COMMUNICATION APPROACHES OF MALE AND FEMALE TEACHERS IN
SELECTED PRE-SCHOOLS IN EKALAKALA ZONE
MASINGA DISTRICT – KENYA

A thesis report
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Masters degree in ECPE

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DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

\[\text{Name and Signature of Supervisor}\]

\[\text{Date}\]
DEDICATION

I dedicate this thesis firstly to Almighty God, my Dear wife Eunice Munyao, children Catherine and George, Mum Ruth and Brother John for the moral and financial support they have given me.
ACKNOWLEDGMENT

The researcher acknowledges firstly to God who has been with him throughout. He also expresses his sincere gratitude firstly to his supervisor. Dr. Mrs. Ijeoma Anumaka for her cordial guidance and corrections, DVC, CHDR Dr. Novembrieta Sumil. This is for their criticism, inspiration and guidance to excel on this Report finding.

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God bless you all.
ABSTRACT

The study was to find out types of communication approaches in selected pre-schools in Ekalakala Zone, Masinga District Kenya. The purpose of the study was to find out the best communication approaches to use for pre-scholars. The Objectives of the study were to determine the demographic aspect of respondents, to find out types of communication approaches used by teachers in pre-schools, to compare the communication approaches of male teachers and that of pre-scholars, to compare communication approaches of female teachers and pre-scholars. The target population was 135 and sample size was 100 then the findings showed that the communication methods were majorly a one on one and verbal in nature. The majority of the respondents agreed that there was need for teaching aids. The study was qualitative in nature, data was analysed using SPSS and presented using SPSS. The limitations of the study were uncontrolled settings where comments from respondents required a lot of attention due to their anxiety, stress and they needed motivation- it is required more time than expected.
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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The World Bank firm Survey (2000) pointed out that effective communication was the leading problem and hindrance to future operations and growth of the economy.

The Ministry Of Education in Kenya put a survey (2002) which revealed that communication was the major constraint in education sector.

Communicating with a child is one of the most pleasurable and rewarding experiences for both parent and child. Children learn by absorbing information through daily interactions and experiences with other kids, adults, and the world. And between the ages of 4 and 5, many kids enter preschool or kindergarten programs, making language competency necessary for learning in the classroom. Slobin, D. I (1985).

The more interactive conversation and play kids are involved in, the more they learn. Reading books, singing, playing word games, and simply talking to kids will increase their vocabulary while providing increased opportunities to develop listening skills. Here are a few suggestions to improve your child's communication skills: Help your child relate to books by selecting stories that mirror families like yours or people from your cultural or ethnic group. Pine, J. M (1994).

Keep books, magazines, and other reading material where kids can reach them without help. Help kids create their own "This Is Me" or "This Is Our Family" album with photographs or mementos. Talk with your child about books or TV programs and videos that you watch together. Let your child see you reading and enjoying books. Senechal, M (1995).
As kids gain mastery over language skills, they become more sophisticated in their conversational abilities. Kids ages 4 to 5 years can follow complex directions and enthusiastically talk about things they do. They can make up stories, listen attentively to stories, and retell stories. Waddington, (1957).

At this age, kids usually are able to understand that letters and numbers are symbols of real things and ideas, and that they can be used to tell stories and offer information. Sentence structures now incorporate up to eight words, and vocabulary is between 1,000 and 2,000 words. Most kids this age should have intelligible speech, although there may be some developmental sound errors and stuttering, particularly among boys. Lewis, (1974).

Preschoolers generally are able to make comments and requests and give directions. They should know the names and gender of family members and other personal information. They often play with words and make up silly words and stories. If you suspect your child has a problem with hearing, language acquisition, or speech clarity, talk to your doctor. A hearing test may be one of the first steps to determine if your child has a hearing problem. If a specific communication deficit or delay is suspected, the doctor may recommend a speech-language evaluation. A child who also appears to be delayed in other areas of development may be referred to a developmental pediatrician or psychologist. Klima, (1966).

A speech-language pathologist (an expert who evaluates and treats speech and language disorders) may: recommend direct therapy or preschool special education services make a referral to an audiologist (hearing specialist), developmental pediatrician, or psychologist Communication problems among kids in this age group include: hearing difficulties problems following complex directions difficulty with conversational interaction poor vocabulary acquisition difficulty learning preschool concepts, such as colors and counting stuttering difficulties with grammar and syntax unclear speech. Lust, B Suner (1994).
Some kids will outgrow these problems. For others, more intensive therapy may be needed. Medical professionals, such as speech pathologists, therapists, or your doctor, can help your child overcome communication problems. Waddington, (1957).

Statement of the problem

Communication problem like stuttering of pre-scholars communicating in schools was observed by the researcher who has been teaching primary schools for 17 years and this has been a problem in communication of pre-scholars. It was also observed that the pre-scholars graduating from pre-schools to primary schools can not communicate freely with others and the teachers.

It is suspection of the researcher that the communication approaches used by the pre-school teachers may have resulted in the stuttering of the pre-scholars during communication with other children and teachers. As a result of the foregoing research, therefore asks the question: What are the communication approaches used by pre-school teachers in pre-schools in Masinga District Kenya.

Purpose of the study

The purpose of the study was find out the best communication approaches to use for pre-scholars.

To validate the Waddington’s theory on social learning (1957).

To generate data on communication approaches amongst pre-scholars.

To add to the existing body of knowledge in the related literature.

To bridge the gaps that was existing in the empirical study.

Objectives of the study were:

1. To determine the demographic aspect of respondents in terms of;

   a) Age
b) Sex

c) Level of education

d) Experience

2. To find out the types and levels of communication approaches used by male and female teachers in pre-schools.

3. To compare the communication approaches of male and female teachers in pre-scholars.

Research questions

1. What is the demographic aspect of pre-scholars in terms of;
   a. Age
   b. Sex
   c. Level of education
   d. Experience

2. What are the types and levels of communication approaches used by male and female teachers in pre-schools?

3. Is there any significant difference between communication approaches of male and female teachers in pre-scholars?

Hypotheses

Ho1- there is no significant difference between communication approaches of male teachers and pre-scholars.
Scope of the study

Geographical scope

The study was carried in Masinga district. The district is about 40 square miles. The study covered all the 21 schools in Ekalakala educational zone.

