

Pre-School Teachers' Knowledge and Attitude towards Use of Visual Media in Instructional Delivery in Kibwezi District, Kenya

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Abstract

The purpose of this study was to investigate pre-school teachers' knowledge and attitude towards use of visual media in instructional delivery. Descriptive research design and survey technique were used. Stratified random sampling technique was used to select the sample. It was found that trained pre-school teachers used instructional visual media more than the untrained pre-school teachers. There was no significant difference between trained and untrained pre-school teachers' knowledge and attitude. The relationship between pre-school teachers' knowledge and use of instructional delivery visual media was not significant, but the relationship between pre-school teachers' attitude towards visual media in instruction and use were positive and significant in Mathematics, Science, Social Studies, Music and Movement and Art and Craft and specifically the overall. It was concluded that pre-school teacher training was important and preschool teachers need to be motivated to continue using instructional visual media.

Keywords: Pre-School, Teachers, Knowledge, Attitude, Visual media, Instructional delivery

Full-text: <http://www.icidr.org/cgi-sys/suspendedpage.cgi>