INFLUENCE OF TEACHER CHARACTERISTICS ON MOTIVATION OF PRE-SCHOOL CHILDREN IN LEARNING THE ENGLISH LANGUAGE IN STAREHE DISTRICT IN NAIROBI COUNTY

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DECLARATION

This is my original work and has not been presented for a degree in any other

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This work is dedicated to my parents, Elijah Ndungu and PeninaWambui who have worked tirelessly to see me through my Education.

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ABSTRACT

The purpose of this study was to find out the influence of teachers' characteristics on motivation of preschool children in learning the English language in Starehe District Nairobi County. The study was guided by the following objectives: establish the effects of teacher's experience; investigate the impact of teacher's attitude, determine the impact of teacher's pragmatism and evaluate the effects of teacher's flexibility on motivation of pre-school children in learning at Starehe District. The study adopted a descriptive survey design that employed quantitative and qualitative approaches. The study was guided by Maslow's human needs theory. Questionnaires, interview and observations were used to collect data from teachers, head teachers and pre-school children respectively. Data were analyzed by use of percentages, frequencies, mean and standard deviation. Data was presented by use of tables, charts and graphs. This was further analyzed and presented through narratives, tables and graphs. The findings of the study revealed that teachers who have been in the profession for a long time motivated pre-school children better than those who are fresh from colleges. They encourage both boys and girls in the English language activities. However, the teachers who are certificate holders have poor pragmatism concept and are not flexible enough to achieve that level of motivation which leads to children's good performance. The study concluded that there is a need to have regular in service training for the preschool teachers in order to equip them with new teaching methodology. The government should also provide resource materials to preschools to supplement what the parents provide. The study recommends that the teachers' training programme should cater for the future requirements of the teachers in the classroom. The study also recommends that there should be more research done in a larger scope. The study also recommends that more research should be done on parental involvement in children's performance.

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ACRONYMS AND ABBREVIATIONS

DICECE	District Centre for Early Childhood Education
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
KACE	Kenya Advanced Certificate of Education
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
NACECE	National Center for Early Childhood Education
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A pre-school teacher is one who instructs children from 3 to 5 years of age which stands as the youngest stretch of early childhood education. These pre-school teachers nurture, teach and care for these young children. They provide early childhood care and education through a variety of teaching strategies. The teachers plan and implement a curriculum that covers various areas of child's development, such as motor skills, social and emotional development, and language development. Their role in the development of children is very vital since they introduce children to reading and writing, expand vocabulary, creative arts, science and social studies. Pre-school children learn mainly through investigation, play and formal teaching and this is why the pre-school teachers capitalize on children's play to further language and vocabulary and development using storytelling, rhyming games and acting games, improve social skills by having children work together.

In addition to being knowledgeable about the subject they teach, pre-school teachers must be experienced in the profession, have a positive attitude towards the profession, and be pragmatic and flexible to help children succeed in their studies. Pre-school teachers must also recognize and respond to individual and cultural differences in the children and employ different teaching methods that will result in higher children achievement. They should be organized, dependable, patient and creative. They should employ multicultural methods of teaching.

The teachers must also be able to work co-operatively and communicate effectively with other teachers, support staff, parents and members of the community. Howes (1997) argues that teacher's level of education such as professional status and experience have been reported to be one of the factors that have great impact on children's performances. Teachers professional status is related to teaching behavior and interactions they have with children. Teachers who have more experience on early childhood education have positive relationship with their school children. The arousal, regeneration and sustaining of the children's enthusiasm for learning depends on the utilization of the teachers power of motivation during the pre-school English learning activities. This constitutes an important task for the teacher.

The classroom should have atmosphere which is usually a major impact on children's motivation and attitude towards learning. Greenwald (1999) notes that teacher's characteristics such as academic and professional qualifications have an influence on how a teacher is able to motivate the pre-school children in achieving the expected interest, completion of English activities, neatness in class work, and participation during the English lesson.

According to the National Association for the education of young children, the most important characteristic for teachers in early childhood development is enthusiasm and passion for children. This goes well beyond interacting with them, beyond wanting to make a difference to each and every child. Teachers must have the desire to unlock every child's door to learning and overcoming any obstacle a child may have.

Teachers working with young children should have patience and humour. The nature of their age makes young children rambunctious, with short attention spans and little self-control. Every child learns differently thus making the teacher's work more challenging. Patience combined with a sense of humour helps the teacher control and manages the children's behavior while focusing on the end goal.

Bandura (1971) suggests that early childhood teacher needs to have learned effective skills for working with young children and for communication with them at their level. They should be able to communicate with the child's parent about his needs, skills, problems and achievements so that both parties (teacher and parents) can help the child overcome his/her emotions. The teacher should also communicate with other teachers who come to her class on daily basis in order to achieve a more rewarding and positive outcome. In our global society teachers must be prepared for multi-cultural classrooms with many ethnics, cultures and traditions. This is because every child comes to school with a unique personality and learning style in order to reach and teach this child effectively, teachers must respect these differences and work with each child's style. This will help the teacher to create a warm and friendly atmosphere for learning.

Lesson plans should suit the activities and objectives for individual learning styles. The teacher should be flexible and ready to adjust the approaches of teaching in order to cater for individual differences.

1.2 Statement of the problem

Motivation is a crucial aspect of teaching and learning Pintrich, Marx, and Boyle, (1993), argue that learning and motivation are so interdependent that is it impossible to understand learning without understanding motivation. Evidence for this relationship is the strong positive correlation between motivation and achievement. Children who are highly motivated to learn are more likely to achieve high grades as compared to those who are less motivated (Weinstein, 1998). Therefore, motivation can be defined as the psychological process that directs and sustains children's behavior towards learning. There is intrinsic and extrinsic motivation. In intrinsic motivation, a child is involved in a learning activity because he/she finds it interesting to solve a problem or a challenge on his own, while in extrinsic motivation a child engages him/herself in a learning activity in order to receive an award.

Studies by Bandura (1974) have shown that certain factors motivate children to learn. They include classroom environment, learning materials, parent involvement in their children's learning. A teacher who is the custodian of knowledge, instructor and care giver to these children should keep in mind that the type of motivation a child brings to the classroom is highly dependent on the condition of learning that he/she creates in the classroom (Muller, 1999). Therefore, a teacher needs to have a repertoire of classroom strategies that will support student's motivation to learn. This is why the researcher sought to find out the impact of teacher characteristics on motivation of pre-school children in learning the English language in Starehe district in Nairobi County which has continuously performed poorly in KCPE for the last four years.

1.3 Purpose of the study

The purpose of this study was to find out the impact of teachers characteristics on motivation of pre-school children in learning the English language in public schools in Starehe district in Nairobi County.

1.4 Research objectives

The study sought to achieve the following objectives:

   i.   Establish the impact teachers' experience has on motivation of pre-school children in learning the English language.

   ii.   Determine the influence of teachers' attitude on motivation of pre-school children in learning the English language.

   iii.   Establish the impact of teachers' pragmatism on motivation of pre-school children in learning the English language.

   iv.   Determine teachers' flexibility on motivation of pre-school children in learning the English language.

1.5 Research questions

   i.   What are the effects of teachers' experience on motivation of pre-school children in learning the English language?

   ii.   What is the impact of teachers' attitude on motivation of pre-school children in learning the English language?

   iii.   What is the impact of teachers' pragmatism on motivation of pre-school children in learning the English language?

iv.   What are the effects of teacher's flexibility on motivation of pre-school children in learning the English language?

1.6 Significance of the study

The study might be useful to the many Early Childhood Department (ECD) stakeholders and the English teachers whose aim is to achieve quality Education in line with vision 2030. The policy makers and other stakeholders might also benefit from the findings of this study because the findings may guide them in formulating new policies on learning and teaching of English in ECD centers. The study might be useful to Kenya Institute of Curriculum Development (KICD) because it has shed some light on the type of experiences teachers have in schools and the curriculum needed to motivate learners. The policy makers such as Teacher's Service Commission (TSC) would find this valuable in their objectives to provide quality education at ECD level.

1.7 Limitations of the study

The study was limited by financial constraints in terms of transport. In addition, the researcher assumed that the respondents were sincere in filling the questionnaire as this could affect the outcome of the study. The researcher experienced time limitations because lunch breaks in order to avoid absenteeism from work place. The study was based on a specific area, that is Huruma and Mathare clusters within Starehe District, which did not give a clear representation of other clusters within Starehe District. That means that the findings of the study cannot be generalized.

1.8 Delimitation of the study

The study focused on 11 public pre-schools, 22 ECD pre-school teachers, 16 head teachers and 300 ECD children between the ages of 5 to 6 years. It is important to highlight that Starehe District has two educational Zones, that is Juja and Central zones, each with two educational clusters.

1.9 Assumptions of the study

The study assumed that all the pre-school teachers managing the schools have had some form of teacher training, that is, they have acquired an early childhood certificate from a college. It also assumed that the participants would fill in the questions and answers honestly.

1.10 Definition of key terms used in the study

Academic level: the highest level of Education the teacher has attained E.g. Kenya Certificate of Primary Education, Kenya Certificate of Secondary Education.

Attitude: a set of perceptions, beliefs or feelings of the teacher as far as motivating the children are concerned.

Characteristics: distinguishing features of the teacher.

