

An Assessment of the Determinants Influencing Pre-school Teachers' Use of Music on Teaching Oral Skills in Kitengela Zone, Kajiado County, Kenya

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Abstract— The importance of music has been embraced by the Kenyan pre-school curriculum and impacts on children's development in self-confidence, listening skills, enjoyment, relaxation and interaction. However, teaching of oral skills has been a challenge and the rate at which pre-school learners grasp speaking and listening skills is below expectations. Pre-school children in Kitengela are experiencing a number of challenges especially when it comes to reading, writing or spelling of words. Thus, the purpose of the study was to assess the determinants influencing pre-school teachers' use of music on teaching oral skills in Kitengela Zone, Kajiado County, Kenya. Questionnaires were used to collect data from pre-school teachers and observation checklists from pre-school learners. Data analysis began by identifying common themes from the respondents' description of their experiences. Frequency counts of the responses were then obtained to generate information about the respondents. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies and percentages and inferentially using Chi-Square with the help of Statistical Packages for Social Science (SPSS 23) and results presented using tables and charts. The study established that pre-school teachers' training in music, experience and perceived music abilities influence teaching of oral skills. The study recommends that, to improve the use of music as a medium of instruction in pre-schools, pre-primary school teachers should be trained on how to use music as a medium of teaching oral skills. There is also need to organize programmes to expose pre-school teachers to use of music to teach oral skills.

Index Terms— Use of Music, Instruction, Perceived music abilities, oral skills.

I. INTRODUCTION

Music has been generated and enjoyed by human beings since time immemorial. It plays a critical role in the society today. According to Pantev, Engelen, Candia and Elbert (2003), music is one of the key medium of communication used by various individuals in passing out messages regarding various issues underlying in the society. Music has also been incorporated in the educational system as a medium of instruction. While using music as a medium of instruction, there are certain skills which get to be transferred from teachers to learners. Music is one of the essential curriculum areas in pre-primary schools and curriculum developers regard music as very important to children because it

contributes to child development in self-confidence, listening skills, enjoyment, relaxation, interaction, among others (Hachmeister, 2015). According to Okongo (2009), use of music facilitates language acquisition, reading readiness, and general intellectual development. Okongo (2009) also notes that creative participation in music improves self-image, self-awareness and creates positive attitudes about one-self.

Music experiences help and prepare children to learn. Many studies on the role of music to pre-school learners continue to draw much attention to ECDE researchers, but none has been done on the determinants of pre-school teachers' use of music in teaching oral skills. Use of music in a pre-school classroom is a tool that teachers have adopted in teaching. It means using music as a medium through which the oral skills are taught in pre-school. Gillespie (2010) asserts that use of music in teaching can be a vehicle for other academic objects such as gaining children's attention, memorization and motivating their learning. Speech makes broad utilization of basic sound-related examples not taking into account pitch but rather timbre-based contrasts between phonemes. Musical training appears to build up these abilities among children. The KICD ECDE curriculum specifies the following learning activities for children: (a) language, (b) outdoor and physical activities, (c) music and movement, (d) environmental activities, and (e) creative activities.

Music and movement activities, as stated in the curriculum preamble, are important to enhancing learning (Government of Kenya, 2001). Such areas of learning through music as identified in the curriculum are the following: (a) socialization, through which the child is integrated into the (school) community; (b) appreciation of music and culture of other communities; (c) development of self-expression; and (d) communication skills. Music and movement is adequately described in the curriculum guideline document, which also contains a sample of music skills, activities, and materials for children between ages three and six years old. Such skills include singing, and further other educational goals (Government of Kenya, 2005a). The instruction included active music-making and kinesthetic movements to emphasize steady beat, rhythm and pitch as well as the association of sounds with symbols. Children who received the music instruction showed significantly greater gains in phonemic awareness when compared to the control group. Learning to discriminate differences between tonal and rhythmic patterns and to associate their perceptions with visual symbols seems to have transferred to improved

phonemic awareness. A song gives students a chance to reduce the information into parts yet work with it as a whole (Hachmeister, 2015). Music instructional resources are not available in pre-primary schools hence not used in teaching in pre-school.

In Kenya, music is important in enhancing proper education learning for children (Government of Kenya 2000), music is one of the basic curriculum areas in pre-primary school. Due to its great impact in education, curriculum developers have regarded music as very important component to children because it contributes to child development. According to Menac (2000), music experiences helps and prepare children to learn through developing children's self-esteem. Most studies conducted in Kenya were mainly based on the importance of music to children and on the pre-school teacher training challenges in the use of music. No study has been carried out on the determinants of pre-school teachers' use of music in teaching oral skills in Kitengela Zone, Kajiado County.

