

Original Paper

Teacher Preparedness in the Implementation of Early Childhood Development Education in Kericho County, Kenya

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Abstract

The purpose of this study was geared towards the analysis of the teacher's preparedness and their attitudes towards the selection and use of the instructional resources in ECDE centers in Kericho County, Kenya. The research was based on the ideas and concepts of curriculum theorists; Gross et al. (1971), Tyler (1949), Fullan (1982) and Shiundu and Omulando (1992). A conceptual framework showing the relationship between the independent and dependent variables was also conceptualized. The study adopted a descriptive survey design and utilized a mixed methods methodology and was carried out in Kericho Municipality Zone, Kericho County. Simple random and stratified sampling techniques were used to select respondents who comprised of a target population of 84 head teachers and 180 pre-school teachers to get the sample size of 25 head teachers and 54 pre-school teachers from the selected ECDE centers. Data was collected using questionnaires, observation checklists and an interview schedule. The instruments for data collection were piloted in the neighboring Belgut Zone to validate the tools and determine their reliability. Data was analyzed using descriptive and inferential statistics, this included frequencies and percentages and the hypotheses were tested using Chi-Square test of association. Data was presented in the form of graphs, charts, and tables. The study provides useful information for the education policy makers to produce relevant learning resources and course books for the ECDE teachers. The Government of Kenya (GoK) can use the findings to consider funding the pre-school education and improve teacher preparedness and attitudes towards the use of instructional resources. Teachers can use the findings to improve on their preparedness and attitudes towards the selection and use of instructional resources. The major findings of the study showed that teachers were prepared, and had a positive attitude towards the selection and use of

Instructional Resources. However, the status of the available materials in the centers were either inadequate, obsolete, dilapidated or unsuitable for use.

Keywords

teacher preparedness, attitude, selection, use of Instructional Resources, ECDE centers

1. Introduction

The Early Childhood Learning is an important system not only in Kenya, but also in other countries of the world (Young, 2012). According to the International Encyclopedia of Education (1985) it is referred to as a variety of types of provisions for young children designed to support and stimulate their intellectual development. A child receives a good start in life through the promotion of quality care, nurturing and safe environment (Froebel, 1963). According to many scholars and psychologists, aspects of Early Childhood Development and Education (ECDE) learning curriculum which acutely require Instructional Resources (IR) include the cognitive, affective and psychomotor domains. The study carried out in Botswana (1993-1995) found out that children who had been in pre-schools under well prepared teachers in terms of training were mostly still in school and the dropout figures were lower. The results were also obtained in other countries like Israel, Ireland, Colombia, Jamaica, Trinidad and even Kenya (Bernard Van Leer Foundations, 2002). There is therefore need to carry out research in the analysis of teacher preparedness, attitude and use of instructional resources in the implementation of ECDE curriculum in Kenya.

Therefore, young children learn well by interacting with the real materials in their learning environment. The ECDE learning becomes operational through the use of a variety of well selected, relevant learning resources, practical skills and abilities are well taught by the help of resources. Truly, too much teacher talk is boring and ruinous to the pupils. From NACECE Report (2006), learners require a child friendly environment where a teacher sets the learning corners full of resources as per the theme or activity content. Materials are changed or renewed from time to time as children explore and learn freely in indoor and outdoor activities.

This can only be effective when teachers are well trained and prepared in the selection and use of appropriate variety of instructional resources (Ongus, 2003). The main purpose of ECDE learning in Kenya is mainly to help the child to acquire language and communication skills; manipulative and numeric skills in concept handling, reading and writing skills. The child should also acquire positive attitudes towards education; grow physiologically, morally, spiritually and emotionally. If instructional resources are acquired and effectively utilized by well prepared teachers, pupils will be ready to smoothly move from the pre-school stage to the primary school level without difficulties.

The belief that early learning begets later learning and success, just like early failure begets later failure, has been validated in both economic and educational research (K.I.E., 2002). During ECDE learning, children enjoy non-serious play directed activities and it is the duty of the pre-school teacher to turn these non-serious selves into serious actors. This can only be achieved through the use of relevant

instructional resources because psychologists have proved that optimum learning takes a multi-sensory approach (Adeyanju, 2003). This is supported by Kariuki (2002) who argues that teaching should fire the enthusiasm of the child, motivating it to desire to learn and be active. He further emphasizes this by arguing that to learn a thing in life through doing is much more developing, cultivating and strengthening than to learn it merely through the verbal communication of ideas. ECDE requires a variety of instructional resources and highly trained and motivated teachers to prepare the tender children for class one.

