

**SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF EARLY  
CHILDHOOD DEVELOPMENT AND EDUCATION CURRICULUM IN  
KISUMU CENTRAL SUB-COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Education in  
Curriculum Studies**

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## **DECLARATION**

This project report is my original work and has not been presented for a degree in any other university

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## **DEDICATION**

I dedicate this project report to my husband; Mr. James Onyango Ndege; my children; Peggy, Quinter and Brian and finally to the memories of my late Mum; Joyce Nyagilo.

## **ACKNOWLEDGEMENTS**

I sincerely thank the Lord God Almighty whose grace enabled me to undertake and complete my studies. My heartfelt appreciation also goes to a number of people whose assistance made this work a success. I thank my supervisors; Dr. Grace Nyaga and Dr. Lucy Njagi for their patience, selflessness and dedication. They often went beyond the call of duty to assist me put together everything in the project report. I take this opportunity to thank the lecturers of the Department of Educational Administration and Planning who successfully took me through the course work. My appreciation also goes to the Kisumu Central Sub-county DICECE officers for helping me access the relevant data for the research. I thank the ECDE teachers, Head teachers and learners of the selected ECDE centers who participated in the research. Finally, special thanks to my family for the moral and financial support during my studies. To everyone who supported me in one way or the other, kindly accept my heartfelt appreciation.

## **ABSTRACT**

It is evidenced that most of the ECDE centers both public and private based, do not meet the National ECDE service standard guidelines due to poor curriculum implementation. This study therefore sought to investigate the school factors influencing the implementation of the Early Childhood Development and Education curriculum in Kisumu Central Sub-county, Kenya. The study objectives are: to determine the influence of teaching and learning materials in the implementation of the ECDE curriculum; to assess the influence of teacher characteristics; to establish the influence of learner characteristics and to examine the influence of instructional method. The study was conducted using descriptive survey design. The sample size of the study was comprised of 19 ECDE centers, 19 head-teachers and directors, 57 ECDE teachers, 190 ECDE learners and 4 DICECE officers. Quantitative data were analyzed using descriptive statistical analysis techniques as well as inferential statistics such as Pearson correlation. According to the findings, several factors affect proper implementation of ECDE curriculum in ECDE centers. The factors include; lack of essential teaching and learning materials in some centers such as ECDE syllabus and teachers' guide, inadequate provision of teaching and learning materials in ECDE centers such as pupils' text books/writing slates, inappropriate teaching and learning materials in the centers such as wall charts, maps and pictures. School administration, government and parents should examine various ways of ensuring provision of appropriate learning materials for ECDE centers in Kisumu Central Sub-county. There should also be programs on in-service training among the ECDE teachers to empower them in handling diversities among learners and also offer ECDE syllabus without strain. Parents should as well develop positive attitudes towards education and this has to be inculcated into their children to promote their school attendance.

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## **ABBREVIATIONS AND ACRONYMS**

|                |  |
|----------------|--|
| <b>DICECE</b>  | District Centre for Early Childhood Care and Education           |
| <b>ECDE</b>    | Early childhood Development and Education                        |
| <b>FPESP</b>   | Free Primary Education Support Programme                         |
| <b>GoK</b>     | Government of Kenya  |
| <b>KESSP</b>   | Kenya Education Sector Support Programme                         |
| <b>KICD</b>    | Kenya Institute of Curriculum Development                        |
| <b>MDGs</b>    | Millennium Development Goals                                     |
| <b>MoE</b>     | Ministry of Education  |
| <b>MoEST</b>   | Ministry of Education, Science and Technology                    |
| <b>NACOSTI</b> | National Commission for Science, Technology and Innovations      |
| <b>NER</b>     | Net Enrolment Rate   |
| <b>NGO</b>     | Non-Governmental Organisation                                    |
| <b>SPSS</b>    | Statistical Package for Social Sciences                          |
| <b>SWAP</b>    | Sector Wide Approach   |
| <b>UNCRC</b>   | United Nations Convention on the Rights of the Child             |
| <b>UNESCO</b>  | United Nations Educational, Scientific and Cultural Organisation |
| <b>UNICEF</b>  | United Nation Children Education Fund                            |
| <b>WCEFA</b>   | World Conference on Education for All                            |

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Education is a central element in development (World Bank, 1989). The development of any country depended on accessibility to knowledge, information and communication (MOE, 2006). The Kenyan government attaches special significance to the provision of education to all children in all parts of the country (ROK, 2000 -2008). This is mainly because education is viewed as the major contributing factor in economic development of the direct and indirect returns it yields.

Early Childhood Development and Education (ECDE) constitutes household, community and the state's efforts to provide integrated development for children from birth to the age of entry into primary school (Republic of Kenya, 1999). ECDE teachers deal with children aged between 3 and 6 years. Children who are below three years are generally taken care of by their parents or guardians and care givers or child minders at home. Therefore, the emphasis on ECDE has been on provision of institutionalized education to children in the 3 - 6 years age group, as this is the critical stage where so many social attributes and personalities are formed (Farrant, 1986). For average learners, at least one year of ECDE is adequate to provide a smooth transition from home to school life. In the ECDE centers, 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 (Republic of Kenya, 1999).

According to the world developing Report (Jaycox, 1992), education and economic development are positively correlated, making education intrinsic to

development. Therefore, the potential long-term benefits for children's cognitive and social development (Gonzalez-Mena, 2000) have inspired increased interest in early childhood education and care. The interest continues to be championed UNICEF's health and nutrition programs.

The period around 1990 marked significant changes for children and for ECDE globally with 61 countries signing various global policy frameworks such as the 1989 United Nations Conventions on the Rights of the Child (UNCRC), the 1990 Jomtien World Conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the Millennium Development Goals. Through ECD recognition at Jomtien - Thailand, the rapid ratification of the CRC, and the World Summit for Children held in New York City on September 1990, the early years began to move out of the shadows to a place of recognition in its own right on the international stage (UNICEF, 2001).

Although the development and expansion of early childhood curriculum has greatly increased in the region (Gonzalez-Mena, 2000), there has only a limited number of instruments to monitor the implementation and measure their overall quality (National Institute of Child Health & Human Development - Early Child Care Research Network, 2000). Glewwe and Kremer (2000) summarize the principle obstructions to schooling in developing countries as; lack of access to schools, their high cost, their low quality and lastly poor health. Numerous empirical studies employing experimental, quasi-experimental and non-experimental survey largely confirm that removal of these constraints stand a chance to a large extent expand pre-schooling (National Institute of Child Health & Human Development - Early Child Care Research Network, 2000).

In pursuit of more and better education for the children in Kenya, parents have increasingly used ECDE centers as a head-start, as most of these institutions concentrate on the 3RS (writing, reading and arithmetic) as preparation for entry into primary school. Furthermore, ECDE curriculum aims to develop the whole personality of the child, which enhances physical, mental and socio- emotional attributes (Republic of Kenya, 2008a; 2008b). Kenya recognizes the importance of ECDE as the most important lever for accelerating the attainment of Education for all (EFA) and the Millennium Development Goals (MDGs) (Republic of Kenya, 2006a). 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 Thailand World conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs). These fora underscored the importance of EFA (Republic of Kenya, 2006).

Despite all the benefits that may accrue from ECDE as stated above and the commitments made by the government of Kenya to achieve Basic Education for All (BEFA) through ECDE, there is still poor performance of ECDE sub-sector characterized by low enrolment of children and high dropouts caused by school factors (Varld, 2008). The main challenge facing early childhood education in Kenya today is lack of adequate facilities and teaching materials (Koskei, 2008). This is worsened by lack of motivation among the ECDE teachers due to poor pay that is determined by the goodwill and the ability of parents to pay what they feel they can afford. Harmonizing the different curricula and teaching instructional methodologies to help ease children's transition from preschool to the primary school is yet another

challenge. Appropriate teaching & learning resources materials well organized, presented and utilized can help alleviate these challenges.

The Free Primary Education (FPE) programme introduced in the year 2003 in Kenya reduced considerably the preschool enrolment where parents would prefer to send their children direct to the primary school to avoid extra costs involved in the preschool education (Koskei, 2008). This weakened the interest on the need to invest effectively in early childhood education.

There are different types of pre-schools in Kenya which can broadly be classified into private and public preschools. Unfortunately due to the different abilities of the providers, these institutions vary in their curriculum implementation in terms of teacher competence, learning and teaching resources (Dronkers & Robert, 2013).

Anecdotal evidence indicates that parents, teachers and school managers are increasingly giving too much attention to excellent academic achievement in national examinations in Kenya, giving way to rote learning and memorization to reproduce the learnt concepts without a clear understanding of the concepts learnt. This practice has trickled down to the preschool institutions. Concerted efforts are therefore needed to ensure that best practices are developed in the ECDE settings to ensure effective learning to produce all-round learners. This can best be achieved through effective implementation of the various ECDE curriculum activity areas especially those which are play-centred and multi-faceted in terms of content.

Policy on Framework on Education, Training and Research (Republic of Kenya, 2005) supports this when it enunciates that in Kenya, efforts have been made to improve the quality of school factors influencing

implementation of ECDE curriculum. The focus of the current study is to evaluate the influence of school based factors specifically whether the availability, appropriateness and adequacy of teaching and learning materials; teachers characteristics such as the age, gender, education level, level of training and length of service at ECDE centre; learners characteristics such as age, gender, entry behaviour and family background; and instructional methods such as stories, poems, games, questions and answers, role play and presentations on the ECDE curriculum implementation in Kisumu Central Sub-county.

The study employed various indicators to assess the school based factors influencing the implementation of the ECDE curriculum such as; i) completion levels, which gives an indication that learners have successfully completed the cycle and hence curriculum has been successfully implemented (Aga, 2002); ii) drop-out level is a useful indicator of the internal efficiency of an education system, with high drop-out levels being an indicator that the education system is not achieving its objectives; iii) transitional level is an indicator of the levels of implementation of an education system; with a low transition level signifying education wastage, as most of the pupils who complete one level of education do not proceed to the next; iv) attendance levels is an important factor in school success among learners, with better attendance is related to higher academic achievement for students of all backgrounds (Ready, 2010); v) absenteeism levels which is attributed to many factors including family health or financial concerns, poor school climate, and transportation problems; and vi) learner repetition levels which refers to the total number of learners who are enrolled in the same grade as the previous



year. Education grade repetition is an indicator of educational inefficiency, with high repetition levels representing a waste of scarce resources. These indicators, therefore, will provide an indication as to the extent of ECDE curriculum implementation within the study area.

## **1.2 Statement of the problem**

As Kenya gears up to attain vision 2030, Education For All (EFA) goals, and millennium development goals, ECDE is seen as an important player in accelerating these achievements. Despite the overwhelming case for building strong ECDE foundation in Kenya, there is still poor actual performance of the ECDE sub-sector characterized by low enrolment of children and high levels of dropouts caused by school factors (Varld, 2008).

In Kisumu County, concerns have been raised by key stakeholders regarding the implementation of the ECDE programmes within the county (Kisumu County Education Network, 2014). The report revealed that the county still lacks an elaborate framework that can make ECDE work well under their management. The report further revealed that most of the ECDE centers, both public and private based, do not meet the National ECDE service standard guidelines. Factors contributing to this situation are yet to be established. This study therefore, aimed at establishing the influence of teaching and learning materials, teacher characteristics, learner characteristics and instructional methods on the implementation of the ECDE curriculum in Kisumu Central sub-county, which harbours the highest population of the ECDE centers.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the school based factors influencing the implementation of the Early Childhood Development and Education curriculum in both public and private ECDE centers within Kisumu Central Sub-county, Kenya.

### **1.4 Objectives of the study**

The specific objectives were:

1. To determine the influence of teaching and learning materials on the implementation of the ECDE curriculum;
2. To assess the influence of teacher characteristics; age, gender, level of education and length of service at the ECDE centre on the implementation of the ECDE curriculum;
3. To establish the influence of learner characteristics; age, family background and entry behaviour on the implementation of the ECDE curriculum;
4. To examine the influence of instructional methods; stories, poems, games, questions and answers, role play and presentations on the implementation of the ECDE curriculum

### **1.5 Research Questions**

The study was guided by the following questions;

- i. To what extent do teaching and learning materials influence the implementation of the ECDE curriculum?
- ii. To what extent do teacher characteristics influence the implementation of the ECDE curriculum?

- iii. To what extent do learner characteristics influence the implementation of the ECDE curriculum?
- iv. To what extent do the instructional methods employed by teachers influence the implementation of the ECDE curriculum?

### **1.6 Significance of the study**

The study was useful to the Ministry of Education and the Kenya Institute of Curriculum Development (KICD) in identifying school factors that influence ECDE curriculum implementation and possibly come up with recommendations for best practices. The findings may be useful to the curriculum implementers who have been informed on the influence of school based factors in the implementation of the ECDE curriculum in the ECDC centers. Furthermore, the results of the study may sensitize educational administrators on the need to plan towards effective ECDE curriculum implementation in Kenya.

### **1.7 Limitations of the study**

According to Best and Khan (2009), limitations are conditions beyond control of the researcher that may affect the conclusions of the study and their application to other situations. This study covered Kisumu Central sub-county only out of the numerous counties in Kenya, therefore, the study results may not be generalized to other counties in Kenya. The researcher had no control over the attitudes of the respondents, which could affect the validity of the responses. This limitation was mitigated through use of observation checklist and document analysis which helped to verify some of the responses given by the respondents

## **1.8 Delimitations of the study**

The area of the study was delimited to Kisumu Central sub-county. The choice of the study area is because the area has a high concentration of ECDE centers, both public and private (Kisumu County Education Network, 2014). The study was delimited to the school factors influencing implementation of ECDE curriculum. The study was delimited to DICECE officials, ECDE centre directors/head-teachers, ECDE teachers and ECDE learners as key players.

## **1.9 Assumptions of the study**

In this study it was assumed that:

- i. The respondents were honest and accurate in providing information upon which the study findings and recommendations were anchored
- ii. The presence of the researcher in the ECDE centers did not significantly influence the respondents in answering the research instruments

## **1.10 Definition of significant terms**

The following key terms were used in the study:

**Curriculum implementation** refers to the use of the prescribed ECDE curriculum in the ECDE centers

**Early childhood Development Education** refers to education programme and strategies geared towards children from age of three to six.

