INFLUENCE OF LEARNING ACTIVITIES ON PERFOMANCE IN LANGUAGE ACTIVITIES IN PRE-SCHOOLS IN NDEIYA DIVISION, KIAMBU COUNTY, KENYA.

BY

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DECLARATION

This proposal is my original work and has not been presented for an award of degree in any university.
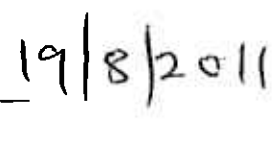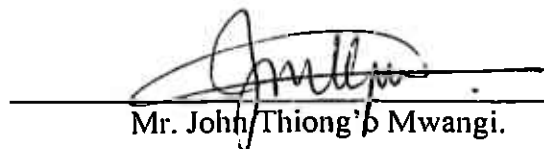
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DEDICATION.

This project is dedicated to my husband Joseph Kirocho, and my children Kenvis, Nahashon and my daughter Eunice Wanjiru, for their moral support throughout my studies. They stood by me and understood my absence when they needed me most.

ACKNOWLEDGEMENTS

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ACRONYMS AND ABBREVIATIONS.

ECE: Early Childhood Education.

ECD: Early Childhood Development.

ECDE: Early Childhood Development Education.

NACECE: National Center for Early Childhood Education.

SPSS: Statistical Package for Social Services.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

ABSTRACT.

The purpose of this study was to investigate the influence of activities in Ndeiya Division, Kiambu County.

The population included 30 preschools and 70 preschools in the Division.

The study used questionnaires schedules. Findings revealed that activities influenced the performance of language done during the language lessons. Findings also revealed that children participated in language activities done. These activities included oral, reading and writing.

Based on the findings it was concluded that activities done during language lessons influence performance. The study concluded that children were involved in the activities such as repeating sounds of the alphabet, singing, reading simple words, writing simple words and drawing.

Based on the findings it was recommended that schools should be provided with language activities materials. It was recommended that teachers should encourage children to do activities during language lessons. It was also recommended that preschool teachers should strictly follow the recommended time table for language activities in the preschools.

INTRODUCTION.

1.0   Background to the study.

Education is a process of systematic training and instruction designed to transmit knowledge and skills which enables   an individual to contribute effectively to the growth and development of the society. It involves all round development of an individual physically, socially, morally, intellectually and mentally (Osakwe 2006). In Kenya, early childhood education is a formalized education process between the ages of three to eight years.

Early childhood education in Kenya enables one to have an entry in preschool (Mezeiba 2006). Preschool education has formalized syllabus and curriculum which entails activities to be done in preschool. These activities influence performance.

Language is a unique human characteristic. It is the basis of interaction between people and it binds people together. Besides, it gives people an identity and a sense of belonging. Furthermore it enables people to cooperate and work together for the common good. At the national level, it makes economic, social and political sense to have one common language. It is through such common language that a country can coordinate towards the achievement of national goals and the presentation of a united front to the world (Edward Dutton, 1976). However many African countries are linguistically diverse thus a country has to make a choice out of a range of possibilities. Spenser (1973) states that a choice of a first national language in Africa often falls upon a European language that historically has the largest associations with the country. The association has majorly been colonial and has led to categorization of African countries into two major linguistic blocks, those that were colonized by

France and speak French(francophone) and those that were colonized by Britain and speak English (Anglophone), (Carroll , J.B.1967).

According to Getao (1996), preschool is expected to provide an opportunity for a child to develop social relations with other children and adults outside the confines of family. This helps the child to mature emotionally through different activities performed through learning which is performed through language activities like singing, drama, modeling and poetry writing. This provides a child with the opportunities to explore their feelings by talking to others. A good preschool provides language activities and exposes a child to all fields including better performance in language lesson. Early childhood institutions aim at developing the cognitive and effective potential at an early age. Anderson (2002) is of the view that children who are exposed to early childhood education develop superior communication skills, physical ability and social unity. A good foundation at pre-primary school is important since it has positive effect on a child's performance.

Language is a means of communication. Through language, children express their ideas, desires, excitement, amusement and disappointment. Language activities are things which children do to enable them perform well in language. By using language children talk to each other and discuss their interests and also their surroundings. Management and language activities (K.I.E 1990).

Preschool language activities play an important role in the development of a child's vocabulary, listening skills and communication skills. From birth to the age of five children develop language skills at a fast pace. Language performance is dependent

on the three language skills namely oral, reading and writing. Development of oral skills involves helping children speak clearly as they listen and differentiating letter sounds. Reading readiness involves looking at and differentiating details in pictures and objects and moving their eyes according to the accepted reading style for example, on roman style, reading is from right to left and top to bottom. In writing readiness, the child learns how to write, draw, paint and color pictures. ECDE syllabus K.I.E(2002).

Performance in language activities aims at developing the oral skills which involves doing the following; news telling, discussion and play pretend activities. Reading skills performance includes activities such as proper use of books, interpret details in objects, pictures, symbols and signs, and describe objects. Writing performance is done through the following language activities coloring objects, writing letters, scribbling, writing patterns drawing and modeling. Whitbread (2003).

The Ndeiya di vision in Kiambu County is one of the driest areas. Most of the community members are quarry miners who totally depend on mining and some are subsistence farmers hence low income earners. Parents provide resources for learning in early childhood education .the children are expected to do activities during language lessons. The research intended to find out the influence of activities on the performance of language activities.

1.2   STATEMENT OF THE PROBLEM.

Education is a continuous lifelong process which starts as soon as one is born. Preschool education is the basis of formal education and therefore special attention should be given to its implementation so is the language activities. Learning activities lead to better performance in language activities to preschoolers. The Kenyan government has given the preschoolers the attention and the support required to support the learning of language activities. There are teacher training colleges for ECDE, approved activity books by K.I.E and an inspectorate department in the Ministry of Education. The researcher intended to investigate the influence of activities on the perfomance of language activities in preschools in Ndeiya Divisic , Kiambu County.

1.3   PURPOSE OF THE STUDY.

The purpose of the study is to investigate the influence of learning activities on the performance in language activities in Ndeiya Division. Kiambu County. This study seeks to establish the relationship between language activities and performance.