II. STATEMENT OF THE PROBLEM

From the background, it has been observed that use of music has quite a number of benefits in the reading processes of children and that music is an instrument that may be easily integrated within the educational system for teaching and learning purposes. However, based on observation, pre-school teachers in Kitengela Zone still do not use music in teaching oral skills. This is because pre-school children in Kitengela Zone are experiencing a number of challenges especially when it comes to reading, writing, pronunciation or spelling of words (Odongo, 2009). There are quite a number of studies which have been carried out with reference to use of music in teaching practices in schools. However, most of the studies reviewed have their own limitations. For instance, most of the studies have been carried out in the developed countries whereas only a few studies have been done in the third world countries and with specific reference to Kenya and pre-school teachers; hence study.

Theoretical Framework

This study was guided by Social cognitive theory which was developed by Albert Bandura in 1977. It states that environment and personal variables impact human behavior through the process of observational learning. The main concept in this theory is that an individual's actions and reactions, including social behaviors and cognitive processes, in almost every situation are influenced by the actions that individual has observed from others. Bandura put it that behavior is best understood in terms of triadic reciprocity where behavior, cognition and the environment exist in a reciprocal relationship and influence each other (Bandura, 1986). In this study, this can be viewed in terms of the teachers' perceived music abilities in which pre-school teachers believe in their ability of using music in teaching the oral skills. For instance, teachers who feel that they might be successful in using music as a medium of instruction will be more likely to use it because they adopt challenging goals, attempt harder to achieve them, persist despite setbacks, and develop coping mechanism for managing their emotional

states. This theory can be applied in this study since teacher training, teachers' perceived music abilities as well as teachers' experience on their use music are significant variables in this study.

This study was also guided by the Instructional Theory by Robert Gagne (1999). This theory prescribes how to better help and influence people to learn. It is premised on three general theoretical stances which take part in this influence, that is, behaviorism, cognitivism and constructivism. Instructional theory helps educators, in this case teacher, create conditions that increases the probability of learning. According to Gagne (1999), instructional theory identifies what instructional practice or teaching should be like. This theory encompasses different instructional models, instructional strategies and instructional methods. The relevance of this theory in this study is that it carries out four tasks, that is, knowledge selection, knowledge sequence, interaction management and setting of interaction environment, which are the ingredients of quality instructional practice.

III. RESEARCH METHODOLOGY

The study applied mixed methods approach, that is, both quantitative and qualitative methods. Thus, the study applied a concurrent triangulation design since it is single-phase design in which researcher implemented quantitative and qualitative methods during the same timeframe and with equal weight. The design was useful in describing the characteristics of a large population, made use of large samples, thus making the results statistically significant even when analyzing multiple variables. The study targeted both public and private pre-schools and thus, the target population was 117 comprising of 53 teachers from public pre-schools and 64 from private pre-schools. Using the Central Limit Theorem, a sample of 59 respondents, that is, 50.0% of 117, were selected. This comprised of 27 teachers from public pre-schools and 32 from private pre-schools. Stratified sampling was applied to create three strata based on the number of sub-zones in Kitengela Zone. From each sub-zone, nine teachers from public pre-schools and 11 teachers from private pre-schools were selected using purposive sampling considering preschools where learners have registered dismal grades in oral skills. This procedure enabled the researcher to realize a sample of 27 teachers from public pre-schools and 32 teachers from private pre-schools. Data analysis began by identifying common themes from the respondents' description of their experiences. Relevant information was broken into phrases or sentences, which reflected a single, specific thought. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation and inferentially using Chi-Square Test Analysis with the aid of SPSS Version 23 and presented using tables and charts.

IV. RESULTS AND DISCUSSIONS

The following main questions guided the study:

- i. To establish the influence of pre-school teacher's

training on use of music in teaching oral skills in Kitengela Zone, Kajiado County.

- ii. To find out the influence of teaching experience on use of music in teaching oral skills in Kitengela Zone,

Kajiado County.

- iii. To examine the influence of teachers' perceived music abilities on use of music in teaching oral skills in Kitengela Zone, Kajiado County.

Questionnaire Return Rate

The researcher administered 59 questionnaires to pre-school teachers and 56 were successfully filled and returned.

This yielded a return rate as shown in Table 1;

Table 1: Questionnaire Return Rate

Respondents	Sampled Respondents	Those who Participated	Achieved Response Rates (%)
Pre-school Teachers	59	56	94.9
Total	59	56	94.9

Table 1 shows that the total questionnaire return rate was 94.9% affirming the fact that the questionnaire return rate was sufficient. However, only 5.1% of the questionnaires were not returned. This information affirms the assertion that the return rate is above 75% of the acceptable levels which, according to Creswell (2009), enables generalization of the results to the target population.

