NON-VERBAL COMMUNICATION METHODS AND ASSIMILLATION OF
PRE-SCHOOL CHILDREN IN SELECTED SCHOOLS
IN ELDORET EAST,
KENYA

A Thesis presented
to the College of High Degrees and Research
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In partial fulfillment of the requirements for the award of degree
Masters of early childhood Education

By
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August, 2012
DECLARATION A

“This Thesis is my original work and has not been presented for a
Degree or any other academic award in any University or Institution of
Learning.”

RUTH JEPKOSGEI LAGAT

Name and signature of candidate

14TH August 2012

Date
DECLARATION B

"I/we confirm that the work reported in this Thesis was carried out by the candidate under my/our supervision."

DR. (MRS.) ANUMAKA IJEOMA

Name and signature of supervisor

Date

14th AUGUST 2012
DEDICATION

I dedicate this work to my beloved husband Mr. Titus Biwot who financed me for the materials.
ACKNOWLEDGEMENT

It is by the Grace of God that thus thesis and program of studies have been completed. May His name be honored, glorified and praised.

The satisfactory completion of this dissertation has been possible due to the kindness and cooperation of a number of significant people and institutions we owe special gratitude.

My gratitude goes to my supervisor Dr. ANUMAKA IJEOMA, Whose willingness, patience and expert input helped shape this study. Her creative guidance offered with sensitivity and understanding enabled me explore the heights.

I note with appreciation all teaching and administration staff of KIU who tutored and assisted me during this intellectual journey. I am indebted to my respondents who found time to fill the questionnaire without which all my effort would have been futile.

I would like to express my deepest gratitude to my husband Titus for the financial assistance, constant encouragement and invaluable support. Iam also grateful to my sons; Dan, Peter, Sammy and Enos, daughters; Irene and Mercy, daughter in-law Naom, grandchildren Berily and Brian for their patience during this time of studies.

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The researcher is greatly indebted to staff of Katuiyo Primary School, Head teachers and teaches of Eldoret District selected preschools, She District Education Officer Eldorate East and his deputy for having created conducive environment which enabled collect my data for thesis.

Last but not least, I express my deep thanks to MR. and Mrs Henry Nyambane for their support and advice during the completion of my study.
ABSTRACT

The study was to identify non-verbal communication methods used and the level of assimilation among pre-scholars. The purpose of the study was to test the hypothesis of no significant relationship between non-verbal methods and assimilation characteristics or indicators of pre-school children in selected schools in Eldoret East – Kenya, to validate the theory of constructivists learning among pre-school by Jean Piaget (1962) and to generate data or information for further studies. The objectives of the study were; to identify the demographic aspects of respondents, to examine the level of usage of identified non-verbal communication methods, to examine the levels of assimilation indicators in pre-school children and to determine the relationship between non-verbal methods and level of assimilation indicators in pre-school children. The research design was descriptive survey which adopted descriptive correlation in style using means and coefficient correlation by Pearson linear correlation.

The sample size was 208 respondents drawn from the total population of 434 pre-scholars using Slovenes‘ formula. Findings showed that non-verbal communication methods greatly influenced the level of assimilation of pre-scholars from selected pre-schools. The researcher recommends that non-verbal communication methods should be given more attention in pre-school than it has been in the case before.
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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

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.

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 (Best W. Melvin D, Williams 1993).

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. (Girolametto L, Pearce ps 1996)

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. (Harme J. 2003)
Statement of the problem

The pre-scholars in Kenya spend 3 years studying and most of them are still in remote areas. Pre-schooling is still a challenge because they come from poor social economic back-grounds. Communication among pre-scholars is difficult because they are not properly attended to at home which has caused chronic fear among them. (Tannok R. Girollameta 1992).

The pre-scholars have fear and are still not confident as far as expression is concerned. This affects the learning abilities of children which is very evident among the Kalenjines. A child in this culture is not meant to speak to an adult. Teachers are affected as they approach the learners because of their parental background.

The teachers’ have not been trained specifically for early childhood skills and child development. Besides the school curriculum has prioritized the ECD.

The study is therefore meant to find out the relationship between non-verbal methods and assimilation characteristics or indicators of pre-school children in selected schools in Eldoret East – Kenya.

Purpose of the study

a) The purpose of the study was to test the hypothesis of no significant relationship between non-verbal methods and assimilation characteristics or indicators of pre-school children in selected schools in Eldoret East - Kenya.

b) To validate the theory of constructivists learning among pre-school by Jean Piaget (1962).

c) To generate data or information for further studies.

Research objectives were

i. To identify the profile of pre-school children in selected schools in Eldoret East in terms of age, gender, rank in the family, number of family members and socio-economic back ground of the parents.
ii. To examine the level of usage of identified non-verbal communication methods.

iii. To examine the levels of assimilation indicators in pre-school children.

iv. To determine the relationship between non-verbal methods and level of assimilation indicators in pre-school children.

Research questions

i. What is the profile of pre-school children in selected schools in Eldoret East in terms of age, gender, rank in the family, number of family members, and socio-economic background of the parents?

ii. What is the level of usage of identified non-verbal communication methods?

iii. What were the levels of assimilation indicators in pre-school children?

iv. What is the relationship between level of usage of non-verbal methods and level of assimilation indicators in pre-school children?

Hypothesis

There is no significant relationship between level of usage of non-verbal communication methods and level assimilation indicators in pre-school.

Scope of the study

Geographical scope

Eldoret East is a district situated in the Rift Valley province of Kenya. The study covered the whole district.

Theoretical scope

The study revolved around the constructivist’s assimilation theory by Jean Piaget (1962).
Content Scope

This study was intended to determine the relationship between level of usage of non-verbal communication and assimilation of pre-school children into the school environment.

Time scope

The study was carried out between August 2011 and August 2012.

Significance of the study

Ministry of Education

The ministry of education would be provided with information showing how non-verbal communication methods may correlate with assimilation of pre-scholars. Basing on this information, it should plan for refresher courses for pr-school teachers so as to get updated. This would enable teachers to handle the learners appropriately. The findings from this research would be helpful to education planners in formulating policies about non-verbal communication methods and assimilation of pre-scholars at national level as well as school level.

Teachers

Teachers would acquire knowledge and skills of handling pre-school children. This would help them to focus on specific tasks concerning non-verbal communication methods. They can use the language to identify their appropriate non-verbal methods to be able to assimilate the pre-scholars into the school programme.

The pre-school children

Through the findings children would get access to opportunities and can be easily assimilated into the school environment as their teachers acquire knowledge and skills on the effective non-verbal communication methods.
Researchers

The findings of this study would be used to expand knowledge since it would provide new ideas. The researchers would be able to look for more information on non-verbal communication methods and assimilation indicators of pre-scholars.

Scholars

The findings would be used as a point of reference for other scholars who would be doing studies on non-verbal communication methods and assimilation indicators of pre-scholars.
Operational Definitions of Key Terms

**Assimilation:** This means how pre-school children show that they have understood what information is passed to them in a non-verbal communication.

**Communication:** In the study, it is a process of passing information and receiving a reply between pre-scholars and teachers.

**Methods:** Ways in which pre-school children pass information to each other and to teachers.

**Non-verbal Communication:** It is a process of how pre-scholars communicate between each other and their teachers through sending and receiving wordless information.

**Profile:** Personal characteristics of respondents in terms of age, gender, rank in the family, number of family members and socio-economic background of the parents.
CHAPTER TWO

LITERATURE REVIEW

Concepts, Ideas, Opinions from Authors/ Experts

Non-verbal Communication

Non-verbal communication has been defined by different authors with reference to the context in which it is used.

According to Teri (2002) Non-verbal communication designates all the kinds of human message/responses not expressed in words. Non-verbal communication is perpetual and, frequently involuntary.

Paul (2001), Authors of pragmatics of human communication, points out that, no matter how hard one may try one cannot, not communication you cannot stop sending non verbal message, you cannot stop behaving.

According to the founder of psychoanalysis Sigmund Freud, (2004) once wrote “He that has eyes to see and ears to hear may convince himself no mortal can keep a secret. If his lips are silent he chatters with his fingers tips, betrayal oozes out of him at every pore.