Time scope

The study took three months from May to July.

Theoretical scope

Native theory -by Waddington (1957) Nativist Theory

Nativists argue that children have an inborn desire to make sense of the world. With their natural drive to attend to the spoken word and sort out meanings, children can use language as a way to make sense of their world.

Social learning-by Bandura (1989)

Social learning theory explains that children imitate the words and language patterns they hear by watching and listening to the models, caregivers, and family members in their life (Bandura, 1989).

Significance of the study

The study will be of significance to teachers, parents, head teachers and policy makers of pre-scholars in a way that the study will identify various communication approaches used among pre-scholars and their parents. And formulate policies for pre-scholars accordingly.

The study will be used for further reference by other scholars doing research in the same subject or other related subjects.
Operational Definitions of Key Terms

**Profile:** it is arithmetic or graphic summary of analysis of the history, status or process or a vivid concisely written sketch of life and characteristics of a person.

**Communication:** Is a means of passing on perceptions to another party.

It is also a process by which information is exchanged and understood by two people, usually with the intent to motivate or influence behaviour (Draft, 1997).

**Communication Approaches:** refers to formal and informal ways of sharing meaningful and timely information between two people. (Whetten and Cameron, 1991).

**SPSS:** statistical package for social sciences.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Communication

Communication is verbal or non-verbal exchange of information (Oxford Advanced Dictionary Third Edition).

Communication is what is attributed to it by the viewer and not an intrinsic and immutable property of the message itself. (Bandura, 1978).

Children base their views of themselves and the world on their daily experiences. One of the most important experiences adults can provide for children is to talk with and listen to them. Through these daily interactions, children and adults can develop relationships that help children to learn about themselves and the world. Adults who care for children have a responsibility to create and maintain positive and healthy relationships with them. One of the most practical and mutually rewarding ways to achieve this goal is through positive communication. (Begley 1997)

Research suggests that the best parent-child relationships are characterized by lots of positive communication and interaction. Content parents and children communicate on a regular basis about many different things. They don't communicate only when there is a conflict. The researchers believe that when adults stay in touch with children through attention and conversation, children may be less likely to act out or behave in ways that create conflict or require discipline. (Coplan, 2004).

Effective communication with children requires communication styles and behavior appropriate to the age of the child. Understanding how children of different ages communicate and what they like to talk about is crucial for rewarding interaction
with them. Adults must communicate in a way that relates to the age and interests of the child. (Denham, 2003).

Preschoolers begin to talk in full sentences that are grammatically correct. Young preschoolers may struggle with telling stories in the correct order, but by age 6, sequencing the events of a story comes much more easily.

Preschoolers like to talk about their past experiences. They experiment with pretend and fantasy play; sometimes preschoolers talk about imaginary experiences. (Boyson 1989)

Children of this age begin to recognize the connection between the spoken word and the written word. They often recognize traffic signs (e.g., stop) and restaurant signs (e.g., McDonald’s) without being told what they literally say.

Preschoolers often talk to themselves when playing and working on tasks such as puzzles or art activities. (Brooks-Gunn, 1997)

Encourage preschoolers’ communication;

- Ask preschoolers questions about past events; probe for details and provide new words to enhance description of experiences (e.g., "Tell me who you played with at child care today? What did you do together?")

- Encourage preschoolers to talk about their feelings, both positive and negative, and discuss the possible causes for the emotions.

- Create opportunities for preschoolers to engage in fantasy and pretend play, either alone or with friends (e.g., pretend baby bathing, pretend housekeeping, pretend astronaut play)

- Provide opportunities for preschoolers to experience the connection between the spoken word and the written word (e.g., label familiar parts of the physical environment; have children tell you stories and write them down;
allow children to 'write' their own stories or thank you notes; have children collect items from the environment which include words that they can read, such as toothpaste tubes or cereal boxes)

- When preschoolers are talking to themselves, let them be. Self-talk helps preschoolers focus on what they are doing.

**Effective communication approaches**

There are myriad benefits to possessing this ability to communicate effectively. Among schoolchildren, a direct relationship has been identified between a high level of social skills including communication, and school achievement. (Cartledge & Milburn 1978) Children who can understand what is expected of them, and can express themselves appropriately exhibit higher academic achievement than those who struggle to communicate.

Good communicators have more social success. (Novella 1981) Making and keeping friends, being well regarded by teachers and others, and eventual dating and marriage are all enhanced by the ability to communicate ideas and emotions, and to receive the ideas and emotions of others.

Good communicators make better parents. (Novella 1981) Children who feel understood and whose ideas are valued by their parents are more likely to adopt the beliefs and values of their parents. Parents are more successful at passing their beliefs and values on to their children if they are able to communicate to them verbally and by modeling behavior (a nonverbal method of communication). It is more important than ever that parents and children communicate well, since the current media-centered environment absorbs time that was once available for conversation.
Every vocational pursuit is enhanced by the practice of effective communication. In some jobs, lives depend on this ability. The airline pilot and the air traffic controller speak unambiguously with proscribed language, and repeat back what they have heard to confirm its accuracy. In most other jobs the effects of good communication are more subtle. Good communicators give and receive instructions accurately, follow through on commitments, provide motivation or leadership to others, and are more pleasant co-workers. (Cohen, 1992)

An increase in communication skills could help to reduce the violence that is endemic in schools and the larger society.

“The attention given to the Columbine tragedy and other high profile school shootings often obscures a more common, related problem- that of everyday school violence. This type of violence ranges from hostile teasing, bullying, and fistfights to physical attacks with weapons, robberies and even rape. A fifteen year old sophomore (said): ‘you bump someone by accident, and they think you did it on purpose. They either shove you back, or they threaten to get you later’. (Jones 2001).

How many people report decades old estrangement from family members, and do not really know what caused the rift?

