

**IMPACT OF TEACHING-LEARNING MATERIALS ON EARLY CHILDHOOD  
EDUCATION EMUHAYA EAST ZONE, EMUHAYA DISTRICT; KENYA**

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UNIVERSITY.**

**NOVEMBER 2010**

## DECLARATION

This research project is my own original work and has not been presented for examination in any other learning institution, or university.

.....  
Lilian Esikuri

Date 14/12/2009

  
.....  
sign

### **APPROVAL**

This project has been submitted for examination with my recommendation and approval as university supervisor.

Signature ..... Date .....

Name: WOMUZUMBU MOSES

### **DEDICATION**

I dedicate this work to my beloved mum who has supported up to this extent and children who are still learning. I wish them best of luck in their endeavors. May they live to prosper.

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## **ABBREVIATION**

|                     |  |
|---------------------|--|
| <b>ECDE</b> .....   | Early childhood development and education      |
| <b>DICECE</b> ..... | District centre fro early childhood education  |
| <b>QUASO</b> .....  | Quality assurance and standards officer        |
| <b>KIE</b> .....    | Kenya institute of education                   |
| <b>M.O.E</b> .....  | Ministry of education                          |
| <b>NACECE</b> ..... | National centre for early childhood education. |



## **DEFINITION OF TERMS**

- ECDE** Early childhood development and education. Refers to that period of life from 0-8 years that is crucial for holistic development.
- DICECE** District centre for early childhood education. It is a unit charged with dissemination of early childhood activities in the country.
- NACECE** Stands for national centre for early childhood education. Refers to the national unit within KIE charged with dissemination of early children activities in the country.
- QASO** Quality assurance standards officer. Refers to officers charged with ensuring quality of education in Kenya. Initially referred to as inspectors of schools.
- TRANSITION** In this study, it refers to the movement of children from ECDE to class one.
- BICYCLES** Means of transport that is commonly used, in western province of Kenya where there are no good roads for vehicles.

## **ABSTRACT**

The topic of this report was the impact of teaching –learning materials on early childhood education.

The objectives were:

- Importance of teaching and learning materials.
- The role of teaching and learning materials in implementation of ECDE curriculum.
- Factors to consider when developing and selecting learning materials.

The research was carried out by the use of descriptive survey methods to collect data. It was done through questionnaire, interviewing of teachers and classroom observation. Twenty three schools were sampled out in Emuhaya East Zone.

The findings indicated clearly that teaching learning materials play a key role in learning of ECD children. Most subject and schools that performed well were those with equipped varieties of teaching and learning materials.

In conclusion this study has confirmed the hypothesis that there is a relationship between teaching and learning materials and the teacher performance in ECDE centers in Emuhaya East Zone in Emuhaya Division.

For the purpose of improving and stimulating learning and fostering health growth and development in Emuhaya East Zone, the researcher recommends that children should be provided with appropriate materials, guidance, stimulation and core. The ECDE teachers in liaison with primary school teachers should be ready to exploit community potential around them and as much as possible.

## **CHAPTER ONE – INTRODUCTION**

### **1.0 Overview**

This chapter gives an over view of the study. It presents an outline of the background to the problem and the statement of the problem. It states the objectives of the study, significance and purpose of the study. Delimitations and limitation are also highlighted. The operational terms used in study are defined.

### **1.1 BACK GROUND OF THE STUDY**

Early childhood development and education (ECDE) is a period of child growth and development from 0-8 years. The concept of ECDE in Kenya date back to 1940's since then the ECDE has undergone a lot of reformation especially in terms of increase in the number of ECDE caters.

According to the recently launched early childhood development and education services standard guideline for Kenya, the government of Kenya sectional papers No. 1 of 2005 is in pursuant on a policy frame work on education training and research and has developed a comprehensive early childhood development (ECDE) policy frame work to ensure that quality services are delivered efficiently and effectively at all times in ECDE centers/institutions in Kenya. Every child shall have a right of life, survival and development, parental care, name and nationality, registration at birth, non discrimination, protection from all forms of abuse, education, privacy, leisure and recreation, early stimulation, shelter, and proper and adequate nutrition, health care and parental spiritual guidance.

Since the burden of ensuring the provision of ECD education services through the country is too wide for the ministry of education, it has adopted the policy of partnership which allows the participation of various partners in ECDE programs in provision of physical facilities, feeding programs, learning and teaching



resources and health services. (World Bank 1997-2004) According to the ECDE guideline are to provide education geared towards development of the child's mental capabilities and physical growth, to enable the child to enjoy living and learning through play, to enable the child to develop understanding and appreciation of his/her culture and environment, and to enrich the child's experiences to enable him/her to cope better with primary life. The above objectives clearly show that ECD education should be directed towards enhancing the development of all round child. The ECD education is therefore responsible for fostering the child's development including the social as well as physical development. (ECDE Guideline 2001) that is why the government is putting a lot of emphasis on early childhood education.

Quality early childhood education is very vital in every society, and Kenyan society is not an exception. According to Kitao (1995) curriculum, materials, teaching methods and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for the learners and to adopt them if they are not.

It is important therefore to state that the use of teaching and learning materials makes it possible for children to grasp concepts and skills very fast if well utilized. Littlejohn and Windealt (1989) argue that, materials have hidden curriculum that include attitude towards knowledge, attitude towards the role and relationship of the teacher and child. They also have values and attitude related to gender and society. Materials have an underlying instructional philosophy, approach, method and content, including both linguistic and cultural are likely to find interesting and motivating. Since many teachers are being busy and do not have time or inclination to prepare extra materials, they prefer text books and other commercially produced materials. It is important for teachers to

know how to choose the best materials, make supplementary materials and how to adopt materials for different activities.

It is believed that when teachers select, prepare and use teaching and learning resources as required, the main goal of holistic growth and development in children is achieved. Research has shown that successful teachers are those who make use of teaching and learning materials effectively. (Piaget's Theory)

According to Kitao (1995), the classroom and daily routine should be organized so that children should organize their materials by the help of the teachers and do their own activities. For the purpose of different abilities, materials in use should be slightly higher in their level of difficulty than the child's current level of ability. This, Kitao says, will allow them to learn new skills and acquire new knowledge. This active engagement in learning- individually, in whole class groups is central to the curriculum.

When teachers adopt the recommended methods of teaching and evaluation, the education of children is assured. ECDE teachers in Emuhaya East Zone are not an exception. Based on the background of this study, the researcher sought to establish the impact of teaching and learning materials on implementation of ECDE curriculum in the zone.

## **1.2 Statement of the problem.**

The care and education of young children has continued to fall to the bottom of priority list until there is a shift in public understanding about the economic of rising the next generation. Research has shown that learning in children takes place through play with materials. In order to facilitate learning teachers and caregivers needs to prepare and provide materials to children. It has been noted with concern that in Emuhaya east Zone, most ECDE centre have not been provided with enough and appropriate teaching and learning materials. ECDE



stakeholders and parents who hail from this area have complained about the degenerating standards in the sub-sector of early childhood education, blaming each other and without offering any tangible solution.

