

**SCHOOL DETERMINANTS OF CURRICULUM IMPLEMENTATION IN
PUBLIC EARLY CHILDHOOD DEVELOPMENT AND EDUCATION
CENTRES IN MUMIAS DISTRICT**

BY

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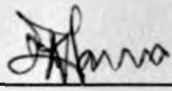
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT FOR
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DECLARATION

This research project is my original work and has not been presented for any award in any other University

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DEDICATION

This work is dedicated to my wife Jacqueline khatete kakai and my children Alvin Nambwaya and Ashley Enid Bukokhe for sacrificing to allow me pursue this course.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| CDF | Constituency Development Fund |
| CFPC | Child and Family Planning Centre |
| D.E.O | District Education Officer |
| ECDE | Early Childhood Development and Education |
| ECENO | Early Childhood Education National Organization |
| ECCE | Early Childhood Care and Education |
| EFA | Education for All |
| FPE | Free Primary Education |
| HRD | Human Resource Development |
| IDP | Internally Displaced People |
| KESSP | Kenya Education Sector Support Programme |
| MOEST | Ministry of Education, Science and Technology |
| NAEYC | National Association for Education of Young Children |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| WCECCE | World Conference of Early Childhood Care and Education |

ABSTRACT

Early childhood development and education is regarded as the initial stage and the beginning of every young child's formal education. Many children continue to grow and interact with others through play and peer activities during their ECDE experiences at pre-school and the stage requires every aspect of care. The objectives of the study were to determine the influence of the head teacher on curriculum implementation in public ECDE centres, assess the influence of physical resource availability on curriculum implementation in public ECDE centres, examine how teachers' remuneration influences curriculum implementation in public ECDE centres and the influence of teachers' preparation on implementation of curriculum in public ECDE centres. A descriptive survey design was adopted for the study variables which were physical Resource availability, the head teacher, teachers' remuneration and teacher's preparation. The target population was 176 subjects comprising of head teachers and ECDE teachers in public ECDE centers in Mumias district. Stratified sampling method was used to classify schools geographically into stratum. Simple random sampling was then used to select the sample size of 54 respondents. Purposive sampling was used to select the teachers and the head teacher as respondents. In cases where an ECDE centre had more than one teacher, the respondent was the teacher in charge of the centre. The data collection instruments were questionnaire and interview schedules which were pilot tested to ascertain their reliability. Questionnaires for each category of participants were used for data collection including an observation schedule for the selected public ECDE centers. The data so collected was analyzed using descriptive statistics thus through use of frequencies, percentages and means. Validity was determined through careful preparation of items in instruments based on study objectives and by experts from the school of Continuing and Distance Education. Findings revealed that many head teachers of public primary schools are less concerned with ECDE centres in their schools and do not supervise curriculum in their ECDE centres, ECDE teachers are poorly remunerated, many ECDE teachers don't plan for their lessons and that there is an acute shortage of classrooms and toilet facilities in Public ECDE centres. There is need to induct ECDE teachers to update them on changing curriculum needs, head teachers of public primary schools be serviced on ways of enhancing smooth implementation of curriculum in ECDE centres then be held accountable for poor performance in their ECDE centres. Harmonization of fees charged from these centres be done to enhance provision of sufficient physical facilities and for realization of improved remuneration of ECDE teachers.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood is the period from birth to 8 years, a time of remarkable brain development, the years that lay the foundation for subsequent learning. Provision for institutionalized ECDE should cover children of 3 – 6 years of age because this is the stage where so many social attributes and personalities are formed (Farrant, 1986). The general objectives of ECDE are to: enhance the child's mental capacities and physical growth, enable the child to enjoy living and learning through play, foster the child's exploration skills, creativity, self-expression and discovery. Children are introduced to the kinds of experiences that help them to make fuller and more efficient use of what, later will be taught in primary school (Farrant, 1986).

In Russian and Romanian orphanages there exist worse scenarios on how lack of proper social interaction and development of attachment affect the developing child. Chicago's publicly funded child-parent centers have served almost 100,000 three and four year olds since 1967. Researchers tracked 989 of those children and 550 similar children not in the program for 14 years. The children who did not participate were 70 percent more likely to be arrested for a violent crime by age 18. This programme also cut child abuse and neglect. In Ypsilanti Michigan, 3 and 4 year olds from low income families who were randomly assigned to a group that did not receive preschool who were five times more likely to have become chronic lawbreakers by age 27 than those who were assigned to the scope Educational Research Foundation's Perry preschool. The first ever conference about early childhood care and education took place in Moscow from September 2010 jointly organized by UNESCO and the city of Moscow. The goals of the "World Conference on Early Childhood Care and Education (WCECCE) are to reaffirm ECCE as a right of all children and a basis for development, promote global exchange of good practices and identify constraints towards making the intended equitable expansion of access to quality ECCE services.

In Africa, especially South Africa (Education White paper number 5 on ECDE, 2001) is a comprehensive approach to policies and programmes for children from birth to 9 years of age with the active participation of their parents and care givers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential (Tshwaragano Ka Bana: 2005). There are 6.5 million children between birth and 6 years of which 84% have no access to any form of ECD, 42% of children live in household where neither parent is employed. Of the 54,503

working in ECD sites, only 12% are qualified, 88% need additional training and 23% have no training at all. Kenyan scenario shows that in 1990, there were only 6,213 preschool teachers. Currently there are 16,006 trained teachers out of 37,752. (An integrated Plan for Early Childhood development in South Africa. Version 3: June 2005). Kenya recognizes the importance of ECDE as a vital lever for accelerating the attainment of Education for all (EFA) and the Millennium Development Goals (MDGs) (Republic of Kenya, 2006). The government has further demonstrated its commitments to the well being of young children by signing various global policy frameworks such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Jomtien world conference on EFA, the World Education Forum (Dakar, 2000) and the 2000 Millennium Development Goals (MDGs). This particular forum underscored the importance of EFA (Republic of Kenya, 2006b). Kenya has been helped by United Nations International Children's Fund (UNICEF), the Bernard Van Lee Foundation (BVLFF) and the Agha Khan Foundation, a lot remains to be done to train teachers and to establish additional schools (Odada and Otieno, 1990). Despite all the benefits that may have accrued from ECDE as stated above and the commitments made by the government of Kenya to achieve Basic Education for All (BEFA) through public ECDE centres, there is still poor performance of ECDE sub-sector characterized by low enrolment of children and high rate of dropouts caused by school factors (Varld, 2008). Policy on Education, Training and Research (Republic of Kenya, 2005) supports this when it enunciates; efforts have been made to improve the quality of school determinants of ECDE curriculum management. This level also helps to identify children with specific special needs that help to merge them with existing services and improve the status of the child's health, care and other needs. This also links him/her with health services such as immunization, health check-ups and growth monitoring. (ROK, 1999; Republic of Kenya, 1998; Republic of Kenya, 2008a; Republic of Kenya, 2008 b). Children are further introduced to the kinds of experiences that help them to understand better what will be taught later in primary school (Farrant, 1986; Republic of Kenya, 1999). The situation has deteriorated to the extent that primary schools doubt the preparedness of children promoted from ECDE centres to primary schools (Republic of Kenya, 2009). This is attested by low enrolment in public ECDE centres and high rate of dropout of children and relocation to private ECDE centres.

According to the National ECDE Policy in Kenya,(1997) it is stipulated that the government of Kenya through the Ministry of Education would increase training and support of preschool teachers, improve sustainability of ECDE services and access by the poor, development of policy approaches for the care of children under 3years. Despite these, management of curriculum in most Public ECDE centers is still a problem. "Mothers are away from home most of the day , often having no choice but to leave their children without adequate care (Njenga and Kabiru 2001) Until recently, child care and early socialization of preschool age children were governed by "Powerful family/ community structures and traditions (Woodhead, 1996). Approximately 80% of Kenyan preschools are run by local communities.

In North Eastern Province, one of the most disadvantaged regions, for example, there has been a sharp decrease in ECDE enrolments since the implementation of FPE. Declining enrolments appear to be so acute and widespread that there is a serious concern about the "collapse" of ECDE services. In the better-off regions, such as Rift Valley Province and Nairobi City, decreasing enrolments are observed in public- and community-owned ECD Centers, which typically serve poorer children, but not in private ECDE Centers, which accommodate the more affluent ones. (UNESCO Policy Brief on Early Childhood a Number 30 / January – February 2006).

Access to ECDE services remains low in Kenya with 65 percent of the children aged 3-6 years currently not accessing ECDE services. More critical is the fact that a majority of the ECDE centers are privately owned (Githinji and Kanga 2011) as it has been observed that curriculum is poorly handled in public ECD centres. This means the levies are determined by the proprietors and therefore services offered are in the first place discriminatory. Further, in arid and semi-arid land (ASAL) areas, this situation is much worse with only 9 percent of children aged 3-6 accessing ECDE services (MOEST, 2005). All these are believed.