Latest developments have seen a global endeavor to prioritize early childhood care and education as a foundation for later learning and development, as evidenced by the Global Guidelines for Early Childhood Education and Care in the 21st Century (Association for Childhood Education International/World Organization for Early Childhood, 1999). Such efforts are a response to a variety of complex social issues and economic trends. These forces, which are referred to here as “complex family stressors”, include, but are not limited to, societal changes due to industrialization, the increased number of women with young children entering the labor force, families with two working parents, a rise in the number of single parents, and the demise of traditional systems of child care and extended family support systems (Cheruiyot & Kosgei, 2008).

1.1 Statement of the Problem

Early Childhood Development Education policies stress the use of plenty of relevant instructional resources to develop the totality of the child (NACECE, 2006). Learning has been ineffective in most ECDE centers with children having difficulties in mastering reading, manipulative, numeric and interpersonal skills despite the several studies on instructional resources (Cheruiyot & Kosgei, 2008).

The ultimate goal of ECDE learning is the holistic development of the child. Although ECDE learning has aroused a lot of interest in Kenya, it still faces many problems in its implementation.

Most ECDE teachers are of low academic qualifications (D+) and lack high professional training since most of them are mere form four school leavers who sometimes are demotivated by such conditions. Most teachers do lack adequate knowledge and skills for providing stimulating learning experiences for the children. Truly, teachers if well trained, determine the suitability of, select and utilize those instructional resources, which they believe will promote the achievement of the desired learning outcomes (NACECE, 2006).

In some centers, children learn in poor environment with pre-school teachers using the rote teaching method of “talk and chalk”. Most ECDE centers are managed by untrained school leavers. This makes it exceedingly difficult for them to interpret the objectives and apply relevant curriculum methodology apart from not effectively selecting and using instructional resources (Cave & Mulloy, 2010). Research done also asserts that pre-school teachers’ lack high professional training and most of them only do attend workshops or seminars. The partnership ownership of ECDE learning centers to some extent hinders the progress of the curriculum implementation.

Cave and Mulloy (2010) emphasized the importance of teacher preparedness in terms of professional records preparation, academic and professional training levels of the pre-school teachers for effective ECDE implementation. Concerns have been raised over the state of the ECDE Programs with regard to the negative teacher attitudes towards ECDE learning, specifically in the selection and use of instructional resources due to low remuneration, lack of time and demotivation (DICECE, 2013). If the situation is left to continue, the child's holistic development cannot be guaranteed in the 21st.

1.2 Purpose of the Study

The purpose of this study was to evaluate teacher preparedness in the implementation of Early Childhood Development Education in Kericho Municipality, Kericho County, Kenya.

1.3 Objectives of the Study

The specific objectives of this study were to:

- i) Assess teacher preparedness and its influence on the selection and use of instructional materials in ECDE centers in Kericho County.
- ii) Explore the attitude of teachers and its influence on the selection and use of instructional resources in ECDE centers in Kericho County.

1.4 Research Hypothesis

The study hypothesized that:

Ho₁: There is no significant relationship between teacher preparedness and selection and use of instructional resources.

Ho₂: There is no significant relationship between teacher attitudes' and selection and use of instructional resources.

1.5 Theoretical Framework

This study was based on the ideas and concepts of curriculum theorists; Gross et al. (1971), Tyler (1949), Fullan (1982) and Shiundu and Omulando (1992). These curriculum theorists noted that the degree of success of a curriculum implementation depends on the scope to which several factors would be considered. The factors outlined by the curriculum theorists include the extent to which members of the school organization possess the capabilities and competencies needed to carry out the process of curriculum implementation, availability of resources, provision of management support and clarity and awareness of the objectives of the innovation, the attitudes of the implementers, recipients and other stakeholders. Oluoch (1982) emphasizes the need to design educational program for teachers involved in the implementation of new curriculum. Dalton (1988) contends that reforms can be good but their implementation may be inhibited by the way they are delivered. Good performance of students in examinations requires proper implementation.

