

Influence of Selected Instructional Factors on Pupils Competency Skills in Keiyo South Sub County, Kenya

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Abstract

The purpose of this study was to investigate teachers' perceptions on the influence of selected instructional factors on pupils' acquisition of competency skills in pre-school centres in Keiyo South Sub County in Elgeyo-Marakwet County. This study was guided by Piaget cognitive development and functionalism theory of learning. The research design for the study was descriptive survey. The target population for the study comprises of all 60 pre-primary schools in the Sub County with a total of 144 preschool teachers. The results of the study showed that the selected school instructional factors affected learners' acquisition of competency skills in numeracy, literacy and oral skills. The teachers perceived that instructional factors were significant to pre-school children acquisition of competencies. The study recommends that pre-school centres should be adequately equipped with instructional resources, teachers to undergo in-service training. The study findings are of significance to the schools and government towards improving the status of early childhood education.

Keywords: Learning Resources, Perceptions, Competency Skills and Instructional Factors

Full-text:

https://pdfs.semanticscholar.org/ef75/9ad8ea685b3515660a89bc6f9bf221d06f6c.pdf?_ga=2.162606651.624806455.1589122656-833309971.1587468667