With so many life-enhancing benefits to good communication, why are we not better at it? Nancy Feehan (2001) describes the eight places where it can go wrong:

Between:

What I think

What I want to say

What I believe I’m saying

What I say
What you expect to hear

What you want to hear

What you believe you heard

What you heard

**Concepts and ideas of communication**

The dictionary definition of communication extols its joys: sharing, participating, conversing and enjoying in common. According to Feehan, it is a miracle joyful communication ever occurs. The newspaper is packed with instances of poor or hostile communication that leads to violence on a local and a global scale. Countries attack each other when the talks break down. Children bring guns to school when they believe their peers do not listen to them. The literature is full of proposals to address school violence, which include increased police presence in schools, installation of metal detectors, and implementation of crisis management plans. (Wheeler & Baron 1994) Thankfully, there is also discussion of prevention of violence through early intervention. This intervention can take the form of social skill training, conflict resolution training, or communication skills training which all contain common topics such as listening, empathy, anger management and assertion.

Developing a smooth and cordial and ongoing communication between the pre-schoolers and teachers is necessary to develop and sustain relationship (Hatfiled, 1993).

Communication should help towards acknowledging multiple cultures most importantly, it is used to produce and negotiate meaning for individuals involved. (Davis and Jesinki, 1993).
Human communication begins seconds after birth, when the newborn cries and the mother responds with food and comfort. The growing baby develops new communication skills every day; she looks and listens, she tries different facial expressions to make herself understood, she imitates adult sounds, and she develops language.

The human need to communicate surrounds us. Traffic signs tell us what we can and cannot do, artists create visual ways to tell us their emotions, and we applaud to let a singer know we enjoyed the performance.

**Theoretical perspective**

There are several theoretical approaches to explain how children learn to speak and understand language. It is most likely that no one theory can explain the entire language development process. However, important insights can be gained by examining several major theoretical approaches.

**Nativist Theory**

Nativists argue that children have an inborn desire to make sense of the world. With their natural drive to attend to the spoken word and sort out meanings, children can use language as a way to make sense of their world.

Waddington (1957) explains that certain behaviors are learned easily or canalized by members of a species. These canalized behaviors are genetic; the members of a species are prepared to learn them with little effort. In humans, canalized behaviors include learning to use tools and language.

Noam Chomsky (1972) took the nativist explanation a bit further. He proposed that there is an inborn language acquisition device (LAD) somewhere in the brain that facilitates language acquisition. Because young children learn language so effortlessly, yet lack the mental ability to analyze the rules and structure of the language logically, he proposed that there must be a mechanism that allows children
to acquire the structure of language naturally. Anyone who has studied a second language understands the difficulty of mastering the complexities of grammar, usage, meanings, and word order that are part of any language system. Though Chomsky's LAD has never been located, it is generally accepted among the experts that the brain comes hardwired for language to develop and biologically human beings are programmed for learning language (Bickerton, 1984; Pinker, 1994; Lust, Suner, & Whitman, 1994; and Slobin, 1985).

When children are born they have the ability to differentiate any sound in any language system (Werker & Lalonde, 1988). By the end of the first year the unused sounds tend to drop out of the repertoire so that babbling tends to take on the sound of French or the sound of Russian or the sound of English. The babbling, however, ends up sounding like an English sentence even though meaning is missing (Boyson-Bardies, deHalle, Sagart, & Duranc, 1989).

**Social Learning Theory**

If children have a desire to learn and that learning comes without great difficulty, is that all there is to the development of language? Social learning theory explains that children imitate the words and language patterns they hear by watching and listening to the models, caregivers, and family members in their life (Bandura, 1989). Some children imitate German words, others imitate Japanese words, and still others imitate English words. They repeat those sounds that are rewarded with smiles and praise (dada and mama) and drop out those sounds that are not rewarded (ngaaw) (Skinner, 1957; Whitehurst & Valdez-Menchaca, 1988).

But this explanation creates a problem. If human beings simply imitate what others around them have said, what accounts for the ability to speak novel sentences, create an original poem, or write new lyrics to a song? In addition, if human beings only imitate what they have heard, doesn't that mean that they memorize
everything they hear and then repeat it back at the appropriate time? Do young children have the ability to memorize that great amount of language?

**Interactionists Theory**

Proponents of the Interactionists theory argue that children need more than a desire to speak, more than an inborn LAD, and more than a model to imitate. Interactionists suggest that children need to interact with others (Bohannon & Bonvillian, 1997). They need to speak and be spoken to. Neither one, alone, is enough.

A normal infant born to deaf and mute parents provided scientists the opportunity to observe a child's attempts to learn language in an environment where spoken language interaction was not possible. Could a child learn language by listening to TV? If a child only needs models to imitate, he or she should be able to learn to speak and understand the spoken word by watching TV. If a child needs to interact (speak and be spoken to), then watching TV would not enable him or her to learn language.

What happened? The child watched TV, but he did not learn to speak. Communication is a two-way process that needs to be experienced.

**Related studies**

Children are at increased risk for misidentification for learning and socio-emotional problems (Donovan & Cross, 2002; Hosp & Reschly, 2004). This misidentification is often due to some AA children's use of a differing language variety (African American Vernacular English) or pragmatic behavior being mistaken for disordered when traditional assessments based on European American (EA) children are used (Gildersleeve-Neumann, 2005; Paradis, 2005). Additional evidence of the increased risk of referral that preschoolers who are culturally 1 and linguistically
diverse (CLD) face was provided through a study of 52 preschool programs in 40 states with results showing that AA preschoolers were twice as likely to be expelled than White or Hispanic preschoolers, and five times more likely to be expelled than Asian American preschoolers (Gillam, 2005).

Besides race/ethnicity, socioeconomic status (SES) is also a risk factor that might affect the performance on traditional measures of children who are CLD. Moreover, there exists a link between race/ethnicity and low SES, exemplified by child poverty rates for non-Hispanic Whites being at 11 percent, but at 37 percent for AAs in 2000 (U.S. Census Bureau, 2001). An additional issue to consider is that children from low SES backgrounds, regardless of race/ethnicity, often are exposed to different discourse styles and vocabulary than those of middle SES (Ogbu, 1981; Qi, Kaiser, Milan, & Hancock, 2006; Hart & Risley, 1995, 1999; Heath, 1983). Hence, children who possess the cultural factor of race/ethnicity along with low SES are more likely to be referred for special services (e.g. behavioral, special education, speech and language) and perform poorly on standardized tests that are designed for middle SES, EA children, or children who use Standard American English (Campbell, Dollaghan, Needleman, & Janosky, 1997; Craig & Washington, 2000; Craig, Washington, Thompson-Porter, 1998; Fagundes, Haynes, Haak, & Moran, 1998;
Washington & Craig, 1992), and subsequently more likely to qualify for special services.