Conceptual Framework

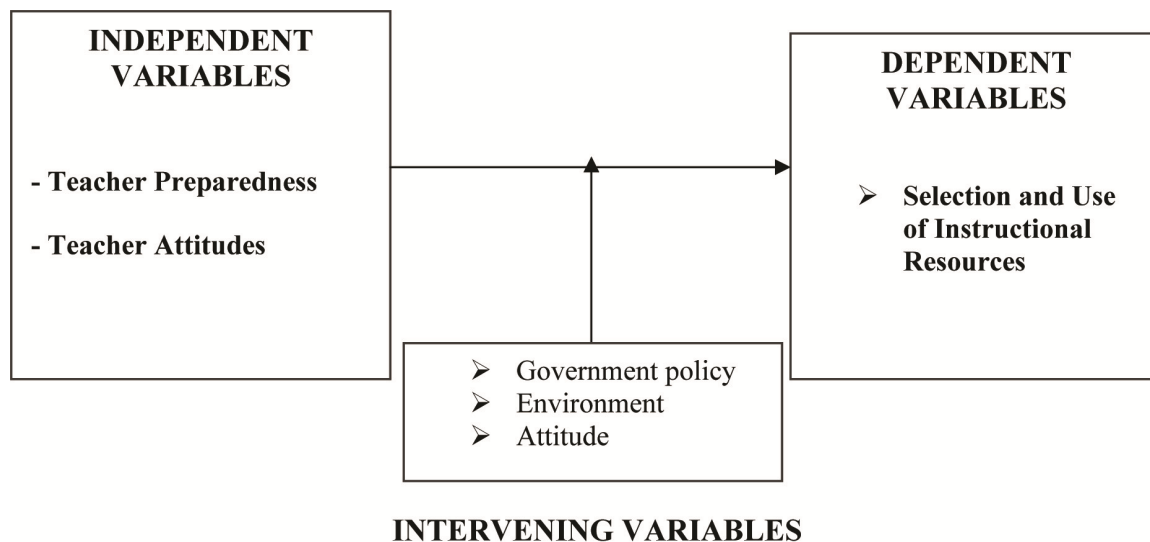


Figure 1. Relationship between Teacher Preparedness and Teacher Attitudes and the Selection and Use of Instructional Resources

2. Method

This study adopted a descriptive survey research design. The study was conducted in Kericho Municipality Zone which is the headquarters of Kericho County. It lies on the Nairobi-Kisumu Highway, its geographical coordinates are 0°22'0" South, 35°17'0" East. It was chosen because of its nearness to the DICECE where new methodologies on the selection and use of instructional resources on ECDE learning were easily accessed. The study area has a sizeable number of pre-schools both public and private for easy assessment of teacher preparedness, attitudes and use of instructional resources in ECDE curriculum implementation. The population of the study was 264 subjects. The target population was 84 ECDE centers in Kericho Municipality Zone of which 30 were public and 54 were private with 180 pre-school teachers (DICECE Kericho, 2013). The study targeted all the head teachers and pre-school teachers at the ECDE centers in the Zone. The sample size consisted of the following respondents: 25 head teachers and 54 pre-school teachers in Kericho Municipality Zone that is 30% of the target population. Samples were picked from the ECDE centers using stratified and simple random sampling techniques. This was chosen to delimit the research and gather sufficient data within the cost and time restraints.

Questionnaires, interviews and observations were used as methods for the collection of data. Piloting of instruments was done in the neighboring Belgut Zone. Content validity was ascertained by giving the instruments to experts for validation. Test-retest and split half reliability tests were conducted with the help of Cronbach Alpha coefficient and a coefficient of 0.70 was realized. The test-retest gave a reliability coefficient of 0.67 using the Pearson Product Moment Correlation.

Based on the data evaluation instruments, quantitative and qualitative data analytical techniques were utilized. Data from questionnaires was analyzed in frequencies, means and percentages using the Statistical Package for Social Science (SPSS). Qualitative data from the questionnaires was analyzed in themes and categories identifying similarities and differences that emerged. The SPSS was used to generate frequency distribution tables. A descriptive statistical method was used and adopted to calculate the percentages and means. The researcher drew conclusions concerning teacher preparedness, attitude and use of instructional resources in teaching and learning in ECDE centers, basing on the research objectives.