We all communicate non verbally in a normal two person conversation, the verbal channel carries less than 35% out of the social meaning of a message, this means that more than 65% of the meaning is communicated non verbally. The non verbal level can also help us define the nature of each relationship we share with someone else with practice we can learn to use the non-verbal mode to provide us with “ways of knowing” that would otherwise be available to us Teri (2002).

According to Wikipedia encyclopedia nonverbal communication is usually understood as the process of communication through sending and receiving wordless (mostly visual) cues between people message can be communicated through gestures and touch by body language or posture, by facial expression and eye contact. Non verbal message could also be communicated through material exponential meaning object or
artifacts (such as clothing hair styles or architecture). Speech contains nonverbal elements known as paralanguage including voice quality rate, pitch volume.

Porosocnic feature such as rhythm, intonation, and stress likewise written texts have non-verbal element such as hand writing style, spatial arrangement of words or the physical layout of page.

However, much of the study of non-verbal communication has focused on face-to-face interaction, where it can be classified into three principle areas: Environment condition where communication takes place, physical characteristics of communicators, behavior of communicators during interaction, first encounters of interactions with another person strongly affects a person life style people are likely to believe that the first things they learn are the truth” and the other person or group is absorbing the message they are focused on the entire environment around them, meaning the other person uses all five senses in the interaction sight makes up 83% the impact on the brain of information from the sense during a visual presentation. Taste makes up 11% smell 3% and touch 2%.

According to Anderson (2007) nonverbal communication is the process of sending and receiving message from another person. These message can be conveyed through gestures, engagement posture and even clothing and hygiene. Nonverbal communication can have meaning in objects as well certain articles in a person life can say a lot about them can communicate with others.

Non-verbal communication is easiest practiced when the two communicators are face to face. Non-verbal communication will inhibit someone to be able to tell other person how they are really feeling without having to voice any opinion.

People can interpret body signals better than they can talk most of the time.

According to Edward (2006) Non-verbal communication, or body language is a vital form of communication a natural, unconscious language that broad casts our true feelings and intentions in any given moments and clues us in to the feelings and intentions of those around us. When we interact with others, the continuously give and receive wordless signals. All of our non-verbal behaviors the gestures we make, the way we sit, how fast or how loud we talk how close we stand how much contact we make sent strong messages.
Non-verbal communication cues can play five roles:

**Repetition:** they can repeat the message the person is making verbally.

**Contradiction:** they can contradict message the individual is trying to convey.

**Substitution:** they can substitution for a verbal message.

**Complementing:** they may add or complement a verbal message a boss who pats a person on the back in addition to giving praise can increase the impact of the message.

**Accenting:** they may accent or underline a verbal message pounding the table, for example can underline a message.

Nonverbal communication consists of sharing a message in any form that does not involve words. It is present in our everyday life, and any intake of information, whether it be through sight, sound, touch, smell or taste, is considered a valid form of communication. Learning about nonverbal communication can prove to be beneficial in all aspects of your life, including relationships and public speaking as well as psychological and emotional health.

**Paralanguage**

Even when we speak, there are some elements of nonverbal communication present called paralanguage. According to Bently University, paralanguage refers to the vocal aspects of communication, such as speaking style, intonation and voice. A clear example is how something you say can change how it is perceived by others if you change your intonation without changing your words.

**Haptic Communication**

Haptic communication refers to the relay of information through touch, according to Saint Mary's College Notre Dame. By using haptic communication, you can comfort a friend with a hug and a pat on the back, or hurt an enemy by physically harming him. Haptic communication tends to be more common in children before they learn to speak. It also plays a big role in sexuality and intimacy and when given without permission can be
considered a form of harassment. It is recommended that you always have consent from the receiver when communication through touch.

**Body Language**

Body language is an intricate form of nonverbal communication that happens on a daily basis and can sometimes relay more than words can. The University of Northern Iowa defines body language as having an impact on what is being portrayed not only from the type of movements but also the proximity of those movements to the receiver. For example, leaning forward in a moderate form can communicate friendly feelings, while doing so in an exaggerated form communicates hostile feelings. Body language can show your self-confidence and state of mind and is visible not only by those with whom you interact but also by onlookers around you.

**Communication through Art, Music and Dance**

Communicating in a nonverbal way through art, music and dance is a personal form of expression that can greatly influence others' emotions, ideas and moods. This type of communication can sometimes generate movement around it if others feel empathetic to what is being communicated. It can also invite them to join in, such as dancing in a gathering or playing instruments with friends.

Nonverbal methods of communication are used by the most primitive of creatures to convey messages. Humans started with this often imprecise way of communicating, but over time, we developed vocal sounds, or speech, which allowed for clearer meaning. What happens, though, if you are incapable of producing clear speech? Such is the case for many with physical or cognitive disabilities. These people must communicate through nonverbal methods that are advanced enough to allow complex social interaction.

**Sign Language**

Sign language is a nonverbal method of communication that allows a hearing- or speech-impaired person to "talk" with their hands. There are many forms of sign language, including American Sign Language and signed English. Most forms contain a spelling
alphabet and a lexicon of signs that are specific to a certain word or concept. Sign language requires no specialized equipment, and many in the hearing-impaired community see sign language as their "language," an integral part of their unique culture. However, sign language requires that both parties know sign language for the communication to be effective.

**Picture Exchange Communication System**

The Picture Exchange Communication System (PECS) was introduced in 1985 to help children and adults with conditions such as autism. PECS uses a board or book and a selection of pictures to convey wants and desires. To communicate, a person places a picture onto the active line of the board and shows it to whomever they desire to communicate with.

PECS allows for communication with little or no reading and verbal skills. Often PECS can even enhance verbal communication by encouraging attempts to say a word while choosing pictures. PECS is especially helpful in letting a person make choices in his or her own life. Conversely, PECS does require a picture for every possible choice.

**Augmentative and Alternative Communication Devices**

While writing is a precise form of nonverbal communication, it is slow and requires visual attention. With writing, it is impossible to call out to someone or hold a conversation in which the other person cannot stop and read (while driving, for example). Augmentative and Alternative Communication (AAC) devices work like writing, but they use electronics to convert typed or written words or pictures into speech.

Most computers have the same abilities as AAC devices, but the devices are more compact and easier to carry. Some AAC devices require no ability to read or write and instead use images on touch screens. Unfortunately, AAC devices can be expensive and difficult to obtain, and they don't allow for communication with deaf individuals.

Non-verbal communication is more important than you might think. Also called body language, nonverbal communication takes place frequently and sends strong messages to
the people you come into contact with, according to Help Guide. Your non-verbal communication style either attracts people to you or develops trust, interest and more communication, or it turns people away from you and develops disinterest, confusion or distrust. Learn to use effective nonverbal communication techniques to your advantage.

**Facial Expressions**

Your face is full of expression, whether you know it or not. According to Help Guide, facial expressions are universal, and can be read quite similarly all over the world. Practice matching your face to your feelings without speaking. This technique is difficult to perfect, but when you can communicate how you're feeling with your face, you won't have to say as much with words.

**Gestures**

Gestures can tell someone a lot and are an integral part of our lives. Whether we wave, point or invite with our hands, we must accurately display our emotions with our hands to an extent. Your goal should be to use a fair amount of gestures while communicating with others. Gestures show enthusiasm, care and precision to those with whom you communicate.

**Eye Contact**

Eye contact is one of the most important ways to nonverbally communicate. It shows someone you care about what they're saying. If someone is talking to you and you are looking over their head or at your cell phone, your communication session with that person isn't going to be efficient or healthy for the relationship. Practice keeping eye contact and not breaking it until the other person does.

**Body Movement**

People's perceptions of you are affected by how you walk, sit, stand up and handle yourself. Without realizing it, people say so much with their body movements and posture. Practice handling yourself in an upright, confident and positive way, especially while talking to others. This will make a big difference in how the conversation goes.
**Touch**

Touch is one of the most powerful senses and nonverbal communication methods. Touch can come in the form of a hug, a tap on the shoulder, a handshake, a pat on the head, and dozens of other means. It’s important to communicate confidence, warmth, happiness, comfort, sadness—normal emotions—through touch. Practice this. Shake hands firmly, give warm hugs and give tender taps. You communicate so much through touch, so it needs to be mindful and intentional.

