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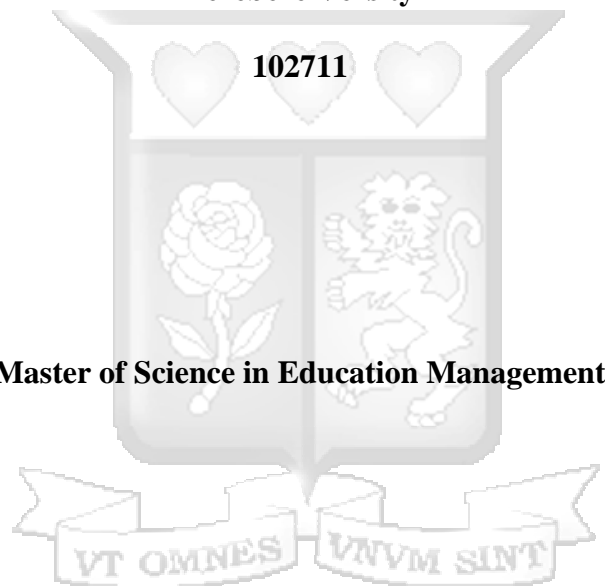
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**Influence of Teacher Competence on Development of English Language Skills
among Learners in Public ECDE Centres, Isiolo Sub-County**

By

Berebere Versity



Master of Science in Education Management

2023

**Influence of Teacher Competence on Development of English Language Skills
among Learners in Public ECDE Centres, Isiolo Sub-County**

By

Berebere Versity



**Submitted in Partial Fulfillment of the Requirements for the Degree of Master of
Science in Education Management at
Strathmore University**

School of Humanities & Social Sciences

Strathmore University

Nairobi, Kenya

July 2023

Declaration and Approval

Declaration

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other university. To the best of my knowledge and belief, the report contains no material previously published or written by another person except where due reference is made in the report itself.

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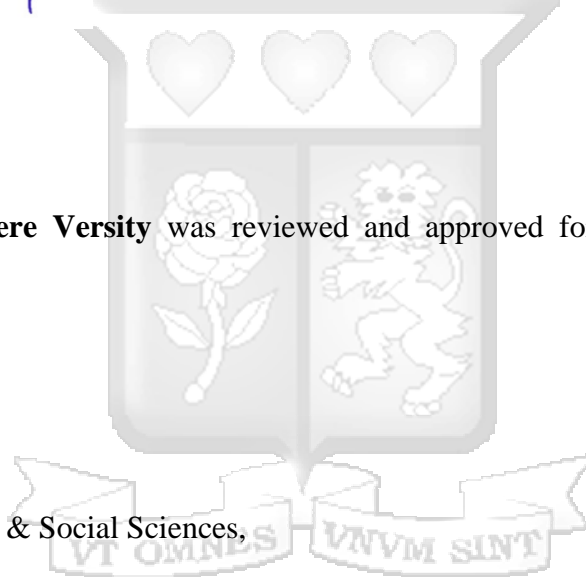
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Abstract

Early Childhood Development Education (ECDE) has been recognized as a holistic and integrated education that meets a child's cognitive, socio moral, spiritual, emotional, physical, and developmental needs. The current study was triggered by the poor literacy skills indicated by underperformance in English language skills among the ECDE learners in Isiolo County. The main purpose of this study was to investigate the influence of teacher competence on the English language skills development among preschoolers in public ECDE centers in Isiolo Sub-County. The study scope was on teacher training, teacher professional development and teacher use of instructional methodology in class. The study was guided by Krashen's Theory and Monitor Model for Language Acquisition. Descriptive survey design was then used as the research design for the study. The study targeted all registered public ECDE centers in the Sub- County whose enrollment is 12,135 in the 28 centers. The sample size included 118 stakeholders comprising of the following categories the head teachers, the teachers, the managerial part of CSOs and QASOs. Then, from each category, simple random sampling design was used to select sampling units. Thus, the researcher selected 28 public ECDE centres (representing 30% of population) using simple random design. Questionnaires and interview schedules were used in collecting data for the study. The questionnaires were administered to all the head teachers and teachers of the sampled centers while interview schedules were used to collect data from the County Quality Assurance and Standards Officer. Participant observation was used to collect data from the preschoolers' interactions. The researcher consulted with the supervisor who validated and helped enhance the value and the contents of the research instruments. Piloting of the research instruments was also conducted prior to the actual data collection to determine the reliability of the tools using test-re-test method and Pearson's product moment correlation coefficient. The quantitative data collected was processed and analyzed using descriptive statistics with the aid of Statistical Package for Social Statistics (SPSS). Data was presented in form of frequency distribution tables and graphs. Qualitative data was analyzed thematically with quotations and verbatim presentations. The study found that teacher recruitment and qualifications influence effectiveness in English language skills development among preschoolers. The elements of in-service training, professional courses were key in professional development. The study showed that class educational methodologies influence effectiveness in English language skills development in ECDE centres in Isiolo county. The study limitations were related to logistics in covering the study area as most of the ECDE centres are hardly accessible. However, the study was successfully undertaken, and attributed to earlier logistical planning and effective pilot study.

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List of Abbreviations and Acronyms

B.O.M	Board of Management
CDF	Constituency Development Fund
CPD	Continuous Professional Development
DPs	Development Partners
ECE	Early Childhood Education
ECDE	Early Childhood Development Education
E.F.A	Education for All
GOK	Government of Kenya
K.C.S.E	Kenya Certificate for Secondary Education
MoE	Ministry of Education
NGO	Non-governmental Organization
PTA	Parents Teachers Association
SPSS	Statistical Package for Social scientists
STR	Students-Teacher Ratio
TIGET	Totally Integrated Quality Education and Training
TLR	Teaching and Learning Resources
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZPD	Zone of Proximal Development

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To my dear family, thank you for the moral support, emotional and financial assistance that you gave to your best all through the period I was at Strathmore for this program. May God always bless ALL.



Dedication

I dedicate this work to my dear family; the love of my life, my dear mom and siblings.



Chapter One

1. Introduction

1.1 Introduction

This chapter sought to address the background of the study, justification of the study, problem definition, research objectives, research questions, scope of the study, and the significance of the study by sighting the limitations and the delimitations of the Study.

1.2 Background to the Study

Early childhood Education and childcare are internationally recognized as instruments for healthy growth and development of children. Multiple childhood education studies world over has shown that early childhood education is especially useful to children from poorer backgrounds as it helps them reduce the gap between them and those from wealthier families (Aniefiok and Ebong, 2018; Glewwe, 2009; Trube, 2015). While early childhood education has a long history in developed countries where it was necessitated more by the needs of the upper and middle classes; it's a rather recent phenomenon in the developing countries of Africa (Tuntufye, 2014).

According to Arumaisya (2021), teachers who work with English language learners often tend to use “brief utterances such as ‘What is this?’ or ‘What color is that?’ Students learn to reply in like form, in one- or two-word utterances. Not surprisingly, little curriculum content or social expectation is communicated in this type of verbal exchange. In class observations of English language learners, Gharagozloo-Pakkala (2016) noted the similar phenomenon regardless of teachers’ or districts’ philosophy of bilingual education.

Globally, efforts to enhance early childhood education have received support from major actors including governments, intergovernmental agencies including UNICEF and UNESCO and other stakeholder organizations including Association for Childhood Education International (Trube, 2015). The support is drawn from the realization that early childhood education plays a key role in the future success of an individual. Collectively, this success over time translates to national development and advancement, a core interest of all nations. Notwithstanding, Early Childhood Education faces key challenges in developing countries of Africa; the challenges range from inadequate resources, challenges

to do with language of instruction which is rarely the universally recommended (mother tongue) to other contextual social cultural dynamics (UNICEF, 2014). It is important to note that these challenges are not confined to a single cadre but instead begin from infancy to adulthood.

Generally, the definition of early childhood differs from country to country. Nevertheless, a comprehensive definition can be found in the 2010 conference concept paper, the World Conference on Early Childhood Care and Education Building the Wealth of Nations under the auspices of the United Nations Educational, Scientific and Cultural Organization (UNESCO) defines early childhood as the *“services and programs that support children’s survival, growth, development and learning-including health, nutrition and hygiene, and cognitive , social, emotional and physical development- from birth to entry into primary school in formal, informal and non-formal settings.”* In the above definition, it becomes clear that Early Childhood focus is on the first years of human life.

The age at which children join and leave ECDE is not definite as different countries have different age requirements. In the developed countries, it starts from birth to eight years while in developing countries Kenya included it is considered to take place from birth to six years. This has correlation to the ability of the brain to learn diverse issues including development of English language skills.

Away from such concerns for school enrolment, the interests of Kenyan political elite have historically driven educational reforms and policies in the country leading to the formulation and adoption of dysfunctional policies. This has been evidenced by the long tarsal of words seen during the introduction of the new educational curriculum since 2017 (Oduor, 2019). To ensure compliance, the government has had to employ coercion of school administrators. Those who do not comply have at times been issued with warnings of possible disciplinary by the Ministry of Education. The failure by the government bureaucratic to appreciate the fact that education reform is a slow process reinforced by their desire to offer quick, short-term solutions to long term problems have continually plagued education reforms in Kenya (Akala, 2021). The stakeholders are the determinants of the teacher competencies in aim to develop English language skills especially among the preschoolers.

While the role of teachers as key participants in shaping early childhood education positively in Kenya cannot be ignored, they are not the only stakeholders. Parents and immediate family have an equally important role to play in the success of their child's education. UNICEF (ibid) documents that early childhood education in Sub Saharan Africa is characterized by poor quality infrastructure and learning materials, low level of education of the educators, inadequate credit hours and lack of preprimary policies. As such, addressing these issues requires multi-dimensional national and integrated regional approaches.

Despite many significant strides made by African countries including Kenya (Gove, Brunette, Bulat et al., 2017), the challenge of having well-trained teachers versed in the latest teaching methodologies continues to stand out. The role of capacity building on the part of educators is thus a vital component in meeting the aspirations of effective early childhood education in Kenya. This is in line with the country's strategic blueprint; the Vision 2030. However, as Copple and Bredekamp (2009) note, the challenge of capacity building needs to be addressed in tandem with other key concerns. First, there should be use of sound curricula that challenges learners cognitively coupled with stimulating and correct experiences. Secondly, learners should be taught by caring professional educators who appreciate child development and are well versed in current relevant knowledge. These are the most effective teaching strategies in early childhood education.

After the introduction of free primary education in the country in 2003, renewed attention directed towards Early Childhood Education in Kenya is evident. The most notable effort though has been the push to introduce a new educational curriculum that specifically caters for all levels of education including the Early Childhood Education. This has been prompted by the need to evaluate policy implications across board, right from pre-primary to tertiary levels. It is important to state at this juncture that, while difficulties encountered by early childhood educators in the developing world have attracted a great deal of academic interest (Wood, 2013), adequate interrogation into the unique problems faced by Early childhood learners of English in pastoralist and nomadic communities within eastern Africa remains elusive.

Isiolo County is one of Kenya's 47 counties that were formed with the promulgation of the country's 2010 constitution. One of the key aspects of this new constitution was the introduction of a devolved system of government. The main aim of devolution was to decentralize government services and bring them closer to the people. This aspect was especially beneficial to a county like Isiolo, which is found in the Northern region of Kenya. It is considered an arid and semi-arid area where the hot and dry climate favours nomadic livestock keeping.

The nomadic communities, especially those inhabiting the former Northern Frontier Districts (NFD) of Kenya, faced historical marginalization since the introduction of colonial administration in Kenya. They faced limited access to government services, low infrastructural growth and poor representation in important key government sectors.

It can also be inferred that another unique challenge confronting early childhood education in the former NFD is the inescapable interference of culture in human learning. For example, placing a higher value on livestock at the expense of education stands in stark contrast to the value system inherent in English Culture. This is underscored by the colonial relations (Akala, 2021). Due to the stated historical marginalization in these areas, there are various other unique challenges that threaten early childhood education including rampant insecurity, cattle rustling, interclan clashes and armed banditry. Exposure to these vices has critically lowered the consistency with which early learners can concentrate on their education. This is especially evident when communities are forced to move regularly due to insecurity concerns (Earthman, 2006).

With the entry of devolution, Early Childhood Education was also decentralized to the counties. However, this has also meant that monitoring and evaluation of national strategies and plans vis-à-vis Early Childhood Education faces additional hurdles. This study purposed to interrogate the teacher competence in delivering development of English language skills among the preschoolers in Isiolo sub-county.

1.3 Problem Definition

In developing countries like Kenya, there are many reasons why parents or the communities feel discouraged in sending their children to school, though many still do.

However, the in-school learning capability of students depends on various factors, teacher competence notwithstanding. The English language forms the bulk of learning at the ECDE level in the Kenyan curriculum as it is used as a medium of instruction and assessment. However, mother tongue is Kenyan preschools is frequently used. This makes English language quite fundamental, and much effort is put to ensure that there is effective teaching of the language at this level. As such, adequate training of early childhood educators, development of a sound curriculum, application of proven teaching methodologies and motivation for both learners and teachers are thus important components that merit careful consideration.

In Isiolo Sub- County, the main challenge emanates from the culture of the catchment around the public ECDE centers whereby most members are nomads. The poor acquisition of the English language at the level of early childhood education is apparent. The ECDE zonal examinations in the County have continuously recorded below average performances for English language (Isiolo County Education Office, 2018). The majority being drawn from the nomad's community, the schools too are always in temporary learning conditions including the engaged teachers. The qualifications and competence of these teachers is hardly verified with others being volunteers. The researcher's experience in the areas since childhood, has shown that the scarcity of the teachers cemented by the temporary nature of the schools makes even some heard boys to take charge of class. Many villagers come out as volunteers due to lack of teachers, which leaves not the head teachers with option of turning them down. The dismal performance is later reflected in the national examinations like KCPE and KCSE, where language skills development is cited as the challenge. The 2019 KCPE reported that the lowest candidature and performance came from Isiolo, Lamu and Samburu counties (MoE, 2019). These learners who perform dismally require a stable academic foundation at preschool level (Ngunjiri, 2014). This foundation to a large extent relies on English language skills development. Thus, there was need to investigate the influence of teacher competence on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County.