2.1 Limitations

The study made a causal conclusion on the association between the variable's teacher preparedness and teacher attitudes and selection and use of Instructional Resources. However, there is a possibility that a third variable not mentioned in the study caused the two variables without there being a causal relationship between the two variables. Therefore, alternative explanations cannot be ruled out. This, therefore, calls for future studies to focus on using different designs that would control the influence of confounding variables.

This study was carried out on specific groups of people, certain situations, and only some of the possible conceptualizations of variables. Thus, the findings of this study may not be generalized to other people, situations or conceptualizations of variables. This, therefore, calls for future research to focus on those groups of people, situations or conceptualizations of variables not studied.

3. Discussion

Assess Teacher Preparedness in the use of the available Instructional Materials in ECDE Centers

The first objective of this study was to find out whether teachers were prepared in the use of the available instructional materials in teaching and learning in ECDE centers. To achieve this objective, the respondents were asked to respond on several items that the researcher considered important. They included; use of instructional resources, whether they had enough training on selection and use of instructional resources, make instructional resources for learners, plan for use of instructional resources, whether the use of instructional resources enables one to summarize voluminous concepts and learning contents, often use of teaching and learning resources, attended training and workshops on preparation and use of instructional resources. This was in an attempt to answer the first research question. "Does the teacher preparedness influence the use of the available instructional resources in the teaching and learning in ECDE centers?" The researcher used the 5-point Likert scale, i.e., Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) but later collapsed them into 3 during analysis, i.e., Agree (A), Neutral (N) and Disagree (D). Table 1 gives a summary of the respondents' information.

Table 1. A Table Showing an Assessment of Teacher Preparedness in the Use of Available Instructional Resources

Item	Agree		Neutral		Disagree		Total	
	F	%	F	%	F	%	F	%
I am prepared when using instructional resources	75	94.9	4	5.1	-	-	79	100
Have enough training on selection and use of IR	62	78.5	11	13.9	6	7.6	79	100
I make IR for my learners	69	87.3	11	13.9	6	7.6	79	100
Plan for use of IR	65	81.2	6	7.6	8	11.2	79	100
Use of IR enables summaries of volumes of concepts	70	88.6	-	-	9	11.4	79	100
Often use teaching and learning resources	61	77.2	5	6.3	13	16.4	79	100
Attended training on preparation and use of IR	47	59.5	1	1.3	31	39.3	79	100
Have attended seminars and workshops on teaching and learning in ECDE centers	43	54.4	1	1.3	35	44.3	79	100

From Table 1 above, majority of the respondents, 75 (94.9%) agreed that they used the available IR in the teaching and learning in the ECDE centers and those undecided were 4 (5.1%). A good number 62 (78.5%) agreed that they had enough training on the selection and use of IR, while 6 (7.6%) disagreed. Data collected indicated that in ECDE centers without sufficient IR, the teachers improvised as indicated by 69 (87.3%) and 11 (13.9%) were undecided. Those who planned to use IR were 65 (81.2%). The respondents, 70 (88.6%) agreed that use of IR made it possible for them to cover several volumes of concepts. This shows that concepts were easily understood by children as argued by NACECE (2006). It was vivid that 61 (77.2%) of the respondents agreed that they often used IR, while

those who were undecided were 5 (6.3%) and 13 (16.4%) disagreed. The respondents 47 (59.5%) agreed that they had attended a training on preparation and use of IR while a good number 31 (39.3%) had not and only 1 (1.3%) was undecided.

About half of the respondents 43 (54.4%) agreed to have attended seminars and workshops on the selection and use of IR in ECDE centers, 1 (1.3%) was undecided while 35 (40.3%) disagreed. Whaley (2005), noted that workshops and seminars are effective in improving the teacher preparedness, attitude and use of IR in the ECDE curriculum implementation.