The transition of children from early childhood development and education of children from early childhood development and education centers to std 1 has been marked by complains from Std 1 teachers blaming ECDE teachers on poor handling of children while in ECDE centers. They point out lack of teaching and learning materials in ECDE centers as one of the reasons. Inspection reports and assessment reports have also revealed that most ECDE teachers have inadequate materials for use in teaching ECDE activities effectively.

The researcher therefore sought to establish the impact of teaching and learning materials on implementation of early childhood development and education curriculum in Emuhaya East Zone.

### **1.3 The purpose of the study**

The purpose of this study was to find out the impact of teaching and learning materials on implementation of early Childhood Development curriculum in Emuhaya East Zone.

### **1.4 Objectives**

The study was guided by the following specific objectives.

- To establish the availability of teaching and learning materials in ECDE centers.
- To find out whether EDCE teachers had the knowledge and skill in using teaching and learning materials.
- To investigate the impact of teaching and learning materials on EDCE curriculum.



### **1.5 Significance of the study**

It is hoped that the findings of this study will benefit all education managers and other partners in Emuhaya District.

The researcher hoped that the research finding will benefit the ministry of education in assessing the implementation of ECDE curriculum through the use of teaching and learning materials. On the other hand, NACECE and KIE will be in position to assess the effectiveness of the teaching and learning materials produced by their departments. DICECE will also be able to use the report in strengthening materials development in school.

The findings may benefit the community members and enable them to understand the importance of teaching and learning materials and hence support to the teachers. Researcher findings may give the head teachers a deep understanding of the relationship between the child, learning and materials, thus giving him the strength to give advice to their teachers. At the same time TAC Tutors may use the findings to improve on servicing ECDE teachers on material development. QUASO's may use the findings for assessment and advice to ECDE teachers about the use of teaching and learning materials.

The findings established will be useful in reviewing materials development and use in Emuhaya district. At the same time the findings are likely to be of great importance to other parties interested in ECDE Education and for holistic development of the child. Data collected will be of great benefit especially in identifying ECDE activity areas that need attention.

ECDE stakeholders will be able to understand various problems and constraints that face the ECDE teachers in developing and using teaching and learning materials.

It is hoped that the findings of this study will open a venues that could be researched that require teaching and learning materials.

#### **1.6.1 Delimitations**

The researcher was delimited to Emuhaya East Zone, whose topography was well known to her. She therefore incurred minimum expenses as most of the area of study was covered on a bicycle. Since she comes from the same area, she had easy time in interpreting the information provided to her especially during oral interviews.

#### **1.6.2 Limitation**

The researcher found it hard to prepare research tools because of non-availability of funds. There were some ECDE teachers missing due to absenteeism.

#### **1.7 Review**

This chapter has discussed the importance of early Childhood development and given reasons why it is important for caregivers to take keen interest in young children. It has also stated why it is important for any government to invest a lot in Early Childhood Development.

## **CHAPTER TWO – LITERATURE REVIEW**

### **2.0 Overview**

The review of related literature was focused on the following areas:

- Importance of teaching and learning materials
- Theories of teaching and learning materials
- The role of teaching and learning materials in implementation of ECDE curriculum
- Factors to consider when developing and selecting learning materials.

### **2.1 Importance of teaching and learning materials**

Teaching and learning materials is one of the most important components in Early Childhood Development and Education. "Young children require materials they can squeeze, roll, scratch, pinch, taste, throw pound and chew. These enable them to learn as much as they can about objects in their world." (Ng'asike 2002).

It is important that ECDE teachers go for materials that will help to promote a variety of skills. Children's knowledge and skills come about when they use objects to fit information into mental structures. According to Ng'asike, (2002), experiment with materials, can help children learn that things are soft others bounce, some are hard while others breakup, some taste bad; some are smooth while others are scratchy. The acquired knowledge becomes useful in their future growth and development.

Materials integrate various development aspects in children. They enhance children's physical, mental, social, emotional, moral and spiritual development. When materials are used in play, they help the child to acquire knowledge and practice what he already knows in play. As they interact with different materials, children acquire both large and small motor skills development and strengthen their body muscles. Use of play materials involves the child's total self and use of



all forms of energy. Play with materials has been proved to be the single most provident of relief and balances of the child's mental, social and emotional status. (Kuffaro 1974) states that "play is the visible language in his concerns, conflicts information,wishes, hopes pleasure and questions." For play to be meaningful, different materials must be engaged.

When a teacher has materials to use in a lesson, his/her effectiveness is felt. With better and relevant materials, his professional capabilities are more fully utilized and better results are accomplished. Teachers with experience know well that materials help children to practice and master familiar skills and at the same time challenge children to move to a new skill. Materials make children actively involved in manipulation of objects and become mentally involved and attentive. They improve their concentration skills and become more competent as they practice with objects" (Ng'asike 2002).

Play with materials encourages children to repeat pleasant experiences. Materials strengthen children's memory and understanding. They therefore need varied and challenging play materials and opportunities to discover their environment. Since learning involves senses, through use of materials, teachers, and caregivers need to prepare and provide all types of teaching and learning materials. Litlejohn and Windealt (1989) argue that, "materials have hidden curriculum that include attitude towards knowledge, attitude towards the role and relationship of the teacher and the child. They have values and attitude related to gender and society. Materials have an underlying instructional philosophy approach, methods and content including both linguistic and cultural information. Materials should be chosen based in part on what children, in gender are likely to find interesting and motivating. "Ng'asika (2002) argues that, "Children should find joy and motivation in discovering the materials and should be able to engage in self directed learning." He says that, "Discovery materials should also be selected in a way that they help to promoted a variety of skills

and others are chosen because they are self correcting," it is therefore important that teachers carefully select their teaching and learning materials if they have to achieve their objectives.

### **2.3 The role of teaching and learning materials in ECDE**

According to the current trend in education, the best Early Childhood Education is delivered by well trained, well educated, well skilled and knowledgeable teachers. Bishop (1985) states that, "there is a danger and self deception for our country to fail to understand the important role and place of teachers in the development of our country. Poorly paid discontented and frustrated teachers cannot bring about the required economic, cultural and moral remuneration necessary for better future for our country."

A better future means good education for future citizens. The burden of making sure that the children are provided with better conditions for learning rests on the community. It is the work of teachers to select and provide materials that are suitable for learning. The purpose of materials is to help children master familiar skills and at the same time challenge them to move to new skills. According to Kitao (1995) the role of the teacher is to help learners by providing, making and choosing materials. Teachers are supposed to elaborate on those materials and also monitor the progress and needs of children and finally evaluate them."

It is important for teachers to know how to produce and select the best materials, make supplementary materials for the class and how to adopt materials for different activities. Trained teachers are expected to provide relevant and suitable materials, but it is importance to note that materials depend on the level of the learners, and influence the theme and the learning activities. It is therefore important that teachers be equipped with skills and knowledge in developing, selecting suitable materials and putting them into use in the classroom. Bishop (1985) states that, "if there is to be change and attempt



at curriculum improvement is the preparation of suitable text books, teachers' guides and other teaching and learning materials.

