

**INFLUENCE OF INSTRUCTIONAL RESOURCES ON ACQUISITION OF
LANGUAGE SKILLS AMONG EARLY YEAR LEARNERS IN KIAMBAA
SUB-COUNTY, KIAMBU COUNTY, KENYA**

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MASTER OF EDUCATION IN EARLY CHILDHOOD STUDIES OF
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DECLARATION AND APPROVAL

I declare that this research project is my original work and has not been submitted in any other institution of higher learning before for a similar award.

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APPROVAL

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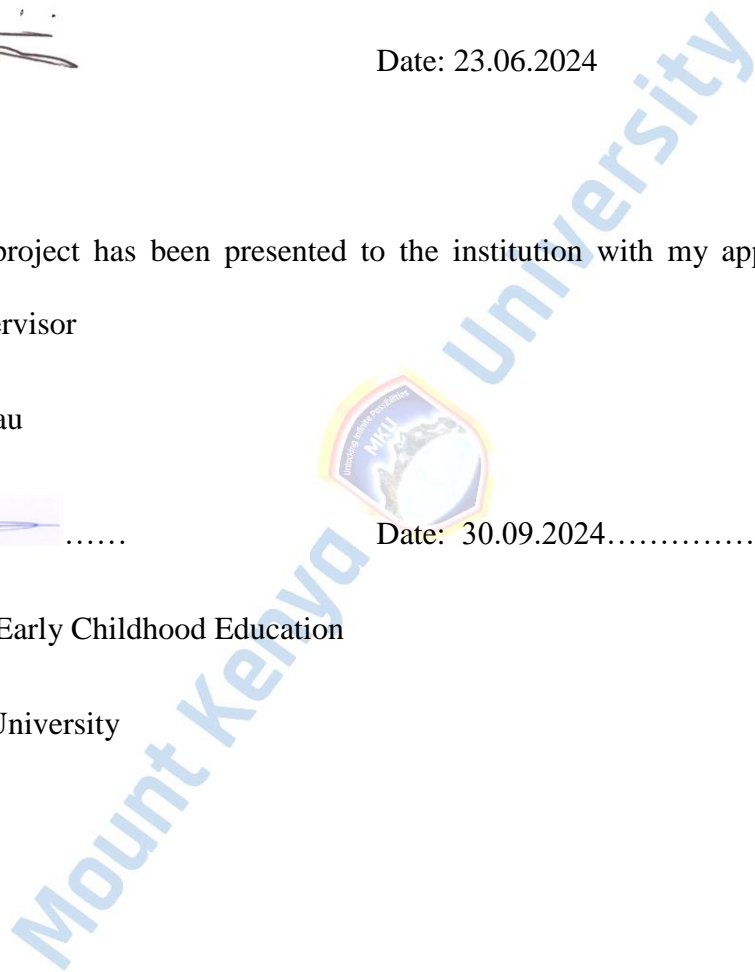
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DEDICATION

This project is dedicated to my lovely family for their care and support during the development of this project.



ACKNOWLEDGEMENT

I wish to acknowledge the Almighty God for the care and protection in the preparation of this research proposal. I also wish to thank my supervisor Dr. Joyce Kamau and for her endless insights on the study. Much regards goes to my family due to their financial as well as moral support accorded to me while preparing this project.



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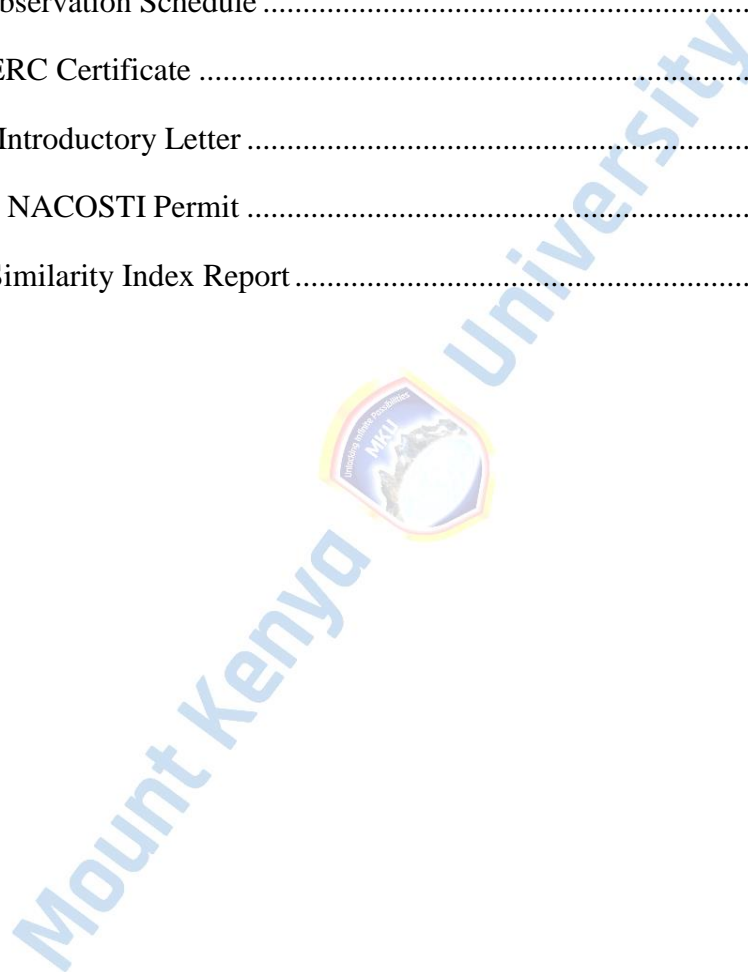
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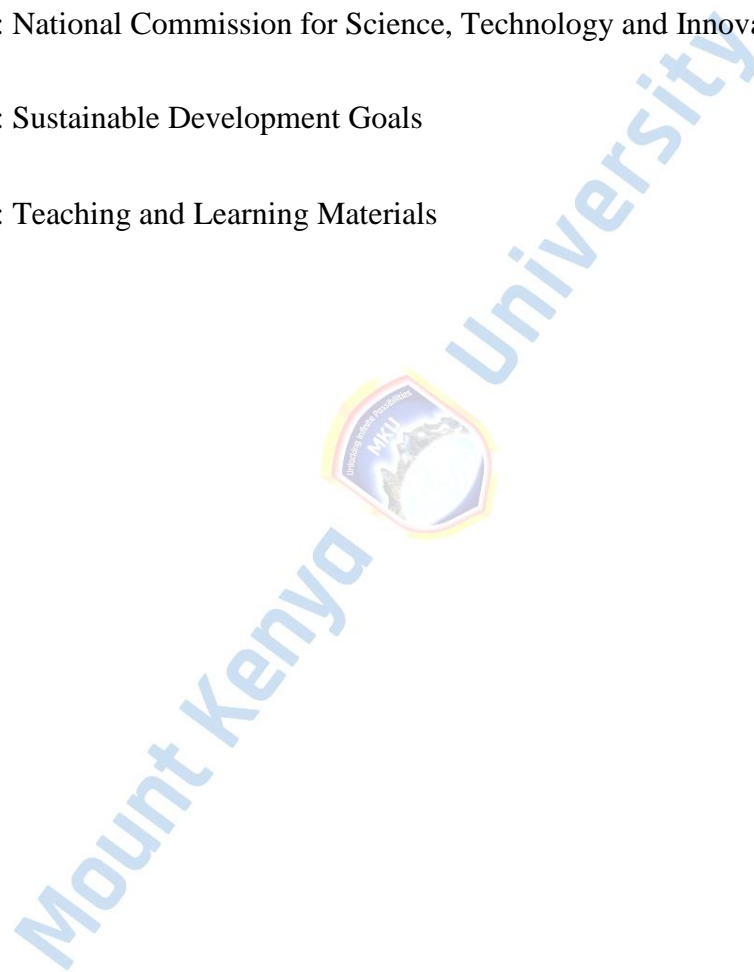
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ABBREVIATIONS

ECD	: Early Childhood Development
ECEC	: Early Childhood Education Centres
EFL	: English as a Foreign Language
IR	: Instructional Resource
NACOSTI	: National Commission for Science, Technology and Innovation
SDGs	: Sustainable Development Goals
TLMs	: Teaching and Learning Materials



ABSTRACT

Language entails the ability to communicate with other people with significant variations between understanding of speech and language. Although language acquisition largely depends on learner's ability the access and availability of instructional resources play a pivotal role in language acquisition among children in Early Childhood Education Centres. The main aim of this study was to determine the influence of instructional resources on acquisition of language skills among early year learners in Kiambaa sub County, Kiambu County. The study was guided by the following specific objectives; to establish the types of instructional resources that influence acquisition of language skills among early learners; to assess the influence of available instructional resources on the acquisition of language skills among early year learners; to determine the impact of teachers' competence on the use of instructional resources on the acquisition of language skills among early year learners and to determine influence of challenges in use of instructional resources on acquisition of language skills among early year learners in Kiambaa sub county, Kiambu County. The study was based on the constructivist and overlapping spheres of influence theory. The study adopted a descriptive research design. The target population was 98 ECD centres with 98 head teachers, 210 ECD teachers and 7136 pupils. Purposive sampling was used to obtain 12 head teachers, simple random sampling was used to obtain 44 teachers while systematic sampling was used to obtain 40 parents computing a sample size of 96 respondents. Data collected was analyzed using descriptive and inferential statistics with the help of the Statistical Package for Social Scientists, version 26.0. Descriptive analysis was done through frequencies and percentages. Majority of the teachers indicated that their learners were approaching expectation with regards to language acquisition (50%), 22.7% had attainment below expectation (22.7%), 15.9% were meeting expectations with a few indicating that they learners had exceeded expectations (11.4%). The overall mean of Language learning outcome was 2.159 regarded as approaching expectation. A multiple Linear Regression model was used to model the relationship between the independent variables and the response variable (Acquisition of language skills). The study found that different types of IR, availability of IR and teacher competence have a significant positive effect on acquisition of language skills as denoted by their p values ($P < 0.05$). Challenges in use of instructional resources has no significant influence on acquisition of language skills ($P > 0.05$). The study recommends that teachers can take the lead in identifying and selecting appropriate instructional resource types, while head teachers and parents can play a vital role in providing these resources. Stakeholders, including head teachers, teachers, and parents, should understand the importance of having sufficient instructional resources. Efforts should be made to improve access and availability based on recommendations from ECD teachers, thereby fostering language acquisition among early learners. Head teachers should prioritize initiatives that enhance teachers' competency in utilizing up-to-date educational technologies and methodologies. While resource provision and teacher competency should remain priorities, efforts should also be made to raise awareness and support teachers in overcoming any obstacles they may face in effectively using instructional resources. This comprehensive approach will contribute to optimizing language acquisition outcomes among early learners.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, study objectives, research questions, and significance of the study, justification of the study, scope of the study, limitations and delimitations of the study, assumptions of the study and operational definition of key terms.

1.2 Background to the Study

Language refers to the ability to communicate with other people with significant variations between understanding of speech and language. Scholars define speech as spoken language classifying it as the most efficient form of communication which is widely used. For children language development is a continuous process which advances with the growth of a child (Adamson et al., 2021). Parents as the primary interactive agent play a role in enhancing language acquisition in that by giving good illustrations they motivate children to learn more. Other scholars define language as any means of communication where the learner's feelings and thoughts are symbolized in a specified order so as to convey information to others (Baas et al., 2019). This is an indication that language acquisition related aspects not only focus on physical growth but also rely on the mental advancement. Different studies have linked language acquisition to that of an organ postulating that there exists an application device in the brain which acquires language with the brains growth, mature and wither at the age of 12 years an indication that there is a critical period (Fruner, 2019). Researchers therefore distinguish acquiring language skills and learning process with the proposition that prior years have a very determinant role in defining a learner's ability to attain higher competencies in language (Lohndal et al., 2019).

According to behaviorists, language is regarded as a behaviour. These scholars argue that the mind during birth is at a state that is manipulated from the experiences and impressions of the external world (Braun et al., 2019). As a result a person is virtually conditioned by the surrounding environment. They note that the culture of humans is defined by the geographical orientation stating that acquiring of language skills is thus identical to the present environment. These findings corroborates those of a study that concluded that child constructs the language sounds from the surroundings in which it interacts thus positioning it as an integral determinant of the behavioral side (Patterson, 2019). Additionally children are creative in their language since they embrace sounds patterns which are uttered in their socializing environment such as school, family as well as the society and use it to convey different linguistic concepts such as those portrayed in a novel (Ibbotson, 2022). Such semantic sounds are combined to generate limitless sentences. Consequently a child constructs sentences which are extremely new to them without prior hearing them. Plato corroborates to this noting the through the tenet of recollection where in life people recall knowledge seen in the former lives. In this regard, the brain views things in a similar that one perceives or recognizes the complexity of a geometrical or a mathematical problem (Welby, 2022).

Gil & Marsen, (2022) opine that children are physically engulfed in a specific semantic surrounding where they may persistently listen, communicate and interact in a specific language. Interaction therefore has a determinant function in acquisition of language skills. These scholars also note that when children get to learn semantic aspects through visual as well as audio media and there is no interaction and do not use the language to express themselves such learners may not acquire that specific language (Surachmi, 2021). During the language acquisition process the children are limited to guidelines on how to speak but instead they actively find themselves defining possible approaches of

applying the semantics which enables them to test whether their constructed information makes sense (Moisander et al., 2020). Through this process a child fabricates their own language which matches with that of adults in the child's surroundings. Research holds that as soon as the children get to school they are a sophisticated language user with their muscles articulated to function a culturally particular way (Al-Harbi, 2020).

Although language acquisition largely depends on learner's ability the access and availability of instructional resources play a pivotal role in language acquisition among children in Early Childhood Education Centres. According to different authors instructional resources enhance memory level of the learners (Lazarevic & Bentz, 2021). Other studies also agree that with the recent technological advancements and diversity in teaching oral methods may not be the key to successful pedagogy recommending that teachers have to use instructional resources to make the learning process interactive and inductive. Additionally an imaginative and well planned application of visual aids in lessons ought to supplement the inadequacy of books, banish apathy and arouse the learner's interests by providing them with practical tasks to see and engage in. Consequently instructional resources train learners to do things and think on their own (Baas et al., 2019).

Earlier studies note that a catalogue of useful visual resources helps in language learning such as maps, film strips, diagrams, models and pictures (Dickinson, 2021). Nonetheless, the selection of such materials ought to be made on the basic contents of the lesson so that they give an in-depth understanding of the lesson, make learning attractive and also capture student's attentiveness thus motivating them to learn. For instance, pictures have been advocated since they aid children in grounding their feelings and thoughts (Chen et al., 2020). Additionally pictures serve as substitutes to the real objects and thereby allow teachers to show learners the real objects hence serving as imagined activities.

The success of IR relies on the availability of instructors who are the determinant actors in the effective implementation of the school curriculum. These results are in harmony to those of a research conducted in Nigeria which conducted that scarcity of instructional resources such as textbooks and teachers constraint the education system from responding to current curriculum demands (Enyiazu, 2022). Research also points out that the diversity in the learning modes and range of instructional resources available places a great amount of pressure on the educators who must maintain pace with the innovative technology techniques and teaching ways (Pichardo et al., 2021). Instructional resources in language learning content assists students in sufficiently learning the targeted language through increased access to the language.

In the US poor levels of language learning have been linked to inadequate instructional aids, inadequate teaching methods, ineffective instructional practices and inept assessment strategies (Ishaq et al., 2020). Research proves that instructional resources improve learning in that they draw the learner's attention to the target language (Chen et al., 2020). The resources have a significant influence to foreign language students since they play an influential role in the classes. In support of the view other scholars assert that instructional materials serve as basis of much of the language input where the learning practice occurs in the classroom (Lee et al., 2019).