Table 2. Availability of IR in the ECDE Centers

Item	Adequate		Inadequate		Not Available		Total	
	F	%	F	%	F	%	F	%
Head teacher's office	31	39.2	47	59.5	1	1.3	79	100
Staffrooms	7	8.9	66	83.5	6	7.6	79	100
Libraries	4	5.1	9	11.4	66	83.5	79	100
Models	7	8.9	63	79.7	9	11.4	79	100
Store	7	8.9	8	10.1	64	81.0	79	100
Instructional resources	18	22.8	61	77.2	-	-	79	100
Chalkboards	76	96.2	3	3.8	-	-	79	100
Electronic Media	2	2.5	3	3.8	74	93.7	79	100
Outdoor play resources	11	13.9	61	77.2	7	8.9	79	100
Appropriate furniture	75	94.9	4	5.1	-	-	79	100
Syllabus copies	77	97.5	2	2.5	-	-	79	100
Realia	6	7.6	66	83.5	7	8.9	79	100
Spacious ground	28	35.5	43	54.4	8	10.1	79	100

The researcher wanted to establish whether IR were either adequate, insufficient or not available in ECDE centers. The researcher further carried out an observation to find out the existence of IR facilities in ECDE centers. Table 2 above shows that the head teachers had offices except in one instance where there was none. They were however, not well placed at strategic positions for easy access. In terms of staff rooms, 7 (8.9%) had adequate, a big proportion 66 (83.5%) were inadequate, while 6 (17.6%) centers had none at all. This impacted negatively on the teachers' preparation as argued by Ongus (2003) who agrees that staffrooms are necessary facilities for teachers' preparation sessions. It was observed that 4 (5.1%) had adequate libraries, while 9 (11.4%) had inadequate and in 66 (83.5%) ECDE centers were not available. Models were adequate only in 7 (8.9%) centers, while majority 63 (79.7%) had inadequate and a few 9 (11.4%) had none at all. Centers with adequate stores were only 7 (8.9%), while 8 (10.1%) had inadequate and most of them 64 (81%) had no stores. In all centers it was observed that each had some instructional resources in one form or the other, though they were inadequate as reported by 61 (77%), while those with adequate were 18 (22.6%). This explains why children have had difficulties in mastering reading, manipulative, numeric and interpersonal skills due to lack of hands-on activities (Epstein, 2009).

Availability of chalkboards was adequate in 76 (96.2%) and inadequate in only 3 (3.8%) of the ECDE centers. Almost all centers 74 (93.7%) had no computers or laptops, the few centers with the same, 5 (6.3%) were all private ECDE centers.

A few centers 11 (13.9%) had sufficient playgrounds, while 61 (77.2%) had inadequate playgrounds. The age of learners requires adequate playgrounds. Almost all centers 75 (97.5%) had enough furniture for use by learners.

Only 4 (5.1%) had inadequate number of furniture. The findings were also similar to those of Mwangi (2004) who asserted that learning is strengthened when there are enough IR.

Majority 77 (97.5%) of the centers had adequate copies of syllabus except 2 (2.5%) who had inadequate copies of syllabus. Realia were only adequate in a few centers 6 (7.6%), but inadequate in 66 (83.5%) centers, while 7 (8.9%) centers had none at all. Spacious grounds were adequate in 28 (35.5%), 43 (54.4%) were inadequate and unavailable in 8 (10.1%).

An interview with the school head teachers (Kericho Primary School) revealed that most of the instructional resources were sufficient in private ECDE centers unlike in the public ECDE centers where they were insufficient as was also observed by Batwini (2010). It was evident that the pre-school teachers used the available instructional resources in the teaching and learning in the ECDE centers. Majority of the head teachers agreed that the parents were not willing to finance the purchase of relevant IR as was also supported by Ongus (2003). This summary is tabulated in the table below;

3.1 Attitude of Teachers and Its Influence on Selection and Use of Instructional Resources in ECDE Centers

The second objective of this study was to explore the attitude of teachers and its influence on the selection and use of instructional resources in ECDE centers.

To achieve this objective, the respondents were asked to respond to several items; use of instructional resources is boring, have enough training, I make instructional resources for my learners, plan for use of instructional resources, use of instructional resources allow interaction of children, the use of instructional resources enable one to overcome classroom limitation and use of instructional resources make children enjoy their learning. This was in an endeavor to answer the second research question “What is the attitude of the teachers on the selection and use of instructional resources in ECDE centers?” The results were presented in the Table 3 below.