Materials are instrumental in improving and shaping the curriculum. The classroom and daily routine should be organized so that children should organize their materials by the help of the teacher and do their own activities. The materials in use should be slightly higher in their level of difficulty than the children's current level of ability. This will allow them to learn new skills and acquire new knowledge. Allwright (1990) argues that materials should teach children to learn. That there should be resources books for ideas and activities for learning and that they should give the teachers rationale for what they do. At the same time, O' Neil (1990) in contrast argues that, "materials may be suitable for children's needs even if they are not designed specifically for them. He emphasizes those they help learning and teaching." Producing one's own teaching materials can ensure that they are relevant, flexible and adaptable.

#### **2.4 Factors to consider when developing and selecting learning materials.**

Selecting teaching and learning materials is one of the most important skills that an ECDE teacher should have. Selection involves picking, choosing and developing appropriate materials relevant for teaching and learning. Adequate care should be taken when selecting the materials for ECDE children. Kitao (1995) states that, "materials that are appropriate for a particular class need to have an underlying instructional philosophy, approach, method and techniques which suits the children and the needs. They should have correct, natural and current information."

It is important for teachers and caregivers need to have criteria to follow when selecting the right material for stimulating young children. The criteria include; safety, appropriateness for learning use, durability use in more than one activity,



ability to be used in varied ways, pleasing in appearance and aesthetically appealing to children. (Ng'asike 2002)

It is important for teachers to have knowledge and skills for selecting and using the best materials, making supplementary materials for the class and how to adapt materials for different activities. Teachers are expected to provide relevant and suitable materials for use in the classroom. It is important that materials provided be able to influence the theme and the learning activities. Teachers should therefore be equipped with knowledge to help learners to learn. Teachers have to follow the curriculum and provide, make or choose materials to be used. They may adapt, supplement and elaborate on those materials and also monitor the progress and needs of the children.

Children like materials that are brightly colored and attractive. Teachers should select materials that are liked and interesting to children. Ng'asike (2002) states that materials for children should be simple with variety of shapes, colors and texture. Materials should be constructed with aesthetic appeal and in line with principle of good design. They should be brightly colored and attractive. He adds that, walls, furniture and floor coverings should be painted with neutral solid colors to provide a background to the learning materials. Wall displays should encourage children's curiosity and inquisitiveness.

There is need to provide as many different materials as possible for children use. This will enable them practice their new skills as well as old skills. The materials provided should be used in different learning activities to stimulate a variety of skills. There is every need for the teachers and caregivers to make sure that the materials given to children are suitable for their small hands. They should be in such a way that they should do not cause any difficulty when being used by children. On the other hand they should not be unnecessary difficulty to discourage children. KITAO (1995) states that the materials should be at slightly

higher level of difficulty than the child's current level of ability to allow them to learn new concept and skills. Otherwise he says, materials should be easy to understand. The teachers and children should be able to understand the information and message on the materials. Teachers need to learn how to find them, and how to best exploit these characteristics.

George Bishop (1985) state that if there is to be change and improvement in education, there must be adequate resources. Basic to the success of any attempt at curriculum improvement is preparation of suitable text books, teacher's guides and other teaching and learning materials. Kitao (1995) urges that, curriculum, materials, teaching methods and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adopt them if they are not.

## **2.5 Theories of teaching and learning materials**

Education philosophy has played an important role in establishing Kenya's education system. Currently the curriculum used in our schools has borrowed from various theories fronted by different philosophers. They are in these theories that we get methods and education system we use in schools.

According to Jean Piaget, children form new knowledge from their actions on objects through the mental process, known as accommodation and assimilation. Brunner (1975) state that, play with materials aids children in using materials to solve their problems. Children who had an opportunity to play freely with sticks and clamps were able later to figure out how to use their materials to obtain a prize that was out of reach.

Maria Montessori (1870) observed that children go through sensitive periods. Materials used by children are designed for them to use seeing, touching,

hearing, feeling, moving, smelling, rolling and manipulating. The materials allow children to meet their needs through individual spontaneous activities. Children use scientifically selected materials to build their concentration and self discipline. A child is expected to work independently without any interference from an adult. Children use the sequenced materials and equipment to work without even a teacher.

On the contrary, John Dewey (1859) advocated learning through experience. Children manipulate concrete objects and involve in self activities and learn based on their interests rather than upon teacher- selected learning activities. Development and learning must not be left entirely to the initiative of the child and that teachers should look for opportunities during children spontaneous, self interest activities to include traditional subject matter.

According to Pestalozzi (1746) on the other hand many necessary facets of learning are not likely to occur simply through the child's own initiative. He developed what he called "objects" lessons. Through active manipulation of various objects, counting, measuring, feeling and touching, children came to learn many important concepts.

In all, Maria Montessori states that the child should be left alone to work without the interference of a teacher, but John Dewey argues that involving a teacher is important, while the child is given freedom to select activities of interest rather than the teacher providing activities. However Dewey feels that the contribution of the teacher is very vital. On the contrary, Pestalozzi finds it fitting for the teacher to give guidance to the child. Kenya's education system has borrowed a lot from all these schools of thought to come up with its curriculum in ECDE Education.



## **CHAPTER THREE – METHODOLOGY**

### **3.0 Overview**

This chapter consists of the following: Research design, Location of the study, Target population, Sampling techniques and sample size, Data collection instruments, Data analysis and presentation techniques.

### **3.1 Research design**

In this study the researcher employed a descriptive survey design. This enabled the researcher to gather information, summarize, present and interpret information on the impact of teaching and learning materials on implementation of ECDE curriculum. According to Welmand and Kruger (2001) a research design describes what we are going to do with participants, with a view to researching conclusions about the research problem.

### **3.2 Location of Study**

The study was conducted in ECDE centers located in Emuhaya East Zone of Emuhaya District of Western Province. Emuhaya District that was recently carved from Vihiga District. Currently it is made of two divisions namely Emuhaya and Luanda divisions. Each division is divided into two educational zones. This study was conducted in Emuhaya east zone – Emuhaya Division. The zone has 23 primary schools with 23 ECDE centers.

The area is thickly populated with a population of approximately 160,775 people. Of recent a few people have started engaging in small scale tea farming. Malaria is common in the area.

### **3.3 Target population**

The target population comprised of 23 head teachers from 23 primary with 23 ECDE centers and 46 teachers from 23 ECDE centers.

### **3.4 Sampling techniques and sample size**

The researcher used the following sampling techniques

- Saturated sampling
- Simple random sampling technique

The researcher used saturated sampling to sample out all the 23 (100%) head teachers as participants in the study. Additionally he employed simple random sampling to sample out 30 (65%) ECDE teachers to respond to the study. Therefore the researcher had a manageable sample size out of 23 head teachers and 30 ECDE teachers as subjected of study.