1.4   RESEARCH OBJECTIVES.

The study seeks to fulfill the following objectives:

1. Determine the influence of learning activities on performance of language in Preschools in Ndeiya Division. Kiambu County.
2. Establish what learning activities are done during language lessons.
3. The number of times children are assessed during language lessons
4. Establish the relationship between learning activities done and the performance.

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1.4 Research questions.

1. How does learning activities influence performance of language?

2. Which learning activities are done during language lessons?

3. How many times are children assessed during language lessons?

4. What is the relationship between the learning activities done and the performance of language activities?

1.5 Significance of the study.

The findings of the research would be useful to different institutions in a number of ways.

It would help curriculum planners and implementers in selecting and developing new strategies on the language activities to improve performance. It would also provide information to the ministry of education. It would also help the preschool teachers and the management to develop a positive attitude towards activities done during language lessons and therefore provide teaching and learning materials to enhance performance.

1.6 Limitation of the study.

One of the limitations of the study was to give honest and truthful information to the researcher. To do this, the researcher explained the importance of the research to respondents and requested them to be honest in their responses. The researcher also promised confidentiality.

1.7 Delimitations the study.

The study was carried out in Ndeiya division. It focused on 70 preschool teachers and the preschool children's performance on language activities. This is because they are the ones directly involved in the language activities and performance.

1.8   Assumptions of the study.

The study assumed that all preschool teachers in the division are professionally trained and could assess language activities and the children's performance. It also assumed that they use the appropriate methodology to enhance learning of language activities.

1.9   Definition of the key terms in this study.

Included the following:

Learner: this is the preschooler who is aged between four and five years.

Preschool: this is a learning institution for children aged between three and six years.

Performance: results obtained by administering a test on language activities.

Learning materials: these are learning aids used in reinforcing learning during language lessons.

Instructional materials: materials used by the preschool teacher in the teaching and learning process.

1.10   Organization of the study.

The study was organized into five chapters. The first chapter explored the background, statement of the problem, objectives, research questions, justifications and the scope of the study as well as definition of key terms. Chapter two addressed both theoretical and empirical literature and gave an overview of the reviewed literature. Chapter three focused on the research methodology. It contains research design, target population, sample of the study, sampling procedures, research

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instrument and data analysis technique. Chapter four is concerned with data analysis and discussion of the findings while chapter five dealt with summary of research findings, conclusion and recommendations.

LITERATURE REVIEW.

2.1   Introduction.

This chapter focuses on the concept of language, language, language activities, factors contributing to performance of language activities and pre-schools. It also includes the theoretical framework and the conceptual framework of the study.

2.2   Concept of language.

Muriel (1976: 25-27) looks at some of the most salient facts about language that have been learnt from the field of linguistics. Firstly, the spoken form of language, that is, basic speech, occurred long before writing in the history of language, as it occurs in the language development of every child. Secondly, it is systematic. It consists of elements which recur in regular patterns of relationships: each variety (or dialect) of a language is a slightly different system, but equally regular. The vast majority of all sentences which are used have not been memorized but are created according to a system of rules which the speaker is usually unconscious of using or even of knowing, if he acquired the language as a young child.

Thirdly, it is symbolic. It is a type of code. Experience encoded by the speaker, transmitted by speech and decoded by the hearer. Fourth; it changes. The language that was spoken at a particular point in time will not be the same later on. Hence, we have for example, old English, Middle English and Modern English. Fifth; it is social. The nature and form of each language reflects the social requirements of the society that uses it and there is no standard for judging the effectiveness of a language other than to estimate its success in achieving the social tasks that are demanded of it.

Lastly, it is variable. Every person has a unique linguistic experience and speaks in a way slightly different from the way anyone else speaks.

The sessional paper no. 1 of 2005 'policy framework for educational training and research in Kenya' is to attain a universal education for all by 2015. The sessional paper also positioned the need to develop a comprehensive ECD policy which would enhance access to quality ECDE services and build capacity. This is to be done under the Kenya educational sector support programme (KESSP) 2005-2010.

The main objective of a preschool program is to build a strong foundation for cognitive, social, emotional and health development that will enable the child to maximize learning potential. A child needs to maximize their ability to language. According to statistics, 65% of Kenyan children, especially those from poor households, do not access quality preschool programme because of the fee demanded by ECDE institutions. As a result of this, they do not attend preschool and those who do so keep on transferring leaving heavy debts from previous ECDE centers.

Due to poor economic backgrounds, the children's capacity is diminished because they lack appropriate care and stimulation at the right age to develop certain language skills before they can go to the primary schools (Ngaruiya, 2006). There has also been a lack of policy to address the linkage between the ECD programmes on language development. Consequently, there has been little if any effort to address the levels of language development amongst children in preschools.

In Kenya, there is no official preschool entry age. The free primary education policy requires that every child attend school. Andaroga (1997) recommends that preschools should be a prepared environment where children's learning needs are proportional including the learning of language activities. The materials used should be easily

within reach in order to facilitate their learning. He noted that young children needed both rest and activities. ECD centers have learning corners which have language activity where children display their work after the teacher's assessment. In 1984, the ministry of education launched the national centers for early childhood at the Kenya institute of education, and it became an organ of early childhood education programmes which includes coordination of training of preschool teachers who teach language.

2.3 Language skills.

The language skills included in the learning of language include the oral, reading and writing skills. Babies quickly learn to get their needs by cooking, crying and making eye contact, vocal noises, facial expressions and speaking or signing, as they become older they become more skilled in communication. (Penny Tassoni (1999).

Early theories of language development were based on the idea that children needed to learn to speak because they repeat language that they hear. B. Skinner who is famous for his idea of how children learn behavior believed that adults around babies could praise or react positively when a child makes a sound that was recognized and thus the child could repeat them to their attention for approval. This helps in the development of oral skills. For a child to perform in language activities they are expected to do number of activities.

In oral, work pre-scholars can do the following activities singing, listening, dramatizing, passing information and following simple instructions. They can use

simple storybooks, picture cards and charts, flashcards, play costumes, letters sounds or even photographs to tell.

