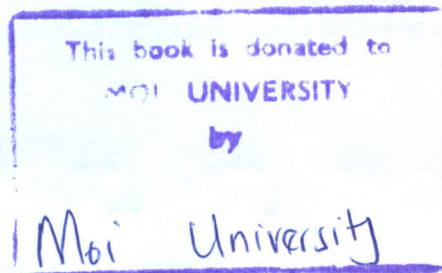


**THE INFLUENCE OF INSTRUCTIONAL RESOURCE
AVAILABILITY ON THE CHOICE OF TEACHING
METHODOLOGIES BY PRE-SCHOOL TEACHERS
IN KENYA. A STUDY OF BARINGO COUNTY**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
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ABSTRACT

The study investigated the influence of resource availability on the choice of teaching methodologies by pre-school teachers in Baringo District. Instructional resources are useful to facilitate learning as young children are fascinated by the objects in child-centered approaches as recommended by K.I.E(1999) and other institutions. However, there is a tendency by teachers to make frequent use of other teaching strategies which may not necessarily be particularly effective but may be occasioned by other factors. Specific objectives were to determine pre-school teachers' characteristics, influence of teachers' professional training on methods, influence of class factors on choice of teaching methods and influence of play activities on choice of teaching methods. The study was carried out in Kabarnet municipality and Kabartonjo division in Baringo District. The study was based on Piaget's (1964) theory of learning which asserts that children's mental constructs are developed through their experiences in the environment and that experiences are necessary for intellectual development. Justification on the study rested on the failure by reviewed literature to address how qualifications, experience, inadequacy of physical and material resources influence the choice of teaching methods. The researcher employed descriptive survey design. The target population was 103 pre-schools and 206 pre-school teachers whose sample size comprised of 31 schools and 61 respondents. Two teachers in the selected sampled schools were observed. The instrument used was majorly questionnaires, interview and observation schedules. A pilot study was administered to the population not participating in the study to verify the validity and reliability of these instruments; the pre-schools were divided into urban and rural. Of each category private and public, stratified random sampling was employed to select pre schools and teachers to be sampled in the study. Data was analyzed by use of Statistical Packages for Social Sciences (SPSS). Descriptive statistics used were frequencies, percentages and tables to present the data. The data analysis revealed that availability and adequacy of space and number of ECDE children had a great influence on the teaching methods teachers adopted. Inadequate finance, low remuneration, poor storage facilities and lack of commitment were sighted as reason for failure of the use of child centred methods of teaching. In addition most rural pre-school centres were managed by primary school teacher's, who showed less concern with regards to the methods teachers used. The study makes the following recommendations: The government should urgently initiate systems to employ trained ECDE teachers who will be deployed to public centres to ensure quality and relevant education is provided to the young generation. Further in-service training courses to be reintroduced, to both individuals and collective effort on the part of teachers to refine and update themselves on new development regarding pedagogy and children be encouraged to tell stories and teach class songs, dances and games and use available resources effectively.