1.4 Research Objectives

1.4.1 General Objective

The general objective of the study was to assess the influence of teacher competence on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County.

1.4.2 Specific Objectives

The specific objectives of the study were to:

- i. Establish the influence of teacher training on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County.
- ii. Determine the influence of teacher professional development on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County.
- iii. Investigate the influence of class educational methodology on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County.

1.5 Research Questions

The study was guided by the following questions:

- i. What is the influence of teacher training on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County?
- ii. How does teacher professional development influence the development of English language skills among learners in public ECDE Centres, Isiolo Sub-County?
- iii. What is the influence of class educational methodology on development of English language skills among learners in public ECDE Centres, Isiolo Sub-County?

1.6 Justification to the Study

Kenya, like other regions in the world, is confronted by language challenges, specifically, in the choice of language used to deliver educational content in the education system. The country has over 47 different ethnic groupings and the majority of the population lives in the rural areas. English is both a national language and the primary language of instruction in Kenya. This scenario is seen repeated across Africa where a vast majority of African

countries adopted languages of former colonial masters as the national and educational languages. The use of English presents a challenge when teaching children from diverse ethnicities, languages, and social economic backgrounds. Consequently, ethnic diversity problems faced by educators who teach English in early childhood institutions have become a critical area of interest. For example, children immensely benefit from teaching approaches that use mother tongue while encouraging use of alternative language, English inclusive. However, the use of this and other such methods is not universally applied across countries.

The connection between a child's school environment in terms of language used and their culture continues to be validated across the world. Positive relationship between the two leads to success as it elicits enthusiasm, confidence, and pride necessary at this stage of life which affects future success.

This is exacerbated by the fact that English, which is as one of the national languages in Kenya, is a second language to a majority of these children. This is in addition to the fact that school content and national examinations are offered in English. For children from nomadic families, this presents a real challenge as the parents predominantly use mother tongue which in effect means that learners lack English language skills right from their homes.

The Kenyan policy on education provides for the use of mother tongue as a language of instruction in areas where language is homogenous for the first few years of schooling. In this context, it is important to interrogate the qualification of teachers from former NFD. The view is historically based on the fact that some communities have limited qualified human resource with adequate training in teaching children. This means that while they fully have the mother-tongue, their skill level in pedagogy needs further evaluation.

While English and Swahili are the two national languages in Kenya, English dominates business, government, public offices and education. As such, good English language skills are a requirement for effective communication, employment, social economic mobility, status, and career advancement. Having two national languages presents another challenge to early childhood teachers. The challenge is in the competing aspirations to have Swahili

as a regional language while at the same time using English as the basic language in the setting of exams.

1.7 Scope of the Study

This study focused on the teacher competence in public ECDE centers in Isiolo Sub-County and analyzed the strategies used to address the problems associated with it, with a view to developing a model to guide in intervention measures. The researcher focused on registered ECDE centres in Isiolo subcounty informed by a report on their poor conditions. The Ministry of education reported that the ECDE centres in the subcounty called for attention to restore the education of the children (Ngunjiri, 2014).

The study was limited in terms of the concept to teacher competence in three elements including the education level, professional development and the educational methodologies used in class. This was to enhance the comprehensiveness of the study as there were other dimensions including experience of the teacher competence that may be studied. This choice was informed by the academic timelines and financial limitations which may not fund more larger concepts in the study.

The study was also limited to the theoretical framework guided by two theories including Krashen's Theory and Monitor Model for Language Acquisition and Schumann's Acculturation Model of Second Language Learning. This also enhanced the coverage of the study variables guided and informed by these theories. The study population entailed the head teachers, the teachers and the TSC and Ministry of education officers. This was also geared towards easily achieving data collection process. While other components and subjects such as parents may be critical for the study, the current research did not involve them. This was based on the wider population of the study and the little information that parents had over the competence of the preschool teachers.

1.8 Significance of the Study

Kenya's Vision 2030 spells out the need to make educational training a way to pushing the country into a better economy. SID (2010) posits that the role of education in the country forms the basis of not only human resource but also informed citizen who will participate in the national effort of changing the socio-economic status of citizens. In this effort, the

government set up a task force in 2011 to assist align the Vision 2030 and the constitution 2010. Apparently, it was noted with lots of concern that the educational matters and concerns stated in the education sections did not include how ECDE will be handled from curriculum, training and assessment. Since most of the pre-school children have not been able to read, write or express themselves in English once they are in grade one (Uwezo, 2016), it is important to study this phenomenon. This was to identify the factors that have contributed to the high levels of English in-competencies. By doing this, all the stakeholders as the District Education Officer, Curriculum Support officers, Quality Assurance and standards officers Head teachers, English subject teachers, parents and the students were able to address the anomalies and then improve the English language standards in Isiolo Sub- County.

This study may go a long way in improving the strategies used in teaching and learning of English as a subject not only in Isiolo Sub- County but also in other counties. It may greatly contribute to the advancement of knowledge about the English Language. This study may also benefit the Ministry of Education in the formulation of future English Language policies aimed at improving and enhancing student's achievement in English language. It may also greatly assist the English Language Teachers at the pre-school level while teaching the students.

1.8.1 Limitations

The study faced a series of challenges in not only field data collection but also in implementation of the data analysis methods. The study had some respondents being shy from participating in the study. This was attributed to the nature of the most teachers of the preschools in Isiolo county. Some teachers lacked qualifications to teach and thus felt that they would get a backlash in revealing their practice as ECDE teachers. The researcher used the consent participation forms to convince them that the data was only meant for academic purposes, and that their identity would not be revealed anywhere on the research tools.

The study faced logistic challenges as most part of Isiolo subcounty is hardly accessed. The roads are in depilated state and most only used by herders. This caused logistic related

problems in moving from one school to another. However, the pilot study as well as earlier preparations by the researcher enabled the coverage to as many as possible.

1.8.2 De-limitations of the Study

The study only targeted public ECDE English language teachers and the learners. Parents were not included because most of them are not conversant with the pedagogy and the syllabus content and therefore were not in a position to participate in this study adequately. The effect of government policies and other political factors were also not included due to their complicated and extensive nature. Also, the effect that the school administration had on learning and especially in regard to school headmasters was excluded. The study was guided by two theories including the Krashen's theory and monitor model for language acquisition and Schumann's Acculturation model for second language acquisition.

Factors that were considered for this study was limited to training of teachers, professional development and class pedagogy. Any other possible factors that may affect the English language skills development of the students at the preschool level were not investigated due to the limiting theory. The researcher ensured no exposure of the research participants' confidentiality. The study and its data were used for academic purposes only.

1.9 Definitions of Terms

Educational Methodology:	This is used to refer to the various techniques and means that a preschool teacher uses to teach development of English language development
English Language Skills Development:	The process by which the preschool learners acquire and use English language in communication both in writing and verbal
Language Acquisition:	The process in which students learn and understand the English Language
Pre-school level:	This refers to the stage of the learners aged between 4 and 7 years before joining grade one.

Teacher competence: This refers to the level of English teacher proficiency, level of knowledge and understanding of the teaching of English language among the preschoolers

Teacher professional Development: Refers to the additional training, inductions and enhancement of teacher career and skills in the area of teaching English skills in preschool

Teacher training: Refers to the process by which a preschool teacher is undertaken in order to acquire instructional skills for teaching English language



Chapter Two

Literature Review

2.1 Introduction

This chapter highlights related literature and attempts to point out gaps existing in the available knowledge on influence of teacher competences. It also explains the theoretical framework of the study and show the relationship of the variables in the conceptual framework. The chapter then presents the research gaps and finalizes with the summary of literature.

2.2 Empirical Literature

While public ECDE centers are a key part of the general educational framework in Kenya, there is a major gap that still exists government policies and the actual implementation (Guen, 2016). While government policy is not a key factor in this study, it has a direct effect in, for example, the level of continuous professional development of teachers in the ECDE centers. This affects all counties in the country including Isiolo Sub-County, as was observed in the study.

There is a challenge through the global policy on language acquisition and what has been observed in the last few years in most African countries. Generally, global evidence is in support of the use of mother tongue as a key part of high-quality education. This means that there is great support globally for offering teaching and training that is based on a nation's history, culture, and environment (Gharagozloo-Pakkala, 2016). However, majority of the African countries have largely focused on teaching foreign languages, most of which are based on foreign cultures. This, therefore, means that there has been a disconnect in how education and especially the acquisition of language should be carried out globally and within majority of the African nations.

The implication of this may be that the acquisition of the English language, being a foreign language may still face numerous challenges currently and in coming years. It remains to be seen whether African nations will adopt the global policy on offering training based on local cultures and history.

2.2.1 Influence of Training on Teacher Effectiveness

It is important to consider qualities of teaching staff as effort towards ensuring quality educational outcomes among pupils. Quality staff implies efficient and effective methodologies which in turn enhances achievement of academic goals. It is key to note that the attitudes, qualification, class management as well as experience of the teaching staff is taken to acceptable levels. These are associated with the ways the learners interact with the teachers (Glaser, 2018). The examples are drawn from the findings that illustrate how cognitive development among learners is highly influenced by teachers' competence. This was through the study by Mukoya (2012) who used about 90 reviews in middle income counties and found more than half of the reviews associating teacher educational levels with learners' academic achievements. In a different study by Nyarigoti (2013), it was revealed that the experience and salary levels of the teachers were not significant influence of their performance towards the learners' academic achievement.

In contrast the above-mentioned findings, Akiba, Chiu, Shimizu and Liang (2012) examined data on salaries and performance and found that teacher's salary tends to have positive influence on academic achievement. Smaller teacher-pupil ratios have little effect on students' achievement.

A United States study by Kocoglu, Ozek and Kesli (2011) based on the benefits of blended learning English language skills acquisition. The study carried out in training program for in-service English teacher was compared to a face-to-face MA program. Using a sample size of 39 teachers, the study entailed 12 blended modules. The study also involved 27 traditional teaching methods. The study found no significant difference in content acquisition between the two teacher groups. Both the experimental and control groups showed statistically similar scores in assessment on skills acquired. The study is related to the current study which focused on acquisition of English language skills among preschoolers in Isiolo subcounty. The previous study shows no significant differences in academic achievement between the blended modules class and the traditional methods class. The current study was informed by the existing differences in academic performance between Isiolo subcounty and the rest across Kenya.

Glaser (2018) carried out a study in Europe on teaching English as a Foreign Language in primary school. The study is guided by the critical role played by English in teaching and assessment in non-English origin countries. The language is taught to both beginners and children in schools where the focus lies on vocabulary formation, speaking and listening. The study entailed investigation on training English teachers using methodologies of plays, songs, roleplaying, and others as pragmatism in teaching English language among beginners. The study found that pragmatism is a significant in training English teacher trainees.

Studies have proposed on the effective teacher training programs that would ignite greater educational outcomes among learners. For instance, the study by Mahulo (2012) support the significant relationship and association between academic achievement and teacher training levels. This is when all other academic achievement variables are held constant. In different study by Ngala and Odebero (2010) in Rift Valley and Nyanza provinces, the results revealed how teacher performance was attributed to training programs they had undertaken at their training institutions. This was specifically for secondary schools that to a significant extent showed that better performing schools had teachers trained in highly reputable teacher training institutions.

In another study, Xie and Curle (2020) examined how teaching and learning of the English language among Chinese students was determined by the teacher competence ad their training backgrounds. The teachers' choice of teaching methods was determined by their prior training programs which they tended to apply. Effective training institutions produced more eloquent and highly performing teachers.

Similarly, Mahulo (2012) argued how training in skills and technical approach to ideas highly affected one's performance. Using the US study by Darling-Hammond (2008) and Little and Harrison (2014), the studies empathized the need for proper training of teachers to equip them with skills that would motivate them towards performance especially in the class context. In a related study, West, Ashton and Crocker (2000) posited that teacher training influenced accountability and effectiveness among teachers during their practice. The teachers simply transferred their acquired mechanisms and techniques to the class which in turn determines the academic outcomes among the students.

For Desimone and Porter et al. (2002), training of teachers is necessary to equip them with the required methodologies in interacting with the learners. Sanders (2014) further supports the need for teachers being equipped in handling students in pursuit of their academic goals. This was shown through the experimentation of passing the students from untrained teacher to trained ones with the significant changes observed throughout the mentorship process.

In a different study, Ferguson (2001) examined how teacher training turned the academic achievement of learners in the US. This informed the government's decision to turn around things in education by focusing on teacher training rather than investing just on resources for schools (National Education Goals Panel, 2012). More than 28 states in the US adopted the legislations on teacher development (Darling-Hammond, 2008). Sanders (2014) observed that teacher effectiveness is highly influenced by teacher training. By reviewing the above, the study suggested that there was need to find out the situation in Isiolo County and specifically among preschools.

Harackiewicz and Priniski (2018) noted that the goal of teacher training is improving student outcomes. It is also worth noting that teachers who are well prepared and trained are more effective teachers in the class and therefore have the greatest influence on the class management (Heidarilaghab, Aminbeidokhti and Talepasand, 2020).

The language of instruction in early primary school is as important as the content. Research by the Association for the Development of Education in Africa, (2010) in a report published by UNESCO, has shown that children who are taught using mother tongue in early years generally perform better than those who are taught using a foreign language at this tender age. Approximately 72% of those who drop out of school are in regions where a foreign or non-indigenous language is used to deliver content in school. This has been confirmed by UNESCO and other organizations that now advocate for use of mother-tongue reinforced with gradual introduction of foreign language.

