

**EFFECTS OF EARLY CHILDHOOD INSTRUCTION ON CONCEPT
FORMATION IN PRESCHOOL CHILDREN: A CASE OF OGEMBO DIVISION,
KISII COUNTY, KENYA**

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Abstract

The study aims at investigating on the effects of early childhood instruction on concept formation in preschool children in Ogembo division Kisii, county. This is important because concept formation in preschool children can positively or negatively impact on the intellectual and social competence of children at a higher level of learning. The purpose of this study was to evaluate the effects of instructional strategies in concept formation among preschool children, to identify the instructional strategies that preschool teachers use in enhancing concept formation in children, to examine how learning environment influence the teachers choice of instructional strategies, to establish the involvement of managers in concept formation and to find out the materials used by preschool teachers in enhancing concept formation in young children in Ogembo division Kisii county. The target population was 152 headteachers, 152 managers, 302 teachers and 3040 preschool children. The target population was sampled by the use of stratified random sampling. The study used descriptive survey design. Questionnaire and interview schedule was used to collect data. The results then presented in tables, figure and graphs. Reliability was ascertained through pilot study done in the neighboring division of Ogembo division. Data was interpreted and analyzed by the use of both qualitative and quantitative techniques with the aid of statistical package for social science (SPSS). Both primary and secondary data was used in this study. The study established that concept formation among children in preschool in Ogembo division was affected by factors originating from the learning environment, the involvement of teachers and managers in the implementation of instructional strategies in preschool. The study shall enable teachers, managers and the curriculum developers to know the strategies and activities that can be employed in the instruction in order to enhance concept formation in early childhood centre. The study also shall enable curriculum developers to incorporate the instructional strategies and activities in the syllabus for ECDE children.