

**TUTORS' CHARACTERISTICS INFLUENCING CURRICULUM
IMPLEMENTATION IN PRE-SCHOOL COLLEGES' IN MURANG'A
EAST SUB COUNTY, KENYA**

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Award of Master of Education Degree in Curriculum Studies**

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DECLARATION

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

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DEDICATION

To my loving mother Joyce Wambui: God used you to bring me into this world and you raised me well, my mentoring Father: your teachings, life values and principles still and will always be in me to be taught to others. To my sisters: Sarah, Lucy and Margaret; may the Lords blessings be upon you. My brother, Joseph Waweru: You always encouraged me and gave me a reason to smile.

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ABBREVIATIONS AND ACRONYMS

DECECE	District Center for Early Childhood Education
ECDE	Early Childhood Development Education
ICT	Information, Communication Technology
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MOE	Ministry of Education
NACECE	National Centre for Early Childhood Education
NAEYC	National Association of Education of Young Children
NGO	Non-Governmental Organization
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate tutor characteristics influencing curriculum implementation in pre-schools colleges in Murang'a East Sub County. The study objectives were to determine the influence of tutors' attitudes, tutors' qualifications, tutors' gender and tutors' professional experience on curriculum implementation in preschool colleges. The study employed a descriptive study design. Simple random sampling method was used to sample. 48 preschool tutors and 86 learners in preschool colleges from a target population of 48 preschool tutors and 150 students. Both questionnaires and interview schedules were used in data collection. Statistical Package for Social Sciences (SPSS) was used to generate frequencies, descriptive, cross-tabulation, chi-square tests as well as correlation coefficient statistics that were used to answer the research questions. The major findings of the study were that tutors have a positive attitude, majority of the tutors only had minimum qualifications of certificate and diploma, majority of the tutors are women and majority had experience of more than 2 years. The following conclusions were drawn: that there was no significant relationship between tutors' attitudes and curriculum implementation, tutors' professional qualification has significant influence on curriculum implementation, gender of tutors had no significant influence on curriculum implementation while tutors' professional experience had a significant influence on curriculum implementation. The following recommendations were made: The County government and other educational stake holders ensure that motivation levels of preschool college tutors are increased, including their remuneration to increase their retention in teaching positions, The Kenya Institute of Curriculum Development should promote continuous tutor development through in-service programs. The government should vigorously campaign against stereotyping of preschool education profession.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There is a consensus among educationists that a good quality education can be achieved by effective methods and standards of curriculum implementation (National Association of Education of Young Children, 2015). The curriculum is effectively implemented by professionally trained tutors, provision of adequate resources, facilities and materials as well as support from families, communities and other stakeholders. The availability of these standards will create a proper foundation for successful curriculum implementation. In successful preschool teachers training institutions, both tutors' human characteristics and environmental factors are crucial in guaranteeing successful curriculum implementation (National Association of Education of Young Children, 2015)..

In many countries, the level of successful curriculum implementation is structured around understanding and assumptions about the nature of students and the human characteristics of those charged with this implementation, (Irish National Teachers' Organization, 2015). These assumptions are derived from the level of development a society has undergone. In many developed countries, the idea is that students learn actively by exploring their environment (Ntumi, 2016).

Ornstein and Hunkins (2009) contend that successful curriculum implementation emanates from careful planning, and will depend on three factors: tutors' human characteristics, Types of programs to be implemented, and implementation process. They further elaborate that some institutions have failed to properly implement curriculum because they neglected to take into consideration the human characteristics of the people implementing it in the first place. Instead of focusing on human characteristics, respective government institutions have devoted a lot of their time and money on just changing the curriculum.

There is need for tutors to meet professional, pedagogical and ethical standards as well as have positive attitudes since their role is directly related to imparting knowledge. Pre-school college tutors are key players in training early childhood educators and have a crucial role to play in imparting knowledge and skills in preschool colleges. These skills also include professionalism, positive attitude, ethics and pedagogy (The NAEYC, 2015). It is stated that tutors' past experience influences what is brought into classroom settings. Tutors come with their perceptions, beliefs, biases and attitudes and all these have an influence on how successfully they will implement the curriculum (Shaeffer, 2015).

American and European Countries have set a standard for measuring tutor competencies in all fields of education systems (European Commission, 2013). Among these are their professional values, attitudes and experience amongst

tutors, their zeal for further learning, research and innovation, how they interact with colleagues and other stakeholders, and their involvement in the development of the whole institution (European Commission, 2013).

In Europe, reforms have been agreed upon by members of the European Community about what characterizes a high quality tutor. This entails specific knowledge of what competences (knowledge, skills and attitudes) tutors need to have, how these can be understood, described and deployed by the appointing authorities and what policies and practical support can be advanced to make them achieve their success to acquire and develop these qualities throughout their careers (European Commission Education, 2013.) A study in Europe found out that the teachers who are sensitive and understand the importance and sanctity of early childhood, succeeded in overcoming many of the challenges faced by several of their colleagues thus become very successful teachers (European Commission, 2013). Tutors must therefore be able to pass this skill on to their students in preschool colleges.

There are many similarities in the globe concerning preschool teachers training, (Ignore, 2014). In almost all situations, preschool teachers must pass through a period of time undergoing training (Shaeffer, 2015). The 2015 Education for all Global Monitoring Report that focused on the pre-school workforce found out that this is a critical component of the quality of pre-school curriculum implementation

(UNESCO, 2015). In light of growing recognition that that pre-school teaching requires specialized knowledge and training, many national reform efforts include a requirement that all pre-school education professionals participate in a formal training program leading to a higher credential than previously required (Shaeffer, 2015). The Sustainable Development Goal 4 implored states to ensure that all children have access to quality early childhood development, care and pre-primary education so that they are ready for primary education, (United Nations, 2015).

