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Teacher Classroom Practices and English Language Reading Readiness of Children in Grade One at Kericho Rehabilitation School, Kenya

Jaluo Mrunga William✉, Gatumu C Jane, Origa O Japheth

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University of Nairobi, Nairobi, Kenya

Abstract

English Language Reading Readiness (ELRR) is a preparation of children by giving them the chance to improve their ability to listen, speak, read and write effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every nation tries to contain its control amongst the clear evidence, with the correct nurturing such that if psychotherapeutic interventions are not provided to the young offenders, they may eventually graduate to hardcore criminals. The study objectives were: to establish the effect of teaching methodology on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, explore the effect of instructional resources on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, determine the effect of modeling discipline management mechanisms on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School and to determine the effect of the checklist assessment tool on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School. The study adopted a case study research design. Purposive sampling was used to include all the 14 children in Grade one and 4 teachers at Kericho Rehabilitation School. Data was collected using pre-test and post-test, questionnaire for Head teacher and other teachers, observation schedule of live lessons, and documentary analysis. Data was analyzed qualitatively and quantitatively using Statistical Package for Social Sciences (SPSS) to compute t-test for establishing any statistically significant differences between the overall pre-test mean score and post-test mean scores of the uni-group. The study findings indicated that, the children's pre-test mean score was low and there was no statistically significant difference within the group. The low pre-test performance was because the children had not acquired sufficient English language reading readiness skills due to the influence of teacher pedagogical competencies as indicated in inappropriate teaching methods, insufficient learning resources, use of inappropriate classroom discipline management mechanisms, and inappropriate classroom assessment techniques. The children's post-test mean score for the group improved, after applying the interventions. There was, therefore, a statistically significant difference between the pre-test and post-test overall mean scores within the group due to the group having been taught using the phonics method, effective and adequate resources, the modeling discipline management mechanism and the checklist assessment method. The study concluded that; children's English language reading readiness may have been influenced by teacher classroom practices. Children's performance could be improved by teachers who not only applied better classroom practices, but also the skills, attitudes and motivation to use the pedagogical competencies holistically in rehabilitation schools. The study recommendations were that: The Ministry of Education needs to consider in–servicing teachers in rehabilitation schools to re-orient their classroom practices and also to consider establishing Early Childhood Development Centers within rehabilitation schools as a strategy of laying foundation to reading in Grade one. The school administrators need to support the teachers with facilities and time and also ensure that they applied better English language reading readiness skills in all their teaching. For further research, this study recommended that; research could be carried out on the influence of teacher pedagogical competencies on children's performance in other language skills or in other subjects at any level of reading

How to cite

INTRODUCTION

English Language Reading Readiness (ELRR) English means that children are prepared to listen, to communicate well, to utilize the correct vocabulary and to develop the right academic abilities. Cognitive skills and knowledge are developed in children by the use of literacy skills which effectively allow peer interaction with adults (Catts & Kamhi, 2005). Readiness for English language Reading for children, in particular for youth in crime, is of great importance for the development of fairness for access to language and education in schools (Brinton & Fujiki, 2004).

The term Approved (modern day Rehabilitation) School (modern day Rehabilitation School) came into use in the UK in 1933 when the former "industrial" or "reformatory" schools were phased out (Kiereini, D. 2019). They were residential facilities to which young people would be brought for crimes or judged beyond the authority of parents by a court. The volunteer organization was modeled on conventional boarding schools under the supervision of the Home Office. Offenders who had been sent to school were allocated to working groups for construction and bricklaying, metalwork, carpentry and gardening as well as for obtaining academic lessons. Greater young offenders were restricted to "borstal" facilities, harder and more closed adolescent jails. Many schools that had been authorized were notorious for their rigorous discipline, with corporeal punishment applied when it had been considered necessary, usually a more severe form that was typical in regular high schools. In particular, those who had faded away were promptly given a harsh caning to dissuade potential desirable escapees. The concept of approved schools was adopted in Kenya in 1935 with Dagoretti Approved School being the first to be established in the Kenya colony. The school was run by missionaries under the supervision of the Department of Approved Schools in the Ministry of Education. The aim of these schools was to rehabilitate children so that they could be released back into society. The children played, went to class and received counselling. If the behaviour improved remarkably, he or she could be released before serving the full course of the sentence.