Use of Music in Teaching Oral Skills

The study sought to establish the extent to which pre-school teachers use music in teaching oral skills. Data was collected from pre-school teachers and results are shown in Table 3:

Table 2: Frequency of Using Music in Teaching Oral Skills

Oral Skills	Always 4	Sometimes 3	Rarely 2	Never 1	Mean	St. Dev.
Sounds	30.4	13.7	50.0	5.9	1.851	0.401
Self-expression	54.9	23.5	12.7	8.9	3.343	0.724
Imitations	34.3	19.6	42.2	3.9	2.089	0.452
Stories	30.2	23.2	41.1	5.5	1.839	0.398
News telling	44.3	13.3	37.5	4.9	2.698	0.584
Naming of letters of the alphabet	34.1	21.4	38.1	6.4	2.077	0.450
Understand poems and rhymes	29.3	19.9	43.1	7.7	1.784	0.386
Understand tongue-twisters	24.6	17.8	44.9	12.7	1.498	0.324
Letter recognition	37.8	22.7	31.6	7.9	2.302	0.498
Overall Mean	35.5	19.5	37.9	7.1	2.165	0.469

Table 2 indicates that slightly less than a third (30.4%) of the pre-school teachers indicated that they always use music to teach sounds, 13.7% indicated sometimes, half (50.0%) indicated rarely whereas a paltry 5.9% indicated never with a mean of 1.851 and standard deviation of 0.401. The study also established that slightly more than a half (54.9%) of the pre-school teachers indicated that they always use music to teach self-expression, 23.5% indicated sometimes, 12.7% indicated rarely whereas a paltry 8.9% indicated never with an average mean of 3.343 and standard deviation of 0.724. Slightly more than a third (34.3%) of the pre-school teachers

indicated that they always use music to teach imitations, 19.6% indicated sometimes, 42.2% indicated rarely whereas a paltry 3.9% indicated never and also generated an average mean of 2.089 and standard deviation of 0.452. These findings corroborate the findings of a study conducted by Brown and Brown (2008) which established that music is considered to be auditory when children hear the melody and words to a song, and it is tactile when the children move to the beat/rhythm of the songs. Hence, these findings affirm the fact that music is a powerful teaching tool because it helps keep children focused and centered on the task at hand. At the

same time, 30.2% of the pre-school teachers indicated that they always use music to teach stories, 23.2% indicated sometimes, 41.1% indicated rarely whereas a paltry 5.5% indicated never. These data yielded a mean of 1.839 and standard deviation of 0.398. On the same breath, 44.3% of the pre-school teachers indicated that they always use music to teach news telling, 13.3% indicated sometimes, 37.5% indicated rarely whereas a paltry 4.9% indicated never and generated an average mean of 2.698 and standard deviation of 0.584.

These findings are consistent with the assertions of Nyangeri (2014) that experiences with music begins in early childhood and undeniably last a lifetime. Moreover, it is interesting to note that children seem to remember words to songs better than they do the words to stories. Thus, in and out of the classroom nowadays, people are beginning to understand that music can enhance the overall learning of pupils. Slightly more than a third (34.1%) of the pre-school teachers indicated that they always use music to teach learners how to name letters of the alphabet, 21.4% indicated sometimes, 38.1% indicated rarely whereas a paltry 6.4% indicated never and generated a mean of 2.077 and standard deviation of 0.450. 29.3% of the pre-school teachers indicated that they always use music to teach poems and rhymes, 19.9% indicated sometimes, 43.1% indicated rarely whereas a paltry 7.7% indicated never.

This yielded mean of 1.784 and standard deviation of 0.386. These findings are consistent with the assertions of Gillespie and Glider (2010) who observe that songs have been found to support language development by assisting children in learning to connect words and meaning with print as well as focusing attention on rhymes and other sound patterns. In the same vein, 24.6% of the pre-school teachers indicated that they always use music to teach tongue-twisters, 17.8% indicated sometimes, 44.9% indicated rarely whereas 12.7% indicated never which generated an average mean of 1.498 and standard deviation of 0.324. Slightly more than a third (37.8%) of the pre-school teachers indicated that they always use music to teach letter recognition, 22.7% indicated sometimes, 31.6% indicated rarely whereas 7.9% indicated never and generated an average mean of 2.302 and standard deviation of 0.498. These findings lend credence to the assertions of Okongo (2007) that even though many preschool teachers use music on a day-to-day basis, a number of research suggests that teachers do not include music in

their curriculum because they feel they lack the requisite skills, but still they know that music is very important in teaching pre-school children. Thus, these findings are indicative of the fact that use of music is critical in oral skills pedagogy in pre-school settings. In the course of teaching oral skills in pre-school, music appeals to emotional, cognitive and psychomotor elements of the brain of young children, thus, putting academic content to music may lead to an increase in learning. Besides, music is used in the classroom to provide for multi-sensory learning and to create an atmosphere of fun and excitement.