Yet issues affecting preschool teachers training are almost similar throughout the world. Preschool teachers training continues to face many and varied challenges that impinge on effective implementation of curriculum, (Kigwilu & Githinji, 2015). One aspect of these challenges is the human characteristics (Azzi-Lessing, 2009). Human characteristics that challenge effective implementation of pre-school curriculum include; lack of professional training of tutors, attitudes of tutors, gender issues and stereotypes as well as tutors' experiences. Once these problems related to tutors' human characteristics exist, other problems will usually result such as poor academic performance of students in preschool colleges as well as poor curriculum implementation.

The in-service training that tutors undergo is not necessarily adequate in finding solutions for effective curriculum implementation. According to a study conducted for Gundogan (2010) training that preschool teachers undergo is not enough to

instill in them adequate characteristics geared towards effective curriculum implementation.

Tutors do not have the passion and other necessary characteristics to ensure effective curriculum implementation in preschool teachers' training institutions. There is thus a need to make drastic and far reaching changes and commitments to ensure preschool college curriculum is successfully implemented (Gundogan, 2010). Few, if any, of the tutors are usually taken through retraining. Moreover, if they are, then this training is usually only geared towards refreshing their existing knowledge. Yet if the human characteristics were the problem, then the problems will not be solved by retraining alone.

In Africa, many existing studies have found out that only few of preschool curricula provide excellent quality instructions while levels of instructional support are especially low (Elias Kabiru & Njenga, 2006). Why this is the case has been attributed to many factors. In Nigeria for example, Asebiomo (2009), found out that well formulated curricula do not guarantee achievement of the desired goals of education. This is due to the fact that the defects of most curricula exist at the implementation level and the negative characteristics of those entrusted to implement them. Mkpa (2005) also found out that it is during the implementation of educational programs that many well formulated curricula and other educational policies are marred. Evening cases where attempts have been made at ensuring

effective implementation, curricula have not yielded satisfaction to the dissatisfaction of parents and other stakeholders. Mezieobi (1993) as cited by Ogar and Ahwen (2015) maintains that well-conceived curriculum is not achieving its goals, as a result of challenges in implementation and the flows in the character among those entrusted to implement them.

In Kenya tutors' characteristics has been seen to influence the adoption and success of any program (Schiller, 2007). The report by the National Center for Education Statistics (2006) indicated that youthful teachers with fewer years of experience were more likely to be more passionate about what they teach. Youthful and new teachers are trying to make a name for them and have not yet been affected by apathy as a result of long years of work. The study also indicated that youthful teachers were more open to change than older more experienced teachers.

In Kenya, preschool teacher training is largely provided by the county governments, private sector, Non- Governmental Organizations (NGOs), faith based groups and the communities, UNESCO (2014). The Ministry of Education is charged with the responsibility of providing quality education and training of teachers to empower them to become caring, competent and responsible citizens who value education as a lifelong process, MOE (2015). In Murang'a East Sub County, the general performance in the preschool colleges as reflected in the

results of the Kenya National Examination Council preschool Diploma Examination has been less than average as shown in Table 1.1

Table 1.1 Murang'a East KNEC Preschool Diploma exams Performance

Year	Distinction	Credit	Pass	DMCR*	Deferred	TOTAL
2016	–	9 (18.75%)	15(31.25%)	18 (37.5%)	6 (12.5%)	48 (100%)
2015	–	21(36.84%)	25 (43.86%)	6 (10.53%)	5 (5.77%)	57 (100%)
2014	–	21 (34.43%)	22 (36.07%)	7 (11.48%)	11(18.03%)	61(100%)
2013	–	8 (16.33%)	27 (55.10%)	5 (10.20%)	9 (18.37%)	49 (100%)
2012	–	18 (32.73%)	21(38.18%)	11(20%)	5 (9.10%)	55 (100%)
TOTAL	–	77 ((28.52%)	110 (40.74%)	47 (17.41%)	36 (13.33%)	270 (100%)

*DMCR=Did not meet course requirements

Source (Murang'a East DICECE Office, 2017).

An analysis of the performance shows that there were 270 students who have undergone preschool education training for the past 5 years in Murang'a East Sub County. There has been no single student who scored a distinction in the KNEC diploma exams. The total number of students who scored credit pass was 77 (28.52%), while those who scored a pass were 110 (40.74%). Those who did not meet the course requirements were 47 (17.41%) and those who were deferred were 36 (13.33%).A good indicator is in the unit of Methodology and curriculum

activities where none of the students scored any distinction in the last five years in the KNEC Diploma Exams. This analysis has not taken into consideration any factor that influenced this bad performance. Upon analyzing the performance for the year 2016, Murang’a East was the sub county with the worst performance among the eight sub counties in Murang’a County. This Table 1.2 reflects this comparison:

Table 1.2 Comparative performances of 2016 KNEC Diploma Exams in Preschool among Murang’a Sub- Counties

