asked by the teachers and the ability of teachers explaining and elaborating on what pupils asked or answered.

The result shows that majority of the teachers worked with the pupils in large groups with three quarters 75% in urban public schools, half 50% in rural public schools, majority 100% in urban private school and majority 100% in rural private schools. These results agree with study findings by Blatchford, Bassett, & Brown (2011) in UK which found that large group teaching was preferred in larger classes. This according to the researcher alienates the pupils from learning to read.

From the results too, the majority of the activities were initiated by the teachers in all the schools; with three quarters 75% in urban public, majority 100% in rural public schools, more than three quarters 87.5% in urban private schools and majority 100% in rural private

schools. These results agree with study findings by Ackers & Hardman (2001) in Kenya which found that there was domination of teacher-initiated activities, thereby providing little opportunity for pupils to question or explore ideas to help regulate their own thinking. This could mean that pupils had very little to say in choice and participation of activities. The activities were chosen and done at the expense of pupils' interest and needs merely to achieve objectives by the teacher.

Most teachers also used direct questions than indirect questions as half of the teachers in all public schools (both rural and urban) used direct questions at 50%. Less than half of private schools in urban areas used indirect questions at 37.5% while none of the rural private schools used indirect questions 0%. These could have limited pupils from expressing themselves well and only skewed them to answering either yes or no. If teachers could have used open-ended questions, pupils would have opportunity to freely express feelings, motives and ideas and teachers would have opportunity to nurture their language skills which would have enhanced learning to read.

The result also shows that none of the teachers 0% in rural private schools extended or explained what the pupils asked or answered. In other words, scaffolding was minimal as less than half 37.5% in urban private schools extended or explained what the pupils asked or answered. Less than half of teachers in the urban public schools used the scaffolding at 25% while half of teachers practiced scaffolding in the rural public school at 50%. This from the researcher's point of view limited thriving of informal relationship between pupils and teachers hence this could have contributed to poor reading skills among the pupils.

For correlation purposes, the results for reading abilities for pre-primary I are presented in table 4.19

**Table 4.19: Frequencies and percentages of reading abilities for pre-primary I pupils**

Sounds read correctly	Schools												Grand Total	
	Public						Private							
	Rural		Urban		Total		Rural		Urban		Total		F	%
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
22-26 (Excellent)	5	50	1	5.9	6	22.2	1	10	1	12.5	2	11.1	8	17.8
17-21 (Very good)	2	20	3	17.6	5	18.5	1	10	4	50	5	27.8	10	22.2
12-16 (Good)	0	0	1	5.9	1	3.7	0	0	3	37.5	3	16.7	4	8.9
7-11 (Fair)	0	0	4	23.5	4	14.8	0	0	0	0	0	0	4	8.9
0- 6 (Poor)	3	30	8	47	11	40.7	8	80	0	0	8	44.4	19	42.2
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>45</b>	<b>100</b>
<b>Words read correctly</b>														
17-20 Excellent	3	30	0	0	3	11.1	1	10	0	0	1	5.6	4	8.9
13-16 Very Good	4	40	0	0	4	14.8	0	0	2	25	2	11.1	6	13.3
9-12 Good	0	0	3	17.6	3	11.1	0	0	2	25	2	11.1	5	11.1
5-8 Fair	0	0	2	11.8	2	7.4	2	20	0	0	2	11.1	4	8.9
0-4 Poor	3	30	12	70.6	15	55.6	7	70	4	50	11	61.1	26	57.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>45</b>	<b>100</b>

The result from table 4.19 shows that majority of the pupils in pre-primary I were poor readers of sounds at 42.3%, 8.9% were fair, 8.9% were good, 22.2% were very good and 17.8% were excellent readers of sounds.

In regard to reading of words also, majority of pupils in pre-primary I were poor readers too at 57.8%, 8.9% were fair, 11.1% were good, 13.3% were very good and only 8.9% were excellent readers of words. The reading abilities for pre-primary II is presented in table 4.20