Gender has also been a risk factor for referral for special services. For instance, boys were four and one-half times more often expelled from school than girls regardless of their racial background (Gillam, 2005). Therefore, boys who possess the cultural factor of race/ethnicity along with low SES may be at increased risk.

Because of the limited research exploring why preschool teachers refer particular children for special services and the knowledge that communication styles differ across groups of children, the effect of communicative competence (or pragmatic skills) on behavior must be investigated in order to shed light on potential reasons for the disproportionate amount of children who are CLD being referred for special services. Beyond traditional standardized tools, referrals for special services by teachers may occur based on other factors, particularly those related to children’s communication styles. Indeed, misinterpretation of pragmatic communication differences may help explain patterns of teacher referral for some children. For example, preschool teachers tend to refer students based on the child demonstrating a particular subset of behaviors, such as noncompliance, impulsive behaviors, and violent physical reactions, or a need for a one-on-one instructional setting (Mamlin & Harris, 1998; Nungesser & Watkins, 2005). Some also argue that referrals for special services are socially defined, where teachers often use subjective and nonquantifiable criteria (Edgar & Hayden, 1985). For example, research has shown that teachers with strict standards for behavior tended to refer children with low levels of aggression for special services more often than those teachers with more lenient behavior standards (McIntyre, 2001). Thus, the referrals in McIntyre’s study depended more on how tolerant the teachers were of behaviors that deviated from their own personal standards than academic indicators. Mamlin and Harris (1998) supported this idea in their review of reasons for referral by stating that teachers may refer students because they cannot control the students’
behavior in the classroom, reducing the 'teachability' of the student. Hence, it is not always academic concern (e.g. discrepancies between ability and achievement, specific academic or skill deficits) alone that leads to children being referred for special education services, but a combination of academic and behavioral matters that are driving the referrals (Mamlin & Harris, 1998). Some teachers are aware of how their reasons for referral may not match with objective, academic criteria for special education qualification. For example, over half of the teachers in Mamlin and Harris's study (1998) used the referral process to obtain resource room services for students, but these same teachers frequently said that they did not believe the special services were necessarily appropriate in all cases. Rather, the resource room services seemed to be the teachers’ only option to educate students they had difficulty teaching.

Although some teachers are aware of why they may inappropriately refer children for special education services, some are not aware of how communication style and behavior influenced by the child’s home setting may influence the child’s communication and behavior at school. Researchers have attempted to answer the question of why teachers have difficulty teaching particular students. It has been suggested that there is often incongruence between socialization beliefs and parenting styles and teaching styles. For example, AA and L families are less often in teaching style congruence with teachers of their preschoolers than EA families (NCEDL, 2001). This incongruence can have implications for preschooler academic success. For instance, a modest link between strong home-school congruence and language and math readiness skills was found and parenting styles that were less controlling, highly supportive, and child centered were linked with early academic success in preschoolers (NCEDL, 2001). Thus, preschoolers that come from homes that are not as congruent with the teacher’s interaction styles and that are more controlling and less supportive or responsive may be at increased risk for academic difficulty.
It is important that teachers understand the home-school congruence phenomenon and how it may affect their own referral practices. For example, even though teachers in Nungesser and Watkins' (2005) study agreed that the home environment contributes primarily to social competence and behaviors exhibited at school, few of the teachers believed that communication style (pragmatics) played a role in the child's behavior. This illustrates the lack of awareness among teachers that language and communicative competence can factor into resulting behavior at school. In summary, determining why teachers refer students for services is an ongoing enterprise and research to date indicates that behaviors that differ from the teacher’s and school’s standards can be a contributing factor to referral for a variety of special services. Thus, a focus on how potential differences in pragmatic behaviors might relate to referral for special services is needed in order to determine why over-referral of certain populations exists.

Some data exist on gender and culture in pragmatics or politeness styles (Leaper, Tennebaum & Shaffer, 1999), but this research has not yet been translated to practice on a wide scale; neither do these data apply to the preschool age group. The lack of practical knowledge on communicative functions in preschoolers may result in teachers misunderstanding the communicated messages of children who are CLD, student conflict with peers or teachers of a different culture, and poor social outcomes for the child (Delpit, 1995; Harry, 1992; Kalyanpur & Harry, 1999; Terrell & Terrell, 1996). Gender differences in pragmatic communication may further compound the misunderstanding, possibly explaining why males are more often referred or suspended from preschool than females (Gillam, 2005).

Although some cultural and gender differences have been documented when studying pragmatic skills, communicative functions, a component of pragmatics, have not been documented adequately for AA preschoolers. Thus, there is a need for a research focus on typical pragmatic development of preschoolers who are CLD of differing SES. This information can be used to promote understanding of different
pragmatic communication styles in preschool children and improve assessment and intervention practices for all children. Thus, the purpose of this study was to:

describe the communicative functions of preschoolers and mothers across three different races/ethnicities and two SES groups, as well as between children’s gender groups.

examine the relationship between mothers’ and preschoolers’ communicative function use, and explore the relationship among mothers’ and preschoolers’ communicative functions; and their teacher’s perception of the child’s social skills, the child’s vocabulary skills, and the child’s expressive and receptive language skills.

To lay the groundwork for the study, however, the first step is to review the theoretical frameworks and existing data on pragmatic skills.