**Instructional methods** refer to the teaching methods such as demonstration, games, role play and songs that are used to teach learners at the ECDE centers.

**Learner characteristics** refer to aspects of the learners that influence the implementation of ECDE curriculum such as age, gender, family background and entry behaviour.

**Public schools** refer to the pre-schools managed by the community and aided by the government.

**Private schools** refer to the pre-schools owned by individuals, organizations or NGOs for profit, attached to existing private primary schools.

**School factors** refer to the aspects within the ECDE environment that influence implementation of the curriculum such as teacher and learner characteristics, teaching and learning materials, and instructional methods.

**Teacher characteristics** refers to aspects of the teachers that influence the implementation of ECDE curriculum such as age, gender, level of education, levels of training and length of service at the ECDE center.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one contains background information of the study, the research problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations of the study, definition of significant terms used in the study and organization of the study. Chapter two presents the literature review of publications relevant to the study. It entails the school factors influencing ECDE curriculum implementation, the indicators of successful curriculum implementation, the theoretical basis and the study conceptual framework. Chapter three covers the detailed study research methodology and entails the research design, target population, sample and sampling

procedures, the research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis, presentation and interpretation of the study findings. Chapter five presents summary, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter explores the related literature on the factors influencing ECDE curriculum implementation. The chapter includes ECDE situational analysis in Kenya. The chapter further discusses curriculum implementation and factors that influence its implementation; which include teaching and learning materials, teacher characteristics, learner characteristics and instructional methods. It also discusses the key indicators of successful ECDE curriculum implementation, and finally relates the variables through a conceptual framework.

#### **2.2 Concept and indicators of ECDE curriculum implementation**

Implementation is a crucial stage where planning is put into practice (Ornstein & Hunkins, 1998). Curriculum implementation, therefore, refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. Some of the key indicators of a successful educational programme implementation include completion levels, drop-out and survival levels, transition levels, absenteeism levels and repetition levels.

Completion level, which gives the percentage of enrolled children who reach a certain grade level, is an important indicator of a school system's ability to attract and retain students (Aga, 2002). Learner completion of a prescribed duration that they are supposed to be in school has been one of the key indicators for attaining the target set for achieving universal primary

education (i.e., MDG 02). This has an indication that learners have successfully completed the cycle and hence curriculum has been successfully implemented. Learners who are not able to complete an education cycle are an indication of unsuccessful curriculum implementation (Aga, 2002). The major aim of ECDE is that learners are able to complete the ECD education cycle which enables them to further pursue the primary education (GoK, 2012).

Drop-out and survival levels can be useful indicators of the internal efficiency of the education systems. Although dropping out is not necessarily an indication of failure by individual students, high drop-out levels may well indicate that the education is not meeting the needs of the clients. Dropping out of school represents a waste of human and financial resources, unless students acquire basic skills during their time of study (KIPRA, 2001).

Low transition levels signify education wastage, as most of the pupils who complete one level of education do not proceed to the next. Since 1991, primary to secondary school transition rate has ranged between 39 and 46 % in Kenya. The year 1993 had the lowest transition rate when only 38.40 percent of those who completed standard 8 in 1992 joined Form 1. During the same period, boys had a higher transition levels than girls (KIPRA, 2001).

Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status (Ready, 2010; Epstein and Sheldon, 2002). Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent (Epstein and Sheldon, 2002). However, chronic absence (regardless of reason) is increasingly



identified as an important “early warning sign” that a student is at risk for school failure and early dropout. Many factors can contribute to student absenteeism. Family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, frequent moves or homelessness and differing community attitudes towards education are among the conditions that are often associated with a child’s frequent absence from school (Teasley, 2004).

Percentage of repeaters is given by the total number of pupils who are enrolled in the same grade as the previous year, expressed as a percentage of the total enrolment in primary education. Progression is not considered smooth when students must repeat one or more years of schooling, or when their participation is interrupted for a period of time (KIPRA, 2001). Grade repetition remains an important impediment to efficiency of schooling, and high repetition levels, especially in education systems where demand for education outstrips supply, represent a waste of scarce resources. Traditionally, grade repetition has been used as an indicator of educational inefficiency (KIPRA, 2001).

Pupil/teacher ratios are generally regarded as measures of school quality. The pupil/teacher ratio is an indicator for planning, and a low pupil/teacher ratio may give a pupil a better chance of contact with the teacher, hence better (quality) teaching or learning process. However, a lower pupil/teacher ratio increases the unit cost of education, since teachers’ salaries constitute a large proportion of the total cost of schooling (Deolalikar, 1999). The pupil teacher ratio gives an indication of the utilisation of teachers’ i.e, whether teachers are over utilised or underutilised.

## **2.3 Early Childhood Development and Education**

The Education for All movement is a global commitment to provide quality basic education for everyone. The movement was launched at the World Conference on Education for All held in Jomtien (Thailand) in 1990, where representatives of the international community agreed to universalise primary education and massively reduce illiteracy by the end of the decade (WCEFA, 1990). And according to the Dakar Framework for Action Senegal, (April 2000), a collective commitment was made to attain several EFA goals. These included expanding and improving comprehensive Early Childhood care and Education especially to the most disadvantaged and vulnerable children; improving every aspect of the quality of Education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

### **2.3.1 Early Childhood Development and Education in Kenya**

Early Childhood Development Education (ECDE) globally and Kenya in particular has been recognized as a crucial programme that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs. Currently, ECDE is under the care of parents, community, non-governmental organizations (NGO), religious organizations and other private providers (MOEST, 2005). ECDE 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 access, equity, quality and relevance of ECDE programmes. However, the private sector seems to have

monopolized most of the ECDE canters compared to the government. Thus, the public education sector opportunities for ECDE are lacking, yet available data shows that at later formal cater for well over 90% of Kenya's school going age.

ECDE is currently facing challenges related to the following: funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Lack of practical approaches to inform the parents and lack of the Ministry of Education's funding and implementation initiatives further complicates the provision of ECDE (Magoma, 2013).

#### **2.4 Teaching and learning materials and ECDE curriculum implementation**

Teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them. For curriculum to be fully implemented as per plan, schools should be supplied with adequate materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process (Ball & Cohen, 1996).

No meaningful teaching and learning, which is a component of curriculum implementation, takes place without adequate materials (Lockheed et al, 1991).The materials must therefore be available to the learners in adequate quality and quantities, and at the required time to enable implementation of various educational tasks (Mungai, 1992). Materials used

by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, flash cards, cut-outs, plasticises, charts and pictures among others. This study aimed at examining how the availability, appropriateness and adequacy of teaching and learning materials influence ECDE curriculum implementation.

## **2.5 Teacher characteristics and ECDE curriculum implementation**

Stenhouse (1975) identifies the teacher as the agent in the curriculum implementation process. Scott (1994) and Fullan (2001) thus argue the importance of the teacher as a central change agent, as the teacher is the one who is primarily responsible for the successful implementation of a new curriculum. According to Morrison, Bachman, & Connor (2005) the teacher's pedagogy, classroom management strategies, and interactions with students at classroom level can determine how much is learned. A survey by GOK and UNICEF (1995) revealed that lack of teachers training and poor teacher retention as key barriers to effective curriculum implementation. The key to getting teachers committed to an innovation is to enhance their knowledge of the program. This means teachers need to be trained and workshops organized for professional development. Certainly an adequate teacher education program should include curriculum development if teaching is to be a profession and if opportunities for learners are really to be improved. Content knowledge aside, it is only when a teacher can communicate effectively that he will be able to draw upon the various social cultural contexts of the learner to facilitate learning (Stoner, Freeman and Gilbert, 1999).

Effective classroom interaction can also be enhanced by individual attention of teachers to their students. Teachers change, particularly changes in their attitudes towards innovation, has been considered crucial in promoting successful curriculum implementation in the classroom. Carless (1999a) mentions that teachers' attitudes are derived primarily from their own experiences as learners, their professional training, their teaching experiences, their interaction with colleagues, and the cultural values and norms of the society in which they live. The gender stereotypes and prejudices of teachers shape their classroom behaviour. Female teacher for example, often exhibit math phobic behaviours. Teachers also facilitate children's gender biases by making gender as important by using it to level and organize students (Blakemore & Berenbaun, 2009). Pre-school teachers labelling and use of gender increases their gender pupils gender stereotyping and avoidance of cross-gender playmates. Thus Teacher factors such as attitude towards the curriculum, teachers training in ECDE and their in-service on ECDE curriculum will have an impact on how the curriculum will be implemented (Carless, 1999a). This study therefore, aimed at establishing the influence of teacher related factors on the ECDE curriculum implementation.

## **2.6 Learner characteristics and ECDE curriculum implementation**

Curriculum implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Whitaker, 1995). Therefore, the final evaluation of any new curriculum implementation will depend on whether the new curriculum promotes

students' learning or not. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation (Whitaker, 1995).

Learners age assist teachers to select teaching and learning materials, activities and contents appropriate to the learners' age. Developmentally appropriate curriculum offer open-ended activities that allow children to make their own choices and include objectives for the activities offered. Child initiated activities allow children to learn independently through exploration and discovery with the guidance and supervision of the teacher (Buten, 2010).

With regards to learners' entry behaviour, children vary in how well any "basic" curriculum will serve them. They differ in what they bring. Motivation of learners' is tied to the entry behaviour such as those with knowledge, skills and abilities learn the terminal objectives faster compared to those without (Dina, 2005). This study aimed at examining how the learners' age, gender, entry behaviour and family background influence ECDE curriculum implementation.

## **2.7 Instructional methods and ECDE curriculum implementation**

A teacher is viewed as the central organizer of learning process; hence the teacher's use of instructional materials is paramount. Wasiche (2006) states that the best way of organizing teaching and learning is to use a variety of instructional methods. Instruction related factors are also identified as influencing the process of curriculum implementation and the learning environment.

Language and literacy develop concurrently and influence one another. What children learn from listening such as stories and talking contributes to their ability to read and write. For example, young kids' phonological awareness is

an important indicator of their potential success in learning to decode print. Both Phonological and vocabulary development begins early with participation in rhyming games and chants, shared book experiences and extended conversations with adults (Dina, 2005).

Instructional approaches are critical elements during curriculum implementation, and it is assumed that as the curricula change so should the instructional methodology (MoE, 2011). The current study therefore aimed at establishing the influence of instructional methods on the ECDE curriculum implementation.

## **2.8 Theoretical framework**

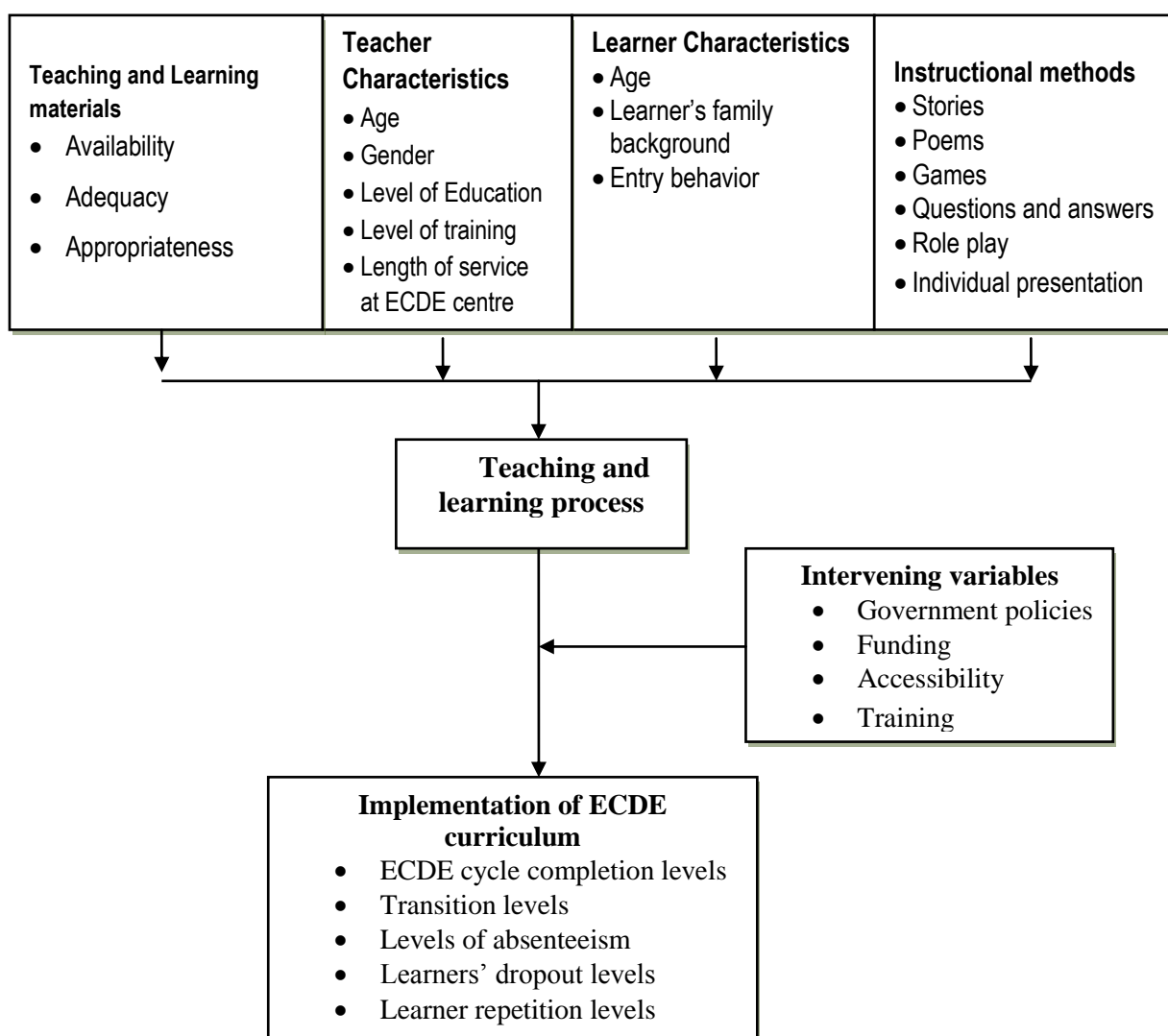
The study was based on “*change theory*” by Fullan and Miles (1991). The theory has been successfully used by Arnott (1994) in a study which focused on the factors affecting education curriculum implementation hence it was deemed relevant for this study. Fullan (1981) categorizes these factors into three broad categories namely; characteristics of the innovation, characteristics of the implementing unit or situation, and macro or socio-political factors. Fullan (1981) states that change is a journey, he formulated a conceptual framework for investigating the implementation of educational change. He states that for successful implementation, changes have to be introduced to the users effectively (Fullan & Miles, 2001), and this requires knowledgeable and experienced change facilitators.

