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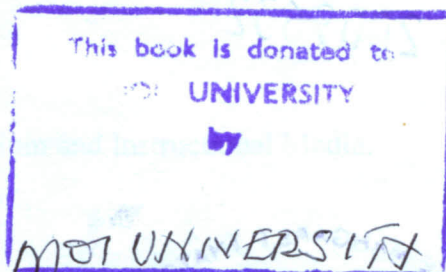
A COMPARATIVE STUDY OF THE EFFECTS OF SELECTED TEACHING METHODS ON PERFORMANCE IN EARLY CHILDHOOD EDUCATION IN KENYA



BY



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A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY IN EARLY CHILDHOOD AND PRIMARY EDUCATION DEPARTMENT OF CURRICULUM, INSTRUCTION AND EDUCATION MEDIA

**SCHOOL OF EDUCATION
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NOVEMBER 2011



ABSTRACT

In this study the researcher set out to investigate the effects of selected teaching methods on performance in Early Childhood Education in Kenya. Two methods were singled out (play way and Teacher centered strategy methods) for detailed investigation given their common use (s) at ECDE Centers across the entire area of the study. Although the new and contemporary ECDE syllabus (May, 2008) adopted the thematic integrated learning approach and is the current approved approach for all ECDE in the country, teaching and learning is commonly done through play way and teacher centered methods. There is a relationship between instructional methods and learner performance (Bruce 2002). Many ECDE centres spread in Bungoma North District have not aided the learners to excel in subsequent levels of education (District Education Report of May 2009). The foundation schooling knowledge is reflected through the K.C.P.E and K.C.S.E results which are not pleasant (2008/2009 results). It is for this reason that the researcher undertook to investigate the causes of under performance from the foundation level (ECDE) handling of teaching and learning. The study was guided by social interaction approach theory which explains child's learning as an interaction between the developing child and the environment. Thirty ECDE centers were selected at random based on the criterion as follows:- ECDE centers that embraced learner centered method and those that used the teacher centered approach, those in sub – urban and those in rural settings; public primary schools parented and those privately sponsored. In the selected ECDE centers the researcher selected 75 ECDE teachers, 2 DICECE officers and 2 DQASO by purposive sampling procedures. The study adopted cross sectional research design. It involved the use of observation schedule, questionnaires, interview schedule and score test in the collection of data on the variables under investigation. The data collected was analyzed by use of descriptive and inferential statistics. For descriptive statistics, frequency tables, pie charts and bar graphs were used to present the findings. ANOVA was used to test the hypotheses. The study revealed that play way methods were being used in ECD centers and their frequency varied from one center to the other. There was significant relationship between play way methods and performance but in many ECD centers were characterized by inadequate infrastructure for the use of play way methods. From the findings, it was recommended that: All policies and guidelines of establishing ECD centers should be followed to the latter. Existing ECD centers that do not have the required materials and facilities be improved and play way methods are a better approach to teaching ECDE children with a higher performance index.