It is not unusual to hear parents and other interested parties complain about school performance. A research by Stateline (2009) noted that the common observation about schools by parents, teachers and scholars alike is that schools suffer from poor administrative leadership. As www.information.com(March 1991) informs, effectiveness of the school is largely dependent upon the type of leadership the school provides.

According to Griffin (1994) many schools have been brought down through inadequate leadership. Mumias district of Western Kenya has 189 ECDE centers with an enrolment of 11,237 children out of which 5,836 are boys and 5,836 are girls. Out of the 189 centers, only 86 are public ECDE

centers while private centers take the lion's share with 103 centers (Mumias district D.E.O's EMIS statistical returns for ECDE, November 2011) report. Early Childhood Development Education being the first formal agent of socialization (Kibera & Kimokoti, 2007) calls the attention of all stakeholders to critically address the challenges related to issues of quality of curriculum delivery in Public ECDE centres. However, the private sector seems to have monopolized most of the ECDE centers compared to the government. Thus, the public education sector opportunities for ECDE are lacking, yet available data shows that at later formal education i.e. primary schools, public education cater for well over 90% of Kenya's school going age (Mumias district D.E.O's speech and report, Mumias District Education day results booklet, 2010).

1.2 Statement of the Problem

There is growing demand for better pre-school education to help lay foundation for smooth future learning of children. This can only be realized if the ECDE curriculum is effectively implemented in all ECDE centres. Public complains on the quality of education and performance of public ECDE centres attached to public primary schools are on rise. More so, disparities in quality of education between them and private ECDE centres continue to widen, a state that has realized the emergence and mushrooming of privately owned ECDE centres in slums, shops and on almost all streets. This seems to pose danger of collapse of our Public ECDE centres and future poor performance of learners from these centres. The study therefore seeks to investigate school determinants of curriculum implementation in public ECDE centres in Mumias district.

1.3 Purpose of the Study

The purpose of the study was to examine school determinants of curriculum implementation in public ECDE centres.

1.4 Objectives

The study was guided by the following objectives:

1. To determine the influence of the head teacher on implementation of curriculum in public ECDE centers.
2. To asses the influence of physical resource availability on implementation of curriculum in public ECDE centres.
3. To examine how teachers' remuneration influences implementation of curriculum in public ECDE centres.

4. To establish the influence of teacher's preparation on implementation of curriculum in public ECDE centres.

1.5 Research Questions

1. How does the head teacher influence implementation of curriculum in public ECDE centres?
2. What is the influence of physical resource availability on implementation of curriculum in public ECDE centres?
3. What is the influence of teacher's remuneration on implementation of curriculum in public ECDE centers?
4. What is the influence of teacher's preparation on implementation of curriculum in public ECDE centres?

1.6 Significance of the study

This study was to help head teachers of public primary schools and those in charge of ECDE centres to obtain knowledge on ways of implementing the curriculum in their pre-schools and device strategies of even improving on its status.

Proper curriculum implementation in public ECDE centres was to help to erase bad public image about public ECDE centres through better background lay for good performance in the classes to follow more so in national examinations so as to realize high transition rates to class one.

1.7 Delimitation of the study

The study was restricted to Mumias district and targeted Head teachers of public primary schools each with an ECDE centre and ECDE teachers.

1.8 Limitations of the Study

There was limited time for the study as the researcher was a classroom teacher who was expected to be on job and collect data at the same time .This was overcome by using research assistants who collected data at the time the researcher was on job.

Many ECDE centres in Mumias district are interior and are served by poor road system and narrow paths which may be impassable especially by vehicles .This will be overcome by use of motorbikes.

1.8 Assumptions of the Study

The study was based on the following assumptions:

- i) Curriculum in public ECDE centres is poorly implemented by the teachers and the head teachers.

ii) Inadequate Physical Resource unavailability is a cause of poor curriculum management in public ECDE centres.

iii) The respondents were understanding, willing to participate in the interviews and filled the questionnaire accurately and honestly.

1.9 Definitions of Significant Terms used in the study

Determinants

These are causal factors that directly or indirectly influence curriculum delivery in pre-schools.

Implementation

This is putting down strategies of effecting what the curriculum entails in terms of teaching, supervision and general exercises that assist in attaining curriculum goals.

Public ECDE Centre

This is an educational institution for the ages 1 - 8years headed by a head teacher employed by the government thus Teachers Service Commission and located within a public primary school.

Resource availability

It involves materials provided by institutions or the central government so as to aid ECDE centres within public primary schools in operating well so as to achieve set goals.

Curriculum

The sum total of activities performed at pre-schools so as to make the learners achieve their desired academic objectives in a learning situation.

Teachers preparation

Training and other activities done before by a teacher before commencing to teach such as lesson planning and making schemes of work.

1.11 Organization of the study

This chapter examines literature related to implementation of curriculum in public ECDE centres. It expounds on the variables thus physical resource availability, the head teacher , teacher remuneration ,teacher's preparation and how they influence implementation of curriculum in public ECDE centres. It has reviewed the head teachers' roles in effective curriculum delivery, ratios of physical resource provision and the gaps that exist in enhancing better curriculum implementation. The chapter is further supported by the conceptual analysis of two variables; dependent (Implementation of curriculum), independent (Physical resource availability, the head teacher, teacher's remuneration and preparation) variable and the intervening and moderating variables which affect the relationship between the two mentioned variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter discusses available literature by various authors through review of related material or information and localizing it to Mumias district. It is sourced from project documents, books, special reports, the internet and government publications. This is aimed at filling the research gaps that will be discovered.

2.2 Influence of the Head teacher

As the adage goes , the head is the school and the school is the head, a head teacher plays very important role in a school as a whole. Background characteristics are identified because they are most likely to influence the tasks head teachers perform for teachers, children and parents as key stakeholders in the implementation of preschool curriculum (Abere, 2006; Omoka, 1980). For instance, Abere's study in Kuria District, Kenya found that head teachers of different ages manifested different administrative training needs. Omoka's (1980) study in Ikolomani Division in Kakamega town in which she tried to find out how much of valuable time is spent on instruction, supervision, counseling, disciplining, extra-curricular activities, orderings and issuing of equipment, parents and teachers' discussions.

Lack of association between tasks and background characteristics of head teachers may suggest that what head teachers do may be determined by other factors like their lack of expertise in preschool affairs and lack of time as explained in other sections of this content.

Indeed, provision of resources is the main task that head teachers do to teachers (Okumbe, 1998; Olembo, Wanga and Karugu, 1992; Mbiti, 1974).

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 preschool level are central to the implementation of the curriculum. Perhaps that is why the head teachers feel that availing them is their main responsibility so that for teachers to become effective instructors. However, these head teachers do not seem concerned with what happens with these instructional resources in the classroom.

Olembo, Wanga and Karugu (1992) note that the head teacher is expected to evaluate how well these instructional resources are utilized by the ECDE teachers.

Providing guidance and counseling is reported as head teachers' commitment to teachers by 41% . Guidance and counseling task is hereby viewed in the context of providing professional support to teachers as regards their teaching effectiveness. Basically, many preschool teachers need support from the head teachers, who in most cases are trained teachers (Republic of Kenya, 2005) because approximately 65% of preschool teachers in Kenya are untrained (Mariani, 2002). Interestingly, the head teachers focuses more on consultation regarding mainly on children's disciplinary measures requiring the involvement of parents. This suggests that head teachers somehow shun from preschool classroom management moreso ECDE classes. A number of primary school head teachers rarely visit ECDE centres in their schools. A few who attempt to do it, only avail themselves when they feel that there is a problem that needs them to step in. May be, the examination pressure exerted by the primary school curriculum makes them lack sufficient time for preschool matters. Research indicates that head teachers have to ensure that teachers are paid.

Teachers' salaries are a matter of concern, given that preschool education for three to six year old children is not free in Kenya (Republic of Kenya, 2005). Teachers' salaries highly depend on the economic status of the preschoolers' families (Republic of Kenya, 1999). Muchira (1989) argues that one way of ensuring that teachers teach adequately is by providing job satisfaction through their salaries and economic empowerment is an important factor people consider when joining teaching profession (Kariuki and Kibera, 1996). The head teacher negotiates for the teachers' salaries to create job satisfaction and retain them in preschools within his/her school. This may compensate a lot of time for head teacher's involvement in classroom matters. Thus, the preschool teacher is left solely with classroom management. Professional training is important to all head teachers in aspects of finance, curriculum supervision and other resource management especially on matters related to ECDE curriculum management..

