

**IMPACT OF LEARNING RESOURCES ON THE ACADEMIC
PERFORMANCE OF PRIMARY SCHOOL PUPIL'S,
A CASE STUDY OF TINDIRET ZONE NANDI
SOUTH DISTRICT, KENYA)**

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DECLARATION

I declare that this research proposal is my personal work and that it has not been prior submitted in any university for the award of a degree.

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APPROVAL

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02/10/2009.....

DEDICATION

I dedicate this dissertation to my entire family members, friends and most especially to my wife Hellen Korir, my son Kiptoo and Mum for their tireless effort to see me at school and their financial help to complete this research work.

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DEFINITION OF OPERATIONAL TERMS

Education: is the act of acquiring formal education.

Learning- This is the process of acquiring of knowledge, skills and attitude to positive modification of behavior.

Learning resources- These are the instruments used for instructional purposes to stimulate learning.

Performance- This refers to the product or the outcome of learning process measured with use of instruments such as creativity, testing or examining, explore and determine the intelligent design of pupil's.

Primary School- It is the first learning institution which provides learners with the foundation of knowledge.

Primary- school pupil's - children between 3-11 years who attend primary school.

Resource- Facilities to enhance learning.

Resource Center- A specific place or center dealing with provision of providing information on the particular issues and learning resources to the learning institution.

Zone- A unit of an area where education is contacted.

School: This areas were formal education is contacted

LIST OF ABBREVIATION

T.A.C	-Teacher Advisory Center
T.V	-Television
D.E.O	- District Education Officer
A.E.O	-Area Education Officer
KISE	-Kenya Institute of Social Education

ABSTRACT

Early childhood education forms the foundation for the child's future formal, informal and even non- formal learning. It is here that basic knowledge is given to the child and foundation for the economically productive and life satisfying is given. This was achieved with reason to provide adequate and effective learning resources to both the pre-school teachers and pre- school children with a view to improve in their everyday participation and performance in their learning activities. The quality and quantity of instructional resources available in the pre-schools determine the quality of education that children acquire.

The study will strive to give a survey on the impact of learning resources on the performance of pre- school children Tindiret Zone. The study was guided by research questions that were set to establish the impact of instructional resources on the performance of pre- school children in their instructional process. The target population was education officials in the zone, all the pre- schools in Tindiret Zone, Nandi south district while the sample will comprise of fourteen randomly selected pre-schools, 14 teachers, 20 children and 10 parents.

The study selected *ex-post design facto design*. There were questionnaires for education officials and teachers, an interview schedule for the parents and a checklist for the children, which were used to collect data.

The study found out that schools in the zone have learning resources while others have no leaning resources. The study also found out that different children perform differently in their instructional activities because of varied provision of learning resources both at home and while at school. The study discovered that all respondents would co-operate in order to make the study a success.

CHAPTER ONE; INTRODUCTION

1.0 INTRODUCTION

The research based on the learning resources and the performance of primary school Pupil's.

1.1 Background to the Study

Learning is change in performance that occurs under condition of practice (McGeoch and Irion, 1960). Guthrie (1932) asserts that learning is responding differently to a situation because of the past response to the situation. "It can be considered as the resultant of individual attempt to solve a problem" he contends.

Learning resources refer to those materials, situation, equipment or person that support or aid the learner in understanding of concepts or ideas presented to him/ her in a learning environment or situation. They can therefore be categorized into human and non- human resources. The material resources could be either commercially or locally obtained, while human resources include everyone involved in learning of an individual. Immediate and general environment acts as essential resources in the learning process just like the arising situations do. The non- human resources can further be categorized into two groups: the book and non-book materials. (Berik and Norman 1975).

The human resources can be looked upon as the professional and non-professionals who participate in the growth and development of the pre-school children. They serve as audio perception when the teacher in an instructional process reads the information of content to the learners.

Learners come to school with their own learning materials and thus it is the responsibility of the teacher to use the potential in the learner to develop him/ her intellectually John Dewey (1859- 1952).

A teacher who has excellent techniques for communication with and stimulation of his/ her learners may have a great deal of success in teaching. The state of culture and rapidity of change determines the worth of what is taught and therefore must be considered in the education of pre- scholars. The non- book materials include human resources thus teachers, resource persons, peers, physical facilities, environment, real objects, models, field trips and financial resources. The effective uses of resource s provide the learner with a wide range of elective activities so that their interests are broadened and nourished, for example touching them (Kathleen M.Snow, 1973).Characteristics of different resources impact differently on the learners' performance (J.J Rousseau, 1978). He emphasized that children should be allowed to explore the world and use the environment to suit their needs and interest.

This point at the availability of a learning resource becoming environment is itself an important resource for learning. There is need therefore to investigate further into the theory and find out whether the characteristics of a given learning resource really influence learning process in terms of the acquired behavior in relation to the sensory condition and special education needs. Some may have visual limitations while others may be intellectually challenged and their cognitive ability is affected. With this in mind, it is important to consider the characteristics if learning resources used in Tindiret Zone primary schools, in order to evaluate their relationship with the performance of the primary school children.

Performance indicates the positive and effective accomplishment of a task. It is a qualitative result of an activity measured through the use of

instruments such as observation, questionnaire, interview or a test or an examination. In the pre-school situation, performance can therefore be referred to as a qualitative outcome of an instructional process attained at the end of an instructional period as measured by the behavior modification of the learner. The implementation of Early Childhood Education curriculum should begin with the creation of a safe enabling and protective environment for the child. (Standing, 1962). Environment has a definite order and seeks to motivate the child to develop at his\ her own pace (Montessori, 1912). It is specifically designed to help the child achieve a sense of self, self- master, independence and mastery of the environment.

Provision and availability of learning resources varies from one school to the other, according to the individual schools characteristics. Some pre-schools may have inadequate and ineffective learning resources due to factors such as economic deficit of the community, knowledge level of the stakeholders being low and inaccessibility to the relevant materials for easy acquisition and\or improvisation. For example, classroom may be completed i.e. no putting of facilities, no adequate and competent teachers or no support staff, and insufficient text books and other printed materials. Other schools may be adequately equipped and provided with all the necessary learning resources hence the disparity. The uniqueness and individuality of the resources are the dominant themes within which four areas of development are emphasized. In Montessori Method (1912), programmes are not imposed on the child but are inherent in materials chosen. (Bayer,1960).

