Instructional Resources Used In Teaching and Learning in Pre-Schools in Kenya

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Abstract:- The purpose of this study was to determine instructional resources used in teaching and learning in public pre-schools in Kenya. The specific objectives of this paper was to identify available instructional resources used in teaching Pre-schools and assess the learner- characteristics that influences the selection of instructional resources in pre-schools. The study was conducted in Eldoret town five educational zones;; Kapsoya, Chepkoilel, Pioneer, Kapyemit and Kibulgeny. The respondents for the research involved 120 pre-school teachers, 40 head teachers and 5 TAC tutors. The research instruments used were observation checklist, questionnaire and interview guide. It was found out that the age and entry behaviour of a pre-school learner, the number of children admitted and the sex, socio economic background, safety, learners' ability (special/ normal learners) and language level were the other factors that influence the selection of instructional resources. The recommendations provided by the study includes use of cheaply available instructional resources and careful selection of such resources to ensure effective teaching and learning in pre-schools.

Key words: *instructional resources, teaching, learning learners*

I.   INTRODUCTION

The provision of education and training to all Kenyans is fundamental to the government's overall development strategy. Progress has been witnessed through the expansion of early childhood development (ECD), the reduction of adult illiteracy rates, the development of non-formal education, and the reduced number of untrained primary and Pre-school teachers. The government has also initiated programmes to strengthen partnerships among key education partners and to improve the efficiency and effectiveness of education. These programmes have focused on girls, health and nutrition, and capacity building for efficient school management, curriculum reviews, and policy-oriented educational research. However, despite these improvements, the education sector is facing many difficulties and constraints. There are several factors that have had severe impacts on education and which still pose major challenges to achieving Education for All (EFA) by 2015.

II.   STATEMENT OF THE PROBLEM

Research suggests that there is an important role for play or active "meaning making" by the child in the classroom, but this must occur within an environment offering the teacher a clear instructional role (Griffin, & Kelly, in Golbeck, 2001; Dickinson, 2002). There are a variety of instructional resources, and research shows they are not all equally effective (Dickinson, 2002). Similarly, there are varieties of teacher-centered approaches in the selection of instructional resources. The discrepancy between short-term and long-term outcomes suggests that there are benefits and risks associated with several of the approaches used by administrators in the selection of these resources. One way to pursue new paradigms for the selection of instructional resources is to ask teachers how they conceptualize their practices. Marcon (1999) queried teachers about their beliefs and practices. She found that when teachers were clear and their responses corresponded to the needs of young children's learning and development, children fared better than when their teachers' approaches were inconsistent. Practitioners, researchers, administrators and policy makers must envision new approaches to the selection of instructional resources integrating proven success with new research on early learning. Studies on teacher education and use of instructional materials have been carried out and reported by several investigators including those of Agun and Okunrotifa (1977), Agun (1986) Akanbi and Imogie (1988), Adeyanju (1986; 1988 and 1999). Agun (1986) pointed out the need for development of skills by teachers undergoing their training so that they could be able to use a wide variety of instructional materials sufficiently well. Akinola (1988) carried out a study on use of Modern Teaching Aids/new technologies to aid teaching. The various researchers found that teachers, who are trained and untrained, use some form of materials to teach their lessons. However, the relevance of the selection and quality of the instructional materials that teachers use, have not been investigated. This is what the present study sought to establish. This study aims at establishing the various instructional resources used in Pre-schools learner specific attributes that influence the selection of instructional resources in pre-schools in Eldoret.

Research Objectives
The study was based on the following specific objectives;
1. To identify available instructional resources used in teaching Pre-schools
2. To assess the learner- characteristics that influences the selection of instructional resources in pre-schools

III. SIGNIFICANCE OF THE STUDY

This study investigated the factors that influence the selection of instructional resources used in Pre-schools in Kenya. The study revealed various influential factors which was useful to both teachers and head teachers of Pre-schools. The Government, through the Ministry of Education will benefit from the findings for it will get an insight into selecting appropriate instructional resources used in Pre-schools. The ECD teacher training institutions will benefit from the findings since they will come up with appropriate courses geared towards improving the ability of the learner teachers to choose the right instructional resources to be used in teaching in pre-schools.