For their reading they can have the following materials identifying colors, reading pictures, letters of the alphabet, group and match objects, have left right eye orientations and recall objects. This will develop their reading skills. For their writing, preschoolers can trace and copy letters, model cast and paste letters, they can also write their own names or even write words with three to four letters. Scribbling and doodling is also part of the writing activities.

To develop their writing skills further, the children can be guided in threading patterns coloring and painting pictures. The time allocated for the language activities is five lessons a week in ECDE syllabus (2008). And therefore teachers should make use of their time effectively.

2.4   Influence of activities on performance in language activities

Materials used during language activities should be of good quality and safe for children to use. A child may not use a mobile phone to repeat what is said by the sender as the phone will be complicated for the child to use. The materials used should be durable so as to cut down on learning costs. The materials used should also consider the age of the child to use them. For example, a 3-5 year old may not be able to listen to a 30 minutes long story because of their concentration span ecde syllabus (2002).

The materials used to teach children should also be subjected to the objectives of the lesson and the themes of the day. A teacher should not use a cup when their intention

is to teach using a plate. Smidt (1998) emphasizes on the importance of talk. Spoken language is the medium through which we maintain our daily lives. Children need to access breadth and understandings of the spoken language to enable them develop a representation style and reassert that they are successful in life through the learning of oral skills.

2.5   Teaching and learning materials

Instructional materials are an integral component of the learning process. Their adequacy and suitability are important. Andesine (1994:244) says that the quality of education the learners receive bears direct relevance to the availability or lack thereof of instructional materials. Mwanamwende and Mwanamwende (1987) quoted in Ayoo (2002) carried out a study on performance of preschools in examination in Botswana. The study established that the availability of schools physical facilities had a direct link to performance. Eshiwani (1983) conducted a study in western province of Kenya on factors influencing performance among school pupils and noted that school facilities such as textbooks, visual aids and libraries are vital to performance.

A study by Heinemann in 1984 explored the relationship between teaching materials and other related material inputs, students learning and achievement in developing countries. The study evaluated a textbook programme in the Philippines which was introduced there to raise the national level of academic achievement among three subjects: Philipino, mathematics and science in two grades. The programme reduced the ratio of pupils per book per subject from an average of 10:1 to 2:1 and there was a marked improvement.

Other studies have shown a significant relationship between teaching materials and other related inputs and student learning and achievement in developing countries.

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The availability of textbooks and other reading materials have a positive effect on school effectiveness (Psacharopoulos and wood hall, 1985). It is only with such materials that pupils can learn to work independently or in groups (republic of Kenya, 2001) Elimu Yetu coalition (2003) says, that there is a positive correlation between availability of textbooks and three other variables namely: pupil's achievement, enriching of teaching- learning and professional development of poorly trained teachers in developing countries.

Teachers in a preschool should use teaching material to enhance learning of language activities in preschool in order to improve performance.

2.6 Instructional methods.

Hornsby in Allen 1972:83 gives the situational approach to the language teaching. He says that interest, one of the most important elements in teaching, cannot be maintained indefinitely. Young learners may want to use new language for something more exciting than the kind of action that can be performed in the classroom, they want to learn about life in the country whose language they are learning, they want to adventure stories and tales from history and above all they want to use the new language in tackling the affairs of daily life. Hornsby therefore attempts to show how pictures may be used to supply situations outside the classrooms, situations suitable for intensive oral work.

Another principle of language teaching is what Stetvick in Alled Ed.(1972:88) calls "Technemes and the Rhythm of Class Activity". He says that it's a simple principle yet in observing scores of teachers, he has seldom seen it followed. He adds that that

the principle applies to all successful systems of language activities even to the systems that seem to be mutually contradictory. He explains that there are two broad conditions for language learning: exposure to the language to be learnt and morale, which represents a combination of self-confidence and keen interest in the work at hand. He says of morale and exposure in are to remain high over the periods of time. The student must feel a continuing sense of progress and closely related to this is the rhythm of class activity. He needs for example; to control the rate at which the student encounters difficulties per minute will overwhelm him, while too few will leave him restless. Most programs in English use dialogues or narratives, or both to show how words work in "real life" situations and help students get acquainted with the common life expressions that make English mean what it means to native speaker. (Allen Ed 1972:94).

2.7   Teacher characteristic.

The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing pedagogical material preparation and evaluation to modeling the behavior of the students and acting as role models to the society. According to Wamai (1991), a study carried out in the Kenyan schools indicated that the a cademic qualification of teachers is one of the most important factors that determine academic achievement of learners. Therefore teachers in preschool are supposed to have undergone training available in Kenya. There are ECDE training colleges training at different levels certificate, diploma and degree levels.

Harris and Benet (1969) say that if teachers have insufficient subject knowledge or an inadequate level of training, the quality of output will be impaired, could be serious depending on the extent of insufficiency. Lack of adherence to a minimum nationwide standard of employment of teachers, they add, is not good for quality as the degeneration of a teacher competence in psychology, subject methods and practical training adversely impacts on the quality of educational experiences on learners.

A management handbook by the teachers service commission (TSC) (1999:21) shows that school improvement and effectiveness can be realized through contributions made by various inputs, but effective teaching by far plays he biggest role. Table shows this.

Makau and Somerset in 1980 noted that the academic and professional qualifications of teachers were crucial factor in influencing performance. The differences in teaching effect performance and those schools with best qualified teachers tended to be the most successful in examinations. Ndavi 1999 adds that language does merely involve the learning of facts but learning communication skills and the use of language that improve performance. These are oral, reading and writing skills.

2.8 Assessment of performance in language activities.

Assessment is used to determine what a student knows or can do, while evaluation is used to determine the value or worth of a program or a course. Assessment data affects students advanced, placement and grades as well as decisions about instructional strategies and advancement (S tiggins, 1991). I n language activities assessment is done within the three language skills that improve performance. These are oral, reading and writing skills.

