

**EFFECTS OF TEACHERS' EFFICACY IN HANDLING INDIVIDUAL  
DIFFERENCES ON LANGUAGE ACHIEVEMENT OF PRE-SCHOLARS IN  
KAJIADO NORTH COUNTY, KENYA.**

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## DECLARATION

This research project is my original work and has not been presented for a degree or any other academic purposes in any other university.

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Date

This research project has been submitted for examination with my approval as the university supervisor

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Date

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## **DEDICATION**

This research project is dedicated to my mother, Jedidah Njeri and my siblings, for their tireless support and selflessness towards my upbringing and education.

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## **ACRONYMS AND ABBREVIATIONS**

<b>ECDE</b>	-	Early Childhood Development and Education
<b>KACE</b>	-	Kenya Advanced Certificate of Education
<b>KCPE</b>	-	Kenya Certificate of Primary Education
<b>KCSE</b>	-	Kenya Certificate of Secondary Education
<b>KIE</b>	-	Kenya Institute of Education
<b>NACECE</b>	-	National Center for Early Childhood Education
<b>UNESCO</b>	-	United Nations Educational, Scientific and Cultural Organization.
<b>UT</b>	-	Untrained Teacher

## **ABSTRACT**

The purpose of this study was to explore the effects of teacher's efficacy in handling individual differences on English achievement of pre scholars in Kajiado North County, Kenya. The following were the objectives of the study: examine whether teacher's characteristics such as teaching experience, academic and professional qualifications influenced the handling of individual differences; determine teachers management and organization of individuals differences of English language learners; establish the strategies pre- school teachers employed to handle individual differences in the language pre-schools classrooms in Kajiado county; find out the effects of employing different strategies to handle individuals differences on English language achievement. Samples for the study were drawn from 17 pre-schools, 17 head teachers and 34 pre -school class teachers. Research instruments used in the study were questionnaires for the head teachers and teachers. Observation schedules were used to observe the classroom processes. Data was presented in tables and analyzed using frequencies and percentages. It emerged that teacher's efficacy in handling individual differences of learners had a great effect on achievement in the English language of pre scholars. The study established that the language achievement among pre scholars was influenced by the strategies the teachers employed to handle individual differences, how they organized the English language classrooms as well as their academic and professional qualifications. The study concluded that teacher's efficacy in handing individual differences influenced children's language achievement. The study concluded that teacher's academic and professional training was important, and that regular refresher courses were required to keep the teachers updated on changes in curriculum and teaching methods. The study recommended that preschool teachers and head teachers should be trained and have early childhood development and education professional qualifications. They should also collaborate with parents in order to understand the pre-school children's differences.

# **CHAPTER ONE**

## **INTRODUCTION**

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

Educators of all persuasions, psychoanalytic, psycho educational, humanistic, ecological and behavioral recognize the necessity of meeting the individual needs of pupils. Some speculate that, the large proportion of school children identified as having learning and behavior disorders, is a reflection of the refusal of the educational system to accommodate individual differences. By making the same academic and behavioural requirements of each child, the school creates academic failures or social deviants. Through its inflexibility and stultifying insistence on sameness, the school creates conditions that inhibit or punish the healthy expression of individuality. Under such conditions, it is likely that the children's self-perception becomes distorted and their intellectual efficiency and motivation decline (Steinberg, 2006).

It is widely agreed that language learners are different from each other in many ways. Language is a medium of communication and is pervasive in almost everything children do. Therefore it must be central to the early childhood program. Children are constantly involved in communication, in listening, talking, interpreting, writing and reading. They are surrounded by all forms of language as they interact with the environment, through interactions with each other, with adults, with media, with activities, and with varied materials. Through these interactions a lot of learning occurs. Therefore language is an important tool in facilitating learning (National Centre for Early Childhood Education, 2000). Thus, teachers should look into the language learner's differences before designing a proper teaching style and learning program for them.

Education throughout the world has been recognized as an important means for promoting economic and social development both at the individual and national levels. Similarly, Kenya puts much emphasis on educating its members since education is the key to success in life (Kenya Institute of Education, 2008). Through the learning process, educational goals are attained when the child is exposed to quality experiences (Nolan, 2002). Quality should involve very deeply what happens in school (UNESCO, 2004). Good learning environments, quality teaching and learning in the classroom are vital to ensuring effective learning outcomes that provide children with literacy, and other skills (UNESCO, 2005).

## **1.2 Statement of the problem**

Each child is an individual, with a unique combination of abilities and characteristics styles. They take different approaches to learning. Such differences are likely to have an impact on their attitudes towards themselves and learning of the English language. According to the Ministry of Planning (2002-2008) the literacy rate in Kajiado is generally low with only 12% of the adult population being literate. This could be due to poor handling of individual differences in the formative years. Effective teaching and improved learning outcomes in Pre-School and higher levels are intimately intertwined with issues of language (UNESCO, 2005). It is important to note that, in the upper primary school, English is the main language of instruction while from nursery to standard three it is vernacular or the language of the catchment area that is used. One objective of pre-school education is to enrich the children's language experiences, including English in order to enable them cope better with the entire primary school life. Achievement in English may be hampered by school factors such as failure to recognize

and address student learning problems, large student numbers, which make it difficult for proper teacher-child contact, classroom management and effective teaching, inability of the teacher to cater for individual differences in terms of ability and motivation, irrelevant curriculum and poor teaching methods. In Kajiado North County there are differences in the pre-school English learning environments, children's abilities, children's cultures, home backgrounds and socio economic backgrounds among others. It is against this background that this study was undertaken in order to find out how teachers dealt with these individual differences.

### **1.3 The purpose of the study**

The purpose of this study was to explore the effects of teacher's efficacy in handling individual differences on English language achievement of pre-scholars in Kajiado North County.

### **1.4 Objectives of the study**

The study sought to achieve the following objectives:

- i. Examine whether teacher's characteristics such as, teaching experience, academic and professional qualifications and teacher behaviours influenced the handling of individual differences.
- ii. Determine if the teachers' management and organization of the language classrooms reflected the presence of individual differences of English language learners.
- iii. Establish the strategies pre-school teachers employed to handle individual differences in the language pre-school classrooms in Kajiado County.

- iv. Find out the effects of employing different strategies to handle individual differences on achievement in English language.

### **1.5 Research questions**

The researcher was guided by the following questions:

- i. What is the effect of teacher characteristics such as, teaching experience, academic and professional qualifications and, teacher behaviours on the handling of individual differences?
- ii. How do the teachers organize and manage the English language classroom environments to reflect presence of individual differences of learners in Kajiado North County?
- iii. Which strategies do pre-school teachers employ to handle individual differences in the classrooms?
- iv. How does the application of different strategies to handle individual differences affect children's achievement in English language?

### **1.6 Significance of the study**

The findings of this study might be useful to policy makers, practitioners and the community by highlighting the situation in language classrooms, and assisting in the conceptualizing of environments from which different constellations of attributes were most likely to thrive. Teachers might also be sensitized on the need to cater for individual differences in order to improve language achievement.



### **1.7 Limitations of the study**

In the pursuit of this study the researcher experienced several limitations such as, financial constraints in contracting research assistants to carry out an extensive and exhaustive study and time limitation. In addition, findings would not be applicable globally but would be limited to Kajiado County because of the sample size. Since pre-school teachers were required to give their views on their own efficacy in employing strategies of handling individual differences, they might not have given accurate information.

### **1.8 Delimitations of the study**

The study was limited to pre-school class teachers, head teachers and learning environments in Ngong division, Kajiado North County. Other parts of the county and the country at large were excluded because of the costs and time.

### **1.9 Basic Assumptions**

It was assumed in the study that every pre-school had children with different learning modalities and that teachers did not always handle individual differences efficiently when teaching pre-school children.

### **1.10 Definitions of the Key terms used in the study are as follows:**

**Efficacy:** Effectiveness in handling individual differences

**English:** Foreign Language taught in Pre-School. it originated in Britain, and is the medium of instruction in upper primary and also Kenya's official language.

**Comprehension:** The ability to understand language.

- Pre-scholar:** Child aged 3-6 years who attends a pre-school.
- Pre-school:** Premises in which children aged 3-6 years are assembled for educational services and care.
- Pre-school teacher:** A person who teaches in a pre school.
- Production:** The language children use to express themselves.
- Individual differences:** The way in which human beings differ from each other.
- Diversity:** The differences in human and physical aspects present in schools.
- Language:** Language is a system of arbitrary symbols which have a commonly recognized meaning by human beings. According to this study, language refers to the English taught to pre school children.
- Language Achievement:** How the English taught in Pre-School is performed by pre unit children.
- Language acquisition:** process by which children acquire the capacity to perceive, produce and use words to understand and communicate.
- Learning:** An experience which produces a relatively permanent change in behavior.
- Literacy:** Ability to read and write.
- Upper primary:** Standard four to eight

### **1.11 Organization of the study**

This study is organized in the following chapters:

Chapter one consists of the introduction background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of

significant terms. Chapter two focuses on literature review- introduction, teacher effectiveness, the meaning and role of language, modes of language acquisition, theoretical perspective of language acquisition, pre-conditions for language development, components of language, the concept of individual differences, dimensions of individual differences, individual differences in language learning, individual language learning from cognitive interactionist view, individual language learning differences from the social interactionist view, effects of individual differences on learning, how to determine learning modalities, teaching strategies to address differences, individualization, variation and diversity responsive teaching, evaluating the child's achievement in language, evaluating the teachers effectiveness, theoretical framework, conceptual framework. Chapter three deals with introduction, research design, target population, sampling, research instruments, procedures for data collection, data analysis, validity and reliability. Chapter four covers the findings and discussions and Chapter five presents the summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter the focus is on teacher effectiveness and individuals differences, the concept and role of language, modes of languages acquisition and development, theoretical perspectives of language acquisition and development, pre – conditions for language development, components of language and stages of development, the concept of individuals differences, dimensions of individuals differences, individuals differences in learning language from the cognitive interaction view, individuals differences in learning language from social interactionist view, differences in home backgrounds, effect of individuals differences trait and abilities on learning, how to determine the strongest learning modalities in a child, teaching strategies to address the different learning modalities, individualization variation and diversity responsive teaching, evaluating the child’s language learning environment and achievement, evaluating the teacher effectiveness, theoretical framework, conceptual framework.

