

Extent to Which Pre-School Teachers Use Games and Activities in Teaching Mathematics

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Abstract

Basic early childhood mathematics is broader and deeper than mere practice of counting and adding. The purpose of this study was to determine the extent to which pre-school teachers use mathematics games and activities in teaching mathematics. This study employed a descriptive survey design. Stratified sampling technique was used to ensure proper representation of the whole region. Standardized formula was used to arrive at a sample size of 29 pre-school teachers. Data was then analyzed using descriptive statistics such as frequency, percentages, means and mode. Tables were used to present the results. The findings indicated that the utilization of games by teachers in teaching mathematical concepts was below average since the overall mean for all games was below average, and also that teaching objectives in mathematics could not be achieved through selection of the right games to achieve a specified objective. The study recommended that workshops and seminars be organized for the training and of teachers in game-based teaching, so that they can be in a position to select the appropriate games for each math activity.

Key words: Mathematics Activities, Games, Teaching, Pre-School

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