In China language was found to be inseparable from one's cultural background, communication prowess and language application ability. This research found out that allowing learner to understand the cultural linguistic connotations helped learners pique their desire in language acquisition. The research notes that Chinese language instruction is enough for learners to grip the literal connotation of the material albeit it is also vital for learners to understand the implicit meaning. In situations that learners fail to understand the cultural linguistic connotations it may be difficult for them to understand

the content which results to communication breakdown (Ahmad Baaqeel, 2020). For instance among the Chinese there are appellations such as “Zhao lao shi” meaning teacher Zhao and “lao tong xue” meaning old classmate which requires one to clearly understand some cultural context (Zhang, 2021). This study concludes that it is of great importance to raise the quality of instruction which may be achieved through human instructional resources through blending cultural information into communication skills.

In Ghana early learning years are regarded as the most determinant part of an individual’s life with regards to recognition and thinking (McDonald et al., 2018). Some studies postulate that learners develop cognitively, emotionally and socially with the experiences leading to optimal development. Researchers also assert that enough instructional resources provide students with the chance to use their senses such as feeling, hearing, seeing, tasting and smelling (Quansah et al., 2019). To the contrary if instructional resources are lacking, students are made to read textbooks as teachers explain concepts to them at the expense of carrying out activities indicated in the learning curriculum. This thus deprives learners their chance of learning through active construction and reconstruction of their explanations of phenomena and concepts (Nadelson et al., 2018). This is similar to the results of the study carried out in Ghana among the head teachers of six schools who noted that most of the students who passed science obtained grades 5 and 6 with a small number meeting grades 1 and 2 cutoff in languages (Quansah et al., 2019). The variation in grades was due to continued use of instructional resources in science leaving out such resources in learning language learning.

Previous studies note that access and availability of instructional resources such as funds, human and materials are important to attain success in implementation of educational program. The quality and quantity of such resources determines the institution’s capacity to execute the implementation. Although the physical structures portray the school

existence, the early learners' environment is integral for meaningful interaction. An enabling learning environment facilitates early learner's interaction which constructs experiences. Chen (2020) notes that instructional resources motivates learners which in turn stimulates ideas and demand effective responses from the learners. Learners therefore ought to be availed with a number of instructional materials to improve learning by enabling them to point out numbers, shapes, values and symbols.

A study carried out in Kenya on the availability of IR to facilitate the learning process noted that only a few instructional resources were provided in ECD centers, worse off the ECD teachers lacked adequate training on ways to use the resources (Mwarania, 2022). Kenya has recently made curriculum reforms with the introduction of CBC which is aimed at increasing the learner's work-competency skills other than the basic learning curriculum-focused skills. The curriculum calls for intense parent and child involvement with also the government availing adequate resources for use in the curriculum (Musenyente et al., 2022). The curriculum has gained a lot of attention from the different actors involved in the learning process such as parents, teachers and school administrations.

The curriculum requires increased use of instructional resources which are either provided by the learning institution or the parents. Such use of resources may have a significant role in easing language acquisition among early learners. Majority of the studies done in Kiambu have been constricted to the impact of instructional resources on curriculum implementation with a few addressing the determinant role the instructional resources have on the learning process. Kiambu County is characterized with ever rising population which consequently raises the number of students without a commensurate rise in ECD infrastructures as well as instructional resources in the area. The above background guides this study to determine the influence of instructional resources on

acquisition of language skills among early year learners in Kiambaa sub County, Kiambu County and therefore provide appropriate policy recommendations on policy formulation that may raise standards of language acquisition among early learners.

1.3 Statement of the Problem

Language acquisition is the process by which learners earn the ability to understand language, use words and construct sentences to communicate and express themselves. A study carried out in Kenya on the availability of instructional materials to facilitate the learning process noted that only a few instructional resources were provided in ECD centers, worse off the ECD teachers had not received adequate training on how to use the resources (Mwarania, 2022). The usability of these resources relies on accessibility, participation, efficiency, quality, state of the resources and resource allocation or use; pupil to resource ratio. Studies opine that it is the positive combined inputs of these resources that impact on language acquisition. Kiambu County continues to encounter challenges with the ECD teachers recording a teacher; student ratio of 1:40 which is quite high compared to the recommended ratio of 1:25 per learner (County Government of Kiambu, 2022). Lack of one or a number of these factors undermines the role of the resources in Language acquisition (Havron et al., 2021). Kiambu County is characterized with ever rising population with ever rising number of students without a commensurate rise in ECD infrastructures as well as instructional resources in the area. This therefore necessitates carrying out a study to determine the influence of IRs on language acquisition skills among early year learners in Kiambaa sub County, Kiambu County.

1.4 Purpose of the Study

The main purpose of this study was to determine the influence of instructional resources on acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County.

1.5 Objectives of the Study

The objectives of the study include;

- i. To establish the influence of different types of instructional resources on acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County.
- ii. To assess the influence of available instructional resources on the acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County.
- iii. To determine the impact of teachers' competence on the use of instructional resources on the acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County.
- iv. To determine influence of challenges in use of instructional resources on acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County.

1.6 Research Questions

- i. What are the types of instructional resources that influence acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County?
- ii. What is the influence of available instructional resources on the acquisition of language skills among early year learners in Kiambaa Sub-County, Kiambu County?
- iii. What is the impact of teachers' competence on the use of instructional resources on the acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County?

- iv. What is influence of challenges in use of instructional resources on acquisition of language skills among early year learners in Kiambaa sub county, Kiambu County?

1.7 Justification

The set up in early learning centers plays a pivotal role in a child's language development. This is facilitated by the availability of instructional materials which help teachers in making the learning content interesting, vivid and pragmatic to early learners. The usability of these resources relies on accessibility, participation, efficiency, quality, state of the resources and resource; pupil ratio (CGK, 2022). Kiambu County continues to encounter challenges with the ECD teachers recording a teacher; student ratio of 1:40 which is quite high compared to the recommended ratio of 1:25 per learner. Studies opine that it is the positive combined inputs of these resources that impact on language acquisition. Lack of one or a number of these factors undermines the role of the resources in Language acquisition. ECD centres forms a basis on which students create a foundation for their future learning abilities and thus play a crucial role in the development of early learners more so in both writing and reading skills (Kimalael, 2019). This is in line with the SDGs goal number four which champions for inclusivity and equal access to standard education that highly promotes long-lasting educational opportunities for all. This implies that the adopted methods of teaching should effectively incorporate teaching materials for the attainment of lasting reading and writing objectives. Achola et al., (2016) further asserts that instructional aids provide firsthand experiences with the real image of the social and physical surroundings which positively encourage active participation in the classroom. In addition instructional resources help early learners in developing the power of reasoning, imagination and observation since

using the real objects help learners to manipulate and handle resources which enhance understanding.

1.8 Significance of the Study

This study sought to determine the influence of IRs on acquisition of language skills among early year learners in Kiambaa sub County, Kiambu County. The study may provide information on the types of IR that influence acquisition of language skills in the Sub County and thereby citing the gaps in resources provision and mobilization which would be useful to the various stakeholders such as the county government education department, school management and parents. This information may influence budgetary allocation on ECD teacher hiring and instructional materials acquisition which may raise the quality of instruction in the sub county. The information would also be vital to the Kenya Institute of Curriculum Development intensifying the teacher training pedagogies in the use of instructional resources which may improve language acquisition skills. The findings may also document and sensitize the vital role that parents play in the provision of IRs and child support through the education activities.

1.9 Scope of the Study

The main focus of this study was on the influence of IRs on language acquisition among early learners in selected early learning centers in Kiambaa Sub County. The main reason for carried out the study in the selected ECD centers in Kiambaa Sub County was due to the high number of students which is coupled by inadequate instructional resources was evidenced by a high student to teacher ratio of 1:40 against the recommended ratio of 1:25. The study only focused on the availability of instructional resources whose information was obtained from the teachers and the school head teachers. The research also sought to assess the influence of the teacher competency levels on language

acquisition which were provided by the teacher and the head teachers who are the immediate supervisors.

1.10 Limitations of the Study

In the course of collecting data the researcher encountered some constraints. To determine the actual number of teachers was a problem since there may be active transfers as well as new recruitments done by the county governments. To counter this, the researcher visited the County's department of education to check the active recruitments and transfers. Another challenge was on obtaining the actual number of instructional resources such as textbooks from the head teachers and ECD learner rooms. To mitigate this, the researcher obtained information on textbook availability from the class teachers. The researcher also found it difficult to collect data on teacher competency levels since some teachers found it as a threat to their employment. To counter this, the researcher sought consent from the teacher which gave a guarantee that data collected from the participants was specifically used for academic motives and was not disclosed to the management.

1.11 Delimitations

The study was carried out at selected ECD centres in Kiambaa subcounty and therefore will involve all ECD teachers in the area. This study was geographically confined to selected Early Childhood Development (ECD) centres within Kiambaa Sub County, Kiambu County. By focusing solely on this region, the research excludes other ECD centres in Kiambu County and across Kenya, where variations in instructional resources and learning environments may exist. The findings were thus specific to this locality and not necessarily generalizable to other areas.

The population of interest was limited to early year learners in the selected ECD centres. This means that the study would not cover learners in higher levels of education or other

age groups, who were in the process of acquiring language skills but are outside the scope of this research. The study was further narrowed by its specific objectives. It focused on four key areas: the influence of different types of instructional resources (such as textbooks, visual aids, or digital tools) on language skill acquisition, the availability of these resources, the competence of teachers in utilizing them, and the challenges they faced in using these resources effectively. Other potential factors influencing language acquisition, such as home environment or parental involvement, were explored. Data collection was scheduled between April and June 2024, limiting the study to this specific timeframe. As a result, the study did not address any long-term or seasonal changes in the use of instructional resources or variations in language acquisition that could occur over a longer period. The scope of instructional resources considered was restricted to those available in the selected ECD centres during the research period. The study did not explore the potential influence of resources outside the classroom, such as those used at home or in non-formal learning environments.

1.12 Assumptions of the Study

The study assumptions that;

- i. The participants would honestly respond to the questions asked regardless of their opinion on the research topic.
- ii. The targeted respondents were available for study.

1.13 Operational Definition of Key Terms

- Accessibility** : Refers to the ease of access to the resources within the school such as the readable materials which improves service delivery and brings out the expected outcome.
- Acquisition of Language Skills** : Refers to the process through which individuals, particularly early-year learners, develop and enhance their abilities in various aspects of language.
- Availability** : Refers to the presence of teaching aids to the learners during the learning session.
- Available Instructional Resources** : Refer to the specific materials and tools that are accessible and utilized in the educational setting, particularly within the context of language skills acquisition for early-year learners in Kiambaa Sub County.
- Challenges** : Refers to the setbacks arising from the use of teaching and learning resources such as low parental involvement and lack of instructional resources.
- Classroom Observation** : Refers to the act of keenly watching and recording the activities that take place in the classroom.
- Competency** : Refers to the ability to successfully execute a task while applying the required skills in that task
- Concrete Materials** : Refers to the manipulative physical objects such as visual and audio materials that help further understanding in the learning process.

Durability	: Refers to the degree to which a teaching resource can be used over repeated times and produce the expected output.
Financial Resources	: Refers to the material input that the educator receives from the school which may be calculated in monetary terms.
Human Resource	: Refers to the teachers who are directly involved in giving the required instruction.
Infrastructural Capacity	: Refer to the schools ability to meet the physical needs requirements for the learners which ensures effective delivery of services.
Instructional Resources	: Refers to materials put into use by the teacher to ease the learning process such as textbooks, visual aids, and multimedia.
Instructional strategy	: refers to the planned and deliberate methods, techniques, and approaches used by teachers to facilitate learning.
Language Acquisition	: Refers to procedure through which learners have the ability to comprehend language, use words and construct sentences to communicate and or to express themselves.
Parental Involvement	: Refers to the extent to which a parent gets involved in the child learning process which goes from facilitating learning financially to monitoring assignments and learner's performance.

- Readable materials** : Refers to the class learning materials that are used by both learners and teachers to ease the learning process such as textbooks and illustration charts prepared by instructors.
- Student progress Monitoring** : Refers to the process of evaluating language acquisition status so as to determine if there is a positive progress.
- Teacher Training** : Refers to the learning process that prepares the teacher for effective classroom delivery.
- Teaching and Learning Materials:** Refers to materials used by the teacher to facilitate the teaching and learning process such as such as textbooks, visual aids, multimedia and plays.
- Teaching Method** : Refers to the techniques and strategies used by educators to enhance learning which enables students to acquire knowledge and skills.
- Types of Instructional Resources** : Refers materials, tools, and aids used in the leaning as well as teaching delivery process thereby facilitating the acquisition of knowledge and skills.
E.g print resources such as charts

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines the reviewed literature as follows; language acquisition, instructional resources, availability of instructional resources, teacher competency levels, and challenges faced in use of instructional resources, theoretical framework, and conceptual framework and research gap.

2.2 Language Acquisition

Language is a vital instrument in each and every person's life. It is regarded as a vehicle used by humans to express their aspirations, feeling, ideas and thoughts. Research notes that people need language to read and write, learn and listen from others as well as speak with others. Through this language helps pass down information from one generation to another thereby enriching their cultural heritage (Su et al., 2019). For the early learners language acquisition is the foundation of the child's learning process. Efficient language equips the child with the power to express their needs easily. In addition language acquisition enables children to make sense with their surrounding environment hence allowing them to socialize with family members and other early learners giving them the courage to realize oneself (Edemier, 2022). Scholars postulate that language is crucial since it is at this critical stage where the child encounters emotional, mental, social and physical abilities emerge. Scholars note that mental capability rises at an astounding rate with a huge volume of learning taking place at this period. Similar findings were documented through studies that suggested that importance encounters during the early age leads to success of subsequent development (Perry et al., 2018).

Language acquisition as a core foundation in ECD implies that it is the essence of adequate development of language skills among learners that facilitate the learning

process. Different scholars argue that ECD period is duration where learners acquire language skills with the learner beginning starting steps towards acquiring effectiveness in first language which allows themselves and gain a perception of the world. Previous studies note that during the early stages the child tries to using its arms on language acquisition as a new instrument since it is regarded as a major driver of blending into cultural affiliation through which the child learns at the time (Shliakhovchuk, 2019). Studies postulate that some of the aspects may only be acquired during the early seven years since after that period a child's language acquisition ability dwindles to that of an adult. Research concludes that there is a need to exploit the early learning period since it is a one lifetime opportunity and after that period leaners may become too old to teach (Oppong Frimpong, 2019). Supporting this, other scholars noted that for learners who did familiarize with language at early years, found it difficult to acquire language learning as compared to those that acquired it in the early years.

2.3 Types of Instructional Resources that Influence Acquisition of Language Skills

Instructional resources entail materials put into use by the teacher to ease the learning process. Such materials include audio visual and visual which may either be concrete or nonconcrete. The instructional enhance liveliness in the classroom by stimulating learners to comprehend new classroom concepts that may require further illustrations. Research opines that instructional resources enhance learning by directly drawing the attention of learners to the targeted language (Fernandez-Antolin et al., 2021). In a previous study conducted among foreign students learning English First Language in the US instructional resources were found to play a determinant function in the learning (Getie, 2020). It is thus suggested that instructional resources act as the basis of the language inputs that students receive while the language take place in the classroom. In this regards instructional materials ought to be interesting and motivating. This is

consistent to the findings of Chomsky which noted that 99% of teaching entails making learners interested in the material (Wargadinata et al., 2021).

The modern era presents overwhelming amount of content which entails using effective strategies to ameliorate language learning process. The digital era categorizes instructional to printed resources such as teacher's guides, textbooks, workbooks while non-printed resources includes pictures, photographs and videos (Onajite et al., 2021). Similarly language instructional material may be categorized according to purposes such as eliciting, instructional, exploratory, experiential and informative resources. Tomlinson (2021) concludes that instructional material play a crucial role in language acquisition since they draw learner's attention, stimulate students towards language acquisition, present an elaborative input, and verifiable language which ensures that learning is meaningful and concrete thereby guiding students to participate in the language.