Sub county	Distinction	Credits	Pass	DMCR	Deferred	Total
Kigimo	1(2%)	21(42%)	18(36%)	5(10%)	5(10%)	50(100.0%)
Gatanga	1(2.2%)	6(35.6%)	17(37.8)	4(8.9%)	7(15.6%)	45(100%)
Mathioya	-	15(29.4%)	21(41.2%)	7(13.7%)	8(15.7%)	51(100.0%)
Kahuro	-	13(23.2%)	23(41.1%)	9(16.1%)	11(19.6%)	56(100.0%)
Kandara	-	11(21.5%)	21(38.9%)	13(24.1%)	9(16.7%)	54(100.0%)
Kangema	-	10(20.4%)	22(44.9%)	11(22.4%)	6(12.2%)	49(100.0%)
Maragua	-	9(19.6%)	17(37.0%)	13(28.3%)	7(15.2%)	46(100.0%)
Murang’a East	-	9(18.8%)	15(31.3%)	18(37.5%)	6(12.5%)	48(100.0%)
Total	2(0.5%)	4(26.1%)	54(38.6%)	30(20.1%)	59(14.8%)	399(100.0%)

Source: Murang’a County Education Office

In Table 1.2 declining performance indicates that most private and public preschool colleges are not properly implementing the curriculum hence the researcher found the need to analyze tutor characteristics that influence

implementation of the pre-school education curriculum in pre- schools colleges in Murang'a East Sub County.

1.2. Statement of the Problem

Curriculum implementation is a sensitive responsibility that rests on the tutors' shoulders. It thus bears a greater implication on the part of the tutors to impart necessary skills on their trainees. It is apparent from the background that despite well planned and documented curriculum of the preschool colleges, its implementation is being undermined by the practices of tutors and events going on in the classroom settings. A lot of research needs to be conducted to answer the question of implementation in its totality. The question that this research tries to answer is whether the characteristics of the tutors who train these pre-school teachers have any influence on this shortcoming. There is a problem of implementation of the pre-school curriculum the teachers trainees are taught as evidenced by the dismal performance of the teacher trainees in the national examinations (see table 1.1).

In Murang'a East Sub County and other 5 sub counties, there is a decline in the performance among students undertaking diploma training in preschool education as indicated. Many of the students who enrolled for training in preschool colleges in Murang'a East Sub County scored a pass while many more were either deferred

or their results were not released due to not meeting the course requirements for these examinations.

There is only one public and seven private preschool colleges in Murang'a East Sub County. There is therefore a fear that these private colleges, which are the majority, tend to recruit tutors not adhering to the set policy procedures, since the motivation for these colleges is to make profits. Highly qualified tutors demand commensurate compensation and this usually puts off these private colleges from recruiting such staff.

1.3. Purpose of the Study

This study investigated tutors characteristics influencing curriculum implementation in preschool colleges in Murang'a East Sub-county, Murang'a County.

1.4 Objectives of the Study

The research aimed to achieve the following objectives:

- i. To determine the influence of tutors' attitudes on curriculum implementation at preschools colleges in Murang'a East Sub-county.
- ii. To examine the influence of tutors' qualification on curriculum implementation at preschool colleges in Murang'a East Sub-county.

- iii. To establish the influence of tutors' gender on curriculum implementation at preschool colleges in Murang'a East Sub-county.
- iv. To determine the extent to which tutors' professional experience influence curriculum implementation at preschool colleges in Murang'a East Sub-county.

1.5 Research Questions

The project report answered the following questions:

- i. What influence do tutors' attitudes have on curriculum implementation at preschool colleges in Murang'a East Sub-county?
- ii. In what ways does tutors' qualification influence curriculum implementation in preschool colleges in Murang'a East Sub-county?
- iii. What influence does tutors' gender have on curriculum implementation in preschool college in Murang'a East Sub-county?
- iv. To what extent does tutors experience influence implementation of curriculum in preschool colleges in Murang'a East Sub-county?

1.6 Significance of the Study

The study investigated tutors' characteristics influencing curriculum implementation in early childhood education teachers' training colleges in Murang'a East Sub-county. The study may provide reference to policy makers,

and management of these colleges and implementers on the importance of tutor characteristics influencing implementation of curriculum in ECDE colleges.

The research findings may benefit these policy makers by providing them with more data of preschool tutors' characteristics. Research methods, techniques and instrument established in the current study to be of relevant in the future studies targeting other curriculum areas of early childhood education. Data generated from the study may be used by the Ministry of Education, National Centre for Childhood Education, District Centre for Early Childhood Education, Universities and other research Institutions. These bodies may use the findings to reform the training and recruitments of pre-school tutors to ensure proper pre-school curriculum implementation.

1.7 Limitations of the Study

There were several limitations that the study encountered. The study used questionnaires as the instrument for data collection. Some questionnaires were not returned in time and others not returned at all. The researcher concentrated on follow ups both physically and through the phone to ensure that the respondents were doing what were required of them. The research questions to be answered were personal by nature and required the respondents to give a lot of personal information about them. This discouraged the respondents from giving

information. To mitigate this challenge, confidentiality of the respondents was paramount and respondents were assured of this unequivocally.

1.8. Delimitations of the study

The scope of this study was delimited to studying characteristics of tutors in early childhood colleges in Murang'a East Sub-county and their influence on curriculum implementation. The study was conducted in Murang'a East sub county, Murang'a County. The location was selected because it was intimately known to him. The study intended to cover both the public and private preschool colleges in Murang'a East Sub County because these are the ones that offer pre-school teachers' training in this area. The research targeted all preschool teachers' training students and tutors in this area because these were the ones best placed to provide the necessary responses to the research questions. The study dealt with issues concerning professional qualifications, their gender, attitude and experience.

1.9 Assumptions of the study

The researcher assumed that all respondents would understand the significance and importance of preschool education. The researcher also assumes the information given by the respondents were free from any external influence by the college management. The study also assumed that all the preschool colleges had the necessary facilities that enhanced the implementation of the curriculum.

