INFLUENCE OF INTERACTIVE TEACHING METHODS ON ACHIEVEMENT IN MATHEMATICS AMONG PRESCHOOL CHILDREN, IN NYANG’OMA ZONE, MUHORONI DISTRICT, KENYA

The place of mathematics in the curriculum and the achievement of the children studying it have been identified as needing special attention. Mathematics is widely recognized by pupils, parents and teachers to be the important qualification for employment or for further studies. Many teachers teach mathematics without knowing enough about the subject or about the current ideas of teaching it. The purpose of this study was to investigate the influence of interactive teaching methods on pre-school children’s achievement in mathematics in Nyang’oma zone, Muhoroni District. An ex-post facto research design was used in the study. The study targeted a population of 18 preschools, 54 teachers, and 720 children. The instruments for the study were questionnaires, interview for teachers and document analysis guide. Data were analyzed using descriptive statistics. The statistics calculated were frequencies, means and percentages. The findings of the study established that Interactive methods greatly promote the achievement of the child in mathematics activities. Most children who were involved in using interactive methods in learning recorded high mean scores in number work activities. Therefore the study recommends the use of interactive methods in preschools to promote children’s achievement in mathematics. Teacher’s qualification.

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