The Summer Institute of Linguistics (SIL) 2006 report by Frank (2006) indicates that children perform better when their first language is used as the language of delivering content more so in early childhood. This position is also supported by UNESCO which underscores the need for cultural settings in the early childhood development. Glewwe et

al., (2009) note that contexts that present high risks related to use of unfamiliar or foreign language to children include areas with prevalence of high level of fragility, less developed regions where a majority of population live in rural areas, areas where mother-tongue based learning is accessed by the majority and localities exhibiting heightened fractionalization of language. Unfortunately, Kenya meets the conditions stated above which makes use of English in Early Childhood Education more detrimental than it is beneficial.

Proponents of use of foreign languages such as the English language in Early Childhood Education in Kenya are of a different opinion (Mukoya, 2012; Centre for International Teacher Education, 2016). They conclude that because English is the language used in learning materials such as textbooks and in setting exams, its use is beneficial as it promotes broader communication skills, not to mention that it creates employment opportunities in future. This assertion has faced criticism as some see this as an inconsistency, a departure from prevailing evidence in other countries.

However, it is important to note that the use of English alone does not account for comparatively low achievements in developing countries. While it would be assumed that provision of more learning materials to learners would lead to improved performance, the relationship has more than meets the eye.

2.2.2 Influence of Teacher Professional Development on the English Language Skills Development among preschoolers

There is a widely held view among researchers in the field of education that teachers need to be in the know on emerging knowledge to enhance their practical skills and conceptual understanding (Centre for International Teacher Education, 2016). Teacher's skills affect performance of students more so in early childhood education. Investing in this kind of self-development on the part of teachers is as much a government responsibility as it is a teacher's own effort. The reason why this is a shared responsibility is because a great deal of motivation is needed on the part of the teacher for self-development.

Continuous Professional Development (CPD) can be defined as the totality of teachers' activities and engagements undertaken throughout their career and geared towards betterment of their work (Nyarigoti, 2013). Because CPD is cumulative, the prevailing

view is that teachers continually learn from their day-to-day practice and as such become more experienced with years. Providing incentives to teachers to remain in teaching and not change careers thus becomes critical as cumulative experience is vital in early childhood education includes activities like trainings, academic advancement opportunities that teachers can be provided for.

In the United States, Castro et al., (2017) studied on assessment of the efficacy of a teacher professional development program dubbed, the Nuestros Niños School Readiness (NNSR). In a scope of 2 years, the program entailed intervening in the teacher professional development to enhance their competence in teaching literacy skills among Spanish-English language preschoolers. Using an experimental design with 340 preschoolers and their 56 teachers drawn from North Carolina, Florida and California, the study investigated the effectiveness of the PD program. The study results showed that the NNSR program significantly informed the quality of the preschool teachers in teaching both Spanish and English among the learners. The study also reported improved language skills development for the preschoolers. There was significant difference in language skills between the experimental group and control groups of the preschoolers. The treatment group preschooler showed higher improvement on vocabulary, writing and alphabet knowledge. The study showed that this current investigation on the influence of professional development of the teachers was likely to have an effect on the development of the English language skills among preschoolers in Isiolo subcounty.

In Latin America, Amendum, Knotek, Sánchez and Malone (2018) used a randomized controlled trial to test the effectiveness of a new teacher professional development program aimed at improving teacher proficiency in teaching English. Using a sample of 12 elementary schools and 45 teachers and 105 students drawn from Latin English class, the experimental groups were assigned interventions. The focus for interventions entailed instruction strategies, cultural wealth, and collaboration techniques. The data was collected and analyzed with help of the Woodcock Muñoz Language Survey (WMLS). The study results showed that the intervention for professional development among both the English teachers and learners significantly enhanced their effectiveness in acquisition of English language. This related to this study that was to examine the various elements of

professional development that the English teachers in preschools in Isiolo sub county had taken. These included the undertaken professional courses and frequency of the inductions.

CPD has received considerable attention in the recent past as one way of improving teaching. This is especially important for English teachers in developing country like Kenya where English is the second language. Proponents of CPD argue that it is student's learning that is positively affected by good teaching methods. Despite the commendable performance of school based CPD in the developed world, its success in developing world is still in doubt. According to Nyarigoti, differences in circumstances and teachers' attitude between the developed and developing countries including Kenya makes school based CPD unsatisfactory. This she attributes to meager resources allocated towards capacity building of stakeholders.

Rashid, Abdul and Yunus (2017) carried out a study in Malaysia on the reforms in the teaching of English language. The study traces the teaching of English in Malaysia during the colonial times of the British who determined the use of the language in the country for both as a medium of instruction, assessment, and general public communication. The study was pegged on the education system and language policy reforms which significantly affected teachers as the implementors of the changes. The study reported that while the reforms were aimed at enhancing teacher competence in teaching English language, the haste implementation with no professional development significantly affected the teacher effectiveness.

Several milestones, however, have been reached internationally. The establishment of Early Childhood Development Virtual University (ECDVU) in Canada now offers educators in early childhood education an opportunity for self-development through training and academic advancement. According to the world-bank, teachers from Sub Saharan Africa who underwent capacity building in ECDVU indicated that they were able to overcome an overwhelming majority of obstacles they had faced prior to the Early Childhood Education program.

Popova, David, Breeding and Arancibia (2018) studied on effectiveness of teacher professional development programs geared towards enhancing their teaching skills. Using

a scale of 70 indicators, an In-Service Teacher Training questionnaire was used to collect data on professional development characteristics. The characteristics were selected as they relate to improvement of learner language development skills. The study scope narrowed to low- and middle-income countries used 33 programs with training interventions. Qualitative approach was used to collect data through interviews. Using 139 programs funded by the government across 14 countries, the study results revealed that there was gaps between the professional development characteristics and practice among the sampled teachers. While the study was carried out in low-income countries where Kenya is listed, the scope did not cover the preschoolers and English language skills development specifically. Thus, the need of the proposed study to be carried out in Isiolo subcounty. In addition, there are differences in the methodologies used. This study entailed a questionnaire based on teacher professional development programs and courses attended through a survey and not intervention.

2.2.3 Influence of Class Educational Methodology on the English Language Skills Development

In a Nigerian study, Aniefiok and Ebong (2018) explored on the synthetic phonics instructional strategy used by the preschool teachers in teaching phonological awareness skills. The study focused on various methods of teaching that teaching the skills for the preschoolers including a focus on long life learning. The study indicated that the study aimed at enhancing future phonological eloquence of the learners. The study showed that the teachers employed different methods in teaching including synthetic, analogy, analytic, and imbedded phonics. The study recommended that such techniques should always be used instead of the traditional “repeat after me” method. The proposed study will look at some of the specific techniques used by teacher in the instruction of the preschoolers in Isiolo subcounty,

Several developing countries including Kenya have been raising attention towards the funding of education sectors. This has caused a drift and concern over the outputs from the investment where significantly large amount of their incomes have been invested. Access to ECDE education has seemed to remain behind with most of these countries concern being centred around basics education that runs between grade 1 in primary school to

secondary school. Studies have evaluated the return on these inputs and questions the level of efficiencies and effectiveness of the programmes funded in education in these countries (Abagl, 2007).

Other scenarios and contexts show that methodologies and processes of the investment in education as well as priorities play a significant role in ensuring that the goals for the educational investments are met. Assigning huge amounts of resources into the sector calls for explicit outputs that should match the goals. Leaving out of ECDE programmes in the educational sector in itself signifies gaps in the countries. ECDE is the foundation of the basic education that is sought after. In fact, the goals on having education for all across the globe would be stating and emphasizing the beginning at this stage.

Educational mythologies in education are an area of interest to every learning aspect. While many studies describe the need for effective teaching methodologies, few countries have invested into this particular area of education. Budgetary allocations in education mostly skew towards the physical resources such as books while ignoring the scope around how the knowledge will be passed from the tutors to the learners. This also coincides with the poverty levels that strips educational institutions of the capacity to put up more resources to address methodology issues in education. Innovative teaching methods and effective class interactions between teachers and learners require policy makers to employ tactics that address the gaps rather than following boardroom decisions by educational offices.

In schools where efficient teaching methodologies have been embraced, internal efficiencies have been realized. Abagl (2007) posits on the need for internal efficiency in teaching methodologies as a tool for gapping effectiveness in teaching away from providing resources, ensuring attendance as well as other demographics of the learners. The author defines internal efficiency as the measure of an education system through consideration of the success rates of students competing the stipulated process with no resource waste.

The description addresses the gaps of funds put into education sector in Kenya. Having huge budgetary locations in education ministry without “fair” distribution based on the constitution contravenes the aims of education in the country. The deliberate leaving out

of the ECD education creates gaps in not only funding but also in implementation of the intended aims of education in the country. The economics concept of resource allocation to the various sectors of the economy advocates for consideration of all aspects of interest. Obtaining and setting sustainable trajectories for ECDE centres in the country may need a significant allocation from the national government rather than being left out to the county government in Kenya. There are also school internal concerns such as priorities for allocation of its expenditures. In context of a tight budget for a school that is contemplating between buying books or employing and additional teacher ends up being skewed into buying books. However, the issues surrounding the methodologies for transferring the book information into the learners is ignored. This indicates the failure of setting priorities right (Elingit and Obaga, 2019).

In the above scenario, while the concern about spending on books seems a priority, the goodwill of the learners to internalize the texts will be determined by the teachers. Thus, the logical idea runs down the engagement of qualified teachers who would practice effective and more efficient educational methodologies.

In Kenya, Okelo (2018) carried out a study to investigate teacher characteristics that determined the effectiveness of teacher in development of language skills among preschoolers. Using a sample of 83 schools selected from Kibra subcounty in Nairobi, the study employed questionnaires and observation scheduled to collect primary data. Using Statistical Packages for Social Sciences (SPSS) to analyze the collected data, the study results showed that teaching methods were significant in teacher effectiveness in language skills development among preschoolers. The teachers were cited to utilize such methods as code-switching which involves sentence repetition, explanation, and substitution. Other techniques included using questions, expansion of words and using contrasting words.

The study reported slight association between the training type and teaching methods among the preschool teachers. The sampled schools had teachers trained from the District Centres for Early Childhood Education (DICECE) and non-DICECE. The study reported significant differences in the teaching styles between the DICECE and non-DICECE trained teachers. The DICECE teachers used more teaching methods compared to their counterparts. Related to the proposed study, it is important that the teaching methods

adopted by the preschool teachers in Isiolo county are aimed at enhancing development of English language skills. The variations in teacher training background and use of teaching methods implies that there is need to find out the past training in education methodology among the English language preschool teachers in Isiolo subcounty.

In a nutshell, methodology is believed to have high co-relation with educational inputs, processes, and outputs of the system. Nilsen and Gustafsson (2016) argue that the question of methodology is also a question of quality in education system. Therefore, quality of the education system can be indicated by calculating the promotion, repetition, and dropout rates, at various grade levels. Furthermore, quality also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates. To put it differently, improving quality of the school system is by default improving quality of methodology because both focus on relationship of educational inputs, processes, and outputs of the system (Nilsen & Gustafsson, 2016).

2.3 Theoretical Framework

The study was guided by Krashen's Theory and Monitor Model for Language Acquisition. Krashen's Monitor Model was postulated by Stephen Krashen in his 1988 works. The model entails hypothesized views in second language learning in five different ways, namely, acquisition, monitor, input, affective filter, and natural order. According to Krashen, language acquisition is built on subconsciousness which emerges from some natural form of informal communication. The model also suggests that where formal language acquisition take place, there happens error corrections. is conscious under error. The model is guided by the predictive order of grammar structures. The model notes that effective language acquisition requires a comprehensive input (Schutz, 2019) which is conceptualized in the study to include teacher training, professional development and instructional methodology.

According to Krashen, the process of learning new language takes place in stages starting at the input stage to the production stage. The production stage is associated with the learners being silent and not being able to have any production in terms of the teaching and learning output (Abukhattala, 2013). Krashen refers to this stage as the silent period. This period enables the learners to internalize everything taught. The period may also exhibit

negative attitude among the learners towards the teaching and learning of the new language. The challenge rise when the expertise or professionalism of the teacher in charge varies from one teacher to another. This is conceptualized as the short period for the more competent teachers compared to their counterparts. This consequently determines the period taken for the parents to understand and use the new language.

Krashen's theory of language acquisition guided the study through identification of key elements that call for teacher competence in order to have effective development of English language skills among the preschoolers in Isiolo subcounty. The postulated requirements for language acquisition included taking place either informally or formally. The informal development of English language skills called for attention on a natural set up which must be created by the teachers whose competence in teaching is a significant determinant. Moreover, the formal learning of English language skills took place with the expectations and acceptance that errors occur in the learning process. The preschoolers made errors during the learning process. The errors were realized and addressed by the competent teachers of the learners.

The supporters and embracers of the Krashen's theory acknowledge that learning of second language calls for inputs. The proposed study considers the inputs as competent teachers for the preschoolers to deliver the development of the English language skills. In relation to the theory, an explanation for teaching inputs may include some instructional and teaching aids like video clips for the preschools. These are the concerns raised in objective three of the proposal which narrows down to which educational methodology used by the preschool teachers to teach English language skills development.

However, Krashen's theory has received criticism from various scholars especially on the predictive order of English structure. Some authors point out that the learning of English may not necessarily follow such order.

2.4 Conceptual Framework

This study focussed on the variables that hinder or improve the development of the English language skills among students. The study conceptualized the variables from hypothesized

teacher competence factors that would inform effective English language skills acquisition. Thus, the derived relationship between variables is shown in Figure 1.