However, according to UNICEF, for a child's psychosocial wellbeing, the single most important factor in a child's psychosocial development is to have at least one strong relationship with a caring adult (UNICEF 2003) who in this context is the ECDE teacher. Unfortunately this type of nurturing relationship with a caring adult is a necessity many children in difficult circumstances do not receive.

The head teacher has to collaborate with parents to realize the preschool goals (Gardener and Mahler, 1993; Mbiti, 1974) The head teachers' task of involving parents in paying teachers' salaries dominates these tasks. According to the Koech Report (Republic of Kenya, 1999) paying of preschool teachers is in the hands of the parents. Parents pay directly to the head teacher, who is the

financial advisor in the preschool (Republic of Kenya, 2005). Failure to pay teachers would mean that the head teachers would not have motivated preschool teachers to help them implement the curriculum. The parents who do not pay the preschool levies are expected to withdraw children from the preschool (Njenga and Kabiru, 2001). And this leads to dropout and consequently would interfere with the enrolment of children into primary school. Hence, it is not a surprise that head teachers' reflect the fact that they have to invest their time negotiating teachers' salaries with parents.

Provision of play materials and physical facilities came second 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). However, involving parents in the provision of materials is a task outside preschool classroom management.

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 outline this task just as an assurance mechanism for everything to go on well with the child.

The tasks head teachers render to parents tend to focus on general aspects of a child's life (UNESCO 2005; Myers, 1995). These tasks may be viewed as basic services which empower children to undertake their learning. The concern is on whether these tasks can be undertaken by somebody else, so that the head teacher pays attention on actual realization of the curriculum objectives.

For instance, it is important to have parents involved in children's homework and have them invited to witness how their children participate in normal learning environment. Here again, the head teachers assume direct management of classroom learning to the teacher, making his/her tasks rather peripheral when they can as well be designated to other personnel. This puts extent head teacher far from the actual implementation of the preschool curriculum. Thus, the implementers of the preschool curriculum seem to be preschool classroom teachers, most of whom are untrained and multi tasked.

2.3 Effects of Physical Resource availability

Public ECD centres continue to suffer due to lack of teaching/learning resources, play ground and little space for learning thus classrooms. ECDE centres should have beddings, kitchen, appropriate toileting and sanitary facilities (Epstein, 1995).

ECD classrooms set up on the premises of public primary schools have been shut down in order to accommodate the surge of enrolment in primary education sparked by FPE. In some cases, ECD children and teachers must put up with reduced space; in others, they have been moved to the worst classrooms on the premises.

The National Association of Elementary School Principals (1990) views that a good learning environment for small children must have a spacious play ground. At the district level, inspection and supervision of ECD Centres, some of which is carried out by the district-based zonal Quality Assurance and Standards officers (ZQASO) , have reportedly become less frequent. Instructed by the government to closely monitor the progress of FPE, the zonal inspectors are spending more time visiting primary schools, leaving little room for work with ECD Centres. Most ECD Centres set up on the premises of primary schools are in rural areas (Mukui and Mwaniki, December 1995). Teaching and learning aids such as charts and improvised ones are not available in many centres and the few available are in poor state. Children's exercise books are torn, dirty and shapeless.

In centres with relatively large children numbers, only one teacher is available to serve them and one ECD programme officer (EPO) is available for the entire district.(EFA Global Monitoring Report, 2005, UNESCO Publishing).

Without strong governance, parents may struggle to find reliable childcare services. Some parents end up choosing multiple ECD arrangements of uneven quality to meet their family's needs. Children may experience discontinuity as they are jostled from one setting to another. Good governance can ensure that services attain quality standards, are affordable, meet local demand, promote cost-effectiveness and achieve equity goals. As the early childhood field expands and becomes increasingly complex, policymakers need to address governance to ensure more coherent ECCE policy across government agencies, levels of government and programs(Good Governance of Early Childhood Care and Education: Lessons from the 2007 EFA.

Global Monitoring Report). Under ideal circumstances, having a certified, enthusiastic, well-prepared paraprofessional can make an enormous difference in the efficiency of your child's classroom and the implementation of your child's IEP. When there are problems, it is often because

paraprofessionals are being asked to do things they are not trained to do, or have been pressed into service to do administrative tasks for the school outside of their support role in the classroom. Early Childhood Education (ECDE) is both the formal and informal education that the child receives as she/he grows. Informal setting of ECDE takes place at home, school, and playground in the community. Children investigate and experiment what they see through observation and imitation. The formal setting is in form of early school arrangement such as nursery school, kindergarten and institutional homes (Wawire, 2006). The environmental experiences provided during this period are extremely significant because they either enhance or deter the realization of the child's full potential in life (Young, 2002; GOK/UNICEF, 1994; Myers, 1998, Khasiani, 1997, Dobbin, 1981). This paper therefore, questions current state of classes and playing grounds for ECDE children. A study by (Young, 2002) reveals that the benchmarks of a quality ECDE programme is based on the ECDE input and process and adequate physical facilities, outdoor play equipment, learning materials, stable staff, including trained teachers, support staff and head of institutions; a programme that encompass provision of adequate nutrition, health services and holistic curriculum and classroom dynamics including positive teacher and child behavior and effective teacher-child interactions. Myers (1992) supports this in his finding from a study done in Kenya, Tanzania, Zambia, Brazil and Peru which revealed the emerging trend that although pre-schools were termed formal, based on the hours kept and the curriculum and materials used, they are non-formal in character and remain firmly rooted in and controlled by the communities which are responsible for building schools and employing professionally qualified teachers. Childhood wellbeing is challenged by the inadequate provision of basic needs. Food shortages affect the IDP communities across Gulu that lack access to farm land due to the conflict and depend on food aid for 70 percent of their diet (Rae 2006).

2.4 Influence of Teacher's remuneration

Public concern for the welfare of ECDE teachers attract information houses and one wonders how an individual who models and brings out what is in a child at its first school experience is paid low or left to go home empty handed and pays a secondary school teacher who handles almost adults carries thousands of money home. Surely, where is justice?

The Kenya National Union of Teachers continues to press for employment of ECDE teachers through mass media and strike threats.

The monthly salaries of ECDE teachers were found to be generally below the basic minimum wage rates recommended by the Ministry of Labour and Manpower Development (John T. Mukui and

Jotham A. Mwaniki, December 1995, Report of the Sample Survey of ECDE Centers). This is likely to impact negatively on the teachers' attitude towards teaching. At the moment ECDE teachers are employed by community committees and their salaries depend on the local income of parents.

Lack of schemes of service for ECDE teachers: Low and irregular remuneration of pre-school teachers thus adversely affects the morale of pre-school teachers. To address this issue the government should develop and implement a scheme of service for ECDE teachers. The government ought to also employ all ECDE teachers in pre-unit classes attached to public primary schools.

Studies by (Makoti, 2005, Gumo, 2003, Waithaka, 2003, Branyon, 2002) show that teachers' motivation is hampered by low pay and benefits as well as lack of professional development avenues.

2.5 Influence of Teacher's preparation

Teachers are key participants of the objectives of the preschool curriculum (Republic of Kenya, 2005; Republic of Kenya, 1968). Herzog (1969) argues that parents have certain reasons for sending their children to preschools. Some of the reasons are that the child should be prepared for further schooling as their social needs are taken care of. Thus, the head teacher has to collaborate with parents to realize the preschool goals (Gardener and Mahler, 1993; Mbiti, 1974).

A study by Kivuva (1997), on professional qualities of teachers in ECDE portrays variations in the teacher training in the training models (DICECE,

Montessori and Kindergarten Headmistress's Association (KHA). Such a critical observation calls for a harmonization of the ECDE teacher training programmes.

In another study of DICECE trained teachers by Mwana Mwendu Trust in 1999 drew attention to the teacher training in enhancing skills in quality teaching, community mobilization and management of ECDE centers (Njenga and Kabiru 1999).

Studies by (Makoti, 2005, Gumo, 2003, Waithaka, 2003, Branyon, 2002) show that teachers' motivation is hampered by low pay and benefits as well as lack of professional development avenues.

Consider the popular and often repeated quotation, "Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime." This simple but profound saying is attributed to the wisdom of Confucius who lived in the 5th century BC. Given today's business

climate and the exponential growth in technology with its effect on the economy and society at large, the need for co-operation is more pronounced than ever.

Research indicates that better childcare for children of preschool age is associated with better cognitive and social development and that organized preschool care and education, with some material resources and qualified teachers giving children stimulation and an array of activities, will lead to better cognitive and social development later in life (UNESCO 2005).

Taking a rights-based approach to ECD transforms charity into claim, which makes the government accountable in fulfilling its obligations (Uvin 2004).