It is through language that children learn about their world and then communicate their understanding to others around them. As children talk they learn to manipulate oral language and experiment with words to convey meaning. Most children by age four use the basic form and structure of their language appropriately (Cohen, Stern, & Balaban, 1983).

But like all development, the combination of environmental support and individual differences in ability brings children of the same age to different levels of language facility. The years from age two to five are especially crucial in the process of acquiring language. This is the period of time when a child’s vocabulary expands from 250 words to 3000 words, and he or she learns the rules of putting words together properly to speak in complex sentences. During these years language environment has a significant effect on the child’s overall progress. (Beaty, 1990).

A young child’s language ability is fundamental to his or her learning. Language skills are required for interacting in the learning environment and for comprehending curriculum content. Unfortunately for some children, language and perhaps, more specifically, language at school is an unpleasant challenge. Children, who have very few literacy experiences or little experience with group participation, often have difficulty when they enter the school system. Some children have a hard time making the transition from their informal home language to formal, decontextualized classroom language, while others come from homes where the environment and language are different from the school environment (Wallach and Miller, 1995).
Naturally, as these children struggle to function in the learning tasks and activities within a large group setting, their self-confidence is put to test. When children who exhibit language delay are placed in a classroom that is heavily dependent upon language competence, they are vulnerable to academic problems.

Fitzgerald and Karnes (1987) state that "perhaps the most debilitating characteristic of young at-risk and developmentally handicapped children is a lack of functional communication or a delay in the acquisition of early language skills".

A familiar theme in the world of education is 'learning how to learn'. assert that learning how to learn is the single most important thing children acquire in school. Learning involves many things, including the ability to manage large amounts of information in efficient and effective ways, the ability to express what is known, and the ability to record information for future use. Language processes are recognized as the basis for learning to read and language learning is considered an important part of learning to read (Morrow, 1997).

Children who listen and speak effectively are able to interact successfully with others and develop effective learning strategies and literacy skills. Through the implementation of the Common Essential Learning in the Saskatchewan English Language Arts Elementary Curriculum Guide teachers are alerted to the strong and direct link between the school and the outside world and the need to make this connection through the child's language. (Saskatchewan Education, Training and Employment, 1992).

The relationship between reading and oral language is evident in studies of children who are early readers. It has been found that early readers score higher on language screening tests than children who were not reading early (Morrow, 1997).

Early readers come from homes where rich language and a great deal of oral language was used. Parents who read to their children on a regular basis promote naturally occurring reading ability in their children. Children who have had a variety of experiences develop a rich oral language and establish a strong relationship between the
spoken and written word that often quickly and easily translates to the ability to read the written word (Clements & Warncke, 1994).

These findings indicate that an early childhood classroom with an enriched language environment can benefit all children. Children who have insufficient language skills often have negative experiences while attempting to use language, creating a fear of speaking in the classroom (Apps, McIntyre, & Juliebo, 1996).

Children with language difficulties are unable to follow the flow of communication during various subject disciplines. These children often become observers as they are unsure of how to express their wants and needs to the people surrounding them. Studies have shown that six-year-olds who score poorly on measures of language and higher mental abilities will fall further behind in each of the elementary years (White, 1991).

Apps, McIntyre and Juliebo (1996) analyzed a small group of primary children to identify differences in language and to develop strategies that would help classroom teachers provide an environment in which language would flourish. They consider it essential to understand the signs of weak oral language so that children who evidence them can be accommodated with the warmth and support that encourages risk-taking without fear of ridicule. Characteristics of language proficient children include: The ability to seek consensus, Being more tentative, having a large experiential background, using supporting evidence when conversing and listening to others.

The characteristics of language deficient children include: Being more confrontational, being absolute in opinion, using knowledge he/she has been told, having little use of examples and supporting evidence and listening very little, and not able to restrain self in conversations.

Teachers have the opportunity to identify expressive and receptive language problems by observing children's social interaction with peers and adults. Children's expressive language problems can be alleviated by teachers as they support their children's opinions, help them to generate solutions to problems, and encourage their use of exploratory talk. Teachers can assist children with receptive language problems by using gestures or giving
visual or tactile cues along with verbal instructions (Howard, Shaughnessy, Sanger & Hux, 1998).

Language is learned from models and through use. When opportunities for both are available to children, language develops, broadens, and deepens (Cohen, et al., 1983). Children have the right to the opportunity to develop to their full potential and the opportunity for lifelong learning so they can transform with the changing world. To allow language delay to occur in young children when it could be prevented infringes upon this basic right. Because children are dependent on others for their rights, families and teachers are obligated to provide for them (Myers & Kotchabhakdi, 1988).

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.

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.

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 (Venn M, Wolery M 1993)

Assimilation in the study is a term used in describing how pre-school children show that they have understood what information is passed to them I a non-verbal communication. Assimilation characteristics or indicators can be noticed during their social interaction with their teachers, peers and environment.
According to M. Segal\|B. Bardige\|M.J. Woika\|J. Leinfelder (2009), Just as infant and toddler classrooms are designed to meet the special needs of very young children, preschool classrooms must take into account the social, emotional, and intellectual characteristics of 3-, 4-, and 5-year-olds and the cultural backgrounds of these children.

**The preschool child appreciates a beautiful classroom.**

The preschool classroom should be inviting and attractive. If there is a choice, the walls should be painted a neutral or light pastel color, and pictures and materials should be added to provide the color. Shelves are critical. Even the best-equipped classrooms are often short of shelf space. Shelves serve the double function of dividing space into discrete areas and providing a place where toys and learning materials are accessible to children.

**The preschool child enjoys an orderly classroom.**

Materials should be arranged and coded so that everything in the classroom has its appropriate place. An ideal plan is to color code or picture code the shelves and materials so that it is easy to remember where everything belongs.

**The preschool child needs a variety of social experiences with large-group, small-group, and individual activities.**

The classroom should provide a variety of spaces for each, which may include the following:

**Large-group space:**

A circle on the carpet, individual mats that can be placed in a circle on a carpet, and round or trapezoid tables all facilitate large-group interaction.

**Small-group space:**

Interesting areas where the space is defined by lofts or corner enclosures encourage children to interact in small groups.
**Individual space:**

Private, "all-by-myself" time can be provided by a reading corner with large pillows or beanbag chairs, a telephone booth structure, or even a large carton with a fuzzy rug on the bottom.

**The preschool child likes to feel at home.**

Make the children feel that the classroom is an extension of their home and a part of their neighborhood by providing a careful selection of family photos on the walls, materials such as play foods that are familiar to them, dress-up clothes that resemble the clothes the adults they know are likely to wear, dolls that look like the children in the classroom, and rhythm instruments that are used in the ceremonies they attend.

**Preschool children need help to learn to be considerate of each other.**

A classroom should be arranged to make it easy for children to be considerate. Noisy areas for music block play, and pretend play should be separated from quiet areas, such as the library corner or problem-solving areas. Shelves should be used to control the traffic flow so that children won't upset each other's work.

**Preschool children are ready to make activity selections.**

Whether a preschool classroom is large or small, it should be organized into learning or interest centers. Both the number and the types of interest centers depend on the size and configuration of the classroom, the objectives of the curriculum, the staffing pattern, and the ages and characteristics of the children.

**Preschool children enjoy working at tables.**

Tables and chairs should be placed in the art and snack area and in some of the work areas. Children may enjoy using tables for practicing writing, putting puzzles together, setting up scenes with miniature figures, and playing math or language games.
The preschool child needs opportunities to pretend.

Every preschool classroom should provide spaces and equipment for imaginative play. Housekeeping equipment, a dress-up corner, a mirror, a telephone, dolls, and dishes are basic requirements. Other items can be added to reflect the children's interests, home cultures, and favorite stories as well as the themes that the teacher has introduced.

The preschool child must have experience with music and art.

The classroom should be equipped with a CD, tape, or record player; a variety of music, including marches, folk songs, and nursery rhymes; simple musical instruments; and a place where children can sit or march in a circle. For art, there should be tables and chairs, a sink, a non-carpeted floor area, and plenty of eye-level wall space where the children's work can be attractively displayed. Easels, drying racks, and whiteboards are desirable, as well.