A social communication intervention in preschool children with autism, although improving parent-child interaction, does not deliver clinically significant benefit in the actual symptoms of autism. This is the conclusion of an Article published in the Lancet, written by Professor Jonathan Green, University of Manchester, UK and colleagues from the Preschool Autism Communication Trial (PACT) Consortium. (Gletman 1994)

Autism is a severe developmental syndrome affecting about 1% of children and resulting in an annual UK cost in childhood of £2.7 billion – higher than asthma or diabetes. Effective early intervention is an international health priority PACT is important as it is by some way the largest autism treatment trial of its type yet undertaken internationally. Results of small trials have indicated that early interventions for social communication may be effective for the treatment of autism in children. In PACT, the authors aimed to provide a stringent test of a parent-child communication-focused intervention in children aged 2 years to 4 years and 11 months with diagnosed autism.
The rationale behind the PACT intervention was that these children would respond with enhanced communicative and social development if parents were able to adapt their communication to their child’s specific impairments. The intervention consisted of one-to-one clinic sessions with therapist and parents and children. The aim of the intervention was firstly to increase parental sensitivity and responsiveness to the autistic child’s particular pattern of communication using direct work with parents and video feedback methods. Then, the further incremental development of the child’s communication was encouraged by introducing a range of strategies such as action routines, matching language to the child’s understanding, and the use of pauses. After an initial orientation meeting, families attended fortnightly 2 hour clinic sessions for 6 months followed by monthly booster sessions for 6 months (maximum 18). Between sessions, families were also asked to do 30 minutes of daily home practice. The study assessed 152 children, aged 2 years to 4 years and 11 months, across three UK sites. 77 children were assigned to the PACT intervention plus treatment as usual and 75 to just treatment as usual. Treatment as usual consisted of various generic and specialist autism services provided by local health, education and social care services. Severity and improvement in autism symptoms were assessed using a modification of the Autism Diagnostic Observation Schedule-Generic [ADOS-G] total social communication score. At the 13-month endpoint, the severity of symptoms was reduced by 3.9 points in the group assigned to PACT and treatment as usual, and 2.9 in the group assigned to only treatment as usual. This represented a small between-group effect size in favour of PACT, after adjustment for centre, sex, socioeconomic status, age, and verbal and non-verbal abilities—a difference the authors deemed not significant in terms of clinical effect. However, the PACT intervention did lead to improvements in the timing of parents’ communicative interactions with their child and the amount that children communicated using speech and gestures when playing with their parents. Parents also reported improvements in their child’s language abilities. (Boyson 1998)
The authors conclude: “On the basis of our findings, we cannot recommend the addition of this PACT intervention to treatment as usual for the purpose of reduction in autism symptoms. The intervention does, however, significantly alter parent-child dyadic social communication in ways that are associated with subsequent positive child outcomes in longitudinal studies, and are likely to be positive for parents themselves. Techniques to aid transmission of these gains in parent-child interaction to children’s communication skills in wider contexts need to be assessed.”

The authors add that this study adds to the positive evidence-base for preschool interventions for children with autism that focus on improving children’s social interaction and communication, and that also offer support to parents following a diagnosis. However, in line with other recent studies these improvements did not lead to a reduction in the severity of autism symptoms. This difficulty in generalisation is a challenge for clinicians and researchers in trying to improve interventions for this disorder.

In an accompanying Comment, Dr Sarah J Spence, and Dr Audrey Thurm, Pediatrics and Behavioral Neuroscience Branch, Intramural Research Program of the National Institute of Mental Health, National Institutes of Health, Bethesda, MD, USA, say: “This study furthers the field by setting a new bar for the minimum standards of rigorous methodology needed in trials that have potentially far-reaching service and policy implications... At the same time, today’s study exemplifies the complexity of attempting to detect change in samples of young children with such a heterogeneous condition. There are very few positive published trials in autism, for behavioural interventions, traditional pharmacotherapy, or complementary/alternative therapies. Is this due to non-efficacious treatments, lack of sensitive outcome measures, or heterogeneity of autism—or perhaps all three?”

They conclude: “In addition to those [variables] examined within this study (eg, variability in diagnoses, baseline language and cognitive levels, socioeconomic status, and parent’s education, age, and sex), there remains a long list of issues that
are difficult to even measure and certainly to account for in any sample of individuals with autism. These factors include environmental context, other treatments, co-morbid conditions, and as yet unknown differences in genetics and neuropathophysiology. Ultimately, the challenge is to define subtypes within this disorder. These definitions might have not only important treatment implications, but also aid in understanding aetiology.”

**Summary of gaps identified**

It is important to note that (Baren, 1998) stressed that adequate communication is an important of performance strategy. A lot of research efforts have been directed to employee performance but unfortunately much of attention of research is not drawn to correlate communication strategies.

In essence there is still need for communication approaches to be taken to a higher level where both the communicator and the recipient take it more seriously and accord the necessary attention all in the hope of improving the quality of communication for positive performance in an organization. This therefore makes this study worthwhile in Masinga District.
CHAPTER THREE

METHODOLOGY

Research Design

The study was descriptive surveyed design in nature with descriptive comparative approach. The researcher compared communication approaches of male and female teachers to pre-scholars.

Research Population

Target population

The research population included teachers, head teachers and pre-scholars. With a total of 135 respondents from the 21 schools in Ekalakala Education Zone - Masinga District, Kenya.

Sample size

Given the target population of 135 respondents in selected pre-schools. Sample size was of 21 Headteachers, 42 teachers and 72 pupils.

The researcher used solvens formula to get the sample size

\[ P = \frac{P}{1 + P(e)^2} \]

- \( P \) = required sample size
- \( P \) = Known population size
- \( e \) = level of significance = \((0.05)^2 = 0.0025\)
- \( P = 100 \)

Every school in Masinga District was represented so the researcher used universal sampling techniques for Headteachers.
TABLE 1: sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Teachers</td>
<td>42</td>
<td>35</td>
</tr>
<tr>
<td>Pupils</td>
<td>72</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sampling Procedure

Simple random sampling was employed for this study because it was convenient and less costly.

i. Male or female respondents in any of the schools included in the study.

ii. Teaching staff with teaching experience of one and above years

iii. Headteachers are under study from the list of qualified respondents chosen based on the inclusion criteria.

iv. The systematic sampling was used to finally select the respondents with consideration to the computed minimum sample size.

Research Instrument

Questionnaires

The researcher collected data using questionnaire which were researcher-made. The questionnaire had the three question sections, section A collected data on profile of the respondent, Section B collected data on communication approaches used by teachers to pre-scholars and Section C, observation Checklist for the pre-scholars was used to see their reactions towards some communication approaches.

Table 2: face sheet

<table>
<thead>
<tr>
<th>Face Sheets</th>
<th>Rate</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>4</td>
<td>Strongly agree without doubt</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>Disagree with some doubt</td>
</tr>
<tr>
<td>SD</td>
<td>1</td>
<td>Strongly disagree without doubt</td>
</tr>
</tbody>
</table>
Validity of the Instrument

The researcher ensured validity of investment by the use of experts, supervisor and lecturers who evaluated the relevancy and clarity of questions in the instrument.