These community-based ECDE centres are able to operate at a cost considerably lower than primary school-based provision since the latter uses standard, provincially-employed educators, whereas the ECDE practitioners at these community-based ECDE centres are not employed by Government (Education white paper number 5 on early childhood education, South Africa May 2001).

Inadequate qualified ECDE teachers: The number of untrained teachers in ECDE centres is still high at 56% in the public ECDE centres. Due to high rates of attrition as a result of the poor pay packages many pre-school teachers are untrained and so lack skills to enhance the holistic development and learning of children.

Such a critical observation calls for a harmonization of the ECDE teacher training programmes. In another study of DICECE trained teachers by Mwana Mwendu Trust in 1999 drew attention to the teacher training in enhancing skills in quality teaching, community mobilization and management of ECDE centers (Njenga and Kabiru 1999).

2.6 Theoretical framework

This study was guided by the systems theory of organizations developed by Ludwig Von Bertalanffy in the early 1950s. The only meaningful way to study an organization (including a school) is to regard it as a system.

ECDE curriculum should be managed more like systems where programmes are innovated and re-innovated to realize the importance each part makes to the whole, and the necessity of eliminating the parts that make negative contributions. Schools thus public ECDE centres in this case are better studied as wholes rather than parts (Backer, 1973) such that in a public ECDE centre, teachers, parents, pupils and the head teacher work in co-ordination to realize the targets..Systems theory emphasizes the consideration of the relationships between the school and the environment as well

as what goes on within the school (Hall, 1977). The fundamental concept in this theory is the notion of emergency and interaction.

As adopted in this study, the theory holds that the head teacher, parents and teachers influence curriculum management in public ECDE centres. Teacher related factors contribute to lateness or reporting time, departure time, meeting deadlines and general attitude of teachers. However in adopting this theory in the study, the researcher is not ignorant of its shortcomings. The inter-relationships among parts of a system have to be recognized and understood by all people involved. This theory also requires a shared vision so that all people in the school have an idea of what they are trying to accomplish. It requires a cohesive effort from all participants, a task that is not easy to achieve.

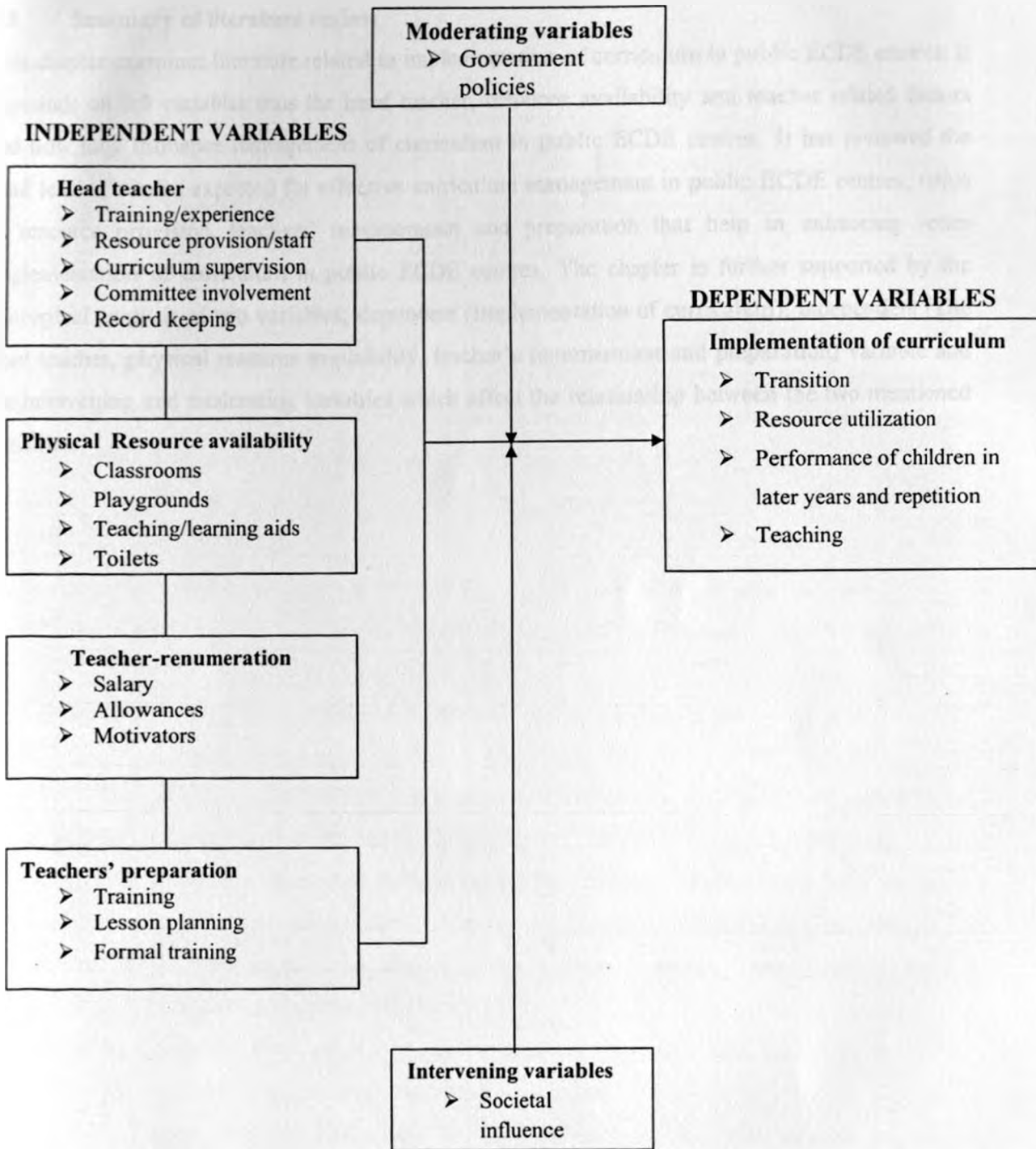


Figure 2.7: Conceptual framework

Source: Author's own Concept

2.8 Summary of literature review

This chapter examines literature related to implementation of curriculum in public ECDE centres. It expounds on the variables thus the head teacher, resource availability and teacher related factors and how they influence management of curriculum in public ECDE centres. It has reviewed the head teacher's roles expected for effective curriculum management in public ECDE centres, ratios of resource provision, teachers' remuneration and preparation that help in enhancing better implementation of curriculum in public ECDE centres. The chapter is further supported by the conceptual analysis of two variables; dependent (Implementation of curriculum), independent (The head teacher, physical resource availability, teacher's remuneration and preparation) variable and the intervening and moderating variables which affect the relationship between the two mentioned variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter consists of the research methodology to be used in carrying out the study. It includes research design, target population, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques, ethical considerations and operationalization of variables.

3.2 Research Design

This study was guided by descriptive survey design to examine the status between the head teacher, physical resource availability, teachers' remuneration, teachers' preparation and implementation of curriculum in public ECDE centres in Mumias District. Descriptive survey design is present oriented methodology and is used to investigate populations by selecting samples to analyze and discover occurrences (Oso and Onen, 2009). Data obtained can help in determining specific characteristics of a group.

Sekaran (2004) defines descriptive research as a study undertaken to ascertain and be able to describe the characteristics of variables of interest in a situation. The goal of descriptive study is to offer the researcher a profile or to describe aspects of the point of interest from an individual, organization, industry or other perspective (Kothari, 2003). A public ECDE centre is applicable this case.

This research involved quantitative and qualitative research techniques. Qualitative research seeks out the 'why', not the 'how' of the topic through the analysis of unstructured information – things like interview transcripts, open ended survey responses, emails, notes and feedback forms, . It doesn't just rely on statistics or numbers, which are the domain of quantitative researchers. It will be used to gain insight into the head teacher's roles, teachers' attitudes, value systems, concerns, motivations, aspirations and culture or lifestyles.

Quantitative research is about asking people for their opinions in a structured way so that the researcher can produce hard facts and statistics for guidance. To get reliable statistical results, it's important to survey people in fairly large numbers and to make sure they are a representative sample of the target market. The process of measurement is central to quantitative research because it provides fundamental connection between empirical observation and mathematical expression of quantitative relationships (Hunter et al, 2008). This study will use research questions and measurement scales like nominal, ordinal and interval.

3.3. Target Population

The target population was 176 head teachers and teachers in public ECDE centres in the 88 public primary schools in Mumias district (D.E.O Mumias Education day results booklet, 2010).

. According to Mugenda and Mugenda (1999), target population refers to the one which a researcher wants to generalize the results of a study.