Flexibility: a mix of delivery and learning options used in pre-school learning

Impact: the effect or visible help that pre-school get from learning

Influence: the extent to which teachers characteristics have effect on Motivation

Motivation: the internal state that arouses directs and maintains behavior.

Pragmatism: an approach that assesses the truth of meaning of theories or beliefs in

terms of the success of their practical application in learning

Professional level: the training the teacher has received as far as early childhood

education is concerned. E.g. college certificate/diploma or degree.

Teacher: learner's instructor

Teaching Experience: the number of years a pre-school teacher has taught in a Pre-

school.

1.11 Organization of the study

The research study is organized into 5 chapters. The first chapter starts with background to the problem followed by statement of the problem. In the same chapter the purpose of the study is outlined followed by highlighting of the research objectives and research questions. The limitation and delimitation of the study follow. The significance of the study is also outlined and the chapter concludes with the basic assumption. Chapter two comprises of literature review of the study, theoretical and conceptual framework. Chapter three deals with research methods which include research design, the population covered in the study and the method of sampling procedures. The instruments used in data collection as well as their validity and reliability are also in this chapter. Chapter four includes data analysis, presentation of findings and discussion. Chapter five has the summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section dealt with characteristics of an effective Early childhood teacher, language development, language acquisition, social learning theory, teacher's experience and motivation of pre-school children in learning the English language, teachers attitude and motivation of pre-school children in learning the English language, teacher's pragmatism and motivation of pre-school children in learning the English language, teacher's flexibility and motivation of pre-school children in learning the English language and conceptual framework.

2.2 Characteristics of an effective early childhood teacher

What does it take to be an effective early childhood teacher? This is a question that has gnawed at reflective teacher educators, idealistic teachers and worried families who place their young children under the care of another adult. Effectiveness as a teacher stems from a combination of knowledge, skills and personal characteristics (Katz, 1993). While aspiring teachers can increase their knowledge and develop their skills, their personal characteristics, which involve the social-emotional and spiritual realms in addition to the cognitive, are likely to be more fixed.

Cantor (1990) notes that one can have both knowledge and skill, but without a disposition to make use of them, very little will happen. Since personal characteristic are rooted feelings and beliefs, we can neither observe them directly nor assess them through

traditional methods, which makes them difficult to identify. A study done at Ball state university (Johnson, 1980) surveyed 227 public school teachers and 14 principles to determine the characteristics correlated with teacher effectiveness. According to the study, an effective teacher has the following characteristics, has a sound knowledge of the subject matter, take personal interest in each child, and establish a caring, loving and warm atmosphere.

The teacher should also conduct thorough instructional, plan and organize learning. She/he should be child-oriented. A more recent study, Taylor & Wash (2003) found out the personal characteristics that can contribute to good early childhood education had the following characteristics. Passion is having enthusiasm for children which makes a truly effective teacher. Perseverance is another characteristic which can also be looked at as "dedication". Teachers have to be willing to be long-term advocates for improving the lives of the children. Willingness to take risks as a characteristic makes a teacher go against the norm. Taking risks means not settling for any answer if a yes will improve the quality of child's education.

Pragmatism is the flip side of perseverance and willingness to take risks. The teacher knows which battles are winnable and when to apply their resources in support of the child. In line with pragmatism, is the characteristic of patience. The teachers should have patience both when dealing with the system and when working with children and their families. Not every child learns quickly, other have even behaviors that can even challenge the most effective teacher.

Another characteristic is flexibility which leads to successful teaching. Indeed, early childhood education demands that you be able to deal well with change and the unexpected. An example is when a teacher has to cancel an outdoor play because of unexpected rain. Respect as a teacher's characteristic is very important and especially when the teacher respects children and their families.

According to the study, this characteristic was identified as an "appreciation of diversity". They described it as not only respecting children and their families of all backgrounds, but also as maintain the belief that everyone's life is enhanced by exposure to different backgrounds who speak a variety of languages. We know that children's self-concepts flourish in an environment of respect and good teachers create this environment naturally.

Creativity according to the study is another characteristic that a teacher should possess. It takes creativity to teach in a physical environment that is less ideal or when resources are limited. It takes creativity to teach children from diverse backgrounds that might not approach education in the same way. It takes creativity to teach children with differing learning styles and most of all it takes creativity to make learning fun. Creativity is a hallmark of an effective early childhood teacher.

Love of learning. In order to inspire children with love of learning, teachers themselves ought to exhibit this characteristic. Teachers who are lifelong learners send children the message that learning is an important part of life. Sense of humor is a vital characteristic of effective teaching.

Learning should be fun, nothing conveys this message more than a room filled with spontaneous laughter. In fact the study concludes this characteristic by "All children ask is that we love them and respect them and be willing to laugh when it's funny".

2.3 Language development

Language development is a process starting early in human life. Infants start without language, yet by 4 months of age, babies can discriminate speech sounds and engage in babbling. Usually, productive language is considered to begin with a stage of preverbal communication which infants use gestures and vocalization to make their intents know to others. Language development is thought to proceed by ordinary process of learning in which children acquire the forms, meaning and uses of words and utterances from the linguistic input. The method in which we develop language skills is universal; however the major debate is how the rules of syntax are acquired.

Chomsky (1965) in his nativist theory argues that language is a unique human accomplishment. He says that all children have what is called innate language acquisition device. This device provides children with the ability to construct novel sentences using learned vocabulary. Chomsky's claim is based upon the view that what children hear, their language input is insufficient to explain how they come to learn language. He argues that linguistic input from the environment is limited and full of errors. Therefore, nativist assumes that it is impossible for children to learn linguistic information from their environment.

However, because children possess the LAD, they are in fact able to learn language despite incomplete information from their environment. The empiricist theory suggests that there is enough information in the linguistic input children receive and therefore, there is no needs to assume an innate language acquisition device exist. Rather than a LAD which evolved specifically for language, empiricists believe that general brain processes are sufficient for language development. During this process, it is necessary for the child to be actively engaged with their environment. In order for a child to learn language, the teacher or the care giver adopts a particular way to appropriately communicate with the child; this is known as child-directed speech (CDS). This is used so that children are given the necessary linguistic information needed for their language.

Other researchers embrace on interactions perspective which consists of social interaction theories of language development. In such approaches children learn language in the interactive and communicative context, learning language forms for meaningful moves of communication. The theories focus mainly on the teacher's attitude and attentiveness to their children in order to promote productive language habits. The behavior focuses on the importance of the language environment. The young child needs appropriate language models and constant feedbacks as they communicate. Piagets (1962), and Vygotsky (1962), viewed the development of language as a complex interaction between the child and the environment which is influenced by both social and cognitive development. Both Piaget and Vygotsky (1962), believed that as children develop language, they actively build a symbol system which helps them to understand the world. Piaget believed that cognitive development led to the growth of language whereas Vygotsky viewed language

as development thought. Vygotsky stressed the importance of communication with others as a major factor in the development of a child's language. His theory describes the importance of the zone of proximal development which is present in interactions children have with adults. This zone is described as the distance between the child's actual development level determined by independence problem solving and the level of potential development as determined by independent problem solving under adults guidance.

This adult guidance is called scaffoiding.in order for the scaffolding to be effective, it must match the child's development level. For example, an adult whose goal is to provide an appropriate amount of scaffolding may engage in a conversation with young children using various strategies. Once the teacher knows what the child thinks, he/she can decide which ideas to confirm and which one to extend and determine how much information a child can assimilate during learning.

Casasola (2013), did a research which provides a window into how babies learn and develop language skills during the first two years of life. Her findings demonstrate that infants learn their language well before they speak their language. What is apparent from Casasola's research however is the degree of complexity that babies possess in learning language and how the use of novel words and events promotes learning. She was particularly interested in the interaction between cognition and language development during the first 2 years of development.

Casasola's research, found out that teachers can use labeling of objects to develop language. By labeling an object, the teacher identifies the names of specific objects for the children. Example: when the child picks up a ball, the teacher may respond, ''That's a ball''. Researchers assert that children's early vocabulary development is stimulated when teachers label items, thereby facilitating children's ability to associate words with object.

2.4 Language acquisition

There are examples of language learning, processing which represent a few of the many development between birth and linguistic maturity. During this period, the children discover the raw materials in the sounds of their language learn how they are assembled into longer strings and map these combinations into meaning. These processes unfold simultaneously, requiring the children to integrate their capabilities as they learn to crack the code of communication that sounds them.

Researchers are assembling a variety of methodologies to uncover the mechanisms underlying language acquisition. Months before infants utter their first word; their early language-learning mechanisms can be examined by once recording responses to new combinations of sound. Once children begin to link words together, experiments using real-time measure of language processing can reveal the ways linguistic information are integrated during listening. Acquiring English language in most African societies is done on the basis of acquiring a second language after the first language which is learnt in the child's environment.

Acquiring a second language requires understanding the difference between learning a first language and a second language. The first language develops without formal instructions, by children being constantly exposed to the environment rich with the language over the course of many years. The richness of the language environment in which children learn the amount of language they are exposed to and type of language they are expected to, influences how thoroughly children learn their native languages. As they learn their native language, what they learn influences how well and how rapidly native language learning will occur (Hart and Risley, 1995). In contrast learning a second language usually depends heavily on learning experience in more constructed environment associated with the classroom setting. In these settings a major goal is formally to teach children the elements of language that are learnt much more informally in their native language.