### **3.5 Data collection instrument**

The researcher used questionnaires, observation schedules, interview schedules and document analysis to collect data.

#### **3.5.1 Questionnaires**

This was administered to pre-school teachers and collected information on the following:

Background information of the teachers, for example; academic and professional qualification, teaching experience

Availability of resources for curriculum implementation

The kinds of support receive from parents on material development.

The kind of support they receive from head teachers as far as material development is concerned.

### **3.5.2 Observation schedule.**

The researcher presented herself at the centers to observe teaching and learning materials in the centers, how teachers use them in lessons, books and other reference materials in the centers. The purpose was to ascertain the availability of teaching and learning materials.

### **3.5.3 Interview schedule**

The researcher prepared questions to be used. The interview schedule was administered to ECDE teachers and the head teachers for the purpose of getting information about the kind of support provided and received.

## **3.6 Document analysis**

This was used by the researcher to analyze teachers' academic and professional qualification and curriculum records. This enabled the researcher to obtain information of teacher's qualification and children records.

### **3.6.1 Data collection procedure**

The researcher got a letter from Kampala International University authorizing the researcher to conduct the research. The researcher then sought permission from D.E.O Emuhaya district to conduct the study in Emuhaya east Zone. The researcher then visited ECDE centers with permission from head teachers for familiarization, introduction, conducting of interviews and carrying out the study.

### **3.6.2 DATA ANALYSIS AND PRESENTATION TECHNIQUES**

The researcher analyzed the obtained data by using tallying, frequencies, modes, median and mean. The analyzed data was presented data was presented by the use of tables, graphs, charts and polygons.



### **3.7 Review**

This chapter has discussed various methods used in collecting and carrying out the study. Location and target population is clearly spelt. This has made it easier for future researchers to understand any questions that may arise from this study.

## CHAPTER FOUR – FINDINGS AND DISCUSSIONS

### 4.0 Overview

This chapter begins with the main purpose of the study and the findings for the research questions.

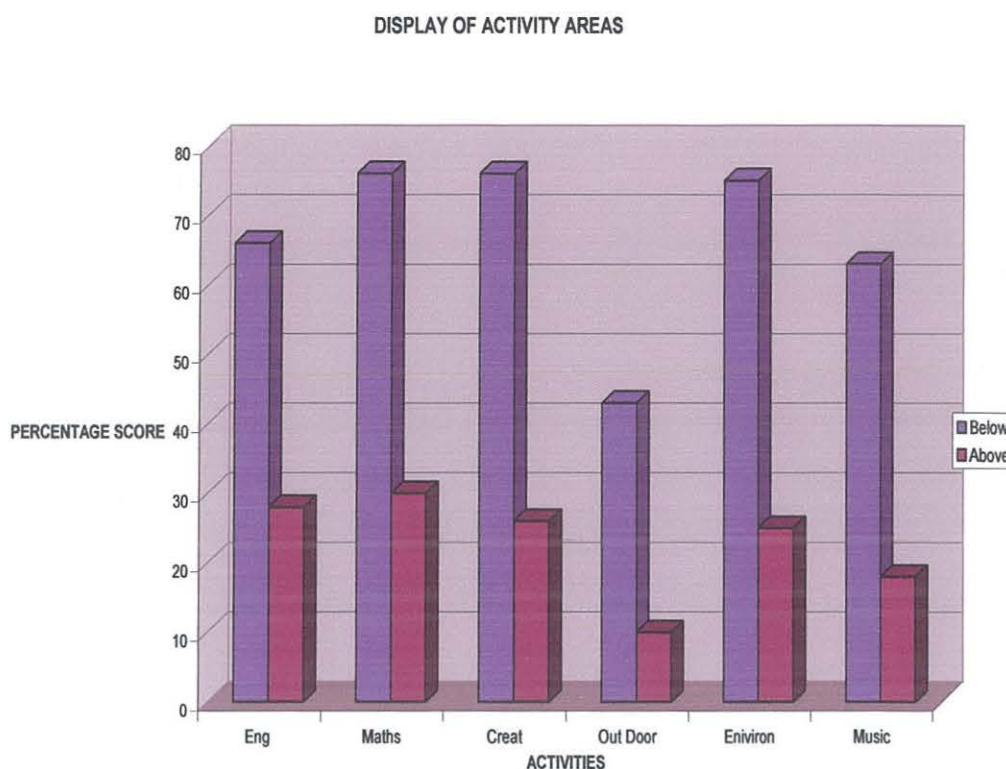
The main purpose of the study was to find out the impact of teaching and learning materials on implementation of early Childhood Development and Education Curriculum in Emuhaya District. The research was carried out by the use of questionnaires, observation schedule and interview schedule, in which the respondents were pre-school teachers and head teachers of primary schools in Emuhaya East Zone in Emuhaya District. The raw data was presented and analyzed through table's figures and pie charts.

#### 4.1 Table 1: The relationship between professional qualification and availability of teaching materials in ECDE centers.

| ACTIVITY AREA | Below Average | Above Average |
|---------------|---------------|---------------|
| Language      | 40            | 17            |
| Maths         | 46            | 18            |
| Creative      | 46            | 16            |
| Out Door      | 26            | 6             |
| Environment   | 45            | 15            |
| Music         | 38            | 11            |

Professional competence is one of the most important aspects of teacher performance. The table above shows points awarded on materials display in classes. The same information is also reflected in the figure below.

#### 4.1 GRAPH 1 DISPLAY OF ACTIVITY AREAS



The data above clearly shows that many schools do not have enough materials in different areas. Out Door was the most affected activity area with only 10% of the school found with fairly enough materials. Schools that had enough materials performed well and children were able to explore and manipulated a variety of materials performed well and children were able to explore and manipulated a variety of materials. On the contrary, schools with less materials lamented that lack of materials was due to poor storage facilities, lack of know how, lack of funds, lack of appropriate time to concentrate in the production of materials, and motivation of teachers by stake holders. Schools with less

materials performed below average. This was a clear indication that teaching/learning materials play a key role in the learning of ECDE children