Preschool children need opportunities to play with blocks and to work with a variety of construction toys.

Every preschool classroom should have a block area where children can learn to construct. Block play helps children develop their imagination and creativity and at the same time, teaches mathematical and spatial concepts. Providing miniature figures, toy animals, cars and trucks, and small balls encourages children to build pretend worlds and raceways.

Preschool children are developing their language and communication skills.

A preschool classroom should provide spaces and materials that encourage language development. Picture books, display counters, eye-level wall treatments, puppet stages, elevated platforms, mirrors, cameras, and tape recorders can all be used to encourage language development.
Preschool children are ready and eager to learn new concepts.

A preschool classroom should include spaces and materials for manipulative play, problem solving, and science exploration. The traditional preschool science and discovery corner should not be simply a display area; rather, it should provide opportunities for hands-on experiences, including the following:

Science and discovery:

Pets (check with the local health department), plants, sink-and-float activities, magnet challenges, shells and rocks that can be classified, a scale, prisms, magnifying glasses, color paddles, and a sand table

Manipulative play and problem solving:

A variety of materials that encourage sorting, ordering, number skill development, and pattern making, such as number puzzles, pegboards, table blocks, picture puzzles, counting games, stacking toys, color and shape games, sequencing boards, beads, and sewing cards

Theoretical Perspectives

Constructivist theory of Communication By Piaget (1962)

Human communication is understood in various ways by those who identify with the field. This diversity is the result of communication being a relatively young field of study, composed of a very broad constituency of disciplines. It includes work taken from scholars of Rhetoric, Journalism, Sociology, Psychology, Anthropology, and Semiotics, among others. Cognate areas include bio-communication, which investigates communicative processes within and among non-humans such as bacteria, animals, fungi and plants, and information theory, which provides a mathematical model for measuring communication within and among systems. (Hattun, Torvan 2006)
Generally, human communication is concerned with the making of meaning and the exchange of understanding. One model of communication considers it from the perspective of transmitting information from one person to another. In fact, many scholars of communication take this as a working definition, and use Lasswell's maxim, "who says what to whom in which channel with what effect," as a means of circumscribing the field of communication theory. Among those who subscribe to the transmission model are those who identify themselves with the communication sciences, and finds its roots in the studies of propaganda and mass media of the early 20th century.

A simple communication is a model with a sender transferring a message containing information to a receiver. Other commentators claim that a ritual process of communication exists, one not artificially divorceable from a particular historical and social context. This tradition is largely associated with early scholars of symbolic interactionism as well as phenomenologists.

The theory for explaining language development is that of the constructivists. This group of theorists represented by Jean Piaget (1959), Jerome Bruner (1983), and Lev Vygotsky (1962) believes that children learn language quickly because human brains seek patterns and order in language, just as they constantly seek patterns and order in the environment. For evidence, theses theorists point to examples of language that is produced when there has no previous model; to the uniqueness of language (the fact that except for clichés, we may never hear exactly the same sentence used in the same context more than once), and to the obvious reliance of the child on the rules of language, which are rarely taught but which are abstracted from examples presented to the child.

Learning language is not an effortless process. Children make a conscious effort to learn the names of things, feelings and actions. The constructivist model views the learner as a vital in the process of learning and seeking communication with others. (Bruner 1983; Jagger and Smith -Brunke 1985; Shuy1987).

Learning to discriminate and correctly label a cat or a dog illustrates the active nature of language learning. If a child sees a dog and says "Doggie," the caregiver will likely
respond,” yes it’s a dog.” If the child labels an animal “kitty” the response will likely be,” No, it’s a dog.” The child is left on his own to determine the features of each animal that is distinctive, because it is difficult to describe the features verbally in a way that has any meaning for a very young child.

Children learning language produce hypotheses and test them with the speakers in the environments. They try different combinations of sounds and words in different situations. Constructivists believe that this problem-solving behavior is very important in learning language. They also believe that the errors in children’s speech reflect new knowledge about language rules.

Constructivists also recognize the importance of social interactions in the development of language. Many of the words learned first, such as bye –bye and hi, have a meaning only parts of the interactions with others. For constructivists, many factors affect language learning. These factor(social, maturational, biological, cognitive) interact and modify one another as a child learns language. Many constructivist researchers believe that the infants control much of their interaction with the adults in the environments by smiling, making sounds, and repeating adult sounds to continue interactions. (Berko –Gleason 1985)

Bruner (1983) describes language acquisition support system that adults create for children who are learning language. The support system is “scaffolding” that provides a framework and supports the child until she has mastered language forms at a given level; when the child’s language forms become more complex. For example, when a very young child in a high chair drops a cereal bowl to the floor, her parents say, “Uh oh” When the child has learned to say the phrase each time she drops something, the parent begin to say, “Down” or “Gone” each time. As the child’s language abilities increase, the parent begins to use longer sentences when something is dropped, such as, “please don’t drop your cereal bowl on the floor”

Whitmore and Goodman (1995) point out that the functions of language, why we use it precede the forms. For instance, children use sounds that are not recognizable as words to convey meanings such as “Turn the page”, “Read,” and “pick me up.”
According to Piaget, in play, assimilation will help the child act on the world and change it to fit with his own experiences and understanding. The developmental theory of early childhood education encourages the learners to take full account of and to develop appropriate experiences in the affective domain and not to limit themselves to intellectual development, (Blenkin and Kelly, 1988). On the other hand, emotions colour our lives. Scholars agree that the cornerstone of both social-emotional developments is children's self concept. Ruthus (1988) reiterates that self concept involves the child's internal feelings which result from social interactions that the child is exposed to. It is, therefore, expected that the pre-school program would provide activities in its curriculum that would stimulate the development of social-emotional skills.

Related Studies

**Relationship between Non-verbal communication methods and level of assimilation**

According to Kariuki et al (2009), assimilation in the social context of pre-school children is concerned with pre-school adjustment to the school environment through their social - emotional competencies.

It is in pre-schools where most striking changes in behaviours are linked to the child’s growing sense of his/her own identity and increasing independence. The child delights in the mastering of new skills and enjoys exploring the world outside his/her home. According to Erickson (1950), it is during this time that the child develops autonomy, learns to choose and decides to accept the consequences of choice. It is in these years of life that one's development can be guided towards the highest potential and determines what one will be, (Hurlock, 1978). Hendrick (1980) reckons that one of the most frequent reasons why families send children to pre-school is for them to learn to get along well with others and teachers agree with parents that this is indeed a very important kind of competence to acquire (Corresponding author. E-mail: chemochep@yahoo.com).
The focus of the teacher therefore must be geared towards helping the children acquire the ability to function successfully as part of a group, restrain their social impulses, obtain what they want in socially acceptable ways and find satisfaction in helping each other as they help their group as a whole. World Bank Report, (October, 1995) established that the Pre-school and Primary School Curricular were deficient in areas pertaining to personality development, situational and stress coping. This was due to a curriculum that is heavy in academic orientation than in Social-emotional skills. Doherty (1997) asserts that understanding a child’s transition to school, and the quality of a child’s school experience, involves moving beyond a purely academic definition of school readiness. He reckons that it is also necessary to consider factors such as motivation and the quality of a child’s social and emotional skills.

According to Crnic and Lamberty (1994), school readiness implies that there are expected standards of physical, intellectual, and social-emotional development that children must meet in order to fulfill their school requirements and to assimilate the school curriculum. This is supported by Morrison (1991) who reiterates that readiness must include a child’s ability at a given time to accomplish activities and engage in processes associated with schooling whether pre-school, kindergarten or first grade. Readiness is thus the sum of a child’s physical, cognitive and social-emotional development at a given time. A survey carried out on “Child and School Readiness Status Profile” in Kenya, revealed that the most popular indicator for school readiness for children was examination performance and availability of learning and teaching materials, (World Bank Report 1995). Yet in reality, certain dispositions in children need to be nurtured for successful learning to take place. Such dispositions include willingness to engage in tasks and master skills regardless of their appeal, readiness to accept school curriculum, willingness to accept school rules and the authority of teachers, ability to concentrate, ability to complete tasks on time, readiness to monitor ones behaviour, ability to work independently and willingness to accept rules of social behaviour necessary for learning, (Hess and Azuma, 1992).

