

Abstract

The purpose of this study was to investigate the influence of molding numbers on developing mathematical competence among pre-school learners. The study was guided by the following objectives: to establish the influence of type of numbers modeled on developing mathematical competence among pre-school learners and to determine the influence of materials used on modeling numbers on developing mathematical competence among pre-school in Mutha Zone, Kitui County. The target population comprised of 60 pre-school teachers in Mutha Zone, 60 pre-school teachers and 450 learners. A sample of 18 head teachers, 18 pre-school teachers and 150 pre-school learners participated in the study. This was done through simple random sampling procedure where each respondent had equal chances of being selected for the study. Data were collected through the use of questionnaires and observation checklist. Data analysis was done using the statistical package of social sciences (SPSS) software. The findings of the study were; there is a statistically significant association between type of numbers molded and Mathematical competence among pre-school learner ($\chi^2_{(1, 4)} = 41.429$, $p = .000$) and that there is a strong positive relationship, $r(15) = 0.646$, $p < 0.05$ between modeling material and Mathematical competence among pre-school learner. The recommendations of the study were; the Ministry of Education must sensitize all the pre-school teachers to teach mathematics using modelings should provide plasticine to their learners since it was established that most schools were using clay which was making the learners to be dirty. The parents can also be encouraged by head teachers to buy plasticine for the learners so that they can also continue molding at home.