1.10 Definitions of Significant Terms

The following terms are defined as used in the study.

Attitude refers to belief about the importance of what tutors are doing reflected in their behaviors.

Curriculum refers to a systematically organized body of knowledge through which the goals of education could be imparted for the fulfillment of the needs and aspirations of any given society.

Curriculum Implementation refers to the act of effectively executing academic curriculum.

Early childhood education refers to the teaching of trainees to become nannies of 0-3 year olds after graduation.

Experience refers to knowledge and skills gained by professionals doing something over time and is determined by the number of months or years worked.

Gender refers to the state of being male or female and the culturally accepted roles and norms for each sex.

Level of training refers to the highest professional qualifications achieved by an individual.

Preschool education refers to the teaching of children from kindergarten to class one.

Professional qualification refers to successful training in a particular vocation such as teaching such as certificate, Diploma, Degree etc.

Professional training refers to the specialized training process tutors undergoes to achieve their qualification.

Tutor refers to a person who teaches in a college and who imparts professional training.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one introduction includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, delimitations, limitations of the study, basic assumptions of the study and definition of significant terms. Chapter two includes the literature review of the study and is organized into eight sub topics; introduction, tutors' attitudes and curriculum implementation, tutors experience and curriculum implementation, influence of tutors' gender on curriculum implementation, tutors' professional training influence and curriculum implementation, summary of literature and research gaps, theoretical framework and conceptual framework. Chapter three covers the research methodology of the study. It consists of the introduction, research design, target population, sample size and sampling procedure, data collection instruments, data collection procedures and data analysis techniques and ethical considerations. Chapter four includes the data analysis interpretation and discussions, while chapter five covers the summary of the study, conclusion, and recommendations. Suggestions for further research are also provided.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature on the concept of curriculum implementation. It further analyses literature on tutors' attitudes on curriculum implementation. Further literature on tutors' experience and curriculum implementation was also analyzed. Also literature on tutors' gender and curriculum implementation as well as tutors' professional training and curriculum implementation was also reviewed. Finally it also presented the theoretical and conceptual framework.

2.2 The Concept of Curriculum Implementation

Curriculum is the sum total of all educational experiences offered to the learners in a school setting and what these experiences intend to achieve as learning outcomes (Obilo & Sangoleye, 2010). According to Obilo and Sangoleye 2010, Curriculum is also the means through which all educational goals, aims and objectives are to be actualized. Curriculum as viewed by Alebiosu (2005) is a process that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are transmitted. Curriculum is a road map for learning and as such focuses on knowledge and skills that are deemed fit for learning.

Mkpa and Izuagba (2009) also defined curriculum as the planned learning experiences and intended learning outcomes guided and formulated through the systematic imparting of knowledge and experience in school setting for the learner's continuous educational growth and social competence. Curriculum concept involves the structured dissemination of a set of knowledge, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). A country's hopes and aspirations are expected to be attained through the use of the school curriculum. School curriculum must be incorporated or integrated in a structured system, to make it uniform across the country by taking into consideration identified needs of the country, its industry and the global needs (Ugwu, 2003).

2.3 Tutors' Attitudes and Curriculum Implementation

It is stated that attitude is a subjective or mental preparation for action (Ntumi, 2016). It defines human beliefs and how these are manifested in outward postures (Ogar & Awhen, 2016). A person's attitudes usually influence what he will decide to do (Fennena & Franke, 2009). Attitudes are determined by how a person has been socialized as well as his experiences and are not necessarily automatic routine conduct. Attitude is an individual's prevailing tendency to respond favorably or unfavorably to an object depending on his belief. Attitudes are either considered positive or negative. Positive attitudes usually create values in individuals towards

something, negative attitudes create prejudices. Negative attitudes can create resistance to curriculum implementation (Fennema & Franke, 2009).

Tutors' attitudes play an important part in successful curriculum implementation because they can influence learning process. The absence of connection between the tutors' expressed belief on effectiveness of the set curriculum can create negative attitude towards the curriculum and can negatively impact on its successful implementation. Tutors' attitudes are important variables in classroom application since there is a strong relationship between attitudes and successful outcomes. Okot and Odera (2012) assert that tutors' attitudes are often translated into implementation practices which in turn affect student educational outcomes. They state that attitudes are considered to have three main components: cognitive which is the idea or assumptions upon which the attitude is based, affective which are the feelings about the issue, and behavioral which is the how the person is predisposed towards an action and which corresponds with the assumption or belief. Attitudes are functional as they simplify complex issues, express fundamental values and beliefs, and determine behavior.

Despite the efforts taken by policy makers to produce rigorous curricula for preschools, few of these efforts take into consideration the tutors attitudes and whether these are actually learning the skills and change their attitudes for successful curriculum implementation .These efforts do not take into account the

beliefs and attitudes of the tutors about the curriculum in the implementation (Stein and Coburn, 2008).

The changing as well as economically competitive world has made education crucial for students today (Akinsola, 2008). It is thus true that the attitudes and beliefs of tutors in a discipline determine the successful outcome of the implementation (Lloyd & Herbel–Eisenmann, 2005). Researchers have shown that tutor-student classroom interactions may be directly related to the beliefs, convictions, passion, opinion, inclination and motivation tutors hold about the curriculum they are teaching (Ricks, 2010.) It is imperative that tutors are passionate about the subjects they are teaching, for them to successfully implement the curriculum. It has been shown that these attitudes play a role not only in student achievement, but also determine how students are motivated (Ricks, 2010).