2.3.1 Course Books

Studies postulate that course books are pivotal in language acquisition in nearly all educational institutions. In addition, course books do not only provide a source of activities, a syllabus, a resources, a reference but also give adequate support inexperienced teachers in the language teaching process.. The above findings are consistent to those of an Iranian study on EFL which revealed there was a positive relationship between Iranian learner's positive attitude towards EFL textbook and their attitudes towards language learning (Shakourzadeh & Izadpanah, 2020). To the contrary some of the studies indicate that textbooks do not contextualize language activities, lead to inept cultural understanding, and fail to present effective realistic and appropriate language models. Similarly other scholars note that textbooks may not quench the learner's needs, may carry inauthentic language, alter information and may also be

expensive to purchase (Onishchuk et al., 2020). This denotes a research gap since these scholars fail to agree on the determinant role of course book as an instructional resource.

2.3.2 E-Resources

Films and audio resources are significant forms of electronic instructional materials that contribute to the acquisition of language skills among early learners. These multimedia resources combine visual and auditory elements to enhance comprehension, retention, and engagement, making them particularly effective for young children. Films provide a visual and auditory experience that captivates children's attention, making language learning more interactive and enjoyable (Ruswanti & Fitriyah, 2023). Animated films and short videos designed for language acquisition can introduce new vocabulary, sentence structures, and phonetic sounds in context. This exposure helps early learners grasp not only the meaning of words but also their proper usage in conversation. Moreover, films often feature repetition of phrases, which reinforces memory and aids in language retention. For young learners who are still developing their reading skills, films present language in a visual format that helps them associate spoken words with actions and scenarios.

Incorporating films into language learning for early year learners also taps into storytelling, a powerful educational tool. By watching characters engage in conversations and narrations, learners can develop listening skills, improve pronunciation, and build vocabulary (Qizi, 2024). Animated films that include subtitles further encourage children to associate written and spoken language, bridging the gap between literacy and oral communication. Audio resources like songs, podcasts, and storytelling recordings are equally impactful in the development of language skills. Songs, in particular, play a fundamental role in teaching young learners pronunciation, rhythm, and word patterns. The repetitive nature of educational songs fosters language recognition and enables

children to memorize new words and phrases easily. Moreover, rhyming songs can enhance phonemic awareness, helping children understand the sounds that make up language, which is crucial for reading and writing development. Other studies posit that audio stories and recorded conversations expose learners to diverse accents, tones, and dialects, which can broaden their understanding of language in real-world contexts (Genelza, 2024). Qizi (2024) argues that in early childhood education, recorded audio lessons offer the flexibility for teachers and parents to revisit language materials repeatedly, ensuring that learners grasp concepts at their own pace. Auditory learning is especially helpful for learners who may struggle with visual content, providing an alternative means to understand language through listening.

2.4 Availability of Instructional Resources and language acquisition

TLMs encompass the teaching aids incorporated in the learning process such as crayons, textbooks, cardboard among others that raise the quality of teaching and learning process. TLMs facilitate interaction which grants the children the opportunity to feel and manipulate these resources hence fostering the language learning process (Padakis, 2020). Studies agree that TLMs are indispensable in the provision of quality learning among early learners but the output relies greatly on the availability, access and the approaches in which the educators use the resource in teaching. For child the opportunities the learners get to interact with TLMs such as plays create a lasting image on the language acquisition process of the learner (Oppong Frimpong, 2021). A study carried out in the US revealed that access to instructional resources allows early learners to have first hand experience which raises and improves their language knowledge levels (Karanja, 2022). This is an implication that skills can be acquired and better knowledge may be achieved through practical activities which increases the level of understanding.

Success of the educative process can be affected by the accessibility of resources, availability, teacher support and ease of use. Inadequate instructional resources directly compromise the quality of language acquisition among early Learners. To corroborate this, a study carried out in Ghana revealed that although a teacher may be professionally trained in ECE studies the output has always been constrained by resources availed to enhance interactive learning environment (Oppong Frimpong, 2021). Another research conducted to assess the implications of IRs on oral literacy skills on a sample population of 42 head teacher, 126 educators and 3180 learners indicated that incorporating IRs improved learning outcomes through interactives roles such as the ability to dictate words, repeat letters and words (Ondieki et al., 2020).

Nevertheless, teacher's ability to purposefully use the TLMs in their professional documents to create a productive learning environment determines the quality of early learning education provision. For instance in the situations where the instructional resources are available only when the teacher is teaching a particular subject, such learning materials may be available but are not entirely accessible to the child who is the focal point with regards to language acquisition. The most vulnerable schools to this vice are those with high student populations with low provision of IRs. This study seeks to assess the extent of instructional resources availability and therefore document the impacts of language acquisition among early learners in Kiambaa Sub County.

2.5 Teachers' Competence on the use of Instructional Resources

The aspects that have previously been used to explore teacher's competence include;

2.5.1 Teacher Training

The quality of instruction entirely depends on the received training while being prepared for the profession and the subsequent in-service training the teacher acquires. To complement this different studies document that the quality of education is dependent on

appropriate instructional resources, competent teachers and available physical facilities (Karanja, 2022). Different scholars define competent teachers as those versed with transferring desired skills to learners in the course of the learning process. In situations where IRs are effectively acquired and utilized by well-grounded teacher, learners will easily acquire language skills easing the learning process of other skills and subjects. Research opine that during early learning children find joy in non-serious play interactive activities and teachers ought to modify non-serious activities into beneficial actors to the child (Manduku et al., 2017). Additionally such merits are only realizable through using the appropriate IRs since psychologists argue that optimal learning occurs with a multi-sensory approach.

Previous studies note that the success of education programs depends on teacher preparedness and prior training since they must garner skills to utilize, select and arrange learning inputs for effective classroom delivery (Martin et al., 2019). Teachers as an instructional resource should initiate the zeal of the learner triggering their willingness to learn thus stimulating their activeness in the classroom. Similarly a study done in Botswana concluded that for preschool learners who were under the instruction of well trained teachers, learners had high completion rates and minimal dropout rates were also recorded (Mokibelo, 2022). These agree with those of a Kenyan research which revealed that the provision of quality education relies on keen, competent and well training teachers. Other scholars have also attributed the success of IRs to presence of instructional resources noting that the competency level of the education determines their ability to select and put into use the provided IRs (Mwarania, 2022).

2.5.2 Contextual Knowledge

Language teachers incorporate different methods depending on the institutional culture and dynamics within the organization. Learning to educate learners requires a deeper

understanding of the relationship and dynamics within the class and the rules as well as behavior to such particular setting. For instance for a Chinese teacher to teach in Australia he needs to comprehensively understand the Australian context. Schools as learning avenues may differ since some school prefer using text books as prescribed by the curriculum while in other institutions teachers use course guidelines and implement them according to individual understanding (Ramnarain & Hlatswayo, 2018). Other scholars note that some institutions have a strong sense of professional commitment with teachers working collaboratively with others while on the contrary others work in isolation.

2.5.3 Classroom Observation

Classroom observation as a supervisory tool exposes teachers to new teaching methods they may not be previously aware of. Previous studies indicate that since teachers are not always aware of their interactions with students classroom observation always improve the teachers (Braun et al., 2019). Observation which is an integral aspect in any training program be it in-service or pre-service program is termed as a process of recording classroom events. Different scholars argue that classroom observation enables both the instructors and observers to sustain, improve and develop their teaching excellence (Byers et al., 2018). The session presents a medium through which the reflection process can be actively fueled and nurtured from verified data to which diverse groups of professionals have joint unlimited access. Collaborative observation therefore is not recognized as an end but an avenue through which sharing of ideas takes place hence initiating reflective dialogue.

Some studies note that although classroom observation is supposed to strictly ensure minimal interference in the classroom, concerns arise when observers cause pressure and frustrations which presents negative impacts on the classroom dynamics (Biyela, 2019). This is inconsistent to findings other scholars who argue that observation ought to be a

powerful tool which grants participants avenues to obtain data and gain insights in the classroom. Other scholars assert that collective objective information extends beyond the classroom since it establishes a connection with another teaching aspect termed as discussion. Classrooms are preceded by discussions whose when incorporated in the teaching process they play a vital role in formation of teachers.

2.6 Challenges in use of Instructional Resources

Some of the challenges in use of instructional resources are explained below;

2.6.1 Parental Involvement

Parents are important role players in early learner's language acquisition. Although parents rely on educators for language acquisition in school earlier studies note that the instant transition from vernacular language to English semantics has always brought a difficult situation for both the teacher and the learner. Some scholars assert that since learners do not learn an extra language without efforts hence the diverse role players such as the preschool teachers ought to intervene in means that may support language development and stimulate language development in consideration of the unique needs of the preschool learners. Previous studies indicate that parent's literacy levels, cultural influences and socioeconomic status have a direct influence on the student learning outcomes (Chen et al., 2018). Studies further assert that caregivers from a low socioeconomic status are engaged minimally in children education with a more focus on employment. Parents who communicate with their children create an effective home surrounding, supports learners personal development and language acquisition as well. This is in line to those of a study on parental involvement with regards to English language which found a significant association between involvement of caregivers and learning outcomes (Mahmoud, 2018).

According to Koepp et al., (2022) children from parents who had positive attitudes towards learning and homework scored higher grades an indication that there existed a positive relationship between parental involvement and learning outcomes. The above outcomes are inconsistent with those of a survey in Turkey that noted that although instructors gave credit to parental complicity due to support at home, the study noted that parental complicity failed on effectiveness because some of the caregivers were not willing to take part (Hakyemez, 2015). This is consistent to the results of another study that disclosed that parents were afraid of assisting their children education due to lack of knowledge in assigned field. To the contrary other scholars argue claim that parents may contribute to the learner's language development even without speaking the target language (Lohnda et al., 2018). The above findings fail to agree on parental involvement and the role on language acquisition, which denotes a research gap which this research aims to fill. This is an indication that the parent-school relationship and the partnership gained allows students to feel more comfortable emotionally, and socially which in the end positively impact on student success.

2.6.2 Financial Resources

Diverse assessments on the language literacy levels have revealed significant variation on vocabulary, reading skills and word and letter identification awareness. Research opines that children from low-income households had less assistance for both literacy and language development as compared to those from middle and high income households (Adamson et al., 2021). In the both contexts there were notable differences with regards to the quality of language aimed at learners with no significant difference in the quantity of language. Parents from the low income households used shorter sentences characterized with fewer words with scholars noting that such parents had lower reading comprehension as compared to their counterparts from middle and higher

income households. In addition learners from low income areas attended classrooms with limited language avenues where teachers use less vocabulary, few word types and simple sentences aimed at simplifying language for the learners.

2.7 Theoretical Framework

The study was guided by two main theories associated with acquisition of language skills namely; constructivist an overlapping spheres of influence as extrapolated below.

2.7.1 Constructivist Theory

This study was based on the constructivist theory developed by Jean Piaget (1896-1980). The main aspect of the theory is that teaching involves strategies that engage learners actively in the classroom environment. Solso asserts that for learners to improve their educative process there is a need evaluate their surrounding and learn from firsthand experience (DeJarnette, 2018). The theory holds that education relies on actions where ideas and information yields knowledge emerging from a scenario where learners have to draw them out of the exposures that give meaning and importance to the learner. These situations occur in social contexts such as classroom where learners actively join the interaction materials creating a community of students who create knowledge. According to Piaget learning theory, as the learner grows and persistently interact with the surrounding knowledge is created and re-designed. This is an implication that learners feel right when authorized to learn singly. Other scholars hold that being taught using instructional materials stimulates learners in the classroom improving their cognitive thinking which also translates to the real work interaction of the child.

2.7.2 Overlapping spheres of Influence

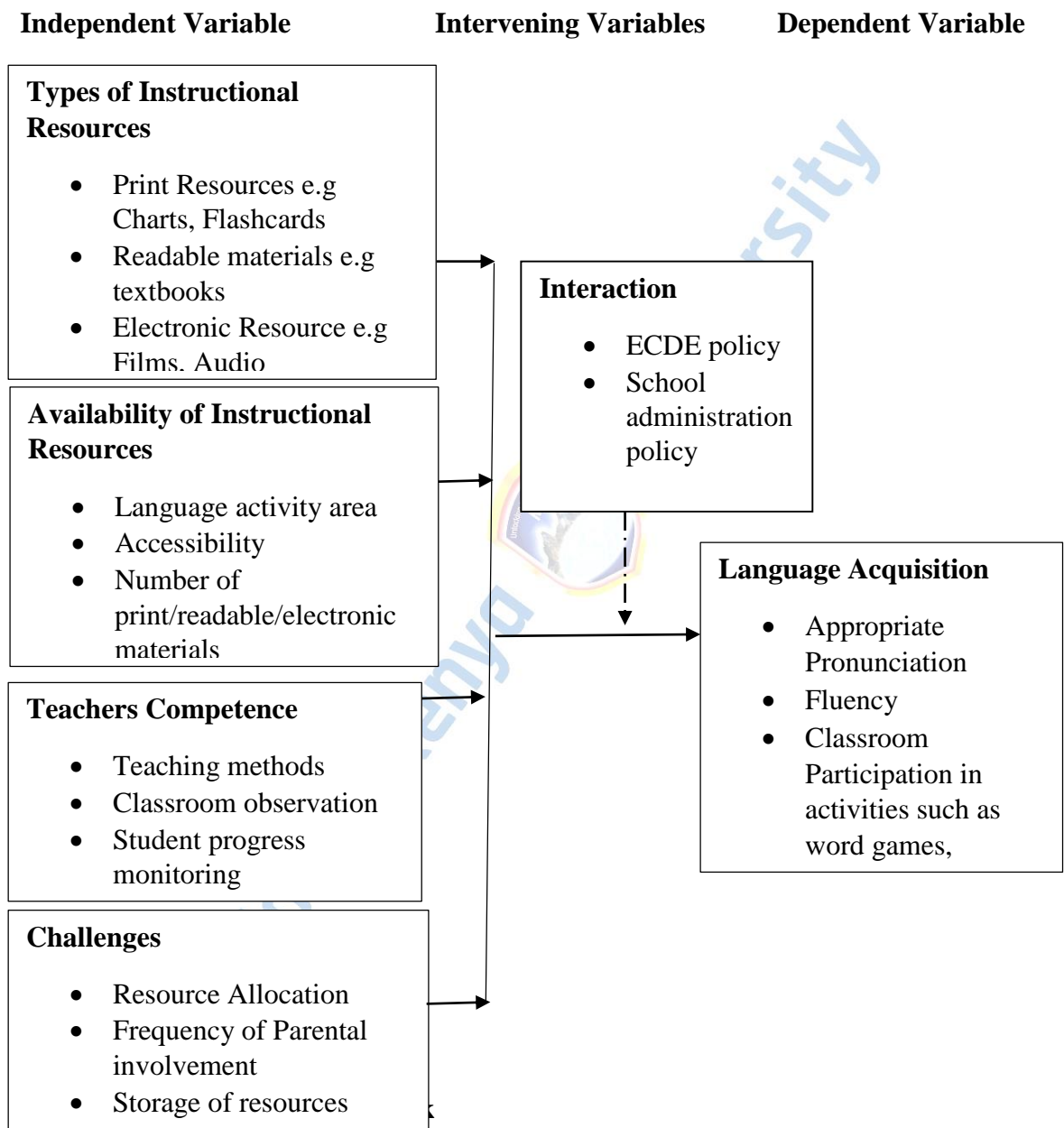
This study will also be based on the overlapping spheres of influence. The theory holds that a community, family and school interaction affects the learning process. The theory supports that the community, school and family are institutions that make learners

socialized and educated (Wandasari et al., 2019). This therefore necessitates that the institutions work collaboratively for achieving set goals for learners who are the center of the system. This model lays emphasis on reciprocity among students, families and teachers recognizing that learners are active agents in the school-family partnerships. The components of the home and school partnership entails decision making, family collaboration, parenting communication and home learning. For instance a teacher may solicit parental involvement through asking learners to question family members on the types of work they do.

