

Challenges to Effective Utilization of Instructional Resources in Early Childhood Education and Development Centres In Bungoma County, Kenya

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Abstract

This paper reports finding of a study that sought to analyze the challenges facing the teachers in utilization instructional resources in ECDE centers in Bungoma County in Kenya. The study sought to ascertain the challenges facing teachers in the selection and use of instructional resources in ECDE as perceived by teachers. The research was based on Piaget's theory of cognitive development and adopted the descriptive survey design that involved use of stratified and simple random sampling techniques to select a sample size of 75 respondents from the target population of head teachers and teachers of the selected ECDE centers. Data was collected using questionnaire, observation and interview schedules. Data was analyzed using descriptive statistics including frequencies and percentages. The findings of the study showed that there are challenges associated with the attitude towards the use of instructional resources, instructional methods used, availability and use of instructional materials in ECDE. The study is envisaged to provide useful information for the education policy makers to produce relevant learning resources and course books for the ECDE teachers. Teachers Service Commission (TSC) and County governments may consider employing the pre-school teachers on permanent terms to increase the quality of services.

Key Words: Challenge, Instruction, Resources. Early Childhood Education

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