Teachers' Training and Use of Music to Teach Oral Skills

The study also sought to examine how pre-school teachers' training determine their ability to use music to teach oral skills. Data was collected from pre-school teachers' and results are shown in Table 3:

Table 3: Teachers' Levels of Education

Levels of Education	Number of Teachers	
	f	%
Certificate qualifications	38	64.4
Diploma	12	20.3
Bachelors' Degrees	6	10.2
Postgraduate qualifications	3	5.1
Total	59	100.0

Table 3 indicates that majority (64.4%) of the pre-school teachers possess certificate qualifications, 20.3% had diplomas, 10.2% had Bachelors' Degrees whereas a paltry 5.1% had postgraduate qualifications. These findings corroborate the findings of a study conducted by Mbeche (2010) who established that lack of proper teacher training affected the effectiveness of teachers in teaching aural skills. Thus, these findings point to the fact that teacher training is a critical component when it comes to their effectiveness in executing various teaching practices in the school setup. This further points to the fact that having training in the areas of music may play a great role in increasing efficiency in the use of music in teaching oral skills.

That is, lack of training in music, lack of interest in music, and resources to get more relevant songs for each activity formed the key factors which affected the use of music in teaching.

Table 4: Pre-school Teachers' Views on the Influence of Teachers' Training in Use of Music in Teaching Oral Skills

Test Items	Ratings					Mea n	St. Dev.
	SA	A	U	D	SD		
	%	%	%	%	%		
Pre-school teachers' levels of education rarely determine their ability to teach listening, sound recognition and speaking skills	75.0	11.5	4.5	7.5	1.5	4.568	0.989
Pre-school teachers' levels of education has rarely enhanced learners' sounds, letter naming, tongue-twisting and self-expression	75.0	10.5	2.5	9.0	3.5	4.568	0.989

Pre-school teachers' years of training rarely determine their ability to teach listening, sound recognition and speaking skills	88.5	2.5	1.5	4.5	3.0	5.390	1.167
Pre-school teachers' years of training have not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills	65.5	11.5	4.0	13.0	6.0	3.989	0.863

Table 4 reveals that majority (75.0%) of the pre-school teachers strongly agreed with the view that pre-school teachers' levels of education rarely determine their ability to teach listening, sound recognition and speaking skills as did 11.5% of the pre-school teachers who agreed. However, only a paltry 4.5% of the pre-school teachers as well as 1.1% of pre-school teachers were undecided, 7.5% of pre-school teachers disagreed whereas 1.5% of pre-school teachers strongly disagreed. The study also revealed that majority (75.0%) of pre-school teachers strongly agreed with the view that pre-school teachers' levels of education has rarely enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills. On the same breath, 10.5% of the pre-school teachers agreed. However, 2.5% of pre-school teachers and 2.8% of the teachers were undecided, 9.0% of pre-school teachers disagreed whereas 3.5% of the pre-school teachers strongly disagreed. These findings lend credence to the findings of a study conducted by Shiundu (2000) which revealed that having training in the areas of music may play a great role in increasing efficiency in the use of music in teaching oral skills.

Shiundu (2000) established that music helps in learning and teaching all the activities in pre-schools. That is, lack of training in music, lack of interest in music, and resources to get more relevant songs for each activity formed the key factors which affected the use of music in teaching. These findings affirm the fact that teachers are exposed on how to use music as medium of instruction whereas others are not. Teachers in the pre-schools should be oriented on how to play different music instruments. Besides theoretical training, practical experiences are also important especially when it comes to using music instruments in teaching. Majority (88.5%) of pre-school teachers strongly agreed with the view that pre-school teachers' years of training rarely determine their ability to teach listening, sound recognition and speaking skills. A paltry 2.5% of the pre-school teachers agreed. At the same time, 1.5% of the pre-school teachers were undecided, 4.5% of pre-school teachers disagreed whereas 3.0% of the pre-school teachers strongly disagreed.

On the same breath, majority (65.5%) of pre-school teachers strongly agreed with the view that pre-school teachers' years of training have not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression

skills. 11.5% of pre-school teachers agreed. At the same time, 4.0% of the pre-school teachers were undecided, 13.0% of pre-school teachers disagreed whereas 6.0% of the pre-school teachers strongly disagreed. These findings corroborate the findings of a study conducted by Mbeche (2010) which revealed that lack of proper teacher training affected the effectiveness of teachers in teaching aural skills. Thus, these findings point to the fact that teacher training is a critical component when it comes to their effectiveness in executing various teaching practices in the school setup.