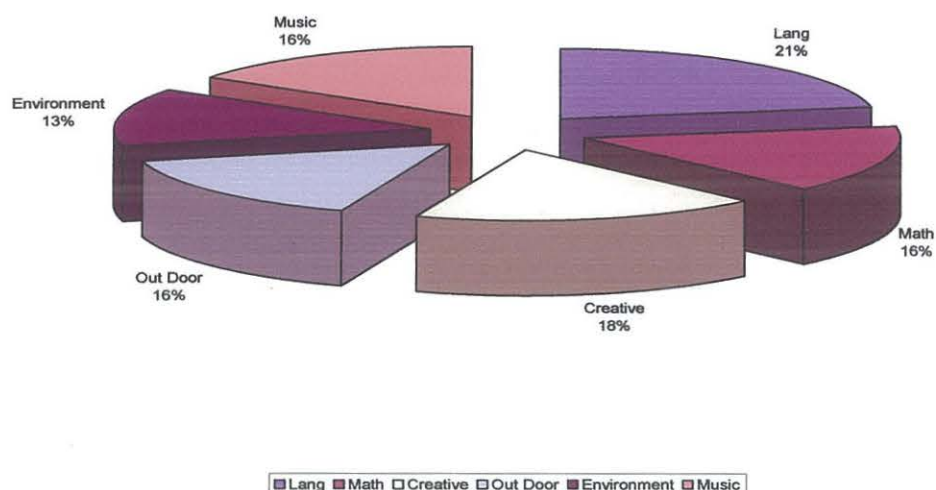
**4.2 Table 2: The relationship between teachers' knowledge/skills and effective use of teaching/learning materials.**

| ACT. Area | Points of trained teachers | Points to UTs | Differences |
|-----------|----------------------------|---------------|-------------|
| Language  | 7                          | 2             | 5           |
| Maths     | 6                          | 2.5           | 3.5         |
| Creative  | 5.5                        | 1.5           | 4           |
| Out door  | 5                          | 1.5           | 3.5         |
| Environ   | 6                          | 3             | 3           |
| Music     | 4.5                        | 1             | 3.5         |

The table above shows how teachers were awarded points on the use of teaching/learning materials in different activity areas. The figure below also reflects the same information.



## 4.2 GRAPH 2 How materials are used in activity areas



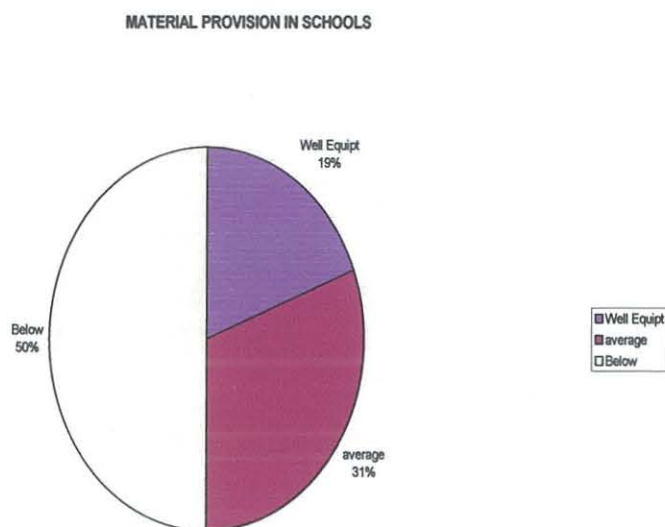
The figure above shows the difference in the use of teaching and learning materials in different activities areas by trained teachers and untrained teachers. Untrained teachers lack skills that are at times augmented by negative attitude of parents. The fact that there is a big difference in the use of materials by the two categories of teachers shows that trained teachers are well placed to handle ECDE children. Language had the highest difference mark with 21% followed by Creative with 18%. The nearest difference between the two categories of teachers was environment with 13%. This in itself proved that knowledge and skills contribute a lot in the teacher's performance.

**4.3 Table 3: The relationship between provision of teaching/learning materials and children academic performance.**

| Activity area | Well equip | Average equip | Below average |
|---------------|------------|---------------|---------------|
| Language      | 3          | 7             | 10            |
| Math's        | 5          | 9             | 10            |
| Environment   | 3          | 8             | 8             |
| Creative      | 6          | 6             | 7             |
| Out Door      | 4          | 5             | 12            |
| Music         | 2          | 2             | 16            |

One of the main factors that contribute to children's academic performance is the provision of teaching/learning materials. The above table shows how activity areas were equipped with materials different activity areas. The same information is also shown in the pie chart below.

**4.3 Graph 3 materials provision in schools.**





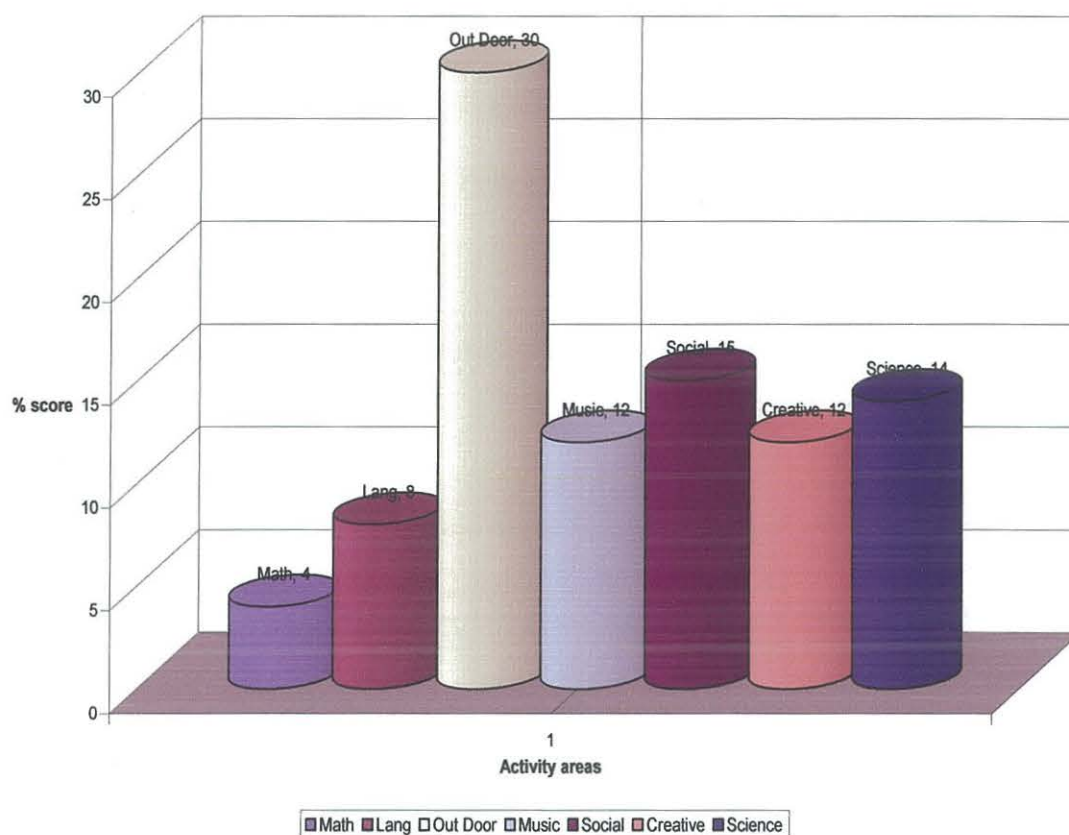
The pie chart above explains why a number of schools performed poorly in Emuhaya East Zone. 50% of the schools were rated below average while 31% were rated average. Lecture method is very common and this is why teaching in most ECDE centers is ineffective. Well equipped schools only took 19%. There might be other factors apart from materials that affected performance, but generally, schools that were provided with enough teaching/learning materials performed well when compared to those that were not provided with enough materials. This in itself proves that teaching and learning materials play a very important role in children's academic performance.