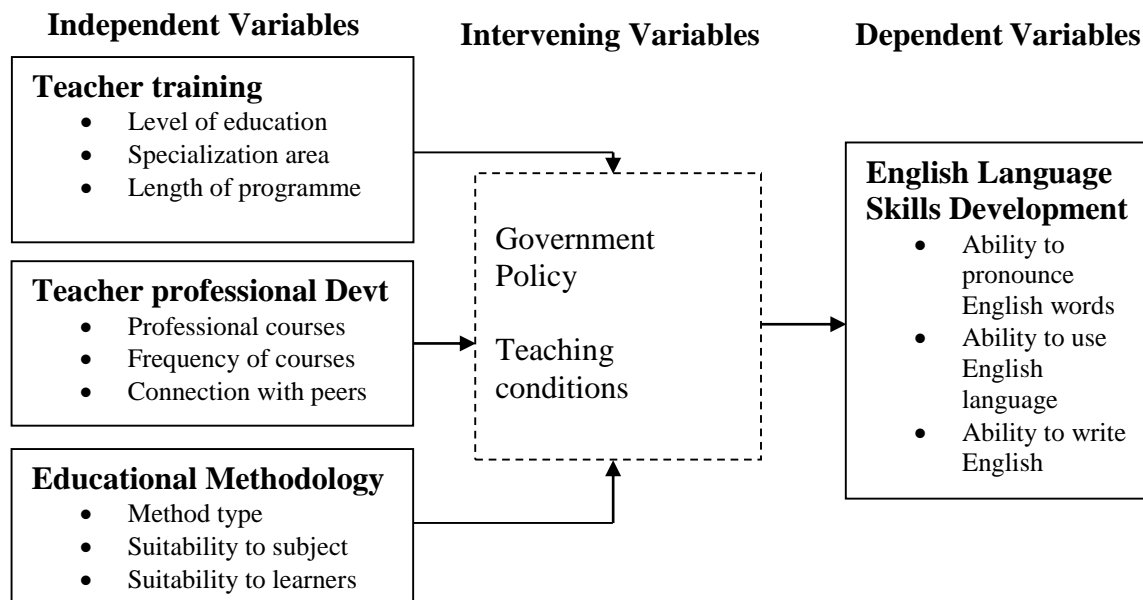


Figure 0.1 Conceptual Framework

Source: Researcher, 2020

Figure 1 shows the independent variable being the English teacher competence which is broken down into 3 specific variables including teacher training, professional development, and educational methodology. In a study to define best ways of measuring teacher competence, Onyango (2001) opines on evaluating the mastery of the taught approaches. Thus, the teacher training which is a taught process is measured by indicators including level of education, specialization area and length of program in training. The measure of teacher professional development is based on indicators including the professional courses taken, the frequency of courses and connection with peers. The educational methodology used by the teachers is measured by indicators including method type, suitability to English subject, and suitability to learners. The intervening variables lie between the independent and dependent variables due to their effect between the two. These are conceptualized to include the government policy and the teaching conditions used. On the other hand, the dependent variable is the English language skills development which is measured by indicator including the ability to use pronounce English words, ability to use English

language and ability to write English words. The three specific independent variables and the dependent variable was measured on a Likert-scale for questionnaires to yield quantitative data. For qualitative data, the variables were measured on comparisons between specific themes that arise from the field findings.

2.5 Research Gaps

UNESCO report shows that quite over 72% of school dropouts of come from regions where a foreign or non-indigenous language is used to deliver content in school. While this has been supported by other empirical studies, the concept of teaching English language using mother tongue becomes complex as it is expected that the learners develop the language. However, the UNESCO affirms that gradual introduction of foreign language would be effective for preschoolers. However, the problem of English language acquisition in public ECDE center in Isiolo county cannot be overemphasized. These formed the gap for the current research.

The literature also points out that because English is the language used in learning materials such as textbooks and in setting exams, its use is beneficial as it promotes broader communication skills. This creates a gap in ascertaining the conditions under which the language acquisition can effectively be delivered. Drawn from the findings by Mwangi (2005), lack of teacher professional development in teaching of mathematics in teachers' colleges had a negative effect on student's participation in schools. Fewer studies have based their interest in ECDE centers and specifically Isiolo County.

In a different study by Macharia (2004), challenges in teacher training colleges contributed to poor performance of students and students drop out. While the study was conducted among teachers training colleges, the proposed study was conducted in ECD Centre's and establish the effect of the teacher competence on acquisition of English language. Moreover, the public teacher training colleges focus on the training as professional rather than the concern of acquiring a specific foreign language as it is the case for English language in the rural County of Isiolo among preschoolers (Akala, 2021).

In relation to the study findings in the District of Columbia, it is shown that additional in-service training for teachers improves their teaching effectiveness (Abebe and

Woldehanna, 2013). The current study focused on the gap of in-service teachers training among preschool teachers in Isiolo county. Thus, there are research gaps that the current study aimed to accomplish through investigation on effects of teacher training, professional development and class educational methodology on English language skills development among preschoolers in Isiolo subcounty.

2.6 Summary of Literature

This chapter addressed the literature reviewed in an attempt to show how various teacher competence aspects influence the effectiveness of teaching and learning of English language either in preschool or other levels. The literature portrayed that there were empirical scenarios that could be attached to teacher competence in development of English language skills among preschoolers. Kocoglu, Ozek and Kesli (2011) found no significant difference in content acquisition between teachers put under two different training programs in teaching English. Castro et al., (2017) showed that the quality training program significantly informed the quality of the preschool teachers in teaching both Spanish and English among the learners. Aniefiok and Ebong (2018) showed that various teachers employed different methods in teaching including synthetic, analogy, analytic, and imbedded phonics. However, none of the literature reviewed was able to establish teacher's level of training influence on performance of children at ECD centers. Thus, this study focused on bridging the gap.

While the previous studies had focused on various locations with a variety of demographics among the preschoolers, the location of the proposed study is defined by remoteness of the ECDE centers, many reported cases of illness and malnutrition among the preschoolers, lack of sanitation blocks at the centers, temporary schools with temporary teachers. This formed a unique environment that suggested that the previous studies did not answer the question of competence of the teachers in teaching English language skills among the preschoolers. Lastly, the chapter explained the theoretical framework and showed the relationship between variables in the conceptual framework.

Chapter Three

Methodology

3.1 Introduction

This chapter presented a detailed description of the methodology to be used in the study. This included the study area, research design, target population and sampling techniques, unit of analysis, methods of data collection, data analysis techniques and ethical considerations.

3.2 Study Area

This study was conducted in Isiolo Sub- County. The County is found in the Northeastern parts of Kenya. The main economic activity in the area is pastoralism due to the arid and semi-arid conditions experienced there. Isiolo county boasts of the second highest enrolment in ECDE centers at a gross of slightly above 110% after Samburu County at 115% (UNICEF, 2014).

3.3 Research Design

The study employed the descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present, and interpret for the purpose of clarification (Orodho, 2002). Creswell (2014) gives the purpose of descriptive research as determining and reporting the way things are. The current study fits within the provisions of descriptive survey research design because the researcher collected data and reported the way the teacher competences versus the English language skills development are without manipulating any variables.

3.4 Target Population

The target population entailed all the ECDE Centers in Isiolo County. The County has about 118 public ECDE Centers at enrollment of 12,135 and average school size of 100 (UNICEF, 2014). Specifically, the population consisted of the 118 Head teachers, who represent the administrative authority and act as secretaries of school management committees, 250 ECDE teachers (average 2 per school) who deliver syllabus content to learners. Four (4) County staffing officers who are in charge of the staffing matters in the

County, and one (1) County Quality Assurance and Standards Officer (CQASO) who is in charge of implementation of ECDE quality standards in schools in the County also constituted the population. Finally, the learners in the public ECDE centers in the County were considered in the study population.

3.5 Sampling and Sampling Procedure

Mugenda and Mugenda (2003) state that 10 to 30 percent of the accessible population is enough for the descriptive studies. The researcher selected 38 E.C.D.E centres (representing 30% - the maximum recommended to reduce sampling errors). The sampling matrix is as shown in Table 3.1.

Table 0.1 Sampling Matrix

Subject	Population	Sample proportion	Sample Size
Head Teachers (No. of ECDE Centres)	125	30.00%	38
Teachers	250	30.00%	75
CSOs	4	100.00%	4
CQASO	1	100.00%	1
Total	380	31.05%	118

Table 3.1 shows a total population size of 380 comprising of the 125 Head teachers of the ECDE Centres in Isiolo county, 250 teachers of the Centres, 4 CSOs and 1 CQASO. The Table indicates a 30% proportion of the ECDE centres represented by respective Head teachers and 30% proportion of teachers in those schools. All the CSOs and the CQASO were included in the sample to make 118.

The study used cluster random, simple random and purposive sampling techniques in obtaining the specific subjects to include in the study. Purposive sampling technique was used to select quality assurance and standards officer, (QASOs) and curriculum support officers, (CSOs) in the County. This was because they were in good position to give

important information in relation to the various head teachers' competencies. Cluster random sampling was used to select centres (and thus Head teacher) from all geographical sub-counties. The simple random sampling was used to select public ECDE teachers from the selected centres.

3.6 Data Collection Methods

Questionnaire as well as interview guides was used to collect data from the various subjects based on strata.

3.6.1 Questionnaire for Preschool Head Teachers and Teachers

The study employed questionnaire as a tool of gathering data from both the preschool head teachers and teachers. The researcher used close ended questionnaire to ease the collation of the responses. Questionnaires were used to collect data from the respondents who include head teachers and teachers. Kothari (2009) points out that questionnaires are suitable for limiting the cost of data collection as well as collecting data from a relatively large respondents within a comparatively short period. The questionnaires also allow the respondents time for perusal and understanding of the items before responding to them. This makes it flexible for the researcher leaving the questionnaires behind and collect later at the convenience of the respondent. Thus, the researcher personally delivered and administered the questionnaires to the respondents and allowed 3 days for filling up the questionnaires.

3.6.2 Interview Guides for CSOs and CQASO

Interview guides were used to collect data from the CSOs and CQASOs. A guide was developed and aligned with the study objectives to enable collection of qualitative data that was complemented the questionnaire – quantitative data. The interview guide contained questions aligned to the research objectives and their specific themes including training of teachers, teacher professionalism and class methodologies. The questions covered are detailed in appendix 4 A check list was also used to assess the availability of resources. The interviews were held in accordance with the ethical procedures that start as notification and seeking appointment, and then conducting them. The interviews were conducted by the research and possible on face to face to enhance not only response but also the depth of the collected data. The interviews are known for giving rise to rich and in-depth data

due to their flexibility in giving room for seeking clarification, further explanations, and narrations (Mugenda and Mugenda, 2008).

3.6.3 Observation Schedule for ECDE learners

The study entailed observation schedules for the learners. The observation methods with participant observation to reduce the overshadowing that could be created by the new presence of the researcher. Observation method of data collection is considered due to its usefulness and advantage is enabling the researcher to record what they really intend to study on rather than getting any information that maybe outside the study scope (Allen, 2017). The method is also cheaper compared to questionnaires as it required a pen and piece of paper only. The researcher observed and recorded the learners' actions, speech patterns, and norms regarding English language skills through free socialization.

3.7 Pilot Study

A pilot study was conducted in the Waso Primary public ECDE center. The pilot study used 10% of the actual sample size = 12. The study was carried out to test the reliability and validity of the questionnaire and interview guide which was done to ensure any irrelevant question in the instrument is removed and focused so that the right information was obtained. The results of this study enabled the researcher to amend the questionnaires and ensure that all areas under study are adequately addressed. Validity was determined through aligning the research instrument items to the Krashen's Theory and Monitor Model for Language Acquisition. Moreover, expert judgement was used through the educationist at the Strathmore University. The reliability was examined through test-re-test. The research instruments were administered for the first time in selected pilot sample and scored. The same copies of the tools were re-administered to the same group of respondents after a week. The collected results were also scored, so that it made up a pair of first and second results. The research used Pearson's products moment correlation coefficient to ascertain the correlation level between the scores in the first and subsequent tests.

3.8 Data Analysis and Presentation

After raw data had been collected, it was first edited to detect errors and omissions and corrections done. This involved careful scrutiny of the completed questionnaires to ensure data is accurate, consistent with other facts gathered. The researcher coded data for

efficiency and classify the data on the basis of common characteristics and attributes. The data was then tabulated in form of statistical tables to allow further analysis. The data was then analyzed by use of descriptive statistics, which will include frequencies and percentages.

For qualitative data, the study used thematic analysis. Thematic analysis is a systematic and scientific process of organizing qualitative findings to make inferences. The process involved six major systematic steps including familiarizing with the data, coding the data into identifiable forms, generating identified themes from the data, reviewing the themes, and labeling the themes with names and descriptions, and making a write up. The results were presented in tables that allowed for orderly arrangement of data and describe the results of statistical analysis. Statistical Package for Social Science (SPSS) was used to generate relevant statistics for analysis. Qualitative data was analyzed thematically in line with the study objectives, variables, and study indicators. The presentation then used quotes and verbatim with interpretation of the quotations.

3.9 Ethical Considerations

The researcher sought ethical clearance from the Ethic Review Board at Strathmore University and obtain permit to collect data from the National Council for Science and Technology (NACOSTI). The researcher also adhered to the principle of voluntary participation of respondents by giving respondents free will to participate and contribute. This was achieved through design and development of a research participation consent forms. The participants were required to read, understand, and assent to the agreement in participation through signing the forms. Confidentiality was observed while undertaking this study by explaining the reasons for undertaking the study and the desire to maintain discretion by keeping the information private and using the information for research purpose only. The researcher did not interfere with the data collected in the research or alter it in any manner.

Chapter Four

Data Analysis, Presentation of Results, and Interpretation

4.1 Introduction

This chapter presents data analysis from the information gathered through questionnaires from both the sampled teachers and headteachers. The analysis also entails data collected through interviews with the CSOs and CQSOs and observation of the preschoolers. The analysis was guided by the study research specific objectives of the study including to; Establish the influence of teacher training on the English language skills development in Public ECDE Centres in Isiolo Sub-County; Determine the influence of teacher professional development on the English language skills development in Public ECDE Centres in Isiolo Sub-County, and Investigate the influence of class educational methodology on the English language skills development in Public ECDE Centres in Isiolo Sub-County. The presentation starts with the questionnaire response rates, presents the demographics of the participants and the findings objective-wise.