It is, therefore, the view of the researchers that a pre-school program should be able to address all these areas in an integrated way. Research has established that children, who are deprived of human physical touch and opportunities to play, develop brains which are 20-30 percent smaller than normal for their age, (Nash, 1997). Elkind (1973) asserts that play is an important stress valve. It is the nature’s way of dealing with
stress for children as well as adults. The implication here is that introducing academics too soon makes children feel that school is a bad job since this denies the children what they know best. Elkind goes on to argue that this imposes chronic stress on the children, and the symptoms of burnout begin to appear. The unfortunate result of this leads to children hating school and staying home whenever they could because of minor sicknesses.

A Kenyan psychiatrist, commenting on the importance of play, states that the long hours that the child spends in Pre-school must be for social development. He adds that other purpose is harmful, (Ndetei, daily nation, Sept 18, 2000). The article further asserts that the emphasis that children know how to read and write at a tender age is stressful and denies them opportunity to be children, to play and socialize.

Sylva (1980) reckons that play should be work of pre-school child and it is one of the activities most significant to the child’s overall development. It is at play or tasks involving co-operation that children in pre-school (Kariuki et al. 027) begin to learn something of the give-and-take which is necessary in the real life. The importance of play was earlier supported by the work of Piaget (1962) who stipulated how play fits in with overall development and the role that play serves in the development of intelligence. According to Piaget, in play, assimilation will help the child act on the world and change it to fit with his own experiences and understanding.

The developmental theory of early childhood education encourages the learners to take full account of and to develop appropriate experiences in the affective domain and not to limit themselves to intellectual development, (Blenkin and Kelly, 1988). On the other hand, emotions colour our lives. Scholars agree that the cornerstone of both social-emotional development is children’s self concept. Ruthus (1988) reiterates that self concept involves the child’s internal feelings which result from social interactions that the child is exposed to. It is, therefore, expected that the pre-school program would provide activities in its curriculum that would stimulate the development of social-emotional skills.

Erickson (1950) views personality of an individual as the product of his interactions in his social environment. The assumption of this study is that children should be able to communicate their attitudes and feelings as well as being sensitive to the feelings of others. These orientations should take place within the school program where children spend most of their quality time. The preschool program, therefore, should have not only clearly defined social-emotional activities, but time should equally be provided to
implement those activities without a sense of guilt on the part of the teacher. The principle behind the study is that children are not born with dominance of pleasant or unpleasant emotions, or with dominance of one specific emotion. Instead, the emotions as stated by Hurlock (1978) that will become dominant forces in their lives depend mainly on the environment in which they grow up, the relationships they have with significant people, and the guidance they receive in controlling their emotions.

This study was designed to find out the effectiveness of early childhood education program in preparing pre-school children in their social emotional competencies.

According to Raphel (2000), the rapidly shifting demographics of school-aged children, as well as continuing projections for the future, suggest that the enrollment of children who are culturally and linguistically different from what is considered the mainstream U.S. culture will continue to increase. These students may differ from the mainstream in ethnicity, primary language spoken at home, and social class. To improve the academic achievement of children from culturally and linguistically diverse backgrounds, educators must be responsive and sensitive to the variety of cultures in the United States. Historically, children from culturally and linguistically diverse backgrounds have not experienced high levels of academic success because their literacy needs often were unaddressed as they were encouraged to assimilate into the mainstream.

According to Derman-Sparks, what occurs is sometimes called the "Pygmalion effect." The teacher's expectations, often communicated in verbal and nonverbal ways, influence children's behavior and performance. In effect, children mirror the teacher's expectations. When those expectations are negative, the response of students also is negative. Derman-Sparks finds that racism or sexism in the classroom "affects kids' ability to be successful, because some of the energy they can use for learning gets drained off so they can defend themselves. It can happen in a variety of ways. Kids can become angry and become troublemakers; kids can simply withdraw; kids start to believe they 'can't do it anyway' or the teacher doesn't think they can do it" (cited in Payne, 1991, p. 18).

When teachers treat all students as competent, however, the students are likely to demonstrate competence. Teachers who teach to the highest standards provide academic
challenges for their students and encourage all students to achieve. When teachers build on students' prior knowledge and skills and then provide appropriate scaffolding, students can move more easily from what they know to what they need to know (Ladson-Billings, 1994).

Building on students' prior knowledge and experiences provides opportunities for authentic learning and also improves student engagement. This teaching strategy requires that teachers have an in-depth knowledge not only of the subject matter but also of their students. For instruction to be successful, educators must spend time developing their understanding of literacy instruction as well as their awareness of their students' cultures, backgrounds, and experiences. Teachers can develop this understanding and awareness by acquiring specific knowledge bases relating to teaching in diverse classrooms. (Miron & Lauria, 1998; Nieto, 1994).

SUMMARY OF LITERATURE REVIEW

According to Piagetian theory of learning (1959), the child constructs knowledge by physically manipulating and changing objects.

Knowledge is not something that is "poured" into the child by external resources such as the teacher, but something that the child has to construct for him/herself.

Piaget's children were in the urban while my research is based on rural area preschool children. There was technology advancement during the study whereby children got access to computers unlike Piaget's time.

Piaget studied children for a long time but the researcher's findings were conducted within a short time.
CHAPTER THREE

METHODOLOGY

Research Design

The design of the study was mainly a quantitative in approach with descriptive correlation survey design.

Research Population

Population of the study was 50 schools in Eldoret East district comprising of 434 pre-school children.

Sample Size

Two hundred and eight (208) pre-school children were selected from 434 using Slovene’s formula.

Table 1 Sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample size</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Pre-School children(paren ts)</td>
<td>434</td>
<td>208</td>
<td>Slovene’s formula S= p/1+p(0.05)^2</td>
</tr>
</tbody>
</table>

Sampling Procedure

Simple random sampling was used in this case to get the sample. Respondents were chosen randomly from the population.

Sampling is the selection of research participants from an entire population, and involves decisions about which people, settings, events, behaviors and or social processes to observe. Sampling is the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. Purposive
sampling technique will be employed in gathering the data for this study. It is a qualitative sampling technique where the researcher selects his specific subjects to participate in the study based on his own judgment. This will permit the selection of interviewees whose qualities or experiences permit an understanding of the phenomena in question, and are therefore valuable.

**Research Instrument**

Research instruments that were used in the study were questionnaires. The preschool parents assisted to administer the questionnaire.

A questionnaire is a data collection method that employees the use of a group of written questions used to gather information from respondents. This involved administering unstructured questionnaires with open ended questions and a few closed questions in which there are definite, concrete and pre-determined questions for the respondents to answer on their own. These questions will be presented with exactly the same wording and in the same order to all respondents. A number of questions will be printed or typed in a definite order on a form or set of forms and mailed to the respondents. This method allowed the respondents’ time to fill in the questionnaires at the time of their convenience.

**Validity and Reliability of the Instrument**

This was tested through a pilot study. The researcher used a few of the instruments on a sample population to carry out a pilot study. The instrument was tested to verify the study and accuracy of the instruments.

**Data Analysis**

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The means were applied for the levels of usage of non-verbal communication methods and level of assimilation indicators. An item analysis illustrated the strengths and weaknesses based on indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived. The following mean ranges were used to arrive at the mean of the individual indicators and interpretation:
<table>
<thead>
<tr>
<th>Mean</th>
<th>Response mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>strongly agree</td>
<td>Very high</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
<td>High</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Disagree</td>
<td>Low</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>Strongly disagree</td>
<td>Very low</td>
</tr>
</tbody>
</table>

**Ethical Considerations**

The university released a letter to permit me to carry out the research and collect data in the respective places. The researcher got permission from the government relevant authorities in the district.

**Limitations of the Study**

The study was most limited by distractions from pre-scholars who did not seem to be concentrating on one thing for example the children. Children are not easy to control therefore getting them to settle was a problem.

The study was also hindered by delayed appointments from some of the respondents and long distances from one area to another for example parents.

Children were controlled by using devices that attracted their attention like telling interesting short stories and requesting them to re-tell or tell their short stories.