2.8 Conceptual Framework

A conceptual framework is a structure that researchers use to outline and illustrate the relationships between the key concepts and variables in their study. It provides a theoretical foundation that guides the research process by explaining how different elements interact. The interrelationship between the independent variables; different types of instructional resources, available instructional resources, teachers' competence in using these resources, and challenges in their use and the dependent variable, the acquisition of language skills among early year learners, is complex yet interconnected. Different types of instructional resources, such as electronic, print, and manipulative materials, directly influence how learners engage with language, providing diverse ways to enhance listening, speaking, reading, and writing skills. The availability of these resources further determines whether learners have sufficient exposure and practice opportunities, with limited access potentially hindering skill acquisition. Teachers' competence plays a critical role, as the effective use of these resources depends on their ability to integrate them into teaching practices, making the learning process more engaging and impactful. However, challenges such as resource scarcity, infrastructural issues, or insufficient training can disrupt this process, negatively affecting both the

teacher's ability to use the resources and the learners' overall language development. These factors interact in a way that either facilitates or obstructs the acquisition of language skills in early learners, making it essential to address each element for optimal learning outcomes.



Source: Researcher (2022)

2.9 Research Gap

Previous studies note that access and availability of instructional resources such as funds, human and materials are crucial to the success of implementing an educational program.

The quality and quantity of such resources determines that institution's capacity to execute the implementation. Although majority of studies point out challenges to the learning process as lack of infrastructural resources, human resources and finance other scholars note that merely equipping ECD centres with instructional materials is not enough to improve language acquisition but what matters most is whether the facilities are utilized appropriately. Some scholars have found no significant effect of IR on the language acquisition process other citing little association (Lan, 2020). This denotes a research gap since these scholars fail to agree. In another study carried out in Ghana from the head teachers of six schools who noted that most of the students who passed science obtained grades 5 and 6 with small number meeting grades 1 and 2 cutoffs in language learning skills (Quansah et al., 2019). The variation in grades was due to continued use of instructional resources in science leaving out such resources in learning English Language.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology, research design, study area, target population, sampling techniques and sample size, data collection instruments, pilot testing of the instruments, validity and reliability of data collection instruments, data collection procedures, data analysis and ethical considerations of the study.

3.2 Research Methodology

Research methodology is defined as the path followed in conducting the research as well as the approached applied in the study. This research used integrated mixed methods since they facilitated further understanding and build up more convincing evidence on the research gap. Quantitative methods were employed to gather data from research questionnaires. Qualitative data on the other hand was sourced from responses of the interview questions issued to the head teachers of the respective ECD centers. Qualitative methods were incorporated since they gave a detailed outline of the addressed research issues that are reflective of the population interactions at the time (Hennink et al., 2020). In addition the methods offer a clear elaboration of the learner's behavior, beliefs and culturally held norms. Quantitative research methods were fitted to test the research questions through the use of numeral data (Bloomfield & Fischer, 2019).

3.3 Research Design

Research refers to the pursuit of truth with the aid of experiment, study, observation and comparison through objective and systematic methods of coming up with solutions to a problem (Rahi, 2017). A descriptive research design was fitted since it assessed the of Language acquisition skills in ECD centres in Kiambaa Sub County. The research

employed this method of research since the approach involves issues pertaining to present language incidents in relation to trends and relationships.

3.4 Study Area

The study was done in selected ECD centres in Kiambaa sub county Kiambu County. Kiambaa Sub County occupies an estimated area of 81.08 square kilometers with an estimated population of 194000 households (Okello, 2022). Kiambaa Sub County is located at the southern part of Kiambu County and it lies to the Northwest of Nairobi County clearly defining the South East and eastern boundaries. The area is characterized by long and short rains where the long rains occur during the March to May period while the short rains are experienced during Mid-October to November. The annual rainfall in the area is approximately 2000 mm. Majority of the households practice mixed farming due to the favorable environment experienced in the region. The area lies on the upper midland zone within the county which comprises of volcanic soils. The main inhabitants are Kikuyu community with agriculture being the main economic activity where they do coffee, tea and dairy farming as their source of income. The soils are well drained with moderate level of fertility. Kiambaa sub-county boasts a good road network with most of the roads being covered with bitumen standards. This allows for easy access to various social amenities such as schools, health centres, churches and entertainment joints.

3.5 Target Population

A target population is the unit from which a researcher intends to make inferences from (Dahabreh & Hernán, 2019). The study population was 98 schools in Kiambaa Sub County with a population of 98 head teachers, 210 ECD teachers and 7136 students who were considered for the study along with 40 parents.

3.6 Sampling Techniques and Sample Size

Sampling refers to the selection of subjects from a group of interests where output can be generalized back to the group they were selected from (Kalton et al., 2021). The researcher used purposive sampling to select ECD teachers since they categorically fit on the researcher's area of interest. Purposive sampling approach was also used to choose grade one and grade two teachers. The researcher considered 21% of the total number of teachers to obtain a sample size of 44 respondents who were sampled using simple random sampling. The study employed systematic sampling to obtain sample of the 40 parents. 12 head teachers were purposively selected from the top ten and bottom ten performing schools by picking the Fth ECD center from the performance list. Out of the sampled schools, six head teachers from the top performing schools and the bottom six performing schools were purposively selected for the study. To eliminate simple random sampling was use to select 40 parents representatives. The researcher used systematic sampling to obtain the number of parents where the researcher were from top ten learners from grade one and two from the top ten performing schools and ten bottom performing students as per the teacher's class list which brings a total of 40 parents.

Table 1: Sample Size

Category	Total Population	Sample	Sample Size %
Head teachers	98	12	12%
Teachers	210	44	21%
Parents	7136	40	6%
Total	5558	96	

Source, Researcher (2022)

3.7 Data Collection Instruments

3.7.1 Questionnaires

The survey used questionnaires formulated from the study objectives. Questionnaires were meritorious since they were structured as per the researcher's variables and they collected a wide range of information on the set of variables. The questionnaires were self-administered to make sure that the respondents answer the questions conveniently while giving honest responses. The questions contained open and closed questions that required a single pick on the listed options. The instrument first explored a background check on the respondents after which it was divided into four sections; Section "A" contained questions seeking to establish the types of IRs that influence acquisition of language skills , Section "B" contained questions seeking to assess the influence of available instructional resources on the acquisition of language skills , Section "C" contained questions seeking to determine the impact of teachers' competence on the use of instructional resources on the acquisition of language skills. Finally Section "D" contained questions seeking to determine influence of challenges in use of instructional resources on acquisition of language skills among early year learners in Kiambaa sub county, Kiambu County.

3.7.2 Interview Guide

Interviews were employed to obtain data as per the study problem from the school head teachers and parent representatives. The interview schedule are crucial tools of data collection since they enables the researcher to elaborate on the topic to pursue an idea or response in a comprehensive detail. The interview guide contained open ended questions seeking to assess types of instructional resources that influence acquisition of language skills, assess the influence of available IRs on the acquisition of language skills, determine the impact of teachers' competence on the use of IRs on the acquisition of

language skills and determine influence of challenges in use of IRs on acquisition of language skills among early year learners.

3.7.3 Document Analysis

The researcher also used the relevant documents that influence the study variables. The research obtained the ratio of textbooks per student, availability of instructional materials, teacher to student ratio data from the class teachers and data on teacher competency which was obtained from the head teacher's office.

3.8 Pilot Study

The piloting of the research tools was conducted to identify the shortcomings that the researcher was likely to encounter which would affect the standard and validity of research instruments. This procedure began by first visiting the study area one month before conducting the actual research. The piloting was done in two schools outside the Kiambaa sub county mainly mucatha and Kiambaa ECD centres. The questionnaires were administered during the first visit to the schools. This was then followed by a similar administration of the research tools after a fortnight.

3.9 Validity and Reliability of Research Instruments

3.9.1 Validity of the Research Instruments

Validity is the extent in which the study instruments precisely and accurately enable true collection of data (Cronin et al., 2015). The study tools were set for a pilot survey. The selected participants were allowed to respond to the queries at their free time. In so doing the researcher got an overview of the extent to which the problem has been addressed. The filled questionnaires were then presented to the University supervisor for their expert opinions on the responses. Experts, the university supervisor, gave comments and recommendations which the researcher used to adjust the questionnaires appropriately. After restructuring the questionnaires, interview schedule and observation checklist the

researcher then issued the tools to the participants two weeks after the first visit to determine the whether the research tools met the validity criterion.

3.9.2 Reliability of Research Instruments

Reliability is regarded as the ability of a research tool to show consistency by giving the same results after multiple trials (Mugenda & Mugenda, 2009). The researcher used test-retest technique to ascertain the consistency. Internal consistency was ascertained using Cronbach's coefficient Alpha. According to George (2011), Cronbach's Alpha can be interpreted as follows: a value greater than 0.9 is considered excellent, above 0.8 is good, above 0.7 is acceptable, above 0.6 is questionable, above 0.5 is poor, and below 0.5 is deemed unacceptable. All the variables that did not reach a coefficient of 0.7 using Cronbach's Coefficient according to Nguyen, (2010) were revised.

3.10 Data Collection Procedures

Data was gathered in three different phases. The researcher first made a reconnoiter visit to the study area one month before engaging in the study. The role of the visit was to familiarize oneself with the study area through social interactions with the respondents. The researcher then introduced the problem to the study participants. Piloting also explored the existence of the gap the study intends to fill. In so doing the researcher sought clarity on the research problem and address any shortcomings cited from the visit.

The second phase entailed piloting of the research tools which was done in Kiambaa and Mucatha primary schools. The study participants were issued with the questionnaires to seeking the clarity of the questions. Respondents were allowed to ask questions they find vague and doubtful. The comments and recommendations would help the researcher restructure the questionnaires as per the intention of the study. After restructuring the questionnaires and clarifying the research problem the researcher then made research permits application.

Lastly, the researcher went to the field where primary data collection instruments were issued to the participants. Questionnaires would collect data from the teachers. Secondary data was obtained from books, journals and articles.

3.11 Data Analysis

This section presents the manner in which data will be managed and the specification of the model used in analysis.

3.11.1 Data Management

Data gathered was entered in SPSS, coded and analyzed using SPSS version 28. Descriptive statistics was then be used to interpret quantitative data in means, frequencies as well as percentages. On the other hand, qualitative data was put into categories in broad themes in line with the objectives of the study. The findings were presented in tables.

3.11.2 Model Specification

The study employed a Multiple Regression Model to draw the relationship between the combined effect of the four independent variables (type of IR, availability of IR, teacher competence and challenges in use of instructional resources on the dependent variable (Acquisition of language skills).

$$\text{Acquisition of Language Skills} = \beta_0 + \beta_{x1} + \beta_{x2} + \beta_{x3} + \beta_{x4} + \varepsilon$$

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \varepsilon$$

Whereby;

Y=Acquisition of Language Skills,

X₁ = Types of IR, X₂ = Availability of IR, X₃ = Teacher competency, X₄ = Challenges in use of instructional resources, B₀ is the Y intercept, β₁...to β₄ are the coefficients of the variables, ε = error term



3.12 Ethical Consideration

Ethical consideration is confirmation by the researcher of complying with accepted professional behavior throughout the study (Guthrie, 2010). The researcher affirmed the respondents that the study would not lead to any physical nor psychological harm to them. The researcher stated the sole purpose of conducting the study and inform the participants that information obtained was confidential. The questionnaire were structured in that respondents were not required to reveal their identity. Before participating in the study respondents were issued with a consent form requesting their participation. For the learners their parents or guardian filled in a consent form for them. The researcher then got an introductory letter from Mount Kenya University after which he sought ethical clearance from the same institution. A permit to proceed with the research was then sought from NACOSTI. The researcher then proceeded to the field and started by briefing the respondents on the importance of conducting a study on the influence of IRs on acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter describes the findings and the results obtained from the study respondents, using questionnaires and interview guides to determine the influence of IRs on acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County. Tables were used to present the study findings where the analyzed data was organized in a way that captures themes with a reflection of the objectives under study. These findings are presented as per the research objective namely;

- i. To establish the influence of different types of IRs on acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County.
- ii. To assess the influence of available IRs on the acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County.
- iii. To determine the impact of teachers' competence on the use of IRs on the acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County.
- iv. To determine influence of challenges in use of IRs on acquisition of language skills among early year learners in Kiambaa sub county, Kiambu County.

4.2 Response Rate

The study administered 44 questionnaires to teachers, 12 interview guides to parents representatives and 12 interview guides to school head teachers. All the questionnaires were duly filled and completed translating to a response rate of 100%. The high response rate signified that there was a good association between the study participants and the researcher. The high response rate means that the results are credible and can give an accurate representation of the entire population.

4.3 Background Information

4.3.1 Gender

Table 2: Gender of the Respondents

		Frequency	Percent
Gender	Male	19	43.2
	Female	25	56.8
	Total	44	100.0

Most of the respondents interviewed were females (n=44 56.8%), with 43.2% accounting for male participants. This is an indication that females were taking more ECD training related courses when compared to males. The above findings support Njoroge & Njuki (2018) whose study revealed that culture is defining aspect of feminization of ECD training arguing that men were not comfortable in teaching ECD rather they were actively involved in preschool administrative roles. These outcome informs the current study that there are specific aspects which hinders males from teaching early learners in ECD centers.

4.3.2 Education Qualification

Table 3: Education Qualification

		Frequency	Percent
Education Qualification	Diploma	5	11.4
	Bachelors	32	72.7
	Masters	7	15.9
	Total	44	100.0

Majority of the respondents had attained a Bachelor's degrees 72.7%, this was followed by those who had attained a master's degree (15.9%), then those who had attained a diploma course (11.4%). The level of teacher qualification has an influence of quality of ECD instruction which in turn affects the readiness for the school. The above findings agrees with those of Mungai (2016) who concluded that a great threat to the quality of

instruction exists in staffing noting that effective teaching may exist if teachers have good ECD training combined with formal training. Similarly Martin et al (2019) stated that when teachers are sufficiently equipped with behavioral management approaches the number of learner's aggressive incidents are reduced. These findings agree with those of a study carried out in UK which revealed that the indicators of an ECD trainer lies on having educators who have adequate knowledge on how children acquire skills which is improved good understanding the early years of the curriculum. Similarly, Mwarania (2022) added that the success of any educational programme depends on the training and that teachers must acquire the skills to select, organize and utilize relevant learning resources. The above findings inform the current study that teacher qualification has a determining influence on learning outcomes in ECD schools with regards to preparedness, learning and overall acquisition of language skills.

4.3.3 ECD Teaching Experience

Table 4: ECD Teaching Experience

		Frequency	Percent
ECD teaching Experience	< 5 years	13	29.5
	6 - 10 years	19	43.2
	11 - 15 years	10	22.7
	> 16 years	2	4.5
	Total	44	100.0

With regards to the teaching experience most of the participants had an ECD teaching experience of 6-10 years (43.2%), 29.5% had a teaching experience of less than five years, 22.7% had 11-15 years' experience while 4.5% had more than 16 years teaching experience. The above findings agree with those of Muthanje et al (2019) who found out that the background of the educators such as teaching experience positively correlates with student learning outcomes. Their study acknowledged that teachers have a determinant role in the entire teaching and learning process arguing that teachers are the chief facilitators through the learning process which lead to acquisition of the learning competencies. . Similarly another study carried out in US revealed that adequate access to instructional resources and teacher working experience equips learners with hands-on experience which raises and improves their language knowledge levels (Karanja, 2022). The above findings indicate that majority of the teachers had teaching experiences exceeding five years an indication that they were conversant in ECD exposure which is relayed in the classroom. The findings inform this study that ECD teaching experience thus is a key driver in improving ECD learning whether in language, number work or creative arts.