This study specifically focused on the implementation phase of Fullan’s change theory, which focuses on the actual use of the curriculum. The implementation process is concerned with the nature and extent of actual change, as well as the factors and processes that influence how and what changes are

achieved. This theory was therefore, relevant to the current study which focused on the school based factors which influence ECDE curriculum implementation process.

## 2.9 Conceptual framework

Miles and Huberman (1994) define conceptual framework as a visual or written product that explain graphically or in narrative the main things to be studied - key factors, concepts or variables - and the presumed relationships among them. The conceptual framework of this study is presented in Figure 2.1.



**Figure 2.1: Interrelationship between Variables in the ECDE Curriculum implementation**



The framework is based on the input, process, output and outcome. In the conceptual framework depicted in the figure above, school factors are defined as teaching and learning materials, teacher characteristics, learner characteristics and instructional methods. These school factors influence the ECDE curriculum implementation directly. However, this relationship may be intervened or modified by other external factors such as government policy, government funding, training of teachers and accessibility, which as well supports the ECDE curriculum implementation. When all these factors are favourable, then this translates into successful ECDE curriculum implementation. If all the variables are manipulated and utilized accordingly, it translates into successful ECDE curriculum implementation which is defined by high transition levels, low levels of learner absenteeism, drop out, and repetition.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the various methods that will be employed by the researcher in executing the study. It contains the research design, target population, sampling techniques and sample size. The section also focuses on the instruments for data collection, pilot study, validity and reliability of the research instruments. The methods of data collection and data analysis; and logistical and ethical considerations are also described in this chapter.

#### **3.2 Research design**

A research design is a plan that is used to generate answers to research problems (Orodho, 2002). The study employed descriptive survey design, which is the systematic collection of data in standardized form from an identifiable population. The rationale for choosing this design was based on its ability to provide the researcher with appropriate techniques for systematic collection of extensive data from a large group of respondents through interviews and administration of questionnaires (Orodho, 2009). In addition, checklists were also used to guide observations in line with the scope of the study.

#### **3.3 Target population**

A target population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda & Mugenda, 2003). The study targeted both 29 public and 33 private ECDE centers. The study

target population comprised of 62 ECDE centers, 62 ECDE head teachers/directors, 186 ECDE teachers, 4324 ECDE learners and 4 DICECE officers within Kisumu County (see Table 3.1). The DICECE officers, who are the quality assurance and standards officers were incorporated in the study purposely to affirm the information obtained on the challenges on ECDE curriculum implementation within the study area.

### **3.4 Sample size and sampling procedure**

A sample is a small portion of a target population which is carefully selected to represent all the main traits of the population. Sampling is a technique used in selecting a given number of subjects from a defined population as a representative of that population (Borg & Gall, 1989; Orodho, 2002). Mugenda and Mugenda (2003) argue that, for descriptive studies, 30 percent of the accessible population is enough. The sample comprised of 19 out of the 62 ECDE centers (see Table 3.1). The study also employed purposive sampling in identifying respondents for focus group discussion and key informants interviews. Mugenda and Mugenda (2003) emphasize that purposive sampling allows the researcher to use the cases that have required information with respect to the objective of the study.

A simple random sample technique was applied in arriving at 62 ECDE centers for the study. From the selected ECDE centers, both learners and teachers were taken randomly for interview since some of the centers had many learners and teachers whom it could be cumbersome in selecting a specific individual for interview.

**Table 3.1****Target population and sampling size for the study**

|                                       | <b>Target population</b> | <b>Sample size</b> | <b>Percentage*</b> |
|---------------------------------------|--------------------------|--------------------|--------------------|
| Number of ECDE centers                | 62                       | 19                 | 30%                |
| Number of Head-teachers and directors | 62                       | 19                 | 30%                |
| Number of ECDE teachers               | 186                      | 57                 | 31%                |
| Number of DICECE officers             | 4                        | 4                  | 100%               |
| Number of learners                    | 4324                     | 190**              | 4.4%               |
| <b>Total</b>                          | <b>4638</b>              | <b>289</b>         |                    |

Source: Kisumu Central Sub-County Educational Office, 2014.

A single asterisk (\*) in the table above indicates the ratio of sample size to target population expressed as a percentage while double asterisk (\*\*) denote that ten learners were selected per school for the focus group discussion.

### **3.5 Research instruments**

The study entailed use of questionnaires, lesson observation schedules, checklists, documents analysis guides, key informants interviews and focus group discussion to gather data. Questionnaires consisted of open-ended and closed-ended items. Open ended questions gathered in depth information and enabled the researcher to gather data from a large number of respondents at a particular time (Ngumbo, 2006) while closed-ended questions gave out structured responses, which facilitated the ease of tabulation and analysis (Cohen and Manion, 1980).

Two sets of questionnaires; one for the ECDE centre head-teachers /directors and one for the ECDE teachers of the centers were used. The questionnaires consisted of four sections; section A dealt with the general information of the respondent, section B dealt with head-teachers /directors

characteristics, section C dealt with teaching and learning materials aspects and section D dealt with learner characteristics. The observation checklist for materials consisted of a table in which the researcher recorded on the availability, adequacy and appropriateness of teaching and learning materials within the ECDE centers (Fox, 1998).

The lesson observation schedule was included purposefully to seek information on how the teachers conduct instruction (see Appendix 5). This was done to evaluate the instructional methods used by the teachers. The lesson observation schedule was used to find out how teachers prepared the schemes of work and lesson plan. It was also used to find out the teaching methods that teachers employ and the appropriateness of the instructional methods.

Document analysis guide instrument was designed to seek information about the centers regarding the number of the learners that had participated in the ECDE programme since its inception, absenteeism levels, the completion levels, the dropout levels, repetition and the levels of transition. More importantly, this tool served as the measure of dependent variable.

Key informants' interviews (Carter, 2000 & Beaulieu, 1992) were conducted on four DICECE officers to obtain key information on the ECDE sector within the area of study.

### **3.6 Validity of research instruments**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 1999). Validity

according to Borg and Gall (Joppe, 2000) is the degree to which a test measures what it purports to measure. Pilot study was undertaken in two schools within the study area prior before the actual study, which were not part of the main study, to help improve face validity and content of the instruments. A pilot study aided in identifying the nature of the survey thus selecting appropriate instruments relevant for the study which could give valid results. As such, the researcher sought the assistance from the supervisor in order to help improve content validity of the instruments.

### **3.7 Reliability of research instruments**

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in two schools which were not included in the main study. Test-retest reliability method was employed to measure for consistency of the instruments incorporated in the study. The method determines the amount of error in a test score as a result of problems associated to test administration (Anastasi, 1988). Calculating for reliability, test-retest method was administered to the same respondents on two dissimilar occasions. Test scores from the two scenarios of the same test were correlated thus obtaining r value. 'r' value denotes the Pearson product-moment correlation coefficient for the sample calculated by the following formulae;

$$r = \frac{N \sum X Y - (\sum X) (\sum Y)}{\sqrt{N (\sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

Where; r is the degree of reliability

N is the number of scores within each distribution

$\Sigma$  is the summation sign

X is the score obtained during the first test

Y is the score obtained during the second score test

### **3.8 Data collection procedures**

Research permit was obtained from the National Commission for Science and Technology and Innovations (NACOSTI) through the Department of Educational Administration and Planning, University of Nairobi. The researcher made appointments with the head-teachers/directors of the target ECDE centers. The researcher made familiarization visits to the ECDE centers to explain the purpose of the intended research and to assure the respondents of confidentiality of their identities. The researcher, thereafter, administered the questionnaires; filled out the observation checklists, conducted lesson observations and focus group discussion and studied the documents. The researcher collected the completed instruments at the end of the session in each study centre. The researcher finally visited the DICECE offices to conduct key informants interviews.

### **3.9 Data analysis technique**

The data collected were categorized and coded together with the close ended questions. The data were further subjected to logical checks and frequency runs to enhance the accuracy and consistency of the data and identify any outliers before actual data analysis. The data was analyzed using descriptive statistics such as frequencies, percentages, means and standard deviations; and inferential statistics such as correlation analysis. Thematic analysis was as well used to analyze the qualitative data according to the objectives. The data were analyzed

using the Statistical Package for Social Sciences (SPSS) computer program (version 20). The analyzed data were presented using tables and figures.

### **3.10 Ethical considerations**

Ethical apprehensions were taken care of in incorporating the young ones in the research. Their consent in taking part of the study was sufficient enough enabling them participate fully responding to questions as interviewed. Learners were accorded the respect they deserved as no opposing statement could be made in the manner they responded to the questions. They were given humble and sufficient time for them to respond to questions administered (Naudeau, 2011). The study ensured safety of the learners and no information given by the learners could be leaked to their teachers. Best interests of the learners were safeguarded and in situations where some learners would decline to be interviewed either due to fear, different respondents were considered.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

This chapter presents the study findings together with interpretations. The findings of the study are presented on the basis of the research objectives, which were to; determine the influence of teaching and learning materials on the implementation of the ECDE curriculum; assess the influence of teacher characteristics such as age, gender, level of education and length of service at the ECDE centre on the implementation of the ECDE curriculum; establish the influence of learner characteristics such age, family background and entry behaviour on the implementation of the ECDE curriculum; and examine the influence of instructional methods such as stories, poems, games, questions and answers, role play and presentations on the implementation of the ECDE curriculum. The data were analyzed using both descriptive and inferential statistics such as Pearson correlation. The descriptive statistics were used to describe and summarize the data in form of frequency distribution tables. The inferential statistics was used to make inferences and draw conclusions.

#### 4.2. Questionnaires return rate

**Table 4.1**

**Questionnaire Return Rate**

| Respondent category       | Number targeted for response | Number who responded |
|---------------------------|------------------------------|----------------------|
| ECDE centers              | 19                           | 19                   |
| Head teachers & directors | 19                           | 19                   |
| ECDE teachers             | 57                           | 57                   |
| ECDE learners             | 190                          | 190                  |
| DICECE officers           | 4                            | 4                    |

A hundred percent return rate of the questionnaires was achieved in this study in that all the respondents; 19 head-teachers & directors, 57 ECDE teachers, 190 ECDE learners and 4 DICECE officers responded to the study questions and handed in all the questionnaires. The high response rate was achieved as the researcher made call backs and administered the instruments personally to each respondent, thus enhancing of the respondents' participation.

### 4.3. Demographic information of the respondents

The study sought to determine how teacher characteristics such as age, gender, level of education and training, and length of service at the ECDE center influence the implementation of the ECDE curriculum. Table 4.2 shows the response.

**Table 4.2**

#### **Teacher Characteristics**

| <b>Variables</b>                       | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>Age</b>                             |                  |                   |
| Below 25 years                         | 05               | 09                |
| 26-30 years                            | 14               | 34                |
| 31-40 years                            | 29               | 53                |
| 41-50 years                            | 06               | 03                |
| 51-60 years                            | 03               | 01                |
| <b>Gender</b>                          |                  |                   |
| Male                                   | 1                | 2                 |
| Female                                 | 56               | 98                |
| <b>Level of education and training</b> |                  |                   |
| KCSE certificate                       | 6                | 10                |
| ECDE certificate                       | 21               | 36                |
| P1 Certificate                         | 29               | 52                |
| Bachelor's/Masters degree              | 1                | 2                 |
| <b>Years of service</b>                |                  |                   |
| Below 5 years                          | 41               | 72                |
| 5-10 years                             | 10               | 18                |
| Above 10 years                         | 06               | 10                |

#### **4.3.1 Age of the Teacher**

The findings indicate that most of the teachers in ECDE centers were between the age 31-40, as represented by 53%, those between 26-30 were between 34%, while teachers with 25 and below and 51-60 years were represented by 09% and 01% respectively. This shows that majority of ECDE teachers were in the middle age between 31-40 years. Just a small portion of the teachers in ECDE were noted to be above 40 years of age. 31-40 years triggered the teachers to handle young ones well and those over 40 years could in one way or another face difficulty in rendering services efficiently as required.

#### **4.3.2 Gender of the Teacher**

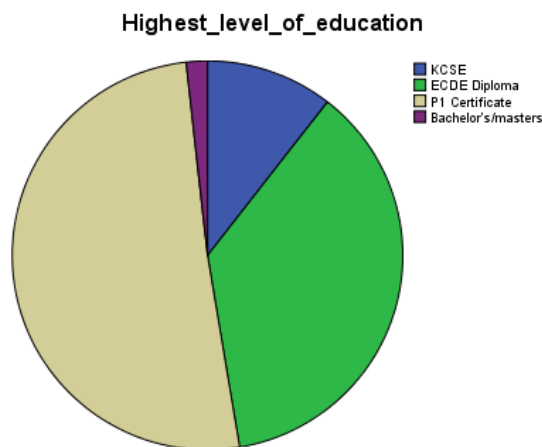
The study also sought to find out the gender of the respondents (ECDE teacher) and how this would affect the implementation of the ECDE curriculum. Based on this, the study revealed that majority of the respondents was female at 98% while only 2% were males. This shows that most ECDE centers were managed by female teachers. From the data, there is gender imbalance among ECDE teachers who are key players in implementation of ECDE curriculum. One of the ECDE center directors spoke the following upon being interviewed;

“ most ECD teachers are female and the male figures are few hence high cases of teacher absenteeism, due to gender roles in the society such as female domestic chores” (ECDE Director, 2)

Gender equity policy is ought to be maintained by sectors attached to the Ministry of Education where ECDE is part and parcel for easy implementation of ECDE curriculum.