Inferential Findings on the Influence of Teachers' Training on Use of Music in Teaching Oral Skills amongst Pre-school Children

To verify the possibility of variance between teachers' training and pre-school children's performance in oral skills, data was collected on the number of teachers with different levels of education and how often teachers use music to teach oral skills. The results are shown in Table 5:

Table 5: Number of Pre-school Teachers' with Different Levels of Education and Frequency of Using Music to Teach Oral Skills

Number of Pre-school Teachers	Frequency of Use of Music to Teach Oral Skills in a Term
38	51
12	49
6	47
3	42

Table 5 indicates that pre-school teachers' level of education or training determine their ability to use music in teaching oral skills. In other words, in pre-schools where teachers have undergone higher level of education or training, they frequently use music as a tool for teaching of oral skills. In other words, years which pre-school teachers spend in music training determine the extent to which they use music in teaching oral skills. These findings lend credence to the assertions of Mbeche (2010) that lack of proper teacher training affected the effectiveness of teachers in teaching aural skills. These results were subjected to Chi-Square (χ^2) to analyze such variance and results are shown in Table 6:

Table 6: Chi-Square (χ^2) Analysis Showing Relationship between the Number of Pre-school Teachers with Different Levels of Education and Frequency of Using Music to Teach Oral Skills

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)	Monte Carlo Sig. (1-sided)
				Sig. 95% Confidence Interval	Sig. 95% Confidence Interval
				Lower Bound	Upper Bound
Pearson Chi-Square	12.000 ^a	9	.213	1.000 ^b	1.000
Likelihood Ratio	11.090	9	.270	1.000 ^b	1.000
Fisher's Exact Test	10.610			1.000 ^b	1.000
Linear-by-Linear Association	1.880 ^c	1	.170	.250 ^b	.242
N of Valid Cases	4				

From the Chi-Square Statistics in Table 6, the processed data, which is the population parameters, had a significance level of 0.041^b which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.041^b) is less than 5%, that is, p-value=0.041^b < 0.05. It also indicates that the results were statistically significant and that there is significant relationship between pre-school teachers' levels of education and the frequency with which they use music to teach oral skills in pre-schools. These results were consistent with the findings of Mbeche (2010) which generated a p-value of 0.013 < 0.05. These results affirm the fact that lack of proper teacher training affected the effectiveness of teachers in using music to teach oral or aural skills.

Teachers' Teaching Experience in Use of Music to Teach Oral Skills in Pre-schools

The second objective sought to find out how pre-school teachers' teaching experience determine their ability to use music in teaching oral skills. Data was collected from pre-school teachers and results are shown in Table 7:

Table 7: Teachers' Experience in Using Music to Teach Oral Skills

Experience in Years	Number of Teachers	
	f	%
Below 1 year	5	8.5
Between 1-5 years	17	28.8
Between 5-10 years	30	50.8
Over 10 years	7	6.8
Total	59	100.0

Table 7 indicates that slightly more than half (50.8%) of the pre-school teachers had an experience between 5-10 years of using music to teach oral skills, 28.8% had experience between 1-5 years, 8.5% had an experience below 1 year whereas 6.8% had an experience stretching well over 10 years. These findings lend credence to the assertions of Ladd (2008) who argues out that teaching experience and teachers' effectiveness has distinct variations. He observes that teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience. These findings are indicative of the fact that teaching experience has its own roles that it plays when it comes to increasing the effectiveness of a teacher in teaching practice. In other words, pre-school teachers' music experience can play a great deal to provide the necessary stimulation to nurture pre-school children's music abilities.

Table 8: Pre-school Teachers' Views on the Influence of Teachers' Teaching Experience in Use of Music to Teach Oral Skills

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	St. Dev.
Number of years which pre-school teachers have used music in teaching oral skills rarely determine their ability to teach listening, sound recognition and speaking skills	80.5	8.5	1.5	5.5	4.0	4.902	1.061
Pre-school learners' sounds, letter naming, tongue-twisting and	78.5	14.5	2.5	3.0	1.5	4.781	1.035

self-expression skills are never determined by the number of years which their teachers used music in teaching

Pre-school teachers' levels of exposure to music rarely determine their ability to teach listening, sound recognition and speaking skills	69.5	12.0	2.0	10.0	6.5	4.233	0.916
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Pre-school teachers' levels of exposure to music has not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills	74.5	17.0	2.5	3.5	2.5	4.537	0.982
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Table 8 reveals that majority (80.5%) of the pre-school teachers strongly agreed with the view that number of years which pre-school teachers have used music in teaching oral skills rarely determine their ability to teach listening, sound recognition and speaking skills as did 8.5% who agreed. However, only a paltry 1.5% of the pre-school teachers were undecided, 5.5% of the pre-school teachers disagreed whereas 4.0% of the pre-school teachers strongly disagreed. The study also found out that majority (78.5%) of the pre-school teachers strongly agreed with the view that pre-school learners' sounds, letter naming, tongue-twisting and self-expression skills are never determined by the number of years which their teachers used music in teaching. At the same time, 14.5% of the pre-school teachers agreed. However, 2.5% of pre-school teachers were undecided, 3.0% of the pre-school teachers disagreed whereas 1.5% of the pre-school teachers strongly disagreed.

