

Influence of instructional materials on pre- school learners' performance in mathematics and science in Kahawa Zone, Nairobi County.

Muriira Caroline Karimi

Reg No. E45/25948/09

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of Bachelor of Education Degree in Early Childhood Education in the Department of Educational Communication and Technology.

University of Nairobi

2012

DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

Muirira Caroline Karimi

Signature CKarimi Date -20-11-2012

Reg. No E45/25948/2009

This project has been submitted for examination with my approval as a University Supervisor.

Mrs R. Kahiga

Department of Education, Communication and Technology

Signature [Signature] Date 20/11/12

ABSTRACT

The pre- school stage of education is an important stage for every child. It is here that basic knowledge is given to the children and foundation for an economically productive and satisfactory life is given. For this objective to be achieved, there is reason for pre-schools to provide adequate instructional resources to the teacher's to improve their work and thus improve the teaching outcomes of the pupils.

The purpose of the study was to examine the influence of the use of teaching / learning materials on children performance in pre-schools in Kahawa Zone, Nairobi County. To achieve this, the study looked at the following variables: types of teaching / learning materials, utilization of teaching and availability of teaching /learning materials.

The study adopted a descriptive survey design to establish the influence of teaching and learning materials on the performance of learners in Kahawa Zone in mathematics and science. The study targeted a sample of 12 teachers and 12 head teachers. Data was collected using questionnaires and an observation schedule. Qualitative data was coded and classified into major themes from which a summary report was made while Quantitative data was analyzed using descriptive statistics supported by tables, graphs, frequency distributions and percentages. Data analyzed formed the basis for research findings, conclusions and recommendations of the study.

The findings obtained from head teachers, teachers and an observation schedule indicated that teaching and learning resources were inadequate in most early childhood development centres in Kahawa Zone. The study revealed that desks, textbooks, chairs, science kits and classrooms were inadequate in the centres. The study therefore recommended equipping of preschool classes with adequate learning materials of different varieties to aid in teaching sciences and mathematics.