Reliability of the Instrument

The reliability in this study was ensured through test, re-test of the instruments and administered to teachers of schools not included in the study. The results obtained led the instruments be declared reliable for data gathering.

Data Gathering Procedures

Data was collected, cleaned up, coded and verified. It was later presented for analysis.

Before data gathering

1. An introduction letter was obtained from the college of higher degrees and research (CHDR) for the researcher to solicit approval to conduct the study from the respective heads of primary schools.

2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.

3. The respondents were briefed about the study and were requested to sign the informed consent form (ICF).

4. The researcher reproduced more questionnaires than the minimum sample size for distribution.

5. The researcher selected research assistants who assisted in the data collection. The assistants were briefed and oriented in order to be consistent in administering the questionnaire.
During data gathering

1. The respondents were requested to answer completely the questionnaire.
2. The researcher and assistant emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked for errors.

After data gathering

The data was gathered, edited/cleaned, categorized/coded, entered and summarized/presented. Finally, data was entered into the computer and statistically analyzed using the statistical package for social sciences (SPSS).

Data Analysis

Table 3: Mean range, response mode and interpretation for communication approaches

<table>
<thead>
<tr>
<th>Mean range</th>
<th>Response mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.25 - 4.00</td>
<td>Strongly Agree</td>
<td>Very High, Always</td>
</tr>
<tr>
<td>2.15 - 2.25</td>
<td>Agree</td>
<td>High, Occasionally</td>
</tr>
<tr>
<td>1.17 - 2.50</td>
<td>Disagree</td>
<td>Low, rarely</td>
</tr>
<tr>
<td>1.00 - 1.17</td>
<td>Strongly Agree</td>
<td>Very low, Never</td>
</tr>
</tbody>
</table>

Always = 4    Occasionally =3    Rarely =2    Never = 1

Data was analyzed using SPSS and used frequency tables, to analyze data on profile characteristics of respondents. Mean interpretation was used to establish communication approaches. Pearson Linear Correlation was used to determine the relationship between communication approaches amongst male and female teachers to pre-scholars.
Ethical Considerations

The researcher assured and ensured confidentiality to the respondents concerning their information.

1. All questionnaire were coded to provide anonymity of the respondents
2. The respondents were requested to sign the informed consent
3. Authors quoted in this study were recognized through citations and referencing

Limitations of the Study

The study was limited by time and uncontrolled settings where transportation was a challenge due to poor roads and weather. Extraneous comments for respondents required a lot of attention due to anxiety, stress of respondents needed motivation.
CHAPTER FOUR

DATA PRESENTATION, AND DATA ANALYSIS

The chapter entails the different findings from the survey and presentations of the data. Data was analyzed using frequency tables computed.

Table 4: Profile of respondents in terms of age, education level and number of children

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-50 years</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>30-20 Years</td>
<td>49</td>
<td>49.0</td>
</tr>
<tr>
<td>less than 20 years</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
<tr>
<td>Level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>44</td>
<td>44.0</td>
</tr>
<tr>
<td>Degree</td>
<td>56</td>
<td>56.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
<tr>
<td>Number of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than 10</td>
<td>21</td>
<td>21.0</td>
</tr>
<tr>
<td>less than 10</td>
<td>79</td>
<td>79.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data 2012

The table above shows that the majority of respondents are between 30-20 years of age while others are between 40-50 years of age. Those who are less than 20 years of age are very few. This implies that the respondents are the middle aged and they
are capable of taking care of the communication approaches towards the children/pre-scholars.

The tables show that the highest level of education is degree followed by diploma. Most of the teacher respondents are degree holders while the least are diploma holders. This implies that with time they will be going for further studies.

The numbers of children in a home were represented as majority having less than 10 children in a home. This implies that the families are few and can easily handle communication of pre-scholars.

**Table 5: Types and levels of communication approaches used by male and female teachers**

### Male Communication approaches (n=60)

<table>
<thead>
<tr>
<th>Male Approaches</th>
<th>Mean</th>
<th>Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>1.94</td>
<td>Low</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>2.50</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>Direct/ Verbal</td>
<td>2.64</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>1.65</td>
<td>Very low</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>2.65</td>
<td>High</td>
<td>1</td>
</tr>
</tbody>
</table>

Grant Mean 11.38

Average mean 2.28 Low

### Female Communication approaches (n=75)

<table>
<thead>
<tr>
<th>Female Approaches</th>
<th>Mean</th>
<th>Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>1.94</td>
<td>Low</td>
<td>5</td>
</tr>
<tr>
<td>Music</td>
<td>2.56</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>Direct/ Verbal</td>
<td>2.64</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>2.05</td>
<td>Low</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>2.50</td>
<td>High</td>
<td>3</td>
</tr>
</tbody>
</table>

Grand mean 11.65

Average mean 2.33 Low

Source Primary data 2012
On male communication approaches, Art and Drama were low with a mean of 1.94 and 1.65 respectively. Music, Verbal and teaching aids had a mean of 2.50, 2.64 and 2.65 which was high. Drama had very low with a mean of 1.65. so the average of male communication approaches was 2.27 which was low.

On female communication approaches; verbal, Music and Teaching Aids had high with a mean of 2.64, 2.56 and 2.50 respectively while Art and Drama were low with a mean of 1.94 and 2.05 respectively. Female communication approaches were slightly higher.

The findings show that the teaching aids are not enough and the majority of the respondents disagree while the rest strongly disagree. This implies that teaching aids are rarely available among the pre-schools and the numbers of pre-scholars are more than the numbers the teaching aids available.

Parental backgrounds are a challenge as far as communication is concerned. this implies that parental backgrounds influence the communication approaches of instructors in one way or another.

Curriculum problems are a challenge and the majorities strongly agree to this, while the minority disagrees to this. This implies that there is need to set up a curriculum program me for pre-scholars. There should be a designed curriculum for pre-scholars.

The chart above shows that the majority disagree that music communication is used often while the rest strongly agree that music communication is used often. This implies that music is not a common phenomenon to communicate to pre-schoolers.