These findings corroborate the findings of a study conducted by Gumo (2003) which revealed that there was a significant positive correlation between the number of years the teachers had been trained and quality scores in teaching Art and Craft. Ladd (2008) also argued out that teaching experience and teachers' effectiveness has distinct variations. He observes that teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience. Thus, these findings affirm the fact that teaching experience has its own roles that it plays when it comes to increasing the effectiveness of a teacher in teaching practice. In other words, teachers with some level of experience were more effective as compared to their counterparts who lack experience or are still new in the teaching practice.

The study also revealed that majority (69.5%) of the pre-school teachers strongly agreed with the view that pre-school teachers' levels of exposure to music rarely determine their ability to teach listening, sound recognition and speaking skills. On the same breath, 12.0% of the pre-school teachers agreed. However, 2.0% of the pre-school teachers were undecided, 10.0% of the pre-school teachers disagreed whereas 6.5% of the pre-school teachers strongly disagreed. Majority (74.5%) of the sampled pre-school teachers strongly agreed with the view that pre-school

teachers' levels of exposure to music has not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills. 17.0% of the pre-school teachers agreed. At the same time, 2.5% of the pre-school teachers were undecided, 3.5% of the pre-school teachers disagreed whereas 2.5% of the pre-school teachers strongly disagreed.

These findings are consistent with the assertions of Makobi (1985) that teachers' music experience can play a great deal to provide the necessary stimulation to nurture pre-school children's music abilities. This may however be possible only if the teacher has been appropriately trained and has relevant experience. Besides, teachers who had taught for many years and had not done music in their college examinations, which means that the teachers have worked on their own to improve their musical knowledge.

Inferential Findings on the Influence of Teachers' Experience in Use of Music in Teaching Oral Skills in Pre-schools

To verify the possibility of variance between teachers' experience and pre-school children's performance in oral skills, data was collected on the number of years taught and performance in oral skills such as fluent reading and letter naming. The results are shown in Table 11:

Table 9: Pre-school Teachers' Experience and Frequency of Using Music to Teach Oral Skills

Teachers' Experience in Years	Frequency of Using Music to Teach Oral Skills
1	51
5	49
10	47
15	42

Table 9 indicates that pre-school teachers' experience provides them with an opportunity to understand the relevance of using music to teach oral skills. These findings corroborate the assertions of Ladd (2008) that teaching experience and teachers' effectiveness has distinct variations. Ladd (2008) observes that teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience. These results were subjected to Chi-Square to analyze such relationship and results are shown in Table 10:

Table 10: Chi-Square (χ^2) Analysis Showing the Relationship between the Pre-school Teachers' Experience and Frequency of Using Music to Teach Oral Skills

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)	Monte Carlo Sig. (1-sided)	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound	Monte Carlo Sig. (1-sided)	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Pearson Chi-Square	12.000 ^a	9	.213	1.000 ^b	1.000	1.000				
Likelihood Ratio	11.090	9	.270	1.000 ^b	1.000	1.000				
Fisher's Exact Test	10.610			1.000 ^b	1.000	1.000				
Linear-by-Linear Association	2.861 ^c	1	.091	.042 ^b	.038	.046		.042 ^b	.038	.046
N of Valid Cases	4									

From the Chi-Square (χ^2) Statistics in Table 10, the processed data, which is the population parameters, had a significance level of 0.042^b which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.042^b) is less than 5%, that is, p-value=0.042^b<0.05. It also indicates that the results were statistically significant and that there is significant relationship between the number of years pre-school teachers have taught and frequency with which he or she uses music to teach oral skills. These results were consistent with the findings of a study conducted by Ladd (2008) which

generated a p-value of 0.029<0.05. These findings further affirm the fact that teachers with enough experience in using music to teach oral skills are more effective than those without.

Teachers' Perceived Music Abilities and Teachers' Use of Music in Teaching Oral Skills amongst Pre-school Children

The study also sought to establish how perceived music abilities influence teaching of oral skills amongst pre-school learners and results are shown in Table 11:

Table 11: Pre-school Teachers' Views on The Influence of Teachers' Perceived Music Abilities on Teaching of Oral Skills

Summary of Test Items	SA %	A %	U %	D %	S D %	Mean	St. Dev.
Creativity of pre-school teachers has rarely motivated them to use music to teach listening, sound recognition and speaking skills	78.0	11.0	2.5	5.5	3.0	4.750	1.028
Pre-school learners' sounds, letter naming, tongue-twisting and self-expression skills are never determined by their teachers' creativity	69.5	25.5	1.5	2.0	1.5	4.233	0.916
Pre-school teachers' ability to coordinate music activities has enhanced use of music to teach listening, sound recognition and speaking skills	74.5	19.5	1.5	3.2	1.3	4.537	0.982
Pre-school teachers' coordination of music activities has not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills	67.5	23.5	2.0	4.0	3.0	4.111	0.890
Pre-school teachers' interests in music has enhanced use of music to teach listening and sound recognition skills	77.5	14.5	1.5	4.0	2.5	4.720	1.022