Literature review
Status of Instructional Resources
Young children need plenty of teaching resources for them to develop and grow holistically. Igaga (1987) asserts that young children are active and they learn by doing a wide of variety of materials should be provided. Teachers, care-givers and parents are encouraged to make use of locally available materials in their immediate environment. Examples of teaching materials are charts, magazines, models, picture books, writing books. Freeman and Hatch (1989) emphasizes that lots of learning materials should be provided for children to acquire new knowledge and skills. Boyle and Peregoy(1997) argues that reading stories to young children introduces them to language because of instructional materials which contain pictures in them. According to Oluoch (1995) teachers and community are encouraged to improve and make use of the locally available materials. The selection of available materials depends on the following factors:

- Durability materials developed should be long lasting. They cannot be subjected easily to wear and tear;
- Quantity materials develop should be enough and of many varieties which will attract children's interest and attention;
- Safety it should not expose children to danger i.e. materials should not be too small for the rounded materials it can easily chocked children. The sharp edges of some materials required to be trimmed and fine shaped smoothly; and size, teachers, parents and care-givers should designed material which is appropriate to the age of the learners. Ng'asike in his book for infants and young children he asserts that pre-schools children are creative, resourceful, and imaginative and are fascinated by objects in the environment surrounding them. Young children require materials they can squeeze, roll, scratch, taste, throw and pound to enable them learn as much as they can about objects in their world. In this they acquired knowledge and skills for their future grow and development. According to the national Association for the education of young children (NAEY), It's recommend the following important developmentally appropriate practices in early childhood programmes for children from 0-8 years.

Adults provides opportunities for children to choose from among a variety of activities materials, equipment and time to explore through active involvement, the children select many of their own activities among a variety of learning corners the teachers prepares, much of the young children's learning takes place when they direct their own play activities, learning takes place as children touch, manipulate, see, experiment with things and interact with people. Rousseau (1778) believed that education should be based on the natural stages of child grow and development. So parents, teachers and other stakeholders should work hand in hand to ensure that the child enjoys as he or she learns by providing a variety of materials which encourages creativity and imagination.

Teachers should provide enough relevant books to use in the pre-schools class. This will enable them to be flexible in selecting relevant themes and learning activities which are interesting to the learners. The limitations of materials cause poor performance and understanding. Teachers should use real objects and real situations within the child's own social setting. In his book, Commenius (1970) asserted that the child learns better on a well structured environment in order to meet his or her needs. This led him to write the book of pictures in which there were a lot of illustrations in pictures and symbols. These captivated the child's mind.
Teaching materials are used to aid and facilitate teaching process for better understanding of concepts. The following are some of the suggested importance: To stimulate learner interest and attention in pupils throughout the lesson, makes learning real and enjoyable for children manipulates the learning materials, play with the materials, learning materials help in the development of body muscles as children manipulates teaching materials, helps in class control – children can be kept busy in handling materials even in the absence of the

teacher, children engage in their learning activities by observing materials displayed on walls while others observe pictures of different kinds which make children to be more creative and imaginative, it enhances development of social skills through interaction, sharing of learning materials, through working together in groups and children can discuss various depending on the material provided basing on themes presented.

The current funding channels of Pre-schools are diverse –including government, municipality and parental contributions. County Councils used to receive revenue from the agricultural sector (e.g., coffee, tea, cashew nuts), but while a few Municipal Councils are continuing to support the Pre-school programme, most have cut off funding since 1994. Indeed, most are employing the teachers withdrawn from the programme as revenue collectors at the markets. Collecting money from markets brings in revenue to the Councils, while teaching in pre-schools does not. At the government level, Pre-schools received only a small proportion of overall funding from the MOEST during the 1980s (less than 0.1% until 1987/88), even though the Ministry had taken over responsibility for the Pre-schools this leads to the limitations of materials available in pre-schools. The limitations of materials cause poor performance and understanding. Teachers should use real objects and real situations within the child's own social setting. In his book, Commenius (1970) as early noted asserted that the child learns better on a well structured environment in order to meet his/her needs. This led him to write the book of pictures in which there were a lot of illustrations in pictures and symbols. These captivated the child's mind. These arguments motivated the present researcher to look at the various resources used in public pre-schools.