**Table 4.20: Frequencies and percentages of reading abilities of sounds and words by pre-primary II pupils**

Sounds read correctly	Schools												Grand Total	
	Public						Private							
	Rural		Urban		Total		Rural		Urban		Total			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
22-26 (Excellent)	8	72.7	4	20	12	38.7	0	0	1	20	1	6.7	13	28.3
17-21 (Very good)	1	9.1	5	25	6	19.4	0	0	1	20	1	6.7	7	15.2
12-16 (Good)	1	9.1	1	5	2	6.5	4	40	1	20	5	33.3	7	15.2
7-11 (Fair)	1	9.1	2	10	3	9.7	2	20	2	40	4	26.7	7	15.2
0- 6 (Poor)	0	0	8	40	8	25.8	4	40	0	0	4	26.7	12	26.1
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>46</b>	<b>100</b>
<b>Words read correctly</b>														
17-20 Excellent	9	81.8	4	20	13	41.9	0	0	0	0	0	0	13	28.3
13-16 Very Good	1	9.1	3	15	4	12.9	0	0	0	0	0	0	4	8.7
9-12 Good	0	0	2	10	2	6.5	2	20	2	40	4	26.7	6	13
5-8 Fair	1	9.1	3	15	4	12.9	3	30	0	0	3	20	7	15.2
0-4 Poor	0	0	8	40	8	25.8	5	50	3	60	8	53.3	16	34.8
<b>TOTAL</b>	<b>11</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>31</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>46</b>	<b>100</b>

For pre-primary II, it is evident that although, more pupils were excellent readers of sounds at 28.3%, still a majority of them were far below. Precisely, 26.1% of the pupils were poor readers of sounds, 15.2% were fair readers, 15.2% were good readers and 15.2% were very good readers.

In regard to reading of words, majority of the pupils were poor readers at 34.8%. 15.2% were fair readers, 13% were good readers, 8.7% were very good readers and 28.3% were excellent

readers of words. The result covered all schools both public and private from both rural and urban settings.

The poor reading abilities could be as a result of majority of the teachers not liking teaching language activity, that is, from the interviews, half of the teachers 50% reported to love teaching mathematics activities more than language activities hence were at ease while teaching mathematics than when teaching language activity. Others reported that they liked music 6.3%, outdoor 6.3% and science 3.1% activities. This could explain why language activity was not being taught appropriately as required to enhance development of pupils' reading skills.

### Correlation of teacher-pupil interaction and reading abilities

The result for reading abilities were correlated with teacher-pupil interaction using Pearson product moment correlation and the result is presented in table 4.21, 4.22, 4.23 and 4.24.

**Table 4.21: The correlation between teacher-pupil interaction and development of reading of sounds for pre-primary I**

Number of schools (N)	Teacher-pupil Interaction (X)	Abilities of reading Sounds (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
	14	10.21	142.94	196	104.24
	15	10.89	163.35	225	118.59
	2	20.42	40.84	4	416.98
	6	16.47	98.82	36	271.26
	5	20.36	101.8	25	414.53
$\Sigma N=15$	$\Sigma X=42$	$\Sigma Y=78.35$	$\Sigma XY=547.75$	$\Sigma X^2=486$	$\Sigma Y^2=1325.6$

$$r = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N \Sigma x^2 - (\Sigma x)^2][N \Sigma y^2 - (\Sigma y)^2]}} = \frac{15 \times 547.75 - 42 \times 78.35}{\sqrt{(15 \times 486 - 42^2)(15 \times 1325.6 - 78.35^2)}} = 0.6$$

$$\sqrt{[N \Sigma x^2 - (\Sigma x)^2][N \Sigma y^2 - (\Sigma y)^2]} = \sqrt{(15 \times 486 - 42^2)(15 \times 1325.6 - 78.35^2)}$$

The results show that there is a strong positive correlation between teacher-pupil interaction and development of reading abilities of pupils. The pupils whose teachers used small group instruction did well in reading than those whose teachers used large group instruction. Similarly, in schools where teachers allowed pupil participation in the initiation of activities and expanded what the pupils asked or answered in class, pupils did well in reading of sounds. Therefore, it can be argued that teacher-pupil interaction influences strongly the development of reading abilities of pupils in pre-primary I.

The result agrees with the study findings by Burchinal and Forestieri (2011) in USA and Blatchford et al., (2011) in UK which found out that quality instruction and use of small-group instruction appears to be especially important for the development of literacy skills in childcare and learning attainment of pupils. Because teachers were using large group instruction, this could be the reason why the pupils performed badly in reading of sounds in pre-primary I. The correlation results for reading of words is presented in table 4.22

**Table 4.22: The correlation between teacher-pupil interaction and development of reading of words for pre-primary I**

Number of schools (N)	Teacher-pupil Interaction (X)	Abilities of reading Words (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
	14	4.98	69.72	196	24.80
	15	5.64	84.6	225	31.81
	2	9.89	19.78	4	97.81
	6	8.94	53.64	36	79.92
	5	10	50	25	100
<b>ΣN=15</b>	<b>ΣX=42</b>	<b>ΣY=39.45</b>	<b>ΣXY=277.74</b>	<b>ΣX<sup>2</sup>=486</b>	<b>ΣY<sup>2</sup>=334.34</b>

$$r = \frac{N\sum xy - (\sum x)(\sum y) = 15 \times 277.74 - 42 \times 39.45}{\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]}} = 0.6$$

$$\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]} \sqrt{(15 \times 486 - 42^2) (15 \times 334.34 - 39.45^2)}$$

The result confirms that there is a strong positive correlation between teacher-pupil interaction and development of reading abilities of pupils. For instance, in schools where teachers used pupil-initiated activities, used open-ended questions and expanded what the pupils asked or answered, pupils did well in reading of words than those schools which used teacher-initiated activities, used closed questions and hardly expanded what the pupils asked or answered.

