DETERMINANTS OF TEACHERS’ USE OF LEARNER CENTERED APPROACHES IN TEACHING MATHEMATICS IN PRE-PRIMARY SCHOOLS IN KYENI SOUTH DIVISION, EMBU COUNTY KENYA

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A RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD STUDIES)

KENYATTA UNIVERSITY

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DECLARATION

I declare that this proposal is my original work and has not been presented for a degree in any other university for consideration. This research proposal has been completed by referenced sources duly acknowledged. Where text, data, graphics or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

Signature

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This proposal has been submitted for appraisal with our approval as University Supervisors

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ABSTRACT

Though the objectives of teaching mathematics at pre-primary school level are to develop child’s interest towards mathematics, to develop mathematical skills and concepts, studies have revealed that there has been a trend of poor performance in numeracy work among the pre-primary school pupils. In order to establish the origin of the problem, it is necessary to focus on the methods used to teach mathematics. This is because teaching methods have been cited as an essential factor to how much the pupil will understand and retain the knowledge. At pre-primary school level, use of learner centered approaches is advocated by the National Early Childhood Development and Education (ECDE) Service Standard Guidelines. Studies conducted have revealed that learners greatly achieve when instructed through learner centered approaches. However, there exists history that shows that implementation of these approaches is riddled with stories of failure due to lack of sufficient knowledge and skills to use the approaches, insufficient resources and large class size. The central intention of this study will be to find out the extent to which pre-primary school teachers use learner centered teaching approaches in teaching mathematics and establish the factors influencing their use. Carl Rogers Theory of Person Centered Approach (1967) will guide the study. Rogers believed that if the process of learning were freed, would lead to self-actualization and learning which is more rapid, more thorough and lasting than traditional learning. The study will employ a descriptive design using survey method while questionnaires and observation schedules will be used to collect data. The study will be conducted in Kyeni South Division in Embu County. Purposive sampling will be used to select the location of study while stratified sampling and simple random technique will be used to select the schools. The target population will consist of all the 34 pre-primary schools in the division. The sample will consist of 18 pre-primary schools and teachers in the sampled schools will voluntarily participate in the study by signing a consent form. In case there will be more than one teacher in the selected schools, the researcher will select a teacher who has taught in the school for a longer period. Content validity and test-retest techniques will be used to determine validity and reliability of the instruments. Data will be analyzed by use of descriptive statistics, which will consist of calculation of various measures of central tendency (means, frequencies and percentages). Data will be presented using tables’ charts and histograms according to the objectives of the study.