1.2 Statement of the problem

Primary schools in both rural and urban areas have different and vary in levels of provision of learning resources leading to diversity in the

performance of primary school pupil's in their learning activities. This situation has a direct negative effect of the learning of primary scholars.

This implies that children join primary school when they are not ready prepared and this makes them to encounter difficulties in the due course. Learning resources influences the outcome. The challenges includes; the inadequacy of the resources, their level of efficiency and their appropriateness in the early childhood programmes and curriculum, lack of modified and suitable facilities, financial support, physical resources and the conducive environment for learners. Thus, the purpose of the study is to investigate the impact of learning resources on the performance of primary school pupil's in Tindiret zone.

The study focused on the play the role of establishing the performance of the primary school pupil's and the provision of learning resources in Tindiret zone in the view of recommending the appropriate production, provision and utilization of various learning resources as well as give suggestions on how to improve.

1.3.1 General Objective

Impact of learning resources on the academic performance of primary school pupil's.

1.3.2 Specific Objectives

- 1) To find out available resources that improves performance in primary schools.
- 2) To compare the performance of schools with or without learning resources.
- 3) To find out the effect of learning resources and pupils' performance in primary schools

1.4 Research questions

1. What resources are available in the primary school?
2. What is the comparison of the performance of schools with or without learning resources?
3. What are the effects of learning resources and performance of primary school pupil's?

1.5 Scope of the study

a) Contextual Scope

The study covered the impact of learning resources on the performance of primary school pupil's and the researcher needs what is behind.

b) Geographical Scope

The study covered Tindiret zone, Nandi-South District, Kenya because the performance of the overall zone has been deteriorating and find out the mitigation measures.

1.6 Significance of the study

This research report explains some factors to the reader that affect primary school education. It also explains the operating environment of primary school education and thus brings better understanding of primary school education and its limitations.

The study helps the principle researcher to recommend on appropriate strategies of improving the performance of primary school pupil's.

The research however, helps policy makers come up with appropriate policies of solving the problems of inadequate materials or facilities that affects the performance of primary school pupil's.

The research findings boosted the documented literature resource of Kampala International University.

Having undertaken the study, the researcher builds good experience and attain deeper insight of not only research but also public issues in relation to learning resources of primary school performance.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter include looking through the early research documents: literature with an aim of identifying a problem or concern and eventual number of duplication of research work is done here in this chapter. It also involves looking through other services of materials that are related to the research topic.

2.1 Introduction to Literature Review

The onslaught of colonialism, education in Kenya was informal. It was community based whereby teaching was the responsibility of members of the individual community. This kind of education was geared towards production of highly moral citizens. Every parent had to uncalculated societal cultural norms and values to the children. Young boys were taught how to behave responsibly by their fathers and their grandfathers in a social gathering and as they went out hunting and feasting. they were taught to be brave and responsible awhile young since they were to grow as future heads of their families like in 1949, Jomo Kenyatta primary school, were taught how to carry out household chores , cleaning and taking care of home in general in order to prepare them for future mothers and house keepers. On the early childhood education perspective, the Kenyan society had left that entirely to mothers and the siblings. Mothers had to train their children on the proper use of language while siblings would pass on knowledge and values to their young brothers and sisters as they sang those lullabies and sweet songs. Otherwise men hardly interacted with young children.

By 18th century missionaries came to Kenya. Their aim was to preach to people. They started school whereby Kenyans were taught basics of reading, writing and arithmetic. There were no schools and children used

to learn under the trees and write on the slates and floor. The learning centers were churches where missionaries carried on their evangelization work. It was later that the same missionaries established schools and the formal education took root. Education was discrimination in that there were schools for the white settlers who were termed as the legitimate beneficiaries of education while blacks were considered as servants. They were only given literacy so that they could communicate with their bosses. Girls were not allowed to go to school by their parents. It was believed that learned girls would develop loose morals hence, they were subjected to tending animals at home and doing household work as boys went to school. Boys were given preference in education so that they could later hold jobs and support the families.

Education is for both boys and girls. When they attain school going age (5 years) children are supposed to be taken to nursery school and later join standard one at the age of seven years.

Education system today is 8-4-4 whereby children stay in primary school for eight years, four years in secondary school and four years in the university.

It has however failed to address primary school education, a very vital to every child. Education in Kenya before the year 2003 was cost sharing based in primary school, a little fee in nursery school to cater for their expenses but for the secondary school, education was being provided for free. No emphasis has been put on the pre-school education since the policy of STD 1 registration does not require one to have undergone nursery school, but just attainment of age.

2.2 Free Education

Free education suggests that education is to be provided to every child for free, without any payment. In Kenya, free education was first introduced by the late president, Mzee Jomo Kenyatta in 1974 before collapsing in 1982. The economic crisis that prevailed in the country between 1980 and 1984 contributed greatly to the collapsing of free education. Also the government idea to review the education system from 7-4-2-3 to the current 8.4.4 contributed to the collapse due to financial implications. The political disparity of Kenyatta government and the Moi government affected negatively the allocation of education fund. Parents were supposed to pay some money, buy school uniform and feed their children while the government paid teachers at all levels except the pre-school. However free primary resurfaced when NARK government under His Excellent Mwai Kibaki took over power in 2003. primary school children are now learning free of charge. They are provided with all instructional materials, learning aids and teachers. Thus this is an indication of government's awareness of the importance of learning resources. Secondary school students have also been considered to be paying small percentage of fees since His Excellent Mwai Kibak was selected for the second term of service as the president of the republic of Kenya. This has not been extended to the nursery schools where parents have the burden of feeding their children, clothing, paying teachers, buying instructional materials and building schools.

2.3 Conceptual Review

Primary pupil's/ children, its education for early childhood education (ECE) refers to all arrangements made to provide care and education for children below compulsory school age regardless of setting, funding, number of hours and the type of curriculum (Gatumu 2003), the range of

services, which are given to children to promote their total development, given at a school site, family house, at church, through mass media and through informal gatherings.