#### 4.3.3 Level of Education and Training

It was imperative to determine level of education and training of the ECDE teachers as this would affect their service quality and hence implementation of the ECDE curriculum. Out of the 57 ECDE teachers that took part in the study, 64% had other certificates other than ECDE certificate. 36% were trained as ECDE teachers with certificate in ECDE. 36% representing a small portion of teachers affected implementation of the ECDE curriculum due to lack of proper training among most of the teachers. These findings concur with that of Carless, (1999) who found that teacher factors such as attitude towards the curriculum, teachers training in ECDE and their in-service on ECDE curriculum had an impact on how the curriculum are implemented.



**Figure 4.1: Highest level of education**

**Table 4.3**

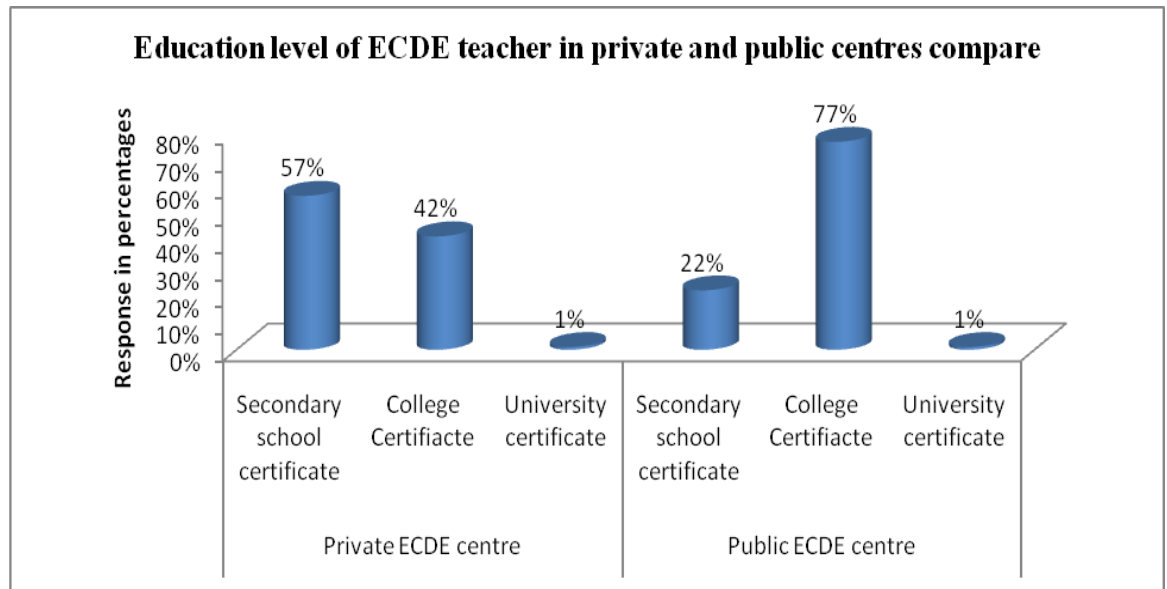
**In-service training and ECDE curriculum**

| <b>Response</b> | <b>Frequency</b> | <b>Percentages</b> |
|-----------------|------------------|--------------------|
| Yes             | 51               | 89                 |
| No              | 1                | 02                 |
| Don't know      | 5                | 09                 |

The study found that majority of the ECDE teachers at 72% had been in service for a period below 5 years hence were not experienced enough to properly implement the ECDE syllabus. Only 18% had been in teaching ECDE centers for a period between 5-10 years, with only 10% in it for more than 10 years. In establishing the relationship between in-service training and ability to implement the curriculum, 89% of trained teachers who got in-service training were knowledgeable enough on best curriculum implementation practices unlike those who did not receive in-service training. The study also found that there was a significant relationship between years of experience as an ECDE teacher and ability to implement ECDE curriculum. The findings support the observation made by Morrison, Bachman, & Connor (2005) who also found that the teacher's pedagogy, classroom management strategies, and interactions with students at classroom level can determine how much is learned. Successful implementation of the ECDE syllabus depends also on the number of years in teaching as ECDE teacher. This response also concurs with that of one of the key informants (ECDE officer) during the interview, who offered that "...most ECD centers in this region employ untrained teachers who have completed their O-level thus negatively affect their service delivery"

#### 4.3.4 Level of education of ECDE Teachers in private and public ECDE centers compare

The study sought to compare the level of education of ECDE teachers in private and public ECDE centers. This was imperative in order to find out the how teachers' level of education and training affect the implementation of curriculum across the types of schools (see Figure 4.2).



**Figure 4.2: ECDE Teachers' education level in public and public ECDE schools**

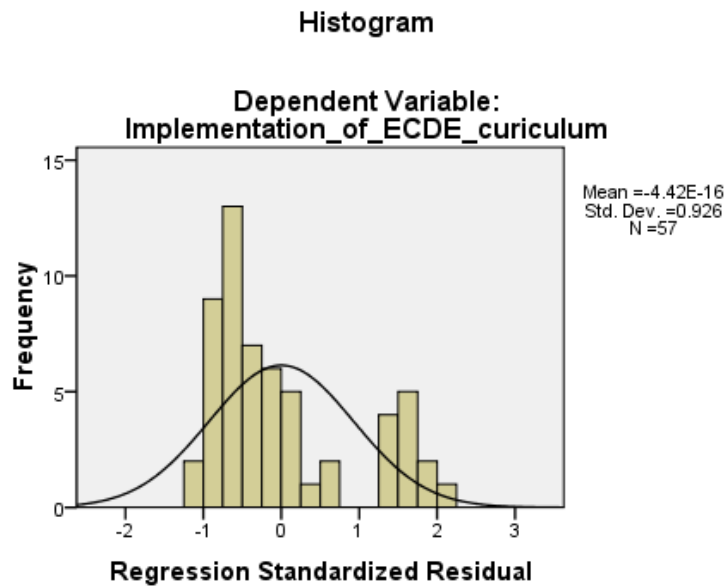
The study found that teachers in public ECDE centers were more of college certificate holders as compared to those from private centers as indicated by over three quarters of the public ECDE teachers, (77%) compared to 42% in private centers. This was attributed to high cost of hiring trained teachers that was not affordable to most of the private centers. In an interview with one of the directors of private ECDE centers, he said, hiring qualified and trained teachers is a major challenge to us because of the cost that comes with it, while sometimes fee payment to sustain their salary is dismal. (Interviewee)

**Table 4.4  
Correlations**

|   |                     | Age   | Gender | Highest_level_<br>of_education | In_service_traini<br>ng_ECDE_<br>curriculum | Implementatio<br>n_of_ECDE_<br>curriculum |
|---|---------------------|-------|--------|--------------------------------|---|---|
| Age                                     | Pearson Correlation | 1     | .039   | -.185                          | .024  | -.152                                     |
|   | Sig. (2-tailed)     |       | .771   | .169                           | .861  | .257                                      |
|   | N                   | 57    | 57     | 57                             | 57  | 57  |
| Gender                                  | Pearson Correlation | .039  | 1      | .274*                          | -.098                                       | .069                                      |
|   | Sig. (2-tailed)     | .771  |        | .039                           | .467  | .610                                      |
|   | N                   | 57    | 57     | 57                             | 57  | 57  |
| Highest_level_of_educati<br>on          | Pearson Correlation | -.185 | .274*  | 1                              | .145  | .107                                      |
|   | Sig. (2-tailed)     | .169  | .039   |                                | .281  | .430                                      |
|   | N                   | 57    | 57     | 57                             | 57  | 57  |
| In_service_training_ECD<br>E_curriculum | Pearson Correlation | .024  | -.098  | .145                           | 1   | -.071                                     |
|   | Sig. (2-tailed)     | .861  | .467   | .281                           |   | .599                                      |
|   | N                   | 57    | 57     | 57                             | 57  | 57  |
| Implementation_of_ECD<br>E_curriculum   | Pearson Correlation | -.152 | .069   | .107                           | -.071                                       | 1   |
|   | Sig. (2-tailed)     | .257  | .610   | .430                           | .599  |   |
|   | N                   | 57    | 57     | 57                             | 57  | 57  |

\*. Correlation is significant at the 0.05 level (2-tailed).

The test exhibit a Pearson correlation coefficient of 1 meaning that age, level of education, in-service training of ECDE curriculum are highly correlated in ensuring proper implementation of ECDE curriculum thus improving education sector.



**Figure 4.3: Histogram**

The study exhibits data normality an indication of statistical significance. The bars in the histogram are enclosed within the curve with a standard deviation of 0.926. 92.6% show the variability between variables included in the model. To some extent, they vary from each other but not fully. Level of education, age, in-service training, availability of learning materials, years of service and learners full participation during lessons depend on each other in some manner in implementation of ECDE curriculum. Respondents who went through ECDE colleges with ECDE certificates and were in their mid 30s in age implemented fully the ECDE curriculum. They possessed adequate skills on how to handle the young ones.



#### 4.4. Teaching and learning materials and implementation of the ECDE curriculum

**Table 4.5**  
**Providers of teaching and learning materials in ECDE centers**

| <b>Providers</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------|------------------|-------------------|
| Community         | 20               | 35.1              |
| Parents           | 18               | 31.6              |
| NGOs              | 06               | 10.5              |
| Proprietor        | 13               | 22.8              |
| County Government | 00               | 00.0              |
| <b>Total</b>      | <b>57</b>        | <b>100</b>        |

The study respondents included 19 ECDE centre directors/ head-teachers and 57 teachers. The first study objective was to determine the influence of teaching and learning materials on the implementation of the ECDE curriculum. ECDE teachers were therefore, probed on the provision availability, adequacy and appropriateness of the teaching and learning materials at the ECDE centers.

The study revealed that majority, 89.5% of the ECDE teachers indicated that community, parents and proprietors provided the teaching and learning materials. Only 10.5 percent indicated that the NGOs provided these materials to the centers, with none of the county governments committing themselves towards the same. These findings were also justified by most of the ECDE directors/head teachers, in their responses when they indicated that in most cases, parents, teachers and community members provided teaching and learning materials for the ECDE centers. These findings are in line with Magoma, (2013) who observed that lack of practical approaches to inform the parents and lack of the Ministry of Education's funding and implementation initiatives further complicates the provision of ECDE.

On whether the teaching and learning materials were adequate in their centers, majority of the ECDE teachers at 79% indicated that these materials were inadequate. In the same manner, inadequacy of instructional materials was cited by almost all the ECDE centre directors/head teachers (88.5%). These findings were also justified in one of the observations made by the researcher, who found that in most of the ECDE centers, instructional materials such as colored pens, crayons, text books, cut-outs/flash cards/Habicus, and appropriate wall charts and maps were inadequate, impeding proper implementation of the ECDE syllabus. In one of the focused group discussions with the ECDE learners, one of them said: We normally share most of the teaching and learning materials because they are not enough and this makes some of us find difficulty in learning.

#### **4.4.1 Provision of Teaching and learning materials in public and private ECDE centers compare**

**Table 4.6**  
**Provision of teaching and learning materials in public & private centers**

| Providers of T&L Materials | Public                       |            | Private                      |            |
|----------------------------|------------------------------|------------|------------------------------|------------|
|                            | Frequency<br>( <i>n</i> =23) | Percentage | Frequency<br>( <i>n</i> =34) | Percentage |
| Community                  | 15                           | 64.9       | 11                           | 33.3       |
| Proprietor                 | 00                           | 00.0       | 25                           | 73.7       |
| Parents                    | 16                           | 68.4       | 15                           | 43.9       |
| NGOs                       | 13                           | 57.9       | 10                           | 29.8       |
| County Government          | 00                           | 00.0       | 00                           | 00.0       |
| Well wishers               | 13                           | 54.3       | 17                           | 49.1       |

Depending on the type of ECDE centre, the study sought to investigate the main providers of teaching and learning materials. This was crucial because providers of these materials influence their availability, appropriateness and adequacy.

Table 4.6 reveals that community (64.9%), parents (68.4%) and NGOs (57.9%) participate majorly in provision of teaching and learning materials in public ECDE centers as compared to private ECDE centers. This was also demonstrated by about three quarters of the respondents (73.7%) who indicated that proprietors were the main providers of the teaching and learning materials in private ECDE centers. In one of the interviews with the DICECE officers, one of them said “privately owned ECDE centers are in the hands of their proprietors hence the availability and provision of teaching and learning materials is the responsibility of the proprietors” (DICECE official1). These responses support the findings of Kibera and Kimokoti, (2007) who also reported that most of the privately owned learning institutions especially the ECDE centers are financed and equipped by their proprietors.

#### **4.4.2 Availability of Teaching and Learning Materials**

On the availability of teaching and learning materials in ECDE Centers, teachers were asked to tick appropriately on whether the following materials were available as shown in table 4.7.

**Table 4.7****Availability of teaching and learning materials in both public and private ECDE centers (n=57)**

| <b>Responses</b>                  | <b>Available</b> |                   | <b>Not Available</b> |                   |
|-----------------------------------|------------------|-------------------|----------------------|-------------------|
|                                   | <i>Frequency</i> | <i>Percentage</i> | <i>Frequency</i>     | <i>Percentage</i> |
| ECDE syllabus                     | 25               | 43.6              | 32                   | 56.4              |
| Teachers' guide                   | 22               | 39.1              | 35                   | 60.9              |
| School time table                 | 46               | 80.3              | 11                   | 19.7              |
| Pupils' text books/writing slates | 37               | 65.5              | 20                   | 34.5              |
| Boards and chalk                  | 40               | 69.3              | 17                   | 30.7              |
| Colored pens/pencils/cryons       | 31               | 53.7              | 26                   | 46.3              |
| Pupils exercise books             | 41               | 69.5              | 16                   | 30.5              |
| Wall charts, maps and pictures    | 44               | 76.8              | 13                   | 23.2              |
| Flash cards/cut-outs/habicus      | 16               | 27.8              | 41                   | 72.2              |
| Play ropes/tyres/toys             | 26               | 46.4              | 31                   | 53.6              |
| Plasticines                       | 17               | 29.3              | 40                   | 70.7              |

According to the study findings, ECDE centers had most of the teaching and learning materials as shown in Table 4.4. For instance, over three quarters of the respondents indicated that they had school time table, wall charts, maps and pictures as indicated by 80.3% and 76.8% respectively. Further, over half of the respondents indicated that their learning centers had pupils' textbook/writing slates, boards and chalk, colored pens/pencils, and exercise books. However, it was noted that over half of the respondents had no teachers' guide and ECDE syllabus as indicated by 60.9% and 56.4% respectively. These revelations were detrimental to implementation of ECDE curriculum as the success of implementation depends largely on ECDE syllabus and teachers' guide.

