

**AN EXAMINATION OF THE EFFICACY OF INSTRUCTIONAL PACKAGES ON
TEACHING OF LANGUAGE IN EARLY CHILDHOOD EDUCATION IN LANG'ATA
SUB-COUNTY, KENYA**

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ABSTRACT

The role of instructional packages in teaching language in early childhood education settings cannot be overemphasized. However, ECDE learners' listening, reading and writing skills is still wanting. Thus, the proposed study was focused on examining the efficacy of instructional media on language teaching in early childhood in Lang'ata Sub-county, Kenya. The objectives of the study were focused on types of instructional packages and their efficacy in teaching listening, reading and writing skills. The study was guided by The Cognitive Load Theory. The study used mixed methods approach and applied concurrent triangulation research design which enabled the researcher to use the quantitative and qualitative methods during the same timeframe and with equal weight. Questionnaires were used to collect data from ECDE Center Managers and ECDE Teachers whereas observation schedules (Opinionnaires) were used to gather information ECDE learners. The target population for the study comprised 50 ECDE center managers, 450 ECDE teachers and 2000 ECDE Learners in Lang'ata Sub-county. Using The Central Limit Theorem, 5 preschools, that is, 10% of targeted 50, were sampled. Based on the same theorem, 300 respondents, that is, 12% of 2500, were sampled. The researcher applied stratified sampling to create at 5 different strata based on the number of zones. From each stratum, 3 ECDE Center Managers were selected using purposive sampling, 27 ECDE teachers and 30 ECDE Learners were sampled using simple random sampling. Piloting of research instruments was conducted amongst 2 ECDE Managers and 8 ECDE teachers from 2 ECDE Centers in Lang'ata Sub-county to establish validity and reliability. Reliability was determined using split-half method and reliability coefficient determined using Pearson's Product Moment Correlation Method which yielded a value of $r = 0.65$ indicating high internal reliability. Data analysis began by identifying common themes. Frequency counts of the responses were then obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data was analyzed thematically whereas quantitative data was analyzed using descriptive statistics in Statistical Packages for Social Science (SPSS Version 21). The findings of the study were presented using tables. The study established that there are different instructional packages such as instructional games, simulation, problem solving media and teacher utility software which enhance teaching of listening, reading and writing skills in early childhood. It is evident that instructional package is best suited for teaching of language skills such as learning listening, spelling, reading and comprehension skills. Thus, the study recommends that language teachers must take the advantages of modern technologies in teaching and learning. In this respect they need to acquire competency and the required ICT skills. Constant workshop and re-training programmes should be carried out on modern methods of teaching and procedure for developing and production of instructional packages for language teaching in early childhood settings. The use of instructional package for teaching language should be encouraged by the government and the Ministry of Education. Each early childhood centers should have an Educational Technology

Center where teachers and early childhood learners could get modern instructional packages for integration into teaching and learning.