2.8.1 Assessing oral skills.

In assessing oral skills, children are told a story and asked questions orally. If they get the correct answers from the story, then the performance in listening is attributed. When children are taught a song and are able to sing it then the performance in listening is attributed. Children can be given instruction and if they perform as instructed, it is a sure way that they have understood what they have been instructed to do. Childre n can describe their activities to other children. T hey can discuss photographs, pictures on cards charts and books. They can identify main features in the pictures. Performance is achieved if they are able to do the activities.

2.8.2 Assessing reading skills.

The children are given a task to perform. The task may involve activities like describing a picture, naming colours and telling the differences in photographs. They can also match words and pictures. Performance is achieved if they are able to do the activity.

2.8.3 Assessing writing skills.

Children can be asked to fill blank spaces.

- C_p.
- Bo_k

They can also be asked to draw pictures:

i) cat.
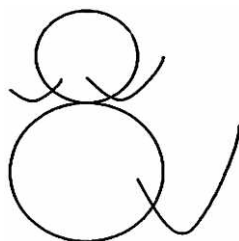
ii)   cup
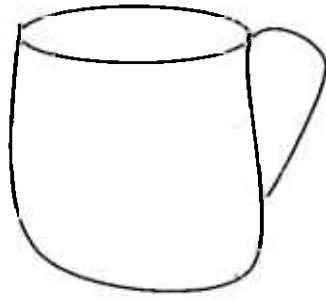
2.6   Theoretical framework.

The study was based on the Maturationists theory. The theory was advanced by the work of Arnold Gesseli. The Maturationist theory holds that most of what children become is inherited at birth. Behaviors and abilities simply manifest as children mature. Maturationists believe that development is a biological process that occurs automatically in predictable sequential stages over time. (Hunt, 1969). This perspective leads many educators and families to assume that young children will acquire knowledge naturally and automatically as they grow physically and become older provided that they are healthy (Demarest, Reiner, Anderson, Humphrey, Farquhar & stein, 1993).

School readiness, according to maturationists, is a state at which all healthy young children arrive when they can perform tasks such as reciting the alphabet and counting. These tasks are required for learning more complex tasks such as reading and arithmetic.

Because development and school readiness occur naturally and automatically, maturationists believe that the best practices are for parents to teach young children to recite the alphabet and count while being patient and waiting for children to become ready for kindergarten. If a child is developmentally unready for school, maturationists might suggest referrals to transitional kindergartens, retention or holding out of school for an additional year. These practices are sometime used by schools educators and parents when a young child developmentally lags behind their peers. The young child's underperformance is interpreted as the child needing more time to acquire the knowledge and skills needed to perform at the level of their peers.

Applying the theory to the study, teacher should understand that some characteristics of children are genetically determined at birth. They must come to appreciate diverse interpersonal styles or temperaments that are part of the child's biological heritage. Teachers should also adopt classrooms to meet the unique inborn traits of individual children, rather than expect children to adapt to their classrooms.

This theory makes teachers to understand that certain factors concerning language activities are genetically determined. The teacher is also able to cater for the class diversities like the age economic background and social emotional children.

2.7 conceptual framework of the study.

ORAL ACITIVITIES.
Repeating sounds.
Doing as illustrated.
Spelling of words.
Reciting of poems.

READING ACTIVITIES.
Reading colours.
Reading sounds.
Reading shapes

WRITING ACTIVITIES.
Drawing.
Writing letters.
Copying words.
Coloring pictures.

MATERIAL PROVIDER
Parents.
Schools.
Donors.

TEACHING AND LEARNING PROCESS.
Teacher characteristics
Experience.
Academic qualification.

process.

Performance in language activities

output

Input.

The conceptual framework was based on input, process and output. In the figure the independent variables are inputs for the study. The process is the teaching and learning of language activities while the output is performance in language activities. Once the inputs are manipulated though they had an effect on the output which is the performance. The teacher characteristics acted as a catalyst to the performance in language activities.

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Research Methodology

3.1 Introduction

This chapter is comprised of research design, the target population , the sample and sampling procedure, research instruments, validity and reliability data collection procedure and data analysis method .

3.2 Research design

This study takes the form of descriptive study research design. This is a method that involves collecting information from members of a target population by administering a questionnaire .this helped in determining the current status of that population with respect to one or more valuables. (Gray 1992).

3.3 Target population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common characteristics; it is the sum total of all that conforms to a given specification. The target population of this study was the preschool teachers and children in Ndeiya Division, Kiambu County. There are 30 pre-schools and 70 pre-schools teachers in the division.

3.4 sampling procedure

Sampling is the process of selecting a number of individuals or units in a research study in a way that, estimates of the characteristics of the large group (population) from which they are chosen have no bias and have known confidence limits.

Simple random sampling was used for 30 preschools, 70 preschool teachers in Ndeiya Division, Kiambu County.

To ensure equal chances, names of all the preschools were written down, folded, put in a box and shuffled. 20 percent of the total population were selected which gave 20/100 *30, which gave 6, pre-schools. Therefore the respondents were 6 pre-schools among thirty pre-school within the division

3.5 Research instruments

This study used questionnaires and collect data. Mulusa (1988: 113) defines a questionnaire as a written set of questions to which the subject responds in writing. He further says that questionnaires are cheap to administer to respondents scattered over a large area, and convenient for collecting information from a large population within a short space of time, adding that the respondents feel free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. Best (1998) adds that it is easy to quantity responses for the purposes of analysis using a questionnaire. The questionnaire has two sections. Section one focused on demographic information of the respondents while section two has focused on influence of activities on performance in language activities among preschool children in Ndeiya Division of Kiambu County.

3.6 Validity of the instrument

Validity entails the research instrument measuring what it was intended to measure. It is the degree to which the test items, the traits to which the test was designed (Mugenda and Mugenda, 1999). The study used the content validity where the researcher checked out whether the items in the tools would adequately focus on the research objectives. The researcher discussed the instruments with the supervisors who are experts in the area and hence enhanced instrument validity. Items that were found not clear were modified or discarded.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instruments yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instruments, a pilot study was conducted in two schools which were not included in the main study . The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables could be modified to improve the quality of the research instruments.

This was to ensure that the instrument captured all the required data required by the researcher.

The respondents who were the pre-school had no problems with the given items since they were all literate.