3.4 Sample size

The sample size was 54 respondents comprising of 27 public ECDE centre teachers and 27 head teachers of public primary schools as subjects. This representing 30% of the target population (Kothari, 2003). Head teachers and ECDE teachers of selected centres were key respondents of the study.

3.4.1 Sampling Procedure

Mumias district is divided into three divisions namely East Wanga, Mumias and South Wanga each with 35, 27 and 26 public ECDE centres respectively.

Stratified sampling method will be used to classify schools geographically into stratus as those in East Wanga, Mumias and South Wanga. Stratified sampling is where the sampling frame is divided into non-overlapping groups or strata, e.g. geographical areas, age-groups, genders. Stratification will be used because achieve greater precision provided that the strata have been chosen so that members of the same stratum are as similar as possible in respect of the characteristic of interest.

Simple random sampling technique was used to select 30% of public ECDE centres in each geographical region proportionately thus 11 from East Wanga, 8 from Mumias and 8 from South Wanga ECDE centres per division. These centres each gave an ECDE teacher and a head teacher. This method was used as it ensured that every member of the population had an equal chance of being selected. Purposive sampling method was then used to obtain the head teachers and ECDE teachers targeted for the study.

3.5 Methods of data collection

The study used questionnaires and interview schedules for data collection

3.5.1 Questionnaires

A **questionnaire** is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The main reason for using them was that they are easy to administer and economical to use in terms of time and money since they often have standardized answers that make it simple to compile data and analyze.

Structured (closed- ended) and unstructured (open- ended) were used to collect data on the variables of the study. Such information was best collected through questionnaires (Touliatos & Compton, 1988).

Two sets of questionnaires were used: one for ECDE teacher and one for the head teacher per school. In centres with two or more ECDE teachers, only one teacher in charge of the centre acted as a respondent to the questionnaire.

3.5.2 Interview schedules

Interview schedules targeting the head teacher contained clear and concise questions on influence of the head teacher, physical resource availability, teacher remuneration and preparation on implementation of curriculum in public ECDE centres in Mumias district. The schedules were administered personally by the researcher so as to obtain first hand information on the key areas of the study as highlighted in the objectives.

3.6 Validity and Reliability

3.6.1 Validity

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extend to which research instruments measure what they are intended to measure (Oso & Onen, 2009).The instrument were adjusted according to the experts' comments and suggestions before being administered. For validation of the instrument on content validity, the researcher consulted the supervisor and other lecturers from the school of Continuing and Distance Education Department who helped to ascertain if the items were correctly put and wealthy in content.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability of this study instruments was established by pilot testing. A pilot study is the small-scale trial, intended to asses the adequacy of the research design and of instruments to be used for data collection (Wilson, 1996). It also helps in establishment of codes or response categories for each question, which will cover the full range of responses that may be given in reply to the question in the main investigation.

The reliability of the instrument during piloting was ascertained through a test-retest method. The test-retest reliability was administered on two different occasions. This approach assumes that there is no substantial change in the construct being measured between the two occasions. The test was performed twice, in the case of a questionnaire, this meant giving 5 ECDE centre teachers of

centres outside the respondent sample, the same questionnaire in two different occasions that is after two weeks.

| Questionnaire | Frequency | Method | Location | Time | Response |
|---------------------------------------|-----------|-------------------|----------|-----------|----------|
| 1. Demographic data | Once | Self-administered | Home | 15-20 min | High |
| 2. Attitudes towards the bank | Twice | Self-administered | Home | 15-20 min | High |
| 3. Bank image | Twice | Self-administered | Home | 15-20 min | High |
| 4. Customer loyalty | Twice | Self-administered | Home | 15-20 min | High |
| 5. Satisfaction with services | Twice | Self-administered | Home | 15-20 min | High |
| 6. Trust in the bank | Twice | Self-administered | Home | 15-20 min | High |
| 7. Perceived risk | Twice | Self-administered | Home | 15-20 min | High |
| 8. Financial literacy | Twice | Self-administered | Home | 15-20 min | High |
| 9. Financial inclusion | Twice | Self-administered | Home | 15-20 min | High |
| 10. Financial well-being | Twice | Self-administered | Home | 15-20 min | High |
| 11. Financial resilience | Twice | Self-administered | Home | 15-20 min | High |
| 12. Financial capability | Twice | Self-administered | Home | 15-20 min | High |
| 13. Financial confidence | Twice | Self-administered | Home | 15-20 min | High |
| 14. Financial empowerment | Twice | Self-administered | Home | 15-20 min | High |
| 15. Financial inclusion index | Twice | Self-administered | Home | 15-20 min | High |
| 16. Financial literacy index | Twice | Self-administered | Home | 15-20 min | High |
| 17. Financial well-being index | Twice | Self-administered | Home | 15-20 min | High |
| 18. Financial resilience index | Twice | Self-administered | Home | 15-20 min | High |
| 19. Financial capability index | Twice | Self-administered | Home | 15-20 min | High |
| 20. Financial confidence index | Twice | Self-administered | Home | 15-20 min | High |
| 21. Financial empowerment index | Twice | Self-administered | Home | 15-20 min | High |
| 22. Financial inclusion score | Twice | Self-administered | Home | 15-20 min | High |
| 23. Financial literacy score | Twice | Self-administered | Home | 15-20 min | High |
| 24. Financial well-being score | Twice | Self-administered | Home | 15-20 min | High |
| 25. Financial resilience score | Twice | Self-administered | Home | 15-20 min | High |
| 26. Financial capability score | Twice | Self-administered | Home | 15-20 min | High |
| 27. Financial confidence score | Twice | Self-administered | Home | 15-20 min | High |
| 28. Financial empowerment score | Twice | Self-administered | Home | 15-20 min | High |
| 29. Financial inclusion index score | Twice | Self-administered | Home | 15-20 min | High |
| 30. Financial literacy index score | Twice | Self-administered | Home | 15-20 min | High |
| 31. Financial well-being index score | Twice | Self-administered | Home | 15-20 min | High |
| 32. Financial resilience index score | Twice | Self-administered | Home | 15-20 min | High |
| 33. Financial capability index score | Twice | Self-administered | Home | 15-20 min | High |
| 34. Financial confidence index score | Twice | Self-administered | Home | 15-20 min | High |
| 35. Financial empowerment index score | Twice | Self-administered | Home | 15-20 min | High |

3.7 Operationalization of Variables

| Objective/Research questions | Source | Type of information | Data collection instrument | Measuring scale | Analysis technique |
|--|--|---|--|-------------------------|--|
| <p>OB: To determine the influence of the head teacher implementation of curriculum in public ECDE centers</p> <p>RQ: How does the head teacher influence implementation of curriculum in public ECDE centres?</p> | <p>*The head teacher</p> <p>*ECDE teachers</p> | <p>Head teacher</p> <p>*Training /experience</p> <p>*Resource provision/staffing</p> <p>*Curriculum supervision</p> | <p>Questionnaire and interview schedules</p> | <p>Ordinal, nominal</p> | <p>-</p> <p>Quantitative and qualitative</p> <p>-Frequency and percentages</p> |
| <p>OB: To asses the effect of physical resource availability on implementation of curriculum in public ECDE centres?</p> <p>RQ: What is the effect of physical resource availability on implementation of curriculum in public ECDE centres?</p> | <p>*The head teacher</p> <p>*ECDE teachers</p> | <p>Physical Resource availability</p> <p>*Classrooms</p> <p>*Toilets</p> <p>*Teaching/learnin g aids</p> <p>* Playground</p> | <p>Questionnaire and interview schedules</p> | <p>Ordinal, nominal</p> | <p>-</p> <p>Quantitative and qualitative</p> <p>-Frequency and percentages</p> |

| | | | | | |
|--|--|--|--|-------------------------|--|
| <p>OB: To examine how teachers' remuneration influences implementation of curriculum in public ECDE centres?</p> <p>RQ: What is the influence of teachers' preparation on implementation of curriculum in public ECDE centers?</p> | <p>*The head teacher</p> <p>*ECDE teachers</p> | <p>Teachers-remuneration</p> <p>*Salary</p> <p>*Allowances</p> <p>*Motivators</p> | <p>Questionnaire and interview schedules</p> | <p>Ordinal, nominal</p> | <p>-</p> <p>Quantitative and qualitative</p> <p>-Frequency and percentages</p> |
| <p>OB: To establish the influence of teachers' preparation on implementation of curriculum in public ECDE centres.</p> <p>RQ: What is the influence of teacher's preparation on implementation of curriculum in public ECDE centres.</p> | <p>*The head teacher</p> <p>*ECDE teachers</p> | <p>Teachers' preparation</p> <p>*Training</p> <p>*In-service</p> <p>*Induction</p> <p>* Lesson planning</p> | <p>Questionnaire</p> | <p>Ordinal, nominal</p> | <p>-</p> <p>Quantitative and qualitative</p> <p>-Frequency and percentages</p> |

3.8 Methods of data analysis

Analysis of data collected was done through qualitative and quantitative techniques. As defined by Watson (1994), qualitative data analysis is systematic procedure followed in order to identify essential features, themes and categories. Data was analyzed through descriptive statistics by use of means, frequencies and percentages. Information in tables was analyzed through qualitative

descriptions of the tables. Findings were then presented by the help of simple tables, frequencies and percentages.