According to Chomsky (1965), language is a cognition that truly makes us human. Researchers are finding evidence that human beings have finite ideas (sentences) with many sets of symbols (speech sounds and word). There is also evidence in mastery of complex skills in younger children. Infants as young as 12 months are reported to have sensitivity to the grammar needed to understand sentences. One of the earliest scientific explanations of language acquisition was provided by Skinner (1957). He accounted for language development by means of environmental influence.

Skinner argued that children learn language based on behaviorist reinforcement principles by associating words with meaning. Correct utterances are positively reinforced when the child realizes that communication is value of words and phrases. They also learn words and syntax by imitating others. They associate words by sound made by objects action and events. Chomsky (1965), argued that children will never acquire the tools needed for processing an infinite number of sentences if the language acquisition mechanism was dependent on language input done. It is suggested that children are sensitive to patterns in language which enable the acquisition process. An example of this gradual pattern learning is morphology acquisition.

Morphemes are the smallest grammatical units in language that utter words. In English when the child hears sufficient number of instances of a linguistic construction, she/he will detect patterns across the utterances he has heard. Chomsky argues that human brains have a language acquisition device (LAD), and innate mechanism or process that allows children develops language skills. According to this view, all children are born with a universal grammar which makes them receptive to the common feature of all languages.

2.4.1 Social learning theory

Social learning theories help us to understand how people learn in social context (learn from each other) and informs us how teachers construct active learning. The theories emphasize the importance of observing and modeling the behavior, attitudes and emotional reactions of others. They found that both environments and cognitive factors interact to influence human learning and behavior.

Rotter (1954), in his social learning theory focused on peoples deep-seated instinctual motives as determining behavior. Individuals were seen as being naïve in their unconscious impulses, and treatment required long-term analysis of childhood experiences. Even learning approaches at the time were dominated by drive theory which held that people are motivated by physiologically based impulses that press the individual to satisfy them.

The main idea in Rotter's (1954), social learning theory is that personality represents an interaction of the individual with his or her environment. To understand behavior one must take both the individual (his/her life history of learning and experiences) and the environment (those stimuli that the person is aware of and responding to) into account.

Vygotsky, (1962), a Russian teacher and psychologist, stated that we learn through our interaction and communication with others. He examined how our social environments influence the learning process. He suggested that learning takes place through the interaction children have with their peers, teachers and other experts. Consequently, a teacher can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration and feedbacks. Vygotsky (1978), argued "language is the main tool that promotes thinking, develops reasoning and support English activities like reading and writing".

As a result instructional resources that promote literacy across the curriculum play a significant role in knowledge construction as well as combination of the whole class participation, individual and group work and independent learning. The teacher plays the

important role of a facilitator creating the environment where directed and guided interaction can occur. In essence, Vygotsky recognizes that learning always occurs and cannot be separated from a social context.

Albert (1977), in his social learning theory states that behavior is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways. The people or individual observed are called models. The children in society are surrounded by many influential models, such as parent within the family, characters on children TV, friends with their pear group and teachers at school. They pay attention to some of these models and their behavior and in later time they may imitate the behavior they observed. If the child imitates a model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior. So this behavior has been reinforced.

Reinforcement can be external or internal and can be positive or negative (Bandura, 1971). If the child wants approval from the teacher, it is an external reinforcement but feeling happy about being approved of, is an internal reinforcement. A child will behave in a way which he/she believes will earn approval because it desire approval. Children will want to attach themselves to models that possess qualities seen as rewarding. The motivation to identify with particular model is that they have a quality which the child would like to possess.

2.5 Teachers' experience and motivation of pre-school children in learning the English language

It is expected that an experienced teacher should be able to provide for psychological needs of the child which include the need for love, friendship and intimacy in an attempt to motivate the learner in English language. The teacher of pre-school should be able to develop good teacher-child relationship, children need to feel that their teacher loves them as individuals and are genuinely concerned about them. Teachers should ensure that the environment is secure for children and there is no bullying. Discipline should be child-friendly so the teacher should avoid canning, abusing and sending them home for minor offences. Children will learn better in a school where they feel safe and secure. Past experience can help an individual to learn new concepts, which are somehow similar to the earlier ones (Bandura 1971 & Gumo 1977).

Research suggests that experience can be a factor acting as a teacher and sharpener for better understanding of a subject to be learnt (Weinstein, 1998). The experience might be significant or insignificant to an individual depending on what one has acquired earlier and how one applies to new learning (Gumo, 2003). Teaching experience can be perceived as reliable prediction of a person's ability to handle a certain task. Sidhu (1982), attests that successful teaching experience is a valuable asset.

Bell (1978), continues to say that teaching experience can be useful in teaching by ensuring that the teacher selects appropriate models of instructions. It is believed that an experienced teacher is knowledgeable and has gained variety of skills of teaching by

teaching for a long period of time. However according to Hanushek (1971), Hanushek (1997), and Hanushek (2001), this only applicable to in the first five years of teaching. Teachers seem to incrementally contribute to student learning. This experience of the first five years in the classroom is positively associated with children achievement in reading at the elementary and middle school level.

However, Barnes (1985) observed through the early years of teaching, it may not directly follow the same pattern in the later years of teaching. Thus the attribute of teachers experience were investigated in this study.

According to Goe (2007), teachers experience may entail classroom practices that the teacher employs. They include ways in which teacher interact with children and the teaching strategies they use to accomplish specific teaching tasks. The practice may involve aligning instruction with assessment, communicating, performance, providing intellectual challenges, allowing the children to explain what they are learning. Using formative assessment to understand what the degree to which experience and subscribing to cohesive sets of best teaching practices. Teachers' practices refer to a process view of teacher quality, which could be described as described as instructional quality.

2.6 Teachers' attitude and motivation of pre-school children in learning the English language

Teachers attitude is believed to an important factor in determining the teaching and learning of English. If teacher's attitude is negative towards teaching English, this will in turn affect the pupils learning and hence their performance in English. Irumbi (1990), and Cockcroft (1982), noted that there is no area of knowledge where a teacher has more influence over the attitude as well as the understanding of his/her children, than he does in mathematics. During his professional life a teacher of English may influence for good or ill the attitudes to English of several thousands of young people, and decisively affect many of their career choices. This indicates that teacher's attitudes towards English have greater impact on English than any other area of knowledge.

Oketch (1986), found that teacher's attitude towards English is significantly related to the children's attitude and achievement. Mwangi (1986), had similar findings when he found that teacher's negative attitude was being reflected in the children's poor performance in English. Alvidrez (1999), documented the relationship between teacher's attitude towards English and pupils achievement in English, found out that pupils taught by teachers with negative attitude towards English are low achievers in English. Thus teachers' attitudes have a significant role in children achievement in the subject. Addie (1999), in her study revealing what urban early childhood teachers think about English and how they teach it; found out that, attitudes towards English were significant in relation to years of experience. Teachers with 30 or more years of experience had more positive attitude towards English than teachers with 1-3years of experience.

Muller (1999), noted that teachers who set high standards and have high expectations for their children are likely to elicit motivation to do well in the pre-school children during the learning of English language. If the child senses that a teacher believes that they can accomplish certain goals in a classroom, they tend to believe that they can also make it and so are motivated to learn English and achieve set goals. Teachers must be on guard against allowing stereotypes and judgment to influence their expectations. Teachers can develop their expectation for individual characteristics such as race, behavior and academic work such as homework completion.

Johnson (1967), noted that "it is the attitude which are built that are highly involved in the attitude the teacher builds that are basis of your rank as a successful teacher." This indicate that if a child develops a positive attitude towards a given subject, then the chances of liking that subject and performing well in it are increased. Aiken (1970), studies the relationship between attitude and performance and concludes that; the relationship between attitude and performance is certainly the consequence of reciprocal influence in that attitude affects achievement and in turn affects attitude. Mwangi (1986), had similar findings. When he found out that teachers attitude was being reflected in children performance.

If teachers like and value their subjects, this positive attitude will show through and will have a powerful influence on the motivation of children. Positive attitude of the teacher towards English plays a positive role in causing the children to learn the subject effectively and thus achieve good grades in the subject. A teacher who accepts the fact

that low achievers are teachable, a teacher who has missionary spirit and a respect for the worth of pupils with limited ability, a teacher who is concerned and interested in individuals, a teacher who can make a pupil fell he/she not only belongs but Is important, a teacher who can install a sense of worthiness, responsibility and desire to achieve. A teacher who cares enough to give his best to the lower achievers will make the program a success.

2.7 Teacher's pragmatism and motivation of pre-school children in learning the English language

Pragmatism regards teacher as a helper, guide and philosopher. The chief function of pragmatic teacher is to suggest problems to his pupils and to stimulate them to find by themselves, the solutions, which will work. The teacher must provide opportunities for the natural development of innate qualities of children. His main task is to suggest problems to his pupils and to guide them to find out solution.

To utilize the interest of the pupil is the basis of discipline here. The teacher and pupils attack a problem jointly. Teacher's role is that of a guide and a director; it is the pupil who acts, learning this becomes a cooperative venture- a joint enterprise. Pursuit of common purposes enforces its own order. Education becomes a social process of sharing between the members of the various groups and all are equal partners in the process. That is no rewards also there are no placing for the martinet so any punishments. The discipline proceeds from the life of the school as a whole (Miettinen, 2006).