A tutor who is not passionate about what he is teaching will only be going through the motions of teaching. Passion is one of the most important indicators of attitude. Fennema and Franke (2009) was of the opinion that the attitudes of tutors for successful implementation of curriculum depends also on their professional training and understanding of the subject they teach and that tutors perception of the respective subjects they teach is a dependent on their being able to pass-on the content of the subject. Ifiok (2015) also stated that a poorly trained tutors leads to

poor attitudes towards the implementation of a curriculum. This is despite the best curriculum being set.

Pedagogical studies conclude that successful implementation occurs only when rooted within an institution and within a context of culture, attitude, and country (Barros & Alias 2009). It is therefore true there a strong interaction between attitudes and competencies. Fan, and Harris, (2008) in their study found out that there is a strong correlation between tutors attitudes and the achievement of learners. A study conducted by SAMASE (2003) and quoted by Kang'ori (2014) found out that teachers, who had negative attitude towards teaching of science, were unsuccessful in implementing the science curriculum. The study also indicated that this negative attitude is passed on to the students to strongly influence the students' negative attitude towards the science subjects which ultimately had bearing on their poor academic achievements in this field. This study was conducted in secondary schools and left out primary schools and preschools.

Another study was conducted by O'Gara and Ahwen (2015) to find out teachers factors affecting curriculum implementation in tertiary institutions in cross river state of Nigeria listed sixteen problems that tutors perceived to contribute to poor curriculum implementation, and ranked them according to their order of significance. While these tutors' attitude was not listed, four of its indicators were.

These are insufficient motivation, laxity on the part of tutors, poor remuneration for teachers and lack of necessary competencies for curriculum implementation. In this study, the listed indicators were ranked 4th, 6th, 9th and 12th in the order of the causes for poor curriculum implementation.

Another study by Igbokwe (2014) in Nigeria found out that tutors have generally a positive attitude towards curriculum implementation and change. This study concluded that tutors' attitudes were not the problem but, lack of training, instructional materials and facilities, co-operation, cultural influence, stress and poor incentives as the major barriers to the implementation of curriculum. Ogot and Odera (2012) researched on similar factors. This study found that teacher characteristics such as age, academic and professional qualifications, teaching experience, teacher-pupil ratio and gender, generally influenced teacher attitudes towards language material selection, development and use. Age, as a teacher characteristic was found to have had no influence in the selection, development and use of language materials. In this study, all the teachers, irrespective of their age, had positive attitude as they scored mean score of above average.

2.4 Tutors' Professional Qualification and Curriculum Implementation

There is scant literature on tutors' qualifications in preschool colleges although the issue of teachers' professional qualifications in other institutions has been widely researched. These studies have generally supported the theory that professional

training and qualification is important in curriculum implementation. Kantor,(2007) states that because teachers are charged with curriculum implementation on a day to day basis, they have no option but to be professionally trained. Kantor (2007) stated that there is a general demand for results and accountability when there is any failure in satisfactory results. The teacher is thus forced to become more resourceful and more professional. While there still exist some people who assume that anyone can teach, researchers in education have succeeded in proving that those involved in teaching should have educational professional training backgrounds are crucial in successfully implementing the curriculum.

Fennena and Franke (2009) were of the opinion that successful implementation of curriculum entirely depends on teachers' professional training and understanding of the matter being taught and that a result of successful instruction is a consequence of a teacher being professional. Ifiok (2015) opined that any shortfall in required professional training in curriculum results in the teacher having a poor attitude towards the implementation of that curriculum. This is despite the best curriculum being set.

The study on curriculum implementation has been dominated by knowledge of subject versus pedagogy. Skilbeck (2010) describes pedagogy as the translation of the curriculum into the operations of teaching and learning. Pedagogy determines

who is an effective teacher who understands what education, as opposed to schooling, is all about and who has understood the subject matter and how effectively he can implement its contents to those he is teaching. It can be pointed out that the debate is dedicated to the problem of the priority given between subject matter and pedagogy, although it could be argued that there is no consensus (Babyegeya, 2006).

A study by Boadu and Acquah (2013) in Ghana, found out that while many tutors were willing in increasing and enhancing their professional qualifications, many felt that this may have little effect on their performance in class. This study found that many who were interested in enhancing their professional qualifications were motivated by aspirations for personal development, other than for institutional development. It was therefore observed that the professional qualifications acquired during may not be put to use on the job. Furthermore since these tutors are motivated by personal gains, other than for pure professional reasons, they did not give issues of knowledge seriously, and many still ended up being deficient on the job, though they went through the motions of enhancing their professional knowledge.

Studies on impacts of professional qualification on curriculum implementation have been done by Emmanuel and Ambe 2014. This study found out that tutors'

improved professional qualifications did not have any commensurate improvement on curriculum implementation.

These findings are in line with the study of Fennema and Franke (2006) who agreed that an effective tutor largely depends to the extent of his grasp of the subject matter. They also showed that effective teaching is a result of a tutor's ability to instruct his students on the subject matter and not necessarily on the professional grades the tutor holds. The findings of this study are strange in that they contradict a plethora of studies that prove professional qualification go hand in hand with successful curriculum implementation, such as those by Roux (2009) Kosgey (2011) and Bennet (2007) who all concluded that effective curriculum implementation goes hand in hand with tutor's professional qualification.