3.8 Data collection procedures

The researcher got research permission from the district education office, Kikuyu district. Thereafter made appointments with the teachers of the sampled preschools. The selected schools were visited and the questionnaires administered to the teachers. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected at the agreed time of one week since there was a test of the language activities to be done by the children in the sampled schools.

3.9   Data analysis techniques.

After the data was collected there was identification of items wrongly responded to and blank spaces left .the data was then entered in two tables with the item responded to and then there was discussion on the findings . Tables and bar graph was used to present the data. The percentages and frequencies were used to answers the research questions.

DATA ANALYSIS AND FINDINGS.

4.0   Introduction.

The chapter represents the research findings. It begins with information on rate of return, the major finding of the study relates to the research questions. It represents summary of the research findings, recommendations, conclusion and suggestions for further research. The purpose of the study was to evaluate the influence of the activities on the performance of language activities in pre-school in Ndeiya Division of Kiambu County.

4.1   Research method.

The questionnaire was used as the instrument of collecting the data used. This was from teachers in the six pre-schools sampled among thirty pre-schools found in ndeiya division. The data was completed by the pre-school teachers and collected on time by the researcher; all questionnaires were returned research also used a check list to make sure that all the items were responded by the teachers in the pre-school selected as follows:

Table 1

Pre-schools	Returned	Not returned
1	✓	
2	✓	
3	✓	
4	✓	
5	✓	
6	✓	

4.1.1 Data analysis.

Data was collected from six schools. The purpose of the study was to find out the influence of activities in the performances of language activities among the pre – schools in Ndeiya Division of Kiambu County. All the respondents were preschool teachers.

4.1.2. Teachers' gender.

The study sought to find the gender of the teachers in the division. The aim was to find out how gender influence the activities in a pre-school and the results were as follows

Table 2

Pre-schools	Male	Female
1		✓
2		✓
3		✓
4		✓
5		✓
6		✓
Total		6

4.1.3 Teacher's age.

The study wanted to establish the age of pre-school teachers. This was to find out if the teachers age influenced the learning activities.

Table 3

Age	Frequency	Percentage
Below 25	2	-
25-34yrs	4	66.6%
35-44	2	33.3%
45-54	-	
Over 54yrs	-	
Total	6	100%

4.1.4 Preschool teacher qualifications.

All the preschool visited had teachers, who had acquired formal education up to form IV: one was an ECD diploma holder, four were ECD certificate holders and one had a Primary Education teacher certificate (P1) and only one had no formal training. As shown on the table below.

Table 4

Teacher's professional background

ECD Diploma	1	16.7%
ECD certificate	3	50.0%
Primary Education Teacher certificate.	1	16.7%
Others	1	16.7%
Total	6	

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4.1.5 Teacher's teaching experience.

The teaching experience of a teacher enables the teacher to interact more freely with the children especially during activity time .The table below shows the teachers teaching experience in the pre-schools sampled.

Table 5

Teacher's experience

Period	Frequency	Percentage
0-5 years	1	16.67%
5-10 years	3	50.01%
10 + years	2	33.3%
Total	6	100%

4.1.6 Total number of the children per class.

The number of children in a class determines how best a teacher is able to influence the activities taking place. The table below shows the number of children in the pre-school sampled

Table 6

No. In class	Frequency	Percentage
0-20	1	16.67%
20-40	5	83.33%
40-50	-	-
Total	6	100%

28

4.1.7 Difficult activity area.

The table below shows the difficult areas shown while doing the activities

Table 7

Activity area	Frequency	Percentage
Oıai skills	-	-
Reading skills	5	83.33%
Writing skills	1	16.67%
Total.		100%

4.1.8 Activities done in a week.

The activities did influence the performance in that the more activities done the better the influence on the children performances. The table below shows how often the activities were done in a week's time

Table 8

Learning Activities	Frequency	Percentage
Oral learning activities.		
Less than 5.	6	100%
5-10	-	-
Above 10	-	-
Total		100%
Reading learning activities		
0-5	-	
5-10	-	
Above 10	16	100%
Total	6	
Writing skills		
0-5	-	-
5-10	6	-
Above 10	6	100%
Total	6	100%

30

4.1.8 Activities done in a week.

The activities did influence the performance in that the more activities done the better the influence on the children performances. The table below shows how often the activities were done in a week's time

Table 8

Learning Activities	Frequency	Percentage
Oral learning activities.		
Less than 5.	6	100%
5-10	-	-
Above 10	-	-
Total		100%
Reading learning activities		
0-5	-	
5-10	-	
Above 10	16	100%
Total	6	
Writing skills		
0-5	-	-
5-10	6	-
Above 10	6	100%
Total.	6	100%

4.1.11 Assessment of the activities.

From the questionnaires it was observed that three schools were assessed on daily basis as shown in the table below.

Table 11.

Activities	Frequency	Percentage
Daily	3	50%
Weekly	3	50%
Monthly	-	-
Total	6	100%

4.2 Performance of the language activities

From the data given the teachers gave the performance of language activities of each school. Later a common test was administered to all the six schools as shown in the table below, on oral activities, reading activities and writing activities.

School 1.

Table 1:

Activities	Total Number in class	80+	80-60	60-40	Below 40
Oral skills activities.	25.				
Read sounds of the alphabet		4	6	8	7
Make sounds of animals.		1	14	7	3
Do as illustrated.		8	7	4	6
Singing.		5	10	10	-
Recite a simple poem		3	7	14	1
Spelling of words		4	10	8	7
Reading skills activities.	25.				
Read colours.		5	17	2	1
Read sounds		4	11	15	-
Read shapes.		5	17	2	1
Read letters		6	17	2	-
Read simple words		8	15	2	-
Writing skill activities.	25				
Drawing.		10	12	2	1
Fill in the missing letters.		2	12	10	1
Write in small letters		15	7	2	1
Coping letters.		7	12	5	1
Colouring		18	4	2	1
Copy the pattern.		13	7	4	1

In school 1 the children have done a lot on activities. They are average performance in learning activities. Most of them performed between 40-60%.

When a test was administered to the class they performed as follows.