Similarly based on the observation of the checklist, the study found that almost all the ECDE centers had teaching and learning materials save for the essentials such as teachers' guide, ECDE syllabus, cut-outs, flash cards and abacus. In the same vein, majority of the head teachers indicated that they

had assortment of teaching and learning materials albeit most of them were locally made, which could also compromised learning given that some of them were substandard. These findings corroborated with that of Ready, (2010) who also found that ECDE is currently facing an array of challenges such as funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others.

#### **4.4.2 Availability of Teaching and Learning Materials in public and private ECDE centers compared**

The study similarly sought to compare availability of teaching and learning materials in public and private ECDE Centers. Respondents from respective centers (ECDE Teachers) were asked to tick appropriately on whether the following materials were available or not available as shown in table 4.8.

**Table 4.8: Availability of teaching and learning materials in both public and private ECDE centers**

| Responses                         | Public Center (n=23) |                   | Private Centre (n=34) |                   |
|-----------------------------------|----------------------|-------------------|-----------------------|-------------------|
|                                   | <i>Frequency</i>     | <i>Percentage</i> | <i>Frequency</i>      | <i>Percentage</i> |
| ECDE syllabus                     | 10                   | 43.6              | 19                    | 56.4              |
| Teachers' guide                   | 09                   | 39.3              | 21                    | 60.9              |
| School time table                 | 18                   | 80.3              | 30                    | 89.7              |
| Pupils' text books/writing slates | 15                   | 65.5              | 25                    | 74.5              |
| Boards and chalk                  | 16                   | 69.3              | 27                    | 80.7              |
| Colored pens/pencils/cryons       | 10                   | 43.6              | 26                    | 76.3              |
| Pupils exercise books             | 17                   | 69.5              | 21                    | 60.9              |
| Wall charts, maps and pictures    | 12                   | 52.8              | 24                    | 73.2              |
| Flash cards/cut-outs/abacus       | 08                   | 37.8              | 22                    | 65.2              |
| Play ropes/tyres/toys             | 11                   | 46.4              | 23                    | 69.6              |
| Plasticines                       | 09                   | 39.3              | 24                    | 73.2              |

Table 4.8 depicts that majority of the private ECDE centers had wall charts, maps and pictures as indicated by almost three quarters of the private ECDE teachers (73.2 %) who answered this question. On the other hand, the study established that slightly above half of the public ECDE teachers indicated that their centers had adequate amount of these materials. Similarly, the study found that flash cards/cut-outs/abacus, were available and adequate in private ECDE centers as compared to public centers. This was indicated by 37.8% and 65.2% respondents from public and private schools respectively. In the same vein, based on the observation check list made by the researcher, it was found that some of the sophisticated and current yet crucial teaching and learning materials were available only in almost half of the private ECDE centers but were missing in over three quarters of the public centers. However, the study found that most of the basic teaching and learning materials such as school time table, pupils' exercise books and boards and chalk were available and adequate in both types of centers. Availability and adequacy of teaching and learning materials in private ECDE centers could be justified by the commitment of the proprietors to offer quality education in their centers unlike their public counterparts.

#### **4.4.3 Adequacy of Teaching and Learning Materials**

The study also sought to find out the adequacy of the available teaching and learning materials. Respondents were therefore requested to indicate whether the following assortment of teaching and learning materials were adequate or not adequate.

**Table 4.9**  
**Adequacy of Teaching and Learning Materials**

| Responses                         | Adequate         |                   | Not Adequate     |                   |
|-----------------------------------|------------------|-------------------|------------------|-------------------|
|                                   | <i>Frequency</i> | <i>Percentage</i> | <i>Frequency</i> | <i>Percentage</i> |
| ECDE syllabus                     | 25               | 43.6              | 32               | 56.4              |
| Teachers' guide                   | 18               | 31.1              | 39               | 68.9              |
| School time table                 | 44               | 77.3              | 13               | 22.7              |
| Pupils' text books/writing slates | 28               | 48.5              | 29               | 51.5              |
| Boards and chalk                  | 25               | 44.3              | 32               | 55.7              |
| Colored pens/pencils/cryons       | 24               | 41.7              | 33               | 58.3              |
| Pupils exercise books             | 23               | 39.5              | 34               | 60.5              |
| Wall charts, maps and pictures    | 30               | 52.8              | 27               | 47.2              |
| Flash cards/cut-outs/habicus      | 16               | 27.8              | 41               | 72.2              |
| Play ropes/tyres/toys             | 27               | 47.4              | 30               | 52.6              |
| Plasticines                       | 14               | 24.3              | 43               | 75.7              |

From the study, most of the learning centers had various teaching and learning materials, most of them were inadequate. For instance, over half of the ECDE teachers indicated that they did not fully cover ECDE syllabus, pupils' text books, boards and chalk, colored pens and play ropes/tyres/toys as indicated by 56.4%, 51.5%, 55.7%, 58.3% and 52.6% respectively. These findings implies that most of the teaching and learning materials are key constraints in most of the ECDE centers in Kisumu central sub-county, thus could limit the quality of education and successful implementation of the ECDE curriculum.

The study indicated that most of the ECDE centers had inadequate number of flash cards/ cutouts/abacus and plasticines as indicated by almost three quarters of the respondents at 72.2% and 75.5% respectively. Similarly, (Ball & Cohen, 1996) reported that for effective curriculum implementation, schools should be supplied with adequate materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. This in line

with Lockheed et al, (1991) and Mungai, (1992) who also observed that no meaningful teaching and learning, which is a component of curriculum implementation, takes place without adequate materials. This implies that implementation of curriculum especially among the learners with special needs was not easy. This response concurs with some responses of some learners during the focused group discussions, where one had to say “most of the learning materials are not enough for all of us making us to share even those materials that should not be shared”. The study also observed that in most of ECDE centers nearly three quarters, modern appropriate learning materials were in inadequate number.

#### **4.4.4 Appropriateness of teaching and learning materials**

The study also sought to find out whether teaching and learning materials were appropriate for their course. Respondents were therefore requested to indicate whether the following assortment of teaching and learning materials were appropriate or not appropriate as shown in table 4.10.

**Table 4.10**

**Appropriateness of Teaching and Learning Materials (n=57)**

| <b>Responses</b>               | <b>Appropriate</b> |            | <b>Not Appropriate</b> |            |
|--------------------------------|--------------------|------------|------------------------|------------|
|                                | Frequency          | Percentage | Frequency              | Percentage |
| ECDE syllabus                  | 39                 | 68.4       | 18                     | 31.6       |
| Teachers’ guide                | 46                 | 80.7       | 11                     | 19.3       |
| School time table              | 50                 | 87.7       | 07                     | 14.3       |
| Pupils’ text books             | 51                 | 89.5       | 06                     | 10.5       |
| Boards and chalk               | 25                 | 43.9       | 32                     | 56.1       |
| Colored pens/pencils/cryons    | 53                 | 93.0       | 04                     | 0.7        |
| Pupils exercise books          | 49                 | 86.0       | 08                     | 14.0       |
| Wall charts, maps and pictures | 19                 | 33.3       | 38                     | 66.7       |
| Flash cards/cut-outs/abicus    | 24                 | 42.1       | 33                     | 57.9       |
| Play ropes/tyres/toys          | 17                 | 29.8       | 40                     | 70.2       |
| Plasticines                    | 14                 | 24.6       | 43                     | 75.4       |



In regard to the study, most of the teaching and learning materials were appropriate as indicated by 80.7%, 87.7% and 89.5% of the respondents who confirmed that teachers' guide, school time table and pupil's text book were appropriate respectively. However, it was found that boards and chalk, wall charts, maps and pictures, cut-outs, play ropes and plasticines were not appropriate as indicated by over half of the respondents.

#### **4.5 Learners' characteristics and ECDE curriculum implementation**

In the third research objective, the study sought to determine how learner characteristics such as age, gender, entry behavior and family background influence the implementation of the ECDE curriculum.

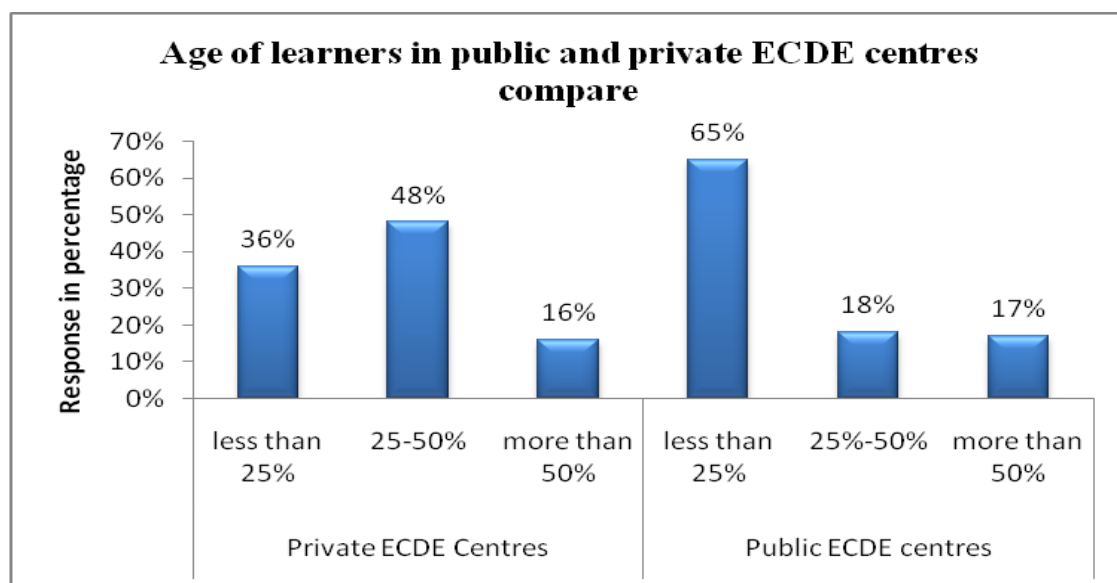
##### **4.5.1 Age of the Learner and ECDE curriculum implementation**

In finding out how age of the learner affect successful implementation of the ECDE curriculum, based on their willingness to learn, the study found that most of the learners were being admitted in ECDE centers at a much younger age hence compromising their concentration power and ability to cope with the learning environment. For instance, in one of the interviews with the ECDE officer, he had to say;

“ most of the ECDE centers admit very young and underage learners due to their double role as day care, yet these learners still needs to be with their caretakers or parents, to nurture their growth and development, they therefore, may not be cooperating well with the ECDE curriculum because of difficulty in home-school transition” (ECDE officer 1).

#### 4.5.2 Age of the learner in private and public ECDE centers compare

In comparing the age of the learners in private ECDE centers with their counterparts in public ECDE centers, the study found that learners with under the school going age were pronounced in private centers as compared to public centers by almost half of the learners (Figure 4.4).



**Figure 4.4: Age of ECDE learners in public and public ECDE centers compared**

This was evidenced through observation made by the researcher where it was found that the number of under age children in private centers were almost twice that in public centers. This was evidenced when about 65 percent of the public teachers indicated that under age learners were less than 25%, while 48 percent of the private teachers indicated that they had about 25-50% of underage learners in their centers. This was also corroborated by one of the DICECE officials during the interview, where he said, “ most of the private ECDE centers are baby care institutions, hence more under age learners compared to the public centers where there is policy regulating the age of admission (DICECE official, 2). These responses concur Magoma (2013) who

observed that most of the private ECDE centers in Kenya admit under age learners due to lack of clear policies covering the ECDE education on admission, economic commitments by the parents, who fear carrying their babies to their work places or hiring care takers and the growing business opportunities among the proprietors in ECDE sector.

#### **4.5.3 Absenteeism among the ECDE learners and ECDE curriculum implementation**

The study also sought to investigate absenteeism among the learners and how it affects implementation of the ECDE curriculum. Respondents were therefore asked to indicate level of absenteeism and reasons for absenteeism. Table 4.11 shows the response.

**Table 4.11**

#### **Absenteeism among the learners and ECDE curriculum implementation**

| <b>Responses</b>               | <b>ECDE Teachers</b>              |                   | <b><u>ECDE Directors/H/T</u></b>  |                   |
|--------------------------------|-----------------------------------|-------------------|-----------------------------------|-------------------|
|                                | <b>Frequency</b><br><b>(n=57)</b> | <b>Percentage</b> | <b>Frequency</b><br><b>(n=19)</b> | <b>Percentage</b> |
| <b>Cases of absenteeism</b>    |                                   |                   |                                   |                   |
| Yes                            | 39                                | 68.4              | 14                                | 73.7              |
| No                             | 18                                | 31.6              | 05                                | 26.3              |
| <b>Percentage of absentees</b> |                                   |                   |                                   |                   |
| 1-25 percent                   | 15                                | 26.3              | 04                                | 19.6              |
| 26-50 percent                  | 06                                | 10.5              | 02                                | 11.6              |
| 51-75 percent                  | 31                                | 54.4              | 11                                | 59.1              |
| Over 75 percent                | 05                                | 08.7              | 02                                | 11.6              |
| <b>Reasons for absenteeism</b> |                                   |                   |                                   |                   |
| Disinterest in school          | 22                                | 38.6              | 05                                | 26.5              |
| Truancy                        | 08                                | 14.1              | 04                                | 19.6              |
| Poverty in the family          | 27                                | 47.3              | 10                                | 53.9              |

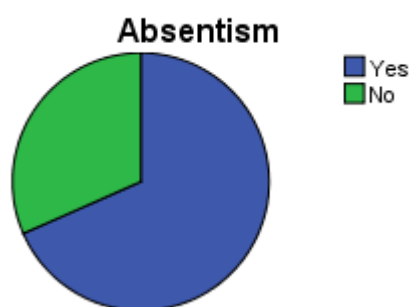
The study found that absenteeism was a major problem in ECDE centers Kisumu central sub-county. For instance, out of the 57 respondents

who took part in the study, majority of the respondents at 68.4% confirmed that there were cases of absenteeism in their ECDE centers. Further, over half of the respondents (54.4% of ECDE teachers) rated the absenteeism in their centers as between 51-75%, while only 26.3% indicated below 25%. Majority of head teachers also confirmed that cases of absenteeism was real in their centers as indicated by almost three quarters of those interviewed (73.7%). Based on the extent of absenteeism, over half of the head teachers/directors (59.1%) indicated that 51-75% of their learners could absent themselves from school. This shows that absenteeism among the learners was rampant hence would impede proper implementation of the ECDE curriculum. When asked to indicate the major reasons for absenteeism and truancy, nearly half of the respondents at 47.3% mentioned poverty, while 38.6% and 14.1% indicated disinterest in school and truancy respectively. Slightly over half of the head teachers and ECDE directors (53.9%) also confirmed that poverty in the family could be the reasons for school absenteeism among the learners, while 26.5% and 19.6% mentioned disinterest in school and truancy respectively.