In Murang'a County and in Kenya as a whole, the entry level for a certificate course in ECDE is a D+ in Kenya Certificate of Secondary Education. The entry level for a course in diploma in preschool education is a C in KCSE or a certificate in ECDE. The entry level for degree course in ECDE is C+ or diploma in preschool. Those who manage to acquire a Diploma in ECDE qualify to train the certificate level students. Those who acquire bachelors' degree in ECDE qualify to train diploma students. From the data collected, most of the tutors are diploma holders in Murang'a. These are part time tutors. Few are degree holders occupying

DICECE offices and only tutor few units during the school holidays. (Source DICECE, Murang'a East, 2017).

2.5 Tutors' Gender and Curriculum Implementation

Gender refers to the state of being either male or a female, and reflects the social constructs of this status. It is what culture defines as masculine or feminine. It also reflects the culturally accepted roles for each sex. The dominant gender in preschool education field is feminine with few males engaging in the teaching profession (Joseph & Wright, 2016). This is due to the fact that preschool education deals with children at the most sensitive stage of their lives and society thinks that this calls for a person with maternal instincts to deal with them. There is thus little diversity in gender in preschool education. This results in most of the trainees in preschool colleges to be females. In this regard tutors' who engage in training pre-school teachers need to have proper perceptions of gender as this can be an important factor in improve gender equity in schools as well as check gender stereotypes that affect pre-school teachers.

Many studies have pointed that primary school teaching profession is almost a feminine career, with males making up just about one quarter of the teaching workforce (Joseph, 2015). At the pre-school level, this state of affairs is manifested more clearly where the presence of male teachers is almost non-existent. Kenya is not alone in this regard. Statistics in Australia show that only about 2% of people

in early childhood profession are males (Demopoulos, 2012). In New Zealand less than one percent of early childhood educators are males (Williams, 2009). In United States and Canada the case is also the same (Martin & Luth, 2000). The reason behind this female workforce in early childhood education is that, historically, child care has been seen as women's work (Cameron, 2001). According to Sumsion (2000), this equating early childhood education with gender can stereotype the involvement of male teachers in the early childhood years and hence demotivate them from pursuing this line of work. There is a widespread notion that women are more caring, as far as child care is concerned, than men. This belief acts as a barrier to men contemplating careers in early childhood education (Cunningham & Dorsey, 2014).

There is scant literature on the role of men in preschool education. The few studies that tackled the subject focused largely on the negative aspects of this career choice and this served to perpetuate the stereotype that pre-school education is a feminine profession. Jordan's (2011) found out that the few men who ventured into the early childhood education profession did so after getting support and encouragement from teachers, family members and close friends to pursue careers this career. Many other studies have documented the fear and challenges confronting men in the profession. Despite their motivation to enter the early childhood profession, males have to contend with the perception that men are more likely than females to abuse children (Saunders, 2002). Such public suspicion serves to demoralize

men from pursuing early childhood education as a career or even to be associated with preschools.

In Kenya, gender issues can allude to a difference in quality of instruction and quality of education. Gender disparity can be created and perpetuated by policy, ethnicity, religion, culture and age. In Murang'a East Sub County, most ECDE colleges, the students' enrolments are females. Yet tutors are both female and males. Male tutors feel out of place because they feel ECDE is a feminine profession. They tutor for a short time and then seek other positions. Problem of female tutors is that of female rivalry and negative attitudes towards their female students. This lowers their motivations to deliver successful curriculum implementation.

2.6 Tutors Teaching Experience and Curriculum Implementation

Tutors, like any human capital in any institution, are the most significant resource in colleges and institutions of higher learning in general. They are critical to raise education standards. Skilled tutors ensure that effective curriculum implementation becomes a reality. Well-resourced and motivated tutors are also motivated to perform to the best of their abilities. Improving teaching performance, not necessarily changing curricula, may be the best policy most likely to improve curriculum implementation that can be made by any country (OECD, 2005).

In this regard, any investment in improving on tutors' experiences, by ensuring retention can go a long way in ensuring this human capital is protected. There exist a large body of literature regarding professional experience and its effects on teaching and student achievement and learning. The combination of knowledge and professional experience is a valuable asset in an individual's professional life (Siddiqui, 2014). The combination of the two makes an individual skilled in performing his work. Experience serves to strengthen knowledge (Siddiqui, 2014). An experienced tutor has skills, values and positive attitude to make the learner be curious, aroused and interested in learning (Kang'ori, 2014). Experience is knowledge that comes through from doing things practically. Experience is important in order to gain expertise by doing things practically. Knowledge gained from practical experience help individuals perform their duties skillfully and efficiently. Experience builds skills that cannot be taught in classrooms. The skills are gained from actually doing the work for some time.

Tutors experience matter a lot. Experienced tutors are more effective in raising student academic achievements. Research conducted in the USA shows that tutors tend to improve dramatically in the first years on the job (Fadd, 2016). Research is actually silent on whether tutors stagnate or whether their performance actually starts dropping after these initial five years (Fadd, 2016). In America, due to cash constraints, there is a tendency to hire less costly novice preschool teachers in institutions and schools. Prior to this, in the late 1980s most of the nation's

preschool teachers had considerable experience with only 17% having taught for five or fewer years. But by 2008, while the national teacher workforce had expanded, the overall work experience level had dropped sharply with 28% having experience of less than 5 years.

Most of these teachers are sourced from cheap migrant communities. Some research suggest that teaching skills flatten out after five years' experience, actually suggesting that within five years, an effective tutor has finally found his footing and has found the most effective techniques to use and perfect over time. In this regard, while experience is being gained more, effectiveness remains constant. Therefore experience and effectiveness are linear (Pennington, 2013).

