

**ROLE OF SELECTED INSTRUCTIONAL APPROACHES ON THE LEARNING  
ACHIEVEMENT OF PRE-SCHOOL LEARNERS  
IN ELDORET WEST SUB-COUNTY,  
KENYA**

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**ABSTRACT**

Teaching approaches are critical and vital components which are ingredients in the preschool learning achievement. The Sessional Paper No. 1 of 2005 (Republic of Kenya, 2005) reported that teaching in Kenya are dominated by transmission teacher centred teaching approaches where pupils are passive and are expected to recall facts in class dominated by the teacher. This is because teacher centred approach encourages memorization of facts and ideas as opposed to learning concepts. The study sought to examine the role of demonstration dramatization, discussion and role play approaches on learning in pre-school centres. The research design used was descriptive aiming at gathering information from the target population. The tools used were questionnaires that helped the researcher source the primary data. The sample frame was drawn from the sample population of preschool (baby class, middle class and top class) in Eldoret West Sub-County. Simple and purposive sampling was used to select Eldoret West Sub County. Simple random sampling was used to identify 86 schools both private and public out of 288 target population. In this case 40 public out of 50 and 20 private out of 36 preschools within the sub county were sampled. The data analysis were both quantitative and qualitative presented with the aid of SPSS version 20, frequencies, tables, were used for easy interpretation and understanding by the users. Discussions were made; conclusions and recommendation were also made on the findings of the study. Based on the regression analysis demonstration ( $p > 0.05$ ), discussion ( $p > 0.05$ ) and role play ( $p > 0.05$ ) were not significant predictors of learners achievement. However dramatization was a significant predictor of learning achievement ( $p < 0.05$ ). Frequent use of these approaches in teaching pre-school motivates learners. Parents and the school do not provide enough time for discussions among learners in order to reduce the problems encountered among learners. It was also noted that some of challenges encountered can be solved by management effectively. Teachers are not actively involved in discussion activities and that the school should provide enough time for discussions among learners. The study recommended that the Ministry of Education should offer learning materials in schools in order to motivate teachers to work hard in a good environment with available tools of work. The parents and the school should provide enough time for discussions among learners in order to reduce the problems encountered among learners.

**Key Words:** Instructional Approaches, Preschool learners, Demonstration, Dramatization, Discussion, Role play