4.2 Response rate

The study entailed the administration of questionnaires to teachers and headteachers of the preschools in Isiolo County as well as interviews with the CSOs and CQASOs. The researcher also conducted observation on the issues concerning teacher competence and English language skills development in Public ECDE Centres in Isiolo Sub-County.

The study realized 38 responses from the headteachers, 72 from the teachers, 4 interviews and 11 observation sessions. This represents a response rate presented in figure 4.1.

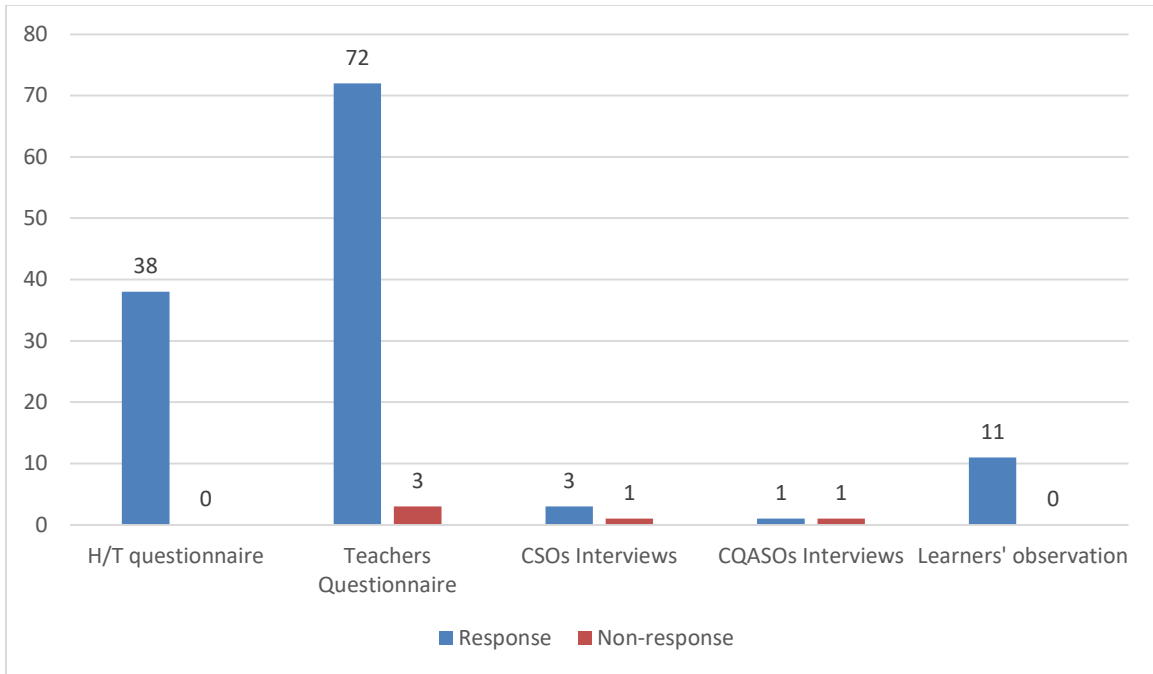


Figure 0.1 Response rate

Figure 4.1 shows responses from the questionnaires, interviews as well as the observation schedule. The study attained 100% (n=38) response of the headteachers; 96% (n=72) questionnaire return rate for the teachers; 80% (n=4) interviews. The response rate was deemed sufficient for using the collected data in assessing the influence of teacher competence on English language skills development in Public ECDE Centres in Isiolo Sub-County.

4.3 Demographics of the respondents

The study assessed the demographics of the questionnaire respondents. The demographics included gender, age, highest education levels as well as experience. Various experts in early childhood education indicate that such characteristics affect the delivery of language literacy. The findings on the demographics of the headteachers are presented using Table 4.1.

Table 0.1 Head Teachers' demographics (n=38)

		Frequency	Percent
Gender of the respondents	Male	19	50
	Female	19	50
Age of the respondents	Below 25 years	7	18.4
	25-34 years	17	44.7
	35-44 years	9	23.7
	Above 44 years	5	13.2
The highest educational level of the respondent	Secondary level and below	11	28.9
	Post-secondary certificate	10	26.3
	Post-secondary diploma	7	18.4
	Post-secondary degree and above	10	26.3
Experience of the respondents	Below 5 years	5	13.2
	5-14 years	13	34.2
	15-24 years	14	36.8
	Above 24 years	6	15.8

Table 4.1 shows that there were as many males as possible and females at 50:50 ratio. The table shows that majority of the headteacher respondents (n=17) were aged between 25 and 34 years old. The table shows that a significant percentage of 18.4 (n=7) were aged below 25 years while 13.2% (n=5) were above 44 years. This depicts a diverse workforce in the headteachers in the ECDE centres in Isiolo County.

Table 4.1 also shows that majority of the headteachers (28.9%, n=11) were secondary school certificate holders. An equal proportion of the headteachers (26.3%, n=10) held post-secondary certificates and degrees. This implies that the headteachers were also of diverse nature in terms of training which was the concern of study on the teacher competence and English language skills development in Public ECDE Centres in Isiolo Sub-County.

The study found that the majority of the headteachers (n=14, 36.8%) in the ECDE centres in Isiolo County had work experience between 15 and 24 years. This was followed by those in the experience bracket of 5 to 14 years (n=13, 34.2%). While we had the fewest (n=5, 13.2%) as having below 5 years of experience, a relatively larger proportion (n=6, 15.6%)

had the experience of over 24 years. This implied that the experience of the headteachers was also diverse in ECDE centres in Isiolo county. This is always critical for class content delivery especially for preschoolers as noted by Nyarigoti (2013).

On demographics of the teachers, the study also entailed an assessment of the social aspects including gender, age, educational level as well as experience.

Table 4.2 below shows the descriptive statistics from the collected data about the aspects.

Table 0.2 Demographics of the Teachers (n=72)

		Frequency	Percent
Gender of the respondents	Male	34	47.2
	Female	38	52.8
Age of the respondents	Below 25 years	14	19.4
	25-34 years	20	27.8
	35-44 years	27	37.5
	Above 44 years	11	15.3
The highest educational level of the respondent	Secondary level and below	18	25
	Post-secondary certificate	21	29.2
	Post-secondary diploma	21	29.2
	Post-secondary degree and above	12	16.7
Experience of the respondents	Below 5 years	15	20.8
	5-14 years	25	34.7
	15-24 years	17	23.6
	Above 24 years	15	20.8

Table 4.2 shows that there was a response of 72 teachers of which majority (n=38, 52.8%) were females, the majority (n=27, 37.5%) were aged between 35 and 44 years, the majority (n=21, 29.2%) were in equal proportion under post-secondary certificate and post-secondary diploma, and the majority (n=25, 34.7%) had working experience of between 5 and 14 years.

The demographic statistics of the teachers also depict diversity in the ECDE teachers in Isiolo County where both gender, variety aged teachers, different educational levels as well as experiences of the teachers highly vary. These concerns are raised in various posits by

research including Nilsen and Gustafsson (2016) on determinants of effective language learning, Schutz (2019) on comprehensive input for effective learning and in Krashen's theory under production in terms of the teaching and learning output (Abukhattala, 2013). The demographics of the teachers determine the levels of maturity which influence the social interaction between teachers and preschoolers. As such the more experienced and aged are thought to easily interact with the kids as they have learned the approaches to their class participation.

4.4 Influence of Training on Teacher Effectiveness

The study investigated the influence of teacher training on their effectiveness in delivering on English Language Skills Development in Public ECDE Centres in Isiolo Sub-County. The investigation involved a teachers' and headteachers' questionnaire which collected quantitative data as well as interviews with CSOs and CQASOs and observation for the learners. The quantitative findings from the headteacher's questionnaires is presented in Table 4.3.

Table 0.3 Teacher Training - Head Teacher' Perspective (n=38)

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
We recruit preschool teachers based on their level of training	F	6	7	12	7	6	38
	%	15.8	18.4	31.6	18.4	15.8	100
Teacher recruitment consider grades scored	F	9	8	9	6	6	38
	%	23.7	21.1	23.7	15.8	15.8	100
Teacher recruitment considers certification	F	7	6	9	8	8	38
	%	18.4	15.8	23.7	21.1	21.1	100
Teacher recruitment is procedural and documented	F	6	9	9	6	8	38
	%	15.8	23.7	23.7	15.8	21.1	100
Teacher recruitment considers the period of training	F	9	7	8	8	6	38
	%	23.7	18.4	21.1	21.1	15.8	100

Table 4.3 shows the responses from the headteachers on the influence of teacher competencies on English Language Skills Development in Public ECDE Centres in Isiolo

Sub-County. The headteachers were asked to rate the level of agreement with the statements drawn from the aspects of teacher training on the effectiveness of English language skills development. The responses were measured on a Likert scale for 1-strongly disagree to 5 for strongly agree.

Table 4 shows that majority of the headteachers (n=12, 31.6%) were neutral with the statement “We recruit preschool teachers based on their level of training”. Notably, equal portions of the headteachers (n=6, 15.8%) strongly disagreed and strongly agreed with the statement. This was an indication that the statement was so neutral that it did not sides on whether it applied for the public ECDE centres in Isiolo County. Compared to the qualitative data collected through interviews, the findings showed that the aspect was a factor in recruitment of public ECDE teachers in Isiolo County. One CSO noted;

The recruitment of teachers takes count of their level of training. With the sprout and increased enrolment of teachers in degree courses and specifically for ECD, we are keen on having as many as possible. This is contrary to the earlier days of 1900s where only certificate ad diploma holders were in the ECDE sections across the country (Kenya) [KI 02]

The interview findings implied that there were guidelines that are key in recruitment process. The disparity with the headteachers’ findings could be associated with some laxities that exists in the recruitment process which sometimes affect the effectiveness of the guidelines. Such gaps would influence the competence of the teacher recruits.

The table also shows that majority of the headteachers (n=9, 23.7%) in equal measures strongly disagreed and were neutral with the statement “Teacher recruitment consider grades scored”. This shows that the teacher recruitment in public ECDE centres in Isiolo county were soft on the need for checking out and considering the teacher trainee grades in the recruitment process. However, there were disparities where a portion of the headteachers (n=6, 15.8%) strongly agreed with the statement. Compared to the interview results, one CQASO reported;

The concerns for grades in recruitment comes together as an aspect of qualifications as a whole. If we consider training, then we narrow down to see how the teacher performed even in specific subjects. That gives us hints to ascertain even their abilities in class. This is very important in teacher recruitment process [KI 04].

The findings also reveal the differences in opinions with the headteachers which reflects inconsistencies in the treatment of professional requirements of the ECDE teachers in Isiolo County. This in turn affect the level of competences that these teachers portray hence difference in delivery in English language skills development among the preschoolers.

Table 3 also shows that majority of the headteachers (n=9, 23.7%) were neutral with the statement “Teacher recruitment considers certification” while significantly equal large portions (n=8, 21.1%) of the headteachers agreed and strongly agreed with it. This implies that the teacher recruitment in public ECDE centres in Isiolo county significantly considered the aspect of certification. About “Teacher recruitment is procedural and documented”, the majority of the headteachers (n=9, 23.7%) were neutral and disagreed in equal measures. This implied that the aspect was not of emphasis among the public ECDE centres in Isiolo County. However, a significantly large portion of the headteachers (n=8, 21.1%) strongly agreed with the statement. Compared to the interview results, one CSO noted;

There are evident documents in our custody and circulated to all headteachers on the procedures for recruiting teachers. The guidelines are meant for regulating the process of teacher recruitment as a way of ensuring only qualified teachers are recruited. Notwithstanding, some scenarios make it difficult for keeping these guidelines to the latter. When there are reportedly fewer teachers than required, some headteachers decide to engage even untrained teachers [KI 03].

The findings show that while there exist some regulations in the recruitment of the teachers based on their training levels and areas, the circumstances force the bending of the rules. The study shows that the existence of the procedures as documents may not necessarily be the actual process in the implementation. This may definitely affect the concerns raised in the effectiveness of teacher competence in teaching English language skills among preschoolers in Isiolo County.

The study further investigated the training influence on teacher effectiveness using the teachers’ questionnaire. The investigation entailed a series of statements that required their ranking on how influential they are on teacher effectiveness in the English language class. The items were measured on a Likert scale with the lowest score of 1- not at all influential

to a maximum of 5- extremely influential. The collected data were analyzed descriptively using frequencies and percentages and presented in Table 4.4.

Table 0.4 Training on Teacher Effectiveness- Teachers' Perspective (n=72)

		not at all influential	slightly influential	somewhat influential	very influential	extremely influential	Total
Teachers' level of education influences their effectiveness	F	11	23	18	8	12	72
	%	15.3	31.9	25	11.1	16.7	100
Teacher specialization area influences effectiveness	F	17	19	18	10	8	72
	%	23.6	26.4	25	13.9	11.1	100
Teacher length of program of training influences effectiveness	F	14	20	12	15	11	72
	%	19.4	27.8	16.7	20.8	15.3	100
Teacher training modules coverage influences effectiveness	F	15	22	13	13	9	72
	%	20.8	30.6	18.1	18.1	12.5	100
Teacher type of assessment in training influences their effectiveness	F	16	17	18	12	9	72
	%	22.2	23.6	25	16.7	12.5	100

Table 4.4 shows that majority of the teachers (n=23, 31.9%) scored the statement “Teachers’ level of education influences their effectiveness” to slightly influential. However, a portion of the teachers (n=12 16.7%) indicated that the teachers’ level of education was extremely influential on their effectiveness. This was also consistent with the interview with one CSO who pointed;

The importance of the teacher level of training cannot be ignored in assessing their competence. The training level gives us room to explore possible competence areas that the teacher has covered. This is indeed necessary for obtaining effective teachers in turn [KI 02]

This is an indication ion that the quantitative findings may be skewed towards some laxity that may be existing in the system which is evident to the teachers.