4.4 Language Learning Outcomes Means

Table 5: Language Learning Outcomes Means

		Frequency	Percent	\bar{X}
Overall	Below Expectation	10	22.7	
Language means	Approaching Expectation	22	50.0	2.159
	Meeting Expectation	7	15.9	
	Exceeding Expectation	5	11.4	
	Total	44	100.0	

Majority of the teachers indicated that their learners were approaching expectation with regards to language acquisition (50%), 22.7% had attainment below expectation (22.7%), 15.9% were meeting expectations with a few indicating that their learners had exceeded

expectations (11.4%).The overall mean of Language learning outcome was 2.159 regarded as approaching expectation. The above findings denotes a research gap with low means relating to language acquisition.

4.5 To Establish the Influence of Different Types of Instructional Resources on Acquisition of Language Skills among Early Year Learners

4.5.1 If school had adequate Instructional Resources

Table 6: If school had adequate Instructional Resources

		Frequency	Percent
If school has	Yes	19	43.2
adequate IR	No	25	56.8
	Total	44	100.0

Majority of the respondents indicated that their school did not have adequate instructional resources (56.8%) with 43.2% stating that their schools did have adequate instructional resources. This is an indication that the noted low language learning outcomes in table 7 above were attributable to lack of adequate instructional resources. The above findings agree with those of a study carried out in Kenya on the availability of instructional materials to facilitate the learning process noted that only a few instructional resources were provided in ECD centers, worse off the ECD teachers had not received adequate training on how to use the resources (Mwarania, 2022). The findings above inform this study that there is a clear need for increased allocation of instructional resources to schools to improve learning outcomes, particularly in language learning. It is essential to provide comprehensive training for teachers on how to effectively use instructional resources. This training will ensure that teachers can maximize the potential of the resources available to them, thereby enhancing the overall learning experience for students.

4.5.2 Sources of Learning Materials

Table 7: Sources of Learning Materials

		Frequency	Percent
Source of Learning Materials	Government	17	38.6
	Parents	18	40.9
	Alumni	3	6.8
	Donations	2	4.5
	Improvisation	4	9.1
	Total	44	100.0

With regards to the source of learning materials most of the respondents they got the learning materials from the parents (40.9%), 38.6% indicated that they got the learning materials from the government, 9.1% argued that they did get materials through improvisation, 6.8% indicated that they got the materials from the Alumni, with the least noting that they got the materials from donations (4.5%). The heavy reliance on government and parents as sources of learning materials proved to be a challenge as depicted by the study findings. The above findings agree with Sitati et al., (2015) who concluded that ECD centers often faced delays with purchasing of teaching and learning materials due to challenges associated with delays in releasing money to the counties. Additionally previous studies indicate that parent's literacy levels, cultural influences and socioeconomic status have a direct influence on the student learning outcomes (Chen et al., 2018). Studies further assert that parents with low socio-economic status are less engaged in children education with a more focus on employment. The findings above highlights the importance of defining better means of sourcing learning materials other than high reliance on the government and parents due to the associated challenges. Others stakeholders such as the community and school boards may help in timely acquisition of Teaching and Learning materials in ECD centres.

4.5.3 Presence of a Language Activity Area

Table 8: Presence of a Language Activity Area

		Frequency	Percent
Presence of a Language Activity Area	Yes	23	52.3
	No	21	47.7
	Total	44	100.0

Most of the respondents indicated that the school had a language activity area (52.3%) while 47.7% stated that their school did not have a language learning area. Although many learning centers had language learning activity areas the functionality and available instructional resources had an influential role in language acquisition skills. It is evident from previous studies that instructional enhance liveliness in the classroom by stimulating learners to comprehend new classroom concepts that may require further illustrations. They add that instructional resources enhance learning by directly drawing the attention of learners to the targeted language (Fernandez-Antolin et al., 2021). The findings are in line with those of a previous study carried out in among foreign students learning English First Language in the US which stated that instructional resources were found to play a determinant role in the learning (Getie, 2020). The above findings emphasize on the need for not only providing language activity areas in schools but also ensuring that these areas are well-equipped with functional and high-quality instructional resources. Enhancing the availability and effectiveness of these resources is essential for improving language acquisition skills among students.

4.5.4 Availability of IRs

Table 9: Availability of IRs

		Frequency	Percent
Availability of wooden letters, riddles and charts	Very Unavailable	12	27.3
	Unavailable	9	20.5
	Somewhat available	3	6.8
	Available	16	36.4
	Very Available	4	9.1
	Total	44	100.0

Majority of the respondents indicated that language resources were available (36.4%), 27.3% indicated that they were very unavailable, 20.5% stated that the resources were unavailable, 9.1% of the teachers interviewed stated that they were very available with 6.8% indicating that they were somewhat available. From the above findings it is evident that TLMs were not available (47.8%) an indication that it could be attributed to as a hindrance to acquisition of language skills among early learners. Padakis, 2020 agree that TLMs are indispensable in the provision of quality learning among early learners but the output relies greatly on the availability, access and the manner in which the teacher uses the resource in teaching. Other scholars note that TLMs provide opportunities for the learners get to interact with TLMs such as plays create a lasting image on the language acquisition process of the learner (Oppong Frimpong, 2021). Similarly a study carried out in the US revealed that access to instructional resources allows early learners to have hands-on experience which raises and improves their language knowledge levels (Karanja, 2022). The above findings informs the study that skills can be acquired and better knowledge may be achieved through practical activities which increases the level of understanding.

Table 10: Influence of different types of instructional resources on acquisition of language skills

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
My school has adequate charts, wooden letters and coloring aids	11	25.0%	18	40.9%	8	18.2%	5	11.4%	2	4.5%
The school offers visual aids where learners get to know different riddles	4	9.1%	24	54.5%	8	18.2%	6	13.6%	2	4.5%
I use local stories, poems and songs to improve language acquisition among my early learners	12	27.3%	19	43.2%	8	18.2%	4	9.1%	1	2.3%
The school offers videos and films which assists in language acquisition	10	22.7%	18	40.9%	10	22.7%	6	13.6%	0	0.0%
Word games are reliable tools in language acquisition	1	2.3%	2	4.5%	13	29.5%	18	40.9%	10	22.7%

Most of the respondents disagreed that their ECD centre had adequate charts, wooden letters and coloring aids (65.9%) with only 15.9% of the teachers consenting to having adequate charts, wooden letters and coloring aids. With regards to visual aids most of the respondents disagreed with the notion that their school offered visual aids where learners were able to know different riddles (63.6%), with only 18.1% agreeing that their ECD centre did have visual aids where learners were able to learn of different riddles. When asked if the teachers did use local stories, poems and songs to improved language acquisition among early learners most of the teachers indicated that they did not use poems, stories and songs (70.5%), with only 11.4% agreeing that they did use the local stories, poems and songs to improve language acquisition in their classes. With regards to the availability and accessibility of videos and films most of the respondents indicated that their ECD centres neither offered videos nor films to ease language acquisition

among early learners (63.6%), with only 13.6% agreeing that their schools did offer videos and films to aid in language acquisition among early learners in their schools. When asked if word games are reliable tools for language acquisition, most of the respondents agreed that they would foster language acquisition among early learners (63.9%) while 6.8% disagreed that word games would not be reliable tools for language acquisition among early learners.

Concerning the type of instructional resources available in the ECD centres most of the head teachers indicated that the type of the resources available has a significant influence on language acquisition among the early learners. They indicated that instructional resources do not just bring the symbol to learner but also improve the concentration levels in class denoting that an attractive IR will likely lead to more concentration as compared to one that is less attractive to early learners. Although they were aware that the type of instructional resources affected language acquisition most head teachers lacked information on the up to date instructional resources as well as the uses of the instructional resource. For instance one of the principals stated;

My role as the head teacher is to make sure that I purchase the requested ECD teaching and learning materials. I have no control on what to purchase and not purchase since the teacher determines the role of the type of instructional resources purchased (Head teacher 1).

Another head teacher also stated;

I wholly rely on my ECD teacher for acquisition of teaching and learning aids in pre-school. In the recent past I have received many demands to digital aids which have proved to be a challenge in the course of purchasing since I am not able to identify them. My ECD teacher has been helpful in the selection of these instructional resources (Headteacher 3).

As per the parents perspective majority of the parents' representatives indicated that they were not aware of some of the instructional resources used in language acquisition among early learners. They indicated that their determinant role was ensuring that they assisted

the language acquisition process by ensuring that they provided the instructional resource upon request by the teachers. One of the parents' representative stated;

At times buying the requested instructional resource has been a challenge especially the digital items. I always call the teacher and request for clarification of the item to avoid buying the wrong resource needed. I believe that the teacher selects the type of IR on purpose (Parent Representative 8).

The above findings are consistent with those of Fernandez-Antolin et al., (2021) who noted that instructional resources enhance learning directly by drawing the attention of the learners to the targeted language. Similarly other studies carried out in US among foreign students learning English as First Language found a positive correlation between the type of instructional resources and language acquisition (Getie, 2020). The above findings are also consistent with those of Onajite et al., (2021) who categorized the instructional resources such as teacher's guides, textbooks, workbooks while non-printed resources includes pictures, photographs and videos noting that the resources are categorized into purposes such as eliciting, instructional, exploratory, experiential and informative resources.

Tomlinson (2021) concluded that instructional material play a crucial role in language acquisition since they draw learner's attention, stimulate students towards language acquisition, present an elaborative input, and verifiable language which ensures that learning is meaningful and concrete thereby guiding students to participate in the language. From the above findings it is evident that the type of instructional resource has a determinant influence on language acquisition. There may be a need to engage in collaborative coordination in the acquisition of the type of instructional resources in ECD centres where teachers may identify and select while the head teachers and parents may help in buying and purchase of the instructional resource thereby fostering language acquisition among early learners.

4.6 To Assess the Influence of Available Instructional Resources on the Acquisition of Language Skills among Early Year Learners

The study sought to assess the influence of available IRs on acquisition of language skills under the following subsections.

4.6.1 Avenues that facilitate access to Instructional Resources

Table 11: Avenues that facilitate access to Instructional Resources

	Frequency	Percent
Avenues that facilitate access to Instructional Resources		
Early Planning	32	72.7
Parental Engagement	9	20.5
Donor Application	3	6.8
Total	44	100.0

Most of the teachers indicated that early planning assisted in facilitating access to IR (72.7%), 20.5% indicated that parental engagement helped ease of access to resources with 6.8% stating that donor application helped as easy access to resources. Early planning was stated as a possible avenue that would greatly ensure that learners had access to instructional resources. Similarly other studies have noted that the success of teaching and learning process can be influenced by the accessibility of resources, availability, teacher support and ease of use which relies. Inadequate instructional resources directly compromise the quality of language acquisition among early Learners. To corroborate this, a study carried out in Ghana revealed that although a teacher may be professionally trained in ECE studies the output has always been constrained by resources availed to enhance interactive learning environment (Oppong Frimpong, 2021). Another research conducted to assess the implications of IRs on oral literacy skills on a sample population of 42 head teacher, 126 educators and 3180 learners indicated that incorporating IRs improved learning outcomes through interactives roles such as the ability to dictate

words, repeat letters and words (Ondieki et al., 2020). The above findings informs the importance of well-planned and resource-rich learning environments for early learners.

4.6.2 Learner to Textbook Ratio

Table 12: Learner to Textbook Ratio

		Frequency	Percent
Learner to textbook Ratio	1:2	5	11.4
	1:4	16	36.4
	1:6	8	18.2
	1:8	13	29.5
	1:10	2	4.5
	Total	44	100.0

Most of the respondents indicated that the learner to textbook ratio was 1:4 (36.4%), this was followed by those at 1:8 (29.5%), then a ratio of 1:6 (18.2%) which was then followed by 1:2 (11.4%) while the least being those at 1:10 (4.5%). The above ratio falls short of the recommended learner to textbook ratio of 1:1 (MOEST, 2023) thus could negatively affect acquisition of language skills among early learners. Similarly other studies acknowledge that course books are pivotal in language acquisition in nearly all educational institutions. In addition, course books do not only provide a source of activities, a syllabus, a resources, a reference but also give adequate support inexperienced teachers in the language teaching process.. The above findings are consistent to those of an Irarian study on EFL which revealed there was a positive relationship between Irarian learner's positive attitude towards EFL textbook and their attitudes towards language learning (Shakourzadeh & Izadpanah, 2020). The above findings inform the study of the multiple roles provided by textbooks in the learning process such as provision of a structured syllabus, a variety of activities, a valuable resource, and essential support for inexperienced teachers. This denotes a need for improved resource allocation to meet recommended standards and support effective language education.

Table 13: Influence of available instructional resources on the acquisition of language skills among early year learners

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
TLMs such as plays create a lasting image on language acquisition process	1	2.3%	3	6.8%	10	22.7%	21	47.7%	9	20.5%
My school has adequate instructional resources which directly improve quality of language acquisition	9	20.5%	21	52.3%	1	2.3%	5	11.4%	6	13.6%
Appropriate instructional resources facilitates understanding among early learners since they feel the real objects	7	15.9%	1	2.3%	3	6.8%	24	54.5%	9	20.5%
I have an easy access to instructional resources which allows me to prepare for lessons in advance	11	25.0%	21	47.7%	5	11.4%	6	13.6%	1	2.3%
TLMs facilitates interaction giving learners an opportunity to feel and manipulate resources fostering language learning process	7	15.9%	4	9.1%	1	2.3%	10	22.7%	22	50.0%

Most of the respondents agreed that TLMs such as plays create a lasting image on language acquisition process (68.2%), while 9.1% disagreed with the notion that that TLMs such as plays create a lasting image on language acquisition process. For the adequacy of Instructional resources and language acquisition most of the teachers disagreed that they did not have adequate instructional resources for improving language acquisition (72.8%) while 25% agreed that they did have sufficient instructional resources which directly improved the quality of language acquisition. Majority of the

respondents agreed that appropriate instructional resources facilitates understanding among early learners since they feel the real objects (75%) with 18.2% disagreeing that appropriate instructional resources helps understanding among early learners since they feel the real objects. With respect to access of IR, most of the teachers disagreed that they had an easy access to instructional resources which allowed them to prepare for lessons in advance (72.7%), while 15.9% did agree that they had an unlimited access instructional resources which allowed them to sufficiently prepare for their lessons in advance. Most of the teachers also agreed that TLMs facilitate interaction giving learners an opportunity to feel and manipulate resources fostering language learning (72.7%) while 25% disagreed with the perception that TLMs facilitate interaction giving learners an opportunity to feel and alter resources which enhance language learning.

In relation to the availability of instructional resources most of the head teachers indicated that availability of instructional resources influences language acquisition skills among early learners. They were of the opinion that IR serve as essential tools that introduce and reinforce language symbols, concepts, and vocabulary. When learners have access to a variety of instructional materials such as picture books, flashcards, and interactive digital tools, they are exposed to diverse language inputs that enhance their understanding and retention of new words and phrases. For instance one of the head teacher stated;

It is to my belief that materials like storybooks with follow-up activities, word games, and role-playing kits encourage active participation from learners. This interactive approach does not only enhance language acquisition but also build confidence in using the language at different stages in the learning process (Head teacher 12).

The sentiments were also echoed by another principal who indicated that;

A consistent access to a variety of instructional resources helps to create a rich language-learning environment. Such an environment is critical for the construction of both receptive and productive language skills.

