

Instructional Constraints in Teaching of Reading in Early Childhood Classes in Nairobi County, Kenya

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Abstract

Reading has been identified as one of the most reliable indicators of whether a learner will attain the competence needed to achieve academic success and contribute actively to society. Research findings in Kenyan primary and secondary schools reveal inadequate reading skills among the students. The purpose of this study was to identify approaches used in teaching of reading in Early Childhood Education. The objective of the study was to establish teachers' orientation and challenges faced by teachers in the teaching of reading. The study adopted the descriptive research design using the survey method and observation technique and was conducted in twenty schools in Nairobi County. The findings showed that lack of resources was the greatest challenge faced by early learning teachers in the teaching of reading. They also indicated that they were not well equipped with the relevant methods of teaching reading. The study recommends that teachers should be adequately equipped with teaching and learning resources, trained in different approaches and in serviced in the latest approaches. Serving teachers should get refresher courses on teaching of reading methods to improve learning in schools in the country.

Key words: Foreign Countries, Reading Instruction, Teaching Methods, Early Childhood Education, Observation, Educational Resources, Teacher Competencies, Barriers, Teacher Surveys, Preschool Teachers, Teaching Conditions

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