3.8.1 Ethical Considerations

The study began by seeking respondents' consent by the researcher so as to administer the questionnaire. The researcher then informed respondents of the expected duration of participation in the study and the procedure to be followed. Respondents were further assured of the Confidentiality of the information given during the study and that their names were not to appear anywhere on the questionnaires.

3.9 Organization of the chapter

This chapter covered introduction, research design, target population, sampling procedures and sample size, data collection instruments, pilot testing of the instruments, validity and reliability and data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of data collected from respondents. 54 questionnaires were distributed to two categories of respondents thus one head teacher and one ECDE teacher per school in the targeted schools.

4.2 Questionnaire return rate

The 54 questionnaires were distributed to respondents for completion. A total of 54 questionnaires were received back since research assistants guided the respondents to ensure quick and appropriate filling of the questionnaires, a step that realized 100% questionnaire return rate. Data collected was analyzed using Statistical Packages for Social Sciences. Findings were then presented in form of simple tables, frequency tables and percentages.

4.3 Demographic characteristics of respondents

The study sought to investigate the demographic characteristics of respondents and if this affected their performance. The characteristics included their gender, teaching experience and their professional qualifications.

4.3.1 Gender

This study investigated gender distribution of the respondents and the results were as follows:

Table 4.1: Gender distribution of head teachers

| Gender | Head teachers | | ECDE Teachers | | Total | |
|--------|---------------|-------|---------------|-------|-------|--------|
| | F | % | F | % | F | % |
| Male | 24 | 96.00 | 1 | 4 | 25 | 100.00 |
| Female | 3 | 10.34 | 26 | 89.66 | 29 | 100.00 |
| N=27 | | | | | | |

The study findings in table 4.1 above indicated that there were many male head teachers 24 (96%) as compared to the female 3 (10.34%). This could have been because male head teachers can withstand long working hours, a teaching culture in Mumias district which would realize better curriculum implementation and it was believed that they could compete favorably with other schools unlike their female counterparts who had other roles to play in their homes and would therefore leave school earlier.

As observed in the table 4.1 above, it was realized that most ECDE teachers 26(89.66%) were female. Men believed that taking care of children was alight job and was therefore suitable for women and that mothers were more caring than men hence, very few male 1(4%) were ECDE teachers. This implied that since female teachers were many and had other roles to play in their homes, some ended up missing lessons which impacted on coverage of the curriculum content and this affected its implementation.

4.3.2 Teaching experience of respondents

The study sought to find out teaching experience of the ECDE teachers and head teachers in the sampled schools. The findings are represented in table 4.2

4.2: Teaching experience of head teachers and ECDE teachers

| Teaching experience(Years) | Head teachers | | ECDE Teachers | | Total | |
|----------------------------|---------------|-------|---------------|-------|-------|------|
| | F | % | F | % | F | % |
| Below 5 | 0 | 0 | 5 | 18.51 | 27 | 100. |
| 6 - 10 | 2 | 7.41 | 18 | 66.67 | 27 | 100 |
| Above 10 | 25 | 92.59 | 4 | 14.81 | 27 | 100 |
| N=27 | | | | | | |

The results in the above table 4.2 revealed that most EDCE teachers 18 (66.67%) had between six and ten years while only 4 (14.81%) had a vast teaching experience of above ten years. On average, most ECDE teachers had little teaching experience and this implied that they would not understand how to handle key and complex areas of the curriculum but only taught the content in the syllabus and as a result curriculum was inadequately implemented.

These results indicated that no head teacher had a teaching experience below 5 years, those with between 6 to 10 years were 2(44.44%) while 25(55.56%) had a teaching experience of above 10 years. Even though many head teachers had a higher experience of above 10 years, they had a vast experience in matters of curriculum implementation in primary schools but very little or no experience in the ECDE curriculum to effectively implement it.

4.3.3 Professional qualifications of respondents

The research study sought to know the professional qualification of the respondents and results tabulated in the Table 4.4 below.

Table 4.3 Professional qualification

| Qualification | Frequency | Percentage |
|---------------|-----------|---------------|
| Certificate | 38 | 70.37 |
| Diploma | 12 | 22.22 |
| Degree | 4 | 7.41 |
| Total | 54 | 100.00 |

According to the findings in table 4.3 above, most head teachers and ECDE teachers 38(70.37%) were of minimum qualifications (Certificate holders). This implied that these qualifications were obtained basing on academic qualifications meaning many of them could not properly interpret contents of the curriculum well and this may have affected smooth curriculum implementation .The 12 (22.22%) who were of fairly good qualifications of diploma level wee too few to implement the curriculum in the many existing centres.

4.4 Influence of remuneration on curriculum implementation

The research study sought information on remuneration of ECDE teachers. Details of findings are as tabulated below

Table 4.4 Remuneration of ECDE teachers in form of salary

| Salary range (kshs) | Frequency | Percentage |
|---------------------|-----------|---------------|
| 1000 – 3000 | 19 | 70.37 |
| 4000 – 6000 | 6 | 22.22 |
| Above 6000 | 2 | 7.41 |
| Total | 27 | 100.00 |

The study in table 4.4 findings indicated that many ECDE teachers 19(70.37%) earned very little salaries ranging between 1000 and 3000 shillings monthly. It was clearly observed that many teachers in public ECDE centres were underpaid. This implied that many of them were absent from school at least some days in a week probably to look for alternative ways of income to top up the little salary earned so as to make ends meet. Due to absenteeism, many lessons went untaught; resulting to uncovered syllabus and this interfered with effective curriculum implementation.

4.5 Adequacy of physical facilities and curriculum implementation

The research wanted to establish the adequacy of physical facilities provided for enhancement of effective curriculum implementation. The physical facilities were categorized as classrooms, playground, textbooks and teaching & learning aids

Table 4.5: Adequacy of physical facilities

| Facility | Adequacy level | | | | | |
|------------------------|----------------|-------|------------|-------|-------|--------|
| | Adequate | | Inadequate | | Total | |
| | F | % | F | % | F | % |
| Classrooms | 4 | 8.89 | 41 | 91.11 | 45 | 100.00 |
| Playground | 15 | 55.56 | 7 | 25.93 | 27 | 100.00 |
| Teaching/learning aids | 3 | 11.11 | 14 | 51.85 | 27 | 100.00 |
| Toilets | 9 | 21.95 | 32 | 78.05 | 41 | 100.00 |

The results in Table 4.5 above showed that there was a serious shortage of classrooms and toilets 41(91.11%) and 32(78.05%) respectively in many public ECDE centers'. The few toilets and classrooms available were old and in bad state rendering them unsuitable for human use. Some were shared between public ECDE pupils and those in primary section. This implied that many classrooms and toilets had been taken by public Primary school pupils after introduction of free primary education. Many schools 14(51.85%) did not have enough teaching /learning aids as their purchase was hampered by lack of funds and that many of them had worn out explained by the fact that many head teachers concentrated on purchase of those of primary section and had little to do with their ECDE centres. For many head teachers, ECDE centres were never taken as part of their school.

Shortage of classrooms had led to congestion of pupils and classes were too large making it difficult for teachers to teach and mark learners' work, an activity that affected effective implementation of curriculum. Due to toilet shortage, a number of learners were forced to get the services from nearby thickets this eating into teaching time hence some learners attended lessons partially and at times teacher4s had to wait for long for them to come back to school so as to continue with their lessons, a stint that incapacitated effective curriculum implementation. Shortage of playground inconvenienced implementation of co-curricular activities and as the adage goes "all work without play makes Jack a dull boy"

4.6 The head teachers and their roles in curriculum implementation

The study also sought to examine information on the roles of head teachers and ECDE teachers in curriculum implementation.