Learners benefit from repeated exposure to language through different mediums, which reinforces learning and aids in the internalization of language structures as well as the vocabulary (Head teacher 7).

Parents also were of the opinion that the availability of IRs have a determinant influence on language acquisition among early learners. They asserted that they not only make the child alert and take up the attention of the child but also improve the concentration level. They also stated that attractive and well-designed materials capture the learners' attention, making the learning process more enjoyable and effective. One of the parents' representative stated that;

Although I may not be available in the school to learn with my child. My responsibility as parent is to always avail the instructional resources to my child to bring language acquisition closer. For instance by purchasing colorful storybooks and interactive games one can hold the interest of young children, thereby increasing the time they spend focused on language-related activities (Parent Representative 10).

The above findings are in line with those of Padakis, (2020) who noted that TLMs facilitate interaction which grants the children the opportunity to feel and manipulate these resources hence fostering the language learning process. To corroborate this Opong Frimpong (2021) found out that TLMs are indispensable in the provision of quality learning among early learners but the output relies greatly on the availability, access and the manner in which the teacher uses the resource in teaching. Similarly another study carried out in US revealed that adequate access to instructional resources equips learners with hands-on experience which raises and improves their language knowledge levels (Karanja, 2022).

The results are also in line with those of a study carried out in Ghana which revealed that although a teacher may be professionally trained in ECE studies the output has always been constrained by resources availed to enhance interactive learning environment (Opong Frimpong, 2021). In a similar view, research conducted to assess the implications of IRs on oral literacy skills on a sample population of 42 head teacher, 126

educators and 3180 learners indicated that incorporating IRs improved learning outcomes through interactive roles such as the ability to dictate words, repeat letters and words (Ondieki et al., 2020).

From the above findings it is evident that the availability and the access of IRs have a significant effect on language acquisition among early learners. If Head Teachers and parents understand the importance of the availability of ECD centres, they may improve the access and availability of IR upon recommendation by the ECD teachers thereby improving language acquisition among the early learners.

4.7 To Determine the Impact of Teachers' Competence on the Use of Instructional Resources on the Acquisition of Language Skills among Early Year Learners

4.7.1 Institution of ECD Training

Table 14: Institution of ECD Training

		Frequency	Percent
Where one received ECD training	University	30	68.2
	Accredited Tertiary Institution	14	31.8
	Total	44	100.0

Most of the teachers indicated that they had received ECD training at the university (68.2%), with 31.8% stating that they had received ECD training from an accredited tertiary institution. All teachers had acquired tertiary ECD training with a higher number having attained university education an indication that they were well grounded. Previous studies note that the success of education programs depends on teacher preparedness and prior training since they must acquire skills to utilize, select and organize learning resources for effective classroom delivery (Martin et al., 2019). They note that teachers as an instructional resource should initiate the enthusiasm of the learner motivating their willingness to learn and stimulating their activeness in the classroom. A study done in

Botswana disclosed that those preschool learners who were under the instruction of well trained teachers had high completion rates and minimal dropout rates were recorded (Mokibelo, 2022). The results agree with those of Kenyan research that revealed that the provision of quality education relies on keen, competent and well training teachers, (Mwarania, 2022). The study highlights that a significant majority of teachers have received Early Childhood Development (ECD) training, with most having attained this training at the university level, indicating a strong educational foundation. This level of preparedness is crucial, as the success of educational programs heavily depends on teacher training and readiness. Well-trained teachers are better equipped to select, utilize, and organize learning resources effectively, thereby enhancing classroom delivery. Moreover, teachers play a vital role in motivating and engaging students, fostering a conducive learning environment.

4.7.2 Professional documents prepared in classroom

Table 15: Professional documents prepared in classroom

		Frequency	Percent
Professional documents prepared in classroom	Schemes of Work	12	27.3
	Lesson Plans	6	13.6
	Progress Records	11	25.0
	All of the above	15	34.1
	Total	44	100.0

Most of the teachers indicated that they prepared all the listed professional documents (34.1%), 27.3% stated that they prepared schemes of work, 25% stated that they prepared progress records with the least being 13.6% who stated that they did prepare lesson plans. From the above findings it is evident that teachers were aware and did prepare the various professional documents. Previous literature have also attributed the success of IRs to presence of instructional resources noting that the competency level of the education determines their ability to select and put into use the provided IRs (Mwarania, 2022).

Previous studies agree that teachers serve as an input in the education process with their level of competence relying heavily on the qualification level. Similarly, Muthanje (2019) argued that the teacher's competency is a key predictor of pupil's learning outcomes. The study concluded that it may not entirely be qualification attained by the teacher at institutional level but also actual attainment with regards to the subject matter competencies. This study highlights the importance of preparing and checking professional documents is crucial for teachers as it ensures structured and effective teaching. Regularly checking and updating these documents may aid educators to point out areas where learners may be having challenges and assist them in modifying their teaching approaches appropriately.

Table 16: Impact of teachers' competence on the use of IRs on the acquisition of language skills among early year learners

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Teachers as an instructional resource should initiate the enthusiasm of the learner motivating their willingness to learn and stimulating their activeness in the classroom	6	13.6%	7	15.9%	0	0.0%	12	27.3%	19	43.2%
Where instructional materials are effectively acquired and utilized by well-grounded teacher, learners will easily acquire language skills	7	15.9%	0	0.0%	10	22.7%	10	22.7%	17	38.6%
I find it easy referring from the exposure which I got at the training while teaching language skills	12	27.3%	14	31.8%	13	29.5%	5	11.4%	0	0.0%

I use non-serious play interactive activities in the classroom which attracts attention of learners	10	22.7%	20	45.5%	7	15.9%	6	13.6%	1	2.3%
I always attend teacher upgrade teacher professional development training which raises my competency on language teaching	10	22.7%	21	47.7%	6	13.6%	7	15.9%	0	0.0%

Majority of the participants agreed that teachers as an instructional resource should initiate the enthusiasm of the learner motivating their willingness to learn and stimulate their activeness in the classroom (70.5%) with 29.5% disagreeing with the notion that that teachers as an instructional resource should initiate the enthusiasm of the learner motivating their willingness to learn and stimulate their activeness in the classroom delivery. Most of the participants also agreed that where instructional materials are effectively acquired and utilized by well-grounded teachers' learners easily acquire the language skills (61.3%) with 15.9% disagreeing with the notion that where instructional materials are effectively acquired and utilized by well-grounded teachers' learners easily acquire the language skills. Most of the teachers disagreed that they did find it easy referring to what they got at the tertiary training while teaching language skills (59.1%) with 11.4% consenting they did find it easy referring to what they got at the tertiary training while teaching language skills. When asked if they did use non-serious play interactive activities majority of the teachers stated they did not use the non-serious play activities (68.2%) with only 15.9% agreeing that they employed non-serious play interactive activities which attracted attention of learners. In relation to teacher upgrade, majority of the teachers indicated that they did not attend teacher professional development training aimed at raising competencies on language teaching (70.4%) with only 15.9% agreeing that they attend teacher professional development training which

they believed boosted their competency levels with regards to language teaching prowess.

Regarding the influence of teacher competence on language acquisition, most of the head teachers argued that the qualification of the teachers have a determinant influence on the language acquisition skills. They stated that in situations where instructional materials are effectively acquired and utilized by well-grounded teacher, learners easily acquire language skills which in turn improves the learning process of other skills and subjects. They argued that investing in teacher qualification and resource availability is essential for improving language learning outcomes. One of the head teachers noted;

Early childhood is the foundation of a child's career path and thus how the journey starts determines the process and the end. It is thus imperative to provide such learners with qualified professionals who understand the children as they begin to talk (Head teacher 10).

The above sentiments were echoed by another head teacher who stated;

During my classroom observations I have always had a challenge with preschool since most of the time I find the teacher with an individual child. At times I wonder how these teachers are able to teach all the children. Their success in teaching is dependent on their pedagogical skills acquired in training, I highly rate them (Head teacher 5).

The above sentiments are consistent with those of Martin et al., (2019) who concluded that the success of education programs depends on teacher preparedness and prior training since they must acquire skills to utilize, select and organize learning resources for effective classroom delivery. Similarly, previous literature have also attributed the success of IRs to presence of instructional resources noting that the competency level of the education determines their ability to select and put into use the provided IRs (Mwarania, 2022). It was concluded that outcomes can only be realized if teachers are exposed to a variety of teaching or learning resources during their trainings a result, other

studies indicate that since teachers are not always aware of their interactions with students classroom observation always improve the teachers (Braun et al., 2019).

To corroborate this Byers et al., (2018) found out that classroom observation enables both the instructors and observers to sustain, improve and develop their teaching excellence. These findings fail to agree with those of Biyela, (2019) who noted that although classroom observation is supposed to strictly ensure minimal interference in the classroom, concerns arise when observers cause pressure and frustrations which presents negative impacts on the classroom dynamics. The findings are in line with those of Braun et al., (2019) who argued that observation ought to be a powerful tool which grants participants avenues to obtain data and gain insights in the classroom.

From the above findings it is evident that the level of teacher preparedness, skills, qualification and willingness to teach has a defining impact on acquisition of early language among early learners. The qualification and competency levels determines their ability to use the instructional resources thereby positively influencing acquisition of language skills. Head teachers therefore need to focus on continuous professional development of teachers and teacher in-service training to ensure that they are at par with up to date technologies in education thereby raising their competency which is replicated in higher language learning outcomes.

4.8 To Determine Influence of Challenges in Use of Instructional Resources on Acquisition of Language Skills among Early Year Learners

4.8.1 Status of classroom attendance

Table 17: Status of classroom attendance

		Frequency	Percent
Status of Classroom attendance	Very Poor	15	34.1
	Poor	14	31.8
	Average	5	11.4
	Good	6	13.6
	Very Good	4	9.1
	Total	44	100.0

The study also sought to assess the challenges with regards to the use of instructional resources where most of the respondents found stated that the class attendance was very poor (34.1%), this was closely followed by those who stated that the attendance was poor (31.8%), 13.6% stated that the attendance was good, 11.4% indicated that the attendance was average with 9.1% stating that their attendance was very good. The findings above shows that there were cases of poor and very poor class attendance with regards to learners from selected schools which could also be attributed to the resource settings from where the learners came from. Research opines that children from low-income households had less assistance for both literacy and language development as compared to those from middle and high income households (Adamson et al., 2021). In the both contexts there were notable differences with regards to the quality of language aimed at learners with no significant difference in the quantity of language. Parents from the low income households used shorter sentences characterized with fewer words with scholars noting that such parents had lower reading comprehension as compared to their counterparts from middle and higher income households. In addition learners from low income areas attended classrooms with limited language avenues where teachers use less vocabulary, few word types and simple sentences aimed at simplifying language for the

learners. This study highlights the importance of class attendance limited to availability of instructional resources so as to improve on language acquisition skills.

4.8.2 Homework completion rates

Table 18: Homework completion rates

		Frequency	Percent
Homework completion rates	Rarely	12	27.3
	Moderate	30	68.2
	Often	2	4.5
	Total	44	100.0

From the progress records it was found that the assignment completion rate was moderate (68.2%) for most of the students, this was followed by those who completed the homework rarely (27.3%) with only 4.5% found to have completed the homework often. The study found that completion rates was average among the learners which falls near the approaching expectation mean in language learning outcomes. Previous studies state that children from parents who had positive attitudes towards learning and homework scored higher grades an indication that there was a positive correlation between parental complicity and learning outcomes (Koepp et al., 2022). The above outcomes are inconsistent with those of a survey in Turkey that noted that although instructors gave credit to parental complicity due to support at home, the study noted that parental complicity failed on effectiveness because some of the caregivers were not willing to take part (Hakyemez, 2015). This is consistent to the findings of another survey that disclosed that parents were afraid of assisting their children education due to lack of knowledge in assigned field. The above findings emphasizes on the importance of collaboration between the teachers and parents in improving homework completion rates which may serve as a foundations in language acquisition skills among early learners.

4.8.3 Suggested Interventions that may reduce challenges associated with use of IR

Table 19: Interventions that may reduce challenges associated with use of IR

		Frequency	Percent
Methods that can improve use of IR	Provision of adequate instructional resources	15	34.1
	Workshops and in-service training for teachers	14	31.8
	Increased supervision by quality assurance officers	10	22.7
	Increased funding of ECD centres	5	11.4
Total		44	100.0

When asked the possible interventions that would reduce challenges associated with the use of IR, most of the respondents indicated that provision of adequate instructional resources would be of great impact (34.1%), this was followed by 31.8% who stated that workshops and in-service training would aid, then those who argued that increased supervision by quality assurance officers in the area (22.7%) while the least were those who argued that increased funding would improve the use of IR (11.4%). The study emphasis on the provision of adequate IR highlights the critical need for schools and educational authorities to prioritize resource allocation to enhance teaching quality and student learning outcomes. The call for workshops and in-service training reflects a recognized need for continuous professional development among teachers, aiming to improve their capacity in utilizing IR effectively. The suggestion for increased supervision by quality assurance officers indicates a desire for enhanced oversight and accountability in the implementation of educational resources. Lastly, while less emphasized, the plea for increased funding highlights the financial challenges that institutions face in maintaining and updating IR. Addressing these implications through strategic resource allocation, professional development initiatives, and enhanced

oversight could lead to more effective utilization of instructional resources and ultimately improve education outcomes which is reflected by acquisition of language skills.

Table 20: Influence of challenges in use of instructional resources on acquisition of language skills among early year learners

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Children from parents who have positive attitudes towards learning and homework score higher grades	1	2.3%	3	6.8%	11	25.0%	13	29.5%	16	36.4%
Parents who have high literacy levels always assist the learners at home which makes students independent in learning	11	25.0%	17	38.6%	13	29.5%	2	4.5%	1	2.3%
Children from backgrounds where they cannot afford requested instructional materials feel isolated since they fear to use materials from other learners	8	18.2%	18	40.9%	11	25.0%	7	15.9%	0	0.0%
Lack of provision of teaching materials by the school management negatively influences language acquisition skills	4	9.1%	0	0.0%	13	29.5%	10	22.7%	17	38.6%
With or without instructional resources learners can still acquire the necessary language skills	10	22.7%	16	36.4%	7	15.9%	5	11.4%	6	13.6%

In reference to challenges with regards to use of IR majority of the respondents agreed with the notion that children from parents who have positive attitudes towards learning and homework score higher grades (65.9%), while 9.1% disagreed with the notion that

children from parents who have positive attitudes towards learning and homework score higher grades. Most of the respondents disagreed that parents who have high literacy levels always assisted the learners at home which made students independent in language learning (63.6%) with 6.8% consenting that parents who have high literacy levels always assist the learners at home which makes the learners independent in language learning. Most of the respondents also disagreed that children from backgrounds where they cannot afford requested instructional materials feel isolated since they fear to use materials from other learners (59.1%), while 15% agreed that children from backgrounds where they cannot afford requested instructional materials feel isolated since they fear to use materials from other learners. When asked if provision of IRs did affect language teaching, most of the teachers agreed that inadequate provision of TLMs by the school management negatively influenced language acquisition skills (61.3%) with 9.1% disagreeing with the statement indicating that lack of provision of teaching materials by the school management had no negative influence on language acquisition skills. Most of the teachers interviewed also disagreed with the notion that with or without instructional resources learners can still acquire the necessary language skills (59.1%) with 25% agreeing to the notion that with or without instructional resources learners can still acquire the necessary language skills.

From the interviews conducted most of the head teachers indicated that challenges in use of IR instructional resources was not a major influence on acquisition of language skills among early learners since all the teachers had acquired the prerequisite requirements in ECD. They noted that coupled by the numerous illustrations and guides on use in the packages and digital platforms teachers could easily read instructions and apply. One of the head teachers argued;

Today we have internet which provides instructions on how to open, assemble and prepare an instructional resource making it easy to use. In addition teachers can also browse manuals online which it easy to access information. This is what I have always done if I don't know how to use something, the ECD teacher taught me so (Heat teacher 8).