**4.4 Table 4. Difficult activity areas in ECDE CURRICULUM.**

| ACT. Area | Tally  | Frequency | Percent |
|-----------|--------|-----------|---------|
| Math      | /      | 1         | 4       |
| Lang      | ///    | 2         | 8       |
| Out Door  | /// // | 8         | 30      |
| Music     | //     | 3         | 12      |
| Social    | ////   | 4         | 15      |
| Create    | ///    | 3         | 12      |
| Science   | ///    | 5         | 14      |

The table above shows how teachers rated activity areas and came out with level of difficult in teaching.

#### 4.4 GRAPH 4. Difficult activity areas.



The figure above reflects the same information. It shows that teachers found it hard to teach out Door more that any other subject. Science was voted as the second hardest with 19%. The reason behind this was because of lack of teaching materials in those areas. Maths and language were the only activity areas that were approved by teachers as being comfortable activities to be taught, and this was because the areas were properly provided with materials. It was observed that children enjoyed these activities very much because of the materials provided. This in itself was a clear prove that when children are provided with materials, learning becomes enjoyable and interesting.

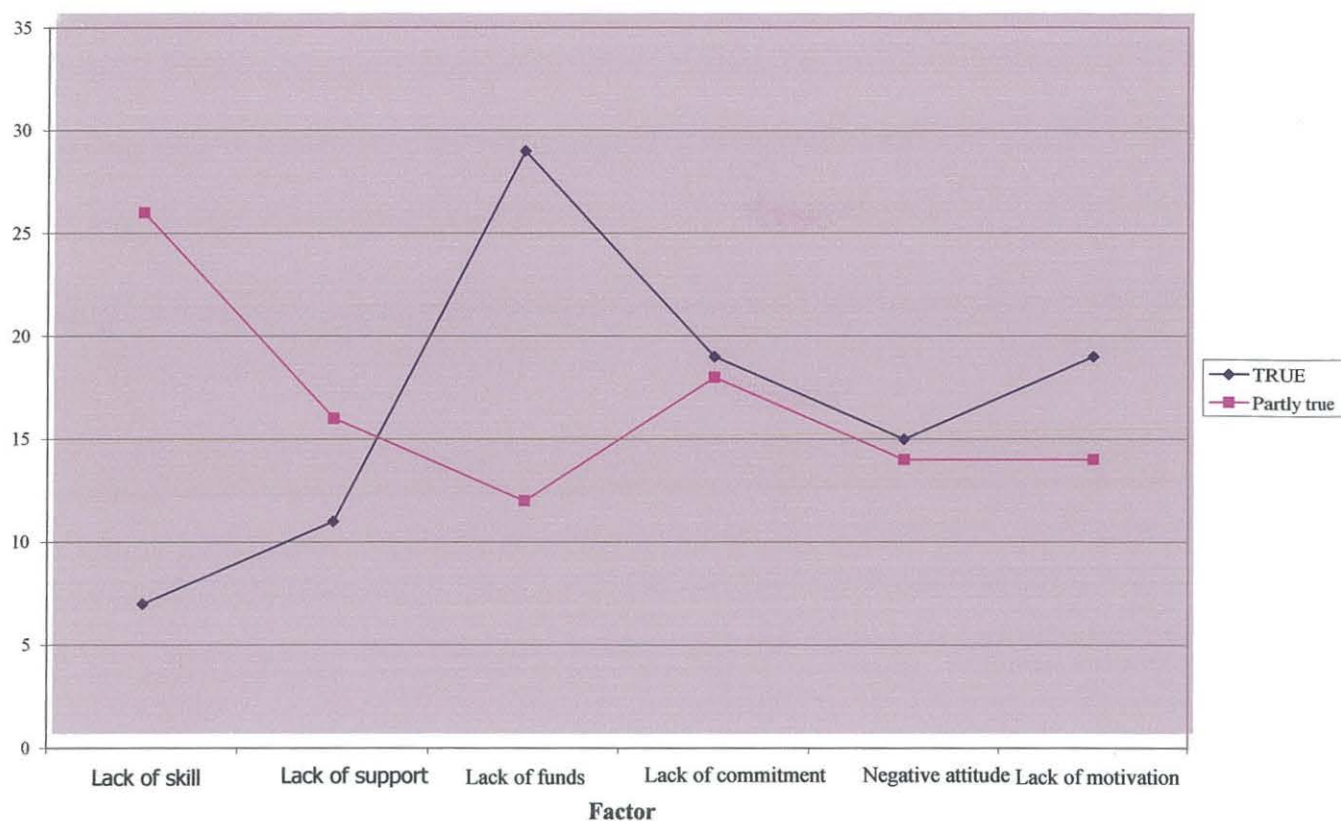
**4.5 Table 5: Problems encountered with material development**

|                    | <b>True</b> | <b>Partly</b> |
|--------------------|-------------|---------------|
| Lack of support    | 11          | 16            |
| Lack of funds      | 29          | 12            |
| Lack of commitment | 19          | 18            |
| Negative attitude  | 15          | 14            |
| Lack of motivation | 19          | 14            |

The table above shows how teachers voted to explain the problem behind the failure to provide materials in ECDE centers. The diagram below gives the degree and reason at which materials development is affected. Some teachers voted True while others voted partly true.



#### 4.5 GRAPH 4. The factors that contribute to lack of teaching- learning materials.



Many factors were sighted as main contribution in the lack of teaching and learning materials in Emuhaya East Zone. While interviewing teachers on the reason that contributed to this, 29% felt that lack of funds was the main cause, while 12% felt that lack of funds was not fully the cause, but just played part. Lack of motivation and commitment of teachers also featured prominently, but it came out that several factors played part. At last, the general conclusion was that there were a number of constraints that hindered teachers in their work as ECDE teachers and child providers.

#### **4.6 Review**

The chapter looked at various factors that affect learning in ECDE centers. It also to analyze different results gathered from teachers and tried to come up with the real situation on the ground. The chapter has come up with clear picture of how teaching and learning materials affect learning in ECDE centers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains summary, conclusion and recommendation of the findings.

#### **5.1 SUMMARY**

This study has focused attention on materials provision and in ECDE centers in Emuhaya East Zone in Emuhaya District.

It is important to note that this study has clearly shown that teachers play a major role in the provision of teaching and learning materials at the school level.

After carrying out this research, the researcher observed that well equipped centers perform well and children are handled by trained teachers as compared to centers that are manned by untrained teachers. The indication here is that teacher's knowledge and skill, support by the teachers commitment play a major role in the school academic achievement.

On the contrary, the researcher also observed that there are a number of constraints that face teachers and are negatively affecting their work. The impact of those constraints is accentuated by negative attitude and policies that cater very little for ECDE education. Research showed that school inspection by quality assurance and standard officers has during inspection, and this is because of the stress given to FPE programmed.

The researcher found out that little is being done terms of support and motivation of teachers. The community around these centers shows little concerns in the ECDE project.