Results

Activities	Performance.
Oral activities	60%
Reading activities	70%
Writing	68%

The school does activities but does not perform well.

School 2

Table 2:

Activities	Total Number in class	80+	80-60	60-40	Below 40
Oral skills activities.					
Read sounds of the alphabet	27	4	12	9	-
Make sounds of animals.		3	15	7	-
Do as illustrated.		27	-	-	-
Singing.		27	-	-	-
Recite a poem		11	16	6	-
Spelling of words		25	2	-	-
Reading skills activities.	27				
Read colours.		10	15	2	-
Read sounds		12	17	-	-
Read shapes.		26	7	-	-
Read letters		27	0	-	-
Writing skill activities.					
Drawing.		3	24	-	-
Fill in the missing letters.		24	3	-	-
Write in small letters		27	-	-	-
Copy the letters.		27	-	-	-
Colour the shape.		27	-	-	-
Copy the pattern.		23	3	1	-

The school does well in the performance of the language activities area. From the given activities the test conducted by the teacher showed that even their performance was good since they scored as shown after they did the language activities test.

Test result

Activities	Mean score
Oral work	90%
Reading	80%
Writing	92%

School 3.

Table 3:

Activities	Total Number in class	80+	80-60	60-40	Below 40
Oral skills activities.					
Repeat sounds of the alphabet	18	12	6	-	-
Make sounds of animals.		13	5	-	-
Do as illustrated.		18	-	-	-
Singing.		18	-	-	-
Recite a poem		17	1	-	-
Spelling of words		18	-	-	-
Reading skills activities.	18				
Read colours.		18	-	-	-
Read sounds		18	-	-	-
Read shapes.		18	-	-	-
Read letters		18	-	-	-
Writing skill activities.	18.				
Drawing.		16	2	-	-
Fill in the missing letters.		18	-	-	-
Write in small letters		18	-	-	-
Copy the letters.		18	-	-	-
Colour the shape.		18	-	-	-
Copy the pattern.		17	1	-	-

From the table the children were excellent in doing the activities indicated and have

got less than 60% from the teacher's record progress.

To find how this influence performance the test administered record the results

shown.

Results

Oral activities	100%
Reading activities	96%
Writing activities	98%

School 4.

Table 4:

Activities	Total Number in class	Above 80	80+	80-60	60-40	Below 40
Oral skills activities.	25					
Read sounds of the alphabet		2	18	3	2	-
Make sounds of animals.		19	6	-	-	-
Do as illustrated.		25	-	-	-	-
Singing.		16	9	-	-	-
Recite a poem		3	7	15	-	-
Spelling of words		20	5	-	-	-
Reading skills activities.						
Read colours.		3	7	15	-	-
Read sounds		4	16	2	3	-
Read letters.		2	18	3	2	-
Read shapes		2	18	5	-	-
Read the letters given		20	4	1	-	-
Writing skill activities.						
Drawing.		10	10	5	-	-
Fill in the missing letters.		18	3	4	-	-
Write in small letters		25	-	-	-	-
Copy the letters.		15	5	5	-	-
Colour the shape.		25	-	-	-	-
Copy the pattern.		18	4	3	-	-

The teachers record above shows that the school does the activities and most of the children are above average mark of 50%. None has scored less than 40% mark.

When the test was administered to them, the following was the class means score.

Result on test.

Oral activities	88 %.
Reading activities	64%.
Writing activities	60%.

Table 5:

school 5.

Activities	Total Number in class	80+	80-60	60-40	Below 40
Oral skills activities.					
Read sounds of the alphabet	30	10	20	-	-
Make sounds of animals.		18	4	6	-
Do as illustrated.		30	-	-	-
Singing.		28	2	-	-
Recite a poem		2	28	-	-
Spelling of words		24	3	3	-
Reading skills activities.					
Read colours.		25	5	-	-
Read sounds		15	5	3	2
Read shapes.		26	4	-	-
Read letters		30	-	-	-
Writing skill activities.					
Drawing.		30	-	-	-
Fill in the missing letters.		21	7	2	-
Write in small letters		30	-	-	-
Copy the letters.		30	-	-	-
Colour the shape.		30	-	-	-
Copy the pattern.		27	3	-	-

From the pattern information gathered the class does activities and in every activity more than half the class does well and gets more than 80%.

When the test was conducted on the activity areas given the results were as follows:

Results

Oral activities	72%
Reading activities	82%
Writing activity	80%

School 6.

Table 6:

Activities	Number of children	80+	80-60	60-40	Below 40
Oral skills activities.	32				
Read sounds of the alphabet		16	12	4	-
Make sounds of animals.		27	3	2	+
Do as illustrated.		32	-	-	-
Singing.		32	-	-	-
Recite a simple poem		30	2.	-	-
Reading skills activities.					
Read colours.		32	-	-	-
Read the sounds		29	3.	-	-
Read the shapes.		32	-	-	-
Read the letters given		32	-	-	-
Writing skill activities.					
Drawing.		30.	2	-	-
Fill in the missing letters.		31.	1	-	-
Write in small letters		32.	-	-	-
Copy the letters.		29..	3	-	-
Colour the shape.		32.	-	-	-
Copy the pattern.		28	2	-	-

From the activities done, the class is doing the activities and in their progress record performing well. The test administered shows that the class is well advanced with the activities and they obtained the mean score given.

Results

Oral activities	80%
Reading	84%
Writing	72%

Overall performance of the schools.

The researcher finally compared activities and performance of the language activities through the test given in the six preschools represented on the graph below. The school numbers 1, 2, 3, 4, 5, 6 did the test on the language activities and performed as follows:

Table 7.

Schools Coded.	Number of children.	Oral activities. %	Reading activities. %	Writing activities. %
1	25.	60.	70.	90.
2	27.	90.	80.	90.
3	18.	100.	96.	98
4	25.	88.	64.	60.
5.	30.	72.	82.	80.
6	32.	80	84.	72.
	Total score.	490.	476.	490.
	Mean score.	81.67	79.33	81.67.