4.6.1 Supervision of curriculum activities by head teacher and ECDE teachers

Information on the roles of head teachers and ECDE teachers in implementation of curriculum was sought by the research study and findings were tabulated as below:

Table 4.6: Supervision of curriculum

| Record | Checking routine | | | | | | | |
|--------------------------------|------------------|-------|--------|-------|--------|-------|-------|--------|
| | Daily | | Weekly | | Termly | | Total | |
| | F | % | F | % | F | % | F | % |
| Teachers' professional records | 3 | 11.11 | 8 | 29.62 | 16 | 59.26 | 27 | 100.00 |
| Learners' work | 5 | 18.52 | 16 | 59.52 | 6 | 22.22 | 27 | 100.00 |

According to the results in table 4.7, checking of teachers' professional records by head teachers was done termly 16(59.26%). This implied that many teachers never made their records as nobody was to check them to ascertain their availability for use and that one would even make them at the end of the term, a time when checking would be done. It so follows that it was difficult for ECDE teachers to sequentially implement the curriculum as per the laid syllabus since records such as schemes of work were never updated on time.

From the table ,it was also realized that many ECDE teachers 16(59.52%) checked their learners' work only once every week thus marking of learners' books was not done as required(daily). This therefore implied that curriculum evaluation stage was not effectively implemented since daily checking of learners' work not done timely.

4.6.2 Teacher preparation and implementation of curriculum

The research study also wanted to find out information on preparation of the teachers for lessons, update of teachers' knowledge through inductions and efforts by the head teachers to assist in effective implementation of curriculum. Results were as shown in the table below.

Table 4.7: Teacher preparation and curriculum implementation

| Activity | Routine of Performance | | | | | | | |
|--------------------------|------------------------|-------|--------|-------|--------------|-------|-------|--------|
| | Daily | | Weekly | | Occasionally | | Total | |
| | F | % | F | % | F | % | F | % |
| Staff induction meetings | 2 | 7.41 | 11 | 40.74 | 14 | 51.85 | 27 | 100.00 |
| Lesson planning | 5 | 18.51 | 6 | 22.22 | 16 | 59.26 | 27 | 100.00 |
| Lesson attendance | 9 | 33.33 | 15 | 55.56 | 3 | 11.11 | 27 | 100.00 |

From the above results many head teachers of ECDE centers rarely conducted staff induction meetings 14(51.85%) with their teachers to discuss on curriculum matters so as to keep teachers updated. This implied that many ECDE teachers were never updated on vital elements of curriculum implementation and were therefore teaching outdated concepts or unwealthy curriculum content which resulted to under coverage of the scope of curriculum.

According to the findings ,many teachers also only planned their lessons weekly 16(59.26%) an indication that they rarely prepared for their lessons and that many of them only prepared to survive with the head teacher or go to class and teach what they felt. This posed risk of illogical teaching resulting to mixed content lessons and time wasting , a situation that seriously interfered with smooth implementation of the curriculum.

It was also revealed from the results that most ECDE teachers only attended to their lessons some days in a week but not daily. These implied that since many of them were female, they must have devised other ways of earning extra money through other businesses and were away from school at least some days in a week. A number of lessons therefore went untaught resulting to uncovered syllabus meaning the curriculum was implemented half way.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is presented in three sections highlighting a summary of the study findings based on the research objectives, conclusions and recommendations of the study together with suggested areas for further research.

5.2 Summary of the findings

The research findings were based on the stated objectives and the type of analysis which produced the following results.

Table 5.1 Summary of Findings

| Objectives | Type of analysis | Findings |
|---|------------------|---|
| To determine the influence of the head teacher on implementation of curriculum in public ECDE centres | Descriptive | 16(59.26%) of head teachers do not check their teachers' professional records regularly but only once per term. Many head teachers 14(51.85%) only hold staff induction meetings occasionally with teacher to discuss on curriculum implementation strategies rendering many teachers un updated. Head teachers have detached ECDE centres from their schools and remain aloof with them. |
| To asses the effect of physical resource availability on implementation of curriculum in public ECDE centers. | Descriptive | It was realized that many ECDE centres 41(91.11%) did not have enough classrooms, 32(78.05%) lacked toilets .The few classrooms available were in bad state. Toilet shortages were acute, those available were unsafe for small children who wasted time to look for safer places wasting time for learning. |
| To examine the influence of teachers' remuneration on implementation of curriculum in public ECDE centers. | Descriptive | Results indicated that many ECDE teachers 19(70.37%) were poorly paid, this affected their lesson attendance since 15(55.56%) only taught at least some lessons per week but not all. Many |

| | | |
|--|-------------|--|
| | | lessons went un taught creating lapses in syllabus coverage. |
| To examine the influence of teachers' preparation on implementation of curriculum in public ECDE centers | Descriptive | Many teachers 16(59.26%) did not plan their lessons daily but occasionally and this translated to not checking learners' work thus paralyzing curriculum implementation at the evaluation stage. |

5.3 Discussions

The study sought to find out the influence of the head teacher on curriculum implementation in public ECDE centers. Based on study findings, it was revealed that most head teachers 25(55.56%) had a higher teaching experience of above 10 years, a good track of teaching period, however they had very little experience on ECDE curriculum affairs since they had emphasized more on primary section and had difficulty in identifying key areas for emphasis in ECDE section.

It was also realized that the majority of respondents 38(70.37%) were certificate holders, a minimum qualification for both headship and ECDE teaching and one would doubt if they were really rich in content delivery to the learners to implement the curriculum as expected. According to the results, it was established that checking of teachers' professional records was a big problem to many head teachers. 16(59.26%) revealed that they only checked their ECDE teachers' professional records (lesson plans, schemes of work and progress records) once per term thus termly. This indicated that many head teachers had forgotten the existence of ECDE centers in their schools and that curriculum supervision was not effectively done since such records were to be checked regularly to affirm if what was taught was in accordance to the approved syllabus and that many ECDE teachers never prepared their records and one would really doubt what they taught their learners.

The study findings also revealed that many head teachers 14(51.85%) never conducted staff induction meetings with their ECDE teachers to discuss on curriculum issues in ECDE sections of the schools. This indicated that a number of ECDE teachers remained un updated on changing curriculum needs and how well to improve on the content they already had, a situation that affected their delivery since many seemed to have forgotten what key areas to teach so as to improve on curriculum in their centers.

The research study aimed at investigating the effect of physical resource availability on curriculum implementation in public ECDE centers. Basing on the study findings, it was realized that there was an acute shortage of classrooms 41(91.11%) in many public ECDE centers. It was noted that most of the classrooms had been taken away by the free primary pupils leaving very little room for ECDE centers. This implied that teachers lacked places for mounting and keeping teaching /learning aids and that many classes were congested inconveniencing teachers and learners from having a suitable environment.

Also findings of the study revealed that many ECDE centers 32(78.05%) did not have sufficient toilets. Most centres shared the few toilets available with primary sections and in other centres, pupils had to look for toilet services from neighboring homes forcing teachers to wait for them so as to resume lessons, this greatly contributed to syllabus coverage as a result time wasting.

It was also established that many Public ECDE centers 14(51.85%) did not have teaching/learning aids, the syllabus being inclusive. This indicated that ECDE learning depended on the content of the teacher, nothing more and that teachers did not have any reference material for their lesson preparation.

On ranking of physical facilities shortages, it was discovered that classrooms were first 41(91.11%) and toilets second 32(78.05%) yet these three are key elements that would help facilitate effective curriculum implementation.

Another aim of the study was to examine the influence of teacher's remuneration on curriculum implementation in public ECDE centers. Results of the study showed that many teachers of Public ECDE centers 19(70.37%) earned the lowest salary scale of between kshs 1000 and kshs 3000 thus an underpayment despite the large teaching experience noted. This resulted to many of them evading at least some lessons in every school week as reflected in table 4.8 page 28, attributed to them engaging in other businesses to top up on their salaries. This compromised their teaching in a way and affected implementation of curriculum.

Finally, the research study sought to establish the influence of teacher's preparation on curriculum implementation in public ECDE centres. It was realized that most teachers 16(59.26%) only planned their lessons occasionally but not always as nobody would look at them since it was realized from table 4.7 that most head teachers 16(59.26%) only checked their teachers' professional records once per term thus termly. One wonders how an unprepared teacher would logically handle a lesson procedurally. This implies that most teachers teach what they know and do not plan for their lessons.

5.4 Conclusions

Based on the study findings, it was established that many head teachers in public ECDE centers are less concerned with their ECDE centres and do not bother to supervise implementation of curriculum in their ECDE centres yet they are expected to be key players in implementing curriculum in their centres. Many head teachers seem to be in charge of only their primary schools but have completely forgotten or ignored their ECDE centers not bothering what goes on in them. Head teachers be held responsible for poor performance in their ECDE centres.

Most Public ECDE centres have inadequate classrooms and toilet facilities. The few available are in bad state and unsafe for use by small children. Funds should be harnessed from fees collected, CDF and KESSP to assist put up more facilities

The remuneration of ECDE teachers is poor and this makes most of them to be absent regularly from school in efforts to make look for other ways of increasing their income resulting to untaught lessons. Fees collected should be harmonized in all ECDE centres and be used to remunerate teachers well. Also ECDE teachers be employed by the Teachers service commission when funds are available.