These findings supports those of Maina and Wanga (2012) who carried out a study on learners absenteeism, causes and effect on academic performance among the lower primary school pupils in Ol-Kalou, Nyandarua County. According to their findings, it was found out that the main cause of pupils' absenteeism was lack of school fees and discouraging academic performance. Other studies show that chronic absenteeism is most prevalent among low-income learners, and it is learners from affluent society who benefit the most from being in school every day (Cook and Ezenne (2010); Kearney (2008). Similarly, in one of the interviews with the ECDE officers on

causes of absenteeism among the learners, one of them had to say: Most of the learners come from poor family background, which cannot afford school fees, learning materials such as books and uniform for their children and this kills the interest of the learner and ultimately proper implementation of the ECDE curriculum. (Interviewee).

The relationship between absenteeism and learners' involvement in class activities was also established using Pearson correlation, where it was found that there was a significant relationship between absenteeism and learners' class participation as shown in Table 4.12



**Figure 4.5: Absentism**

**Table 4.12**

**Relationship between Absenteeism and implementation of ECDE curriculum**

|  |                 | Absenteeism | Learners full participation during lessons |
|--|-----------------|-------------|--|
| Absenteeism                                | Pearson         | 1           | .000                                       |
|  | Correlation     |             |  |
|  | Sig. (2-tailed) |             | 1.000                                      |
|  | N               | 57          | 57   |
| Learners full participation during lessons | Pearson         | .000        | 1  |
|  | Correlation     |             |  |
|  | Sig. (2-tailed) | 1.000       |  |
|  | N               | 57          | 57   |

#### 4.5.4 Drop out among the learners and ECDE curriculum implementation

The study also sought to investigate absenteeism among the learners and how it affects implementation of the ECDE curriculum. Both Head-teachers and teachers were therefore asked to indicate the levels of absenteeism and reasons for absenteeism (see Table 4.13).

**Table 4.13**

**Drop out among the learners and implementation of the ECDE curriculum**

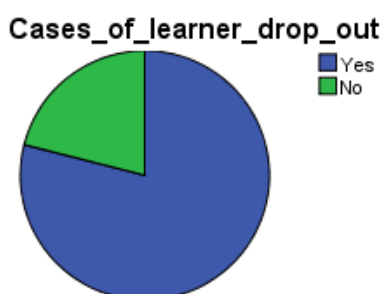
| Responses                     | <u>ECDE Teachers</u><br>( <i>n=57</i> ) |            | <u>Head Teachers/Directors</u><br>( <i>n=19</i> ) |            |
|-------------------------------|---|------------|---|------------|
|                               | Frequency                               | Percentage | Frequency   | Percentage |
| <b>Cases of Dropout</b>       |   |            |   |            |
| Yes                           | 33                                      | 58.4       | 16  | 84.2       |
| No                            | 24                                      | 41.6       | 03  | 15.8       |
| <b>Percentage of drop-out</b> |   |            |   |            |
| 1-25 percent                  | 22                                      | 38.3       | 03  | 15.8       |
| 26-50 percent                 | 26                                      | 46.5       | 10  | 52.6       |
| 51-75 percent                 | 06                                      | 10.4       | 04  | 21.1       |
| Over 75 percent               | 03                                      | 04.8       | 02  | 10.5       |
| <b>Reasons for Drop-Out</b>   |   |            |   |            |
| Disinterest in school         | 23                                      | 40.6       | 05  | 26.3       |
| Truancy                       | 08                                      | 13.1       | 04  | 21.1       |
| Poverty in the family         | 26                                      | 46.3       | 10  | 52.6       |

According to findings, most of the ECDE centers are still marred with dropout out cases among the learners and this demoralized the teachers in offering their services and ultimately compromises the successful and ECDE curriculum implementation. For example, majority of the respondents at 58.4% (over half of the respondents) and almost all head teachers/ECDE directors (84.2%) confirmed there were cases of dropout in their centers and when asked to describe the drop-out rate in terms of percentage, almost half of the respondents (ECDE teachers) (46.5%) and over half of the head teachers (52.6%) rated it at 26-50%. In a similar vein, Whitaker, (1995) in their study found that the learner factors such as their willingness to learn, age and school

attendance influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation.

Based on the reasons for drop-out, 46.3% of the ECDE teachers and 52.6% of the head teachers cited poverty in the family, while 40.6% and 26.3% teachers and head teachers/ directors respectively indicated disinterest in school. This shows that family background especially economic information and attitude of the learner would affect their school attendance and eventually implementation of ECDE curriculum.

Nawaz, (2005) observed that negative attitudes can be a serious hindrance to success in school, lack of orientation toward education seems to be a considerable factor in the talent loss resulting from the dropping out of pupils who have a high potential. Teasley (2004) also found that many factors can contribute to learner's dropping out of school and these factors include; family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, frequent moves or homelessness and differing community attitudes towards education are among the conditions that are often associated with a child's frequent absence from school and dropout.



**Figure 4.6: Cases of learner drop out**

#### 4.5.5 Learners repetition Levels and ECDE curriculum implementation

Respondents were requested to rate the repetition level of learners in both private and public ECDE centers. Table 4.14 shows the response

**Table 4.14**  
**ECDE learners' repetition levels according to ECDE Teachers**

| Repetition level | Public ECDE<br><i>n=23</i> |            | Private ECDE<br><i>n=34</i> |            |
|------------------|----------------------------|------------|-----------------------------|------------|
|                  | Freq.                      | Percentage | Freq.                       | Percentage |
| Less than 25%    | 7                          | 30.4       | 26                          | 76.5       |
| 25-50%           | 12                         | 52.2       | 6                           | 17.6       |
| More than 50%    | 4                          | 17.4       | 2                           | 5.9        |

The study found that more than half of the ECDE teachers (52.2%) rated the repetition level of learners in public ECDE centers to be between 25-50%, while only 30.4% indicated less than 25%. This shows that the repetition level of learners in public centers was above average, attesting to poor curriculum implementation. More than three quarters of the respondents, rated repetition level of learners in private ECDE centers to be less than 25%, 17.6% indicated 25-50%, while only 5.9% indicated more than 50%. This shows that repetition levels is comparatively low in private ECDE centers as compared to that in public centers and this could be explained by private centers being business oriented, would always promote their learners to create room for new incoming learners and also being expensive, parents would not wish their children to repeat their classes. Both public and private ECDE centers directors and head teachers were also probed on the repetition level of in their school. Table shows how they responded.



**Table 4.15**

**Learners' repetition Levels according to the head teachers and directors**  
(*n=19*)

| Repetition level | Public ECDE<br>( <i>n=07</i> ) |            | Private ECDE<br>( <i>n=12</i> ) |            |
|------------------|--------------------------------|------------|---------------------------------|------------|
|                  | Freq.                          | Percentage | Freq.                           | Percentage |
| Less than 25%    | 02                             | 28.6       | 09                              | 75.0       |
| 25-50%           | 04                             | 57.1       | 02                              | 16.7       |
| More than 50%    | 01                             | 14.3       | 01                              | 8.3        |

According to the study, repetition level in public centers was higher than their private counterparts, as indicated by 57.1% head teachers of public centers, who indicated that the repetition level in their centers stood between 25-50%, while over three quarters of the directors of private centers indicated that it was less than 25%. Higher repetition level among the learners signifies poor implementation of ECDE curriculum.

#### **4.5.6 Learners' completion Levels and ECDE curriculum implementation**

The study sought to investigate the completion level of learners in both private and public ECDE centers. This was imperative as completion level is determined by the level of ECDE curriculum implementation (see Table 4.15 response)

**Table 4.16**

**ECDE learners' completion Levels**

| Completion level | Public ECDE<br><i>n=23</i> |            | Private ECDE<br><i>n=34</i> |            |
|------------------|----------------------------|------------|-----------------------------|------------|
|                  | Freq.                      | Percentage | Freq.                       | Percentage |
| Less than 25%    | 04                         | 17.4       | 2                           | 5.9        |
| 25-50%           | 06                         | 26.1       | 8                           | 23.5       |
| More than 50%    | 13                         | 56.5       | 23                          | 67.6       |

(Source: Researcher, 2015)

Table 4.15 reveals that for both public and private centers, the learners' completion level is generally above 50%. However, this was shown by slightly more than half of the respondents, implying that slightly more than half of the centers had their completion rate surpassing 50%. This was also shown by majority of the respondents (67.6%) in ECDE centers, who indicated their transition rate to be more than 50%. It can therefore be deduced that although the transition rate was more than 50% in both private and public centers, the number of centers whose completion level was below 50% was significantly large, justifying the lapse in curriculum implementation.

**Table 4.17**  
**ECDE learners' completion Levels according Directors/HT**

| Completion level | Public ECDE<br><i>n=07</i> |            | Private ECDE<br><i>n=12</i> |            |
|------------------|----------------------------|------------|-----------------------------|------------|
|                  | Freq.                      | Percentage | Freq.                       | Percentage |
| Less than 25%    | 02                         | 28.6       | 01                          | 08.3       |
| 25-50%           | 01                         | 14.3       | 03                          | 25.0       |
| More than 50%    | 04                         | 57.1       | 08                          | 66.7       |

Table 4.16 reveals that more than 50% of learners in public ECDE centers of completed their schooling as indicated by 57.1%, while comparatively, 66.75 of the ECDE directors of private centers indicated that more than 50% of learners completed their schools. This shows that completion level of private ECDE centers was higher than that of public centers. This could be attributed to quality of education, good supervision and management of teachers for good service delivery in private ECDE centers.

#### 4.5.7 Learners' transition levels and ECDE curriculum implementation

The study sought to investigate the transition level of learners in both private and public ECDE centers. This was significant given that transition level is influenced by the level of ECDE curriculum implementation (see Table 4.16 response)

**Table 4.18**  
**ECDE learners' transition Levels**

| Transition level | Public ECDE<br><i>n=23</i> |            | Private ECDE<br><i>n=34</i> |            |
|------------------|----------------------------|------------|-----------------------------|------------|
|                  | Freq.                      | Percentage | Freq.                       | Percentage |
| Less than 25%    | 04                         | 17.4       | 3                           | 8.8        |
| 25-50%           | 07                         | 30.4       | 8                           | 23.5       |
| More than 50%    | 12                         | 52.2       | 22                          | 64.7       |

The study reveals that in both private and public ECDE centers, more than half of the respondents indicated that the transition levels of their centers were above 50%, as indicated by 64.7% and 52.2% respectively. However, it can be deduced that although the transition level of both type of centers were above 50%, there was significantly high number of centers whose transition level were below 50%, and this could justify poor implementation of ECDE curriculum.

Head teachers and ECDE directors were also requested to rate the transition level of the learners in their schools. Table below shows their responses.

**Table 4.19**  
**ECDE Learners' transition Levels based on head teachers and directors responses (n= 19)**

| Transition level | Public ECDE<br><i>(n=07)</i> |            | Private ECDE<br><i>(n=12)</i> |            |
|------------------|------------------------------|------------|-------------------------------|------------|
|                  | Freq.                        | Percentage | Freq.                         | Percentage |
| Less than 25%    | 01                           | 14.3       | 01                            | 8.3        |
| 25-50%           | 04                           | 57.1       | 04                            | 33.3       |
| More than 50%    | 02                           | 28.6       | 07                            | 58.3       |

The study reveals that in public ECDE centers, only 28.6% indicated that their transition rate was more than 50% as compared to private ECDE centers where more than half of the respondents 58.3% indicated that their transition rate was above 50%. This shows that evidently, there was low level of transition among the learners in both private and public centers in this area. Low level of transition depicts poor curriculum implementation.

Respondents were also asked to indicate the extent to which they agreed or disagreed with the following statements on the implementation of the ECDE curriculum, where 1=Strongly Agree, 2=Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree. Table 4.17 shows the response.

**Table 4.20**  
**ECDE curriculum implementation assessment statements**

| <b>Statement</b>   | <b>N</b> | <b>Mean</b> | <b>Standard Deviation</b> |
|--|----------|-------------|---------------------------|
| Curriculum does not address learners' needs                            | 57       | 4.0         | 0.942                     |
| Background of learners hinder implementation                           | 57       | 2.0         | 1.069                     |
| Lack of Training affects implementation                                | 57       | 2.0         | 0.886                     |
| ECDE teachers are able to implement curriculum                         | 57       | 2.0         | 0.565                     |
| curriculum enable learners join formal schools                         | 57       | 2.0         | 0.612                     |
| Lack of teaching & learning materials hinder curriculum implementation | 57       | 1.0         | 0.491                     |
| Mode of learning is not realistic                                      | 57       | 4.0         | 0.872                     |

The study found that majority of the respondents with a mean of 4.0 disagreed with the statement that ECDE curriculum does not address learners' needs. Similarly, in one of the interviews with the DICECE official, when asked to comment on the ECDE curriculum, he had to say: The current ECDE curriculum is versatile and ambitious tailored to give learners good education

background. However, proper implementation is what counts which is a problem currently facing most of the ECDE centers. (Interviewee)

The study also found that background of the learners hinders proper implementation of the ECDE curriculum as was agreed by majority of the respondents (mean=2.0). Majority of the respondents also agreed that lack of training and lack of sufficient teaching and learning resources affect proper implementation of the curriculum.