IV. ISSUES AFFECTING SELECTION OF INSTRUCTIONAL RESOURCES
1. Institutional Characteristics and children Attitudes
Many studies have indicated the influence of institutional characteristics on the children attitude towards the selection of resources in schools. For instance, a study by Gielow and Lee (1988) conducted in the United States of America, found several characteristics for example religious affiliation, geographical diversity of, institutional size and proportion of teachers and pupils to have a substantial and/or direct influence on selection of resources. In the present study, the size of the institution in terms of curricular offerings was found to adversely affect the pupils access to instructional resources, while, the institutional size in terms of pupils population and the teachers was found to have either a positive or negative on the selection of resources.

Children mainly learn through their interaction with materials readily available in the social and physical environments (Gardener and Mahler, 1993). Therefore, the instructional materials at pre-school level are central to the implementation of the curriculum. Gatuma (2010) in her study on head teachers' tasks in the implementation of pre-school curriculum in Kenya public pre-schools; Provision of play materials and physical facilities came second (28%, n=19) on head teachers' tasks and since play materials and physical facilities are provided and maintained by the parents, it is important that head teachers pay attention to them (Campbell, Bridges and Nystrand, 1983). It is a crucial task which greatly helps that head teachers to understand that children learn by doing and interacting with concrete materials (Roopnarine and Johnson, 1987). The present study therefore investigated head teacher attributes that influence the selection of such resources to be provided.

Involving parents in children's feeding programme again features because malnourished children cannot be taught (Myers, 1995). According to UNESCO (2005) nutrition is a key component of children's education, care and development. Again, head teachers focus on feeding as a child's need /right to which parents must be committed. Head teachers (26%, n=18) outline this task just as an assurance mechanism for everything to go on well with the child. This provided a foundation to the current study which sought to assess learner characteristics that influence selection of instructional resources in pre-schools.

A study by Gielow and Lee (1988) conducted in the U.S.A found institutional size to adversely affect the selection of instructional resources. This could be so because too many curricular offerings imply a high pupil population, which in turn puts a strain on the teaching and learning facilities within the institution. This also means that, with a high pupil's enrollment, interdisciplinary classes will also be large. But in large classes, pupils often experience social isolation that do not only distress them but also adversely affect their academic life (Habeshaw, Gibbs & Trevor, 1992; Ronning, 1997). The authors concur that in small classes, pupils are likely to have opportunities for interaction with their teachers. This, does not only foster their learning, but also helps them to feel less isolated.

Besides, enhanced social interaction in the classroom has the potential to increase the perception of quality. This is because pupils may not feel isolated or alienated by the delivery system (Fassinger, 2000; Fritz, Bek & Hall, 2001). Two World Bank reports (2004) on developing countries' Pre-school programs observed that pupils face difficult conditions of learning, which include overcrowded classes, inadequate teachers and distracting living conditions among others. All these problems could probably be attributed to the high expansion rate of pupils' population without any proportionate expansion of instructional resources.

While there may be mixed and debated results on the effects of large class sizes on learner achievement, this does not hold true for the early years of learning. O'Sullivan (2006), notes that large early grade classes

interfere with the capacity of teachers to teach and children to learn. Teaching 75- 100+ children in Grade one is not an effective way to instil the key skills and competencies that are critical for later learning and success. Classroom sizes have increased in countries where the important goal of free universal primary education has been implemented (like East Africa). Immediately following implementation of these policies early grade class sizes ballooned, often to extraordinary levels (150+ in Kenya, 120+ in Uganda). There is often a serious lack of sufficient teachers, space and learning materials, water and toilets to meet the understandable excitement and demand generated by these efforts. In Grades One and Two child: teacher ratios are often so high that offering quality learning environments is simply impossible. The proportion of time spent on effective learning activities (already limited in many countries) decreases to allow for crowd management. The response in many places has been to introduce double and, in some countries, triple shifts resulting in even fewer contact hours for teaching and learning. Policy shifts which keep children's learning opportunities at the fore are required and a deeper understanding of just how critical the first years are in setting children off on a positive learning trend, especially in the vital areas of literacy development and effective use of instructional resources. The current study did not consider institution size as a factor influencing the selection of instructional resources in teaching pre-schools.