Appointments were made in advance before one week or a month. Traveling days were programmed in such a way that a group of respondents of an area were attended in the same day.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with presentation, analysis and interpretation of the data based on the objectives and research question that guided this study. This chapter therefore shows the profile of the respondents, the non-verbal communication methods used at school and level of assimilation indicators of pre-school children.

The first objective of this study was to identify the profile of the pre-school children in terms of age, gender and rank in the family, number of family members and socio-economic background of the parents. The table 2 details this description.
Table 2 Profile of respondent’s children questionnaire

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 years</td>
<td>46</td>
<td>22.12</td>
</tr>
<tr>
<td>3-4 years</td>
<td>73</td>
<td>35.10</td>
</tr>
<tr>
<td>4-5 years</td>
<td>89</td>
<td>42.79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>83</td>
<td>39.90</td>
</tr>
<tr>
<td>Female</td>
<td>125</td>
<td>60.10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Children’s health records</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy</td>
<td>131</td>
<td>62.98</td>
</tr>
<tr>
<td>Disabilities</td>
<td>77</td>
<td>37.02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Number of family members of Pre-school Children</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 members</td>
<td>14</td>
<td>6.73</td>
</tr>
<tr>
<td>4-6 member</td>
<td>92</td>
<td>44.23</td>
</tr>
<tr>
<td>7-9 members</td>
<td>102</td>
<td>49.04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Family type of Pre-school children</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single parent</td>
<td>25</td>
<td>12.02</td>
</tr>
<tr>
<td>Nuclear</td>
<td>106</td>
<td>50.96</td>
</tr>
<tr>
<td>extended</td>
<td>77</td>
<td>37.02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Children Rank in Family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First born</td>
<td>58</td>
<td>27.88</td>
</tr>
<tr>
<td>Middle born</td>
<td>127</td>
<td>61.06</td>
</tr>
<tr>
<td>Last born</td>
<td>23</td>
<td>11.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: field data*

In terms of age, table 2 revealed that 46 (22.12%) children were between 2 to 3 years old while 73 (35.10%) were in the range of age bracket 3 to 4 years, 89 (42.78%) were between 4 and 5 years.

The results showed that the majority of children were old enough for easier and better communication using non-verbal language.
Concerning gender, the table 2 showed that the majority of the children were girls 125 (60.10%) as compared to the number of boys 83 (39.90%) which meant that there was imbalance in gender among the selected pre-school children.

As far as healthy records were concerned table 2 above gave a sense that most of the sampled children were healthy. Healthy children represented 131 (62.98%) while children with disabilities 77 (37.02%) ranging from mild to severe (not specified). This implied that there was need for ample attention to be given to the children as far as health was concerned.

Concerning the number of family members, the above table showed that 14 (6.73%) of the respondents had 2 to 3 members and 92 (44.23%) had 4-6 members while 7-9 members were 108 (49.04%). The data demonstrated that the sample was dominated by children who had family members between 7 to 9 members. This was a large number enough for the children to be provided with enough opportunities to interact with many members in the family.

In terms of family type, the table revealed that single parents were 25 (12.02%) while those that were under nuclear were 106 (50.96%) and under extended family care were 77 (37.02%). Comparing the three types of families, the majority were from nuclear. The implication of the findings showed that children from nuclear family had enough exposure to both parents, followed by extended family which had 77 (37.02%) which could also help children to be exposed to other relatives like uncles, aunts and grandparents who could be their care givers.

From table 2, the findings as far as ranking of children was concerned, under the rank of first born were 58 (27.88%), middle born 127 (61.06%) and last born 23 (11.06%). This implied that most the learners had more siblings as they play together attending pre-school.

The second objective of this study was to examine the level of usage of identified non-verbal communication methods.
Table 3 shows the means of non-verbal Communication Methods used in pre-school. They are ranked from top based on the mean.

The most popular communication method used at pre-school was body adornment (mean = 3.19) and was interpreted high followed by touch that was interpreted high. The least communication method used at school was sign language (mean = 2.11) and was interpreted low.

The grand average (mean = 2.71) interpreted high implied that the pre-scholars were conversant to the usage of non-verbal communication methods.
The third objective was to examine the level of assimilation in pre-school children. The responses were presented in table 4 below.

**Table 4 Level of Assimilation indicators in pre-school children**

<table>
<thead>
<tr>
<th>Assimilation Characteristics</th>
<th>Mean</th>
<th>INTERPRETATION</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advises others on good morals</td>
<td>3.02</td>
<td>high</td>
<td>1</td>
</tr>
<tr>
<td>Shows interest in the speaker</td>
<td>2.95</td>
<td>high</td>
<td>2</td>
</tr>
<tr>
<td>Is emphatic</td>
<td>2.92</td>
<td>high</td>
<td>3</td>
</tr>
<tr>
<td>follows class routine</td>
<td>2.90</td>
<td>high</td>
<td>4</td>
</tr>
<tr>
<td>demonstrates caring attitude</td>
<td>2.90</td>
<td>high</td>
<td>5</td>
</tr>
<tr>
<td>Destructive</td>
<td>2.89</td>
<td>high</td>
<td>6</td>
</tr>
<tr>
<td>provides constructive feedback</td>
<td>2.82</td>
<td>high</td>
<td>7</td>
</tr>
<tr>
<td>Criticizes</td>
<td>2.80</td>
<td>high</td>
<td>8</td>
</tr>
<tr>
<td>Uses eye contact</td>
<td>2.78</td>
<td>high</td>
<td>9</td>
</tr>
<tr>
<td>Is responsible</td>
<td>2.78</td>
<td>high</td>
<td>10</td>
</tr>
<tr>
<td>open minded</td>
<td>2.72</td>
<td>high</td>
<td>11</td>
</tr>
<tr>
<td>Is attentive</td>
<td>2.67</td>
<td>high</td>
<td>13</td>
</tr>
<tr>
<td>uses polite language</td>
<td>2.65</td>
<td>high</td>
<td>14</td>
</tr>
<tr>
<td>Is patient</td>
<td>2.45</td>
<td>Low</td>
<td>15</td>
</tr>
<tr>
<td>Well dressed</td>
<td>2.45</td>
<td>Low</td>
<td>16</td>
</tr>
<tr>
<td>Paraphrases</td>
<td>2.30</td>
<td>Low</td>
<td>17</td>
</tr>
<tr>
<td>Asks questions</td>
<td>2.26</td>
<td>Low</td>
<td>18</td>
</tr>
<tr>
<td>Books organized</td>
<td>2.15</td>
<td>Low</td>
<td>19</td>
</tr>
<tr>
<td><strong>GRAND AVERAGE MEAN</strong></td>
<td>2.69</td>
<td>high</td>
<td>12</td>
</tr>
</tbody>
</table>

*Source: Field data*

Table 4 above indicates ratings of various assimilation characteristics. It was clearly established that pre-school children had a popular assimilation characteristic of advising others on good morals (mean = 3.02) and showing interest in the speaker (mean = 2.95) and were interpreted as high and ranked position one and two respectively.

It was also clear from table 4 above that organization of books (mean = 2.15) and asking questions (mean = 2.26) were interpreted low and ranked 19 and 18 respectively.

The grand average (mean = 2.69) which was interpreted high suggested that the selected pre-school respondents were fully assimilated.
The fourth objective of this study was to correlate the level of usage of non-verbal methods and level of assimilation indicators in pre-school children.

**Table 5 Correlation of level of usage of non-verbal communication methods and level of assimilation**

<table>
<thead>
<tr>
<th>Variables Correlated</th>
<th>Mean</th>
<th>r- Value</th>
<th>Sign.</th>
<th>Interpretation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal communication methods used at school</td>
<td>2.71</td>
<td>0.96513</td>
<td>0.000</td>
<td>Very high</td>
<td>Rejected</td>
</tr>
<tr>
<td>Assimilation Characteristics</td>
<td>2.69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data

The r-value (r=-0.96513, sign. =0.000) in table 5 above indicated that there was a significant correlation between the level of non-verbal communication methods used and level of assimilation. The findings rejected the hypothesis (There is no significant relationship between non-verbal communication methods used and level of assimilation).