In traditional Kenyan society the family had the role to ensure that the child received education adequately before the community took over the responsibility of bring up children in accordance with the expectation of the societal values, norms and customs. The methods used by the family to inculcate values were mainly informal, expository and transmission (Jomo Kenyatta 1949). Myers (1992) argued that all the needs of childhood must be handled in an integrated manner, "A child is born without barriers." He argued. It needs all integrated and it is we who choose to compartmentalize them to health, nutrition or education yet, the child itself cannot isolate hunger for food from its hunger for affection of knowledge". Regarding to the education of the young children aged 3-6 years who are in the age of pre- school; emphasis has been put to encourage use of stimulating materials and the environment to activate the sensory impulse on the young children. This corresponds to the principle that I hear I forget, I see I remember and I do I understand. This further suggests that use of appropriate learning resources provides the learner with better chances of attaining the anticipated outcome in an instructional process.

2.4 Learning Resources in primary school

Resources are anything that can be used to reinforce or supplement learning activities (Advance learners Dictionary). This implies that the teacher or learner in isolation or in combination may often turn to them for help, support or if need arises. They are used formally in learning or informally to facilitate learning (Gerlach V.S 1980). They include messages, people, equipments and techniques. The terms commonly

used for these resources are instructional resources, (KISE 2004). In this context, terms commonly used are instructional are educational resources, teaching/ learning aids and instructional apparatus. In an instructional process, a wide range of materials are used for play, learning and development of children educationally. These materials and equipments can conveniently referred to as learning resources. They include both book materials and non- book materials (Bewik and Norman, 1975). The resources have to be perceived through the appropriate sensory impulse by the learner if they have to be effective. However the use of learning resources tend limit or confine learning to take place in the classroom during teacher/ learner interactions but ignore the fact that learning also occurs informally as the learner interacts with the environment

2.5 Educational Resources

Educational resources are given to include ground, school building, human resources and the community. They are resources that are formally used to enhance learning in an educational programmed recommended in a specific curriculum. The ground refers to the location of the school and its surrounding such as near the road, town, village, hills and buildings. These have an impact on quality of teaching and learning experience. The school building comprises of all the physical structures elected on the ground or the site where learning activities and experiences take place. A well organized, good looking and well kept school stimulates the sensory responses of the learner enhancing learning as the learner interacts with the stimulating situations or objects within the site.

Human resources

These include parents, teacher, caretakers and the resource persons invited to facilitate learning in schools. Parents are the key resource persons in the effective learning of their children. Positive teacher/ learner / parent interactions makes the learning a shared responsibility and increases children's trust and confidence in the teacher, hence leading to motivated and effective learning.

Community

The purpose of education is to acquire knowledge, skills, attitudes, values and capabilities to enable learner live independently in adult life and above all to be able to participate and contribute to meeting the needs of his/ her community. Therefore, children must not be isolated from the mainstream society and its activities. It is in the community where children are brought up. Therefore, education of primary school education for pupils is the key to the social development of the child.

Physical environment

The physical environment of an education center also offers an important aspect to teach (Read, 1993). It comprises components such as buildings, health and safety considerations, play equipments in the school, material selected, proper and appropriate use of the available spaces and use of time. The ultimate goal for the physical environment stipulates that the indoor environment fosters optimal growth and development for exploring and learning. This is because physical environment affects behavior and development of people, both children and adults who live and work in it. The quality of physical environment, space and materials provided affects the level of environment of children and the quality of interaction between adults and children (NAEYC, 1991 accreditation criteria....Page 43).

Activities

This includes rhymes, games, singing, dance and drama, modeling, painting and craft. When learning is accompanied by these activities, there is greater enhancement and the perception of knowledge, skills and attitudes is increased. Equipments comprises of chairs, tables T.V, radio, cassette, overhead projectors, and films among others. They assist in stimulating the learner.

Materials used in teaching/ learning process includes things like black board, textbooks, any other literature toys, plants, charts, maps, flash cards, and anything present in the learning environment to facilitate learning.

Situation refers to the time such as morning, evening, thirty minutes, and attitude of the teacher during the instructional process, lighting, space, season and weather. People refer to the human resources, which includes parental participation, community and their services (resource persons) according to their professional and expertise.

Characteristics of children may include the age, motivational level, the number and length of the children's school days. This constitutes an aspect of learning resources in the sense that they will facilitate learning to a certain degree. Staff refers to the number and type of staff members both teaching and support staff which influence and affect learning (Read, K 1993). The staff includes the director, teachers, assistance teachers, aides, students in training (Student teachers) and volunteers who may or may not be parents. Others are secretaries, cooks, carpenters and drivers all of whom learning experiences may be derived from in one way or another.

2.6 Use of Learning Materials

Instructional materials play a central role in the instructional process. Hudgins (1971) asserts that teachers often depend upon text books or other written materials to provide learner with basic knowledge needed to further their learning, to participate in class discussions and to make critical judgment about an issue. This would account for the performance of the learners and bring out the desired outcome when the evaluative mechanisms are administered. He contends that any educational material is susceptible to abuse hence may lead to a negative impact in the learning process. This may therefore lead to insignificant outcome impacting negatively on the performance of the learner. He argues that only in the hands of a skillful and professional competent teacher that instructional materials come to life and makes educational contribution for which each was designed. (Ausubell 1963, 1968) propounded the theory of reception learning. He furnishes the best guide to the construction and use written and textual materials that affect the learning of the students. Miller (1957) focused on the motion pictures and educational television which in turn were derived from the drive-reduction theory by Miller and Dollard (1941). The views of Ausubell and Miller (1963, 1957) complement the views of Hudgin who gives the following categories of instructional materials; text and other print materials, audio visual materials of instruction and programmed instruction.

2.7 Text Books and other Printed Materials

Hudgins (1971) advanced that textbooks represents the major source through which students gain formal knowledge about the several subject matter areas typically studied in schools. Ausubell's concept of learning reception theory appears to be particularly relevant to consideration of text materials for instructional based on the concepts that; the materials

should follow the principle of progressive differentiation and integrative reconciliation. The material should be organized so that the basic concepts of subject matter are used. The presentation should show the conformity to the structure of each subject matter. There need to be a systematic sequential organization of materials with some attention paid to the gradation of the level of difficulty of the discussion. The textbook author should consider the use of concrete empirical props and of relevant analogies and textbook materials should be written so as to stimulate the active, critical, reflective, analytic movement of the learner.

2.8 Audio Visual Materials of Instructions

In this category, Hudgin's (1971), referred to the educational films and educational television. Others are filmstrips, still pictures and three dimensional materials. Film strips are used with the overhead projectors to display a learning situation to the learners. Still pictures in form of slides also portray a learning situation to the learners while three dimensional materials represent the real object provision during learning process.