This result agrees to study findings by Ackers & Hardman (2001) in Kenya which found that when teachers prefer teacher-initiated activities to pupil-initiated activities, the pupils get little opportunity to question or explore ideas to help regulate their own thinking. Further, the results also concur to study findings by Prof & Hamiloğlu (2012) in Istanbul, Turkey which found that there is an evidence regarding the impact of teachers' questions on students' learning.

The poor reading abilities therefore, could be as a result of most teachers preferring teacher-initiated activities to pupil-initiated activities in pre-primary I and closed questions to open-ended questions. While using closed questions could be easier and saves time while teaching, this could have denied pupils opportunities to use an expanded vocabulary. Those teachers who used open-ended questions might have created a window into what the pupils were thinking and feeling. Therefore, while explaining or describing, pupils used language more fully hence nurtured in learning to read. The correlation result for pre-primary II is presented in table 4.20.

**Table 4.23: The correlation between teacher-pupil interaction and development of reading of sounds for pre-primary II**

Number of schools (N)	Teacher-pupil Interaction (X)	Abilities of reading Sounds (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
	11	11.94	131.34	121	142.56
	15	14.25	213.75	225	203.06
	2	23.63	47.26	4	558.38
	10	18.83	188.3	100	354.57
	8	18.60	148.8	64	345.96
<b>ΣN=16</b>	<b>ΣX=46</b>	<b>ΣY=87.25</b>	<b>ΣXY=729.45</b>	<b>ΣX<sup>2</sup>=514</b>	<b>ΣY<sup>2</sup>=1604.53</b>

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} = \frac{16 \times 729.45 - 46 \times 87.25}{\sqrt{(16 \times 514 - 46^2)(16 \times 1604.53 - 87.25^2)}} = 0.7$$

$$\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]} = \sqrt{(16 \times 514 - 46^2)(16 \times 1604.53 - 87.25^2)}$$

The result for pre-primary II reading of sounds shows that there is a very strong positive correlation between teacher-pupil interaction and development of reading abilities of sounds. In other words, teacher-pupil interaction influences the development of reading abilities of pupils.

The study findings concur with other study findings like the study by Hardman (2015) in United Kingdom, study by Kalu (1981) in Nigeria and study by UNESCO (2005) in Kenya which found that classroom interactions is pedagogical key and student learning outcomes correlate positively with classroom interaction patterns. Therefore, it could be argued that, because the teachers were using more teacher centred approaches with limited teacher-pupil interaction that is why the pupils performed dismally in reading abilities. The correlation result for reading of words is presented in table4.24.

**Table 4.24: The correlation between teacher-pupil interaction and development of reading of words for pre-primary II**

Number of schools (N)	Teacher-pupil Interaction (X)	Abilities of reading Words (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
	11	7.5	82.5	121	56.25
	15	10.04	150.6	225	100.80
	2	17.5	35	4	306.25
	10	13.66	136.6	100	186.60
	8	13.90	111.2	64	193.21
<b>ΣN=16</b>	<b>ΣX=46</b>	<b>ΣY=62.6</b>	<b>ΣXY=515.9</b>	<b>ΣX<sup>2</sup>=514</b>	<b>ΣY<sup>2</sup>=843.11</b>

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} = \frac{16 \times 515.9 - 46 \times 62.6}{\sqrt{(16 \times 514 - 46^2)(16 \times 843.11 - 62.6^2)}} = 0.7$$

$$\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]} = \sqrt{(16 \times 514 - 46^2)(16 \times 843.11 - 62.6^2)}$$

The result also shows that there is a very strong positive correlation between teacher-pupil interaction and development of reading abilities of words in pre-primary II. The more the teachers used teaching strategies that promote teacher-pupil interaction the more the reading abilities of pupils were enhanced. These results concur to study findings by Bruney (2012) in Toronto Canada which found that teacher-pupil interaction validates student feelings which fosters trust and emotional intelligence and student willingness to take risks, make mistakes, and say "I don't get it!" when they don't understand a certain concept which ends up improving their learning.