According to UNICEF (2012), risks in early progress are predominantly evident in those children staying at rehabilitation centres. This type of children rarely get any sustenance for early learning, and up to 10 times most probably fail to undergo Early Childhood Education (ECE) programmes, which is a prerequisite for transition to Grade one. English Language Reading Readiness was established to be a significant aspect in education achievement; and ultimate success in adulthood (UNICEF, 2012). Research from United States of America has indicated that English language reading readiness is interwoven with learning, completion of school, later skill growth, and getting of academic competences and non-university profits (Arnold, 2004; Brooks-Gunn & Mclanahan, 2005). Children wanting to go into school are more likely to successfully complete their education, stay in school and accomplish their goal (CGECCD, 2008).

While English Language Reading Readiness is gaining format around the universe, there are still various pending matters associated with cohesive knowledge of the concept and its determinants such as teacher classroom practices and their application on development of children in rehabilitation schools. Teacher Classroom practices are essential for knowing and improving the processes of education (Guthrie & Klauda, 2014). These practices are mostly connected to teachers' strategies for coping with the daily professional obstacles as well as their general well-being, coupled with having in place appropriate children's' learning environment that influence children's motivation and resultant achievement (OECD, 2012).

The four basic teacher classroom practices include classroom teaching methodologies, teaching resources, learning assessment and children discipline management mechanisms (Klieme, Pauli & Reusser, 2006). In teaching methodologies, early theorists like Rousseau, Froebel and Dewey, posited that children study well while permitted to interact and observe nature and life (Platz & Arellano, 2011). Early Childhood Education practices and assumptions currently have their history dating back to ancient educators and philosophers who desired young children to progress in education.

Kericho Rehabilitation School takes care of the rehabilitation of boy-children of ages of 10 - 12, placed in Grades 1 – 3. It is the only boys' Rehabilitation School that has Grade One in Kenya. The overall effect of the education programme is rather weak, due to mechanisms in place within the rehabilitation institution that lean towards behaviour adjustment. Instead of addressing the existence of quality education issues in the context of mechanisms that have been put in place inside a rehabilitation center that are inclined to adapt behavior, the overall impact of the teaching programs is quite modest (Kinyua,

2014). The assessment of children's achievement by Uwezo Kenya (2009-2013) reveals that the situation of reading skills in Kenya is bleak during the first three years. It indicated that just 3 out of 10 kids in grade 3 were able to perform grade 2 work at a national level. In classes 3 and 8 pupils correspondingly, a staggering 4.6% and 0.9% cannot read! (Wednesday, 2013: 8). The degree of understanding also declined generally. In Grade 4-5, for example, seven out of 100 students in Grade 8 cannot read the most easy tale in English or Kiswahili, for instance who cannot read and understand grade 2 from five out of ten stories in 2011. (ibid: 3).

The Uwezo Kenya (2013) report pointed out that learning in Rehabilitation Schools had quality and staffing issues yet the schools offered education as a service apart from behavior adjustment. In a study to establish the reading acquisition rates between boys and girls, Ahmad and Ahmad, (2012) observed that girls acquire reading faster than boys at formative years. The researcher was further inspired to study in a rehabilitation school for young children. The study narrowed down to the Kericho Rehabilitation School which addressed the effects of teaching techniques on the preparedness of children to read English in Grade 1.

The purpose of the study was to examine the effect of teacher classroom practices on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, Kericho County.

Objectives of the Study

The study was guided by the following specific objectives, to

i. Establish the effect of teaching methodologies on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School

ii. Examine the effect of use of instructional resources on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

iii. Determine the effect of discipline management mechanisms on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

iv. Determine the effect of assessment practices on English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School

Hypotheses of the Study

The main research hypothesis for this study was:

H_O: There is no significant relationship between teacher classroom practices and English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School, Kericho County.