(Miller, 1957) hypothesis says that pupils learn from instructional films if the following conditions are met: drive, cue, response and reward. When appropriately used, audiovisual materials provide a vital asset to the quality of education that teachers and schools can offer to children. Subsequently, the impact of audiovisual materials can be neutralized by inappropriate or too frequent use without regard to the relationship between what is being viewed and the central theme that the class is pursuing. When audio video materials are used indiscriminately to entertain rather than to educate, they are being perverted and little can be expected to ensure from such misuse of these materials. Examples of

audiovisual materials as given by Hudgins include educational films, tape recorder and language laboratories.

2.9 Programmed Instructions

This is another form of textual materials, which entered the educational arena in 1954. It has been heavily advanced from the idea of (Scriven 1969 Page4-5). It was reinforced (Skinner 1971) classic paper.

Scriven thesis was that, much teaching of basic facts and concepts could be achieved more effectively by the classroom teacher. Furthermore, the use of technology in the classroom would free the teacher from those kinds of teaching interaction with learners that are more humane and presumably that are more befitting the role of a teacher. programmed materials are of one or two kinds- linear or branching.

The organizational framework of preschool classroom illustrates how and what the young child is expected to learn. Such classroom is described by Gikson and Bowman (1976) as having a richness of color and vitality that evokes high pattern of responsiveness. The room is arranged to include a variety of centers of interest where children can carry out activities, ample storage space for children to have access materials to play with and interact with each other in their learning activities.

2.9.1 Instructional Media

Gagne (1974) refers to learning resource as media. He affirms that teacher or instructors who deliver instructions often select and use a great variety of print and non- print media. In conventional procedures, teachers select materials that would enable their learners to meet their desired objectives. The materials selected should be attractive enough to draw the attention of pre- school children. They should come in different colors and shape. The size should be convenient for the young children

and their safety should be assured. The print media includes books, magazines, newspapers, chart maps and posters. Magazines improve the performance of the children in the reading and pre- reading activities while models represent the reality.

Briggs (1977) has suggested that a complete lesson can contain; a statement of objectives, a list of instructional events and a list of media, materials and activities by which each event is to be accomplished. According to Gagne (1974), effective learning depends on what media may be most effective. The kind of media to be employed should correspond with the grade of class of the learner. Different features of the intended learning situations impose some limitations on the kinds of media appropriate. Pre- scholars are naturally curious owing to their level of growth and development and therefore their curiosity leads them to demand to know through many questions.

When appropriately lead to the answers to their questions through the use of instructional materials lead to concretize the concept and thus improves their performance in their daily activities. For example, when shown how to climb up a ladder and swinging, they do it confidently.

CHAPTER THREE; METHODOLOGY

3.0 Introduction

This section describes the methods and techniques that were used in carrying out the research. It touches on research design, population, sampling, research instruments, validity and reliability of instruments and data collection procedures.

3.1 Research Design

The researcher used descriptive and analytical research design. These are selected because they are effective ways of research presentation. It surveyed based on quantitative and qualitative data analysis.

3.2 Area and Population of Study

The population of the study comprised of the primary school children in Tindiret zone, teachers, parents and education officials. The pre- school children are useful in the sense that it is after observing and assessing their performance that determination were made on the effect of the learning resources on their performance. This predicted in Tindiret zone in different types of primary school having differences in age, family background and subjected to different level of resources provision and availability. They were different in both physical and intellectual abilities and comprised both boys and girls. The other components of the population were teachers, parents and education officials in the zone who provided useful information in their own right pertaining to the study at hand. Pre- schools also formed part of the population.

3.3 Sampling design

The study used stratified random sampling to get the samples of the population on which to carry out the research. The strata comprised the

children, teachers and parents. The study also used education officials from the zone to get to the information about the use of and the impact of the learning resources on the performance of pre- scholars in the zone. Stratified random sampling is convenient because it ensures that the diversity of the population is taken care of. The population was separated into non- overlapping groups known as strata. On each stratum, further random sampling were used to get to get specific representative of the population making it easier to get fine details about the research problem. Out of the ten primary schools, the research randomly selected four pre-schools. From the sampled primary schools, 25 boys and 30 girls were randomly selected. 14 teachers were selected to represent 24 teachers in the 24 primary schools. Ten parents and the TAC tutor in the zone were also part of the sample representing the population for the purpose of data collection and fact- finding.

The sample size of 103 respondents was chosen and this will be arrived at as:-

Category	Number of Respondents
Boys	25
Girls	30
Teachers	14
Primary schools	24
Parents	10
TOTAL	103

3.4 DATA COLLECTION METHODS AND INSTRUMENTS

3.4.1 Method

The researcher collected /got data from both primary and secondary sources.

(a) Primary Data

These were sourced by physical and visiting of the files and collecting data through variable tools.

(b) Secondary data

These were sourced by reviewing of documented resources as newspapers, journalists, reports, presentations, magazines and online publications.

3.4.2 Instruments

The following data collection instruments were used:-

(a) Questionnaire

These were designed in line with the topic, objectives and hypothesis. They included both open and closed-ended questions. This instrument has been selected because it is efficient and convenient in a way that the respondent is given time to consult the documents before answering the questions. It is also because the respondent can give unbiased answers since she/he is given to write whatever she/he would like to write which would otherwise be hard for the respondent to write if the researcher is present.

(b) Focus Group Discussions

The instrument were chosen because the respondents gave instant answers and the data collected were easily edited since the researcher heard when the respondents were communicating (answering) the question. The researcher was saved from misinterpretation of questions

since he can rephrase the question if not fully heard or answered so that he can get the relevant information wanted.

(c) Documentary Review

This included detailed review of already existing literature. The tool was selected because it gave accurate, correct and historical data, which were be used for future aspects.

3.5 Data Analysis

3.5.1 Quantitative Data Analysis

Editing of the information from the respondents was done. This was before leaving the respondent purposely to avoid the loss of material, misinformation and also to check for uniformity, consistency, accuracy and comprehensibility.

3.5.2 Qualitative Data Analysis

Data were analyzed before, during and after collection. Before data collection, tentative themes were identified. The tentative themes are social, economic and political factors associated with crime. After data collection, information of the same code was assembled together and a report was written.