#### **2.2 Teacher effectiveness and individual differences**

All over the world the issue of teacher effectiveness has gained currency especially with the current departure from quantity to quality in education discourses. Quality of education is now an issue of global concern and is largely dependent on what teachers do with the learners in the classroom. This is inevitable because the teacher is at the helm of the classroom environment, organizing and managing the class, determining the detailed content and the overall structure of the lessons (Anderson, 1991). Similarly Leu (2005) affirms that teachers and classroom processes are now front and center, and are generally

agreed to be key to education quality. According to (Vegas and Petrow 2008) in Latin American countries, educational performance was not only weak but declining relative to other countries with similar income levels during the years 1960 to 2000. They carried out studies and concluded that, teacher's interests in students as individuals, sense of caring and responsibility for helping them learn, reflective practice and pedagogical content knowledge among other characteristics of teacher excellence contributed to achievement.

The UNESCO World Declaration on Education For All (1990) Conference held in Jomtein, Thailand had stressed in its(article 4) that the focus of basic education should be on actual learning acquisition and outcomes. It also stressed on the benefits of quality education and its role in preparing students for adult roles through effective and systematic training in reading and English. Anderson views an effective teacher as one who consistently achieves goals which focuses on the learning of their student, he also suggests that, teacher effectiveness can be influenced by the students whose attributes such as personality, ability and motivation interact with instruction to yield differential gains. Dunkin (1997) believes that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students.

Adler (1982) views the teacher as playing a critical role in a child's learning. He affirms that "there is no uneducable child- no unteachable child. There are only children that we fail to teach in a way that befits their individual condition." Similar sentiments were expressed by Santrock (2008), where he stressed that, "each child can burst the cocoon and become a butterfly.

### **2.3 The Concept and role of language**

Language as a means of communication is pervasive and central in everything children do (Nolan, 2002). According to Vygotsky (1985) language plays two critical roles in cognitive development: It is the main means by which adults transmit information to children and is itself a very powerful tool of intellectual adaptation. Vygotsky believed that language develops from social interactions, for communication purposes. Later language ability becomes internalized as thought and “inner speech”. Thought is the result of language.

Children need to be taught language so that they can express themselves. Children use language to communicate thoughts, feelings, emotions and needs (Langer, 2010). Language is also seen as an important tool for thinking for example when children are doing an activity they talk about it and this helps them express and improve their thoughts (NACECE, 2006).

### **2.4 Modes of language acquisition and development**

Language acquisition, which occurs mainly in early childhood, refers to the gradual development of language ability, by using it spontaneously to communicate. In language acquisition there is no overt instruction, unlike in language learning where there is instruction pertaining to knowledge of vocabulary and grammar. Language acquisition follows a similar sequence across all cultures and social groups (Githinji, 2010). Tomasello (2008), states that children acquire language through three main modes which include listening, imitation and observation. In listening a child is expected to hear and filter what is useful and discard what is not useful.

Imitation is copying. Children imitate the sounds they hear, meanings of words, formation, sentence structure and use of language in a social context. Observation involves taking keen interest using the five senses. Children pay attention to how models use elements of language like phonetics, semantics, morphology, syntax and pragmatics. They observe for instance, how words are articulated, how objects are labeled, how sentences are constructed and how people conduct a discourse.

#### **2.4.1 Theoretical perspectives of language acquisition and development**

According to Bandura (1982) in his Social learning theory, the idea of acquiring a language, just like all other behaviour is achieved through observation and imitation. On the other hand, interactionists affirm that, language development is both biological and social. (Tomasello, 2008). The main theorist associated with interactionist theory is Vygotsky's model of collaborative learning. Collaborative learning is the idea that conversations with older people can help children both cognitively and linguistically (Shaffer, et.al, 2002). Vygotsky places emphasis on culture affecting cognitive development. He also places considerable emphasis on social factors and the role of language in contributing to cognitive development.

Infants are born with the basic materials/ abilities for intellectual development which Vygotsky refers to as elementary mental functions namely: Attention, sensation, perception and memory. Eventually, through interaction within the socio-cultural environment, these are developed into more sophisticated and effective mental processes/strategies which he refers to as higher mental functions. In young children, memory is limited by biological factors. However, culture determines the type of memory strategies children develop, which Vygotsky refers to as tools of intellectual adaptation.

These allow children to use the basic mental functions more effectively/adaptively, and these are culturally determined, for instance memory mnemonics, and mind maps. Vygotsky therefore sees cognitive functions, even those carried out alone, as affected by the beliefs, values and tools of intellectual adaptation of the culture in which a person develops and therefore socio-culturally determined. The tools of intellectual adaptation therefore vary from culture to culture.

Vygotsky stresses that young children are curious and actively involved in their own learning and the discovery and development of new understandings/schema. However, he placed more emphasis on social contributions to the process of development, whereas Piaget emphasized self-initiated discovery. According to Vygotsky (1985), most learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviours and/or provide verbal instructions for the child.

Vygotsky refers to this as co-operative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalize the information, using it to guide or regulate their own performance. The role of the teacher is highly regarded by Vygotsky as captured in the Zone of Proximal Development concept. This is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner. Vygotsky (1985) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given allowing the child to develop skills they will then use on their own developing higher mental functions. The teacher's understanding of each child's individual



differences can assist the teacher in planning, by applying Vygotsky's concept of Zone of Proximal Development, to provide the necessary interventions.

### **2.5 Pre Conditions for language development**

The ability to speak and understand human language requires a specific vocal apparatus as well as a nervous system with certain capabilities. Researchers, who believe that words and grammar are learned (rather than innate), have hypothesized that language learning results from general cognitive abilities and the interaction between learners and their surrounding communities. For language acquisition to develop successfully, Children must be in an environment that allows them to communicate socially in that Language.

Owen (2001), reports that the most intensive period of speech and language development for human beings is during the first two years of life. Language development at this age is rapid if nurtured by a world rich with sounds, sights and consistent exposure to the speech and language of others.

### **2.6 Components of language and stages of development**

The capacity to perceive, produce and use words, as well as understand and communicate involves speaking up the components of language which include phonology, semantics, syntax and pragmatics. Pragmatics involves the rules for appropriate and effective communication. Pragmatics involves three skills: Using language for greeting and demanding, changing language for talking differently depending on who the child is talking to and following rules such as turn taking and staying on topic. Phonological development involves the rules about the structure and sequence of speech sounds. Semantics refers to the meaning of words (Brown 1973).

On phonological development, Githinji (2010) observes that the first sound an infant produces is crying which is the beginning of communication. The infant will cry in a different way when hungry, wet, thirsty, lonely, stressed, disturbed, and uncomfortable and threatened. At around two months, the baby will engage in cooing, which mostly consists of vowel sounds such as aaa, eee. At around four months, cooing turns into gurgling which is the repetitive consonant-vowel combinations such as m/and/n/, ghhh, khhh and so on. At around six months the babbling stage sets in. Here the infant produces ba-ba-ba, ma-ma-ma, and da-da-da. At around eight to ten months, a child's babbling develops an echo like quality referred to as echolalic babbling and appears to copy the rhythm of adult speech. From 1–2 years, babies develop telegraphic speech for instance “nana” meaning “banana”. By 3–5 years, phonological awareness continues to improve as well as pronunciation by 6–10 years, children can master syllable stress patterns which helps distinguish slight differences between similar words.

Brown (1973) on semantic development suggests that from birth to one year, comprehension develops before production. There is about a 5 month lag in between the two. Babies have an innate preference to listen to their mother's voice. Babies can recognize familiar words and use preverbal gestures. From 1–2 years, vocabulary grows to several hundred words. There is a vocabulary spurt between 18–24 months, which includes fast mapping. Fast mapping is the baby's ability to learn a lot of new things quickly. The majority of the baby's new vocabulary consists of object words (nouns) and action words (verbs). By 3–5 years, children usually have difficulty using words correctly. Children experience many problems such as overextensions, where one word is used to refer to all items with similar characteristics example, 'car' for 'lorry. However,

children coin words to fill in for words not yet learned (for example, someone is a cooker rather than a chef because a child will not know what a chef is). Children can also understand metaphors. From 6–10 years, children can understand meanings of words based on their definitions. They also are able to appreciate the multiple meanings of words and use words precisely.

On Pragmatics development (Brown, 1973) observes that from birth to one year, babies can engage in joint attention that is, sharing the attention of something with someone else. Babies also can engage in turn taking activities. By 1–2 years, they can engage in conversational turn taking and topic maintenance. At ages 3–5, children can master illocutionary intent, knowing what you meant to say even though you might not have said it and turnabout, which is turning the conversation over to another person. By age 6-10, shading occurs, which is changing the conversation topic gradually. It is widely agreed that language learners are far different from each other in many ways particularly in cognitive abilities. Thus teachers should look into the differences before designing a proper teaching style and learning program for them Brown (1973).

## **2.7 The concept of individual differences**

Galton (1869), a British psychologist is one of the pioneers of the study of individual differences on the basis of Charles Darwin's theory of evolution, he argued that if the physical characteristics of the individuals are determined by heredity then a similar argument could be extended to intelligence. Although people may have many things in common, no two people are identical in every aspect.

## **2.8 Dimensions of individual differences**

Children are likely to differ in a number of ways such as appearance, temperament, traits, anxiety, honesty, intelligence, learning styles, styles of perception, modes of thinking, rate of development, rate of learning and mastery of concepts, dexterity, co-ordination, conformity, creativity, background, values, motives and interests, sexual, social, ethnic, interpersonal styles and emotional creativity (Malt, 2007).