When the results were analysed it was found out that they almost performed the same in almost all the three language activities with oral activities having 81.67, reading skills 79.33, and writing skills 81.67. The school which had done well in activity areas was also better in test indicating that activities have an influence on performance.

4.2.2 Comparison of the performance of language activities in schools.

Graph 1.

<u>**Graph comparing schools performance on activities.**</u>

SCHOOLS PERFORMANCE
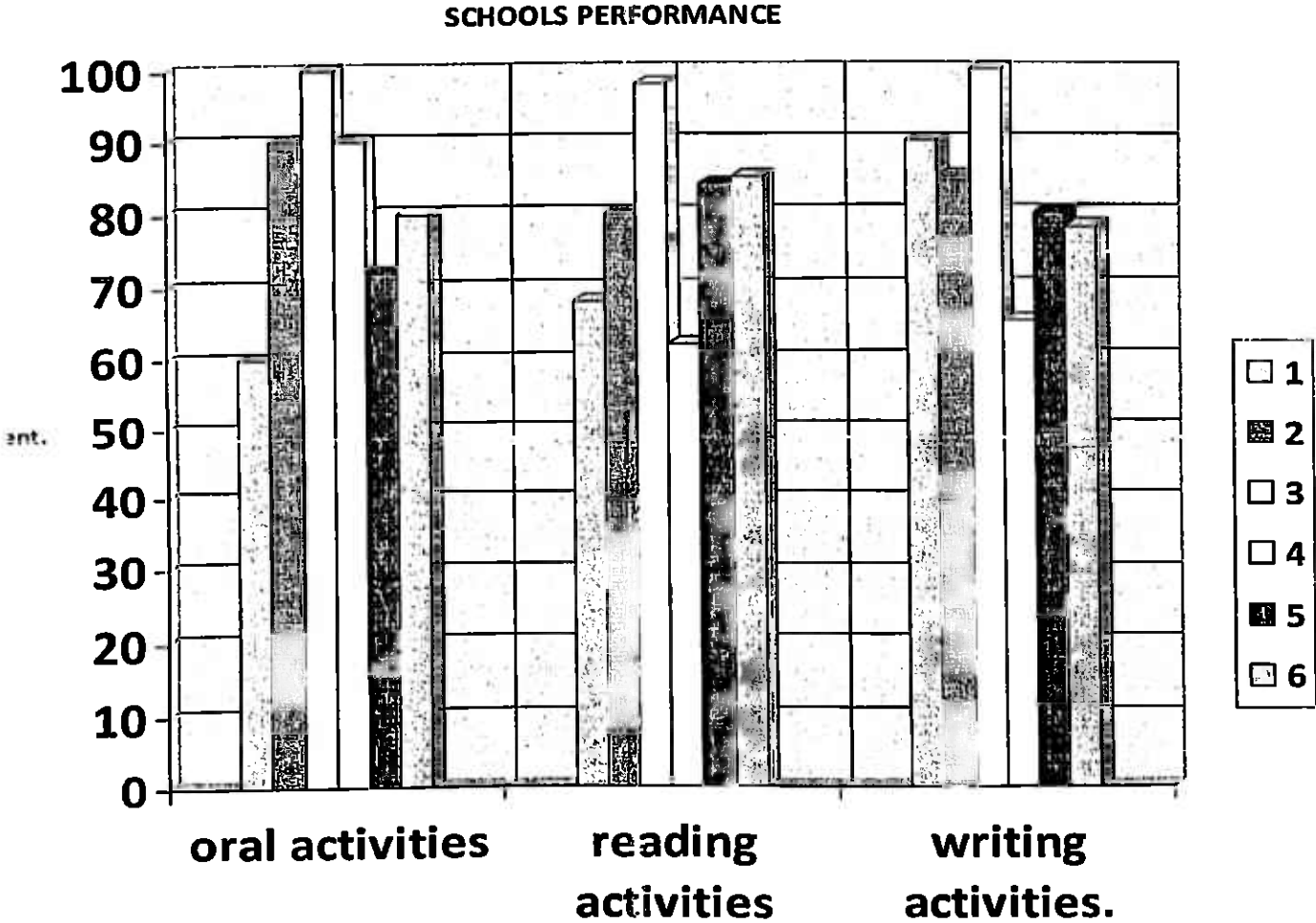
4.2.3 PERFORMANCE ANALYSIS

School 3 is the best performer in all the learning activities done.

School 4 is the worst performer among all the five schools.

School 6 performs almost the same in all activity areas.

School 2 performed almost the same in all learning activities.

All schools had their performance above the mean score.

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION.

5.0   Introduction.

The chapter presents the summary of the findings conclusion and recommendation. The researcher sought to find out the influence of activities on the performance of ·language activities.

5.1   Summary of the findings.

Various activities are used by the teachers in the pre-school to enhance learning. Good performance is seen when all these activities done. The teachers group the children during activity times. The findings reveal that children in preschools do language activities. The data shows that the teacher reinforces the learning of language through language activities. The presence of the teacher is essential in the learning of language activities. Findings from the data shows that the parents the school or doners. The findings also show that teachers assess language activities regularly

Some of the activities done include singing, reciting, reading books, writing letters, modeling and drawing. The activity area, determines what kind of activity to be undertaken.

5.2   Conclusion

From the findings, the following was concluded on the influence of activities in language performance. Preschools do the same learning activities in the language areas.After the learning session assessments are done and tests administered in the three language learning areas; oral learning activities, reading learning activities and writing learning activities. The time allocated for learning language activities is used effectively. The teachers in the preschools are professionally trained either as ECD certificate holders or Diploma holders. The schools are provided with teaching and learning materials by the parents, donors or are improvised by the teachers. The research also concluded that the teachers in preschools reinforce the teaching of language activities and effectively use the time allocated in the time table. The performance from the findings indicates that all schools in Ndeiya Division do language activities. Best performance in language learning activities means better performance in the language activities.

5.3 Recommendation

Based on the research, the following recommendations were made: The government should provide materials for language activities to pre-scholars. Pre-school teachers should have positive altitude on language activities. Pre-school teachers should sensitize the parents on the importance of language activities Teachers should encourage children to do activities to develop their level of socialization as their share materials and discuss in groups. Preschool managers and teachers should request donors and well-wishers to provide more materials for learning of language activities.