The above chart shows that there is not drama not commonly used 54% of respondents, while the 44% of the respondents strongly agree that drama communication approach is used.
The majority agree that direct communication approach is often used. While 45% disagree that direct communication approach is used among pre-scholars. This implies that there are also other measures used for communication among pre-scholars other than direct communication approaches.

The pre-scholars adopt more to female pre-scholars than the males. While the others disagree with the fact that pre-scholars adopt more to female pre-scholars. The rest of the population strongly disagree and agree as the respondents.

The respondents agree that pre-scholars agree that they prefer a one on one communication. This implies that the pre-scholars need ample time for instruction; this also implies the pre-scholars need more teachers/instructors.

The females communicate faster with instructors, the majority of instructors strongly agrees and disagrees while others agree and strongly agree.

Male pre-scholars communicate faster with instructors, respondents strongly agree and a proportional percentage disagrees to this. This implies that another means can be used to communicate to pre-scholars.

**Table 6: Comparing levels of difference of communication approaches of male and female teachers**

<table>
<thead>
<tr>
<th>Category</th>
<th>r-value</th>
<th>sig</th>
<th>interpretation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication approaches used by Female teachers</td>
<td>0.67</td>
<td>0.903</td>
<td>difference relationship</td>
<td>Accepted</td>
</tr>
<tr>
<td>Communication approaches used by Male teachers</td>
<td>2.43</td>
<td>0.07</td>
<td>Difference relationship</td>
<td></td>
</tr>
</tbody>
</table>

*Source: primary data 2012*
Female teachers have better communication methods than male teachers by 0.903. The male teachers have better communication methods than female teachers. This implies that pre-scholars prefer to learn from female teachers than male teachers. Concentration levels of pre-scholars are higher with females than males.

The study concluded from the social leaning theory which explains that children imitate the words and language patterns they hear by watching and listening to the models, caregivers, and family members in their life (Bandura 1998). The theory also emphasizes that according to their environment, a child will pick from a language that they are familiar with and can easily identify with.

The study was and can conquer with the interactionist theory that children need to interact with others. According to Bohannon, they need to be spoken to and they need to speak. The study found out that the best interactions are from teachers fellow students and the things they listen to.

The level of significance is 0.903; there is a significant relationship between communication approaches whether for male or females. Female teachers have better communication methods than males.
CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS, AREAS OF FURTHER RESEARCH

Findings

The majority of respondents are between 30-20 years of age while others are between 40-50 years of age. Those who are less than 20 years of age are very few. This implies that the respondents are the middle aged and they are capable of taking care of the communication approaches towards the children/pre-scholars.

That the highest level of education is degree followed by diploma. Most of the teacher respondents are degree holders while the least are diploma holders. This implies that with time they will be going for further studies.

The numbers of children in a home were represented as majority having less than 10 children in a home. This implies that the families are few and can easily handle communication of pre-scholars.

The highest level of communication is through art and verbal communications while the least is music. This implies that features to do with art and verbal communication are the most valued.

As far as communication is concerned, respondents agree that communications approaches are started with parents. This implies that there is no objection on whether they start communications or not.

The majority of respondents agree that communication is more practical than verbal. This implies the respondents use more of practical communication than verbal communication.

The teaching aids are not enough and the majority of the respondents disagree while the rest strongly disagree. This implies that teaching aids are rarely available
among the pre-schools and the numbers of pre-scholars are more than the numbers the teaching aids available.

Parental backgrounds are a challenge as far as communication is concerned. this implies that parental backgrounds influence the communication approaches of instructors in one way or another.

Curriculum problems are a challenge and the majorities strongly agree to this, while the minority disagrees to this. This implies that there is need to set up a curriculum program me for pre-scholars. There should be a designed curriculum for pre-scholars.

The majority disagree that music communication is used often while the rest strongly agree that music communication is used often. This implies that music is not a common phenomenon to communicate to pres-scholars.

The mean difference is high while others are low. The types of communication used towards children are not satisfactory to the teachers and pre-scholars. Communication approaches are started with parents, communication is more practical than verbal.

The above graph shows that all respondents agree that communications approaches are started with parents. This implies that there is no objection on whether they start communications or not. The above graph shows that the majority of respondents agree that communication is more practical than verbal. This implies the respondents use more of practical communication than verbal communication.

The highest level of communication is through art and verbal communications while the least is music. This implies that features to do with art and verbal communication are the most valued.

The findings show that the teaching aids are not enough and the majority of the respondents disagree while the rest strongly disagree. This implies that teaching
aids are rarely available among the pre-schools and the numbers of pre-scholars are more than the numbers the teaching aids available. that the majority disagree that music communication is used often while the rest strongly agree that music communication is used often. This implies that music is not a common phenomenon to communicate to pre-scholars.

Drama not commonly used of respondents, while the of the respondents strongly agree that drama communication approach is used.

The majority agree that direct communication approach is often used. While disagree that direct communication approach is used among pre-scholars. This implies that there are also other measures used for communication among pre-scholars other than direct communication approaches.

Parental backgrounds are a challenge as far as communication is concerned. this implies that parental backgrounds influence the communication approaches of instructors in one way or another.

Curriculum problems are a challenge and the majorities strongly agree to this, while the minority disagrees to this. This implies that there is need to set up a curriculum program me for pre-scholars. There should be a designed curriculum for pre-scholars.

Concentration levels of pre-scholars are higher with females than males. The majority disagrees with this while others strongly agree, others strongly disagree and the least agree to this. This implies that the males can easily concentrate as much as the females in any given situation.
Recommendations

There is need for better communication methods introduced in schools i.e. the use of pictorials and teaching aids among teachers.

Pre-scholars need to be trained on learning and adjusting to art pieces and music types of communication for a diversive approach on communication.

There is need to train teachers on better communication methods that are conducive for the pre-scholars.

Areas of further research

There is need do research on the communication levels among pres-scholars and the influences of communication levels.

A study needs to be done on the types of communication devices and how they work best among pre-scholars.

Conclusions

The study concluded that the major communication methods are one on one by the instructors among pre-scholars.

The study concluded that there is need to improve the levels of communication among pre-scholars in order to bridge the gaps that were existing in the empirical study.