In addition to the above differences, today's classroom has other forms of diversities. These diversities include factors of culture, language, ethnicity, race, ability, gender, social economic background, religion, age and sexual orientation (Mercer, 2005). Additionally, students with disabilities have significantly contributed to the diversity of the general classroom. Special education law provides most students with disabilities the opportunity to attend both special education and general education (Hallahan & Kauffman, 2003). Although they have presented unique challenges, they have added a rich dynamic to the classroom. Finally students who are considered "at risk" for school failure make up another group of students who contribute to classroom diversity.

### **2.8.1 Individual differences in language learning**

Individual differences in language learning can be seen in two broad dimensions. Those that relate to the cognitive interactionist view of language development and those that relate to the social interactionist view of language development. Proponents of the cognitive interactionist view of language development among them. Jean Piaget (1972) considered that children's understanding of language is rooted in their cognitive development, requiring for instance, the ability to mentally represent objects. Steinberg (2006) observes that, all learners are individuals with unique patterns of strengths and

weaknesses and differ greatly in cognitive abilities. Some learners learn complex classroom materials quickly and easily, whereas others struggle to master basic concepts and skills.

The social interactionist view of language development acknowledges that children are neither passive recipients of language training nor are they active processors whose internal structures are the primary determinants of language acquisition. Interactionist sees many factors such as the social environment, maturation, biology, and cognition at play in the development of language. These elements interact with, and modify each other(Owen, 2001).

### **2.8.2 Individual differences in language learning from the cognitive interactionist view**

The idea that people vary in cognitive abilities particularly intelligence has been discussed for a long time. Traditionally, the concept of intelligence refers to problem solving skills and the ability to adapt to and learn from life's everyday experiences (Birneyet al., 2005; Steinberg, 2006). There are many different ways to define and measure intelligence. There are also many terms used to refer to an individual's intelligence such as intelligence quotient (IQ), emotional quotient (EQ), and multiple intelligences. Gardner proposed a much broader view of the definition of intelligence than a number of other theorists with his theory of multiple intelligences. He originally listed seven core intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. He later added naturalist intelligence. Gardner's (2004) theory of multiple intelligences (MI) is useful in directing English language teaching and learning, as it gives ways to enhance teaching and

learning in diversity classrooms, by designing integrated teaching strategies and diverse learning activities, that take into account the individual learner differences in intelligence, learning styles and learning preferences.

Other terms such as learning modalities and learning styles have also been used. Other people have categorized learners as active, reflective, sensing intuitive, sequential, and global. This word labels emphasizes the different ways children learn. Learning modalities refer to the style learners use to concentrate on, process and retain information while multiple intelligences are the learners biological potential and independent, diverse cognitive abilities, their talents, which can be influenced by educational and cultural influences.

Gardner (2006) refers to multiple intelligences as tools to use in teaching and learning. He suggests the following elements of multiple intelligences that provide finer distinctions among behaviors. Visual spatial intelligence students generally prefer the positions that they can see the teaching aids clearly. They are 'visual students' and learn better through seeing. Visuals like photos, pictures, maps, diagrams most appeal to the visual learners. Teachers attract their attention easily using visuals while presenting a language, introducing topics or playing games.

Bodily kinesthetic intelligence –they process knowledge through bodily sensations they can control their body movements and have a good sense of balance and eye hand coordination 'kinesthetic' learners respond well to the activities which include moving, touching, dancing and acting out. 'Kinesthetic learners learn first by doing it-experience and activity. Students express themselves through movements, gestures and touch.

Objects, actions and feelings are important. Role plays help learners practice the target language in a natural and meaningful context. Kinesthetic students get highly motivated acting out the theme. “Kinesthetic learners enjoy participating in active learning and will respond positively to activities like practice role-plays, movement/sorting exercises. Musical or rhythmic intelligence: They have the ability to produce and appreciate music. They think in tones, learns through rhythm and melody. They are sensitive to environmental sounds. They enjoy activities which involve singing and dancing.

Interpersonal intelligence- they are able to relate well with others and understand and care about people. The child is social, has lots of friends and learns from cooperative learning experiences and likes group games. Extrovert students are very comfortable while speaking and sharing their experiences with their friends and teachers. Outside stimulation and interaction are what they need to improve their understanding. They are willing to speak in the target language and they are not afraid of making mistakes. They enjoy learning through role plays, drama, act outs and any activities in which they verbally communicate. This type of students should be allowed to show their abilities and given enough opportunity to express themselves.

Intra person- they have the ability to self-reflect and beware of their inner state of being. They understand their dreams, relationships with others, they know their strengths and weaknesses, and they enjoy working independently, like to be alone and hence are introverts, needs to be self-motivated and needs quiet space and time. It is difficult for introvert students who are very shy and quiet to contact with other people. They are often unwilling to share their ideas with their teachers and friends and to participate in activities. Thus, they need to be encouraged to speak or join the activities by the teacher.

They feel better if asked to perform within small groups rather than in front of the whole class and pair work.

### **2.8.3 Individual differences in language learning from the social interactionist view**

Proponents of this theory deem that language is intimately tied to social processes. Children's language development is guided by internal factors but the crucial fact is that it should emerge within the social environment provided by adults. Furthermore the social interaction that triggers language is a two way operation, in which children cue parents and other caregivers and they in turn supply appropriate language experiences Owen (2001). Similarly Vygotsky (1985) observed that the young child's primary social tool is language.

Language learning in children is influenced by different background variables which influence children's verbal control and language development. The environment may influence motivation and thereby contribute to individual differences in the cognitive dimension. Additionally, there are factors which put students at risk, which can be found within society at large and within schools. Physical and emotional abuse, homelessness and lack of supervision are some of societal problems that can lead to students coming to school unprepared to learn.

Children come from different home backgrounds, in terms of culture, ethnicity, resource endowments, parenting styles as well as the parental levels of education and their attitudes towards education. A child's home background may be enriched with learning materials in form of books, toys, learning gadgets such as radios, television and



computers while some may not be provided with the most basic requirement such as paper, crayons, pens and pencils.

In some homes relatives assist young children with their homework and supplement what they have learned in school (Mwamwenda, 1976). Children vary dramatically in language and literacy experiences that they bring to the classroom and in their understanding and control over functions of language which is important to classroom success. Children from language and book enriched backgrounds appear to achieve control over a wider range of language functions earlier than children from less enriched backgrounds (Langer, 2009). He also stresses that children from homes where children are to be seen and not to be heard are less verbally assertive.

Malt (2007) observes that high achieving children engaged in conversation more often with their parents, are read too often by high esteemed adults and have more books than low achieving children. He also states that children have greater opportunity for success in literacy acquisition when the home language interaction patterns and literacy attitudes are similar to those in the school. This congruence between home and school language and literacy experiences increases children's opportunity for success in learning to read and write.

## **2.9 Effects of individual differences trait and abilities on learning**

Individual differences have effects on new learning by contributing strategic techniques of processing the learning task and its materials for instance, the verbal comprehension ability aids in the processing of material presented in the form of connective prose. Spatial orientation as an ability aids in the processing of learning tasks that include

information presented as figures and spatial arrays. It may have an effect on the ease with which particular learners acquire the skills of map reading. In each of the above cases, the ability contributes to learning by making the learning process easier. Traits may also be expected to have an indirect effect upon learning of intellectual skills for instance a personality trait such as anxiety may affect the readiness for learning of certain learners when faced with a task that has severe time constraints. Ability like verbal comprehension naturally facilitates the understanding and learning of verbal communications used in instruction traits such as sociability and external locus of control may affect the ease with which learners acquire an attitude communicated by human model (Crozier1997).

Crozier further states that, abilities and traits influence how learners go about learning, although they do not enter into the substance of the learning itself. Research has been done on a few traits that appear to have strong conceptual relation to human abilities as well as academic achievement. Some of the most widely studied traits of this sort are achievement motivation, locus of control and self-efficacy (Bandura, 1982).

Learners with high achievement motivation appear to achieve better than those with low motivation when instruction permits a considerable degree of learner control. Motivation also has an important role in the students learning. There are many factors affecting motivation; like age, gender, goal and attitude, which are internal; and also positive and negative feedback by the teacher, expectations, rewards and confidence, which are external. Teachers therefore need to prepare activities appropriate for the learner's age, level and sex in order to keep them motivated Crozier (1997).

Group work and competitions stimulate the young learners to do well. However, the teachers should be careful at choosing tasks in which the students do not let each other down. The students who feel inferior as they have failed to accomplish a task lose their motivation. According to Tomasello, (2008) accentuating the positive with plenty of praise and positive feedback may increase the frequency of desired behavior. Encouraging and helping learners take part in the activities and accomplish the tasks, and giving positive feedback and reinforcement such as; ‘Well done!, Congratulations!’ are also good forces to motivate the learners. Sincerely delivered positive feedback in a classroom is seen by students as a validation of their own personal autonomy and critical thinking ability leading to self-fulfillment, which can increase or maintain intrinsic motivation learners also need to be given opportunities to get or maintain a high level of motivation during language learning.

### **2.10 How to determine the strongest learning modalities in a child**

Individual differences are likely to have an impact on learners attitudes towards themselves and learning and therefore teachers should make the effort to familiarize themselves with individual differences so that they can be taken into consideration in the preparation of course of instruction. One of the most important ways of measuring differences has been the focus on the general ability of the children as measured by intelligence tests. In a school setting, the teacher needs to be a careful observer, keep notes or a checklist to document children’s behaviour and sort them according to Gardner’s multiple intelligences. The teacher should listen to children’s questions and conversations. Watch what children do when they are given choices. Check what they resist or ignore, what they are drawn to and what they return to day after day. Find out if

they are more likely to engage in dramatic play or construction work with blocks or go to the book corner and settle down with a familiar book. Establish if they sing and hum as they go enthusiastically moving to music, and if they prefer verbal directions or watching a demonstration.