Therefore, the reason as to why most of the pupils were not able to read sounds and words could be as a result of majority of teachers having poor teacher-pupil interactions. That is, majority of teachers used whole class teaching strategies as opposed to small group teaching which could be considered appropriate hence the poor results in reading.

Similarly, the large group teaching used by most teachers might have limited the teachers from reaching all the pupils in meeting their individual needs and hence, pupils' reading skills were not enhanced. Because also teachers did not work with small groups and did not talk to pupils on one-on-one; the researcher thinks that this might have limited pupils from optimizing their learning.

Further, the strategies used by most teachers might have limited pupils who could not speak up in a large group and participate. The large group instruction used by most teachers might have left such pupils out and hence, could be contributing to poor levels of reading abilities among the pre-primary II pupils.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary of the study findings, conclusions and recommendations. Care has been taken to ensure only highlights rather than details are presented in this chapter. These items are all based on the objectives of the study.

#### **5.1 Summary of Study Findings**

It was established that majority of schools preferred using English language for instruction to Kiswahili and Giriama which are more local. This shows a big deviation from the Ministry of Education's policy guidelines which recommend the use of the language of catchment area for instruction in the pre-school. This was partly due to school and parental influence. The language of instruction had a very strong relationship with development of reading abilities of pupils.

Majority of teachers were not utilizing teaching/learning materials. The few which were available were in English. There was poor utilization of word cards. The utilization of theme walls/posters, pupils' names on cards, charts or their work, display of pupils' work, teachers' writing on display, labelling of learning areas, songs, chants, poems, rhymes, daily schedules or routine and alphabet charts in both pre-primary I and pre-primary II was poor. There was a very strong positive correlation between using of teaching/learning resources and development of reading skills among pupils.

Majority of the teachers worked with the pupils in large groups. Majority of the activities in schools were initiated by teachers. Half of the teachers utilized indirect questions especially

in public schools while in private schools utilization of indirect questions was poor. There was poor response or extensions on what the pupils said in both pre-primary I and II. Majority of the teachers were not comfortable teaching language activity and preferred teaching other activities besides language activity. Teacher-pupil interaction is positively correlated to development of reading skills among pupils hence, teacher-pupil interaction influence the development of reading skills among pupils.

## **5.2 Conclusion**

This study has established that the policy on language of instruction in Kenya has not been fully implemented in the pre-school and is being flouted. The utter lack in the utilization of the catchment area language in majority of the schools and the appetite for the English language over the recommended language of instruction shows a paradigm that needs to be checked. The poor results posted by the pupils in reading of sounds and simple words with three letters and the poor choice of language of instruction if not well checked and controlled, the pupils may lack the crucial benefits of learning in the first language and hence may be negatively impacted on the development of reading skills. The poor utilization of teaching/learning resources by teachers signifies that pupils are learning abstractly and teachers unaware of this problem may end up producing illiterate segment of adults. The inability of teachers too to connect with the pupils indicates a formal segregation of cadres of teachers and pupils who cannot connect for the benefit of the pupils' learning. This need to be checked because the negative effects emanating from these tendencies may spill over to generations and become a spiral social problem unless appropriate interventions are put in place.

## **5.3 Recommendations**

The following are the recommendations of the study:

### **5.3.1 Recommendations for Quality Control**

The language policy implementation needs to be followed to the letter if we are to reap the benefits of its proceeds and therefore, the Ministry of Education need to monitor whether recommended language(s) are used for instruction in pre-school. The Ministry of Education should also set resources aside to prepare material for local languages for uptake by the teachers and pupils of this area of study as well as for training teachers in the language policy. Further, the Ministry of Education needs to encourage the utilization of teaching/learning resources by teachers as well as maintaining positive teacher-pupil interactions through training. This will ensure improvement in learning and by extension improvement in development of reading abilities of pupils. Therefore, it important for the Ministry of Education to educate the teachers either by infusing the policy in the curriculum or by organizing refresher course for pre-school teachers to learn about the language policy and its importance in line with the aims and goals of education.

### **5.3.2 Recommendations for Curriculum Developers**

Kenya Institute of Curriculum Development (KICD) as mandated by the Ministry of Education to produce resource materials. The institute should ensure that there are enough teaching books, guide books, course books, class readers as well as charts and posters among other materials in catchment area language. They need to infuse teacher-pupil interaction component and utilization of teaching/learning materials in the teacher education curriculum so as to enhance uptake of these critical components by teachers for the benefit of the pupils.