5.4 Suggestions for further research.

Taking the limitations and delimitations of the study, the following were suggested:

i. Find out other factors influencing language activities.

ii. A study on the availability of learning materials and the influence on language activities.

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QUESTIONNAIRE FOR TEACHERS.

This questionnaire is designed for teachers on performance of language activities in Ndeiya Division of Kiambu County. You are kindly requested to mark the appropriate response or result as indicated. Do not put your name or any other form of identification.

The information you will give will be confidential and will only be used for the purpose of this study.

Please respond to all items.

SECTION A.

1. Please indicate your gender.
   a. Male
   b. Female.
2. What is your age bracket?
   a. Below 25 years.
   b. 25-35 years.
   c. 45-54 years.
   d. Over 54 years.
3. What are your qualifications?
   a. ECD Certificate.
   b. ECD Diploma.
   c. P1 Certificate.
   d. Others.

4. What is your teaching experience?
   a. 1-5 years.
   b. 5-10 years.
   c. 10+ years.

5. How many children are in your class?

   a. 0-20.

   b. 20-40.

   c. 40-50.

6. Which language skills do you find difficult to teach?

   a. Oral skills.

   b. Reading skills.

   c. Writing skills.

7. How many language activities do you handle in a week, in each language skills?

   a. Oral-

   b. Reading-

   c. Writing.

8. How do you group children during activity time?

   a. Age.

   b. Ability.

   c. Sex.

9. Who provided learning materials for language activities.

   a. Parents.

   b. Donors.

   c. The school.

10. How often do you assess the language activities?

   a. Daily.

   b. Weekly.

   c. Monthly.

11. Fill in the total number of children who are capable of doing the given activities during language lessons in the class.

Activities	Total number in class	80%.	80-60%.	60-40%	BELOW 40%.
ORAL ACTIVITIES.					
1. Repeating sounds of the alphabet.					
2. Making sound of animals.					
3. Doing as illustrated.					
4. Singing.					
5.Reciting a poem					
6. Spelling of word boy, girl, pencil.					
READING ACTIVITIES.					
1. Reading the colours.					
2. Reading the sounds.					
3. Reading the shapes.					
4.Reading the letters given					
WRITING ACTIVITIES.					
1. Drawing the following. -ball. -girl. -pencil. -fish.					
2. Filling in the missing letters. T_ble. C_p. C_t.					
3. Writing in small letters. G. B. Q.					
4. Copying the letters. G,R,R. d,y,m.					
5. Colouring the shape.					
6. Copying the pattern					

APPENDIX II.

Test to be administered to the children.

School number...date.....................

ORAL ACTIVITIES.

1. Repeat the given sounds.

     a, f, e,s.

2. Repeat the words given.

     -cat.

     -dog.

3. Do as instructed.

     Jump.

     Sit.

4. Sing a song of one's choice.
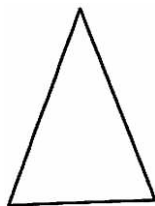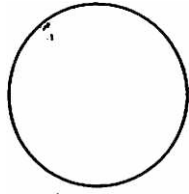
5. Dictation .

     Boy.

     Girl.

     Pencil.

6. Recite the poem.

     Baby Jesus I love you.

     You are my savior every day.

READING ACTIVITIES.

1.   Read the shapes.

2. Read the letters.

C,

B.

G.

M.

3. Read the words.

Cup.

Cat.

Book.

Pencil.

WRITING ACTIVITIES.

1. Draw.

Ball.	Cup.	Tree.	Pencil.

2. Fill in the missing letters.

T_ble.

C_p.

C_t.

3. Write in small letters.

G.

B.

K.

4. Copy the letters.

b, h, r.

5. Colour the shape.

6. Copy the pattern.

AAAAAAAAAAAA.

BBBBBBBBBBBBB.

CCCCCCCCCCCCC.

DDDDDDDDDDDD.

APPENDIX III.
A table for the pre-schools in Ndeiya Division, Kiambu county.

	E.C.D Centre name	Teachers		
		Male	Female	Total
1.	Steady shepherds academy	-	2	2
2.	P.C.E.A Ruthingiti ac	-	3	3
3.	Launika school	-	2	2
4.	Summit vine school	-	2	2
5.	Karai school	-	2	2
6.	Wamere wanene	-	3	3
7.	St. Veronica	-	2	2
8.	Njumbi pry/ nursery	-	2	2
9.	Kamangu pry/nursery	-	1	1
10.	The brilliant school	-	3	3
11.	St. Lillian academy	-	5	5
12.	P.C.E.A gracious Emmanuel	-	5	5
13.	Gikambura nursery	-	1	1
14.	Kandutura nursery	-	2	2
15.	Steveland academy	-	1	1
16.	P.C.E.A Renguti children	-	4	4
17.	Nachu education	-	2	2
18.	Renguti nursery	-	1	1
19.	Valley spring nursery	-	1	1
20.	Lusigetti nursery	-	1	1
21.	Wambaa nursery	-	2	2
22.	Gathiru pry/nursery	-	3	3
23.	Emmanuel junior academy	-	1	1
24.	Beersheba prep school	-	1	1
25.	Harmony preparatory	-	2	2
26.	Newted junior academy	-	2	2
27.	Shalom junior	-	3	3
28.	Glory nursery	-	2	2
29.	Ark yard school	-	3	3
30.	Sky line	-	1	1

MINISTRY OF EDUCATION

Ref: KIK/ED/ 58 (261)

DATE: 17/6/11

ALL HEAD TEACHERS
KARAI SCHOOL

RE: <u>MAINA LUCY NYAGUTHII REG- E57/78645/2009</u>
<u>NAIROBI UNIVERSITY</u>

The above named person has authority to carry out research in your school.
Kindly accord her the necessary assistance.

MILLICENT .N .GATHUMBI
FOR: DISTRICT EDUCATION OFFICER
KIKUYU DISTRICT.

Cc: permanent secretary
   Ministry of education

   Provincial direcvtor of education
   Central