Also determine if they spend time drawing, clay, papier mache, or block sculpture. Check if they try things out to solve problems, if they work alone or with others, the kind of software they prefer when they use a computer, for instance puzzles, games and stories or graphics. These observations can help a teacher figure out how children approach learning and how to plan effective learning experiences (Hatmanto, 2004). He further suggests that, when planning social skills instruction, recognizing that social competence is culturally defined, talking with families, attending community events, observing students with their peers and facilitating class discussions will help teacher understand diverse perspectives and plan to handle the diversities.

### **2.11 Teaching strategies to address the different learning modalities**

Adler (1982) affirms that “there is no uneducable child- no unteachable child. There are only children that we fail to teach in a way that befits their individual condition. Delineating the dimensions of individual differences among children should be followed by implementation of methods to accommodate differences. Teachers are the architects for learning. They design the environments for developing minds. It might be too difficult to meet the needs of all the learning styles, all different personalities, cultures or abilities. However, what is crucial in effective language teaching is planning the lessons considering all these factors and preparing a variety of different activities which will appeal well to different learning styles, personalities or cultures in a learning process.

Increasing diversity has heavily influenced classroom dynamics. Anderson (1991) suggests that issues of equity and diversity are two of the most critical issues that challenge teachers on a daily basis.

The challenges posed by this diversity include;

- i. The need to develop a cohesive well-functioning group from a diverse group of students within a supportive welcoming environment.
- ii. The need to present content in multiple ways
- iii. The need to find ways to honour and accommodate individual student needs and preferences in addition to the needs of the group. When planning to teach after analyzing prerequisite skills, (for instance letter recognition a basic skill for later reading) the teacher may need to alter the objective for individual students.

### **2.11.1 Individualization, variation and diversity of responsive teaching**

Individualization, variation and diversity responsive teaching requires the teacher to first ensure the environment is prepared to cater for diversity. Creating a diversity responsive environment takes careful planning. The environment would be made up of physical objects, social interactions and emotional climate. The desired outcome is a physical environment where all students and families feel represented and comfortable and where all students are stimulated. A diversity responsive teacher will attempt to make connections between the classroom environment and the student's experiences at home, in their communities other countries etcetera. The teacher can develop these connections through, instructional methods, curriculum and management. Mismatches between home

and school culture can result in misunderstandings and a less than positive context for teaching and learning.

School curriculums have traditionally focused on the logical-mathematical and linguistic intelligences. Therefore, schools teach more effectively for the learners who have strong language and logical thinking skills. To ensure that other learners are not left behind, Gardner (1993) suggests that educational methods should be created and adjusted to be more flexible for learners who have different intellectual capacities, and should be re-designed and rearranged to use the multiple intelligences effectively so that those changes would benefit learners, teachers and society.

Thomas Armstrong (2000) listed four points to display the key ideas of Gardner's Multiple Intelligences theory, that; each person possesses capacity in all intelligences but some people perform extremely highly in all intelligences. Second, most people have the capacity to develop each intelligence to an adequate level of competency.

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

Based on Gardner's theory, Chapman and Freeman (1996) emphasize three implications that are useful for educational system: intelligence can be taught through teaching, intelligences are changing throughout life, and the existence of different intelligences that

different learners possess results in different learning styles and different needs. Hence Chapman (1993) suggests several implications of Gardner's theory which are relevant for English teachers. The implications are that everyone has at least an intelligence of strength, everyone has some weaker intelligence that can cause discomfort, weakness can be strengthened, and lastly one's brain is as unique as a fingerprint. These ideas suggest that teachers may need to ensure that their classroom teaching practices and programmes, take account of the different multiple intelligences of learners and the learning styles associated with each. In this way the particular and the different strengths of learners will be accommodated.

As far as Multiple Intelligences and Learner Profiles are concerned, every learner possesses at least an intelligence of strength. Thus, they represent different profiles for the whole class. To get a clear picture of learner profiles within the context of multiple intelligences, works by Armstrong (2000), Chapman (1993) and Gardner (1993, and 2004) could guide teachers. It is important to identify individual learner profile as it will constitute to class profiles. By knowing individual learner profiles and class profiles, teachers are able to decide on appropriate teaching strategies and learning activities for the class. If the class is strong in interpersonal intelligence, then teachers may adopt teaching strategies of cooperative learning and games and design learning activities that encourage learners to involve in high challenge, cooperative learning situations in the classroom such as group games.

Since learners have different intelligences, they own different learning styles or preferred ways of approaching learning. Some learners may find that they have a preferred style of learning or way of encountering the world and less use or experience with other styles.

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

Visual learners learn information mainly through the eyes. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They learn best from visual displays. They often prefer to take detailed notes to absorb the information. Auditory learners learn best through verbal lectures, discussion, talking things through and listening to what others have to say. They interpret the underlying meaning of speech through listening to tone of voice, pitch, speed and other nuances. To them, written information might have little meaning. They often benefit from reading text aloud and using audio equipment. For kinesthetic learners, they learn best through hands-on approach, actively exploring the physical world around them. They might find it hard to sit still for long periods and might become distracted. Thus, teachers need to present information using different styles. This variety in presentation of content and overall instructional approach allows learners to learn better and more quickly especially if the chosen teaching methods used better match their preferred learning styles.



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

Multiple Intelligences theory can be described not only as a philosophy or an attitude toward learning but also as possible techniques to be developed in the classroom. A teacher's role in a multiple intelligence classroom contrasts sharply with that of a teacher in a traditional classroom. In the traditional classroom, the teacher lectures while standing at the front of the classroom, writes on the board, questions learners about the assigned readings or handouts, and waits as learners finish their written work. In comparison, in the multiple intelligence classrooms, the teacher continually shifts method of presentation from linguistic to spatial to musical and so on. Teachers can also combine intelligences in creative ways. In teaching English, some strategies related to the development of communicative approach and competence based strategies can be applied by English teachers.

Multiple intelligences provide a wide variety of teaching strategies that can be implemented in the classroom to support the existing ones. The theory provides a road for accomplishing what good teachers have always done: reach beyond the text to make varied chances available for learners to learn and show evidence in learning. It allows a framework for teachers to reflect on their best teaching methods and to understand why

these methods work. It also assists teachers expand their teaching repertoires to include a broader range of methods, materials, and techniques for reaching a never-wider and more diverse range of learners Hatmanto (2004). In a multiple intelligence classroom, learners learn best through their areas of smartness or intelligence. Using Gardner's Multiple Intelligences, Lazear (2004) recommends intelligence profiles for learners.

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

Multiple intelligences theory gives teachers an opportunity to use integrated strategies which include various learning activities to fit learners of different Intelligence profiles, learning styles and learning preferences in classroom teaching. Besides, teaching through multiple intelligences has been found to increase interest and achievement in classroom assessment Leu (2005). In conclusion, English language teaching and learning through multiple intelligences that suit individual differences, and diverse learning styles and learning preferences should be enhanced in order to produce quality learners. It is very important to identify the student's individual differences and learning styles which affect the audience's language learning. It might be too difficult to meet the needs of all the

learning styles, all different personalities, cultures or abilities. However, what is crucial in effective language teaching is planning the lessons considering all these factors and preparing a variety of different activities which will appeal well to different learning styles, personalities or cultures in a learning process so that the learners enjoy learning more. The more the learners develop positive attitudes to learning the more successful is the learning process (Dunkin, 1997).

### **2.12 Evaluating the child's language learning environment and achievement**

The early childhood education takes place at a particular place and time. It is the place where the teachers and the children interact in the teaching and learning process. It is important to consider all the components of a learning environment because it is within the environmental context that children's needs are met, that they develop mastery and competence in areas such as language skills of reading writing and oral. A number of instruments are available for assessing the early childhood environment. Such tools are for research purposes, self-assessment and program evaluation by teachers and administrators. The most widely used instrument is the early childhood environment rating scale (ECERS).The scale rates all aspects of the physical and social environment and takes into account indicators of inclusion and cultural sensitivity, as well as age of children. It includes 43 items under the categories of space, furnishings, personal care routines, language reasoning activities, interactions program structure, parents and staff (Rosenfeld, 2004).

To determine that a language program has been effective, we must have evidence that change in the learner has taken place in one or more of the following domains in language(Annual editions: educating exceptional children 01/02-2002).

- Knowledge:** The learner demonstrates the mastery of knowledge that she or he had not previously mastered.
- Skills:** The learner demonstrates the mastery of new skills and new competences.
- Attitude:** The learner manifests a change in attitude towards language studies and its content areas as well as sustaining interest despite temporary setbacks.
- Motivation:** The learner shows an increased motivation for learning new difficult words and generally interest in education. Such a student may for instance use new words acquired.

### **2.12.1 Evaluating the teacher effectiveness**

According to Anderson (1991) teacher effectiveness can be measured using achievement tests such as classroom examinations, and questions posed when teaching to ascertain the learners understanding. Classroom interaction analysis instruments for example, the learning environment inventory developed by Chacko (1999) can also be used.

### **2.13 Theoretical framework**

The theory behind this study is the multiple intelligences theory postulated by Gardner (1993). According to multiple intelligences theory, there are eight types of intelligences which include visual, auditory, logical, mathematical intelligence, body kinesthetic, musical or rhythmic intelligence, inter personal and intrapersonal. No learner is alike and teachers must realize that a single teaching method fit for all will not work in a classroom. Therefore, Gardner (1993) suggests that educational methods should be created and adjusted to be more flexible for learners who have different intellectual capacities. A learner's strength in a particular intelligence has to be identified from the

onset to enable teachers to suit their teaching styles according to the intelligences and learning preferences of each individual learner.

Multiple intelligences theory gives teachers an opportunity to use integrated strategies which include various learning activities to fit learners of different intelligence profiles, learning styles and learning preferences in classroom teaching. Besides, teaching through multiple intelligences has been found to increase interest and achievement in classroom assessment Greenhawk (1997). Therefore, English language teaching and learning through multiple intelligences that suit individual differences, and diverse learning styles and learning preferences should be enhanced in order to produce quality learners.