The study was also guided by the following specific hypotheses:

H_{O1}: There is no significant difference between the mean score of the group of children taught before using the phonics instructional technique and the mean score of the group taught after using the phonics instructional technique in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

H_{O2}: There is no significant difference between mean score of the group of children taught before use of instructional resources, and mean score of the group of children taught after using instructional resources in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

H_{O3}: There is no significant difference between the mean score of the group of children managed before the modeling discipline management, and mean score of the group of children managed after applying the modeling discipline management in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

H_{O4}: There is no significant difference between the mean score of the group of children assessed before applying the checklist assessment method, and mean score of the group assessed using the checklist assessment method in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

Significance of the Study

The results of this study could help the Ministry of Education (MOE) to design and carry out classroom training in rehabilitation schools for children of first grade. This study may be used to develop an ideal policy for regulating education and the readiness of English language reading in rehabilitation schools and at the Kenya Current Development Institute (KICD). Teachers might use the data to establish standardized rehabilitative teaching methods. The study findings are also thought to represent a part of the knowledge component in which the future research may leverage and provide the basis for additional inter-related research.

RESEARCH METHODOLOGY

Research Design

The study design explains the main approach used by researchers to answer questions in their research (Polit & Beck, 2010). The study has a case study research design since a study has been conducted in one organization using a descriptive survey design whereby the classroom teachers formed a separate variable, while the readiness of the students to read the English language constituted the dependent variable. A pretest and post-test group has been utilized in the interests of this investigation.

In this design, symbols O_1 and O_2 was pretest mean score and post-test mean score of the Grade one children respectively. For impetus of this research, the researcher before treatment and after treatment administered a test on English Language Reading Readiness. In this study the quasi experimental design was employed since the objective was to demonstrate a link cause-and-effect between an independent variable and a dependent variable. The diagrammatic representation of the type of quasi-experimental design used in the study is shown in Table 1.

Table 1. Pre-test and Post-test research design

Pre-test	Treatment	Post-test
O_1	X	O_2

Source: De Vaus & de Vaus (2001).

Key

O_1 Mean score of the group before treatment (intervention)

O_2 Mean score of the group after treatment (intervention)

X Intervention (Phonics method, instructional resources, modeling discipline management mechanisms, Checklist Assessment Tool)

Sample Size and Sampling Methods

The researchers utilized purposive sampling to enroll all 14 students in grade one because the study related to children in grade one. Purposive sampling was used to involve the four teachers and the head teacher in the research. The total sample size was 19 respondents.

Data Collection Instruments

In order to gather the responders, the researcher employed a triangulation approach. In this case, data was collected using an English-language reading preparedness test, the head teacher and class teacher's questionnaire, a document form on the access/inaccessibility of the various teachers' documents and records and observations in Grade 1, and also an observing schedule for school teaching. The following were included in the data collection.

DATA ANALYSIS, FINDINGS AND DISCUSSION

The specific hypotheses were tested using t-test whereas multiple regressions were used to test the overall or final hypothesis and showed the connection amid the variables that were investigated. The correlation amid the independent variables and the dependent variable were represented through a linear model as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where X_1 was the phonics method adopted by teachers, X_2 was the application of instructional materials, X_3 was the modeling classroom discipline management mechanisms, X_4 was the checklist classroom assessment practice. Y was mean score of English language reading readiness, β_0 is a constant suggesting the degree of English language reading readiness that doesn't rely on the four variables investigated. β_1, β_2, β_3 and β_4 are the coefficients of proportionality of phonics method, use of instructional resources, modeling classroom discipline management mechanisms and checklist classroom assessment practice respectively while the *e* represents the error term (Creswell, 1994).