Table 11 reveals that a majority (78.0%) of the pre-school teachers strongly agreed with the view that creativity of pre-school teachers has rarely motivated them to use music to teach listening, sound recognition and speaking skills. 11.0% of the pre-school teachers agreed. However, only a paltry 2.5% of the pre-school teachers were undecided, 5.5% of pre-school teachers disagreed whereas 3.0% of pre-school teachers strongly disagreed. The study revealed that a majority (69.5%) of pre-school teachers strongly agreed with the view that pre-school learners' sounds, letter naming, tongue-twisting and self-expression skills are never determined by their teachers' creativity. 25.5% of the pre-school teachers agreed. However, 1.5% of pre-school teachers were undecided, 2.0% of pre-school teachers disagreed whereas 1.5% of the pre-school teachers strongly disagreed. These findings corroborate the assertions of Tardif (2002) who provides a list of features which illustrate the interactions between pedagogy, teaching and human interaction. The features show that: teaching and learning processes do not exist without pedagogy; materials and teaching strategies are part of education, but are not its entirety; the role of the teacher is to present the subject matter in such a way that it is adapted and understood; the teacher must have the ability to create something new from his/her previous knowledge and the teacher's work is guided by the human-relations environment as well as the purposes and values that guide the teaching.

The study also revealed that majority (74.5%) of the pre-school teachers strongly agreed with the view that pre-school teachers' ability to coordinate music activities has enhanced use of music to teach listening, sound recognition and speaking skills. On the same breath, 19.5% of the pre-school teachers agreed. However, 1.5% of pre-school teachers were undecided, 3.2% of pre-school teachers disagreed whereas 1.3% of the sampled pre-school teachers strongly disagreed. In the same vein, majority (67.5%) of the pre-school teachers strongly agreed with the view that pre-school teachers' coordination of music activities has not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills. A small proportion of 23.5% of the pre-school teachers agreed. On the same breath, 2.0% of the pre-school teachers were undecided, 4.0% of pre-school teachers disagreed whereas 3.0% of the

pre-school teachers strongly disagreed.

These findings lend credence to the findings of a study conducted by Jaap and Patrick (2014) which showed that musical ability should be developed by taking an inclusive approach to music learning, focusing on providing enriching music activities for all children. This implies that teachers need to have perceived musical abilities for them to be able to effectively use music in teaching oral skills. The study also found out that majority (77.5%) of pre-school teachers strongly agreed with the view that pre-school teachers' interests in music has enhanced use of music to teach listening, sound recognition and speaking skills.

A small proportion of 14.5% of the pre-school teachers agreed. At the same time, 1.5% of the pre-school teachers were undecided, 4.0% of pre-school teachers disagreed whereas 2.5% of the pre-school teachers strongly disagreed. The study also found out that three-quarters (75.0%) of pre-school teachers strongly agreed with the view that pre-school teachers' interests in music has not enhanced their learners' sounds, letter naming, tongue-twisting and self-expression skills. A small proportion of 14.0% of the pre-school teachers agreed. At the same time, 3.5% of the pre-school teachers were undecided, 4.5% of pre-school teachers disagreed whereas 3.0% of the pre-school teachers strongly disagreed. These findings are consistent with the assertions of Ballantyne (2006) that early-career music teachers' perceptions of the effectiveness of their pre-service programs. Thus, these findings affirm the fact that teachers' perceived ability of an instructor to use music may to some extent influence his/her use of music in teaching oral skills.

Inferential Findings on the Influence of Teachers' Perceived Music Abilities on Teaching of Oral Skills amongst Pre-school Pupils

To verify the possibility of variance between teachers' perceived music abilities and pre-school children's performance in oral skills, data was collected on the frequency of pre-school teachers' expression of interest in music and performance in oral skills such as fluent reading and letter naming. The results are shown in Table 12:

Table 12: Pre-school Teachers' Number of Pre-school Teachers Who Show Interest in Music and Frequency of Using Music to Teach Oral Skills

Number of Teachers Who Show Interest in Music	Frequency of Use of Music to Teach Oral Skills in a Term
25	51
14	49
11	47
9	42

Table 12 indicates that the higher the number of times pre-school teachers show interest in using music, the higher the frequency with which pre-school teachers use music to teach oral skills. These findings corroborate the assertions of

Tardif (2002) who provides a list of features which illustrate the interactions between pedagogy, teaching and human interaction. These results were subjected to Chi-Square to analyze such variance and results are shown in Table 13:

Table 13: Chi-Square (χ^2) Analysis Showing the Relationship between the Means of the Number of Teachers Who Interest in Music and Frequency of Using Music to Teach Oral Skills