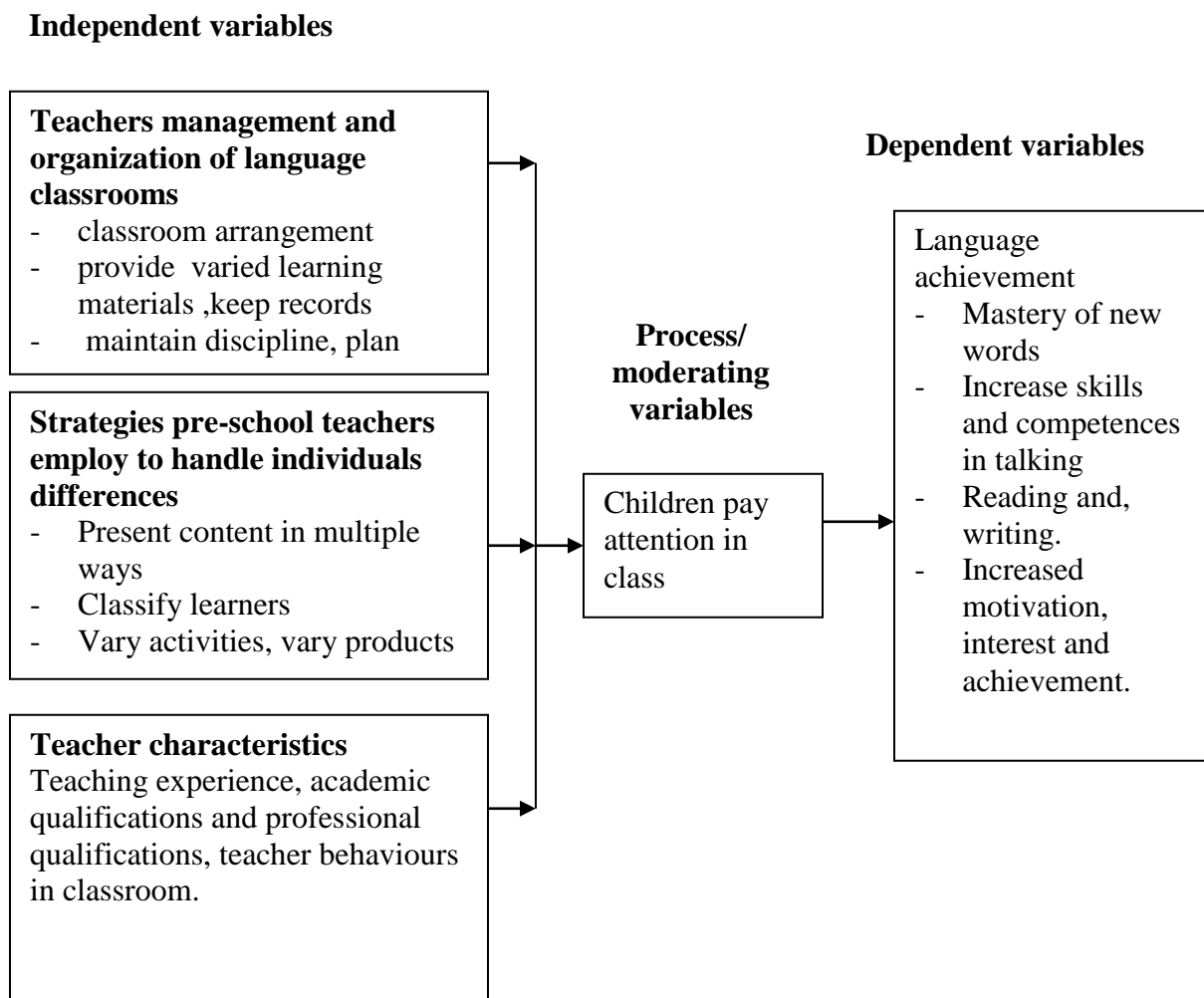
Thus language learner's differences should be identified. The literature reviewed showed that there is contradiction between different authors some for instance, Chapman claims that it is possible for every pupil to learn and master information and achieve the level of competence provided certain conditions are met. However many people find this idea difficult to accept, because society has tended to have a strong belief in individual differences and that not everybody can learn, which it has often attributed to one or more of the following, heredity, environment, religion, ethnic qualities, God or chance (Chapman 1996). The current study aims at clarifying the above disagreements.

#### **2.14 Conceptual framework**

From the literature review, it is evident that there are factors that interact to influence the achievement in language in pre-school. These include strategies used by teachers to handle individual differences and diversities, classroom management and organization, teaching approaches, children's attendance, teacher characteristics, parental involvement,

the school and home environment, and the learners' characteristics. In the current study the independent variables were the strategies used to handle individual differences, teacher characteristics, school environment and the children's characteristics, while the dependent variable was achievement in language.

**Figure 2.1: Effect of teacher's efficacy in handling individual differences on English language achievement**



Source: Researcher, 2014

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section focused on research design, target population, sampling procedure and sample size, research instruments, validity and reliability, procedure for data collection and data analysis.

#### **3.2 Research design**

Research design refers to the pattern that the research intends to follow, the plan or the strategy Oso and Onen (2009). The design used in this study was descriptive research design which used a mixed methods approach of both qualitative and quantitative techniques. This enabled the researcher to describe and explain characteristics of teachers and head teachers and the children's performance in order to get a holistic view.

#### **3.3 Target Population**

Target population refers to the total number of subjects, or the total environment of interest to the researcher (Oso and Onen,2009).According to the District Education Office Kajiado North, there were 34 pre-schools,70 pre-school teachers(two from each school)and 35 head teachers within Ngong Division. The target population was1400.

#### **3.4 Sampling procedure and sample size**

According to Oso and Onen, (2009), a sample is a part of the target (or accessible) population that has been procedurally selected to represent it. The sample of this study was constituted as guided by Gay (1981). He asserts that 10% of the accessible population is considered a minimum for descriptive research.

In this study, the researcher used stratified sampling techniques to ensure representation of the different categories of schools, that is, private and public. The schools were categorized into two- private 24 schools and public 10 schools. A half from each of the two categories was picked at random to make a total of 17 schools. All the 17 head teachers were included in the sample, as well as 2 pre-school class teachers from each school.

### **3.5 Research instruments**

These refer to the tools that were used in collecting data. The researcher used questionnaires, document analysis and observation techniques. Questionnaires contained both open and closed ended questions for parents, pre-school teachers and preschool head teachers. According to Oso and Onen (2009), questionnaires are suitable when the population is large and time is limited, and when the information required can be easily described in writing and when the population is literate. Questionnaire for pre-school class teachers focused teacher characteristics such as academic and professional, age, sex, teacher experience, teaching learning resources and as well as the strategies used to handle individual differences, while questionnaires for pre-school head teachers dealt with information about professional and academic qualification, facilities in the school and their usage, and the teaching learning resources used by teachers.

In this study teachers would have been uncomfortable to reveal their weaknesses as pertained to classroom processes. The researcher observed one lesson per teacher and recorded the unfolding events on a semi structured schedule. This focused on classroom population, physical learning environment, instructional materials, and teaching



strategies, activities in the classroom, instructional time, classroom management, and interactions.

### **3.5.1 Document analysis**

This refers to critical examination of information related to the issue under investigation. This enabled the researcher to access data which was resourceful for example teaching documents like lesson plans and attendance records. Progress records were also reviewed to determine the children's achievement in language. This technique was time saving and allowed the researcher to obtain information at own convenience without interrupting the teaching process.

### **3.6 Validity and reliability**

To enhance validity of the instrument a pilot study is carried out on a population similar to the target population. Mugenda (2003) defines reliability as the level of internal consistency or stability over time of the measuring instrument. To ensure reliability of the instrument in the study test- retest method was used. This involved administering the same test at an interval of two weeks to the same group and then comparing the scores prior to the final data collection. The researcher visited two sampled pre-schools where the instruments were administered at intervals of two weeks to the same respondents. When the instruments gave the same results they were considered valid and reliable

### **3.7 Procedures for data collection**

Before going out for data collection the researcher obtained permission from the board of post graduate studies University Of Nairobi, and the Ministry of Higher Education in Nairobi and District Education Office in Kajiado North County which gave authority to

the researcher to conduct the research. This permit authorized the researcher to have access to any relevant documents requested. The researcher then visited all the sampled pre-schools to inform the head teachers of the study and at the same time delivered the teachers and head teacher's questionnaires. The researcher also agreed on a convenient day to collect the questionnaires and to make observations of language lessons.

### **3.8 Data analysis**

The data collected was analyzed using descriptive method. Quantitative and qualitative approaches were used. After collecting the questionnaires the researcher checked through to ascertain completion of the responses. The researcher was guided by the research objectives and research questions in organizing the generated data. The data collected was coded, by classifying the responses into categories, and was presented in tables. Data was analyzed using frequencies and percentages. Interpretations were done and conclusions drawn.

### **3.9 Ethical consideration**

Great care was taken to ensure all participants were protected from harm and that privacy and confidentiality was maintained throughout the study. The participants volunteered to take part in the study. They were requested to sign a letter of consent indicating that they had accepted to participate in this study. Their identity was kept in confidence and they were asked not to write their names. They were assured that this search was for academic purposes only. However, it will be used in scientific conferences, seminars and journals.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This study investigated the effects of teacher's efficacy in handling individual differences on English achievement of pre-scholars in Kajiado North County. This chapter focused on the demographic information of the respondents, data presentation and interpretation of findings. Tables were used to present data, while frequencies (N) and percentages (%) were used to discuss the findings.

#### 4.2 The Response rate

Researcher targeted a sample of 51 respondents composed of head teachers and class teachers. The researcher obtained responses from all these respondents representing an average response rate of 100%. There were 17 head teachers respondents and 34 pre-school class teachers.

#### 4.3 Demographic information of Head teachers

The respondents had different demographic characteristics such as gender, age academic and professional qualifications, and experience as well as teachers behaviours. The findings are presented in Tables 4.1.