The implications were that the non-verbal communication methods identified had a great influence over the level of assimilation.
CHAPTER FIVE

Summary of findings, recommendation areas of further studies and conclusions

This chapter presents the findings, conclusions and recommendations following the objectives and hypothesis. The conclusions were drawn based on the findings and purposes of the study and consequently, recommendations were made based on the findings. Other areas for further researches have also been indicated at the end of this chapter.

FINDINGS

In terms of age, it was revealed that 46 (22.12%) children were between 2 to 3 years old while 73 (35.10%) were in the range of age bracket 3 to 4 years, 89 (42.78%) were between 4 and 5 years.

The results showed that the majority of the children were old enough for easier and better communication using non-verbal language.

Concerning gender, majority of the children were girls 125 (60.10%) as compared to the number of boys 83 (39.90%) which means that there was imbalance in gender among the selected pre-school children.

As far as healthy records were concerned, the findings showed a sense that most of the sampled children were healthy. Healthy children represented 131 (62.98%) while children with disabilities 77 (37.02%) ranging from mild to severe (not specified). This implied that there was need for ample attention to the children as far as health was concerned.

Concerning the number of family members (2 to 3) showed that it was 14 (6.73%) and 4-6 members had a frequency of 92 (44.23%) while 7-9 members thus 108 (49.04%). The data demonstrated that the sample was dominated by children who had family members between 7 to 9 members. This was a large number enough for the children to be provided with enough opportunities to interact with many members in the family.
In terms of family type, it was also revealed that single parent units had a frequency of 25 (12.02%) while those that were under nuclear were 106 (50.96%) and under extended family care were 77 (37.02%). Comparing the three types of families, the majority were from nuclear. The implication of the findings showed that children from nuclear family had enough exposure to both parents, followed by extended family which had 77(37.02%) which could also help children to be exposed to other relatives like uncles, aunts and grandparents who could be their care givers.

As far as ranking of children was concerned, findings further indicated that under the rank of first born were 58 (27.88%), middle born 127 (61.06%) and last born 23 (11.06%). This implied that most the learners had more siblings as they play together attending pre-school.

The second objective of this study was to examine the level of usage of identified non-verbal communication methods. The findings showed the means of non-verbal Communication Methods used in pre-school. They were ranked from top to bottom based on the means. The most popular communication method used at pre-school was body adornment (mean = 3.19) and was interpreted high followed by touch that was interpreted high also. The least communication method used at school was sign language (mean = 2.11) and was interpreted low. The grand average (mean = 2.71) interpreted high implied that the pre-scholars were conversant to the usage of non verbal communication methods.

The third objective was to examine the level of assimilation in pre-school children. The findings indicated ratings of various assimilation characteristics. It was clearly established that pre-school children had a popular assimilation characteristic of advising others on good morals (mean = 3.02) and showing interest in the speaker (mean =2.95) and were interpreted as high and ranked position one and two respectively. It was also clear that organization of books (mean = 2.15) and asking questions (mean = 2.26) were interpreted low and ranked 19 and 18 respectively. The grand average (mean = 2.69) which was interpreted high suggested that the selected pre-school respondents were fully assimilated.

The fourth objective of the study was to correlate the level of usage of non-verbal methods and level of assimilation indicators in pre-school children. The r-value (r=
0.96513 and sign. =0.000) indicated that there was a significant correlation between the level of non-verbal communication methods used and level of assimilation. The findings rejected the hypothesis (There is no significant relationship between non-verbal communication methods used and level of assimilation). The implications were that the non-verbal communication methods identified had a great influence over the level of assimilation.

CONCLUSION

The survey findings indicated that there was a significant correlation between the level of non-verbal communication methods and level of assimilation. This clearly showed that non-verbal communication methods greatly influence the level of assimilation of pre-scholars from selected pre-schools.

RECOMMENDATIONS

There is need to improve on non-verbal communication methods of pre-scholars by teachers so as to improve on the level of assimilation. Communication methods can be improved using better teaching methods, use of teaching aids, play and outdoor activities. Teachers should also interact with the child, taking turns in any activity: respond to the child as much as taking initiative. Engage the child in a warm and friendly manner, encouraging and personalizing according to the child’s style.

There is need to cater for the impaired children in preschool by professionally qualified personnel to handle them. Schools should have relevant equipment for these learners. Children with severe communication disorders or delays will usually require referral to specialized therapy of some kind. There is need for more funding for the preschool so as to improve the teaching and non-verbal communication methods which will eventually lead to better assimilation of the children. Parents should be sensitized on the non-verbal communication methods to use at home that will link well with school.
SUGGESTED AREAS FOR FURTHER STUDIES

1. Health disorders among pre-scholars

2. Language development hindrances

3. Parental rearing styles on non-verbal communication methods

4. Environmental influences on non-verbal communication methods

5. Situational and stress coping indicators on non-verbal communication.
References


Hattum, Ton van (2006), The Communicative Approach Rethought, retrieved 2010-10-03


http://www.ehow.com/list_6322655_non_verbal-communication-techniques.html#ixzz237TrJLat

www.google.co.uk/olympics

http://www.livestrong.com/article/176454-nonverbal-communication-methods/#ixzz237SoQfX

www.ehow.com
TRANSMITTAL LETTER -THE RESPONDENTS

Dear Sir/Madam

I am a candidate for Master in Early Childhood and Primary Education at Kampala International University and currently pursuing a thesis entitled “Non-verbal communication methods and assimilation of Pre-school Children in selected schools in Eldoret East - Kenya.” In view of this empirical investigation, may I request you to be part of this study by answering the questionnaires. Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purposes only. As you answer the questionnaire, be reminded to respond to items in the questionnaires, thus not leave any item unanswered. Furthermore, may I retrieve the filled out questionnaires within five days from the date of distribution.

Thank you very much in advance

Yours faithfully

Leah Mochache
APPENDIX II

INFORMED CONSENT

In signing this document, I am giving my consent to part of the research study of Mrs. RUTH J. LAGAT that will focus on Non-verbal communication methods and assimilation of Pre-school Children in selected schools in Eldoret East - Kenya.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

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

Initials: ________________________________

Date: _________________________________
RUTH LAGAT
TSC NO. 282214

THRO' 
THE HEAD TEACHER
KATUIYO PRIMARY SCHOOL

RE: RESEARCH AUTHORIZATION

As requested for this office has granted you permission to conduct your research on the
topics specified in your university letter.

Please adhere to your time schedule and complete your work before the end of this month.
Be sure to be in your school after the research on daily basis.

By copy of this letter the head teacher is requested to observe that the teacher performs her
normal duties and this authority should not interrupt normal school routine.
APPENDIX IV

Research instrument – Questionnaire

Dear respondent,

I am carrying out a survey on communication method on the level of learning and assimilation in pre-school. Please assist me by answering the whole questionnaire by providing the most appropriate answer in your opinion by ticking in the spaces provided. Your response will be kept confidential.

In any case the questionnaire is anonymous.

Questionnaire for children to be answered by parents

1. Age of the child
   ______ 2-3 years
   ______ 3-4 years
   ______ 4-5 years

2. Gender of the child
   ______ Boy
   ______ Girl

3. Child’s health records
   ______ Healthy
   ______ Had disabilities (specify)

4. Number of family members of pre-school children
   ______ 2-3 members
   ______ 4-6 members
   ______ 7-9 members
5. Type of the family of pre-school children
   ______ Single parent
   ______ Nuclear
   ______ Extended

6. Ranking in the family of pre-school children
   ______ First born
   ______ Middle born
   ______ Last born
Instructions to be used in section B and C: Please fill in the appropriate number that most represent your answer:

4 Agree without doubt - SA
3 Agree with some doubt - A
2 Disagree with doubt - D
1 Disagree without doubt - SD

SECTION B: NON VERBAL COMMUNICATION METHODS USED AT SCHOOL

_____ 1. Sign language
_____ 2. Facial expression
_____ 3. Gestures
_____ 4. Hand movements
_____ 5. Touch
_____ 6. Space and distance
_____ 7. Body adornment
_____ 8. Clothing
_____ 9. Eye movement
SECTION C: ASSIMILATION:
ASSIMILATION CHARACTERISTICS