CHAPTER FOUR:

FINDINGS, PRESENTATION AND ANALYSIS

4.0 Introduction

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

4.1 Social Demographic Characteristics

4.1.1 Age

Respondents were asked questions related to their age and the results are shown in the table below:

Table 1: Age distribution of respondent

Age group	Frequency	Percentage
Below 24	4	6.6
25 - 29	16	26.6
30 - 39	12	20
40 - 49	22	36.6
50 - above	6	10
TOTAL	60	100

Source: Primary data

The figure shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

4.1.2 Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital

status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 2: Marital status

Marital Status	Frequency	Percentage
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
TOTAL	60	100

Source: primary data

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 3: Sex of the respondents

Sex	Frequency	Percentage
Female	40	60
Male	20	40
Total	60	100

Source: primary data

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational level of the respondents

Education levels	Frequency	Percentage
Uneducated	6	10
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	22	36.6
Others	4	6.6
Total	60	100

Source: primary data

Table 4 above shows educational levels of the respondents and it revealed that 10% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 36.6% had tertiary education and 6.6% fell under other levels of education.

4.1.1 Human Resources

The study revealed that the human resources in the area are provided in varied levels. 13 out of 14 schools in the zone have enough teachers. As provided by the educational officer, there is at least one teacher for every 19 children on average. However the distribution is not well balanced as some teachers are handling up to 35 children in public pre- school while some schools in the private sector have as few as five children. The performance of pre- school children in their instructional activities differs with the availability and adequacy of the instructor i.e. the teacher. "The

more the children handled by a single teacher, the less active they are in their performance”, established in the study. This is likely so because a teacher handling 35 children would not be able to satisfy the curiosity of every child hence difficult in the acquisition of concept in the instructional process. Five children guided by one teacher would get sufficient attention and hence participate effectively in the instructional process.

The training level of the teacher indicated diversity in the performance of the pre-school children. The table below shows the training situation of the pre- school teachers as revealed by the study.

Table 2: Training levels of pre- school teachers in Tindiret zone

Training level	Number	%
Graduate teachers	-	-
Diploma teachers	-	-
P 1 teachers	-	-
Others(DICECE)	10	71
Untrained	4	29
Total	14	100

The table 2 indicates that 4 out of 14 teachers were untrained. Interview from parents indicated reservations for parents to want to take their children to schools with untrained teachers citing inadequacy in the end results of children handled by trained teachers was observed to be higher than that of children handled by the untrained teachers, hence the performance of such children would be said to correspond to the training level of the teacher.

The academic level of the pre- school teachers also revealed some relationship with the performance of the pre- school children. The table

below shows the academic level of pre- school teachers revealed by the study.

Table 3: Education level of pre- school teachers in Tindiret zone

Education level	Number	%
Degree	Nil	-
Diploma	Nil	-
Secondary level	6	43
Primary level	8	57
Others (specified Trainee)	Nil	-
Total	14	100

The table 3 indicates that Tindiret zone has attained a reasonable level of education since the majority of pre- school teachers are secondary school graduate. However, no pre-school teacher has attained diploma or degree level a situation that suggests that pre- school education is given a low deal and seen to be for those with lower level of education i.e. those people who go beyond secondary education either find it inferior to work in the nursery schools or do not recognize that pre- school teaching jobs is possible career for them.

Interview with parents indicated that those teachers with primary level of education performed better in their instructional process with the pre-school children than those with teachers with the secondary level of education. This perhaps confirms the earlier feeling that the pre- school education is for the lower candor of people in educational level.

The age and the teaching experience of the teachers also revealed some disparity in the performance of pre- school children. The study established that majority of the pre- school teachers in the zone have

been in the teaching profession for more than 15 years. The table below shows the age and the experience of the pre- school teachers in the zone.

Table 4: Age of pre- school teachers in Tindiret zone

Age	Number	Out of	%
Below 30 years	2	14	17
31-35	3	14	21
36- 40	-	-	-
41-45	1	14	7
46-50	5	14	36
Above 50	3	14	21

Source: Survey data 2009

Table 4 shows that more than 50% of teachers in the zone are aged over 45 years. They might have received their professional training 30 years ago when methods of teaching were mainly teacher centered. This would confirm the reason why performance of education in the zone has been going down as indicated in the statement of the problem earlier in this study. Interviews with parents indicated that parents prefer taking their children to the pre- schools with young and recently trained teachers, an indication that they associate the youthfulness of teachers to the performance of their children at pre- school.

Table 5 : Teaching experience of pre- school teachers

Training level	No.	Out of	%
Over 20 years	4	14	28
16-20 years	4	14	28
11-15 years	3	-	21
6-10 years	1	14	7
1-5 years	2	14	14

The long experienced teachers can easily and effectively use a certain learning resource better than the newly recruited pre- school teachers. On the other hand the newly recruited pre- teachers can use new technology to enhance learning to the pre- school children better than the old and long experienced teachers who might not be in a position to use such resources as computers, projectors and so on.

The availability of the support staff in the pre- school was seen to contribute to the performance of the pre- school children. One pre- school was seen to contribute to the performance of the pre- school children. One pre- school has three support staff: a cook who prepares lunch and snacks for the pre-school children, a driver who ferries children to and from home and a ground's man who makes sure that every activity area is ready and conducive for instructional activities. The children in that school were observed to be more active in their learning activities than children in other schools where the only person they interact with was their teacher

4.2 Book resources

The book resources refer to the print media which includes picture books, magazines, charts, maps, poster and many other printed materials which can be used by the pre- school children. The study revealed that only five schools out of the 14 pre- schools in the zone have adequate textbooks at the ratio of 1:1 for both teachers and the children. The rest of the schools have only the reference books for teachers. In some pre- schools, children were provided with book materials at the ratio of 1:5 i.e. 1 book for five children. This was observed to affect the performance of the pre- school children. Those with enough books were active in their learning activities and would display high perception of concept as they participated in language, social psychomotor and cognitive activities.

In their mathematics activities, children performed differently and this was linked to the availability of book materials. The table below indicates the performance of children in their mathematics activities.

Table 6: Children's performance in mathematics activities

School	Number of children	Score %	Book materials available
A	5	90	Best
B	10	75	Good
C	20	49	Fair
D	20	35	Poor

Source: Survey data 2009

Table 5 illustrates that exposure to book materials improves the performance of pre- school children. Those children who have poor access to books right from their homes performed far below average

4.3 Performance of the pre- school

Pre- school teachers advanced that children's level of performance differs with the use and non- use of learning resources in their learning process, " real objects makes the concepts rather than concrete but absence of the real objects makes it abstract hence difficult for the child to visualize and comprehend", says a teacher at Ridges school. Different learners perceive different activities differently. The table represents the six activity areas and the percentage perception level of the children as given by the respondent.