Like the first statement, the majority of the teachers (n=19, 26.4%) rated the statement “Teacher specialization area influences effectiveness” as slightly influential. This reflects the views of the teachers that their areas of specialization in either subject of training may

not be of significant influence on their delivery in the class. However, varied proportions of the teachers rated the statement in various categories with fewest (n=8, 11.1%) rating it as extremely influential.

Table 4.4 also shows that the majority of the teachers (n=20, 27.8%) rated the statement “Teacher length of the program of training influences effectiveness” as slightly influential. The table shows the same trends for the statement “Teacher training modules coverage influences effectiveness” where the majority of the teachers (n=22, 30.6%) rated it slightly influential. The table finally presents a rating of the last statement “Teacher type of assessment in training influences their effectiveness” as somewhat influential. This implies that the teacher perspective found the influence of the identified aspects of training insignificant in their effectiveness in class. This was more specific with English Language Skills Development among the ECDE learners which is critical for even the next academic levels.

The qualitative results were compared to qualitative findings from the CSQAO interviews where one officer noted;

The various aspects of competence are examined during teacher recruitment for public ECDEC schools in Isiolo county. However, the various aspects are treated and scored differently. While it's documented that the concerns raised in the manuals are key in influencing the teacher effectiveness for English Language skills development, they are sometimes overlooked due to other reasons [KI 01].

The findings imply that there were disparities between the quantitative findings and qualitative findings. The contradiction may be due to the differences in roles played by the respective respondents the data collection differences. The headteachers and teachers used questionnaires while the CSOs and the CQACOs used interview guides. The responses for the interviews were also comparatively higher which may be attributed to the conducive environment created from the rapport creation.

4.5 Teacher Professional Development and the English Language Skills Development

The study investigated the influence of teacher professional development on the English language skills development among the learners in public ECDE centres in Isiolo County. The study question inquiry entailed questionnaires for headteachers who were presented with a set of statements to be scored depending on their levels of agreement. The scores were measured on a Likert scale from the lowest score of 1- strongly disagree to the highest at 5- strongly agree.

The quantitative findings were presented using Table 4.5 shown.

Table 0.5 Teacher Professional Development - Head Teacher' Perspective (n=38)

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
We offer in-service training to teachers	F	7	9	6	8	8	38
	%	18.4	23.7	15.8	21.1	21.1	100
We advise teachers to enroll in professional development courses	F	5	9	8	9	7	38
	%	13.2	23.7	21.1	23.7	18.4	100
We consider a number of professional courses in recruitment	F	9	7	8	6	8	38
	%	23.7	18.4	21.1	15.8	21.1	100
Teachers embrace professional development courses	F	9	9	7	4	9	38
	%	23.7	23.7	18.4	10.5	23.7	100

Table 4.5 shows that the majority of the headteachers (n=9, 23.7%) disagreed with the statement “We offer in-service training to teachers”. However, a significant portion of the headteachers rated the statement as agreed and strongly agreed in equal measures making it a combined n=16 (42.2%). This implies that the in-service training was a key element in professional development among the ECDE teachers in public schools in Isiolo county. More critical was the findings from the qualitative results through interviews. One CSO noted;

It has become imperative that even the school administrators are required to comply with the Ministry requirements of continued professional development for practicing teachers. This is seen as the best way to maintain quality teaching and standards across the teaching fraternity. By this strategy, it is evident that teachers keep updating themselves with the dynamics in education especially during the high-tech era where things are changing fast and continuously [KI 01]

Table 4.5 also shows that the majority of the headteachers (n=23.7%) in equal measures disagreed and agreed with the statement “We advise teachers to enroll in professional development courses”. While this depicts the diverse views from the school heads, another significant portion of the headteachers (n=8, 21.1%) rated the statement as neutral which implies that it is between the yes and no. It implies that some schools are keen on advising the teachers on the need for enrolling in professional development while others were not keen on the recommendation. Contrary to the interview findings, one KI noted;

It is recommended across all public institutions that teachers enroll in professional development courses whenever possible. This is one of the tools we use to monitor the teacher professional growth. We also believe that it is through such certifications that the teachers can improve their effectiveness in the class not only for English language skills development among learners but in all the subjects they handle [KI 03].

The table shows that the majority of the headteachers (9, 23.7%) strongly disagreed with the statement “We consider a number of professional courses in recruitment”. However, the next largest portion of the headteachers (n=8, 21.1%) in equal measures were neutral and strongly agreed with the statement. This implied that there is diverse action for the statement in enhancing the teacher effectiveness in delivering in English language skills development in Isiolo county.

Similarly, the majority of the headteachers (n=9, 23.7%) were between strongly disagree, disagree and strongly agree with the statement “Teachers embrace professional development courses”. Through interviews with one CSO, the qualitative results revealed that the public ECDE teachers hardly embraced the professional development courses. The KI noted;

It is not easy to recommend and implement the enrolment of the public ECED teachers into professional development courses. This, for some time

now, has been a challenge for the educational administrators in this county (Isiolo). The Ministry recommends the undertaking of this approach to maintaining teacher competencies in all schools and class levels. We are in touch with various headteachers to always emphasize and mobilize their teachers towards this noble course meant to enhance teacher effectiveness in the county [KI 01].

The findings imply that there are indications of the need for the teachers to enroll and participate in professional development courses as a way of improving their effectiveness in teaching English language skills among preschoolers in Isiolo county.

On the same theme, the teachers have assessed their views about the professional development on effectiveness in teaching English language skills among preschoolers. The teachers were issued with a questionnaire with items on professional development with statements measured on a Likert scale. The statements were to be ranked depending on how the teachers perceived their influence on their competence in teaching English language skills. The scale was between 1- not at all influential to 5- extremely influential. The quantitative findings are presented using Table 4.6.

Table 0.6 Teacher Professional Development - Teacher' Perspective (n=72)

		not at all influential	slightly influential	somewhat influential	very influential	extremely influential	Total
Teacher frequency of professional courses influences effectiveness	F	16	15	18	13	10	72
	%	22.2	20.8	25	18.1	13.9	100
Teacher connecting with peers affects their class delivery	F	12	17	16	14	13	72
	%	16.7	23.6	22.2	19.4	18.1	100
Teachers connecting with mentors influences their effectiveness	F	11	15	19	20	7	72
	%	15.3	20.8	26.4	27.8	9.7	100
Teacher community outreach activities influence their effectiveness	F	16	12	17	18	9	72
	%	22.2	16.7	23.6	25	12.5	100

Table 4.6 shows that the majority of the teachers (n=18, 25%) indicated that the statement “Teacher frequency of professional courses influences effectiveness” was somewhat influential. This implies that there was the support of the frequency of the professional courses on enhancing the effectiveness of teacher competencies in delivering on English language skills development. However, the second-largest portion of the teachers (n=16, 22.2%) rated the statement as “not at all influential”. This implies contrary opinions among the teachers about whether the frequency of professional development engagement would influence teacher competencies in the development of English language skills in public ECDE in Isiolo County.

The table shows that the majority of the teachers (17, 23.6%) rate the statement “Teacher connecting with peers affects their class delivery” as slightly influential. Moreover, the next largest portion of the teachers (n=16, 22.2%) rated it as somewhat influential. The concern about the teachers connecting with their peers as a strategy for enhancing competencies in regard to English language skills development in public ECDE centres in Isiolo was also investigated through the interviews with the CSO and CQASOs. One of the interviewees noted;

We always recommend that teachers work together to learn more. When teachers interact at the peer level, they learn from each other's strengths in delivering English language skills among the preschoolers. Peer learning is important as it happens automatically within any circumstance of interactions. While it mostly comes out as an informal approach, it helps to compare teacher abilities within their groupings without necessarily pulling an assessment tool against them [KI 02].

The qualitative findings imply that the educational administrators at county levels are keen on employing the peer learning strategy in enhancing the competencies of the teachers in delivering effective English language skills development among learners in public ECDE centres.

Table 4.6 also shows that the majority of the teachers (n=20, 27.8%) indicated very influential for a statement “Teachers connecting with mentors influences their effectiveness”. Moreover, the second-largest portion of the teachers (n=19, 26.4%) indicated that teachers connecting with mentors were somewhat influential on their competencies in

English language skills development in public ECEDE centres in Isiolo county. The findings reflect the qualitative findings through interviews with some of the CQASOs. One noted;

Mentorship for teachers in public schools across the country is highly encouraged. Professional mentorship is known to enhance teacher competencies not only in teaching English language skills but also in other subjects. We are keen as the ministry to facilitate public ECDE teachers into professional mentorship. Thus, it is evident that teacher professional mentorship would enhance their competencies in delivering on English language skills development among public ECDE learners in Isiolo county [KI 04].

The findings show that the concern about professional mentorship is highly recognized and considered in checking on the teacher competencies in strives towards the English language skills development among learners in Isiolo County.

The table also shows that majority of the teachers (n=18, 25%) indicated that teacher community outreach activities were very influential in their effectiveness in teaching English language skills among ECDE learners in Isiolo county. The next largest portion of the teachers (n=17, 23.6%) rated the statement as somewhat influential. This implied that the emphasis of developing teacher professional profile through community outreach activities were geared toward garnering more on their competencies in teaching the English language among the learners. A triangulation of the findings with the qualitative results from interviews showed consistency. One CSO noted;

The teachers are encouraged and supported to have outreach activities. Through the activities, teachers connect to parents and interact. This helps the teachers ask the parents to support their children back at home. This also, in turn, creates room for the parents to help their children in undertaking homework and communicating to the teachers through the learners. This is considered a strategy for enhancing teacher competence in teaching English language skills [KI 01].

The findings imply that when teachers interact with the community, they are likely to enhance their capacity and competencies in effectively teaching English language skills among the public ECDE learners in Isiolo county.

4.6 Class Educational Methodology and the English Language Skills Development

The study investigated the influence of class educational methodology on English language skills development in public ECDE centres in Isiolo county. The study entailed questionnaires for headteachers and teachers. The assessment also entailed interviews with CSOs and CQASOs on various aspects of educational methodologies. The headteachers' questionnaire contained statements on the educational methodologies where the respondents were required to rate their agreement levels with the statements. The measures were on a Likert scale with 1- strongly disagree up to 5 at strongly agree. The data collected was analyzed descriptively using frequencies and percentages and presented using Table 4.7.

Table 0.7 Teaching Methodology-Head teachers' Perspective (n=38)

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
We guide teachers on the class methodologies	F	9	8	7	7	7	38
	%	23.7	21.1	18.4	18.4	18.4	100
We assess teachers on class methodologies applied	F	7	10	5	9	7	38
	%	18.4	26.3	13.2	23.7	18.4	100
We encourage use of our own class methodologies among teachers	F	9	9	10	5	5	38
	%	23.7	23.7	26.3	13.2	13.2	100
We understand that class methodologies may influence LSD	F	11	8	10	6	3	38
	%	28.9	21.1	26.3	15.8	7.9	100

Table 4.7 shows that the majority of the headteachers (n=9, 23.7%) strongly disagreed with the statement “We guide teachers on the class methodologies”. Comparatively much less portion of the headteachers strangely agreed, agreed and others remained neutral about the statement at equal measures of n=7, 18.9%. Triangulation with the interview results showed that the teachers were always guided on teaching methodologies. One informant pointed out;

The aspects of teaching including the methods and approaches are taken care of through guiding and specifying to teachers the desired methods. However, it becomes a challenge to ensure the implementation of a particular teaching methodology that is decided. It is, thus, left at the discretion of the individual teachers to choose [KI 01].

This implies that the teaching methodologies in English language skills development in public ECDE centres in Isiolo county have guidelines, but the teachers allowed room for choosing what works for them best.

Table 4.7 shows that the majority of the headteachers (n=10, 26.3%) disagreed with the statement “We assess teachers on class methodologies applied”. However, another portion (n=9, 23.7%) agreed with the statement. These contrary opinions imply that while some public ECDE centres on assessment of teachers in class methodologies, others were keen on finding the level of competencies of teachers on these particular elements. The table also shows the majority of the headteachers (n=10, 26.3%) were neutral with the statement “We encourage the use of our own class methodologies among teachers”. Notably, the table shows that the next largest portions of the respondents (n=9, 23.7%) in equal measures rated the statement as disagreeing and strongly disagreeing. However, 13.2% (n=5) of the headteachers agreed and strongly agreed with the statement in equal measures. Triangulation with qualitative findings through observation showed that fewer teachers used the methodologies used by the headteachers. This was, however, attributed to the unique subjects that each teacher has. The headteachers were teaching ECDE sections and more so, did not have English language skills. This could be the reason behind the differences in views about the statement on the teacher adopting the headteacher teaching methodologies.

The table shows that the majority of the headteachers (n=11, 28.9%) strongly disagreed with the statement “We understand that class methodologies may influence LSD”. This is so contrary to the qualitative findings revealed through the interviews with the CSO. The interviewee indicated that the need for ensuring quality and effective teaching methodologies in public ECDE centres in Isiolo county was to score more on teacher competencies that would bear more on effectiveness in teaching English language skills. The CSO noted;

It is critical and thus on emphasis for us as administrators that we call into the use of effective teaching methodologies to reap more on the effectiveness of teachers. Especially for the public ECDE learners, we are keen on ensuring that the methods used are favourable and friendly to the learners. The learners are at a tender learning stage where not only critical thinking is required but even the grasping of the language for effective communication is a concern [KI 02].

The findings show that while the majority of the headteachers were not keen on associating educational methodologies with the effectiveness in teaching English language skills in ECDE in Isiolo county, the key informants recognized the importance of the technique in the schools.

The study assessed the teacher perspective of using teaching methodologies in enhancing the development of English language skills among learners in ECDE centres in Isiolo County. The study employed a questionnaire for teachers with an item on various statements. The statements were measured on how frequent the phenomenon mentioned were experienced or encountered within the teaching fraternity. The scores were put on a Likert scale from 1- for never and a maximum 5 for always. The collected data were analyzed using descriptive statistics using frequencies and percentages and results were presented using Table 4.8. The results were then triangulated with the qualitative findings from the interviews with the CSO and CQASOs in Isiolo county.