V. IMPORTANCE OF RESOURCES IN INSTRUCTION

Many scholars in the field of educational technology emphasize the need for use of instructional resources in teaching and learning. Comenius, one of the earliest educationalists stated that the foundation of all learning consists in representing clearly to the senses, sensible objects so that they can be appreciated easily (Kochhar, 1989). Comenius (1658 in Unwin 1978) also underscored the importance of instructional resources thus 'instructional resources are important because they facilitate teaching and learning'.

Kafu (1976), while stating the value of instructional technology said that it had a very long history as it could be traced to the time of the tribal priests who systematized knowledge and early cultures to record, preserve, transmit and reproduce Information. Among the scholars who have done a lot in this field include Witch and Schuller (1953), Kafu (1976) Mukwa (1979), Hlls (1980), Romiszowski (1988), and Miller (1990). These scholars have generally concurred that the following results can be realized if instructional materials are carefully selected and used:
   i.   Learning becomes more interesting, effective and meaningful
   ii.   Learnt material is retained longer than that acquired by purely verbal teaching
   iii. Learners acquire various skills like reading & sentence construction among others
   iv.   Greater benefits can be obtained from use of multimedia approach when all the senses are involved in learning.

Kochar (1991) carried out a study on the use of instructional resources in teaching History. The study established that some useful instructional resources were chalkboard, excursions, field trips, drama, models, graphs, charts, maps, pictures, diagrams slides, films, filmstrips, radio, and television.

The occurrence of the designed learning can best be achieved through mobilization of instructional materials such as verbal presentations, use of media and printed communication. Teaching aids are an essential requirement for successful teaching. At college and university learner- teachers are required to learn how to make and use simple and sophisticated teaching aids (Njoroge and Bennars, 1994). These authors have recorded that instructional resources are essential ingredients in teaching and learning. Successful schools should make efforts of availing and using these materials in teaching. One of the most valuable contributions of instructional resources to teaching process is the stimulation they give to teachers' creative abilities, activation of learners and as they learn actively they can enjoy the evidence of their progress (Brown et al, 1985). Learning resources are important in learning and can produce significant results provided they are properly used. Resources enable learners to take active involvement in learning activity and offer a greater variety of dissemination of ideas and knowledge. Further they offer concrete conceptual thinking and thereby reducing the meaningless word responses of learners. Thus the applications of instructional resources pave way for creative pupil participation and fill the classroom with evidence of learner accomplishments.Nabwire (1998) carried out a study on the use of visual aids and suggested that visual aids introduce variety in the lesson and thus stimulate learning. She further suggested that, use of instructional media results in greater acquisition of knowledge and ensures longer retention of information gained. Her study focused on non-projected media and that is why the researcher wants to focus on a combination of resources, which non- projected media are part of.

VI. AVAILABILITY OF INSTRUCTIONAL RESOURCES

Misoi(1987), surveyed the availability of instructional media for teaching Geography. The study revealed that instructional materials such as models and specimens were not available in most schools yet they could be improvised or collected respectively. The reasons may be that teachers do not see the value of the use

of these resources in teaching or lack of initiative on the part of these teachers or their poor preparation in medial practical while in training. His study focused on the availability of media but did not state how this media can be used in classroom situation in order to facilitate the teaching/ learning process.A study done through K.I.E (1989) revealed that manufactured instructional resources are not available in many schools because they are expensive, and local resources are used by few teachers although they are cheap and readily available. Otieno (1980) carried out a survey on the acquisition and use of teaching aids in Home science in Nairobi schools. She noted that teachers did not use as many teaching aids as she expected. This was because many teaching aids were missing in most schools. She recommended regular in-service training for teachers so that new knowledge in preparation and use of the aids could be availed to the teachers. She however did not say why the teaching aids were missing from the schools where the study was conducted.Gathu (1989) conducted a study on visual communication and observed that visual materials should be used in every topic that a teacher teaches in all school subjects. His report noted that most teachers were familiar with possible sources from where visual material could be obtained. He stated that teachers should also consider improvising and using locally available resources during classroom instruction. Digolo (1989), carried out a survey on the utilization of community resources by primary schools in Kenya to provide relevant education. The survey revealed that for those teachers who utilized community resources in their instruction, learners performed better than those whose teachers did not use them. He recommended the use of community resources as a means of providing learners with direct experiences not only at primary level but also at secondary level. His study was done at primary level and was not subject specific. A teacher can only use instructional resource when they are made available and carefully selected to help the teacher realize his/her instructional objectives. The use of instructional resources is an essential aspect in instruction. Some resources can be readily available yet they are not used. Curriculum cannot be effectively implemented without adequate instructional resources. If instruction has to be effective and meaningful, there is need for adequate relevant instructional resources to be made available. The teachers and learners could use such instructional materials when needed. These materials include textbooks, models, charts, pictures films and other relevant instructional resources. According to Kochar (1991), a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and productive. Apart from the government and private sector taking an active role, teachers and pupils must be innovative in designing and developing resources (Abagi, 1993). Moreover, relevant instructional materials should be made available for effective teaching and learning. (Gilliespie, 2006) noted the importance of making appropriate instructional material available in teaching and stated that appropriate materials should be made available more promptly and with minimum time consuming and logistical problems.