The level of significance is 0.903; there is a significant relationship between communication approaches of both female and male teachers.
REFERENCES


Campbell, F. A., Pungello, E. P., Miller-Johnson, S., Burchinal, M., & Ramey, C. T.


Littlejohn, S. W., *Theories of human communication*. 7th edition, Belmont, CA:


Wadsworth, 2002.
APPENDICES
Appendix I A - TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MR. KIOKO MUNYAO PETER

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Master’s degree in Early Childhood and Primary Education.

He is currently conducting a field research for his dissertation entitled, Communication approaches in selected pre-schools in Ekalakala Zone Masinga District Kenya.

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

NOVEMBRIETA R. SUMIL, PH.D.

Deputy Vice Chancellor, SPGSR
Appendix I B
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am KIOKO MUNYAO PETER, a student of Kampala International University studying a master’s degree in Early Childhood and Primary Education. This questionnaire has been prepared for data collection concerning “Communication Approaches in selected pre-schools in Ekalakala Zone Masinga District – Kenya”. The purpose of the questionnaire is only for academic reasons and the information you provide shall be treated with a lot of confidentiality. I kindly request you to answer the questions fully and honestly.

Thank you very much in advance.

Yours faithfully,

KIOKO MUNYAO PETER
Kioko Munyao Peter
APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date_________________

Candidate’s Data

Name________________________________________
Reg. # ________________________________________
Course _________________________________________
Title of Study __________________________________

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects
___ Psychological Safety
___ Emotional Security
___ Privacy
___ Written Request for Author of Standardized Instrument
___ Coding of Questionnaires/Anonymity/Confidentiality
___ Permission to Conduct the Study
___ Informed Consent
___ Citations/Authors Recognized

Results of Ethical Review

___ Approved
___ Conditional (to provide the Ethics Committee with corrections)
___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson ________________________________
Members ________________________________
APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Kioko Munyao Peter that will focus on Counseling Competence and code of ethics.

I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdraw my participation at any time.

I have been informed that the research is voluntary and that the results that will be given to me if I request for it.

Initials: ____________________________

Date: ______________________________
APPENDIX IV

Headteacher’s/ Deputies/ Pre-school teachers

Dear respondent,

You have been selected to participate in the study entitled “Communication approaches in selected pre-schools in Ekalakala Zone Masinga District – Kenya” which is being taken as part of educational research in partial fulfillment of the award of Master of Education in Early Childhood and Primary Education.

Your corporation in administering the instrument will be highly appreciated.

Thank you,
Kioko Munyao Peter

SECTION A: FACE – SHEET

In this section, you are kindly requested to tick () that alternative response that fits your opinion as a teacher.

FACE SHEETS - ANSWER ACCORDING TO - SA-STRONGLY AGREE, A-AGREE, SD-STRONGLY DISAGREE, D-DISAGREE

SECTION (A)-DEMOGRAPHIC ASPECTS

Questionnaire for teachers and parents

1. Age of respondent
   ______ Above 50 years
   ______ Between 40-50
   ______ Between 30 to 20
   ______ Others/specify
2. Sex of respondent
   ______ Female
   ______ Male

3. Education background?
   ______ Post graduate
   ______ Graduate
   ______ Certificate
   ______ Others/specify

4. Number of children?
   ______ More than 10
   ______ Less than 10
   ______ Others/specify

SECTION B-LEVEL OF COMMUNICATION APPROACHES

Strongly Agree (SA) = 4    Agree (A)=3    Disagree (D) =2    Strongly Disagree (SD)=1

Indicate the most appropriate item selected on the space provided

1. ART
   ______ Draws pictures of things learnt
   ______ Children trace materials given
   ______ Modeling of number during teaching
   ______ Tracing of lines for diagrams
   ______ Matching pictures with names of things
2. MUSIC

- Sings with the alphabets
- Dance following rhythm of music
- Respond to the music while teaching
- Uses sofa notation
- Articulation of words in music

3. VERBAL/ DIRECT

- Uses story telling for teaching
- Asks questions while teaching
- Allows students to ask questions
- Explains items thoroughly
- Demonstrates the teaching content

4. DRAMA

- Dramatizing contents
- Uses role playing class
- Children are given roles to play in class
- Allows pupils to chose parts or roles to play
- Allows use of costumes when role playing

5. TEACHING AIDS

- Uses models to teach
- Demonstrate with teaching Aids
- Explains the teaching materials
- Allows discussing of teaching aids
- Allows pupils to explore the teaching materials used in teaching
## APPENDIX V

PROPOSED DATA PRESENTATION THROUGH TABLES

### Table 2

Demographic Characteristics of the Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Age of respondent</td>
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<tr>
<td>Above 50 years</td>
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<tr>
<td>Between 40-50</td>
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<td></td>
</tr>
<tr>
<td>Between 30 to 20</td>
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<td></td>
</tr>
<tr>
<td>Sex of respondent</td>
<td></td>
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<tr>
<td>Female</td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
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<tr>
<td>Certificate</td>
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<tr>
<td>Number of children</td>
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<td>Less than 10</td>
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# APPENDIX A

## TIME FRAME

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<th>FEB-MARCH</th>
<th>APRIL</th>
<th>MAY-JULY</th>
<th>AUG</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
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APPENDIX B

PROPOSED BUDGET

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<th>Amount in Kenyan shillings</th>
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<tr>
<td><strong>Total</strong></td>
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RESEARCHER’S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

**Personal Profile**

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**ADDRESS** : P0 box 6, Ekalakala

**Educational Background**

**BACHELOR OF EARLY CHILDHOOD EDUCATION** _ Kampala International University  
**P1 CERTIFICATE** _ Kigari Teachers Training College  
**KCSE CERTIFICATE** _ Masii Boys High School

**Work Experiences**

1995 – 1998 Nzukini Primary School Asst/ Teacher  
1999 – 2000 Musingini Primary School Deputy Headteacher  
2000 – 2008 Wendano Primary School Deputy Headteacher  
2009 - 2010 Isyukoni Primary School Deputy Headteacher  
2011 – to date Wamboo Primary School Deputy Headteacher

**Responsibilities**

Deputy Headteacher  
Chairman Nzukini water Project  
Patron Nzukini Catholic Church Choir

**Hobbies**

Listening to music, traveling for adventure
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