The interviews from parent representatives also concluded that there was no significant influence on challenges in use of instructional resources. The parents indicated that they in the case they were not able to use the IR they did give the student the IR who would then use it along with their teachers. Nonetheless some of the parents consented that they were less conversant with the modern instructional resources. One of the parents stated;

At times am surprised with these instructional resources since to me I do not know how they are used and their purpose at all. Even my child finds it difficult to use such items. I always fear telling the teacher I do not know them because I think the teacher will laugh at me (Parent Representative 1)

The above findings agree with those of Chen et al., (2018) who concluded that the parent's literacy levels cultural influences and socioeconomic status have a direct influence on the student learning outcomes. The studies noted that parents with low socio-economic status are less engaged in children education with a more focus on employment. On the other hand, parents who communicate with their children create an effective home surrounding, supports learners personal development and language acquisition as well. The above findings are consistent with those of Mahmoud (2018) who noted that parental involvement in English language had a significant influence on learner's achievement. Similarly, Koepp et al., (2022) noted that children from parents who had positive attitudes towards learning and homework scored higher grades an indication that there was a positive correlation between parental involvement and learning outcomes. The above findings are inconsistent with the findings of a study carried out in Turkey that noted that although teachers gave credit to parental involvement due to home support, the study noted that parental involvement was

ineffective because some of the parents were not willing to participate (Hakyemez, 2015). This is consistent to the findings of another study that revealed that parents were afraid of assisting their children education due to lack of knowledge in assigned field. To the contrary other scholars argue claim that parents may contribute to the learner's language development even without speaking the target language (Lohnda et al., 2018). From the above findings it is evident that there is not significant influence in challenges in use of IR and acquisition language skills among early learners an indication that the ECD centres may not focus on devoting resources on improving awareness towards the use of IR among their teachers when compared to the provision and availability of IR and enhancing teacher competency to improve language acquisition among early learners.

4.9 Linear Regression Analysis

The study employed a linear regression analysis model to determine the relationship between the variables. The main purpose of the model was to compose the regression coefficient estimates of the regression connecting the predictors and language acquisition as the dependent variable.

4.9.1 Tests for Multivariate Regression Analysis

4.9.1.1 Linearity Assumption

A curve estimation approach was used to test this assumption since the model assumes the relationship among the variables holds no deviation from linearity. Using the curve estimation procedure, ANOVA test was applied to compute the F-statistics for a pair of variables. Previous studies hold that a linearity of relationship is achieved when the p value is not significant ($p > 0.05$). The results obtained from the ANOVA test of linearity showed that all the p values were above 0.05 as highlighted in table 22, hence conforming

to the assumption of no significant deviation from linear association between the manipulating variables and the response variable.

Table 21: Linearity of Test Results

	F	P	Deviation from linearity
Language Mean Outcomes*Type of IR	.427	.517	Not significant
Language Mean Outcomes *Availability of IR	.750	.190	Not significant
Language Mean Outcomes *Teacher competence	.374	.544	Not significant
Language Mean Outcomes *Challenges in IR use	.249	.141	Not significant

4.9.1.2 Normality Assumption

This assumption holds that the residuals are normally distributed where for the results to meet this assumptions the p-values for the t-tests ought to be valid.

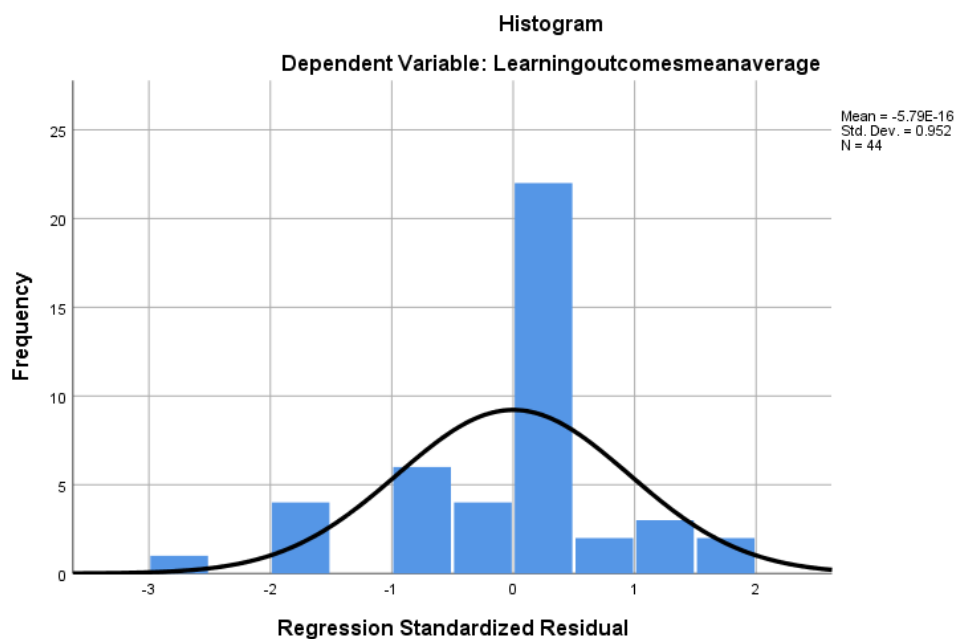


Figure 2: Normality Assumption Illustration

The above histogram output shows that the distribution of the results takes a bell shape curve, an indication that the results indicates that the residuals exhibit a normal distribution. The assumption holds that a normal distribution satisfies a mean of zero and a standard deviation of 1 which is symbolized by $N \cong (0,1)$. The above findings shows

a mean of zero and a standard deviation of 1 indicating that there is no significant deviation from normality.

4.9.1.3 Multicollinearity

The regression's Multicollinearity was also checked through the variance inflation factor (VIF). This assumption outlines the degree that the variances in the regression estimates are increased due to multicollinearity. The assumption holds that appropriate values of VIF are those below 10, while those above 10 indicates that there is a problem with the model. The test results are presented below.

Table 22: Multicollinearity

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	1.607	.079		20.446	.000		
Type of IR	.386	.156	.308	2.469	.018	.300	3.332
Availability of IR	.466	.148	.419	3.157	.003	.265	3.768
Teacher competence	.391	.184	.284	2.130	.040	.262	3.811
Challenges of use of IR	.168	.149	.050	2.459	.648	.400	2.497

a. Dependent Variable: Learning outcomes mean average

From the table above, the VIF factors are below 10 which satisfies the assumption of multicollinearity, showing that the study variables satisfies multicollinearity.

Table 23: Regression Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
				R Square Change	F Change	Sig. F Change
1	.904 ^a	.818	.40958	.818	43.729	4 39 .000

a. Predictors: (Constant), Type of IR, availability of IR, teacher competence and challenges of use of IR

b. Dependent Variable: Language learning outcomes mean average

From the table above, the model summary indicates an R square = 0.818 (81.8%). This is an interpretation that 81.8% of the mean language learning outcomes (response variable) is explained by independent variables such as type of IR, availability of IR, teacher competence and challenges of use of IR. The 18.2% of the response variable is affected by factors beyond the model.

Table 24: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	29.344	4	7.336	43.729	.000 ^b
Residual	6.543	39	.168		
Total	35.886	43			

a. Dependent Variable: Language Learning outcomes mean average

b. Predictors: (Constant), Type of IR, availability of IR, teacher competence and challenges of use of IR

The ANOVA results in table 25 Show that the p value < 0.0001. This is an indication that the model is significant and can be used in language acquisition skills from the independent variables (Type of IR, availability of IR, teacher competence and challenges of use of IR.).

Table 25: Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
1 (Constant)	1.607	.079		20.446	.000		
Type of IR	.386	.156	.308	2.469	.018	.300	3.332
Availability of IR	.466	.148	.419	3.157	.003	.265	3.768
Teacher competence	.391	.184	.284	2.130	.040	.262	3.811
Challenges of use of IR	.168	.149	.050	2.459	.648	.400	2.497

a. Dependent Variable: Learning outcomes mean average

For the purposes of evaluating the main aim of the study it was necessary to carry out a statistical test on the influence of instructional resources on acquisition of language skills

among early year learners in Kiambaa sub county, Kiambu County. The statistical analysis was determined using a multiple linear regression Analysis as shown in table 26. The regression output shows that the effect of each predictor is significant $P < 0.0001$ with the challenges of use of IR singled since the p value was not significant. From the above table when all the factors (Type of IR, availability of IR, teacher competence and challenges of use of IR) are kept constant at zero the class mean average remains at 1.607. A unit increase in types of instructional resources on acquisition of language skills is associated with an increase of 0.386 in language learning outcome, a unit increase in availability of instructional resources is associated with an increase of 0.466 units in language learning outcome, a unit increase in teacher competence is associated with a rise of 0.391 of language learning outcomes. For one unit rise in challenges of use of IR there will be a rise of 0.168 units of language learning outcomes.

Thus the regression model for language learning outcomes versus type of instructional resources, availability of instructional resources, teacher competence and challenges of use of instructional resources is;

$$\begin{aligned} \text{Acquisition of Language skills} = & 1.607 + 0.386 \text{ Type of IR} + 0.466 \\ & \text{Availability of IR} + 0.391 \text{ teacher competence} + 0.168 \text{ challenges of use} \\ & \text{of Instructional Resources.} \end{aligned}$$

The results shows that all the independent variables significantly influence acquisition of language skills except for challenges towards the use of instructional resources in acquisition of language skills which had a $p > 0.05$ an indication that the ECD administration may not focus on the challenges towards the use of instructional resources to improve the language acquisition skills of the early learners in relation to the type of IR, availability of IR, teacher competence.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusion, recommendations and suggestions for further studies as they were discussed in the previous chapter in line with the study objectives.

5.2 Summary of Findings

This section presents the summary of findings as per the reviewed study objectives which is outlined below.

5.2.1 Influence of different types of instructional resources on acquisition of language skills

The study aimed at establishing the influence of different types of instructional resources on acquisition of language skills among early learners which found a positive association between the type of IR and acquisition of language skills among early learners. This was depicted by the ($P < 0.05$) as indicated by the Multivariate linear regression model. Quantitative data revealed that ECD centres that had different type of IR recorded significantly better language learning outcomes compared to ECD centres that lacked different types of IR. From the qualitative data, it was evident that the type of instructional resources available in ECD centers plays a critical role in language acquisition among early learners. The findings suggest that the use of various IRs such as visual aids, audio materials, and interactive tools significantly enhances language learning. This is in line with the constructivist theory which posits that learners construct knowledge through active engagement and interaction with their environment. Tools like charts, pictures, and flashcards help in the recognition and retention of new words and

concepts. They make abstract ideas concrete, which is crucial for young learners. Songs, rhymes, and recorded stories aid in the development of listening skills and phonemic awareness. These resources are particularly effective in teaching pronunciation and intonation. Technologies such as tablets and educational software provide interactive and engaging ways for children to practice language skills. They support individualized learning, allowing students to learn at their own pace. Most head teachers acknowledged that these resources not only present symbols to learners but also enhance their concentration in class. Attractive instructional resources tend to increase learners' attention compared to less appealing ones. It can be noted that the type of instructional resources is a determinant factor in language acquisition among early learners. There is a need for collaborative efforts in the acquisition process, where teachers identify and select appropriate resources, and head teachers and parents assist in their procurement. This coordinated approach would enhance the effectiveness of language acquisition in ECD centers.

5.2.2 Influence of available instructional resources on the acquisition of language skills

The study sought to assess the influence of available instructional resources on the acquisition of language skills where the study found a positive relationship availability of instructional resources and acquisition of language skills among early learners. This was depicted by the ($P < 0.05$) as indicated by the Multivariate linear regression model. Quantitative data concluded that ECD centres that had adequate IR recorded significantly better language learning outcomes compared to ECD centres that lacked sufficient IR. Qualitative data emphasized that diverse materials such as picture books, flashcards, and interactive digital tools enhance understanding and retention of new language concepts by engaging learners and reinforcing vocabulary. Parents echoed these sentiments, noting that attractive and well-designed materials capture children's attention, making learning

enjoyable and effective. The availability and accessibility of IRs play a crucial role in language acquisition. The study found that schools with a rich variety of IRs had better language learning outcomes. This is consistent with the constructivist view that learners need diverse and meaningful experiences to construct knowledge. These schools showed higher percentages of students meeting or exceeding language expectations. The abundance of IRs provides multiple avenues for learning and reinforces language skills through various modalities. These schools had more students below language expectations. Limited resources restrict the variety of learning experiences, making it harder for students to grasp and retain language concepts. The findings align with previous research, highlighting that the provision and effective use of instructional resources are crucial for creating a rich language-learning environment, essential for developing both receptive and productive language skills. To optimize language acquisition, it is important for head teachers and parents to ensure the availability and accessibility of these resources in ECD centers, following the guidance of ECD teachers.

5.2.3 Impact of teachers' competence on the use of instructional resources on the acquisition of language skills

The study also aimed at determining the impact of teachers' competence on the use of instructional resources on the acquisition of language skills. When the computed data was fitted in a regression model with teacher competence as an independent variable among other variables and acquisition of language skills as the response variable the association was found to be statistically significant ($P < 0.05$). Qualitative data also laid an emphasis on the benefits of teacher competence in enhancing language acquisition among early learners. Head teachers emphasized that well-qualified teachers who effectively use instructional materials facilitate better language learning outcomes. Teacher preparedness, including their pedagogical skills and professional training, plays

a crucial role in this process. Each competence emerged as a significant factor influencing the effective use of IRs. Teachers with higher educational qualifications and more teaching experience were better at integrating IRs into their lessons, which positively impacted language acquisition. Teachers with bachelor's and master's degrees were more adept at selecting and using appropriate IRs. They had a deeper understanding of pedagogical strategies and could tailor resources to meet the needs of their students. Experienced teachers (6-10 years) were more effective in using IRs to facilitate language learning. Their familiarity with ECD methodologies and classroom management skills allowed them to create a conducive learning environment. The findings align with previous research indicating that teacher training in the selection and utilization of learning resources is essential for effective classroom delivery. Continuous professional development and in-service training are necessary to ensure teachers remain updated with the latest educational technologies, thereby enhancing their ability to improve language acquisition among early learners.

5.2.4 Challenges in use of instructional resources on acquisition of language skills

The study explored the influence of challenges in use of instructional resources on acquisition of language skills indicating that most the challenges in use of IR had no significant influence on acquisition of language skills among early learners. The p values of the regression analysis was ($P > 0.05$), an indication that there was no statistical significance association between challenges in use of instructional resources and acquisition of language skills among early learners. From the qualitative data head teachers and parent representatives generally agreed that these challenges did not significantly hinder language acquisition, attributing this to teachers' qualifications and the availability of instructions and online resources for guidance. While some parents expressed unfamiliarity with modern instructional resources, they still acknowledged

their children's ability to use them with teacher assistance. The study identified several challenges in the use of IRs that hinder language acquisition among early year learners. These challenges include lack of resources, inadequate training for teachers, and limited parental involvement. Schools in underserved areas often struggle with insufficient IRs, which limits the opportunities for students to engage with diverse learning materials.

Inadequate Training: Some teachers lack proper training on how to effectively use IRs in their teaching. This gap can lead to underutilization or ineffective use of available resources. The overlapping spheres of influence theory highlights the importance of family involvement in education. The study found that when parents are not engaged, the benefits of IRs are diminished as learning is not reinforced at home. These findings align with existing research on parental involvement and its influence on student learning outcomes. Ultimately, the study suggests that ECD centers may prioritize resource provision and teacher competency development over addressing challenges in instructional resource use to enhance language acquisition among early learners.

