

**AN INVESTIGATION OF CONTRIBUTIONS OF SCHOOL-BASED
DYNAMICS ON LANGUAGE ACQUISITION AMONGST
PRESCHOOL LEARNERS IN MURANG'A SOUTH
SUB-COUNTY, MURANG'A COUNTY**

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ABSTRACT

It has been established that early literacy skills play a significant role of communication in everyday life and from infancy through early childhood to primary levels of education. Acquisition of such skills is influenced by a number of factors ranging from home-based dynamics to school factors. However, in Murang'a South District, communicative competency amongst preschool has been very poor and this has been a concern for different education stakeholders. Thus, the main objectives of the study were to investigate the contributions of school-based dynamics on language acquisition amongst preschool children in Murang'a South District in Murang'a County. These dynamics included teaching approaches, teaching competency, instructional materials and peer-related play. The study applies the technique of systematic review of the literature to investigate the contributions stated school-based dynamics to acquisition of language skills. The researcher applied both qualitative and quantitative methodology. Thus, the study applied explanatory sequential design since it is single-phase design in which researcher implemented the quantitative and since it is single-phase design in qualitative data helped explain or build upon initial quantitative results. The study was carried out amongst 30 preschools with a target population of 2100 from which a sample of 210 respondents was selected using The Central Limit Theorem. The study applied stratified random sampling to create 6 different strata or sample frames each consisting of 5 preschools in Murang'a South District. From each stratum, a sample of at least 1 preschool was randomly identified and then the researcher applied simple random sampling to select 1 preschool manager and 1 preschool teacher from each stratum since they hold responsibilities that bring them closer to the learners in order to relate their ideas and experiences to performance. The researcher then applied simple random sampling to select at least 41 preschool children from each stratum since this help avoid the feeling of bias amongst the respondents. Since the study involved explanatory sequential, collected data was analyzed quantitatively and qualitatively and then merged into one overall interpretation in which the researcher related the quantitative results to the qualitative findings. Analysis of data obtained from interviews and observation checklist was done through identifying common themes from the respondents' description of their experiences. Frequency counts of the responses were then obtained to generate descriptive information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. The study findings were presented using percentages, tables and charts. The study has established that school dynamics such as teaching approaches, teachers' competency, instructional resources and peer-related play contribute immensely towards preschool children's acquisition of language skills. Thus, it recommends that the government should formulate regulations to enforce adherence to the Kenya National Nutrition Language and Literacy Policy whose aim is to oversee linguistic growth and development amongst citizens.