**Table 4.1: Head Teachers Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	13	76.47
Female	4	23.53
<b>Total</b>	<b>17</b>	<b>100</b>

**Table 4.2: Head Teachers' Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
2 and above	2	11.8
21-25	2	11.8
26-30	5	29.4
31-35	6	35.2
36-40	1	5.9
41 and below	1	5.9
<b>Total</b>	<b>17</b>	<b>100</b>

The analysis in table 4.2 indicates that majority 35.2% (N=6) of the head teachers were 31-35 years. At this age most of head teachers had completed their education and obtained professional qualifications.

**Table 4.3: Head Teachers' Academic Qualifications**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	2	11.8
Form 4	14	82.3
Form 6	1	5.9
<b>Total</b>	<b>17</b>	<b>100</b>

Table 4.3 revealed that majority of the head teachers 82.3% (N=14) had completed secondary school education and 5.9% (N=1) advanced level, making a total of 88.1% (N=15).

**Table 4.4: Head Teachers' Professional Qualifications**

<b>Professional qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Untrained	4	23.5
ECDE Certificate	4	23.5
ECDE Diploma	2	11.8
Degree	0	0
Others	7	41.2
<b>Total</b>	<b>17</b>	<b>100</b>

The findings in Table 4.4 revealed that, only 35.3 (N=6) head teachers had E.C.D.E. professional qualifications. A majority 41.2% (N=7) had professional training in primary teaching and held P1 certificates, while 23.5% (N=4) had no professional training at all.

A lack of ECDE professionalism may affect children's achievements in language. Such managers may not have the skills to effectively supervise teachers and ensure that their professional teaching documents are properly prepared to include individual differences and implemented.

**Table 4.5: Head Teachers' Experience**

<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
5 and <	7	41.2
6-10	6	35.3
11-15	3	17.6
16 and >	1	5.9
<b>Total</b>	<b>17</b>	<b>100</b>

On headship experience, findings in Table 4.5 revealed that a majority of the head teachers 41.2% (N=7) had only 5 years or less experience, while those with 10 or more years of experience were only 23.5% (N=4). The experience of head teachers may limit or contribute to their competence in dealing with curriculum supervision and management matters.

**Table 4.6: Pre- School Class Teachers' Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	1	2.9
Female	33	27.1
<b>Total</b>	<b>34</b>	<b>100</b>

From Table 4.6, it is evident that the majority of the pre-school teachers 97.1% (N=33) were females. This could be probably due to cultural beliefs which viewed the care of young children as being feminine.

**Table 4.7: Pre- School Class Teachers Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
16-20	6	17.65
21-25	6	17.65
26-30	10	29.4
31-35	8	23.5
36-40	4	11.8
<b>Total</b>		<b>100</b>

The findings in Table 4.6 indicate that majority of the pre-school class teachers were below 25 years of age.

**Table 4.8: Pre- school Class Teachers' Academic Qualifications**

<b>Academics qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	2	5.9
Form 4	32	94.1
Form 6	0	0
<b>Total</b>	<b>34</b>	<b>100</b>

The findings in Table 4.8 indicate that 5.9% (N=2) were primary school leavers, while 94.1(N=32) were form 4 leavers.

**Table 4.9: Pre- School Class Teacher's Professional Qualification**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Untrained	20	58.9
ECDE Cert	8	23.5
ECDE Dip	6	17.6
ECDE Degree	0	0
<b>Total</b>	<b>34</b>	<b>100</b>

The data analysis presented in Table 4.9 shows that majority of the pre-school teachers 58.9% (N=20) were untrained, while others were undergoing training and thus had no professional certificates.

**Table 4.10: Pre – School Class Teachers Experience**

<b>Experience in years</b>	<b>Frequency</b>	<b>Percentage %</b>
>2	12	35.3
3-4	8	23.5
5-6	8	23.5
7-8	4	11.8
9-10	2	5.9
<b>Total</b>	<b>34</b>	<b>100</b>

The findings in Table 4.10 indicate that majority of the teachers 35.3% (N=12) had less than 2 years' experience. According to Chacko (1999), a lack of professionalism and practice of teaching may affect children's performance because such teachers cannot effect proper planning in dealing with individual differences and methods of teaching.

#### **4.4 The data analysis is discussed per objective**

##### **4.4.1 Objective number one of the study**

Objective number one of the study sought to examine whether head teachers and teachers characteristics, such as experience, academic and Professional training, influenced how teachers handled individual difference in the classroom. The findings are presented in Tables 4.11, 4.12, 4.13. 4.14 and 4.15.



**Table 4.11: Head teachers’ response on adequacy and suitability of physical, checking lesson plans/schemes of work and English learning resources and achievement in English language**

Adequacy of teaching learning resources	Frequency	Percentage	Check lesson plan/scheme of work	Percentage	Achievement in English language	Frequency	Percentage
Yes	10	58.8	7	41.2	Very good	7	41.2
Fair	5	29.4	0	0	Good	6	35.2
No	2	11.8	10	59.8	Poor	4	23.6
<b>Total</b>	<b>17</b>	<b>100</b>	<b>17</b>	<b>100</b>		<b>17</b>	<b>100</b>

The findings in Table 4.11 indicate that head teachers without ECDE professional qualifications were not conversant with suitable physical environments for pre-school children, as well as the adequacy and suitability of learning resources. The findings in Table 4.11 show that majority 58.8% (n=10) stated that their resources were adequate whereas observation revealed that only 41.2% (n=7) had adequate and suitable resources. These were the schools which had very good performance in the English language. Rosenfeld (2004) recommends that assessment of early childhood environment should consider physical and social environment as well as indicators of inclusion and cultural sensitivity.

**Table 4.12: Pre- school class teachers experience and the handling of individual differences**

Experience in yrs	Varied learning corners		Varied teaching methods		Varied sitting arrangement		Varies motivation of learners		Varied learning materials		Vary Lesson plan	
	F	%	F	%	F	%	F	%	F	%	F	%
Below 2	1	7	0	0	2	11	0	0	3	19	0	0
3-4	3	21	2	18	5	28	2	22	3	19	1	14
5-6	4	29	4	36	5	28	3	33	4	25	2	29
Over 7	6	43	5	46	6	33	4	45	6	37	4	57
<b>Total</b>	<b>14</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>7</b>	<b>100</b>

The data in Table 4.12 show that out of 14 respondents who indicated addressing differences by using varied learning corners 7 % (n=1) had an experience of less than 2 years, 21 % (n=3) had an experience of 3-4 years, 29 % (n=4) had experience of 5-6 years, and 43% (n = 6) had an experience of over 7 years. The implication is that, more experienced teachers used varied learning corners unlike the less experienced teachers.

At the same time, findings in Table 4.12 also indicated that a few inexperienced teachers 18 % (n=2), those with an experience of 4 and less years, addressed individual differences by use of varied teaching methods compared to 46% (n= 5) of the more experienced teachers. The findings also indicate that more experienced 33 % (n=6) teachers addressed individual differences by varying sitting arrangements against 11 % (n= 2) of less experienced teachers.

More experienced teachers (45% (n=4) also varied ways of motivating learners, than less experienced teachers 22 % (n= 2 ). 37 % (n=6) teachers with an experience of over 7 years, used varied learning material unlike 19% (n=3) of those with an experience of less than 2 years. Most experienced teachers with over 7 years' experience 57% (n=4 ) also planned for different learner's unlike 14 % (n=1) of those with an experience of less than 4 years.

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

**Table 4.13: Teachers professional qualifications and individual differences**

Professional Qualifications	Vary Learning corners		Vary Teaching Methods		Vary Sitting arrangements		Vary ways of motivate		Vary learning aids		Vary Lesson Plan	
	F	%	F	%	F	%	F	%	F	%	F	%
Untrained	3	21	0	0	4	22	0	0	2	13	0	0
ECD Cert	5	36	5	45	58	44	4	44	8	50	2	29
ECD Dip	6	43	6	55	6	34	5	56	6	37	5	71
<b>Total</b>	<b>14</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>7</b>	<b>100</b>

From Table 4.13 it is evident that the untrained teachers did not vary their teaching methods, ways of motivating learners and lesson planning to cater for individual learners. It also shows that, 21 % (n= 3) of untrained teachers, 36 % (n= 5 ) of ECD

certificate teachers and 43% of the diploma teachers used varied learning corners. The table also shows that 45% (N=5) of ECD Certificate teachers and 55 % (n= 6) diploma teachers used varied teaching methods. On sitting arrangements, the findings show that, 22% (n= 4) untrained teachers varied sitting arrangements, while 78% (n= 14) of the trained teachers varied sitting arrangements. This depicts that trained teachers are more skilled at addressing issues of individual differences in the classroom.

**Table 4.14: Teachers academics qualifications and individual differences**

	F	%	F	%	F	%	F	%	F	%	F	%	
Primary (KCPE)	1	7	0	0	2	11	0	0	2	13	0	0	
Form (KCSE)	4	13	93	11	100	16	89	9	100	14	87	7	100
<b>Total</b>	<b>14</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>7</b>	<b>100</b>	

The data analysis in Table 4.14 indicates that 7 % ( n= 1) of teachers who were primary school leavers, used varied learning centers against 93% ( n-13 ) secondary school leavers. Primary school leavers did not vary teaching methods. Regarding sitting arrangement, 11 % ( n-2 ) primary leavers varied sitting arrangement against 89% (n=16) of secondary school leavers.

The findings in Table 4.14 also show that 13 % (n=2) primary school leavers and 87% (n= 14) secondary school leavers varied learning materials. It is also evident that primary school leavers did not address individual differences in the lesson plan, while 100 % of those who varied lesson plans were form 4 leavers. These findings

indicate that teachers' academic achievement positively contributed to the handling of individual differences in the classroom.

