

The Influence of Teaching Strategies on Preschool Learning in Kiambu West Sub-County.

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Abstract

Preschool learning has faced numerous challenges which have raised concerns among preschool education stakeholders. Preschool learners have registered and continued to register dismal grades in basic numeracy, language and creativity skills. Thus, the study examined the influence of teachers' instructional practices on preschool learning in Kiambu West Sub-county, Kiambu County, Kenya. The objective of the study was to examine the influence of teaching strategies on preschool learning in Kiambu West Sub-county. This study was guided by instructional and Piaget's Cognitive learning theories. The study adopted mixed methods approach, concurrent triangulation design. Target population comprised of 80 head teachers, 187 preschool teachers and 240 parents' representatives all totaling to 507. Using the Central Limit Theorem, a sample of 10 preschools and 86 respondents were selected. Stratified sampling was applied to create 5 strata based on number of zones. From each zone, 2 head teachers and 11 preschool teachers were selected using purposive sampling. 4 parents' representatives were selected using simple random sampling. Questionnaires were used to collect data from preschool teachers, interview schedules were used to collect data from head teachers, whereas focus group discussion was used to collect data from parents' representatives and observation checklists were used for collection of data from preschool learners. Piloting was conducted to establish validity, reliability, credibility and dependability. Validity was determined through expert judgement whereas reliability was determined using test retest technique. Reliability coefficient of $r = 0.7$, was realised using Pearson's product moment correlation method, Credibility was ascertained by data triangulation through multiple analysts whereas dependability was established through detailed reportage of the data collection process. Qualitative data was analyzed thematically along the objectives and presented in narrative form whereas quantitative data was analyzed descriptively and inferentially using statistical package for social science (SPSS 23) and presented using statistical tables. The study established that preschool teachers apply different strategies for learning. Teachers' instructional practices to handle preschool learners with diverse needs impact on learning processes in preschools. Teachers' instructional practices to meet quality assurance and standards impact on learning processes in preschools. The study concludes that there is significant relationship between teachers' instructional practices and preschool learning. Thus, the study recommends that teachers should adopt teaching strategies which inspire learners to participate effectively in preschool learning.

Keywords: Influence of Teaching Strategies, Preschool Learning, Kiambu West Sub-County

Full text:

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