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)	Monte Carlo Sig. (1-sided)	Monte Carlo 95% Confidence Interval	Monte Carlo 95% Confidence Interval	Sig.
						Lower Bound	Upper Bound	
Pearson Chi-Square	12.000 ^a	9	.213	1.000 ^b	1.000	1.000		
Likelihood Ratio	11.090	9	.270	1.000 ^b	1.000	1.000		
Fisher's Exact Test	10.610			1.000 ^b	1.000	1.000		
Linear-by-Linear Association	2.044 ^c	1	.153	.167 ^b	.160	.175	.041 ^b	.037
N of Valid Cases	4							

From the Chi-Square (χ^2) Statistics in Table 15, the processed data, which is the population parameters, had a significance level of 0.041^b which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.041^b) is less than 5%, that is, p-value=0.041^b<0.05. It also indicates that the results were statistically significant and that there is significant relationship between frequency of pre-school teachers' interests and use of music and pre-school children's performance in oral skills. These results were consistent with the findings of a study conducted by Tardif (2002) which generated a p-value of 0.013<0.05. These findings further affirm the fact that teaching and learning processes do not exist without pedagogy; materials and teaching strategies are part of education, but are not its entirety; the role of the teacher is to present the subject matter in such a way that it is adapted and understood; the teacher must have the ability to create something new from his/her previous knowledge and the teacher's work is guided by the human-relations environment as well as the purposes and values that guide the teaching.

Thematic Analysis of Qualitative Findings

The study also conducted observation schedules amongst pre-school learners to establish the levels of oral skills and the extent to which pre-school teachers use music to teach pre-school children. From the observations, the researcher noted that most pre-school children are not good at oral skills. The researcher observed,

"Most of the sampled pre-school children could not recognize sounds, express themselves well, retell news, name letters of the alphabet, understand poems and rhymes, understand tongue-twisters nor could they recognize letters".

These views further attest to the fact that oral skills are one of the language activities in pre-school. These include listening and speaking skills which are essential for reading and writing readiness skills. That is, these oral skills include activities such as news telling, sounds, stories, letters of the alphabet, passing information, imitation, poems and rhymes among others. The researcher also noted that pre-school teachers rarely use music to teach oral and creativity skills. The researcher further observed,

"Pre-school teachers do not frequently use music to teach oral skills such as self-expression, imitations, stories, name letters of the alphabet, understand poems and rhymes and tongue-twisters".

Hence, just like quantitative findings, these views further attest to the fact that music is a powerful teaching tool because it helps keep children focused and centered on the task at hand. This implies that pre-school teachers who embrace a variety of learning activities that appeal to multiple learning modalities are more likely to achieve early success for all pupils and music can help accomplish that goal. That is, in and out of the classroom nowadays, people are beginning to understand that music can enhance the overall learning of pupils. Use of music is critical in oral skills pedagogy in pre-school settings.

V. SUMMARY AND CONCLUSIONS OF RESEARCH FINDINGS

From the above findings, it is evident that pre-school children in both public and private pre-schools manifest poor oral skills. Most of the pre-school children could not recognize sounds, express themselves well, retell news, name letters of the alphabet, understand poems and rhymes, understand tongue-twisters nor could they recognize letters. Pre-school teachers rarely use music to teach oral skills. That is, pre-school teachers do not frequently use music to teach oral skills such as self-expression, imitations, stories, name letters of the alphabet, understand poems and rhymes and tongue-twisters. Pre-school teachers' levels of education and years of training have not really helped improve pre-school children's listening, sound recognition and speaking skills. That is, pre-school teachers' training has not improved teaching of oral skills such as sounds, letter naming, tongue-twisting and self-expression skills. Pre-school teachers' experience in using music is critical in teaching oral skills. However, the number of years which pre-school teachers have used music and their levels of exposure in music have used music in teaching oral skills have not been effective in enhancing their ability to teach oral skills. It is also evident that pre-school teachers' perceived music abilities influence teaching of oral skills amongst pre-school learners. Pre-school teachers who manifest high levels of

creativity, ability to coordinate music activities and interests towards music have their learners perform well in oral skills. However, in this study, pre-school teachers rarely manifest creativity, coordinate of music activities nor do they show interest in using music as a tool for teaching oral skills.

VI. RECOMMENDATIONS

The recommends that the County Governments and other education stakeholders should ensure that pre-school teachers are trained on how to use music as a medium of instruction. Schools should also ensure that teachers are trained or inducted regularly on how to use music as a medium of instruction when training the pre-primary school teacher trainees in their training institutions. Schools should further ensure there is sufficient time allocated to the use of music as a medium of instruction in all the preschool learning activity areas as outlined in the syllabus. Training institutions and schools should organize seminars and exchange programmes to expose pre-school teachers to different teaching strategies including using music. Teacher training institutions should help teachers to gain confidence and develop positive attitudes towards music as a medium of teaching oral skills.

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