**Table 4.15: Teacher social behaviors and individual differences**

Teacher behavior	N	NEVER	%	ALWAYS	%	TOTAL
Share decision making with students	34	26	76	8	24	100
Emphasizes student responsibility and sense of belonging	34	22	65	12	35	100
Speakers respectfully and caringly all to student demonstrated enthusiasm and listens attentively	34	24	71	10	29	100
Plans gender and cultural activities	34	26	76	8	24	100
involved students in discussions on rules and guidance and counseling when infractions of rules occur	34	26	76	8	24	100

The analysis in Table 4.15 indicated that the majority of teachers, 76% (n=26) did not share decision making with children. Only 24% (n= 8) teachers allowed children to share in decision making.

The findings also show that, 65% (n=22) of teachers did not emphasize students responsibility and sense of caring. This contradicts Lemlech (2010) who claimed that it was important for students to feel a sense of identity which motivates attendance, cooperative behavior and ability to learn.

Majority of the teachers 71% (n= 24) did not speak to children politely and respectfully. Most tended to shout. Most children appeared shy, fearful withdrawn in those classrooms and only 29% (n=10) teachers, talked to children politely and warmly. In such classrooms children freely interacted with teachers and were observed laughing and enjoying the lessons.

This concurs with Lamlech (2010), who opined that demonstration of the teachers respect and caring for all students through individual personal interaction helps to create a positive and friendly classroom environment. Majority of the teachers 71% (n=24) did not demonstrate enthusiasm and listened attentively to children.

From the findings, it is evident that most teachers 76% (n-26) did not plan culture inclusive activities. In one observation, a teacher gave instructions in mother tongue which some children could not comprehend because of ethnic differences. This contradicts Lamlech (2010) who recommends the selection of a curriculum that is racially and culturally inclusive and relevant for all students as it promotes interest and motivation for learning. Majority of the teachers did not involve students in discussions, and in setting rules regarding guidance and counseling.

In cases of indiscipline most teachers resorted to physical punishment by beating children with sticks, slapping and pinching them and at times insulting them as well. This contradicts Lamlech (2010) who highlights that systems that reinforce teacher responsibility, control, and total authority tend to destroy students' self-esteem and do not promote an internal locus of control. He adds that, teachers can address discipline problems by insisting on student participation in setting classroom happenings by referring back to those rules and standards when misbehavior occurs, and guides students to use their own standards.

#### **4.4.2 Objective number two of the study**

The second objective of the study sought to determine if the teachers' management and organization of language classrooms reflect the presence of individual differences of English language learners. The findings are presented in table 4.16.

**Table 4.16: Management of language classroom and individual differences**

Components of classroom management	Application of individual differences					
	N	No	%	yes	%	Total
1. Planning activities in advance that include appropriate and varied learning experiences, and teaching methods to stimulate different intelligences.	34	26	76	8	24	100
2. Setting a stimulating physical learning environment to include adequate space, child sized furniture's mats, flexible sitting arrangement, good lighting and ventilation.	34	18	53	16	47	100
3. Learning resources arranged in varied learning centers within children's reach	34	20	59	14	41	100
4. Management of time using a daily schedule that provides for individual and group, teacher and child activities.	34	19	44	15	56	100
5. Maintenance of varied Accurate, updated pupils records	34	12	35	22	65	100
6. Maintaining class discipline by involving all children in rule setting	34	28	82	6	18	100

The analysis of Table 4.16 indicates that majority of teachers did not plan activities that included varied learning experiences only 24% (n=8) teachers included varied experiences, for different groups in their lesson plans. This practice contradicts Dunkin (1997) who suggested that teachers should vary learning options and teaching methods to accommodate students with different learning styles. Lamlech (2010) also notes that an



effective teacher anticipates resources needed, physical space needs, and individual and group needs, then plans to avoid pitfalls.

The findings in Table 4.16 also showed that 53% (n=18) of the learning environments were not stimulating. In most of these classrooms, children were seating on benches which did not support their backs and were arranged in rows facing the teachers. Spaces in between rows were not adequate for free movement. In most schools children did not vary seating arrangements except for 47% (n = 16) of the schools which had suitable learning environments. (Lamlech 2010) noted that in a classroom where tables were in straight rows it was difficult for children to develop discussion skills. Lamtech (2010) also highlights that, if a classroom environment does not support the activities a teacher chooses, management problems arise resulting in student boredom, lags between responses, off-task behavior, and teacher frustration.

The analysis in Table 4.16 also showed that, majority of the teachers 59% (n=20), did not arrange materials in varied learning centers. This is contrary to findings of Menza (2012) who opined that materials in a pre-school class are best arranged in learning corners. Additionally, Lamlech (2010) highlights that learning corners offer children learning choices and coax and appeal to their individual natural inquisitiveness.

The data analysis in Table 4.16 showed that majority of the teachers (56%) n=9 did not provide for individual differences in their time schedules by failing to provide for free choice activities. Others had free choice on the time table, but instead used the time for other activities like memorizing sounds of the alphabet. When asked why they did this, some teachers explained that they considered free choice activities a waste of time. This

view contradicts Brisbane (1988) who highlighted that good schedules for young children in group settings feature a balance of teacher and child-selected activities.

The data analysis in Table 4.16 indicated that only 35% (n=12) of the teachers maintained varied and updated and accurate records. Most of the teachers had only updated the attendance register. Majority of teachers 65% (n=22) did not have records such as the socio-emotional records, health records and others. This is contrary to the view of Corekin (2009) who opined that, Accurate educational records are necessary for fully understanding pupil's developmental milestones and other important events, learning styles, behavior and tracking grades among others.

The analysis in Table 4.16 revealed that majority of the teacher 82% (n=28) did not involve children in rules setting in line with the suggestions of Coles (2010). Coles opined that main focus for applying discipline is on ensuring that children own the consequences of indiscipline, which is achieved by allowing children to set own rules with guidance from the classroom teacher.

#### **4.4.3 Objective number three of the study**

The third objective of the study sought to examine the strategies preschool teachers employed to handle individual differences in the classroom. The findings are presented in table 4.17.

**Table 4.17: Strategies employed to handle individual differences**

Strategy to handle individual difference		Yes	no	Total %
1. Differentiating content	34	24% (n=8)	76% (n=26)	100
2. Differentiating process	34	18% (n=6)	82% (n=28)	100
3. Differentiating products	34	24% (n=8)	76%(n=26)	100
4. Differentiating environment	34	47% (n=16)	53% (n=18)	100
5. Inviting parents for	34	5.9%(n=2)	94.1%(n=30)	100

The analysis in Table 4.17 showed that 24% (n=8) handled individual differences by differentiating content. This involved modifying the complexity, depth and pacing of information, to suite different learners. Majority 76% (n=26) did not differentiate the content, similar activities were given to all learners.

The findings also revealed that 82% (n=28) did not differentiate process/instructional means. They tended to teach the whole class as a group. The analysis in Table 4:16 indicated that, majority of the teachers 76% (n=26) did not differentiate products they gave all children the same activities. Majority (53%) n=18 of the teachers did not differentiate the environments by providing different resources and learning centers as well as grouping children.

From the open ended questions and observation schedules, teachers who did not consider individual differences gave reasons that all the children were able to learn, while those who claimed that they always considered individual differences explained that they planned according to the children's abilities. The teachers who claimed that they

sometimes considered individual differences when planning for English lessons expressed that it depended on the “theme.”

When asked if they invited parents to find out about differences in children’s background, culture, hobbies and religion only 5.9% (N=2) always invited parents for discussion, 94.1% (n=32) never invited parents. Armstrong (2000) stresses the importance of collaborating with parents. He claims that a combination of environment factors such as instruction, parents and exposure to cultural activities contribute to achievement of learners

These findings contradict Lamlech (2010) who advocated for the differentiation of instruction to provide equal access to developmentally appropriate learning experiences through multiple pathways to a common goal. Similarly, Jani (2007) criticizes teachers who impose their preferred ways to learn, or deal with confusion on every child they encounter.

#### **4.4.4 Objective number four of the study**

The fourth objective of the study sought to find out the effects of employing different strategies to handle individual differences on children’s achievement in English. The findings are presented in table 4.18.

**Table 4.18: Strategies employed to handle individual differences and achievement in English**

<b>Strategies for handling individual differences</b>	<b>Frequency</b>	<b>Percent</b>	<b>Achievement in English (100 %)</b>
Lack of Differentiation	14	41.2	49 and below
Differentiation of content, process, products and environment appropriately	8	23.5	70 and above
Differentiating infrequently and inappropriately	12	35.3	50-69
<b>Total</b>	<b>34</b>	<b>100</b>	

The analysis in Table 4.18 indicated that only 23.5% (n=8) were able to score highly that is, 70% and above in English tasks. These were the lessons whereby the teachers applied a variety of strategies which included, Differentiation of content, process, products and environment appropriately. This included, grouping children in interest and ability groups, using different materials and varying the teaching methods. The findings also showed that, 41.2% (n=14) scored poorly at 49% and below. These were classrooms in which teachers did not handle individual differences appropriately. These findings concur with ideas advanced by Hamanto (2004) who claims that teaching through multiple intelligences increases interest and achievement in classroom assessment. Similarly, Gardner (2004), advocated for a suitable learning environment for all types of learners, which should have displays for visual learners, tactile materials for kinesthetic learners and audio equipment for auditory learners.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarized the findings of the study and presents conclusions, recommendations and suggestions for further research.

#### 5.2 Summary

The purpose of this study was to explore the effects of teacher's efficacy in handling individual differences on English language achievement of preschoolers in Kajiado North County. The following were the research objectives: Research objective one aimed at examining whether teacher characteristics such as teaching experience, academic and professional qualifications influenced the handling of individual differences, Research objective two sought to determine if the teacher's management and organization of language classrooms reflected the presence of individual differences of English language learners, Research objective three aimed at finding out the strategies pre-school teachers employed to handle individual differences in the English language pre-school classrooms in Kajiado County, while Research objective four sought to find out the effects of employing different strategies to handle individual differences on the English language achievement in Kajiado North County.

The research design for this study was the descriptive research design. The sample comprised of 17 head teachers, 34 pre-class teachers. Data was collected by use of questionnaires for head teachers, pre-school teachers and observation schedule.