The conclusion that is drawn from these studies is that students need to be taught the techniques prior to entering classrooms. Yet recent studies show that this is not happening. Very few institutions that train preschool teachers give them concrete techniques they can use and adapt to be effective in classrooms. This reality then calls tutors to be experienced enough to know this fact. This calls for tutors to perfect their skills in order to ensure that preschool teachers are skillful enough immediately they enter classrooms for the first time (Pennington, 2013).

A study by Nzilano (2015) on influences and outcomes of social constructivist curriculum implementation on tutors' beliefs and practices in teacher education

colleges in Tanzania, found out that preschool teachers have knowledge of what the early childhood curriculum entails. The teachers thus faced the problem of understanding and implementing the content of the curriculum.

On the other hand, a study by Kagwilu and Githenji (2015) on teacher factors influencing effective implementation of artisan and craft curriculum in community colleges in Kenya found out that 75% and 87.4% of the tutors had taught in their current stations and other stations for a period not exceeding 10 years respectively. Only 16.7% of the tutors had between 16-20 years teaching experience and 8.3% had more than twenty years teaching experience in current station. The mean teaching experience was 8.6 years. The findings of this study showed that tutor qualifications, teaching experience and motivation had a high influence on the implementation of Artisan and Craft curriculum. Thus, the study concluded that tutor qualifications, teaching experience, motivation teaching had a high influence on the implementation of Artisan and Craft curriculum. In Murang'a East there is no data as concerns the level of teaching experience by tutors in the preschool teachers training institutions.

2.7 Summary of Literature and Research Gaps

The literature reviewed so far shows that tutor characteristics and curriculum implementation go hand in hand. There was a disagreement among authors of the significance of each aspect of tutor characteristics on curriculum implementation.

Curriculum implementation in preschool colleges was an area that had received scant attention in Kenya. There was a dearth of literature and research on this field. The field of preschool teacher training was an area that required extensive research because of the importance preschools play in the early development of children. A lot of research is dedicated to changing curriculum while ignoring the characteristics of those dedicated to its implementation. The results of this oversight was that as long those served with responsibilities of curriculum implementation had deficiency in their characteristics, then the problem will always persist. This had thus served to create a gap in research. Aspects such as professional qualifications of tutors in preschool colleges, their attitudes and experience all are shown in the literature review to play a significant part in successful curriculum implementation in other countries. Yet in Kenya, this research was not well documented. In Murang'a County and Murang'a East Sub-county, there is a dearth of literature concerning the subject of tutors' attitudes towards curriculum implementation. There is thus a huge gap in research that this study intends to fill.

2.8 Theoretical Framework

This study was guided by systems approach theory as applied to education. The original proponent of this model was Ludwig Von Bertalanffy (1967). This theory is applied in interdisciplinary practice and describes systems with interacting components, applicable to many fields. Bertalanffy developed a theory that the

classical laws of thermodynamics can apply to any closed systems, but not necessarily to open systems, such as living things. Bertalanffy believed that systems concepts can be applicable in the field of social sciences from a modern systems approach that included the concept, of inputs, information, outputs. The theory encouraged new developments and outlooks in social sciences. It started defining social sciences from whole new perspectives.

The System Approach Theory is used for interdisciplinary study of systems in the social sciences. According to this theory; interrelated elements in education interact together towards a common goal. In a system, there are three elements that are crucial for anything to be called a system. These are: inputs, transformational process (activities) and outputs (the intended results or outcomes). In this context, the systems theory may consider a classroom to be portrayed as a system in which tutors collaborate with students in the shared expectations of implementing the curriculum under constraints of human factors and resources. Inputs are construed to mean what characteristics (knowledge and skills) tutors bring into the classroom setting that are most useful to ensure successful curriculum implementation.

Curriculum implementation can be considered as the output. This output can either be successful or not, depending on the input. In the process phase, teaching and instruction are considered appropriate. Other processes may include participatory learning and discussions. The intervening variables in this study can be considered

as modifications in the system (inventions) and are designed to overcome forces that interfere with the achievement of the system's goals. In classroom, such interventions may be the solutions identified in this study, such as the motivation and remuneration of tutors, to instil in them the right attitudes for proper curriculum implementation. The development of such a system can be suitable to the successful curriculum implementation of the pre-school college education program. The elements mentioned in system approach theory and the features of Bertalanffy model of input, process and output will be considered in analyzing tutor characteristics influencing curriculum implementation in preschool Teachers colleges.

In Murang'a, tutors in preschool teachers colleges should have necessary characteristics to effectively implement preschool college curriculum. Students should be educated to be effective preschool teachers. The tutor supplements and advances the students' knowledge and skills. The tutor acts as a guide to ensure the curriculum is implemented. Tutors do not work in isolation because they require transformational characteristics according to Bertalanffy theory. Their characteristics in this case will support curriculum implementation.

2.9 Conceptual Framework

The framework had four independent variables and their relationship in curriculum implementation.