## **5.2 CONCLUSION**

In conclusion this study has confirmed the hypothesis that is a relationship between teaching and learning materials and the teacher performance in ECDE centers in Emuhaya East Zone in Emuhaya District. It is therefore important to note that:

- 1) Lack of teaching and learning materials in some schools is an indication that some teachers lack the commitment.
- 2) The fact that we have some well performing schools is an indication that if well motivated, teachers can be committed to their work.
- 3) The fact that some teachers were unable to use the materials appropriately is an indication that knowledge and skills play a major role in the teacher's performance.
- 4) The fact that most teachers are unwilling to impress their work positively is an indication that there is a number of constraints that face them and are negatively affecting their work.
- 5) The state of physical facilities set aside for ECDE classes in a number of schools showed that the little interest is put in the ECDE project by the community.
- 6) Few inspections reports available in zonal offices and indicated in school log books is a clear evidence that little is given to ECDE centers.

## **5.3 RECOMMENDATIONS**

For the purpose of improving and stimulating learning and fostering health growth and development in Emuhaya East Zone, the researcher recommends that children should be provided with appropriate materials, guidance, stimulation and care. The ECDE teachers in liaison with primary school teachers should be ready to exploit community potential around them as much as possible. ECDE teachers are the kingpin of material provision in schools. Potentially they are also an ideal entry point for primary education in that a child cannot conveniently enter std 1 and do well without going through an ECDE

class. In view of this, there is need to devote more resources to the support of ECDE teaches as the gesture would impart positively on the well being of each member as far as his/her work is concerned and ultimately their school.

Efforts should be made to alleviate some of the constraints facing ECDE teachers. This would involve a consideration of token remuneration of their services that are essential and which to date are largely voluntary. There is also need to intensify training seminars as this would improve teacher's performance. There is need for vigorous training on issues which relate to material provision and how to use them in class. Efforts to provide materials through merry go round should be intensified throughout the zone to equip schools with necessary materials needed for effective learning.

The community around the pre-school should be educated on its role in the development of ECDE project.

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## **APENDIX A**

### **A QUESTIONNAIRE FOR EARLY CHILDHOOD EDUCATION TEACHERS**

#### **INTRODUCTION**

Hallow sir/Madam

You are privileged to be one of the respondents selected to participate in this study. The purpose of the study is to establish some facts on teaching and learning materials on ECDE curriculum. Your positive response will give a feedback to the MOEST regarding implementation of Early Childhood Education curriculum. It's an ideal to be honest and give individualized responses. Any information so obtained shall be exclusively confidential. The questionnaire consists of three parts and you will be instructed and guided on how to respond to each part. Tick on an appropriate answer/ write the needed information in the space provided.

#### **Instructions**

1. Do not write your name on this paper.
2. These questions are based on impact of teaching and learning materials on implementation of ECDE curriculum in Emuhaya East Zone – Emuhaya District.
3. Any answers that you give will be treated confidential.
4. You are requested to respond by ticking in the brackets provided.
5. Some questions you will be required to write a full commend.

## Section A-General information

NAME OF SCHOOL: \_\_\_\_\_

DATE OF PARTICIPATION: \_\_\_\_\_

RESEARCHERS NAME: \_\_\_\_\_

RESEARCHER'S PROJECT NAME: \_\_\_\_\_

RESEARCHER'S SIGNATURE: \_\_\_\_\_

### Number of teachers in the school

SEX: MALE \_\_\_\_\_ FEMALE \_\_\_\_\_

### Number of children in the ECDE centre

Boys \_\_\_\_\_ Girls \_\_\_\_\_ total \_\_\_\_\_

## SECTION A- TEACHER'S INFORMATION

1. Teaching experience in years. Please tick as appropriate.

Less than a year [ ] between 1-2 years [ ]

Between 2-3 years [ ] between 3-5 years [ ]

Above 5 years [ ]

2. Indicate by putting a tick on your academic qualification.

Without CPE/KCPE [ ] With CPE/KCPE [ ]

KJSE [ ] KCSE [ ]

A-LEVEL [ ]



Others \_\_\_\_\_

specify \_\_\_\_\_

---

### 3. Professional Qualification (Training)

DICECE 2 year in service course ☐ short course 5 weeks ☐

Montessori ☐

Other specify \_\_\_\_\_

### 4. Your age bracket

Below 18 years ☐ between 18-25 ☐

Between 25-30 ☐ between 30-35 ☐

Between 25-30 ☐ between 40-45 ☐

Over 45 years ☐

### Section B- Availability of Materials

1. How do you develop the materials used in teaching?

In groups with other teachers ☐ individually ☐

Brought by ECDE parents ☐

Other specify \_\_\_\_\_

1. Who among the following contributed a lot in providing the materials currently in use?

The teacher ☐ the parents ☐

Collected by children ☐ from the surrounding ☐

Supplied by DICECE ☐

2. List down problems you encounter with ECDE class as far as material provision is concerned.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

#### 4. CHECKLIST-CLASS DISPLAY AND RECORDS

| ACTIVITY AREA           | Very good | Good | Average | Below average | Not available |
|-------------------------|-----------|------|---------|---------------|---------------|
| Language corner         |           |      |         |               |               |
| Math's corner           |           |      |         |               |               |
| Out door corner         |           |      |         |               |               |
| Science corner          |           |      |         |               |               |
| Social corner           |           |      |         |               |               |
| Music & movement corner |           |      |         |               |               |
| Creative corner         |           |      |         |               |               |

### 5. Availability of reference Books

| Books               | Available | Relevance | Suitability | In use |
|---------------------|-----------|-----------|-------------|--------|
| ECDE Syllabus       |           |           |             |        |
| Guide series1, 2& 3 |           |           |             |        |
| Toy Materials       |           |           |             |        |
| Thematic 1A & IB    |           |           |             |        |
| Thematic teaching   |           |           |             |        |
| Others              |           |           |             |        |

### Section C- Information on Knowledge and skills

1. How do you rate thematic approach as a method of teaching?

Easy [ ]

Difficult [ ]

Not sure [ ]

2. Thematic approach of teaching has been success in most schools in Emuhaya

East Zone

Strongly agree [ ]

Disagree [ ]

Undecided [ ]

3. Thematic approach of teaching is well understood by ECDE teachers

Agree [ ]

Disagree [ ]

Undecided [ ]



4. The following are activity areas taught in ECDE centre. Tick any activity or activities you find difficult in handling.