The whole emphasis of method of teaching in pragmatism is on child, not the book, or the teacher or the subject. The dominant interest of the child is "to do and to make". The method should be flexible and dynamic. It must be adaptable and modifiable to suit the nature of the subject matter and potentiality of the students.

The pragmatist's curriculum provides for creative and purposeful activities in the teaching- learning process. Pragmatists regard school is as miniature of society where child gets real experiences to act and behave according to his interests, aptitudes and capacities.

Project method is a contribution of pragmatist philosophy in education. According to Kilpatrick "a project is a whole hearted purposeful activity carried out in a social environment". The child learns by doing says John Dewey. All learning must come as a product of action. Learning by doing makes a person creative, confident and co-operative. They also emphasize the discovery and enquiry methods. The method like problem solving, play-way, experimental and laboratory techniques which follow the principle of learning by doing can be used according to pragmatic view. Education is a process of development.

Knowledge is gained by experiences and experiments, conducted by the learner himself. One exercise leads to another and so on and the area of knowledge is widened by the child. The process of reconstruction of experience goes on and leads to adjustment and development of personality. For pragmatists educational process has no end beyond itself. In addition to the individual it is continuous reorganizing restructuring and integrating the

experience and activities of the race. Thus education will be useful if it brings about the growth and development of the individual as well as the society in which he lives. Education is meant for the child and child is not meant for education and child is not empty bottle to be filled up by outside knowledge.

Each child is born with inherent capacities, tendencies and aptitudes which are drawn out and developed by education. One of the aims of education is to develop all the inherent capacities of the child to the fullest extent.

2.8 Teachers' flexibility and motivation of pre-school children in learning the English language

An early childhood teacher will be challenged to find new experiences to share with children. Guide children, do not lead them, and move in a direction that interests the child. As a guide, allow the child to choose their learning and playing style while making safety your number one concern. Give up the notion that a teacher knows everything. Become a partner in learning and encourage children to find their own answers instead of providing the answers for them. By being a partner, teachers learn with the children and share in their experiences.

Early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, and interact, children find learning easy and fun! To nurture is to nourish. Nurturing a child encompasses all aspects of development: social, emotional, cognitive, and physical. In

every interaction, a teacher should nurture appropriate growth and development. Teachers must also take care to listen to a child including interpreting words and actions. Listening carefully helps teachers determine a child's needs and aids in furthering the child's development. Teachers communicate with many people throughout the day: parents, children, support staff, the general public, and administrators. Early childhood teachers must be prepared to communicate with all of these people. You should feel comfortable opening up, asking questions, seeking advice, and sharing your experiences.

Paperwork, lesson planning, preparing materials and the environment, and negotiating require teachers to have strong management skills. Managing a classroom requires organizational skills, attention to detail, and commitment. There are many balls in the air and it is your job is to keep them up and moving. Teaching is full of many responsibilities, roles, and challenges. Like most worthwhile endeavors, it brings both challenges and rewards. Be flexible and you will more readily enjoy the rewards of teaching young children.

2.9 Theoretical framework

The study was guided by Maslow's motivational theory. Maslow's hierarchy of needs has had a dramatic influence on the field of early childhood education. Traditional beliefs regarding educational methodology have shifted to a more humanistic approach with didactic (teacher centered) methods seen to be useful in attaining some skills in education.

One of the most important goals in education is to learn, followed by developing an understating of the material to retain it and apply it in life. In order to do this children need to be motivated enough to work hard to achieve his/her goal. Without motivation to learn, it is unlikely that the education will succeed to the extent that is intended in order to maximize this motivational desire, the teachers need to attend to the needs of the children. By understanding Maslow's hierarchy of needs, teachers can work towards realizing the basic needs that develop the foundation for higher learning or actualization. Therefore teachers need to have an understanding that in order to function, children need their basic physiological needs satisfied. By fostering a trusting, safe environment, with a classroom social network and providing the teachers, children will be more able to focus on their learning.

Being aware of Maslow's hierarchy is in the best interest of both the teacher and the child. The teacher should use her knowledge of the hierarchy to structure both the lesson plan and the classroom environment. Ideally the classroom would meet as many of the needs of the children as possible, especially the safety, belonging and esteem needs. This of course assumes the physiological needs of the children have been met beforehand. However if the physiological needs have not been met, then the teacher has a basis to understand that the children would not be able to focus on learning. The teacher should make necessary arrangements to help the children in whatever way is needed. Children are happiest and will work best if there need are being met, so as a teacher it is vital to know what these needs are and how to go about meeting them.
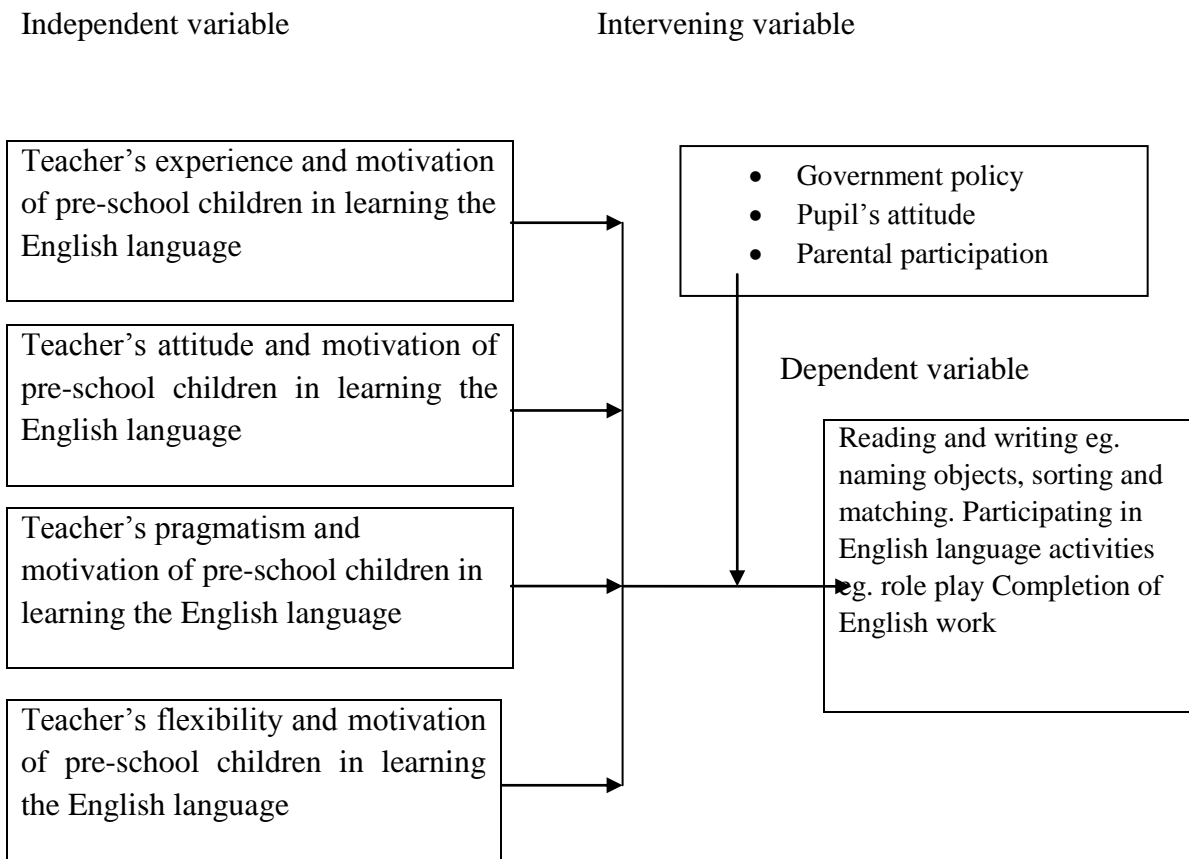
2.10 Conceptual framework

Bronfenbrenner (1979), advocates that the physical facilities, equipment and material, classroom management, parent involvement, social economic factors, social cultural factors present in the environment in which children live, and the inter-personal relationships of the persons with whom they interact, influence children development. ECD teacher are the most important persons in children's inter-personal relationships. One of the most important environments therefore is the level of ECD center teacher motivation. The study focuses on the impact of teacher's characteristic on motivation of pre-school in learning English language. These include teacher's pragmatism, attitude, experience and teachers" flexibility and how they promote both intrinsic and extrinsic motivation to the children.

The basis of the study's conceptual framework is that pre-school teacher's background characteristics are the core determinants of pre-school children's achievements in the English language although other extraneous variables may influence. The study perceives English language achievement by children as a function of teacher characteristics. The teachers' characteristics include experiences and attitudes he/she will utilize in order to come up with the appropriate methodology for impacting the English language concepts. This eventually influences the whole learning process culmination to either successful learning outcomes or non-successful learning outcomes that is gauged by learner's achievement in the English language. The moderating variables which might likely influence learning outcomes and are not controlled include the government policies, pupils' attitude, parental involvement and availability of teaching and learning materials.