1. Uses eye contact
2. Is attentive
3. Is patient and does not interrupt waits for the speaker to finish
4. Is responsible, using verbal and non-verbal expressions
5. Asks questions in a threatening note
6. Provides constructive feedback
7. Does not criticize
8. Shows interest in the speaker as a person
9. Demonstrates a caring attitude and is willing to listen
10. Is open-minded
11. Paraphrases, states or summaries what the speaker says
12. Is emphatic (works to understand the speaker)
13. Follows class routine
14. Not destructive
15. Advises others on good morals
16. Disciplined
17. Well dressed
18. Books organized
19. Works with others well during group work
20. Uses polite language (excuse me, thank you, I am sorry)
### APPENDIX V

#### TIME FRAME

<table>
<thead>
<tr>
<th>TASK</th>
<th>DURATION</th>
<th>2011 MONTH</th>
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<tr>
<td>Proposal writing</td>
<td>3 months</td>
<td>May, June, July</td>
</tr>
<tr>
<td>Proposal correction and hearing</td>
<td>3 weeks</td>
<td>August</td>
</tr>
<tr>
<td>Construction of data collection instruments</td>
<td>1 week</td>
<td>September</td>
</tr>
<tr>
<td>Pretesting of instruments</td>
<td>2 weeks</td>
<td>September</td>
</tr>
<tr>
<td>Processing of required introductory letters</td>
<td>1 week</td>
<td>September</td>
</tr>
<tr>
<td>Data collection</td>
<td>2 months</td>
<td>Oct, Nov</td>
</tr>
<tr>
<td>Data analysis</td>
<td>2 weeks</td>
<td>November</td>
</tr>
<tr>
<td>Report writing</td>
<td>2 weeks</td>
<td>November</td>
</tr>
</tbody>
</table>

Grant chart showing the proposed work plan.

The study was conducted between 4th May- 30th Nov 2011.
Appendix VI

Slovene's Formula Calculation

Sample Calculation:

Given:
P = 434
e = 5% = 0.05

Required: s = ?

Solution:
s = P / (1 + P(e^2))
s = 434 / (1 + (434*.05^2))
s = 208.3721 ~ 208
s = 208
## APPENDIX VII PEARSON CORRELATION

### Assimilation Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mean</th>
<th>Interpretation</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Advises others on good morals</td>
<td>3.02</td>
<td>high</td>
<td>1</td>
</tr>
<tr>
<td>Shows interest in the speaker</td>
<td>2.95</td>
<td>high</td>
<td>2</td>
</tr>
<tr>
<td>Is emphatic</td>
<td>2.92</td>
<td>high</td>
<td>3</td>
</tr>
<tr>
<td>Follows class routine</td>
<td>2.90</td>
<td>high</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates caring attitude</td>
<td>2.89</td>
<td>high</td>
<td>5</td>
</tr>
<tr>
<td>Destructive</td>
<td>2.82</td>
<td>high</td>
<td>6</td>
</tr>
<tr>
<td>Provides constructive feedback</td>
<td>2.80</td>
<td>high</td>
<td>7</td>
</tr>
<tr>
<td>Criticizes</td>
<td>2.78</td>
<td>high</td>
<td>8</td>
</tr>
<tr>
<td>Uses eye contact</td>
<td>2.78</td>
<td>high</td>
<td>9</td>
</tr>
<tr>
<td>Is responsible</td>
<td>2.72</td>
<td>high</td>
<td>10</td>
</tr>
<tr>
<td>Open minded</td>
<td>2.67</td>
<td>high</td>
<td>11</td>
</tr>
<tr>
<td>Is attentive</td>
<td>2.65</td>
<td>high</td>
<td>12</td>
</tr>
<tr>
<td>Uses polite language</td>
<td>2.45</td>
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</tr>
<tr>
<td>Is patient</td>
<td>2.45</td>
<td>Low</td>
<td>14</td>
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<tr>
<td>Well dressed</td>
<td>2.30</td>
<td>Low</td>
<td>15</td>
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<tr>
<td>Paraphrases</td>
<td>2.26</td>
<td>High</td>
<td>16</td>
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<tr>
<td>Asks questions</td>
<td>2.26</td>
<td>High</td>
<td>17</td>
</tr>
<tr>
<td>Books organized</td>
<td>2.15</td>
<td>Low</td>
<td>18</td>
</tr>
<tr>
<td>Grand Average Mean</td>
<td>2.69</td>
<td>high</td>
<td>19</td>
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</table>

### Non-verbal Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
<th>Interpretation</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Body adornment</td>
<td>3.19</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>Touch</td>
<td>3.11</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>Facial expression</td>
<td>2.94</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>Space and distance</td>
<td>2.8</td>
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<td>4</td>
</tr>
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<td>Clothing</td>
<td>2.8</td>
<td>High</td>
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<td>Gestures</td>
<td>2.7</td>
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</tr>
<tr>
<td>Hand movements</td>
<td>2.54</td>
<td>High</td>
<td>7</td>
</tr>
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<td>Eye movements</td>
<td>2.24</td>
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</tr>
<tr>
<td>Sign language</td>
<td>2.11</td>
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</tr>
<tr>
<td>Grand Average Mean</td>
<td>2.71</td>
<td>High</td>
<td>10</td>
</tr>
</tbody>
</table>

### Correlation Coefficient

- **0** No correlation, zero correlation
- **[0.0 to 0.2]** and **[0.8 to 0.2]** Very weak or negligible
- **[0.2 to 0.4]** and **[0.6 to 0.4]** Weak or low
- **[0.4 to 0.7]** and **[0.4 to 0.7]** Moderate
- **[0.7 to 0.9]** and **[0.7 to 0.9]** Strong, high or marked
- **[0.9 to 1.1]** and **[0.9 to 1.1]** Very strong or high

### Pearson Correlation

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mean</th>
<th>Interpretation</th>
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<table>
<thead>
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<th>Indicator</th>
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<tr>
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<td>Touch</td>
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### AVERAGE MEAN RATINGS

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<tr>
<td>1.51-2.25</td>
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<td>Disagree</td>
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<tr>
<td>1.00-1.75</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

Perfect correlation (highest/negligible)
APPENDIX VIII

RESEARCHER'S CURRICULUM VITAE

A PERSONAL PROFILE

NAME : RUTH JEPKOSGEI LAGAT
DATE OF BIRTH : 13/11/1967
STATUS : MARRIED
GRADE : JOB G.K.
RELIGION : CHRISTIAN

B. CONTACTS : Tel +254723637779, +254723441755.
Email : ruthlagat@ymail.com

C. EDUCATIONAL BACKGROUNDS.

<table>
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<td>BED ECPE</td>
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<td>DIP ECD</td>
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<tr>
<td>1992-1994</td>
<td>MERU T.T.C</td>
<td>P1 TEACHER</td>
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<tr>
<td>1983-1986</td>
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<td>1975-1982</td>
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<td>CPE 24 POINTS</td>
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<td>2011 JAN-JULY</td>
<td>SOGORIK YOUTH POLYTECHNIC</td>
<td>Attended computer</td>
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Classes
# D. WORK EXPERIENCE

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<tr>
<td>JULY 1997 to date</td>
<td>Teacher at katuiyo primary school</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>Lecturer at Chepkoro ECD College</td>
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# E. INVIGILATION AND SUPERVISION

2005-2006 : KCPE Supervisor at Cheptigit primary school

# F. RESPONSIBILITY

SENIOR TEACHER
Dear Prof Owalabi

Prof Owalabi
Kampala International University

19 July 2007

Dear Prof Owalabi

Masters Thesis of Ms Dorothy Kamasomero

We are in receipt of your letter requesting our approval for the above student to conduct the following study for her thesis: *The Opportunities and Challenges of Entertainment Education for the Empowerment of Women Against HIV/AIDS: A case study of Namulaba HIV/AIDS Organization in Nagojje Sub County Mukono District.*

We are pleased to inform you that we approve the study to be conducted at our project in Namulaba. Please make sure that the student avails us a copy of her final report for our records.

Yours truly,

Dr Samuel Kalibala
Director

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Namulaba Health Centre
P.O. Box 2598, Kampala, Uganda Tel: 256 41 223751