Ho_1 - *No significant difference exists between the mean scoring of a group of students who have been taught before the phonics technique and the mean score of a group taught after utilizing the teaching method of phonics at Kericho Rehabilitation School.*

Table 2. Paired Sample t-Test on Pre-test and Post-test Scores

Paired Samples t-Test of Pre-test and post-test scores					
Mean	Std Dev	Std Error Mean	T	DF	Sig.(2-tailed)
1.29	2.025	0.052	12.25	13	.0000

P = 0.05

Table 2 displays a paired sample t- test that was calculated to see if the average pre-test- and post-test scores for the children who performed the two tests were essentially different. A mean difference of 1.29, a value of T of 12.25, and a two-tailed mean of 0.000 are displayed in this table. Since 0,000< 0.05 was detected with two tailed significance, this indicated that the null hypothesis is dismissed and an alternative hypothesis is taken that the mean after testing and pre-testing scores vary significantly. The adoption

of an alternative hypothesis results in a phonic approach that favorably improves the capacity of children to read in English reading. The adoption of the Phonics teaching technique may be linked to this substantial change in the pre-test and post-test mean values, before the children were tested after the test.

H$_{O2:}$ *The mean scoring for the children taught prior to the use of educational resources and the mean score for the children taught at the Kericho rehabilitation school is not significant. There is a mean scoring difference for the groups of children taught prior to the use of educational resources.*

Table 3 displays the results of the test of hypothesis carried out in pre-test English reading readiness with the children's annotated scripts.

Table 3. One-Sample Statistics for use of instructional resources

	T	Degrees of freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Test Value = 31.29						
					Lower	Upper
x2	1.098	3	.353	.488	-.927	1.902

The results given (df=3, p<0.05)

From table 3 the t-test was 0.353, higher than the p-value 0.05. This was significant. Since 0.353>0.05, we accept the null hypothesis and state that the means of post-test outcomes of children are not significantly different from those of the usage of educational resources. Therefore, the use of educational materials in the English language readiness exam in French made by children had no effect on the post-test mean.

H$_{O3:}$ There is no significant difference between the mean score of the group of children managed before the modeling discipline management, and mean score of the group of children managed after applying the modeling discipline management in English Language Reading Readiness of children in Grade one at Kericho Rehabilitation School.

Table 4 displays the results of the test of hypothesis carried out on modeling discipline management mechanism.

Table 4. One-Sample statistics of modeling discipline management mechanism

	T	Degree of Freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Test Value = 31.29						
					Lower	Upper
x4	-22.523	3	.000	-13.478	-15.382	-11.573

The results given (df=3,p<0.05)

Table 4 indicates the t-test value of 0.000 that is less than the 0.05 p-value or 0.000>0.05. We thus reject the null hypothesis and conclude that the mean scores are very significant. The modelling of the system of management of disciplines therefore has a direct and stronger influence on the final average number of children in English (Wagner, 2012).

H$_{O4:}$ *There is no significant difference among the mean value of the group of children evaluated in the first grade in English Language Reading Preparedness of Children in Grade 1 at Kericho Rehabilitation School and between the mean values of the group evaluated in the second graduate grade.*

Table 5 displays the results of the test of hypothesis carried out on checklist assessment method.

Table 5. One-Sample Test Statistics of checklist assessment method

	T	Degree of Freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Test Value = 31.29						
					Lower	Upper
x3	-2.782	3	.001	-5.933	-12.721	.855

The results given (df=3,p<0.05)

The t-test, the mean value of which is 0.001 t- less than 0.05 p-value, as shown in Table 5. Since 0.001>0.05, the null hypothesis is therefore rejected and we accept the alternative, which means that the difference between the two mean values is considerable. Therefore, the technique for checklist evaluation has an effect on children's final average preparedness in English.

CONCLUSIONS

It can be concluded from the findings that:
i. Teaching methods positively influences English Language Reading Readiness. Teaching children using phonics improves children word recognition significantly.
ii. The use of a wide variety of instructio-

nal resources had a direct bearing on the verbalization of children in spoken English.

iii. The modelling method of discipline management has a lasting effect on class child discipline. It was found that modeling behavior that instructor's desire in children involves teachers who show respect, trust, passion, interests, love, concern and civility in their daily contacts with children.

iv. The use of the checklist assessment method allows the instructor to arrange remediation activities for certain students.

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