Figure 2.1: Conceptual framework

Independent variable   Intervening variable

| Teacher's experience and motivation of pre-school children in learning the English language |

| Teacher's attitude and motivation of pre-school children in learning the English language |

| Teacher's pragmatism and motivation of pre-school children in learning the English language |

| Teacher's flexibility and motivation of pre-school children in learning the English language |

| • Government policy
• Pupil's attitude
• Parental participation |

Dependent variable

| Reading and writing eg. naming objects, sorting and matching. Participating in English language activities eg. role play Completion of English work |

Source: Researcher 2014

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main focus for this section was to describe the research design, the target population, the sample size and sampling procedure, research instruments for data collection, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

The study employed a descriptive survey design which used a mixed methods approach of quantitative and qualitative data. Orodho (2002), descriptive survey designs are used in preliminary and exploratory studies to allow the researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (1999), on the other hand gave the purpose of descriptive research as determining and reporting the ways things are without manipulating the variables. Borg and Gay (1989), noted that descriptive survey research is intended to produce stratified information about aspects of education that interest policy makers and educators.

3.3 The population

Target population refers to a complete set of individuals, cases or objects with common observable characteristics (Mugenda & Mugenda, 2003). The target population for this study comprised of 31 public pre-schools attached to primary schools with a population of 900 pre-school children. The pre-school children under target were between 5-7 years of age from two education clusters namely Huruma and Mathare in Juja road education

zone. The 5-7 year olds were selected for the study because they are being prepared to join class one and therefore are able to read and write. The teachers of these pre-school children also formed the population of this study.

3.4 Sampling size and sampling procedure

Sampling means selecting a given number of subjects from a defined population as representative of that population. Koul (1984), defines sampling as the process by which a relatively small number of individuals are selected and analyzed in order to find out something about the entire population. However, it is agreed that the larger the sample size the smaller the sampling error. The researcher used stratified sampling to select 11 pre-school out of the 30 pre-schools in Starehe District, which is equivalent to 36.6% of the target population. Gall (1993), recommends 20% minimum sample size. From the 11 schools, all the head teachers and their two pre-school teachers from the school were included in the study. This was done through simple random sampling. Therefore the study sample comprised 11 head teachers and 22 pre-school teachers and 300 children from public primary schools both in Huruma and Mathare clusters in Starehe District.

3.5 Research instruments

In this study, questionnaires, interview, and observation were used. Gall (2006), states that questionnaire give respondent's freedom to express their opinions and also to make suggestions. The questionnaires were used to gather data from the pre-school teachers, while interview were used to collect data and information from the head teacher, observation was used to collect data from the children. The questionnaire for the pre-

school teachers consisted of two parts. Part one consisted of three items on demographic data of teachers. Part two contained 10 questions with information on influence of teacher characteristics on motivation of pre-school children. Interview guide for the head teacher consisted of 8 questions on influence of teacher characteristics on motivation of pre-school children. In this study, Interview guide for the children consisting of 5 questions was used to get information influence of teacher characteristics on motivation.

3.6 Validity of the instruments

According to Orodho (2005), validity is concerned with the degree to which empirical measure or several measures of a concept accurately represent that concept. Mugenda and Mugenda (1999), explain that validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It has to do with how accurately the data obtained in the study represents the variables of the study to validate the research instruments of the study. The researcher sought the opinion of her supervisor on content, clarity, ambiguity, level of language and any other additional information on the questionnaire to make the instrument more comprehensive and to ensure it measures the variables intended for the study.

3.7 Reliability of the instruments

Mugenda and Mugenda (1999), define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Fraenkel and Wallen (1993), refer to reliability as the consistency of an instrument to yield the same results at different time. Items that were left blank or unanswered in ways that the

researcher did not predict were modified and clear instructions were given to respondents so as to avoid misinterpretation. Reliability of the instruments was also determined by establishing whether there are ambiguities in any item and whether the instruments elicited the type of data anticipated and also if the type of data desired were meaningfully analyzed in relation to research questions.

3.8 Procedure for data collection

The researcher first sought permission from the National Commission and from the head teachers of the selected schools in writing. The researcher was informed by the head teachers of the days she would visit the schools to collect data. Data collection was done by the researcher herself. The questionnaires were personally administered by the researcher to the respondent. The researcher allowed the respondents sufficient time to respond to the items on the questionnaires. She collected the questionnaires on the following day. The researcher personally interviewed the respondents kept all data in a locked brief case.

3.9 Data analysis

There is qualitative data analysis and quantitative data analysis. Qualitative analysis of data refers to non- empirical analysis. Thematic analysis was done on qualitative data derived from open ended questionnaire items. The main themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information.

All the collected data was coded and analyzed by use of the statistical package for social sciences (SPSS) which determined the frequencies, percentages, mean and standard deviation. The findings of the data analysis were presented in tables, bar graphs and pie charts.

3.10 Ethical issues

The issue of Ethics is very important because despite the high value of knowledge gained through research, knowledge cannot be persuaded at the expense of human dignity (Yuko, 2009). Each individual's right to privacy were respected and cherished. The respondents were not required to write their names on the questionnaires. They were also assured that the information they gave would be treated confidentially. The ethical considerations involved explaining to the head teachers and preschool teachers the purpose and method of data collection. This enabled the researcher to obtain their informed consent before data collection.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The purpose of the study was to find out the influence of teacher's characteristics on motivation of pre-school children in learning the English language in Starehe District Nairobi County.

4.2 Questionnaire return rate

This was as shown on Table 4.1.

Table 4.1: Questionnaire return rate

Respondents of the study		Returned Questionnaires	Return Rate (%)
Teachers	22	22	100.0
Head Teachers	11	11	100.0
Children	300	265	88.3
Total	**333**	**298**	**89.5**

Table 4.1 shows that the respondents were as follows; Teachers were 22, Head teachers were 11, while children were 265.

4.4.1 Demographic information of the respondents

The demographic information of the respondents was analyzed and the findings are presented in Figure 4.1, 4.2, 4.3, 4.4 and 4.5
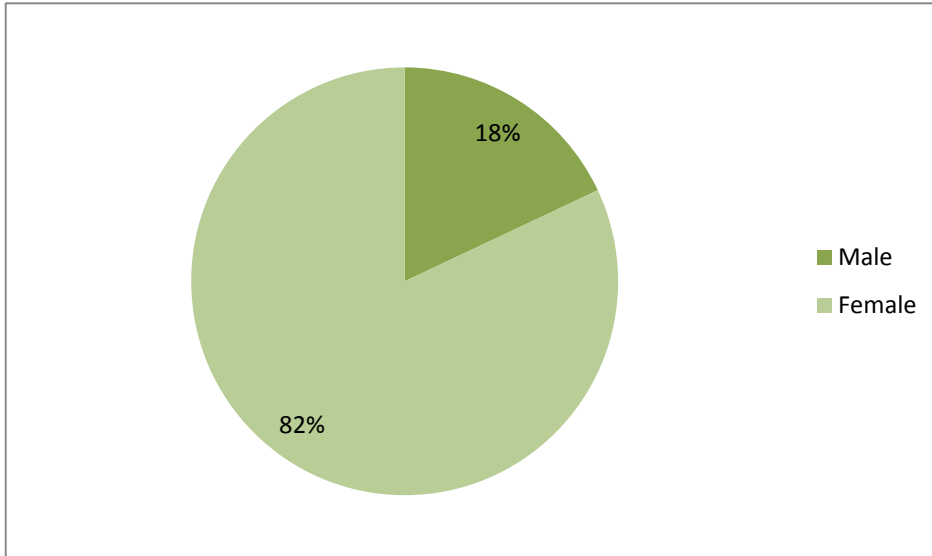
Figure 4.1: Teachers' gender

Figure 4.1 shows that there were more female teachers (82%) than male counterparts (18%). This could provide an indication of the impact female teachers have on the study on the influence of teacher characteristics on motivation of pre-school children in learning the English language in Starehe District in Nairobi County.

4.4.2 Teachers' levels of education

The teacher's level of education is shown on Figure 4.2.
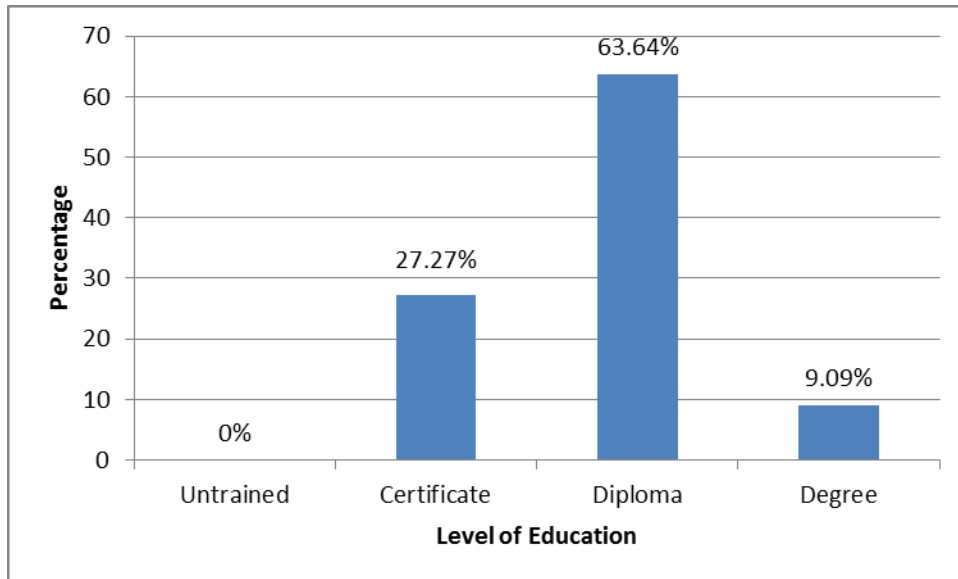
Figure 4.2: Teachers' level of education

Figure 4.2 shows majority of the teachers (63.64%) are diplomas holders, 27.27% are certificate holders, while 9.09% are degree holders. This shows that most are qualified and therefore are likely to effectively use, inquiry based method in English in pre-school despite their personal characteristics.