Similarly, Gilliespie (2006) pointed out that wrong selection of instructional resources can lead to misconception of ideas and has the greatest possible chance of altering the teaching process and modifying the message that the teacher supposes is being sent. Therefore careful selection of media among available resources is required if effective teaching and learning is to be realized. Isutsa (1996) conducted a study on availability and use of instructional resource for teaching social education and Ethics (SEE) in Kakamega District secondary schools. The study revealed that recommended text books do not provide teachers with all the relevant information required. Teachers have to look for other sources to supplement the recommended textbooks. The current study differed with this for it sought to investigate factors influencing selection of instructional materials for pre-schools. Some of the instructional resources like textbooks recommended by the ministry of education are not available for use by teachers in secondary schools as observed by Too (1996) carried out a research on the availability and use of media resources in mathematic instruction in Nandi District secondary schools. The survey established that books recommended by the Kenya Institute of Education (KIE) were not available and where they were available, they were not effectively used by teacher because of their shallow coverage of content. Teachers instead, resorted to textbooks they found to be more relevant and detailed. Although Too (1996) conducted his study in mathematics, instruction in secondary schools; his findings never the less have great bearing in the present study.

Teachers who would like their learners to perform well in their subjects produce and organize instructional resources for teaching and learning. Brown et al (1985) stated that many teachers find that seeking and finding resources that produce results when learners use them is a distinct pleasure among multitude of teaching details. (ibid) encourages teachers to produce and avail instructional resources for teaching to achieve good results in their instruction. Teachers and learners should therefore take an active role towards making instructional resources available. Teachers and learners can ensure this through improvisation using locally available materials. However, it has been argued that the availability of relevant instructional resources lead to higher academic achievement. The findings of a research conducted in the Phillipines by Psacharopoulos and Wood Hall (1985) showed that textbooks are an effective means of improving academic achievement. They further state that when relevant resources are available, teachers and learners have materials to work with. Hence books are an invaluable source of reference because of this they must be made available.

Kochar (1991) adds that apart from text books, instructions in History is guided by and made more interesting by use of other teaching and learning resources, like historical artifacts, field trips, maps, pictures and other audio visual aids. If instructional resources relevant for teaching are made available, they can make abstract concepts clear and real. This supports the fact that instructional resources are valuable to both the teacher and the learner. It is therefore necessary that they are made available during teaching/learning process. The provision of Quality and relevant education and training are dependent on among other things supply of adequate equipment and teaching materials (Maranga 1993:113). When instructional resources are available, the teachers' work is made easier for he/she can select what he/she requires from the available materials. This provides the teacher with time to then show how to use the available resources effectively. This shows that for teachers to create an acceptable context in the classroom, instructional resources must be made available.

Kafu (1976) observes that, some expensive items as equipment are available in some schools but they remain locked up in stores or cupboards. Hence some existing instructional resources are underutilized. There is need for increased use of the available instructional resources for teaching/ learning process. This can be achieved if teachers are well prepared in the use of both the existing and new instructional resources that they are likely to come across in their everyday teaching. This can be done through in-service courses, workshops and seminars to keep teachers abreast with new instructional technology. If this is done it will go a long way in improving the teaching and learning of science. Many studies conducted in Kenya have revealed that many schools are experiencing an acute shortage of necessary instructional resources (Isutsa, 1996: Too 1996); KIE 1989. There is therefore need to improvise resources which are not available. At the same time efforts should be made to ensure that most of the instructional materials are available. The present study therefore aimed at investigating the instructional resources available at public pre-schools in Eldoret Municipality.