### **5.3.3 Recommendations for Further Research**

It emerged from this study that majority of the teachers were flouting the policy regarding language of instruction while some reported as not aware of the policy. Some teachers were

not utilizing the teaching/learning resources and there was poor teacher-pupil interaction. Hence, there is need to study the cause of these in the preschools. Whether the teachers are not trained at training colleges or what causes the utter lack in teaching within the requirements by education policy. This will inform the Ministry of Education on possible causes of action. It would be important too to study the teachers' knowledge of education policies and curriculum in general and language policy in particular so that the findings could inform the policy implementers on areas of action planning in case there will be need for training workshops.

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## APPENDIX 1: ASSESSMENT PROTOCOL

### General Instructions

The researcher will establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child. The researcher will ensure that the pupils perceive the following assessment almost as a game to be enjoyed rather than an exam.

<b>Date of Assessment</b>	Day : _____ Month: _____	<b>Enumerator's Name</b>	
<b>School Name</b>		<b>School Code</b>	
<b>County</b>		<b>Teacher Code</b>	
<b>District</b>		<b>Student Code</b>	
<b>Grade Level</b>	KG 2 <input type="checkbox"/> KG 3 <input type="checkbox"/>	<b>Pupil's Gender</b>	Boy <input type="checkbox"/> Girl <input type="checkbox"/>
<b>Multi-grade Class?</b>	No <input type="checkbox"/> Yes <input type="checkbox"/>	<b>Time Started</b>	____ : ____ AM / PM

### Section1: Sound reading

*“Please tell me the **SOUND** of the letter. This prompt may be given only once during the exercise. Example: a v l*

1	2	3	4	5	6	7	8	9	
m	I	h	a	z	o	y	k	v	(9)
w	E	q	c	p	g	t	n	u	(18)
f	R	l	x	j	b	s	d		(26)

Number of **incorrect** letters named: \_\_\_\_\_      Number of **correct** letters named: \_\_\_\_\_

### Section 2: Pupils Reading Literacy Abilities

<b>Knowledge skills tested</b>	<b>Able</b> (3)	<b>Attempts</b> (2)	<b>Unable</b> (1)	<b>Correct</b>	<b>Incorrect</b>
<b>Can read simple words</b> ( dig, good, foot, nose, leg, play, boy, girl, book, toy, cat, dog, red, bag, pin, bed, cup, wet, tap, head)					

<b>Time Ended</b>	____ : ____ AM / PM
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## APPENDIX II: INTERVIEW GUIDE –TEACHERS

**Explain purpose of interview:** We hope to understand and learn how teachers in this school support their children in learning how to read.

**Confidentiality:** The information you give will be used solely for education purposes. We will not use anyone's name in the report. All answers will be anonymous. We would like your name for our records.

**Obtain oral or signed permission for interview.....**

### SECTION A: READING SKILLS

1. Tell me about yourself.
  - (a) Teaching qualifications
  - (b) Form four English grade
  - (c) Number of years of experience
  - (d) Number of years at this school
  - (e) Of all the teaching activities, which one do you enjoy teaching?
  
2. Do children have the opportunity to look at the books on their own or with other children?
  - a. If yes, how often? How much time per day/week?
  - b. What do you notice they do when they look at the books?
  - c. Where do the books come from?
  - d. What books do they like?
  
3. In your opinion, what do parents want their children to be learning at the pre-school with respect to language?
  
4. Do you teach more than one grade level?
  - a. If yes, how do you manage teaching the different levels when teaching language?

### SECTION B: UTILIZATION OF TEACHING/LEARNING RESOURCES

1. i). Has the school set aside sessions for development of teaching/learning resources? **Yes... No...**

- ii). If yes, do you participate in those sessions in developing teaching/learning resources?
- iii). How often do you have those sessions in a term?
- 2. i). Do you utilize teaching/learning resources in **all** your language activity lessons? **Yes/No**
- ii). If **No** why?
- 3. i). Has anybody from the school management observed your language lessons in the last four weeks? Yes/No
- ii). If **Yes**, what are some of the comments about utilization of teaching/learning resources he/she made?
- 4. i) Have you labeled most of the learning environment e.g. door, desk, blackboard, learning corners etc.? **Yes/No**
- ii) If **No**, why?
- 5. i). Is there a specific area set aside for reading (e.g. book area?) **Yes/No**

### **SECTION C: LANGUAGE OF INSTRUCTION**

- 1. What language(s) does your school encourage teachers to use when teaching in pre-school?
- 2. i). Are you aware of the language policy in education?
- ii). If **Yes**, which language does it recommend for use in pre-school?
- 3. i). Which language do you often use while teaching?
- ii). Why the language you have chosen in 2, above?
- 4. Which language do most of the learners in your class speak?
- 5. i). Do you talk about language of instruction during staff meetings?
- ii). Which language do teachers recommend to be used in teaching in pre-school?
- iii). Which language would you recommend to be used in pre-school?
- 6. Are there Kiswahili language lessons on the time table?
- 7. i). Do parents encourage teachers to use a certain language when teaching children in pre-school?
- ii). If Yes, why do they encourage the use of the preferred language in teaching children?