4.3 The data of the study was discussed as per the objectives

4.3.1 Objective number one

The first objective sought to establish relationship between teachers' experience and motivation of pre-school children in learning the English language. The findings are presented in Figure 4.3, 4.4 and 4.5.

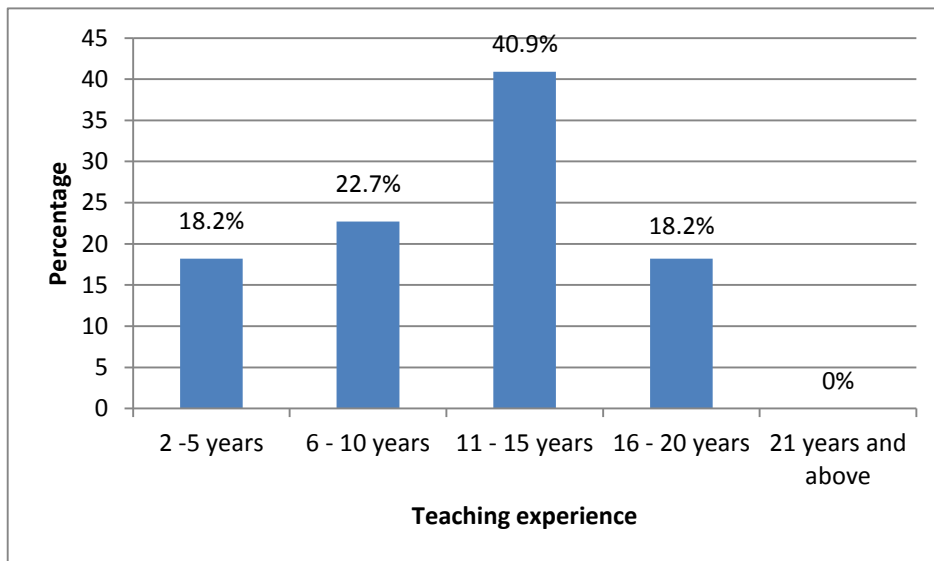**Figure 4.3: Teachers' experience in teaching**

Figure 4.3 shows majority of the teachers have between 11-15 years (40.9%). Those with between 6-10 years of experience were 22.7% while those between 2-5yeras and 16-20 years tied at 18.2%. None were 20 and above years in the profession. The average number of years in the profession indicates a good command of the challenges of teaching the English language. This is in line with findings by Bell (1978) who said that teaching experience can be useful in teaching by ensuring that the teacher selects appropriate models of instructions.

Figure 4.4: Teacher experience as per the head teachers
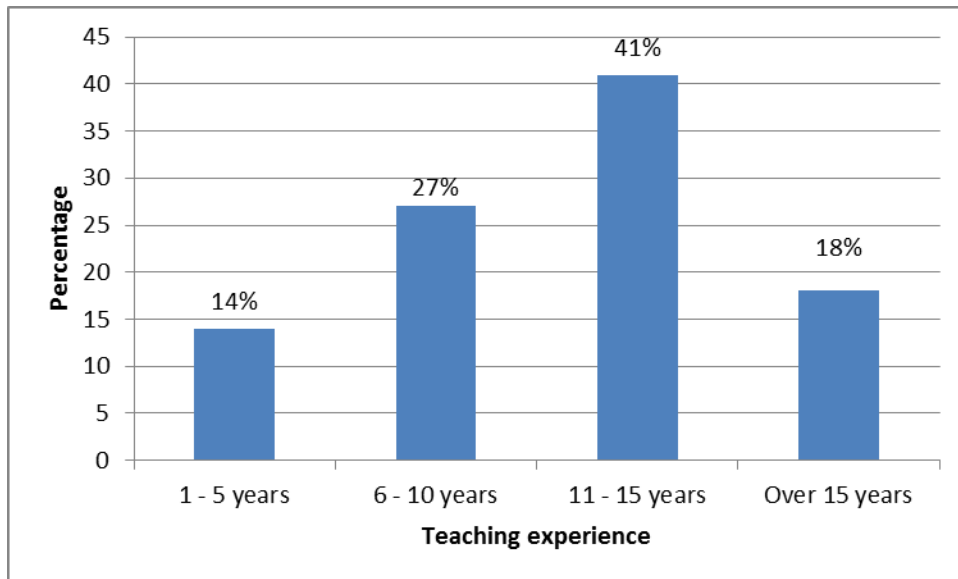

Figure 4.4 shows a close resemblance of teachers' experience as per the head teachers and what the teachers had stated though with some slight differences. The indication is that the teachers can handle the subject. This confirms the findings of the teachers experience as found on Figure 4.3.

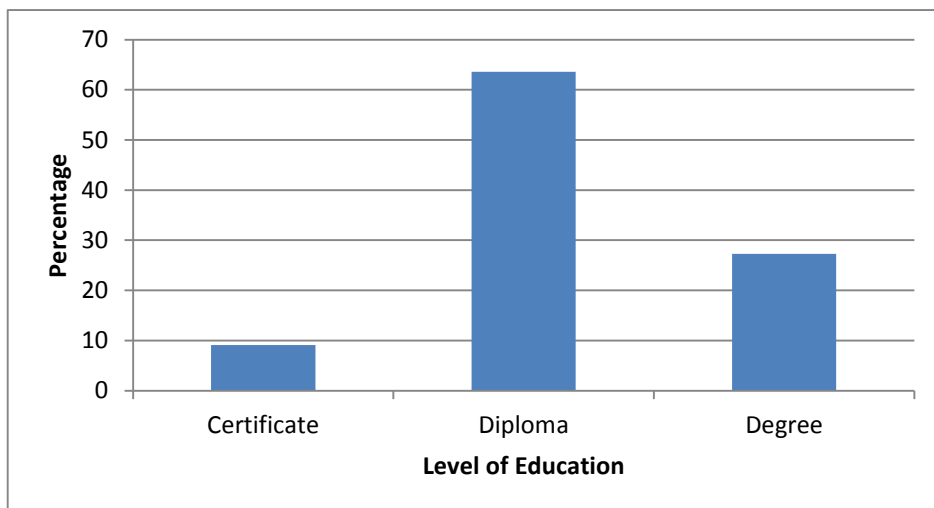**Figure 4.5 Academic and professional levels as per the head teachers**

Figure 4.5 shows that the teachers' academic and professional levels are in line with what they had stated. This adds credibility to their contribution to the study on influence of teacher characteristics on motivation of pre-school children in learning.

4.3.2 Objective number two

The second objective sought to determine the influence of teachers' attitude on motivation of pre-school children in learning the English language. The findings are as shown on figure 4.6 and 4.7.

Figure 4.6: Sources of teaching materials

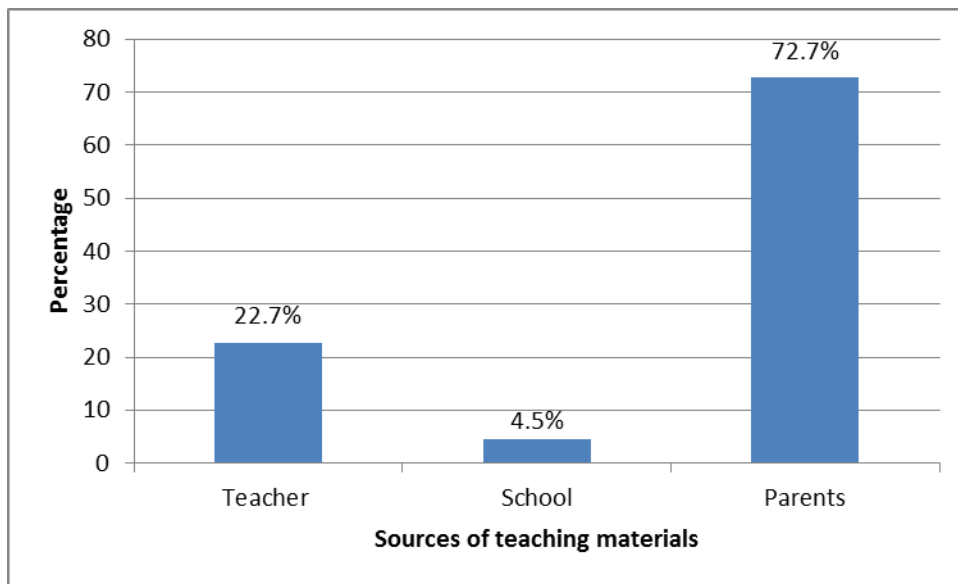Figure 4.6 shows that teaching materials for children are provided by parents at 72.7%. Teachers provided 22.7% while 4.5% of the provisions are by the school. This contributes to the teachers attitudes towards motivation on pre-school children. High ratios of teachers have provided teaching materials thus an indication that their attitude is towards motivation for the children. These findings confirm those by Oketch (1986) who found

that teacher's attitude towards English is significantly related to the children's attitude and achievement. The sorry state of children's performance in English at Starehe District is in line with what was found by Mwangi (1986), that teacher's negative attitude had been reflected in the children's poor performance in English.