VII.　　MATERIAL AND METHODS

This research was a descriptive survey research which was conducted in Eldoret town five educational zones; Kapsoya, Chepkoilel, Pioneer, Kapyemit and Kibulgeny. The study was conducted in 40 public pre-schools. the respondents for the study included; 120 pre-school teachers, 40 head teachers and 5 TAC tutors. For the purpose of getting a representative sample, the researcher stratified the Pre-schools into five zones. A total of 20(50%) Pre-schools were selected using proportionate random sampling from the zones. Simple random sampling was used to select two (2) Pre-schools from Kapsoya, four (4) Pre-schools from Chepkoilel, two (2) Pre-schools from Kapyemit, six (6) Pre-schools from Pioneer and six (6) Pre-schools from Kibulgeny zones. To obtain a public pre-school from each zone for the study sample, simple random sampling was applied. A Pre-school from each zone was assigned a number and the numbers placed in five baskets according to the zones. A number was picked at random without replacement. The number that was picked represented the Pre-school where the study was carried out. Each Pre-school has three Pre-school teachers who automatically qualified to be part of the sample. All the head teachers of the selected schools and all the five TAC tutors participated in the study. Therefore the researcher had a total of eighty five (85) respondents. Structured and semi-structured questionnaires were used to collect valuable information from the Pre-school teachers for the study. Interview guide was used for collecting information from the head teachers and TAC tutors. The researcher observed the existence of instructional resources in pre-schools to be studied, how they were used, stored and their security. The observation was used to ascertain responses from the respondents concerning the selection of instructional resources used in pre-schools in the area of study. Data collected was analysed using descriptive statistics.

VIII.　　RESULTS

Resources Available in Class

Teachers who participated in this study were requested to state whether specific instructional resources were being used or not. Their responses are as shown in Table 1.

Table 1 Availability of Instructional Resources

Resources	Available		Not available		Total	
	f	%	f	%	f	%
Cards and card games	56	93.3	4	6.7	60	100
Printing blocks and rollers	32	53.3	28	46.7	60	100
Containers (plastic, bottles, calabashes etc)	58	96.7	2	3.3	60	100
Propellers	43	71.7	17	28.3	60	100
Kites	52	87.7	8	12.3	60	100
Abacus	49	81.7	11	18.3	60	100
Physical features (mountains, rivers, hills etc)	49	81.7	11	18.3	60	100
Balls	60	100	0	0	60	100

Toys	54	90	6	10	60	100
Cinema box	34	56.7	26	43.3	60	100
Puppets	47	78.3	13	21.7	60	100
Photographs	39	65	21	35	60	100
Picture puzzles	51	85	9	15	60	100
Charts	58	96.7	2	3.3	60	100
Books	60	100	0	0	60	100
Marbles	45	75.0	15	25.0	60	100
Plasticine/clay	56	93.3	4	6.7	60	100
Pencils/crayons	56	93.3	4	6.7	60	100
Posters	45	75.0	15	25.0	60	100
Paints	51	84.4	9	15.6	60	100
Costumes	51	85	9	15	60	100
Guest speakers	56	93.3	4	6.7	60	100

It is revealed in Table 1 that cards 56 (93.3 %), printing blocks and rollers 32 (53.3 %), containers like plastics and bottles 58 (96.7%) and propellers 43 (71.7%), were available in the schools selected for this study. However, cards 4 (6.7%), printing blocks and rollers 28 (46.7 %), containers like plastics and bottles 2 (3.3%) and propellers 17 (28.3%), were not available for the teaching and learning in the schools. It is further shown that kites 52 (86.7%), abacus 49 (81.7%), physical features like mountains and rivers 49 (81.7%) and balls 60 (100%) were available during their lessons. But 8 (13.3%), 11 (18.3%), 11 (18.3 %) and 0 (0%) of the teachers respectively stated that the said resources were not available for teaching and learning in the schools selected for this study. This finding indicates majority of the teachers above 53% had access to cards, printing blocks and rollers, containers like plastics and bottles and propellers. It is also shown in Table 4.5 that majority of the teachers, over 81% had access to kites, abacus, physical features and balls in teaching. This might be explained by the fact that such materials are cheap and easily obtained since in pre-schools, parents meet the cost of education unlike in primary schools which is catered for by the government. This concurs with K.I.E (1989) which revealed that instructional materials were not available in many schools because they were expensive.