### **SECTION D: TEACHER-PUPIL INTERACTION**

- 1. Do you often work with pupils in small or large groups?
  - i. Who mostly initiates the activities while working with the pupils?
  - ii. Do you often use direct or indirect questions when working with pupils?
- 2. What made you decide to become a teacher? Please describe that experience.

3. Now, please think about whole group time.
  - a. How do children know where to sit during whole group time?
  - b. If you have assigned seats, how did you assign them?
  - c. Tell me about how you choose which pupils gets to answer questions during whole group time.
  - d. If a pupil did not attempt to answer questions during whole group, walk me through how you would help that pupil?
4. What strengths do you see your pupils bringing to the classroom?
5. What weaknesses do you see your pupils bringing to the classroom?
6. How would you characterize your relationship with your pupils?

**Thank the participant for their time.**

### APPENDIX III: CLASSROOM OBSERVATION TOOL

GENERAL INFORMATION			
<b>Date of Observation</b>	Day : _____ Month: _____ —	<b>School Name</b>	
<b>Teacher Name</b>		<b>District</b>	
<b>Teacher Code</b>		<b>Grade Level (s) Observed</b> (check all that apply)	KG 1 <input type="checkbox"/> KG 2 <input type="checkbox"/> KG 3 <input type="checkbox"/>
<b>Teacher Gender</b>	Male <input type="checkbox"/> Female <input type="checkbox"/>	<b>Lesson Observed</b>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
<b>Time at Start of Observation</b>	____ : ____ AM / PM	<b>Time at End of Observation</b>	____ : ____ AM / PM

ATTENDANCE		
<b>Number of Teachers (in group observed)</b>	<b>Number of children (in group observed)</b>	<b>Others (parents, helper, volunteers)</b>
Male _____ Female _____	Total: Male: _____ Female: _____ KG1: Male: _____ Female: _____ KG2: Male: _____ Female: _____ KG3: Male: _____ Female: _____	Male _____ Female _____

#### SECTION A – ENVIRONMENT

1. Look around the classroom (especially on the walls but also on any shelves/display areas)	Did you see...?	What language? (tick all that apply)
1.1. Word walls or cards	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify)

(e.g., words on the wall, or trees)		<input type="checkbox"/> _____
1.2. Theme walls/posters (e.g., numbers, months, days of week, seasons, etc)	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.3. Children's names on cards, charts, or their work	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.4. Children's work on display (e.g., drawings)	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.5. Teacher's writing on display (e.g., a product of shared writing)	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.6. Children's writing on display	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.7. Learning areas labelled	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.8. Objects labelled	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.9. Songs, chants, poems, rhymes, etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.10. Daily schedule/routine	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
1.11. Alphabet chart	Yes <input type="checkbox"/> No <input type="checkbox"/>	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/> _____
<b>Comments:</b> (e.g., are displays at children's eye level? Is there something missing or that needs improving?)		
<b>2. Look for a 'reading area' in the classroom (where books are kept)</b>	<b>Did you see...</b>	<b>Comments/Additional Requests</b>
2.1. Is there a specific area set aside for reading (e.g., a book area?)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2.2. Are there any newspapers, magazines, pictures, etc. in the reading area (anything aside from books)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2.3. Are there books in English?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Approximately how many? 0, less than 10, between 11 and 25, or 26+ _____
2.4. Are there books in Kiswahili?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Approximately how many? 0, less than 10, between 11 and 25, or 26+ _____

		and 25, or 26+
2.5. Are there books in another language?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Approximately how many? 0, less than 10, between 11 and 25, or 26+  Specify language:
2.6. Is the reading area inviting and accessible to children?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2.7. Is the reading area used during your observation by the children?	Yes <input type="checkbox"/> No <input type="checkbox"/>	How?