Table 3. Attitude of Teachers

Item	Agree		Neutral		Disagree		Total	
	F	%	F	%	F	%	F	%
Use of IR is boring	0	0	4	5.1	75	94.9	79	100
Have enough training	62	78.5	11	13.9	6	7.6	79	100
I make IR for my learners	69	87.3	4	5.1	6	7.6	79	100
Plan for use of IR	65	82.3	6	7.6	8	10.1	79	100
Use of IR allow interaction of children	73	92.4	1	1.3	5	6.3	79	100
The use of IR enables one to overcome classroom limitation	76	96.2	1	1.3	2	2.5	79	100
Use of IR make children enjoy learning	71	89.9	6	7.6	2	2.5	79	100

A good number of preschool teachers from table 3 above 75 (94.9%) disagreed with the assertion that use of IR was boring in the teaching and learning at their ECDE centers.

It showed a strong desire to use IR as supported by Ololube (2006). In terms of training, their perception on the use of IR improved as 62 (78.5%) agreed while only 6 (7.6%) felt it never contributed at all.

It showed that those who made IR for their learners were 69 (87.3%), a clear sign of interest in providing IR for their children, those who never bothered to make IR were 6 (7.6%) which is negligible. This is a positive sign that teachers are willing to teach using IR.

Before teaching, those who planned to use IR were 65 (82.3%) while those who taught without were 8 (10.1%). Effective teaching was achieved by making appropriate plans and using relevant IR (GOK, 2006).

Sharing and interaction amongst learners was noticeable as shown by 73 (92.4%) respondents. This showed concern on the part of teachers that socialization was improved when IR were used as noted by Lynch (2007).

With use of IR by learners, a majority 76 (96.2%) respondents agreed that it made them easily use a classroom effectively, whether small or big. Learners became quite involved on the task at hand. A total of 71 (89.9%) respondents said that IR made children enjoy coming to ECDE centers and learn what was being offered through hands-on activities (Cook, 2002). Only 2 (2.5%) respondents saw no connection between IR and active attendance by learners.

On the attitude of teachers and its influence on preparedness of the selection and use of instructional resources, 75 (94.9%) agreed that it has a life contribution. None disagreed with the assertion. For learners to enjoy all activities seventy-one (89.9%) respondents agreed that use of instructional resources was necessary while those who disagreed were 2(2.5%) while only 6 (7.6%) were undecided. The findings are in agreement with Eduser (2009) who noted that teachers' attitudes influence the selection and use of IR in a teaching and learning situation.

This is reflected on Table 3. Cook (2002) supports the view that effective teaching and learning cannot take place without essential instructional resources.

3.2 Hypothesis Testing

Ho₁: There is no significant relationship between teacher preparedness and selection and use of instructional resources.

Ho₂: There is no significant relationship between teacher attitudes and selection and use of instructional resources.

Table 4. Chi-Square Results Showing the Relationship between Teacher Preparedness, and Teacher Attitudes and the Selection and Use of Instructional Resources

	Teacher preparedness	Teachers attitude
Chi-Square	493.455	354.545
Df	4	4
Asym. Sig	0.000	0.000

A Chi-Square test was calculated comparing the frequency of teacher preparedness and selection and use of instructional resources. It was hypothesized that no significant relationship existed between teacher preparedness and selection and use of instructional resources.

A significant relationship was found (χ^2)=493.455, df 4, P=0.00, for teacher preparedness and χ^2 =354.545, df 4, for teacher attitude as shown in Table 4. The results show that in both cases the P value 0.000 was less than 0.05. Therefore, there was a significant relationship between teacher preparedness and teacher attitudes and selection and use of instructional resources in public ECDE centers in Kericho County. The two attributes are therefore associated in reality and they are not as a result of some chance factor.

4. Results

4.1 Teacher Preparedness in the Use of Available Instructional Materials in the Teaching and Learning in ECDE Centers

The first objective of this study was to assess teacher preparedness in the use of available instructional materials in the teaching and learning in ECDE centers in Kericho County. According to Musau (2004), an instructional material is an object or means of communication process that stores and distributes human experience or knowledge, therefore the totality of the information carrying devices. He continues to say that utilization of the instructional materials in teaching is associated with the function of the teacher as the manager of the instructional process. It is important for the teacher to arrange the mechanics of the presentation and also plan to make the materials meaningful to the learners.