#### **4.6 Instructional methods and their influence on ECDE curriculum implementation**

The study sought to examine whether instructional methods; stories, poems, games, questions and answers, role play and individual presentations influence the implementation of the ECDE curriculum. Table 4.18 shows the observed responses.

**Table 4.21**  
**Appropriateness of instructional methods employed in public and private ECDE centers compared.**

| No | Instructional methods       | Public Center<br>(n=23) |                   | Private Centre<br>(n=34) |                   |
|----|-----------------------------|-------------------------|-------------------|--------------------------|-------------------|
|    |                             | <i>Frequency</i>        | <i>Percentage</i> | <i>Frequency</i>         | <i>Percentage</i> |
| 1  | Question and answer         | 11                      | 47.8              | 16                       | 47.1              |
| 2  | Games                       | 23                      | 100.0             | 34                       | 100.0             |
| 3  | Presentation                | 12                      | 52.2              | 14                       | 41.1              |
| 4  | Role play                   | 19                      | 82.6              | 29                       | 85.3              |
| 5  | Stories                     | 18                      | 78.3              | 27                       | 79.4              |
| 6  | Poems                       | 20                      | 87.0              | 31                       | 91.2              |
| 7  | Song and dance              | 22                      | 95.7              | 32                       | 94.1              |
| 8  | Modeling and pattern making | 12                      | 43.5              | 15                       | 44.1              |
| 9  | Painting and coloring       | 15                      | 64.8              | 23                       | 67.6              |

Table 4.18 shows that in most of the ECDE centers either public or private, teaching or instructional methods such as games, songs and dances,

poems were appropriate as observed by the researcher in both private and public centers with 87.0% response and more for the variables in the model study. However, certain teaching methods as question and answer were observed not to be appropriate in almost half of all the ECDE centers. For instance, it was observed that in most cases, learning was not learner centered. Neglect of other teaching methods like lecture, question and answer method disadvantaged auditory learners who understand better by listening and active participation (Chittom, 2012).

Data obtained from the analysis implied that curriculum implementation in the schools could not have been effectively implemented. The study also observed that less than half of the ECDE centers applied presentation as a teaching method in both private and public centers as shown by 41.1% and 52.2% respectively. This shows that presentation was not well utilized as a teaching method in both public and private centers and this could deny learners an opportunity to express themselves and sharpen their negotiation and oral skills. It was also observed that modeling and painting was not well applied in ECDE centers of both types. This could deny learners chances of being creative and sharpening their skills in creative arts, therefore increasing their repetition level and lowering their transition rate as a result of poor performance.

Similarly, the study observed that learners from both centers were not fully participating in painting and coloring and this could be attributed to lack of these facilities in ECDE centers. These findings support those of Wasiche (2006) who also found that the best way of implementing curriculum is through application of arrays of teaching or instructional methods.

In one of the interviews with the head-teachers on instructional methods employed, he said “some of these methods such as songs and dances, poems and games can be applied effectively because they are not costly, but such activities like painting and colouring involves buying the materials which the school cannot afford” (Head Teacher, 14).

## **CHAPTER FIVE**

### **STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusions, recommendations and suggestions for future study.

#### **5.2 Summary of the Study**

The main purpose of the study was to investigate the school factors influencing the implementation of the Early Childhood Development and Education curriculum in both public and private ECDE centers within Kisumu Central Sub-county, Kenya. Chapter one of the project report outlines the background information, the statement of the problem and the study objectives. The study objectives were; to determine the influence of the provision of teaching and learning materials on the implementation of the ECDE curriculum; to assess the influence of teacher characteristics such as age, gender, level of education and length of service at the ECDE centre on the implementation of the ECDE curriculum; to establish the influence of learner characteristics such as age, family background and entry behaviour on the implementation of the ECDE curriculum; and to examine the influence of instructional methods and how individual presentations influence implementation of the ECDE curriculum. Chapter three presents the study methodology.

The study was conducted using descriptive survey design with both quantitative and qualitative type of data. The sample size of the study comprised of 19 ECDE centers, 19 head-teachers or directors, 57 ECDE teachers,



190 ECDE learners and 4 DICECE officers. Quantitative data was analyzed using descriptive statistical analysis techniques as well as inferential statistics such as Pearson correlation, while qualitative data was analyzed through thematic framework.

In regard to the major findings, several school factors affect proper implementation of ECDE curriculum in ECDE centers more so inadequacy of essential teaching and learning materials such as ECDE syllabus and teachers' guide and pupils' text books/writing slates; and inappropriate teaching and learning materials in the centers such as wall charts, maps and pictures.

The study further established that availability of teaching and learning materials in both public and private ECDE centers ensured smooth implementation of ECDE curriculum in Kisumu central sub-county. Majority of the private ECDE centers had wall charts, maps and pictures representing 73.2% of those who answered the question.

Certain teacher characteristics such age, gender, level of education in one way or another hindered proper implementation of ECDE curriculum. Inadequate teacher training on ECDE curriculum and limited number of ECDE teaching experience made teachers to face various challenges such as proper service delivery and handling of the learners and these ultimately affected proper syllabus implementation. Only 36% of the respondents were trained as ECDE teachers with certificates in ECDE curriculum education.

Learner characteristics such as the age at which learners' were admitted at a much lower age, their poor attitude to learn, disinterest in school and high school dropout and absenteeism levels affected proper implementation of the ECDE syllabus. Both public and private ECDE centers

registered less than 50% underage learners. It was also found that poor economic background among the learners enhanced school dropouts due to lack of school fees and also discouraged the learners in participating actively in school activities due to lack of necessary learning materials.

Lastly, the study indicated that most of the ECDE centers either private or public applied various instructional methods like games representing 100% in teaching their learners. However, certain methods such as presentation with 52.2% in public and 41.1% in private, question and answer with 47.8% in public and 47.1% in private ECDE centers were observed to be either inadequately or inappropriately and hence could limit efficient curriculum implementation in Kisumu central sub-county.

### **5.3 Conclusions**

In conclusion, the problem of inadequate teaching and learning materials is quite prevalent among the ECDE centers in Kisumu central sub-county. The inadequacy and inappropriate teaching and learning materials is caused by lack of commitment by the governments and other education stakeholders in providing quality education in ECDE centers. These problems detrimentally affect proper ECDE curriculum implementation since ECDE teachers would get demoralized in offering efficient service delivery.

The study also concludes that teacher characteristics such as their level of training and years of experience would also affect proper implementation of ECDE curriculum. Minimal training on ECDE discourages proper service delivery among the teachers in ECDE centers. Lack of proper ECDE teaching

experience may make teachers unable to handle learners properly depending on their needs and hence compromise the quality of service delivery.

Learners' characteristics such as their age, and school attendance level were also found to influence ECDE syllabus. Underage learners admitted in ECDE centers lack concentration and active participation in class activities thus may discourage proper ECDE curriculum implementation. Excess level of truancy and absenteeism among the learners discourages proper delivery of services among the ECDE teachers. High level of school dropout rate among the learners discourages teacher from offering their services and curriculum implementation. Family economic background such as poverty enhances school dropout and absenteeism among the learners.

The study concludes that Questions and answer as a teaching method was not well observed in both private and public ECDE center. Presentation as a teaching method was not adequate and well observed in both private and public ECDE centers. Doing without other instructional methods such as painting and coloring, questions and answer and presentation or poor application of these methods could also jeopardize curriculum implementation.

#### **5.4. Recommendations**

This section stipulates the recommendations to be implemented for practice and policy so as to promote proper implementation of ECDE centers. The school stakeholders such as school administration, government and parents should examine the various ways of ensuring adequate availability of appropriate teaching and learning materials. More essentially, the government

through the ministry of education should come up with programs and policies of providing adequate and appropriate teaching and learning materials in ECDE centers. There should also be programs on in-service training among the ECDE teachers to enable them handle the diversities in characters among the learners and also implement properly the ECDE syllabus without strain.

The government should also design appropriate policies on the school going age for the children to prevent admission of underage children in ECDE centers. Parents should develop positive attitudes towards education, which in turn would influence the learners' school attendance. Parents should also appreciate the importance and complexity of discipline management to enhance their roles in enforcing and strengthening the measures and strategies used by school managers and teachers such as guidance and counseling as this will ensure that student absenteeism and truancy is curbed or minimized. The government could also intervene in form of fees waiver in public schools which significantly affect the enrollment levels. Finally, there is need to have special consideration in terms of teaching and learning resources for learners with disabilities.

### **5.5. Suggestions for further study**

This study had uniquely contributed significantly to the body of literature on school factors influencing implementation of ECDE especially by looking at the different facets of factors (provision of teaching and learning materials, teachers' characteristics and learners' characteristics and instructional methods) in selected ECDE centers in Kisumu Central sub-county. Further research can however be carried out to investigate the

influence that age groups, subjects taught, year in the school, and mode of study may have on ECDE curriculum implementation. One of the factors affecting curriculum implementation that also needs further investigation is the impact of teachers' level of education and training on ECDE curriculum implementation. The study also suggests further study on challenges facing learner with special needs in academic performance. The study also suggests that a similar study needs to be done in other sub-counties or counties in the country so as to compare with the findings of this study. The study also suggests that in future, when a similar research is to be done it should include the role of parents and other stakeholders in ECDE curriculum implementation

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**APPENDICES**

**Appendix I: Introduction Letter**

University of Nairobi,  
P.O. Box 30197,  
Nairobi.  
Date:..../..../2015

The Headteacher/ Director

-----  
P.O Box -----  
-----

Dear Sir/ Madam,

**RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR CENTRE/  
SCHOOL**

I am a post graduate student at the University of Nairobi, currently carrying out a research on “School factors influencing the implementation of Early Childhood Development and Education Curriculum in Kisumu Central Sub-county, Kenya.

Your school has been selected to take part in the study. I hereby request for your authority to gather the required information from you, your teachers and learners through questionnaires, lesson observations and focus group discussion. The information is for academic purpose only, hence no name of respondent will be required.

Your assistance and support on this matter will be highly appreciated.

Yours faithfully,

Onyango, Grace Akuku.

(E55/63597/2013)

## Appendix II: Questionnaire for ECDE Centre Directors/Headteachers

The purpose of this questionnaire is to gather data on the school based factors that influence the implementation of ECDE Curriculum in Kisumu Central sub-county, Kenya. You are asked to participate in the study by filling in this questionnaire. The researcher would like to assure you that your identity will be confidential.

### Section A: Personal information (Tick Appropriately)

| Gender   | Age in years  | Highest level of education  | Length of service at ECDE (years)  |
|--|---|---|--|
| <input type="checkbox"/> Male<br><input type="checkbox"/> Female | <input type="checkbox"/> 25 & Below<br><input type="checkbox"/> 26-30<br><input type="checkbox"/> 31-40<br><input type="checkbox"/> 41-50<br><input type="checkbox"/> 51-60 | <input type="checkbox"/> Masters degree<br><input type="checkbox"/> Bachelor's degree<br><input type="checkbox"/> Higher Diploma<br><input type="checkbox"/> Diploma<br><input type="checkbox"/> P1 certificate<br><input type="checkbox"/> KCSE<br><input type="checkbox"/> Others (Specify) | <input type="checkbox"/> Below 5<br><input type="checkbox"/> 5-10<br><input type="checkbox"/> 11-15<br><input type="checkbox"/> 16-20<br><input type="checkbox"/> 21-25<br><input type="checkbox"/> 26 & above |

### Section B: Teacher characteristics and ECDE curriculum implementation

1. How many male and female teachers do you have in your ECDE centre?  
 Male [ ] Female [ ]

2. Indicate their academic qualifications and terms of service? (Tick appropriately)

| Qualifications            | Fulltime | Part time | Volunteer | Temporary | Others (specify) |
|---------------------------|----------|-----------|-----------|-----------|------------------|
| Bachelor's degree         |          |           |           |           |                  |
| Diploma                   |          |           |           |           |                  |
| P1 certificate            |          |           |           |           |                  |
| KCSE                      |          |           |           |           |                  |
| Secondary school drop out |          |           |           |           |                  |
| KCPE                      |          |           |           |           |                  |

3. In your opinion, how would you rate the implementation of the ECDE curriculum within your centre?

Fully [ ] partially [ ] not t all [ ]

Give reason

(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Would you provide information regarding the below listed indicators in your centre?

|                         | Boys (%) | Girls (%) | Total (%) |
|-------------------------|----------|-----------|-----------|
| Completion levels       |          |           |           |
| Drop out levels         |          |           |           |
| Transition levels       |          |           |           |
| Absenteeism levels      |          |           |           |
| Class Repetition levels |          |           |           |

2. (a) Are the teachers adequate for the learners you have? Yes [ ] No [ ]

(b) On average what is the pupil-teacher ratio in your centre?

3. a) Are there specific qualifications that you consider when sourcing for teachers? Yes [ ] No [ ]

b) If yes, what qualifications

4. What is the minimum qualification that is required for one to teach at the centre?

KCPE [ ] KCSE [ ] ECDE Certificate [ ] DICECE [ ] Others, specify

***Section C: Teaching and learning materials and ECDE curriculum implementation***

10. Who provides for the teaching and learning materials for your centre?

11. a) Do you have the appropriate teaching and learning materials in your centre? Yes [ ] No [ ]

b) If no, what measures do you take to ensure continuity of the teaching and learning process?

12. What challenges do you face in terms of accessing the teaching and learning materials?

***Section D: Learner characteristics and ECDE curriculum implementation***

14. a) Do you have learners who are over age in the final class? Yes [ ] No [ ]

b) How does the learner's age influence their performance in class \_\_\_\_\_

15. a) Do you have learners who drop out of the centre? Yes [ ] No [ ]  
b) If yes, what are the reasons for dropping out?

---

c) Please explain your answer

---

---

---

**End**

**Thank you for your co-operation**

### Appendix III: Questionnaire for ECDE Teachers

The purpose of this questionnaire is to gather data on the implementation of ECDE Curriculum in Kisumu Central sub - County. You are asked to participate in the study by filling in this questionnaire. The researcher would like to assure you that your identity will be treated confidentially. Thank you!