Table 0.8 Teaching Methodology- Teachers' Perspective (n=72)

		Never	rarely	sometimes	often	always	Total
Teacher Method types	F	11	16	21	11	13	72
influence the effectiveness	%	15.3	22.2	29.2	15.3	18.1	100
Used language affects	F	16	14	15	14	13	72
suitability to English subject	%	22.2	19.4	20.8	19.4	18.1	100
Language suitability to age	F	13	17	16	13	13	72
affects learning effectiveness	%	18.1	23.6	22.2	18.1	18.1	100
Language should be suitable	F	18	14	18	12	10	72
to learner age for							
effectiveness in learning	%	25	19.4	25	16.7	13.9	100

Table 4.8 shows that majority of the teachers (n=21, 29.2%) indicated the “Teacher Method types influence the effectiveness” was used sometimes. This was followed by a portion of 22.2% (n=16) which indicated that the method was never used. However, 18.1% (n=13) indicated that the method was always used. This implies that there were variations in the level of use of the rationale behind the class methodology in public ECDE centres in Isiolo county. Compared to the interview results, the study showed that rationale for teacher methods in enhancing English language skills development was critical. One interviewee noted;

The teaching methods in instruction for preschoolers is key as they influence the learner environment. This in turn determines whether the learners understand the language. Considering a local area like ours (Isiolo), it is imperative that teachers incorporate even local languages and some Swahili language to effectively teach the English language in preschool [KI 02].

The table shows that majority of the teachers (n=16, 22.2%) indicated that “Used language affects suitability to English subject” was rated as never. However, a portion of the teachers (n=13, 18.1%) rated the statement as always. This implies that there were also varied opinions on the use of language effect on English language subject.

Table 4.8 also shows that the majority of the teachers (n=17, 23.6%) rated “Language suitability to age affects learning effectiveness” as a rarely experienced phenomenon. The table also shows that the other portion of the teachers (22.2%) indicated sometimes “effect of language suitability on learning effectiveness”. The table also shows 18.1% of the teachers rated the statement as always learning phenomenon.

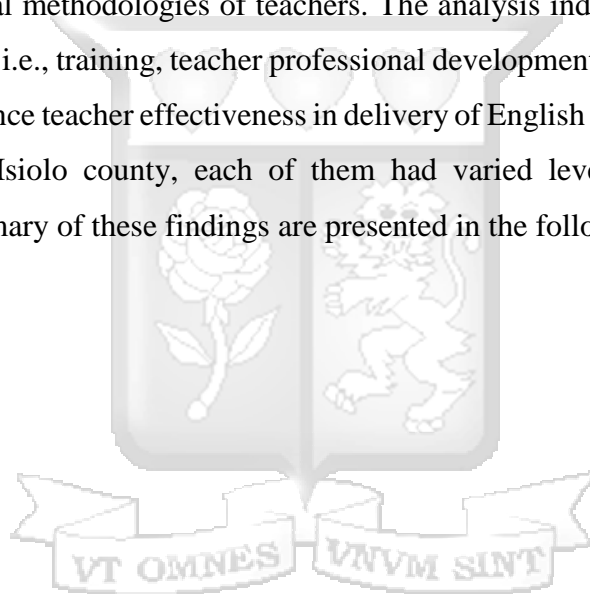
The table also shows that majority of the teachers (n=18, 25%) rated the statement “Language should be suitable to learner age for effectiveness in learning” as never and sometimes in equal measures. The findings were compared to the qualitative results from interviews with the CSO who noted;

We always inform our teachers through the school administrators that the need for using language appropriate for the learners is key. Otherwise, the teacher would be communicating to themselves without the learners following. The teachers are thus encouraged to use a mixture of local language and English language as a strategy in effectively teaching English

The findings imply that despite the quantitative analysis that depict rare consideration of the language sustainability for teaching English language in ECDE centres in Isiolo county, there is clear indications of the use of the local languages for the learners to learn in steps. The study findings depict the mix of the languages at the ECDE level in teaching English language skills thus revealing the strength of the class educational methodology on English language skills development in public ECDE centres in Isiolo county.

4.7 Conclusion

The study showed that teacher competence in terms of recruitment processes, qualifications, professionalism in terms of other courses, in-service training among others affect the instructional methodologies of teachers. The analysis indicated that while each of the three variables, i.e., training, teacher professional development and class educational methodologies influence teacher effectiveness in delivery of English language skills among the preschoolers in Isiolo county, each of them had varied levels of influence. The discussions and summary of these findings are presented in the following chapter.



Chapter Five

Discussions, Summary of Findings, Conclusion and Recommendations

5.1 Introduction

This chapter presents the last part of the research report with highlights on the discussions of the study findings where the existing literature and the theories are compared to the results. The chapter also presents the summary of the findings, conclusion and study recommendations. The chapter is guided by the research questions in chapter one which included: i. What is the influence of teacher training on the English language skills development in Public ECDE Centres in Isiolo Sub-County? ii. How does teacher professional development influence the English language skills development in Public ECDE Centres in Isiolo Sub-County? iii. What is the influence of class educational methodology on the English language skills development in Public ECDE Centres in Isiolo Sub-County?

5.2 Discussions of the Findings

The study found that the influence of level of training was not important on language skills in Isiolo county. Moreover, the recruitment of teachers considers their level of training. The concerns for grades in recruitment comes together as an aspect of qualifications. This implies that the grades in another dimension were an influence on teacher competence that would create an effective platform for English language skills development among preschoolers in Isiolo county. These also depict the influence of certification of teachers on effectiveness in teaching English language skills among the preschoolers in Isiolo county public ECDE centres. The study finding reflects the concerns raised in previous studies where demographics factors including teachers' experience, salary, and teacher-pupil ratio on academic achievement, over half of the studies were found to have an insignificant effect (Nyarigoti, 2013). Similarly, comparisons with the findings of Kocoglu, Ozek and Kesli (2011) found no significant difference in content acquisition between experimental and control groups on the level of training of the teachers.

In relation to the works of Glaser (2018), the two studies reflected the importance of pragmatism in training English teacher trainees. Pragmatism is through to a value gained

from training of employees where the high-level teacher may gain more compared to their low-level trained counterparts.

Compared to the works of Mahulo (2012), the findings showed that there exists a connection between teacher training and student academic achievement in final examinations. The current study descriptive findings showed support of the teacher training in attaining high teacher effectiveness in English language skills development. Similar works are related to Xie and Curle (2020) who studied English language at a Chinese State university revealed that effective teaching methods have a high influence on learning. For Mahulo (2012), teacher training creates greater knowledge and skills for trainee teachers to improve class effectiveness for their learners. Teacher training is also supported by Sanders (2014) who attributed teacher effectiveness to quality training. For Glewwe et al., (2009) the teaching environment for foreign language (in the case of the current study is English) creates a fragile class of learners which may call for high quality trained teachers to deliver,

The study found that the school administrators are required to comply with the Ministry requirements of continued professional development for teachers. This depicts the recommendations across all public institutions that teachers enroll in professional development courses whenever possible. The study reported 23.7% of the headteachers strongly disagreed with the statement “We consider a number of professional courses in recruitment”. This relates to the call for professional development courses that are the means of reaching the desired qualities of competencies desired in teachers in effectively teaching English languages skills and which headteachers should ensure teachers attend. In a related study, Nyarigoti (2013) used Continuous Professional Development (CPD) to define the totality of teachers’ activities and engagements undertaken throughout their careers and geared towards the betterment of their work. For Castro et al., (2017), professional training programs for teachers informed the quality of the preschool teachers in teaching both Spanish and English among the learners. Similar sentiments were drawn from the works of Amendum, Knotek, Sánchez and Malone (2018) who reported intervention for professional development among both the English teachers and learners enhanced their effectiveness in the acquisition of the English language. Similar findings

are depicted and showed in the current study that professional training for the preschool teachers is as important as it is for other professionals in education.

Borrowing from the works of Rashid, Abdul and Yunus (2017), teacher professionalism in the current study entailed reforms were aimed at enhancing teacher competence in teaching the English language. The haste implementation with no professional development affected the teacher effectiveness. In Popova, David, Breeding and Arancibia's (2018) works, gaps between the professional development characteristics and practice among the sampled teachers were evident. Similar contexts set up in the larger Isiolo county among ECDE centres thus informing the teacher related competences in achievement of English language skills development.

The study also found that 23.7% of the headteachers in public ECDE centres in Isiolo county strongly disagreed with the statement "We guide teachers on the class methodologies". This implied that the teacher class instructional methodologies affect English language skills development by creating room for learning for the preschoolers. Moreover, the majority of them (26.3%) were neutral with the statement "We encourage the use of our own class methodologies among teachers". This was elaborated with the emphasis for the school administrators to call into the use of effective teaching methodologies to reap more on the effectiveness of teachers.

The study findings reflect the existing literature where Aniefiok and Ebong (2018) posited that the teachers employed different methods in teaching including synthetic, analogy, analytic, and embedded phonics. For Okelo (2018), teaching methods were important in teacher effectiveness in language skills development among preschoolers. The teachers were cited to utilize such methods. In Nilsen and Gustafsson's (2016), the question of methodology is also a question of quality in the education system, and it is associated with improving the quality of the school system.

The study findings reflect the postings in Krashen's Monitor Model that suggests that where formal language acquisition takes place, there happen error corrections. The differences and diverse views between the headteachers, teachers and the sub-county educational administrators depict such errors that call for corrections. Krashen's theory of

language acquisition identified the key competencies of the teachers including professional training, the qualifications as well as educational methodologies employed in a class context. The supporters of Krashen's theory acknowledge that learning of the second language (English language skills for the preschoolers in public ECDE centres in Isiolo county) calls for inputs (teacher training, teacher professionalism and teacher instructional methodologies).

5.3 Summary of the Findings

5.3.1 What is the influence of teacher training on the English language skills development?

The study found that majority of the headteachers were neutral with the statement "We recruit preschool teachers based on their level of training". This implies that the influence of level of training does not necessarily influence language skills in Isiolo county. The recruitment of teachers takes count of their level of training. The majority of the headteachers in equal measures strongly disagreed and were neutral with the statement "Teacher recruitment consider grades scored" which depicts less emphasis on the influence of grades on English language skills development among the preschoolers. According to interview results, the concerns for grades in recruitment comes together as an aspect of qualifications. This implies that the grades in another dimension were an influence on teacher competence that would create an effective platform for English language skills development among preschoolers in Isiolo county. The study also found that majority of the headteachers were neutral with the statement "Teacher recruitment considers certification" while equal large portions of the headteachers agreed and strongly agreed with it which depict the influence of certification of teachers on effectiveness in teaching English language skills among the preschoolers in Isiolo county public ECDE centres. Through interviews, the study found that there are evident documents in our custody and circulated to all headteachers on the procedures for recruiting teachers. All in all, in relation to the influence of teacher training, we can postulate that it does not necessarily affect English language acquisition according to the responses and situation in Isiolo county.

5.3.2 How does teacher professional development affect the English language skills development?

The study found that the majority of the headteachers disagreed with the statement “We offer in-service training to teachers”. This was supported by the interview results that the school administrators are required to comply with the Ministry requirements of continued professional development for practicing teachers. These are thought to be some of the ways in which teacher professional development affect the English language skills development among the preschoolers in public ECDE centres in Isiolo county.

The study showed that the majority of the headteachers in equal measures disagreed and agreed with the statement “We advise teachers to enroll in professional development courses”. The findings depict the recommendations across all public institutions that teachers enroll in professional development courses whenever possible. Through this enrolment, the teacher enhances their skills on how to deliver English language skills among the preschoolers in ECDE centres in Isiolo county. The study also showed that the majority of the headteachers strongly disagreed with the statement “We consider a number of professional courses in recruitment”. Moreover, most of them were between strongly disagree, disagree and strongly agree with the statement “Teachers embrace professional development courses” which was triangulated with the interview findings recommending the courses. The professional development courses are the means of reaching the desired qualities of competencies desired in teachers in effectively teaching English languages skills among the preschoolers in public ECDE centres in Isiolo county. Therefore the headteachers should insist on professional development courses within their schools, support teachers who are doing these courses and encourage teachers on recruitment to continuously take such courses this will improve English language skills development.

5.3.3 What is the influence of class educational methodology on the English language skills development?

The study found that the majority of the headteachers strongly disagreed with the statement “We guide teachers on the class methodologies”. The aspects of teaching including the methods and approaches are taken care of through guiding and specifying to teachers the

desired methods. This implies that the teacher class instructional methodologies affect English language skills development by creating room for learning for the preschoolers.

The study also found that the majority of the headteachers disagreed with the statement “We assess teachers on class methodologies applied”. Majority of the headteachers were neutral with the statement “We encourage the use of our own class methodologies among teachers” and some strongly disagreed with the statement “We understand that class methodologies may influence LSD”. Through the interviews, the study found that there is an emphasis for the school administrators to call into the use of effective teaching methodologies to reap more on the effectiveness of teachers. This translates into the effectiveness of the teachers in the development of English language skills among the preschoolers in public ECDE centres in Isiolo county. The implication is that headteachers need to assess English teacher’s class methodologies and provide an environment to try new methodologies suitable to their students.

5.4 Conclusion

The study concludes that various factors and elements of teacher competence influence English language skills development in Public ECDE Centres in Isiolo Sub-County. Teacher recruitment and qualifications influence effectiveness in English language skills development among preschoolers. However, various respondents draw varied opinions where the teachers and headteachers felt that it had less influence compared to the sub-county educational administrators who had contrary opinions.

The study concludes that various teacher professional development elements affect effectiveness in English language skills development among the preschoolers in public ECDE centres in Isiolo county. The elements of in-service training, professional courses were key in professional development. The study concludes finally concludes that various teacher class educational methodologies affect effectiveness in English language skills development among preschools in ECDE centres in Isiolo county.

