ABSTRACT

The study was based on poor performance of mathematics worldwide and more so in Kenya, despite numerous researches on the possible causes and proposed solutions. The researcher postulates that performance could be improved by using the known more effective methods such as scaffolding teaching method. The purpose of the study was to find out the extent to which pre-school teachers use scaffolding teaching method to teach mathematics. The study involved 24 pre-school teachers teaching in Embakasi Division of Nairobi Province, Kenya, selected using stratified random sampling. The study used three theories: Bandura's Social Learning Theory, Lev Vygotsky's Social Development Theory and Bruner’s Constructivist Theory. The research design used is Ex-post-facto research. Data was analyzed using both descriptive and inferential techniques. The study found that only one of the elements of scaffolding, namely directing, was being used at an appropriate mean frequency level score of 64.2 while the other five had low mean usage ranging between 4.5 and 23.7. These others are soliciting (4.5), child’s idea (10.8), encouraging (12.0) questioning (18.8), and freedom (23.7). This indicated inadequate overall use of the method. However, none of the independent variables under study that is class size, teaching experience, training program, pre-school teachers attitude towards frequency of use of scaffolding teaching method, mathematics attainment and school management, proved to have a significant effect on use of scaffolding teaching method. To improve on the performance of mathematics, the study recommends emphasis to be placed on continuous training on the use of the method during in-service training and further recommends that research be done on other variables likely to affect scaffolding teaching method such as marital status, gender, and age.