Figure 4.7: Intelligent dynamics in classes
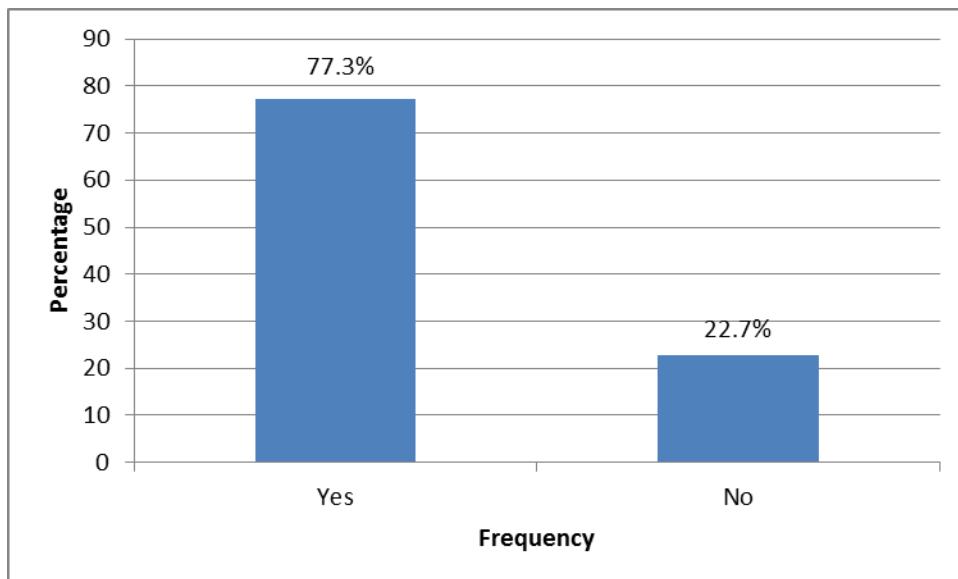
Figure 4.7 shows that 77.3% of the teachers agree that they have intelligent dynamics in their classes. This could be a pointer to good results although the situation is quite different. The findings on presence of intelligent dynamics in class are similar to conclusions by Aiken (1970) where he studied the relationship between attitude and performance. He connected attitude and performance by postulating that is certainly the consequence of reciprocal influence. It was evident that attitude affects achievement and in turn affects attitude.

4.3.3 Objective number three

The third objective sought to establish the impact of teachers' pragmatism on motivation of pre-school children in learning the English language. The findings are presented on Figure 4.8.

Figure 4.8: English activities taken in class

Figure 4.8 shows that majority of the teachers stated that their English activities are taken in class at 86.4% while those who said no were 13.6%. This could point to the poor performance in English language due to teacher's pragmatism by not providing outdoor activities to make learning fun and effective. For those that reported that they do carry out the English activities outside class, many pointed at games as a way of blending class activities with learning.

These findings agree with those of Miettinen (2006), who found that the pursuit of common purposes enforces its own order. He said that Education becomes a social process of sharing between the members of the various groups and all are equal partners in the process. Pragmatism leads to discipline, which in turn proceeds from the life of the school as a whole.

All the teachers reported that their English learning activities are indeed affected by different first languages in their classes. Some went further to state that this is a major drawback in teaching the subject. The teachers stated that they help each child develop proper English grammar and its practices by making learning fun and interesting. Children learn faster if teachers include practical activities in the learning process.

The head teachers were also asked a set of questions on the impact of teacher's pragmatism on motivation of pre-school children. The head teachers reported that they make regular enquiries on the ECD management to ensure they have supplies for their activities. This could be looked at as a way of positively enabling pre-school teachers to increase motivation of pre-school learners. To ensure proper learning of the English language the head teachers reported that they are in constant touch with the ECD staff to ensure their programs run smoothly. This is by providing resources and an enabling environment for the pre-school children.

4.3.4 Objective number four

The forth objective sought to determine the impact of teachers' flexibility on motivation of pre-school children in learning the English language. The findings are presented on Figure 4.9 and 4.10.
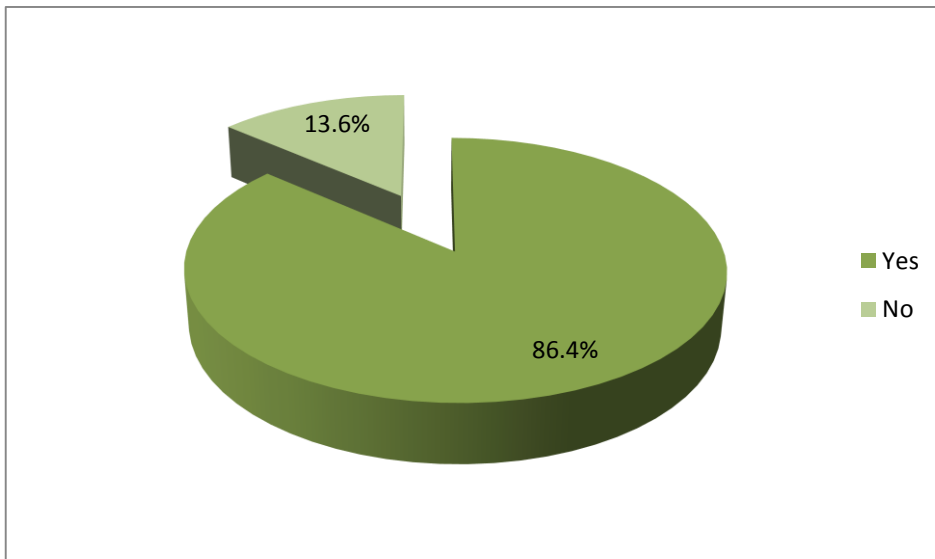
Figure 4.9: English activities teachers find difficult
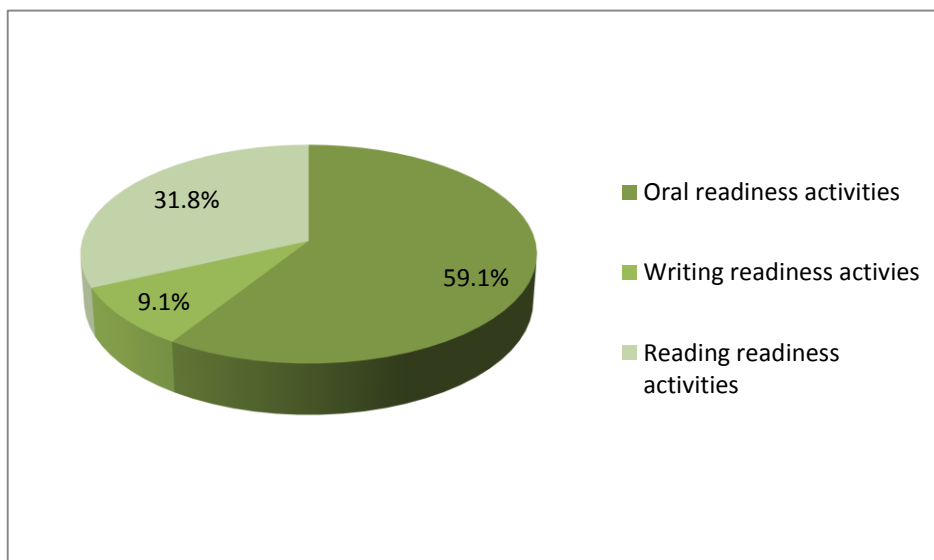

Figure 4.9 show that 59.1 % of the teachers felt that oral readiness activities are the most difficult for the children. This is followed by reading readiness activities at 31.8%. Finally writing readiness activities was responded by 9.1% an indication that many children would be willing to write than read or recite English words. These findings are in agreement with those of Mwangi (1986).