5.5 Recommendations

Based on the study findings, the following recommendations are drawn;

For Practice

- i. The teachers to consider and review their previous training levels and professional development. Those who find it “shallow”, would go back to advance as a way of appreciating that the competences are key in teacher class delivery especially on English language skills development in ECDE centres in Isiolo county.
- ii. The school community must contribute to the recommended roles in parental involvement in ECDE teaching and learning for effective English language skills development among preschoolers.

For Policy

- i. The Cabinet Secretary for Education may need to consolidate the various stakeholders in education including the CSOs, the CQASOs and headteachers to work in harmony towards effective teaching of English language skills among preschoolers. This can be done through policy design and roll out that conform to set guidelines for teacher training and recruitment process. This was a gap revealed through variations in views between the teachers and the administrators of whether the training level concerns affect teacher effectiveness in English language skills development in ECDE centres in Isiolo county.

For further research

The study also recommends the following areas for further research;

- i. Study on the demographic factors influencing the effectiveness of English language skills development among preschoolers in Isiolo county.
- ii. Investigation on the influence of the socio-economic background of the preschoolers on their English language skills development in Isiolo county.

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Appendices

Appendix A: Budget

	Activity	Cost	Unit	Qty	Days	Amount (kes)
1	Stationery	500	pair	5	3	7500
2	Camera	12000	pc	1	1	12000
3	Transport for researcher	2000	pax	1	10	20000
4	Transport for Research Assistants	1000	pax	2	2	4000
5	Stipend for Research assistants	2000	pax	2	2	8000
6	Audio recorder	10000	pc	1	1	10000
7	Internet and bundles	1000	pair	1	10	10000
8	Typesetting and related services	1000	pax	1	10	10000
9	Accommodation and meal	3000	pair	1	5	15000
10	Data analysis facilitation	15000	pax	1	1	15000
11	Miscellaneous	5000		1	1	5000
	TOTAL					116500

Appendix B: Research Participation Consent Form

Berebere Versity
 Strathmore University,
 Date.....

Dear sir/madam,

Ref: Research Participation Consent Form

My name is Berebere Versity, a postgraduate student at Strathmore University. In partial fulfilment of the degree of Master of Science in Education Management at the University, I am conducting a survey investigating the influence of teacher competence on the English language skills development in public ECDE centers in Isiolo Sub-County.

The study will entail data collection through questionnaires and interviews. Whichever methodology you was administered to, the research participation entails giving information regarding the specific areas including the teacher training, teacher professional development and class educational methodology as determinants of effective English language skills development in Isiolo subcounty.

There are no any identified harm related to the research participation, and it is purely voluntary. Your participation and information shared was treated with privacy, and confidentiality. Your identity will not be associated with any of the information given. The participation does not have any material benefits other than the study findings that will help the Ministry of Education to take action in the English language skills development among preschoolers in the subcounty. Please indicate your consent to participate below by \surd , sign and retain a copy of the form. You do not need to explain the reason for your decision herein. Would you have any complaint regarding this research, please contact Strathmore University, Postgraduate Office.

I Consent to participate in the research		I do not consent to participate in the research	
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Sign.....(Please sign to show consent to participate)

Date.....

Versity Berebere, Strathmore University
 Researcher

Sign.....
 Date.....

Appendix C: Sample Questionnaire for Head teachers

In partial fulfilment of my degree of Master of Science in Education Management at Strathmore University, I am conducting a survey investigating the influence of teacher competence on the English language acquisition at pre-school level in public ECDE centers in Isiolo Sub-County. I will appreciate if you could assist me by completing the following questionnaire.

Section A: Demographics (tick appropriately)

Gender	Male	
	Female	
Age (years)	below 25	
	25-34	
	35-44	
	Above 44	
Highest level of Education	Secondary level and below	
	Post-secondary certificate	
	Post-secondary diploma	
	Post-secondary degree and above	
Experience (years)	Below 5	
	5-14	
	15-24	
	Above 24	

Section B: Training of teachers

Of the following areas of teacher training, professional development, and teaching methodologies, rate the influence on effectiveness of preschooler teacher to teach English language skills development in your ECDE Centers in Isiolo subcounty. Key 1 – strongly disagree, 2 – disagree, 3– neutral, 4–agree and 5 – strongly disagree.

Item	1	2	3	4	5
Teacher training					
We recruit preschool teachers based on their level of training					
Teacher recruitment consider grades scored					
Teacher recruitment is procedural and documented					
Teacher recruitment considers certification					
Teacher recruitment considers period of training					
Professional development					
We offer in-service training to teachers					
We advise teachers to enroll in professional development courses					
We consider number of professional courses in recruitment					
Teachers embrace professional development courses					
Class methodology					
We guide teachers on the class methodologies					
We assess teachers on class methodologies applied					
We encourage use of own class methodologies among teachers					
We understand that class methodologies may influence LSD language skills development					

Sample Questionnaire for Teachers

In partial fulfilment of my degree of Master of Science in Education Management at Strathmore University, I am conducting a survey investigating the influence of teacher competence on the English language acquisition at pre-school level in public ECDE centers in Isiolo Sub-County. I will appreciate if you could assist me by completing the following questionnaire.

Section A: Demographics (tick appropriately)

Gender	Male	
	Female	
Age (years)	below 25	
	25-34	
	35-44	
	Above 44	
Highest level of Education	Secondary level and below	
	Post-secondary certificate	
	Post-secondary diploma	
	Post-secondary degree and above	
Experience (years)	Below 5	
	5-14	
	15-24	
	Above 24	

Section B: Training of teachers

Of the following areas of teacher training, rate the influence on effectiveness of preschooler teacher to teach English language skills development in public ECDE Centers in Isiolo subcounty. Key 1 – not at all influential, 2 – slightly influential, 3 – somewhat influential, 4 – very influential and 5 – extremely influential

Item	1	2	3	4	5
Teachers' level of education influences their effectiveness					
Teacher specialization area influences effectiveness					
Teacher length of programme of training influences effectiveness					
Teacher training modules coverage influences effectiveness					
Teacher type of assessment in training influences their effectiveness					

Section C: Teacher Professional development

To what extent do you think each of the following affect the expertise of a preschooler teacher in teaching English language skills development in public ECDE Centers in Isiolo subcounty. Key 1 – No effect, 2 – Minor effect, 3 – Neutral, 4 – Moderate effect and 5 – Major effect

Item	1	2	3	4	5
Teacher professional courses determines effectiveness					
Teacher frequency of professional courses influences effectiveness					
Teacher connecting with peers affects their class delivery					
Teachers connecting with mentors influences their effectiveness					
Teacher community outreach activities influences their effectiveness					

Section D: Class methodology

To what extent does the following affect effectiveness of teaching English language skills development among preschools in Isiolo subcounty? Key 1 – Never, 2 – Rarely, 3 – Sometimes, 4 – Often, and 5 – Always

Item	1	2	3	4	5
Teacher Method types influences effectiveness					
Used language affects suitability to English subject					
Language suitability to age affects learning effectiveness					
Language should be suitable to learner age for effectiveness in learning					
Learner language background affects English language learning					

Section E: English Language Skills Development

To what level of satisfaction are you with the preschool learners developing English language skills in Isiolo subcounty on the following? Key 1 – Not at all satisfied, 2 – slightly satisfied, 3 – moderately satisfied, 4 – Very satisfied and 5 – Extremely satisfied.

Item	1	2	3	4	5
Preschoolers can pronounce English words					
The learners use English language during play					
The learners use English in greetings					

Appendix D: Sample Interview Guide for CSOs

Purpose of the Interview

The main purpose of this study was to investigate the influence of teacher competence on the English language acquisition at pre-school level in public ECDE centers in Isiolo Sub-County. You are required to select 28 public ECDE centres (representing 30%) using simple random design. You will then employ Descriptive survey design as the research design for the study. Questionnaires, interview schedules and check lists will be used in collecting data for the study. You will administer the questionnaires to all the teachers of the sampled centres while interview schedules were used to collect data from the County Quality Assurance and Standards Officer. You are required to consult with the supervisor who will validate and help enhance the value and the contents of the research instruments.

	Questions	Responses
1	In your opinion, how do you ensure quality teaching in preschools?	
2	How do you associate training of teachers and language skills development among the preschoolers?	
3	Do you think the need to offer in-service training for preschool teachers?	
4	Do you think it's important to assess the effectiveness of the preschool teachers in development of language skills among the learners in Isiolo county?	

Signed:

Name _____ Sign _____

Appendix E: Sample Interview Guide for CQASOs

Purpose of the Interview

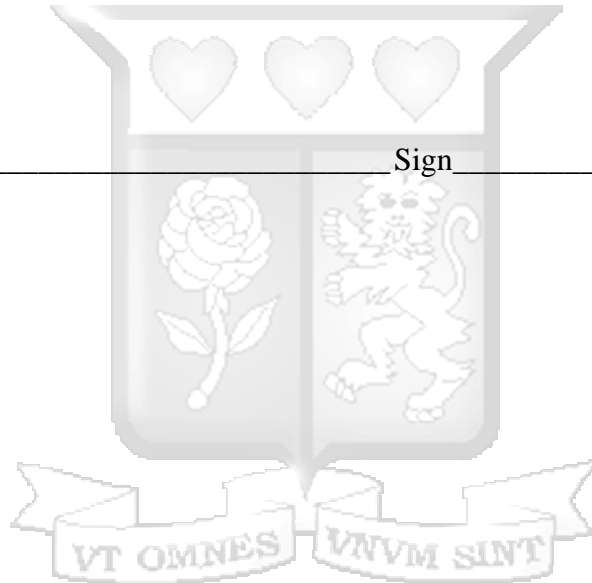
The main purpose of this study was to investigate the influence of teacher competence on the English language acquisition at pre-school level in public ECDE centers in Isiolo Sub-County. You are required to select 28 public ECDE centres (representing 30%) using simple random design. You will then employ Descriptive survey design as the research design for the study. Questionnaires, interview schedules and check lists are used in collecting data for the study. You will administer the questionnaires to all the teachers of the sampled centres while interview schedules are used to collect data from the County Quality Assurance and Standards Officer. You are required to consult with the supervisor who will validate and help enhance the value and the contents of the research instruments.

	Questions	Responses
1	In your opinion, is the level of English acquisition in Isiolo Sub-County adequate?	
2	Do you think there is adequate teacher training for preschool teachers in the sub-county?	
3	Do you think the need to re-train Public ECDE teachers is critical?	
4	Is there adequate professional development among Public ECDE teachers in the Sub-County.	
5	Explain some educational methodologies used by preschool teacher in teaching English language skills in Isiolo subcounty including areas of technology application	

6	In your opinion, can you say that the use of Mother Tongue is an impediment to the acquisition of the English Language in Isiolo Sub-County?	
7	Do you have any other observation regarding the teacher competence in teaching English language skills development in Isiolo Subcounty public ECDE centres? Explain	

Signed:

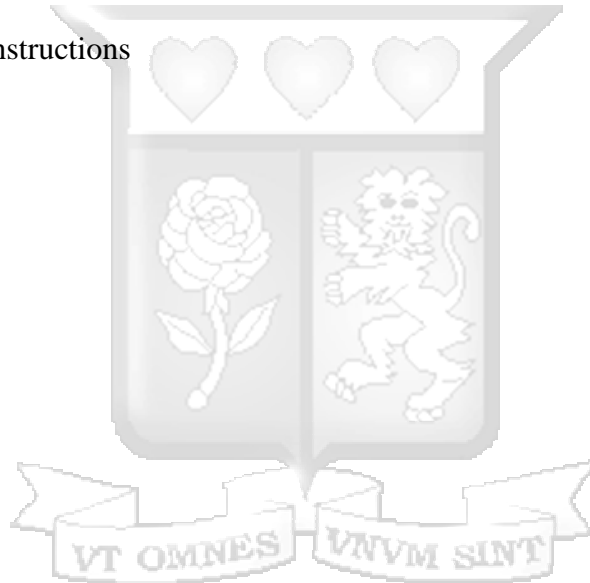
Name _____ Sign _____



Appendix F: Observation Schedule for ECDE learners

The researcher will concentrate to observe and record the learners' action, and speech in the following areas in use of English languages

- i. Greetings
- ii. Asking and reply for names
- iii. Playing requests and chats
- iv. Call outs
- v. Response to call outs
- vi. Scribbling down words
- vii. Singing
- viii. Response to instructions



Appendix G: Strathmore University institutional Scientific and Ethical Review Committee



2nd September 2022

Ms Berebere Versity
bversity@gmail.com

Dear Ms Berebere,

RE: Influence of Teacher Competence on English Language Skills Development among pre-schoolers

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** research proposal. Your application reference number is **SU-ISERC1472/22**. The approval period is from **2nd September 2022 to 1st September 2023**.

This approval is subject to compliance with the following requirements:

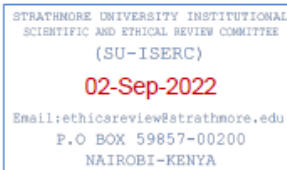
- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 48 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 48 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.






Yours sincerely,

for: **Dr Ben Ngoye,**
Secretary; SU-ISERC

Cc: Prof Fred Were,
Chairperson; SU-ISERC



Appendix H: NACOSTI Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 616533	Date of Issue: 06/September/2022
RESEARCH LICENSE	
	
This is to Certify that Miss.. Versity Berebere of Strathmore University, has been licensed to conduct research in Isiolo on the topic: Influence of Teacher Competence on English Language Skills Development among Preschoolers in Public ECDE Centres in Isiolo Sub-County for the period ending : 06/September/2023.	
License No: NACOSTI/P/22/20182	
616533 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
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Appendix I: Antiplagiarism Report and Similarity Index

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Analyzed document	Strathmore -Thesis 1.docx (D143104250)
Submitted	2022-08-20 16:23:00
Submitted by	
Submitter email	akitawi@strathmore.edu
Similarity	3%
Analysis address	library.strath@analysis.orkund.com

Sources included in the report	
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