Table 6: The pre- scholar's performance in three activity areas

Activity Area	Total No of children	Resources used		No resources used	
		% score	No of children	% score	No of children
Mathematics	20	0- 25	2	0-25	5
		26-50	4	26-50	8
		51-75	10	51-75	6
		76-100	4	76-100	1
Language	20	0-25	0	0-25	8
		26-50	4	26-50	7
		51-75	10	51-75	4
		76-100	6	76-100	1
Environment	20	0-25	2	0-25	3
		26-50	5	26-50	9
		51-75	9	51-75	7
		76-100	4	76-100	1

Source: Survey data 2009

From table 6 above pre- school children perform best in all activity areas when learning resources are used in the instructional process. This follows the results of their performance in mathematics, language and environmental activities shown in the table. In mathematics for example, 14 out of 20 children scored above 50% when learning resources are used while only 7 out of 20 scored above 50% in the same activity when no learning activities are used. The result is the same in language and environmental activities.

4.4 The types and characteristics of pre- schools:

The school set up was found to influence the performance of the pre-school children. Private schools were found to provide different atmosphere and environment for the pre-school children. The culture, traditions and norms of the school made children's performance to be high. For example children in well managed schools reported low case of absenteeism, a situation indicating motivation level of both parents and pre-school children to attend school. The high the middle class social economic schools had their children performing higher in their learning activities judging by their participation and attentiveness than the low class social economic school set-up. The pre-schools with double sessions where children stayed from morning to afternoon also appeared to attract the performance of the pre-school children. Some parents indicated that they prefer some pre-schools for their children to others.

4.5 Infrastructure

The proximity of the pre-school can affect the performance of the pre-school children. The study revealed children performed differently depending on the position of their pre-schools from their homes. Some children struggle to their school from home making tired and lower their concentration in their instructional activities. The route from home to school may be threatening making the child scared and affect him/ her emotionally and physically. Those children who experience hardships on their way to school have their attendance affected and therefore left out in their adequate coverage of their curriculum. Some concepts remain abstract to such children while those experience no truancy have already concretized every concept.

4.6 Children's Reaction

The study revealed that different children react differently in their instructional process application of learning resources. According to the teacher's response, every child responds positively to the use of learning resources applied during their learning process. "The moment you expose a child to any form of object no matter how it looks, 18 out of 20 will respond to it though the concentration with the same object may be for a short period or a longer period", the teacher contends. The above average children take much more interesting any given learning resource than the below average ones" she continues, "only about 5% of the children in a normal pre-school class were found not to take note of the presence of any given learning resources, an indication that learning resources enhance learning. When taught without learning resources, a child responds rather negatively."

However there has been evidence that some children especially the gifted ones seem to respond to learning experience without the use of learning resources as shown in the table below.

Table 7: Performance of pre- school children according to teachers' respondent when no learning resource is used.

Reaction	No of teachers	%
Very negative	3	21
Negative	10	72
Positive	1	7
Very positive	Nil	Nil

Source: Survey data 2009

From table 7 above, 3 out of 14 teachers indicated that children taught without learning resources were very negative in their learning activities. 10 out of 14 teachers indicated that children are actually negative while

no learning resources has been used while one out of the 14 teachers suggested a possibility of children performing when taught without learning resources. This therefore can be used to conclude that teachers who are the key sources of children information have observed that there has been a teaching learning resource in order to stimulate performance in the pre- scholar. No single teacher indicated a very positive performance of pre- school children when no learning resources are used.

4.6 Efficiency of the learning resources

Teachers fronted the opinion that use of learning resources influence the understanding, and hence learning of the pre- school children. 100% of the teacher confirmed that children learn best when real objects are used in their learning process. They revealed that when children are only told about an object, it becomes very difficult for them to understand hence there is little learning that takes place. "The learning environment has to be conducive, stimulating and favorable in order to facilitate learning for the pre-school children", says a pre- school teacher in Kayu school. "Real objects and situations make the child active and participate effectively in the learning activities" she asserts.

4.7 Commonly used learning resources

Teachers gave three types of learning resources in their response. They are; the visual aids, audio resource and audio visual aids. They said that children perform better in their activities when both audio and visual aids are used. When they see an object and manipulate it with their various sensory impulses, they understand and can recognize it easily in future, hence learning is said to take place. when audio resources are used children tend to do so even in the immediate future.

The table below represents the response

Table 8: Effectiveness of learning resources in raising performance

Type of resources	No. of teachers	%
Visual	7	28
Audio	2	15
Audio \ visual	8	57

Source: Survey data 2009

According to table 8 audio/ visual resources produce the greatest effect in raising the performance of the pre- school children in Tindiret zone. This is true because 8 out of the 15 teachers indicated that children taught using the type of resource performed better in their learning activities. Only 15% of the teachers had the opinion that audio resources have any effect on the pre- scholars' performance.

When observing pre- school children in their instructional activities, the study revealed that children react differently to different types of learning resources. The table below summarizes the finding during the exercise

Table 9: Children's response to different types of resources

Type of resources	Response						
	Fair	Good	Better	Best	No. of children	Out of	%
Audio visual				√	25	55	43
Visual		√			10	55	16
Audio	√				5	55	7
Tactile			√		20	55	34

Source: Survey data 2009

When interacting with the materials, children manifested the highest level of motivation, as they would work with them even beyond the Instructional period this means once the formal learning activities were

over, the children would want to continue playing with the materials an indication that they were really interested in handling them. When deprived the chance to play with the materials, they would show annoyance and withdraw from the instructional process attention. Interaction with the teacher was observed to be quite positive especially when a teacher acted in a warm and friendly manner to the learners. Without the teacher, children would loose direction of their learning objectives and activities and therefore interfere with their performance in their activities both formal and informal. When children interacted with the teacher positively in an instructional activity they could effectively perform the activities with a lot of ease as the teacher reinforced their effort.