Results presented in this study indicated that majority of the teachers agreed that they used the available IR in the teaching and learning in the ECDE centers. This is in agreement with Indire et al. (2000) who states that concrete and proper use of teaching/learning aids often gives concrete representation to most abstract ideas and thus makes their meanings clearer.

Instructional resources and aids are therefore essential and useful tools because they promote understanding of concepts and principles, they enrich and enliven teaching, they concentrate interest and attention, they speed up communication and thereby make the teaching process more efficient and effective. They also make pupils remember more of what they learn.

On the training and selection of IR, majority of the teachers are in agreement that they attained enough training in the selection of IR. Bennars (2003) observed that instructional resources are very important in the teaching of any subject. Teachers are trained to prepare and use instructional resources because they are essential ingredients in teaching and learning. Developmental psychologists stressed the role of concrete operational experience for children. When instructional resources are well used, there is maximum learning achieved by each individual learner. Today, much more improvement in the development and use of instructional resources has been done because of the advancement of technology. Teachers select, plan and present their instructional materials basing on many factors that can help them realize their instructional objectives (Berl, 2005).

The findings showed that teachers improvised instructional materials, this is in agreement with Berl (2005) who says that teachers ought to be resourceful and design materials which can allow their learners achieve in a lesson. The respondents also agreed that the use of IR made it possible for them to cover several volumes of concepts.

In all schools visited, the most adequate IR were chalkboards, furniture and syllabus copies. While other materials like handouts, models, charts electric media, realia, play ground and other IR were inadequate in centers (Table 2). Libraries, store and electric media were not available as cited by the respondents. Interviews conducted to head teachers confirmed the same. Most of the head teachers agreed that they had sufficient chalkboards, charts, pictures, textbooks, models and realia, while toys, photographs, models and outdoor play resources were unavailable in quite a number of the centers.

4.2 Attitude of Teachers and Its Influence on the Selection and Use of Instructional Resources

The findings of the study showed a good number of preschool teachers either enjoyed using IR or plan to use IR in their lessons. They agreed that they had enough training on the use of IR which is contrary to the findings of Anyanwu (2005) who says that many of the school teachers are ignorant of using those instructional materials and induction courses, lectures, and seminars are not organized in the teaching profession as they are organized in the civil services to up-grade knowledge and to facilitate the use of sophisticated instructional materials. Teachers also do not make maximum use of the few instructional materials at their disposal, because many of them do not have the knowledge of operating them. Developmental psychologists stressed the role of concrete operational experiences for children. When instructional resources are well used, there is maximum learning achieved by each individual learner. Today, much more improvement in the development and use of instructional resources has been done because of the advancement in technology. Teachers select, plan and present their instructional materials basing on many factors that can help them realize their instructional objectives (Berl, 2005).

Use of IR made pupils enjoy learning and increases attendance. The attitude of teachers towards teaching pupils was enhanced by use of IR. With enough training, using IR improves and incase they were not available, teachers improvised.

It can be stated that the attitude of teachers and its influence on selection and use of IR contributed significantly to learning and teaching of pupils in ECDE centers.

5. Conclusions

Teachers reported that they were well prepared on the use of available IR in teaching in ECDE centers in Kericho Municipality Zone. They however, noted that the status of available instructional materials, equipment and facilities were inadequate, obsolete, dilapidated and unsuitable for use. The availability of instructional materials to a large extent is influenced by the teachers' preparedness. There was a positive significant relationship between teachers' attitudes and the selection and use of IR.

Majority of the teachers had positive attitudes about the selection and use of IR; however, some of them were concerned about the state and inadequacy of the IR in the ECDE centers in the Zone. The study findings in this research indicated that pre-school teachers did not maximize the use of instructional resources in teaching and learning in ECDE centers. There was also a positive significant relationship between teachers attitudes and the selection and use of IR.

6. Recommendations

Based on the findings from this study, the following are recommended:

There is need for the government to fund ECDE centers for the purchase of relevant IR. Also the government should introduce capacity building courses which would improve the creative skills of pre-school teachers to develop IR for effective ECDE curriculum implementation.

Based on the conclusions, the study recommends that ECDE teachers be employed by the Kenyan government, with a clear and effective scheme of service like other teachers at other levels. This will motivate and instill in them a positive attitude towards selection and use of IR in teaching and learning in ECDE centers.

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