Figure 4.10: Time for reflective teaching
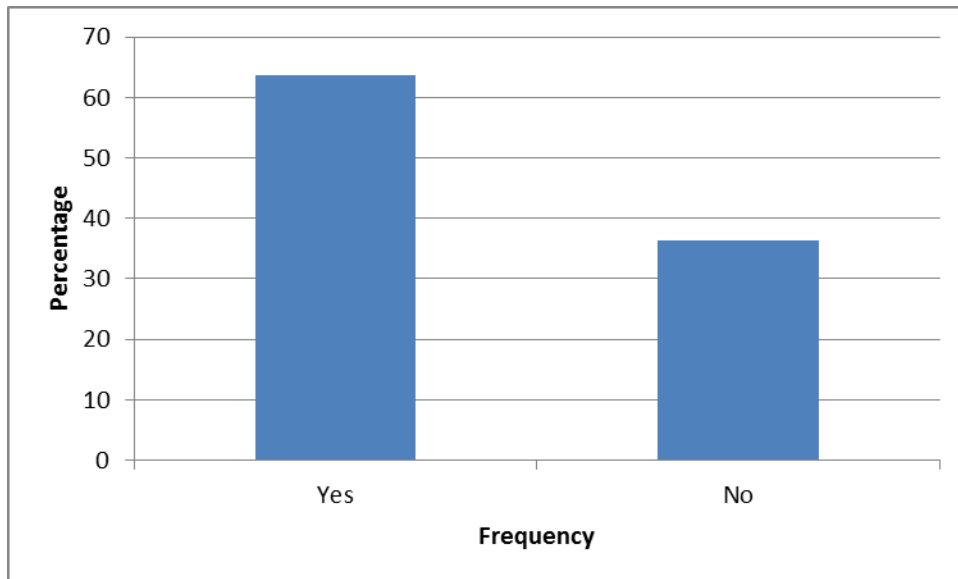
Figure 4.10 shows that 63.6% of the teachers have time for reflective teaching during the English lesson while 36.4% say they do not. However this is not reflected in the performance of the subject in the schools. This point lacks flexibility on the motivation of pre-school children in learning the English language. The head teachers also gave their responses on the set of questions on the effect of teacher's flexibility on motivation of pre-school children.

4.4 Determination of the ways of motivation by teachers in class

The study also required the researcher to observe the children during class sessions in order to identify the ways of motivation that the teachers are using. The ways of motivation have a strong impact on the research problem which seeks to establish the influence of teacher characteristics on motivation of pre-school children in learning the English language. The researcher recorded the ways the children were being motivated

and ticked a Yes or No for 265 out of the 300 children in the study sample. The results are as shown on Table 4.2.

Table 4.2 Ways of motivation

Ways of Motivation	Mean	Standard Deviation	Sample Variance
Call the child by name	1.309	0.463	0.214
Clapping	1.642	0.480	0.231
Giving presents eg stars, birthday cards	1.442	0.498	0.248
Praising words eg well done	1.245	0.431	0.186
Encouragement words Eg Good keep it up	1.396	0.490	0.240

N=265

Table 4.2 shows that the most visible way of motivation was by clapping. This had a mean of 1.642 which is higher than the average of 1.5 as per the study scale. Although it is believed that an experienced teacher is knowledgeable and has gained variety of skills of teaching by teaching for a long period of time, Hanushek (1971), Hanushek (1997), and Hanushek (2001) differ and suggest that this only applicable to in the first five years of teaching. However in this study, the majorities of the teachers have been in the profession for more than five years but seem to understand ways of motivation that suit their pupils. However, these results negate the overall situation where there is poor performance in the English language at the study area. Giving presents was second in the most visible ways of motivation with a mean of 1.442.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and makes conclusions and recommendations based on the objective of the study. It gives the implications from the finding and areas for further research are also presented.

5.2 Summary

The purpose of the study was to find out the influence of teacher's characteristics on motivation of preschool children in learning the English language in Starehe Sub County, Nairobi County, Kenya. From the data analyzed the following findings were found.

The teachers had a longer teaching experience in the area and have thus developed close relationship with children. This is positive teacher-child relationship which motivates children to liking learning the English language. The head teachers confirmed this scenario and pointed out that the teachers had a lot of experience and were of required academic and professional standing to handle the English lessons. This is in line with Goe (2007) findings that teachers experience may entail classroom practices that the teacher employs.

On teacher's attitude on motivation of children to learn English language, the study found that teachers had a positive attitude in that they would even provide learning materials for the children.

They would also arrange intelligent dynamics a clear pointer that their attitude is geared towards the success of the children in the English language in their schools. This is contrary to Mwangi (1986) findings where he found teachers attitude being reflected in children performance.

On the issue of pragmatism, it was found that all the teachers reported that their English learning activities were affected by different first languages in their classes. They identified it as a major challenge in teaching the English language in their schools. Although they confirmed that they help each child develop proper English grammar and its practice, the same is not seen in the performance by the children. They have put in place mechanisms to make learning fun and interesting and this should make children learn faster especially if combined with practical activities in the learning process. This is in agreement with Miettinen (2006) who that education becomes a social process of sharing between the members of the various groups and all are equal partners in the process.

The study found that teacher's flexibility was crucial in motivation children to learn the English language. This was reflected in two phases. First we looked at the English activities that teachers found difficult. The teachers felt that oral readiness activities are the most difficult for the children. Then there was the factor on time for reflective teaching where majority of the confirmed that they have time for reflective teaching during the English lesson.

5.3 Conclusion

It can be concluded that teacher's characteristics really play a great role in motivating learners. Teachers whose teaching experience is long develop close relationship with children which in itself are a motivating factor to the children. Those teachers use a more teacher centered learning method. It can also be concluded that teachers who have positive attitude towards the English language encourage their children to perform better in the subject. That is why they will try to exhaust all the learning resources within their reach to enhance the performance. Teacher's flexibility has a high level of motivation to the young children. The study found out those teachers who frequently engages learners in outdoor activities, their performance is higher than those whose learning environment does not change.

5.4 Recommendations

The recommendations made according to the findings of the study include;

Diploma level teacher training programs need to reflect more on what the teachers will need in the classroom when they become teachers. Those programs need to make pedagogical changes to their curriculum to reflect English requirements that give in-service teachers a better background and concept development appropriate to their preferred teaching levels. The research recommended the following areas for further research. Further research should be done on parental involvement in pre-school children's performance. The government through Teachers Service Commission should employ pre-school teachers with the best practice knowledge. This will also be self-motivating for the teacher in liking his/her career.

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APPENDICES

Appendix I. A questionnaire for pre-school teachers

This questionnaire is for the purpose of research only. Please give your honest response to the questions, so that the researcher can make a truthful assessment of the value of this programme and no individual school will be identifiable which responses are analyzed. Do not write your name.

Tick where appropriate (√)

Name of the school…………………………………………………………………………

Zone …………………………………………………………………………...…………………

Division …………………………………………………………………………..

Part I: Demographic Information

1. Which is your gender?

   - Male   [   ]

   - Female   [   ]

2. Which is your highest level of academic qualification

   - Primary CPE   [   ]

   - Primary KCPE   [   ]

   - Secondary KJC   [   ]

   - Secondary KCSE   [   ]

3. Which is your highest Profession?

- College Certificate   [   ]

- College diploma   [   ]

- University Degree   [   ]

Part II - Influence of teacher characteristics on motivation of pre-school children in learning the English language

4. How long have you been a Pre-school teacher?

- 2-5 years   [   ]

- 6-10 years   [   ]

- 11-15 years   [   ]

- 16-20 years   [   ]

- 21 years and above   [   ]

5. What do you do to encourage both boys and girls participate fully in English activities?

   _____

   _____

6. When the learning materials are not adequate, what steps do you take?

   _____

   _____

7. Who provides the learning materials?

- Teacher   [ ]

- School   [ ]

- Parents   [ ]

8. Do you have intelligent dynamics in your class?

       Yes   [ ]   No   [ ]

9. If yes, what do you do to make sure that the all intelligent dynamics are taken care of?

_____

_____

10. Are the English learning activities affected by different first languages in your class?

_____

_____

If yes, how do you help each child develop proper English grammar and its practices?

_____

_____

11. Are all your English activities taken in class?

   Yes   [ ]   No   [ ]

12. If No, where else do you carry out the English activities and why?

   _____

   _____

13. Which of the following English activities do you find difficulties for children?

   Oral Readiness Activities   [   ]

   Writing Readiness Activities   [   ]

   Reading Readiness Activities   [   ]

14. Do you have time for reflective teaching?

   Yes   [ ]   No   [ ]

Appendix II: Interview for Head teachers

Please answer the following questions by providing the most appropriate answer and explain where necessary. The information is confidential. Your co-operation will enable the researcher compile a comprehensive report of study.

1. For how long have they been teaching?

   1-5yrs   [ ]   6-10yrs   [ ]

   11-15yrs   [ ]   Over 15yrs   [ ]

2. How far is their academic and profession levels?

   Certificate [ ]   Diploma   [ ]   Degree   [ ]

3. What language is used by the school community?

   _____

   _____

4. What language is used in teaching ECE classes?

   _____

   _____

5. How do you ensure that the ECD teachers have adequate resource materials for teaching English?

_____

_____

6. What other support do you give the ECD teachers to ensure proper learning of the English language?

_____

_____

7. What are the challenges encountered in teaching the English language in ECD classes?

_____

_____

8. Suggest three ways of enhancing English Performance in ECD?

_____

_____

Appendix III: Observational for children

Name of School_____

Tick (√) appropriate)

CHILD

A	B	C	D

The Observer to tick „Yes'' or „No'' to indicate the motivation of the child through various methods.

Ways of Motivation	**Child A**		**Child B**		**Child C**		**Child D**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Call the child by Name								
Clapping								
Giving presents eg stars, birthday cards								
Praising Words e.g well Done								
Encouragement words Eg. Good keep it up.								

Appendix IV: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
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NAIROBI-KENYA

Ref: No.

Date:

24th October, 2014

NACOSTI/P/14/0201/3562

Catherine Wanjiku Ndungu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of teacher characteristics on motivation of preschool children in learning the English language in Starehe District In Nairobi County,''* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **5th December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi 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. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.