The teacher's encouragement to the learners made them develop a confidence necessary to make them perform an activity which would otherwise be quite difficult to them. The demonstration given by the teacher gave a real insight to the learner who could positively initiate their teacher in an activity. The environment in which children learnt was also found to be quite important in the children's performance in various activities. At school where the environment was not free, children had difficulties in exploration activities. A restrictive environment made children dull and when engaged in a learning activity, they would be limited in their performance. For example in one pre- school A, there was complete absence of stimulating environment: - a very congested school with hardly enough ground for children to play. There were no activity areas for different learning activities where children would freely explore and discover for themselves. 8 out of the 10 sampled children in that school appeared inactive and unsure of what to do where and when. In another pre-school B, the environment was quite conducive in terms of space, stimulation and variety of learning activity areas is put in place. Here all the 10 sampled children were very aggressive in their exploration

in all the activity areas. 9 out of them translating to 90% could perform many more activities compared to those in school A.

4.7 Performance of tasks without learning resources

During learning process 75% of the observed children displayed high interest and motivation when working with materials. In their mathematics activities they were very busy arranging the objects in terms of their shapes, types and number. Once they did this they would easily recall sizes and shapes they had experienced long after they abandoned the activity. This is an indication that resources used in the instructional or learning process helped children to learn concept and retain it for retrieval and recall in future. In the outdoor activities children could hardly move until subjected to a given situation or exposed to a specific object. For example they would respond positively to a command to do or to stop doing something by the teacher, the assistant teacher or even a support staff in the vicinity. Again each child would go to various corners of interest and engage him/ herself in activity depending on the nature of the activity, an indication that each one of them is acting as a human learning resource to the other, enhancing their performance.

The environment in which children were provided that with positive reaction and they engaged themselves in an interactive moment, learning was evidently observed and ascertained later. Without any learning material or conducive atmosphere, children appeared to be withdrawn. They would be dull and after sometime they would be seem asleep. They have no experience to show hence no learning would be said to have taken place. In a language learning activity a teacher in one of the pre- school had nothing to show in teaching a topic on “animals in the home”. She struggled to explain various domestic animals but soon, children would point at various objects in the classroom not related to the topic or the

theme of the day. This shows that without learning resources, children are easily distracted from participating in the prevailing learning activity hence a negative impact in the performance of pre- school children.

4.8 Views of parents on use of instructional materials

70% of parents indicated that many children are in public primary school, while 30% of parents indicated that their children are in private schools. Those who take their children to public schools sited the fees charged as relatively lower than the fees charged in private schools where only those who are economically well up can afford. However those who preferred private schools talked of availability of learning resources as the main factor that motivated them. Recruitment of learning resources of private schools is thorough and based on performance and qualification while in public schools recruitment process is not thorough. Those who took their children to private schools are the middle class parents in social economic status while the majorities in lower social class take their children to public schools. The provisions of learning resources in private schools are higher than their counterpart public school. Since parents in the upper class gave the reason for taking their children to private schools, this can be associated with the availability of learning resources available here. The lower class parents said that they opt for public schools since the fees paid there is minimal and affordable ignoring the performance of their children.

All parents interviewed revealed that there are learning resources in the pre- school they take their children. This was after understanding that learning resources comprised of all that invokes learning in the child including human and non- human resources. However they felt that the level and efficiency of the learning resource affects and influences the extent of learning among the pre- school. They quoted the four types of

learning resources namely the visual aid, audio tactile and the audio visual aids. The parents further revealed that they do visit their children in their pre- school and monitor their progress. 80% of parents confirmed that, while 20% pointed that they don't bother to visit their children in their pre- school. Those who visit their children indicated that their children are positively encouraged by their visit and their performance improves significantly. This transform the parent into a learning resource since their concern over their children helps them to improve in their performance.

In addition to the parents visit, the study revealed that children need assistance from someone in order to understand a concept or an idea at home as well as at school. All the parents interviewed confirmed that their children need assistance from someone anytime they learn a new thing. "if a child is left alone right from the birth, he/ she would not be able to even speak", said a teacher in Kenya- Njeru nursery school . "The child needs a guide in all life endeavourer", she contends. This reinforces the idea or the fact that human resources are essential for the effective learning of pre- school children.

CHAPTER FIVE:

SUMMARY CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the findings of the study giving details of the significance of learning resources in the performance of pre- school children in Tindiret zone Nandi south district. The chapter also gives conclusion derived from the study. It further gives a number of recommendations to be undertaken in order to enhance the use of learning resources in the instructional process and activities for the pre-school children, with a view to reinforce and ultimately improve their performance.

5.1 Summary

The study established that education, as a process has to be effected appropriately if it has to be of significance in the life of the learner. Perception of concept and ideas is vital for the acquisition of knowledge and skills needed in real life situation. To facilitate this, learning resources of whatever nature must be appropriately used in order to bring about positive change in the learner. The appropriate application of instructional process, using the appropriate learning resource in individualized instruction, team teaching, open classroom, work study and non- graded schools are some of historical touching on the appropriate application of instructional process. A teacher who makes use of learning resources to communicate in an instructional process stimulates his/ her learners and is most likely to achieve great deal of success in imparting knowledge to them. The study also revealed that learning resources come in different nature and type. The two broad natures are the human resources and the non- human resources. Without the human resources, non- human resources may be of little

significance in the learning of pre- school children. The human resource helps the pre- school children to conceptualize things and issues in their learning process. Children from poor families in Tindiret zone. Usually have poor access to the learning resources. Many of them do not even access to the learning pre-school education, since their parents back at home have no facilities for them to learn. They are rarely taken to ECD centers since the parents cannot afford school fees and the pre-school education in Kenya is not free. Such children are usually left alone at home as the parents go out looking for manual labor, providing the basic needs for the family. Children from rich families have been exposed to various learning resources right from their home up to the pre-school they attend. Such children have the opportunity of attending well equipped pre- school with all sorts of learning materials and therefore the three levels of pre- school education. The parents are capable of extending their learning by engaging a house help who adds up their learning experience as she shares her experience with such children at home.

It is evident from the study that private schools in Tindiret zone have adequate learning resources while the public schools lag behind and very few of them have adequate learning resources. The middle and upper class pre-schools have higher provision of the appropriate learning resources needed than lower class kind of pre- school. The performance of pre- school children were found to be high depending on the availability of the learning resources perform better and manage to complete their scope of study and achieve the expected milestone within the stipulated time which is one year in each level i.e. year 3-4, 4-5 and 5-6, when compared with their counterparts, who do not access proper learning resources.