5.3 Conclusion

Based on the study findings the study concludes that;

Different type of instructional resources were found to have a statistical influence on acquisition of language skills among early learners. ECD centres that had different types of instructional resources recorded higher learning outcomes as compared to those ECD centres that lacked different types of Instructional resources. There may be a need to engage in collaborative coordination in the acquisition of the type of instructional resources in ECD centres where teachers may identify and selecting IR types while the head teachers and parents may help in provision of the stated instructional resources.

Availability of instructional resources was found to have a statistical influence on acquisition of language skills among early learners in ECD centres. ECD centres that had

sufficient instructional resources recorded better language learning outcomes when compared to those that did not. Various stakeholders need to understand the importance of the availability of ECD centres, where they may improve the access and availability of IR upon recommendation by the ECD teachers thereby improving language acquisition among the early learners.

Teacher competence in the use of Instructional resources was found to have a statistical influence on acquisition of language skills among early learners. Head teachers therefore need to focus on continuous professional development of teachers and teacher in-service training to ensure that they are at par with up to date technologies in education thereby raising their competency which is replicated in higher language learning outcomes.

Challenges in use of instructional resources was found to have no statistical influence on acquisition of language skills among early learners. It is an indication that ECD centres may not focus on devoting resources on improving awareness towards the use of IR among their teachers when compared to the provision and availability of IR as well as enhancing teacher competency to improve language acquisition among early learners.

5.4 Recommendations

Teachers can take the lead in identifying and selecting appropriate instructional resource types, while head teachers and parents can play a vital role in providing these resources. This coordinated approach will ensure a diverse and effective range of resources, enhancing language acquisition outcomes among early learners.

It is crucial for various stakeholders to prioritize the provision and accessibility of resources in ECD centers. Stakeholders, including head teachers, teachers, and parents, should understand the importance of having sufficient instructional resources. Efforts

should be made to improve access and availability based on recommendations from ECD teachers, thereby fostering language acquisition among early learners.

Although majority of ECD centres have competent teachers, there should be a focus on continuous professional development and in-service training for teachers. Head teachers should prioritize initiatives that enhance teachers' competency in utilizing up-to-date educational technologies and methodologies. By ensuring that teachers are well-prepared and skilled in resource utilization, language learning outcomes among early learners can be significantly improved.

While resource provision and teacher competency should remain priorities, efforts should also be made to raise awareness and support teachers in overcoming any obstacles they may face in effectively using instructional resources. This comprehensive approach will contribute to optimizing language acquisition outcomes among early learners.

5.5 Recommendations for further Research

From the above findings and conclusions, the research makes the following further suggestions;

Further research could explore the role of parental involvement in supporting language acquisition among early learners, particularly in relation to the use of instructional resources at home. Investigating parental attitudes, behaviors, and challenges related to resource utilization can provide valuable insights into how families can effectively support language development outside of the classroom, complementing efforts within ECD centers.

There may be a need in conducting longitudinal studies would allow researchers to track language acquisition progress over an extended period, providing a deeper understanding of how instructional resources influence language development over time. This approach

would also enable researchers to assess the long-term effects of different resource interventions on language skills among early learners.



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APPENDICES

Appendix I: Consent Form

Dear Participant,

I am David Kibe Wainaina a student at Mount Kenya University conducting a study titled, "Influence of instructional resources on acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County." It is in this regard that I need input on the study. I assure you that your responses will not be shared with any other party and will only be used for the stated objective.

This study will neither cause psychological nor physical harm to you. You will not be required to disclose your identity and your opinions will not be disclosed to anyone as well. Kindly give responses to the best of your knowledge freely. Any clarification you may seek will be provided by the researcher. The responses you give will be of very great importance by providing factual issues and experiences on the study. Additionally if at any time you may wish to withdraw from the interview please feel free to withdraw since it is voluntary.

I.....declare
that

I agree to the above terms and will individually get involved in the study. I will not seek legal right or claims if I quite from the study.

Signature Date

- From the government ()
- Parents ()
- Alumni ()
- Donations ()
- Improvisation ()

10. Please tick where applicable

Type of Instructional Resource **VR** **A** **SA** **U** **VU**

Charts

Riddles

Wooden Letters

Visual Aids

Coloring Books

Local Stories

Poems

Toys

Films

Video

Songs

Word Games

Key: VR = Very Available, A= Available, SA= Somewhat Available, U= Unavailable,
VU= Very Unavailable

11. From your assessment do the learners enjoy when using teaching aids?

Yes () No ()

Section B: Influence of available IRs on the acquisition of language skills

12. Do you have a language activity learning area?

Yes () No ()

13. If yes does the learning area positively influence language learning skills in your class?

.....
.....
.....

14. Are there enough textbooks in your classroom?

Yes () No ()

15. What is the textbook to learner ratio in your classroom?

1:2 ()

1:4 ()

1:6 ()

1:8 ()

1: 10 ()

16. Which of the following instructional materials do you believe influence the quality of language skills instruction in your classroom?

Reading/ book corner ()

Coloring corner ()

Teacher support ()

Ease of use of instructional resources ()

17. When do you introduce instructional materials in the classroom?

When the class starts ()

When the class ends ()

In the course of the lesson ()

18. Please tick where appropriate

Statement **SD** **D** **N** **A** **SA**

TLMs such as plays create a lasting image on the language acquisition process of the learner

Inadequate instructional resources directly compromise the quality of language acquisition among early Learners

Appropriate instructional resources facilitates understanding among early learners since they feel the real objects

Ease of access to instructional resources allows me to prepare lessons in advance and improvise enough learning materials

TLMs facilitate interaction which grants the children the opportunity to feel and manipulate these resources hence fostering the language learning process

**Key: SA- Strongly Agree D- Disagree SD-Strongly Disagree
A- Agree N-Neutral**

19. Which avenues do you think can facilitate more access to instructional resources in your institution?

- Early Planning ()
- Parental engagement ()
- Donor application ()

Section C: Impact of teachers' competence on the use of IRs on the acquisition of language skills

20. What is your educational qualification?

- ECD Bachelor ()
- ECD Diploma ()
- ECD certificate ()

21. Where did you undertake your ECD training?

- University ()
- Accredited Tertiary institution ()
- Not Trained ()

22. If not trained which challenges do you face while teaching language skills?

.....
.....
.....

23. Are there training workshops organized by the county on teacher education?

- Yes ()
- No ()

24. Please tick where appropriate

Statement **SD** **D** **N** **A** **SA**

Teachers as an instructional resource should initiate the keenness of the learner motivating their willingness to learn and stimulating their activeness in the classroom.

Where instructional materials are effectively acquired and utilized by well-grounded teacher, learners will easily acquire language skills

I find it easy referring from the exposure which I got at the training while teaching language skills

I use non-serious play interactive activities in the classroom which attracts attention of

I always attend teacher upgrade teacher professional development training which raises my competency on language teaching

Key: SA- Strongly Agree D- Disagree SD-Strongly Disagree

A- Agree N-Neutral

25. Which of the following professional documents do you prepare in the classroom?

Schemes of work ()

Lesson plans ()

Progress records ()

All of the above ()

Section D: Challenges in use of instructional resources on acquisition of language skills

26. In a scale of one to five how would you rate your classroom attendance?

1= Very Poor ()

2 = Poor ()

3 = Average ()

4 = Good ()

5 = Very good ()

27. How often do your learners complete homework?

Often ()

Rarely ()

Moderate ()

28. To what extent does the parent support influence language related homework outcomes?

.....
.....
.....

29. Please tick where appropriate

Statement	SD	D	N	A	SA
------------------	-----------	----------	----------	----------	-----------

Children with parents from low social economic status always get less assistance on use of instructional resources at home

Children from parents who have positive attitudes towards learning and homework scored higher grades

Parents who have high literacy levels always assist the learners at home which makes students independent in learning

Children from backgrounds where they cannot afford requested instructional materials feel isolated since they fear to use materials from other learners

Lack of provision of teaching materials by the school management negatively influences language acquisition skills

**Key: SA- Strongly Agree D- Disagree SD-Strongly Disagree
A- Agree N-Neutral**

30. Which of the following methods do you think can alleviate challenges related to use of instructional resources

- Provision of adequate instructional resources ()
- Workshops and in service training for teachers ()
- Increased supervisions by quality assurance officers ()
- Increased funding of ECD centres ()



Appendix III: Interview Guide for Parents

Dear Parent, I am David Kibe Wainaina a students at Mount Kenya University conducting a study on “Influence of instructional resources on acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County.”. It is in this regard that I need your inputs on the study. Your responses will not be shared with any other party and will only be used for academic purposes.

Kindly respond to the questions below;

Background

1. What grade is your child?
.....
2. At what age did your child utter his/her first word?.....
3. How often do you inquire on the learners progress at home?.....
4. Do you have language teaching aids at home? If yes list some of the learning aids.....
.....
.....
.....
5. From your assessment does your child enjoy using the learning aids? If yes how long often does this interaction take place?
.....
.....
.....
6. Do you have a study room? If yes does the study room positively influence language acquisition?
.....
.....
.....
7. Teachers have an impact of language acquisition, in your own opinion do you believe that teacher qualification influence language acquisition

skills?.....
.....
.....
.....

8. Is there a Parents-teacher relationship between you and the learner's teacher?
how would you rate you relationship with the teacher and its influence on
language acquisition?

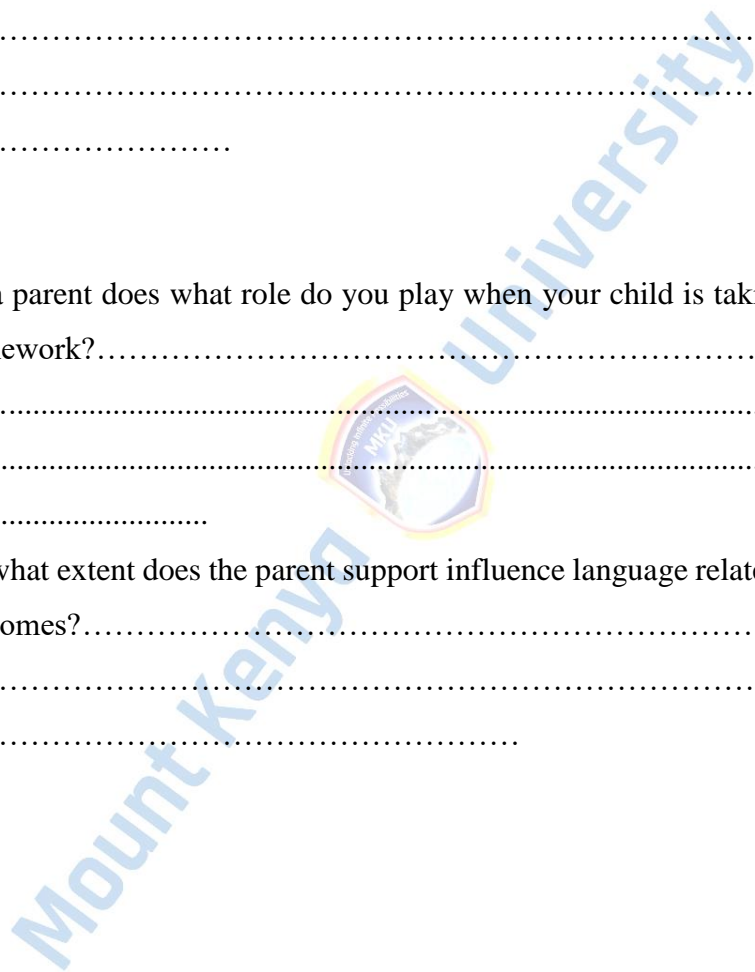
.....
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.....

9. As a parent does what role do you play when your child is taking his or her
homework?.....

.....
.....
.....

10. To what extent does the parent support influence language related homework
outcomes?.....

.....
.....



Appendix IV: Interview Guide for Head Teachers

I am David Kibe Wainaina a students at Mount Kenya University conducting a study on “Influence of instructional resources on acquisition of language skills among early year learners in Kiambaa Sub County, Kiambu County.”. It is in this regard that I need your inputs on the study. Your responses will not be shared with any other party and will only be used for academic purposes.

Kindly answer the following questions

1. What is your age?.....
2. What is your teaching duration in ECD?.....
3. School populations are subject to change does this rise in population allow you to add IRs?.....
4. What importance do you derive from using IRs in the classroom?
.....
.....
5. Do you have adequate ECD teachers in your school as per the recommended teacher to student ratio?.....
6. Do you have sufficient readable/concrete materials in relation to recommended student to textbook ratio?.....
7. Does your school have sufficient instructional materials for ECD education?.....
.....
8. What considerations do you use when planning to purchase instructional resources?.....
.....
9. Do you believe that your professional competence and experience influence your output and those of your teachers?.....

10. Classroom observation has long been used as a teacher observation tool, do you apply it in your school?

.....

11. When there are delays on funding from the county government do you seek funding from other sources? If yes which sources do you seek?.....

12. Do you believe that parents offer adequate support to learners at home on the use of learning aids?.....



Appendix V: Observation Schedule

The researcher will also check the availability of the following documents that may provide important information for the study

Activity	BE	AE	ME	EE
-----------------	-----------	-----------	-----------	-----------

Pronunciation

Vowels

Consonants

Word Reading

Vocabulary

Recognition

Fluency

Sentence reading

Intonation

Word pronunciation

Paragraph reading

Transitions

Visualizing

Classroom Participation

Story Telling

Singing

Role Play

Language Learning Outcome

Key

BE – Below Expectation, AE- Approaching Expectation, ME- Meeting Expectation

EE- Exceeding Expectation

Appendix VI: ERC Certificate



REF: MKU/ISERC/3498
TO: DAVID KIBE WAINAINA

Date: 05 March 2024

REG: MECS/2021/70558

Dear Sir/Madam,

RE: INFLUENCE OF INSTRUCTIONAL RESOURCES ON ACQUISITION OF LANGUAGE SKILLS AMONG EARLY YEAR LEARNERS IN KIAMBAA SUB COUNTY, KIAMBU COUNTY

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2542**. The approval period is **05/03/2024 - 04/03/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

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

Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Appendix VII: Introductory Letter



DIRECTORATE OF GRADUATE STUDIES

MECS/2021/70558

6th March, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: DAVID KIBE WAINAINA- REGISTRATION NO. MECS/2021/70558

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education in Early Child Studies** in the **Department of Special Needs Early Childhood Education** in the **School of Education**.

The title of the research is **"Influence of Instructional Resources on Acquisition of Language Skills Among Early Year Learners in Kiambaa Sub-County, Kiambu County."** It been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **March, 2024 and May, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karanja, PhDs
Director, Graduate Studies
Enc.

Appendix VIII: NACOSTI Permit




REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.

Ref No: 446318
Date of Issue: 03/May/2024

RESEARCH LICENSE



This is to Certify that Mr. David Kibe Wainaina of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu on the topic: INFLUENCE OF INSTRUCTIONAL RESOURCES ON ACQUISITION OF LANGUAGE SKILLS AMONG EARLY YEAR LEARNERS IN KIAMBAA SUB COUNTY, KIAMBU COUNTY for the period ending : 03/May/2025.

License No: NACOSTI/P/24/33891

Applicant Identification Number: 446318



Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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See overleaf for conditions

INFLUENCE OF
INSTRUCTIONAL RESOURCES
ON ACQUISITION OF
LANGUAGE SKILLS AMONG
EARLY YEAR LEARNERS IN
KIAMBAA SUB COUNTY,
KIAMBU COUNTY

by David Kibe Wainaina

Submission date: 17-Aug-2024 01:02AM (UTC-0500)

Submission ID: 2433314724

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INFLUENCE OF INSTRUCTIONAL RESOURCES ON ACQUISITION OF LANGUAGE SKILLS AMONG EARLY YEAR LEARNERS IN KIAMBAA SUB COUNTY, KIAMBU COUNTY

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