Many ECDE teachers are poorly trained and are of low qualification thus certificate holders. They are never inducted on changing needs of curriculum and do not prepare for their lessons. Induction of ECDE teachers need to be done.

This will help bridge the gap between private and Public ECDE centers which seem to be collapsing slowly.

5.5 Recommendations

1. Head teachers of Public primary schools should be reminded on their roles in ECDE as curriculum supervisors through induction on how well to manage their ECDE centers, be fully in charge of them and the ECDE programmes be incorporated into those of primary section so that supervision of the curriculum is easy.
2. Donors, well wishers, CDF and KESSP funds be utilized to assist put up adequate physical facilities in public ECDE centres.
3. Training of ECDE teachers be quality, minimum qualifications for training be raised and Induction courses for Public ECDE teachers should be organized to update them on changing needs of the curriculum.

4. Fees in all public ECDE centers be harmonized so that the very funds are used to remunerate teachers well so that they are able work well.

5.6 Suggested areas for further research include:

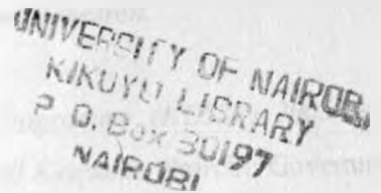
1. A replication of the same phenomenon under study involving the whole county should be carried out.
2. Exploration of factors affecting funding of public ECDE centers
3. Factors influencing performance of public ECDE centers.

5.7 Contribution to knowledge

1. The research has revealed what can be done to improve on curriculum implementation in public ECDE centers so that they can compete and match the quality in private ECDE centers.
2. It has brought forward the roles of the head teacher and teachers in effective curriculum implementation in ECDE centers.

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APPENDICES

APPENDIX 1

LETTER OF TRANSMITTAL

Kweyu Shabanji Josephat,
University of Nairobi,
P.O Box 30097,
Nairobi.
Kakamega Extra Mural Centre.
April, 2012

The Respondent

.....
.....

Mumias.

Dear respondent,

RE : PERMISSION TO ADMINISTER RESEARCH QUESTIONS.

I am student at the University of Nairobi taking a Master of Arts degree in Project Planning and Management. I am carrying out a study on **School determinants of curriculum implementation in public ECDE centres in Mumias district**. The attached questionnaire is my main data collection instrument for the study.

I request that you fill the questionnaire, providing the relevant information to facilitate the study. Kindly use the space provided .Information so obtained will be treated with strict confidentiality and only for the purposes of this study.

Thank you in advance.

Yours faithfully,

Kweyu S. Josephat.

QUESTIONNAIRES

QUESTIONNAIRE A: TO BE COMPLETED BY THE HEAD TEACHER

The questionnaire below is part of the research on determinants of curriculum implementation in Public ECDE centres in Mumias District. Please help by providing information asked in form of questions below. Information given shall be treated as confidential. You are requested to attend to all questions honestly.

Kindly provide the following details:

Your Name (Optional):.....School.....

Division.....

ECDE CENTRE DETAILS

. Enrolment: Boys:..... Girls.....

Total (Boys & Girls).....

Fill the following by indicating a tick against your best opinion.

1. Kindly state your gender? Male ()

Female ()

2. What is your teaching experience?

1-5 years ()

6-10 years { }

Above 10 years { }

3. Kindly state your professional qualification?

Certificate ()

Diploma ()

Degree ()

4. What is the number of physical classrooms in your school? -----

5. What is the teacher -pupil ratio in your ECDE Centre?

1:20 { }

1:40 { }

Any other (specify) _____

6. How many ECDE teachers are employed in your Centre?.....

7. How often do you provide teaching and learning materials?

Weekly { }

Fortnightly { }

Monthly { }

Any other (Specify) _____

8. Please comment on the adequacy of your learning aids. They are:

Adequate ()

Inadequate ()

9. How often do you check teachers' professional records in your ECDE centre?

Daily ()

Weekly ()

Termly ()

10. How often do you conduct ECDE parent- teacher meetings in your school?

Weekly ()

Monthly ()

Termly ()

Annually ()

11. What is the status of ECDE committee?

Active ()

Inert ()

12. How often do you hold ECDE staff induction meetings with ECDE teachers to discuss curriculum issues?

Daily ()

Weekly ()

Termly ()

13. What was the total number of learners in your ECDE centre in the years below?

| 2009 | 2010 | 2011 |
|------|------|------|
| | | |

14. How many learners successfully qualified and were promoted to class one in the years mentioned below:

| 2009 | 2010 | 2011 |
|------|------|------|
| | | |

Thank you for your co-operation. Be blessed.

QUESTIONNAIRE B: TO BE COMPLETED BY THE ECDE CENTRE TEACHER.

The questionnaire below is part of the research on curriculum implementation in Public ECDE centres in Mumias District. Please help by providing information asked in form of questions below. Information given shall be treated as confidential. You are requested to attend to all questions honestly.

1. What is your gender?
Male ()
Female ()
2. What is your professional qualification?
Certificate ()
Diploma ()
Degree ()
3. What is your teaching experience?
Below 1 year ()
1 - 5 years ()
Above 5 years ()
4. How many learners are in your class?.....
5. Does your class have a time table?
Yes ()
No ()
6. If yes, is time allocated for each activity enough?
Yes ()
No ()
7. How often do you check your learners' work?
Daily ()
Weekly ()
Termly ()
8. Comment on the adequacy of the following as per your judgment by ticking whichever is applicable

| Item | Adequate | Inadequate |
|----------------------------|----------|------------|
| Classrooms | | |
| Playground | | |
| Toilets | | |
| Teaching/learning material | | |

9. How much do you earn as salary per month?

Kshs 1000 – 3000 ()

Kshs 4000 – 6000 ()

Above kshs 6000 ()

10. Do you attend all your lessons daily?

Yes ()

No ()

If no, kindly state your reasons _____

11. Practically how do you deal with slow learners in your class?

Putting him/her on remedial classes ()

Referring him/her ()

12. Do you plan all your lessons daily?

Yes ()

At least 1 or 2 ()

No ()

Thank you for your co-operation. Be blessed

INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

1. What factors do you think contribute to the transition in section A sub-sections 12 and 13?

.....
.....
.....

2. In your own judgment, do you think the ECDE teacher (s) in your school are utilizing the available resources well and why?

.....
.....

3. Approximately how many times in a term do you hold meetings with ECDE teachers to discuss on Academic performance?

.....
.....

4. How often do you check your ECDE teacher's professional records?

.....
.....

5. What challenges do you encounter when supervising the ECDE curriculum?

.....
.....

6. Do your ECDE teacher(s) attend to all their lessons daily and on time?

.....
.....
.....

TIME FRAME

| ACTIVITY | DURATION | YEAR |
|---------------------------------|------------------|------|
| Writing of research proposal | January to March | 2012 |
| Making corrections | January to March | 2012 |
| Defense of proposal | April | 2012 |
| Testing of research instruments | April to May | 2012 |
| Correction of errors | April to May | 2012 |
| Data collection | May | 2012 |
| Data Analysis | June to July | 2012 |
| Report writing | June to July | 2012 |
| First draft | August | 2012 |
| Final draft | August | 2012 |
| Final defense | September | 2012 |
| Graduation | October | 2012 |
| | | |

BUDGET

| | ITEM | DESCRIPTION | ESTIMATED COST(KSHS) |
|---|---------------------|---|----------------------|
| A | PROPOSAL WRITING | 2 reams of foolscaps | 750 |
| | | 2 reams of duplicating paper | 750 |
| | | Typing and printing proposal | 1200 |
| | | Photocopying proposal copies | 800 |
| | | Photocopying relevant literature | 1400 |
| | | 1 flash disc 2GB | 1400 |
| | | Binding proposal copies | 400 |
| | | 10 pens | 200 |
| | | 2 Research assistants | 2000 |
| | | TOTAL | 8,900 |
| B | PILOTING | Developing, Typing and printing questionnaires and interview schedule | 2200 |
| | | Fare to different schools for 5 days | 4000 |
| | | Computing data | 6000 |
| | | TOTAL | 12,200 |
| C | DATA COLLECTION | Photocopying questionnaires | 2200 |
| | | Photocopying interview schedule papers | 3000 |
| | | Subsistence | 4000 |
| | | TOTAL | 9,200 |
| D | REPORT WRITING | Computing data, typing and printing final report | 10000 |
| | | Binding of the report | 2500 |
| | | Making final copies of the report | 10000 |
| | | TOTAL | 22,500 |
| | | GRANT TOTAL | 52,800 |