

Teacher's Attitude and Use 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 establish the attitude of teachers and its influence on the selection and use of instructional resources in ECDE centres in Bungoma County, Kenya. The research was based on Piaget's theory of cognitive development 1964. The study adopted the descriptive survey design and involved use of purposive, stratified and simple random sampling techniques to select a sample size of 81 respondents from the target population of educational officers, 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 and the chi-square which was used to determine the relationship between the variables. The findings of the study showed that there are challenges related to attitude and resource utilization in the teaching and learning in early childhood education. These challenges are associated with the attitude towards the use of instructional resources, instruction methods and ECDE instruction. The study is envisaged to provide useful information for the education policy makers to produce relevant learning resources for the ECDE teachers.

Keywords: Teacher attitude, Early childhood, instructional resources

Full text: <https://www.iiste.org/Journals/index.php/JEP/article/view/42395/43661>