In Tindiret zone, human learning resource is fairly provided for since the study revealed that there is at least a teacher for every 20 children. However this is quite low since the individual child's attention would not be adequate. The support staff is only available in very few pre-school an indication that children do not receive adequate attention outside the instructional process, a factor that is likely to interfere with the performance of pre- scholars. The learning environment as a resource in Tindiret zone was found to be sufficient since many pre- schools have rich and adequate space for their children. However there is need for improvement of the physical resource including the transport infrastructure which is not conducive for the young, growing and developing pre- school children who brave harsh weather and environmental condition to and from learning centers.

The book resource available in most pre- school were not user friendly since parents and teachers have not carefully selected them according to the age of children. In some schools you would find children in their 3rd level using 1st level book materials. This does not go well with developmental needs of the learner and may affect both present and future performance. The same was also evidenced where pre- scholars in the first level were subjected to the materials of the 3rd level children. It would be good if the pre-school curriculum is adequately utilized accordingly, so that children get exposed to the right resources. Children exposed to the ideal learning resources displays high level motivation to learning and their performance level is high. They are actively involved in their learning activities and displays confidence and enthusiastic to learn. They are alert and inquisitive, a characteristic that denote mental activation which translates to effective learning. The higher the provision of learning resources, the better the children performed in their instructional activities.

Children handled by trained human personnel were seen to perform better in their activity areas than children handled by untrained human personnel. Trained teachers handled their children much better than untrained teachers. However, majority of pre- school teachers in Tindiret zone were found to be trained. Children exposed to writing and reading materials performed better in their activities. In pre- writing activities, children who were exposed to pencils, crayons and papers performed better and felt comfortable in the activity than those who have never handled any of those.

5.2 Conclusion

The study has established that pre- school education forms the foundation of the children's future schooling. it is therefore essential that every effort should be made to achieve it adequately and satisfactorily if the pre-school child has to benefit from the primary, secondary and tertiary education later in life. Effective and appropriate use of learning resources is a must at all levels of child's growth and development in order to enhance learning and equip the child with hands- on experiences upon which new knowledge is built. The study has clearly shown that performance of pre- school children in Tindiret zone is directly dependent on the availability of learning resources which comprises both human and non- human resources. Therefore, it is important that every stakeholder involved in the provision of pre- school education play an active role in ensuring that learning resource are adequately provided in the pre- school education fraternity both qualitatively and quantitatively for the better foundation of the early childhood education.

5.3 Recommendations

The study revealed that Tindiret zone has diversity in the characteristics of the learning resources available for the pre-school children and that

characteristic of the pre- scholars themselves. The human resources are available in different levels of provision and availability. The environment seemed to differ significantly from one type of pre- school to other while the infrastructure of the pre- schools indicated a shortfall. In view of the findings, the study has come up with the following recommendations;-

The community should be sensitized on the need to include male teachers in the pre- school education so that there are role models for both boys and girls in the pre-schools.

The training of pre- school teachers should be improved so that every pre-school has a trained human resources person to handle the pre-school children with a view to enhance uniform performance for all of them. The government to spearhead the provision of free and compulsory pre- school education and empower parents to be able to take their children to ECD centers Emphasize on the three levels of pre- school education i.e. level 1, level2 and level3. Every pre-school class to be limited to 15 children to be handled by at least one trained teacher and one assistant teacher. Every child in ECD center to be equipped or provided with a relevant text book for his/ her level to manipulate it alone and with the help of an adult in an instructional process. Learning materials and equipments be supplied to all schools equitably and to be centrally prepared considering the cultural implication, aesthetic value and stimulating aspect.

Every pre- school to be put in an area sufficient to cater for play activities in a free environment devoid of hazardous objects/ situation for the learner. Roads and paths leading to and from the pre- schools be safe for the young children.

A uniform curriculum for all the pre- school children to be used.

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APPENDICES
APPENDIX A:
QUESTIONNAIRES

I KORIR. K. JOHN a student of Kampala International University pursuing a Bachelor's Degree of education kindly requests you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the award of Bachelor Degree of education. I therefore affirm that this information is purely for the academic purpose

Part A

QUESTIONNAIRE TO THE EDUCATION OFFICIALS

1. How many pre-schools in the zone have adequate human resources?

0-2 ☐

3-5 ☐

6-8 ☐

9-10 ☐

2. What types of instructional materials are commonly used in the pre-schools in the zone?

Visual materials ☐

Audio materials ☐

Tactile materials ☐

Audio/ visual materials ☐

3. What is the level of provision of learning resource provision in the pre-school) in your zone?

Very poor ☐

Poor	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fairly good	<input type="checkbox"/>
Excellent	<input type="checkbox"/>

4. What effect do the learning resources have on the performance of pre-school children in their instructional activities?

Positive

.....

.....

.....

.....

Negative

.....

.....

.....

.....

QUESTIONNAIRE TO THE EDUCATION OFFICIALS

Part A

5. What is the reaction of learners taught using learning resource in instructional process?

Very negative ☐

Negative ☐

Positive ☐

Very positive ☐

Others ☐

(specify).....

6. What is the reaction of learners when taught without learning resource in instructional process?

Very negative ☐

Negative ☐

Positive ☐

Very positive ☐

Others ☐

(specify).....

7. How is the performance of the children taught using a variety of learning resources?

Very poor ☐

Below average ☐

Average ☐

Above average ☐

Very good ☐

8. When does your child understand how to perform a task?

When a real object is used

When told about an object

9. What is the level of motivation for children when taught using adequate learning resources?

High ☐

Low ☐

Average ☐

10. What is the level of motivation for children who are taught with no learning resources at all?

High ☐

Low ☐

Average ☐

QUESTIONNAIRE TO THE PARENTS

11. Which pre- school does your child attend?

Private ☐

Public ☐

12. Is there any learning resource for your pre- school child at home?

Yes ☐

No ☐

If yes give the type of resources
available.....

13. Does your child respond to learning materials in his/ her everyday
activities at home?

Yes ☐

No ☐

If yes give the types of resources
available.....

14. What type of learning materials make the child interested when
using it (them)?

Visual materials ☐

Audio materials ☐

Audio visual materia ☐

All the above ☐

15. Do you visit your pre- school child at school?

Yes ☐

No ☐

16. Does your child need assistance from someone in order to understand a concept or an idea at home?

Yes ☐

No ☐