### SECTION B – LANGUAGE OF INSTRUCTION (focus on what the teacher is doing)

<b>3. Lesson observed focuses on (tick all that apply):</b>	
<input type="checkbox"/> oral expression (e.g., retelling a story) <input type="checkbox"/> concepts about print (e.g., how to hold a book, directionality of text, title, page number etc.) <input type="checkbox"/> sounds of language (e.g., letters sounds) <input type="checkbox"/> syllables <input type="checkbox"/> letter names	<input type="checkbox"/> words (e.g., learning vocabulary) <input type="checkbox"/> phrases or sentences <input type="checkbox"/> Writing (e.g., letters, names, labelling, words, phrases etc.) <input type="checkbox"/> other (please specify) <hr/>
<b>4. Language of the Lesson</b>	
4.1. The language <u>most often used</u> by the teacher was (choose one only):	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/>
4.2. The language <u>most often used</u> by the children was (choose one only):	English <input type="checkbox"/> Kiswahili <input type="checkbox"/> Other (please specify) <input type="checkbox"/>
<b>Comments:</b> (please describe any language preferences observed – for the teacher and children)	

5. Methods and Materials	Did you see?	Comments
5.1. Teacher sings songs, recite poems or rhymes <b>to</b> children (only the teacher was reciting)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.2. Teacher sings songs, recites poems, or rhymes <b>with</b> children (teacher and children did the activity together)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.3. Teacher reads <b>to</b> children (teacher reads to children)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.4. Teacher reads <b>with</b> children (teacher pauses to ask questions, elicit predictions, etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.5. Teacher models good reading habits (e.g., expression,	Yes <input type="checkbox"/> No <input type="checkbox"/>	

intonation, fluency)		
5.6. Teacher invites children to relate a story to their personal experiences	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.7. Teacher demonstrates writing <b>to</b> children	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.8. Teacher writes <b>with</b> children (teacher and children write together – children may give the words/ideas, teacher writes)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.9. Teacher invites children to relate the writing activity to their personal experiences	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.10. Teacher uses a variety of materials for reading (e.g., flashcards, books, word cards, poems, pictures etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.11. Teacher uses a variety of materials for writing (e.g., (e.g., pencils, stones/bottle caps to make letters, etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	

**SECTION C – LANGUAGE OF INSTRUCTION (focus on what the children are doing)**

<b>6. Methods and Materials</b>	<b>Did you see?</b>	<b>Comments</b>
6.1. Children retell a story orally (e.g., use oral language)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.2. Children retell a story using flannel boards, puppets, or other props	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.3. Children engaged in role play	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.4. Children read independently (e.g., pictures, big books, bilingual books, poems, songs)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.5. Children copy text written by the teacher or from another print source	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.6. Children write independently (e.g., children are engaged in a task either teacher- or child-led which involves using writing materials on their own to do things such as create letters or words, label objects or work, write simple sentences, etc.,)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.7. Children use a variety of reading materials (e.g., letter cards, word cards, big books, pictures, poems, etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.8. Children use a variety of writing materials (e.g., pencils, stones/bottle caps to make letters, etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>	

**SECTION D – MULTIGRADE TEACHING**

**If you observed a multi-grade class, please describe if and how the teacher differentiated her teaching (e.g., did she do a slightly different lesson for the different levels? Did children do different activities?)**

## SECTION E – INSTRUCTIONAL STYLE

7. Think about how the lesson was organized.	Do you see?	Comments
7.1. The teacher mostly works with the children in a large group	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, explain the different groupings observed
7.2. Most activities are teacher-initiated	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.3. Most activities are child-initiated	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.4. The teacher encourages participation from boys and girls equally	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.5. Most children are engaged in the activities	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.6. The teacher asks open ended questions	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.7. The teacher responds/extends or explains/elaborates on what the children said/asked	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.8. The teacher models correct grammar	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.9. The teacher models correct vocabulary	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.10. Children sing/talk/role play/read with other children	Yes <input type="checkbox"/> No <input type="checkbox"/>	

## APPENDIX IV: LETTER OF APPROVAL FROM GRADUATE SCHOOL



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 4150

#### Internal Memo

**FROM:** Dean, Graduate School

**DATE:** 21<sup>st</sup> March, 2017

**TO:** Jamlick Peter Ondieki Bosire  
C/o Early Childhood Studies Dept.

**REF:** E55/OL/MSA/24225/2014

#### **SUBJECT: APPROVAL OF RESEARCH PROPOSAL**

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 22<sup>nd</sup> February, 2017 entitled **“Influence of Selected Teaching Behaviours on Development of Reading Skills among Pre-school Pupils in Malindi, Kilifi County, Kenya”**.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

**HARRIET ISABOKE**  
**FOR: DEAN, GRADUATE SCHOOL**

C.c. Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Wanjohi Githinji  
C/o Department of Early Childhood Studies  
**Kenyatta University**

HI/nn

## APPENDIX V: LETTER OF INTRODUCTION FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

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Tel. 8710901 Ext. 57530

**Our Ref:** E55/OL/MSA/24225/2014

**DATE:** 21<sup>st</sup> March, 2017

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

Dear Sir/Madam,

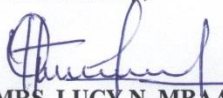
**RE: RESEARCH AUTHORIZATION FOR JAMLICK PETER ONDIEKI – REG. NO. E55/OL/MSA/24225/2014**

I write to introduce Mr. Jamlick Peter Ondieki who is a Postgraduate Student of this University. He is registered for M.ED degree programme in the **Department of Early Childhood Studies**.

