

**EFFECTS OF LEARNING MATERIALS ON COGNITIVE DEVELOPMENT OF
CHILDREN AGED 4-6 YEARS IN MWINGI DISTRICT, KITUI COUNTY**

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ABSTRACT

The main purpose of the study was to investigate the effects of learning materials on cognitive development in children of age 4-6 years in early childhood development education centers in Mwingi district, Kitui County. Factors leading to this has been well investigated and understood hence hindering cognitive development in young children in many communities. The purpose was to determine factors influencing the cognitive development in certain children in Mwingi district. The researcher read books to get the information related to the topic. The research was encouraged by Maslow theory, Piagets theory. Conceptual framework. During the study, the researcher intended to target 30 children within the area under study. Out of 30 children within that group was to sample only 10 to represent the whole children's population. In order to come up with the sample, the researcher used simple random sampling method; during the collection of the information, survey method was used. During gathering of the information, the researcher used tools like oral tests, questionnaires and observation checklist. The information collected was presented in form of tables, graphs, charts and pie charts. The results of the findings showed that there was a problem in provision of learning materials and that learning without the use of learning materials did not foster an effective learning in the development of children. There was need to create an awareness towards the provision and use of learning materials to promote cognitive development. Material development was seen as a help in developing the early childhood development education curriculum. Some recommendations were deduced from the study that community sensitization was used to create awareness on material development. It was recommended that learning by doing did not only foster intellectual capacity but also for achievements, imagination, self-expression and good teacher/child relationship according to Galloway and Edward 1991. These led to confidence and willingness to freely consult for clarification. The parent where sensitized to employ enough and qualified personnel and pay enough money for their children to be attended well since the government has not yet taken the burden of paying or employing Early Children Development Education Teachers. The community was also sensitized to enlighten their ways of earning their living and their children being in school at all the time rather than consuming alcohol and neglect children as they remain at home most of the time. Curriculum developers were also reckoned in order to create good environment in printing materials and emphasizing their use effectively and monitoring to be conducted during implementation of the content to ensure children get what they deserve in the right time right place by the right person.