Findings of this study revealed that the teacher's efficacy in handling individual differences had an effect on language achievement. For example in language lessons where a variety of strategies to handle differences were used achievement was high and vice versa as shown in analysis in Table 4.8

Findings also revealed that teacher characteristics such as teaching experience, academic and professional qualification influenced the way teachers handled individual differences. The trained teachers particularly those with Diploma certificates had lesson plans 5.9% (N=2) which catered for learners differences while all of the untrained teachers did not have lesson plans and schemes of work. 64.7% (N=22) of all the participating teachers did not plan for individual differences as evidenced by their lesson plans. It was also noted that most of the untrained teachers were teaching in the preschools because it was the only work they could find.

## **5.5 Conclusions**

Based on the findings of the study, it is concluded that the teacher's efficacy in handling individual differences has an influence on children's language achievement.

Teacher's academic qualifications and professional training was important. Regular refresher courses are required in order to keep the teachers updated on changes in curriculum and methods of teaching. The study also concludes that, teachers should strive to understand the children's differences, in order to incorporate them while teaching, to enhance children's achievement in English language.

### **5.3 Recommendations**

Based on the findings the study recommends that: Pre-school teachers should be trained and that those already trained should attend regular refresher courses in order to be oriented to any changes in the curriculum and methods of delivery. It is also recommended that all pre-school head teachers should have ECDE professional qualifications. Preschool teachers should also understand their learner's backgrounds and unique differences which need to be factored in when planning English language lessons.

The study recommends that further studies should be done on areas such as: effects of home environment on children's English language development, and effects of parental characteristics on children's English language development since these factors may also affect achievement of pre-school children in the English language.



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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

#### Letter to respondent

University of Nairobi,  
Department of educational  
Communication and technology  
P.O.Box 23072.  
Lower Kabete.

Dear Sir/Madam,

**RE: RESEARCH ON THE EFFECT OF TEACHERS EFFICACY IN HANDLING  
INDIVIDUAL DIFFERENCES ON ENGLISH LANGUAGE ACHIEVEMENT IN  
KAJIADO NORTH COUNTY.**

I am a post graduate student at the University of Nairobi carrying out a research on the above topic and I have sampled your school to help me obtain the necessary data.

Information gathered will be used for academic purposes. I am kindly requesting for your co-operation to allow me collect information from your school.

Thanks for your cooperation.

Yours Faithfully,

Catherine Kanya.

## **APPENDIX II: QUESTIONNAIRE FOR PRESCHOOL HEAD TEACHERS**

The purpose of this Questionnaire is to help the researcher evaluate the human resources and learning environment. Kindly respond to all the items in all the sections. Your identity will be treated with strict confidentiality and information gathered will not be used for any other purpose than academic purpose.

### **SECTION A: BACKGROUND INFORMATION**

1. Please indicate your age .....Gender .....
2. How long have you been in the teaching profession? .....
3. What is your academic qualification?  
Primary school [ ]                      Form four [ ]  
Any other specify.....
4. What is your professional qualification?  
E.C.D.E Certificate [ ]                      Diploma [ ]  
Degree [ ]                      Other specify .....

### **SECTION B: LEARNING ENVIRONMENT**

5. Do you consider the physical resources and English learning resources adequate?  
Yes [ ]    No [ ]    Fair [ ]
6. Comment on the language achievement of pre-scholars in your school  
Poor [ ]    Good [ ]    Very good [ ]

7. Which are the instructional resources used in language teaching in this school?

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8. Are the language resources adequate for teachers and pupils?

Yes [ ]                      No [ ]

9. Do you check for evidence of the following in lesson plans

	Yes	No
i) Use of different learning resources	[ ]	[ ]
ii) Use of varied teaching methods	[ ]	[ ]
iii) Use of varied sitting arrangements	[ ]	[ ]
iv) Use of varied learning tasks	[ ]	[ ]



### **APPENDIX III : PRE-UNIT CLASS TEACHERS QUESTIONNAIRE**

The purpose of this questionnaire to help the researcher establish the teachers' characteristics, the children's diversities, teaching methods and the teacher's collaboration with parents. Kindly respond to all the items in all the sections. All information will be treated as confidential. Please do not indicate any names of people or school.

#### **SECTION I: DEMOGRAPHIC INFORMATION**

1. Age .....
2. Sex            male [ ]    Female [ ]
3. What is your professional qualification?  
ECDE certificate [ ] Diploma [ ] others specify .....
4. Indicate your academic qualification  
KCPE [ ]    KCSE [ ]    KACE others specify .....

#### **SECTION II: CLASSROOM ENVIRONMENT AND TEACHING LEARNING PROCESSES**

5. What criteria have you used to arrange the children in class.....  
In groups [ ]    Not in groups [ ]    Ability groupings [ ] interest [ ]  
Others specify .....
6. Do you consider individual differences when planning an English language lesson  
Sometimes [ ]                    always [ ]                    never [ ]
7. (a) How many activities do you give in an English language lesson.....  
(b) How do you cater for individual differences in an English language lessons?...
8. Do you invite parents to discuss about their child/children in your class?

Yes [ ] No [ ] Sometimes [ ]

9. Do you use the following types of sitting arrangements?

	Yes	No
Desk rows	[ ]	[ ]
Groups	[ ]	[ ]
Circle or semi-circle	[ ]	[ ]
On carpets or mats	[ ]	[ ]

10. How often do you prepare the following documents?

	Not done daily	weekly	monthly	termly
Scheme of work	[ ]	[ ]	[ ]	[ ]
Lesson plan	[ ]	[ ]	[ ]	[ ]

11. Do your lesson plan include the following

	Yes	No
i) Varied teaching methods	[ ]	[ ]
ii) Different group activities	[ ]	[ ]
iii) Varied learning materials	[ ]	[ ]
iv) Cultural inclusive activities	[ ]	[ ]

12. Do you keep the following records?

Type of record	Yes	No	Uses
Attendance register			
Health record			
Progressive card			
Children's family record			
Socio emotional record			
Anecdotal record			
Timetable			
Lesson plan and scheme of work			

13. i. What time does your lesson begin? \_\_\_\_\_

ii. Do you adhere to the timetable Yes [ ] No [ ]

14. Which language activities do children engage in during the lesson?

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**APPENDIX IV : OBSERVATION SCHEDULE**

The purpose of this questionnaire to help the researcher establish the teacher characteristics, the children’s diversities, teaching methods and the teacher’s collaboration with parents. Kindly respond to all the items in all the sections. All information will be treated as confidential. Please do not indicate any names of people or school.

To check if teacher planning/teaching documents cater for individual differences

1. Schemes of work: Yes [ ] No [ ]
2. Lesson plan: Yes [ ] No [ ]
3. Are teaching teaching/learning materials adequate, suitable and reflects cultural differences?  
Yes [ ] No [ ]
4. Children achievement in ongoing English language activities  
70% and above [ ] 50 -69% [ ] 49% and below [ ]
5. To observe children’s records

Type of record	Yes	No	Uses
Attendance register			
Health record			
Progressive card			
Children’s family record			
Socio emotional record			
Anectdotal record			
Timetable			
Lesson plan and			
Scheme of work			

6. Observe time management in the classroom and adherence to the table  
Yes [ ] No [ ]

7. Observe sitting arrangements

Seating arrangements	Activities being done	Comments
Rows		
Groups		
Semi circle		

8. Observation of classroom social environment

Teacher interaction with learners	Yes	No
does the teacher listen to children's questions and conversations		
Does the teacher share decision making with children		
Does the teacher involve children in setting rules		
Does the teacher demonstrate enthusiasm?		
Does the teacher encourage student participation?		
Does the teacher speak respectfully and caringly to students?		
Does the teacher show sensitivity to cultural differences?		
Does the teacher praise and provide positive feedback?		
Does the teacher give clear and concise directions?		
Does the teacher talk to each child individually?		

9. How do you maintain classroom discipline?

Observation of how discipline is maintained

	Never	sometimes	always
Physical punishment	[ ]	[ ]	[ ]
Ridicule	[ ]	[ ]	[ ]
Guidance and counseling	[ ]	[ ]	[ ]
Reward	[ ]	[ ]	[ ]

10. Observe teaching learning materials (Tick if available)

Letters, cutouts, pictures, puzzles, reading, books, flash cards, stones, sticks, models, modeling clay, pencils, papers, crayons, coloured, pencils, paint, paint brushes, differently coloured objects, shapes, sizes

11. Observe learning corners (Tick if available)

Language corner, science corner, social studies, home, baby corner, water play, sand play, modeling corner, construction corner, painting corner, book centre, drawing and coloring corner, threading corner, puzzle corner,

Display wall of charts - theme or interest based at children's eye level

12. Observe Language Activities given in an English Lesson

**a) Activities for oral skills**

Role play, singing games, news telling and storytelling, listening to recorded sounds, responding to verbal instructions, answering oral questions, discussing, reciting rhymes and poems.

**b) Activities for reading skills**

Looking at pictures, looking at letter sounds and books, recognizing the alphabet, reading simple words and sentences, playing games like fishing, matching words with pictures

**c) Activities for writing**

Making random marks on paper scribbling, tracing, modeling, copying letters and words, joining dots, writing patterns, filling letter puzzles, handling various writing tools

## APPENDIX V: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471,2241349  
254-020-310571,2213123, 2219420  
Fax: 254-020-318245,318249  
when replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

Date:

**NCST/RCD/14/012/1587**

**28<sup>th</sup> November 2012**

Catherine Njuguini Kanya  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

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

Following your application dated *16<sup>th</sup> November, 2012* for authority to carry out research on *“Effects of teacher’s efficacy in handling individual differences on English achievement of pre-scholars in Kajiado North County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado North County** for a period ending **31<sup>st</sup> August, 2013**.

You are advised to report to the **District Commissioners and the District Education Officers, Kajiado North 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.

**DR M.K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioners  
The District Education Officers  
Kajiado North County.

*“The National Council for Science and Technology is Committed to the Promotion of Science and*