Table 1 reveals that toys 54 (90%), puppets 47 (78.3%), photographs 39 (65.0%) and picture puzzles 51 (85%) were available for use during lessons. It should however be noted that only 6 (10%), 26 (43.3%), 13 (21.7%), 21 (35%) and 9 (15%) of the teachers respectively denied availability of instructional resources for use during their lessons. Charts 58 (96.7%), framed dolls 35 (56.7%), books 60 (100%) and marble 45 (75%) were also available during their lessons. Further, 2 (3.3%), 26 (43.3%), (0) 0% and 15 (25.0%) of the teachers reported absence of instructional resources respectively. The table also shows that plasticine 56 (93.3%), pencils 56 (93.3%) and posters 45 (75%) were available. However 4 (6.7%), 4 (6.7%) and 15 (25%) asserted that instructional resources were not available. This indicates non- availability of these materials at pre-school due to scarce financial resources. Further, Table 1 reveals that pictures 58 (96.7%), paints 51 (85%), costumes 51 (85%), environmental visits 58 (96.7%) and guest speakers 56 (93.3%) were available for teaching and learning different concepts in the schools selected for the study. The rest stated that the mentioned instructional resources were not available. This means that majority of the teachers use the stated teaching and learning resources. This indicates such materials are relatively cheaper and available for they can be drawn from the locality.

Learner characteristics influencing selection of instructional resources
Teachers' respondent on learners' characteristics was important in this study because they are the focus and determine selection of the instructional resources. The factors administered during the study were age of the learner, number of children admitted, sex of the learner and socio-economic background. The results are indicated in Table 2.

Table 2 Learner Characteristics

Statement	N	X	SD
Age	60	3.4	0.91
Number of Children admitted	60	3.2	1.07
Sex of learner	60	2.3	1.15
Socio- economic	60	2.7	1.26

Key: N_x =number of teacher respondents
— X = scale mean points
SD = standard deviation

Respondent teachers ranked the administered factors starting with the most influencing as rank number 1 with 4 points, while least influencing was given rank number 4 with 1 point. The influences of the above factors on selection of resources were statistically analyzed by determining the mean point and standard deviation based on the ranking of the respondents. A mean of 2 and below implies that the factor had less influence, while a mean of more than 2 implied an influential factor. The results in table 4.7 indicate that all the four factors were influencing the selection of the learning materials. Out of the four factors, two had a mean greater than 3 and included; the age of the learner(X=3.4, SD=0.91), number of children admitted(X=3.2, SD=1.07). The respondents strongly believed that the above two factors are important and need to be considered during the selection of the learning resources. Factors which scored a mean of less than 3 points, but above the mean points of 2 included; socio-economic background (X=2.7, SD=1.26) and sex of the learner(X=2.3, SD=1.15). The respondents ranking indicated that two factors also influence the selection of learning resources. The study administered an open-ended interview to both head teachers and TAC tutors to identify and list other learner-factors that influence the selection of resources in their pre-schools. The results established that majority of the head teachers and TAC tutors listed the age of the learner, safety of the learner, learners' ability and language level of learners were the factors that influence the selection of instructional resources.

IX. CONCLUSIONS AND RECOMMENDATIONS

It was established the category of most preferred resources include; cards (93.3%), containers like plastics and bottles (96.7%), balls (100%), toys (90%), charts (96.7%), books (100%), plasticine (93.3%), pencils (93.3%), pictures (96.7%), environmental visits (96.7%) and guest speakers (93.3%). High preference of these resources was attributed to being commonly available, cheap to procure, recycled from the environment and can easily be constructed. Low preference of the resources was attributed to high cost, challenging and time consuming to construct, not durable and not commonly encountered by the learners. Resources under this category included; printing blocks and rollers (53.3%), cinema box (56.7%), photographs (65%) and framed dolls (56.7%). Other instructional resources with preference rating between 70% and 90% are generally ignored by the administration and pre-school teachers because they lack knowledge on their importance to the learners. The study established that all the respondent teachers strongly agreed on the influence of the age, number of children admitted, socio-economic background and sex of the learner on the selection of instructional resources. The study recommends that There is need to use a variety of instructional resources that are cheaply available within the school environment.

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