#### Section A: Personal Information (Tick Appropriately)

| Gender   | Age in years  | Teaching experience (years)  | Highest level of education  | Years of teaching in the ECDE centre   |
|--|---|--|---|--|
| <input type="checkbox"/> Male<br><input type="checkbox"/> Female | <input type="checkbox"/> Below 25<br><input type="checkbox"/> 26-30<br><input type="checkbox"/> 31-40<br><input type="checkbox"/> 41-50<br><input type="checkbox"/> 51-60 | <input type="checkbox"/> Below 5<br><input type="checkbox"/> 5 -10<br><input type="checkbox"/> 11 -15<br><input type="checkbox"/> 16 -20<br><input type="checkbox"/> 21 -25<br><input type="checkbox"/> 26 & above | <input type="checkbox"/> Masters degree<br><input type="checkbox"/> Bachelor's degree<br><input type="checkbox"/> Higher Diploma<br><input type="checkbox"/> Diploma<br><input type="checkbox"/> P1 certificate<br><input type="checkbox"/> KCPE<br><input type="checkbox"/> Others (Specify) | <input type="checkbox"/> Below 5<br><input type="checkbox"/> 5-10<br><input type="checkbox"/> 11-15<br><input type="checkbox"/> 16-20<br><input type="checkbox"/> 21-25<br><input type="checkbox"/> 26 & above |

#### Section B: Teacher characteristics and ECDE curriculum implementation

1. Are you a trained teacher? Yes [ ] No [ ]
2. a). Have you received any in-service training on ECDE curriculum? Yes [ ] No [ ]
  - b) If yes, who provided the in-service training? KICD [ ] NGO [ ] Others, specify \_\_\_\_\_

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- c) Do you think the in-service training that you received adequately prepared you in the use of the ECDE syllabus? Yes [ ] No [ ]
3. Do you use the ECDE syllabus in your centre? Yes [ ] No [ ]
4. Do you feel comfortable in teaching the subjects in the syllabus? Yes [ ] No [ ]
5. a) Do you face challenges in teaching the subjects in the syllabus? Yes [ ] No [ ]
  - b) If yes, what are some of the challenges that you face?
    - Lack of teaching & learning-materials [ ]
    - Entry behaviour of the learners [ ]
    - Inability in handling the learners [ ]
    - Any other, Specify \_\_\_\_\_

#### Section C: Influence of availability, adequacy and appropriateness of teaching and learning materials on ECD education curriculum implementation

6. Who provides the teaching and learning resources for your centre?
  - Community [ ] Parents [ ] NGO [ ] Proprietor [ ] County government [ ]
  - Well wishers [ ] others specify \_\_\_\_\_



7. Are the teaching and learning materials in your centre enough for the teachers and the learners? Yes  No

8. To what extent do you have the following materials in your centre? (Tick as appropriate)

| Teaching and learning materials     | Available | Not available | Adequate | Not adequate | Appropriate | Not appropriate |
|-------------------------------------|-----------|---------------|----------|--------------|-------------|-----------------|
| ECDE syllabus                       |           |               |          |              |             |                 |
| Teachers' guide                     |           |               |          |              |             |                 |
| School time table                   |           |               |          |              |             |                 |
| Pupils' text books / writing slates |           |               |          |              |             |                 |
| Boards and chalk                    |           |               |          |              |             |                 |
| Coloured pens/pencils/crayons       |           |               |          |              |             |                 |
| Pupils' exercise books              |           |               |          |              |             |                 |
| Wall charts, maps & pictures        |           |               |          |              |             |                 |
| Flash cards/cut-outs/habicus        |           |               |          |              |             |                 |
| Play ropes/ tyres/ toys             |           |               |          |              |             |                 |
| Plasticines                         |           |               |          |              |             |                 |

17. a) Do you receive the necessary teaching & learning materials when you need them? Yes  No

b) If no, what measures do you take so that learning is not hampered?

Section D: Influence of learner characteristics on ECD education curriculum implementation

18. How do you rate the attitude of the learners toward the ECDE syllabus?

Positive  Negative  Neutral

19. a). Do you have cases of absenteeism among learners? Yes  No

b). If yes, what is the average percentage of learners who are absent in a day?

Between 1 – 25 %  Between 26 – 50 %

Between 51 – 75 %  Over 75 %

c). If yes, what reasons among those stated below contribute to absenteeism?

Disinterest in education  Truancy  Working to earn a living

Others, specify

20. a) Do the learners fully participate during the lessons? Yes  No

b) If yes, how do you rate their involvement? Very actively involved

Somehow involved  Not involved at all

21. a) Do you have cases of drop out of the learners? Yes  No

(b) If yes, what is the average percentage of learners' drop-out levels?

Between 1 – 25 %  Between 26 – 50 %

Between 51 – 75 %  Over 75 %

c) What are some of the reasons for dropping out?

Disinterest in education [ ]

Involvement in business activities [ ]

Truancy [ ]

Others specify \_\_\_\_\_

22. Do you have learners who drop out and come back? Yes [ ] No [ ]

23. Please indicate the extent to which you agree or disagree with the following statements on the implementation of the ECDE curriculum Key: SA = Strongly agree A= Agree U= Undecided D = Disagree SD = Strongly disagree

| SN | Statement   | SA | A | U | D | S<br>D |
|----|---|----|---|---|---|--------|
| 1  | The ECDE curriculum does not address the needs of the learners                |    |   |   |   |        |
| 2  | The back-ground of the learners hinder curriculum implementation              |    |   |   |   |        |
| 3  | Lack of training affects the ECDE curriculum implementation                   |    |   |   |   |        |
| 4  | Teachers at the ECDE are able to fully implement the curriculum               |    |   |   |   |        |
| 5  | The ECDE curriculum enable learners join the formal schools                   |    |   |   |   |        |
| 6  | Lack of teaching and materials materials hinder the curriculum implementation |    |   |   |   |        |
| 7  | The mode of learning in ECDE levels is not realistic                          |    |   |   |   |        |

**End**

**Thank you for your co-operation**

## Appendix IV: Lesson Observation Schedule

Name of the centre \_\_\_\_\_ Zone \_\_\_\_\_  
 \_\_\_\_\_  
 Number of teachers \_\_\_\_\_ Number of  
 learners \_\_\_\_\_  
 Lesson observed \_\_\_\_\_ Duration of the  
 lesson \_\_\_\_\_

Is there a scheme of work? Yes [ ] No [ ]

Please observe and rate the below listed lesson development components using the keys below: 1= Unsatisfactory, 2=Satisfactory, 3= good, 4=Very good 5 = excellent

| S/N | Lesson development                        | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | Sequence of lessons                       |   |   |   |   |   |
| 2   | Range of teaching and learning activities |   |   |   |   |   |
| 3   | Instructional materials                   |   |   |   |   |   |
| 4   | Assessment of learning outcomes           |   |   |   |   |   |

Instructional methods employed

The researcher will observe the teaching method applied and record in the table below using the following keys: Appropriate = A Not appropriate =NA

| S/N | Teaching method employed   | Rating |    |
|-----|----------------------------|--------|----|
|     |                            | A      | NA |
| 1   | Question and answer        |        |    |
| 2   | Games                      |        |    |
| 3   | Presentation               |        |    |
| 4   | Role play                  |        |    |
| 5   | Stories                    |        |    |
| 6   | Poems                      |        |    |
| 7   | Songs and dance            |        |    |
| 8   | Modelling & pattern making |        |    |
| 9   | Painting and colouring     |        |    |

Teaching and learning resources available

The researcher will observe the Teaching and learning resources available and record below using the following keys: Available = Av Not available =NAv; Appropriate = AP Not appropriate =NAP; Adequate = Ad Not adequate =NAd

| <b>S/N</b> | <b>Teaching &amp; learning materials</b> | <b>Availability</b> | <b>Appropriateness</b> | <b>Adequacy</b> |
|------------|--|---------------------|------------------------|-----------------|
| 1          | ECDE syllabus                            |                     |                        |                 |
| 2          | School time table                        |                     |                        |                 |
| 3          | Teachers' guide                          |                     |                        |                 |
| 4          | Pupils' text books / writing slates      |                     |                        |                 |
| 5          | Pupils' exercise books                   |                     |                        |                 |
| 6          | Coloured pens/pencils/ crayons           |                     |                        |                 |
| 7          | Boards and chalks                        |                     |                        |                 |
| 8          | Wall charts & maps                       |                     |                        |                 |
| 9          | Play ropes/ tyres/tyres                  |                     |                        |                 |
| 10         | Plasticines                              |                     |                        |                 |
| 11         | Cut-outs/flash cards/Habicus             |                     |                        |                 |

## Appendix V: Focus Group Discussion

Name of the centre \_\_\_\_\_

Zone \_\_\_\_\_

Number of learners: \_\_\_\_\_ Boys: \_\_\_\_\_ Girls: \_\_\_\_\_ Date: \_\_\_\_\_

Which teaching and learning materials do you have within your class?

| S/N | Teaching & learning materials  | Availability | Appropriateness | Adequacy |
|-----|--------------------------------|--------------|-----------------|----------|
| 1   | School time table              |              |                 |          |
| 2   | Teachers' guide                |              |                 |          |
| 3   | Pupils' text books             |              |                 |          |
| 4   | Pupils' exercise books         |              |                 |          |
| 5   | Coloured pens/pencils/ crayons |              |                 |          |
| 6   | Boards and chalks              |              |                 |          |
| 7   | Wall charts & maps             |              |                 |          |
| 8   | Tyres and toys                 |              |                 |          |
| 9   | Play ropes                     |              |                 |          |
| 10  | Plasticines                    |              |                 |          |
| 11  | Cut-outs                       |              |                 |          |
| 12  | Flash cards                    |              |                 |          |
| 13  | Abacus                         |              |                 |          |
| 14  | Pictures and diagrams          |              |                 |          |

### Teacher characteristics

How many teachers do you have? Men \_\_\_\_\_ Female (madam) \_\_\_\_\_  
Total \_\_\_\_\_

Do you like all your teachers? Yes [ ] No [ ]. If No, why?

Which are common teachings methods your teachers use in class? Which ones do you like most?

- How many of you like coming to school daily? Yes [ ] No [ ]
- Are there days which you don't like coming to school? Yes [ ] No [ ]
- If yes, which particular days and why?

a) Which subjects do you like most and why? \_\_\_\_\_

a) Which ones don't you like and why?

b) Do you come to school daily? Yes [ ] No [ ] If No, what are the reasons for absenteeism?

c) How many of you have repeated final class this year? Yes [ ] No [ ]. If yes, how many [ ] and why?

---

---

d) Are there learners who never moved with you to final class this year? Yes [ ] No [ ]?

e) If yes, did they join other schools or dropped out? -----

-----  
-----  
-----

**Appendix VI: Key Informants Interview Schedule**

1. Job title: \_\_\_\_\_ Gender \_\_\_\_\_

\_\_\_\_\_

2. Highest level of training?

\_\_\_\_\_

3. Duration of service?

\_\_\_\_\_

4. Kindly share on the role of DICECE with regards to ECDE including staffing within the county

5. What is the current number of ECDE centers and students' and teachers' population (public and private) within the sub-county county?

6. What do you think are the key factors that hinder the successful implementation of ECDE curriculum within Kisumu Central sub-county in public and private centers?

7. Please comment on how the below listed components influence the of ECDE curriculum implementation within the sub-county:

a. Teacher characteristics (age, gender, attitude, education level and experience)

Age:-----  
-----  
-----  
-----

Gender: -----  
-----  
-----

-----Attitude:-----  
-----  
-----

Education level:-----  
-----

-----  
-----  
Work experience:-----  
-----  
-----  
-----

b. Learner characteristics ( age, gender, entry behaviour , attitude and family background)

i. Age:\_\_\_\_\_

—

ii. Gender:\_\_\_\_\_

—

iii. Entry

behaviour:\_\_\_\_\_

—

iv. Attitude:\_\_\_\_\_

—

v. Family back-

ground\_\_\_\_\_

c. Instructional methods (appropriateness/ relevance)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. Learning and teaching materials (availability, adequacy and relevance)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Comment on the frequency and relevance of the pre-school teachers in-service trainings within the sub-county?



9. To what extent does the government or county give support to the public pre-schools with regards to teaching and learning materials?

10. How has the Free Primary Education affected the successful implementation of ECDE curriculum in public and private schools within the county?

11. a) In your opinion, do you think the implementation of ECDE is successful within the sub-county?

b) How would you rate it? Not at all [ ] Partially [ ] Fully [ ]

c) Comment on your response in (b) above.

11. What are the challenges faced in your work with regards to implementation of ECDE activities

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

12. Do you have any recommendations for the improvement of the ECDE sector within the sub-county?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_


13. Kindly comment on the levels of the below listed ECDE education implementation indicators within the sub-county?


| Indicator          | Comments |
|--------------------|----------|
| Transition levels  |          |
| Completion levels  |          |
| Drop out levels    |          |
| Absenteeism levels |          |

## Appendix VII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. GRACE AKUKU ONYANGO**  
**of UNIVERSITY OF NAIROBI, 0-40100**  
**Kisumu, has been permitted to conduct**  
**research in Kisumu County**  
**on the topic: SCHOOL FACTORS**  
**INFLUENCING EARLY CHILDHOOD**  
**DEVELOPMENT AND EDUCATION**  
**CURRICULUM IMPLEMENTATION IN**  
**KISUMU CENTRAL SUB-COUNTY, KENYA**  
**for the period ending:**  
**30th September, 2015**

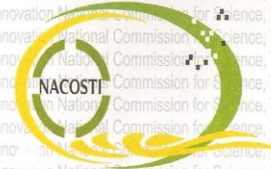
**Permit No : NACOSTI/P/15/7133/6837**  
**Date Of Issue : 7th July, 2015**  
**Fee Received :Ksh 1,000**


  
**Applicant's Signature**

  
**Director General**  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**

  
**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 5065**

**CONDITIONS: see back page**

## Appendix VIII: Letter of Authorization (NACOSTI)



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

7<sup>th</sup> July, 2015

**NACOSTI/P/15/7133/6837**

Grace Akuku Onyango  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“School factors influencing early childhood development and education curriculum implementation in Kisumu Central Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **30<sup>th</sup> September, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**SAID HUSSEIN**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kisumu County.

The County Director of Education  
Kisumu County.