Mathematics ☐ language ☐

Out door ☐ music & movement ☐

Social ☐ Science ☐

Creative activities ☐

5. Which type of grouping is used in the class?

None ☐ ability grouping ☐

6. Use of teaching/ learning materials

Not enough ☐

Enough for all children ☐

7. Teacher's method of teaching

Involves children in demonstration ☐

Children not involved ☐

8. Teacher's relationship with children.

Mixes freely with children ☐ children not free ☐

9. Class control.

Good ☐ fair ☐ not good ☐

10. Using the table below place a tick in the box against each factor in the column that best explains the degree of seriousness of the factor that tends to affect the provision of teaching and learning materials.

| <b>FACTOR</b>  | <b>V. true</b> | <b>Not true</b> | <b>Not sure</b> |
|--|----------------|-----------------|-----------------|
| 1.Lack of skill in the production of materials             |                |                 |                 |
| 2. Lack of support from the relevant people                |                |                 |                 |
| 3. Most materials not readily available in the environment |                |                 |                 |
| 4. Lack of funds to purchase some of the necessary tools   |                |                 |                 |
| 5. Commitment of teachers to some other business           |                |                 |                 |
| 6. Lack of self commitment                                 |                |                 |                 |
| 7. Negative attitude of parents                            |                |                 |                 |
| 8. Lack of motivations                                     |                |                 |                 |

### **Section D – Impact on ECDE curriculum**

1. Compare the following lessons

a) A lesson taught using materials in group activities

Can be covered quickly within 30 min. [ ]

Cannot be covered within 30 min [ ]

b) A lesson taught with the use of teaching/ learning materials.

Is very enjoyable to both teachers and children [ ]

Is boring to both teachers and children [ ]

2. List down two advantages of using materials in an ECDE class.

---

---

3. List down two reasons why some teachers do not use teaching/ learning materials in their lessons.

---

---

4. Why do you think it is necessary for teachers to prepare their teaching and learning materials in advance?

---

---

5. Why is it important that every child should have his/her own materials when teaching is in process?

---

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6. How do you rate children who join std 1 from ECDE class

Excellent [ ]      good      [ ]

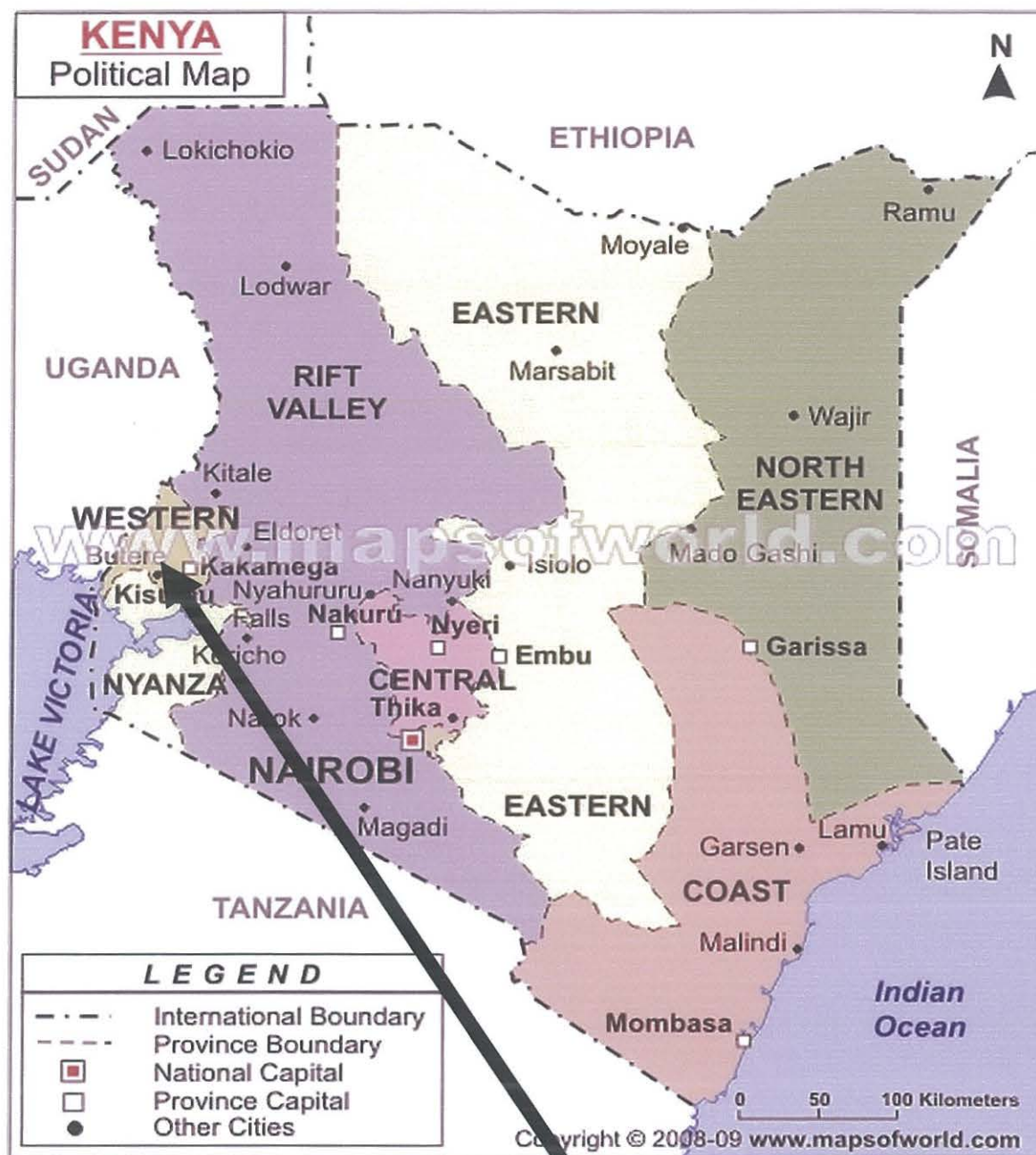
Average [ ]      below average [ ]      poor [ ]

## 6. QUALITY OF MATERIAL & TEACHER PERFORMANCE

| Specific area  | Very good | Good | Average | Below average |
|--|-----------|------|---------|---------------|
| 1. Availability of materials                           |           |      |         |               |
| 2. Durability  |           |      |         |               |
| 3. Attractiveness                                      |           |      |         |               |
| 4. Appropriateness                                     |           |      |         |               |
| 5. Relevance to the theme                              |           |      |         |               |
| 6. Neatness of materials                               |           |      |         |               |
| 7. Locally available materials                         |           |      |         |               |
| 8. Use of teaching & learning materials by the teacher |           |      |         |               |
| 9. Use of materials by children                        |           |      |         |               |
| 10. Children's participation in group activities       |           |      |         |               |
| 11. Work given to children                             |           |      |         |               |
| 12. Teacher's assessment of children's work            |           |      |         |               |
| 13. Method employed                                    |           |      |         |               |
| 14. Class organization                                 |           |      |         |               |



## Appendix B



**EMUHAYA DISTRICT (RESEARCH AREA)**



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## Office of the Director

3<sup>RD</sup> DECEMBER 2009

### TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... LYLIAN ESIKURI

..... REG.# BED/ECPE/15519/71/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.


He/she wishes to carry out a research in your Organization on:

The impact of teaching-learning material on  
Early childhood Education Emuhaya East zone,  
Emuhaya District, Kenya

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

  
Kule, J.W  
Deputy Director