Mr. Jamlick intends to conduct research for a M.ED Project Proposal entitled, **“Influence of Selected Teaching Behaviours on Development of Reading Skills among Pre-School Pupils in Malindi, Kilifi County, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,

  
For **MRS. LUCY N. MBAABU**  
**FOR: DEAN, GRADUATE SCHOOL**

HI/Inn

## APPENDIX VI: LETTER OF AUTHORIZATION FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: [dq@nacosti.go.ke](mailto:dq@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/80091/16519**

Date: **3<sup>rd</sup> April, 2017**

Jamlick Peter Ondieki Bosire  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of selected teaching behaviors on development of reading skills among pre-school pupils in Malindi Kilifi County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for the period ending **3<sup>rd</sup> April, 2018.**

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

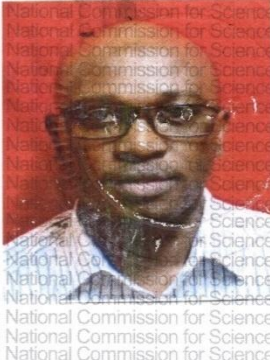
The County Director of Education  
Kilifi County.

*National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified*

## APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/80091/16519**  
**MR. JAMLICK PETER ONDIEKI BOSIRE** **Date Of Issue : 3rd April,2017**  
**of KENYATTA UNIVERSITY, 42409-80100** **Fee Recieved :Ksh 1000**  
**MOMBASA, has been permitted to**  
**conduct research in Kilifi County**  
**on the topic: INFLUENCE OF SELECTED**  
**TEACHING BEHAVIORS ON**  
**DEVELOPMENT OF READING SKILLS**  
**AMONG PRE SCHOOL PUPILS IN MALINDI**  
**KILIFI COUNTY KENYA**  
**for the period ending:**  
**3rd April,2018**

**Applicant's Signature**

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

## APPENDIX VIII: LETTER OF INTRODUCTION FROM THE COUNTY

### DIRECTOR



THE COUNTY GOVERNMENT OF KILIFI  
OFFICE OF THE COUNTY EXECUTIVE MEMBER  
EDUCATION, YOUTH AND SPORTS

Email: [kilificountygovt@gmail.com](mailto:kilificountygovt@gmail.com)

Tel:

P.O. BOX 519-80108,  
KILIFI, KENYA

When replying please quote:

10<sup>th</sup> April 2017

Ref No. CG/KLF/DPPE/PT/VOL.1/029

#### TO WHOM IT MAY CONCERN

**REF: - JAMLICK PETER ONDIEKI BOSIRE – ID NO: - 24670772**

This is to confirm that the above named is a Kenyatta University Student pursuing M.Edu. His research topic is **(The influence of Selected Teaching Behaviours on Development of Reading Skills among Pre-School Pupils in Malindi sub County of Kilifi County)**. This is part fulfillment of the course and mandatory before graduation.

This is therefore to inform and ask you to assist the bearer of this note accomplish the task by permitting him to conduct interviews and administer questionnaires to selected subjects in your institution

The exercise is voluntary, non-commercial and for learning purposes only.

Thanking you in advance

James M. Angore  
Director Pre-Primary Education  
KILIFI COUNTY

## APPENDIX IX: LETTER OF INTRODUCTION FROM THE SUB-COUNTY

### MINISTRY OF EDUCATION

Ref. No. moe/04/17



District Education Office  
P. O. Box 1053-80200

11<sup>th</sup> April 2017

**REF: - JAMLICK PETER ONDIEKI BOSIRE**

The above named is a student at Kenyatta University M.Ed. in Early Childhood Education. He intends to carry out a study titled: **The influence of Selected Teaching Behaviours on Development of Reading Skills among Pre-School Pupils in Malindi sub County of Kilifi County.**

I write to request you to accord him the assistance he needs. Specifically, he will be making lesson observations, interview the Pre-primary I and II teachers and assess the sampled pupils. Note that your participation is voluntary and it is non-commercial. The information collected will be used for learning purposes only.

Thanking you in advance.

Yours faithfully

  
# Evelyn Kalungu  
DEO

**APPENDIX X: MAP**