Independent Variables (Inputs)

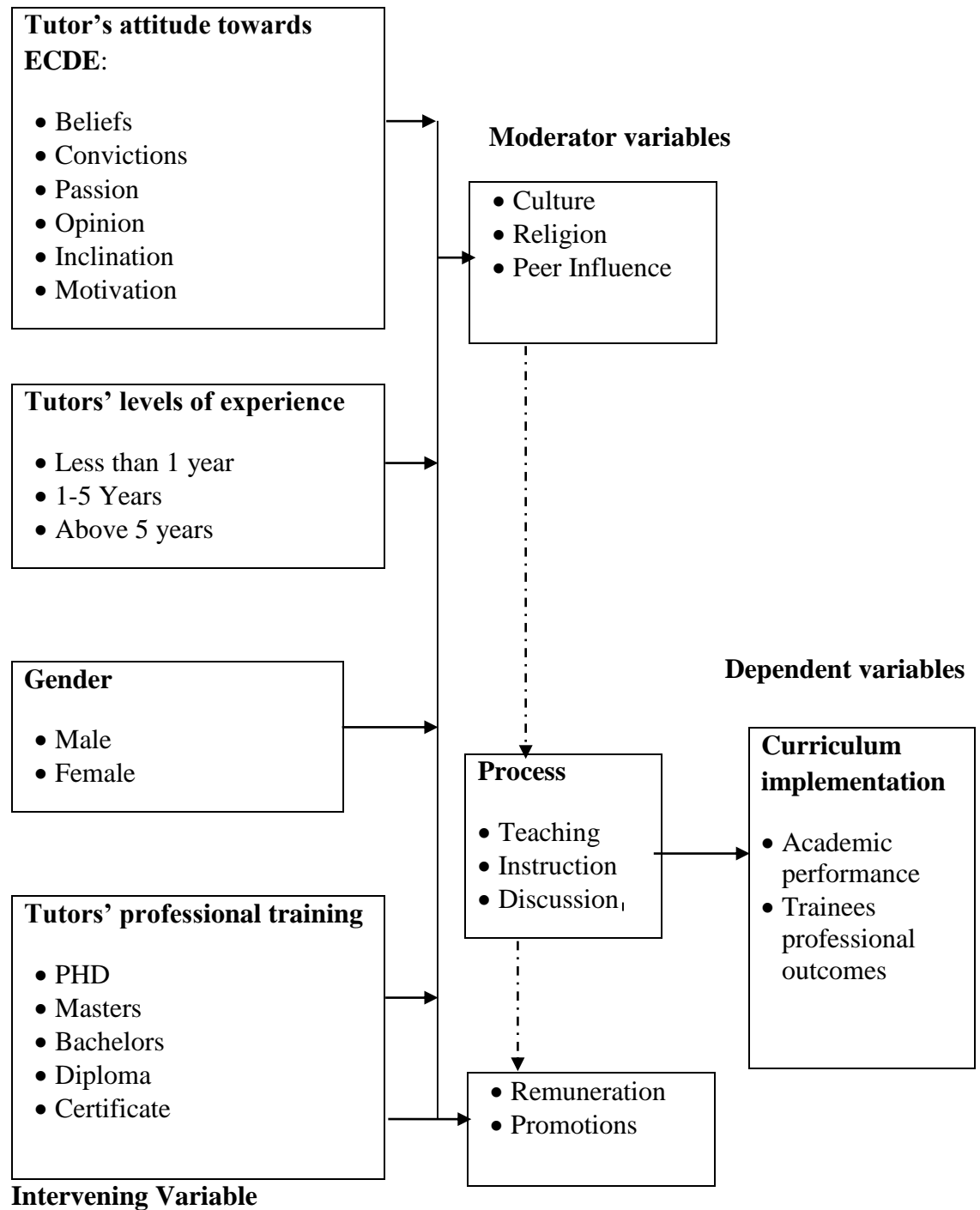


Figure 2.1: Conceptual Framework

The variables included the tutors' attitudes, tutors experience, tutors' gender and tutors' level of training in curriculum implementation in preschool teachers' training colleges (dependent variable).

These were also considered as inputs in our model. The dependent variable which was successful curriculum implementation was also considered as the output in our model. The indicators for successful curriculum implementation included academic performance in National examinations, and the trainees' professional outcomes. The process in our model included instruction, teaching, discussions and participatory learning. The moderator variables were the threats that would interfere with the outcome and included aspects of culture, religion and stereotypes. The intervening variables were the modifications and interventions that serve to water down the effects of the moderator variables. These included the aspects of remuneration and promotion. The frame work established how the characteristics of these tutors' influenced curriculum implementation in Preschool colleges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The following were discussed in this chapter: research design, target population, sampling and sampling procedures, research instruments, validity of the research instruments, reliability of the research instruments, data collection procedures data analysis techniques and ethical considerations.

3.2 Research Design

A descriptive survey design was adopted to investigate tutors characteristics influencing curriculum implementation pre-school colleges in Murang'a East Sub County, Murang'a County. The design was descriptive because involved describing, recording, analyzing and reporting conditions as they existed. It also determined and reported the way things were (Borg, 1989). This design was suitable to this study because the goal of the research was to collect the information as it exists on the ground. The type of data collected was measured, classified, analyzed, compared, interpreted and presented in descriptive form.

3.3 Target Population

The target population in research was the entire group of individuals or objects to which the researcher wished to generalize the conclusions of the research study.

According to unpublished report from the DECECE's office, there was 1 public (DECECE) college and 8 private colleges offering preschool education training to aspiring early childhood teachers. According to the DICECE office, there were 7 public tutors based at the DICECE offices while the private colleges employ 43 tutors in total. There were 36 female tutors and 12 male tutors in Murang'a East Sub County. There are 150 students in preschool colleges in Murang'a East Sub County. These were the target population.

3.4 Sample Size and Sampling Procedures

According to Slovin's formula (Altares & Joseph, 2003), if the target population is less than 100 people, then the entire population will be sampled and if is more than 100 then the sample size is calculated. In this regard, there were 48 tutors who were involved in teaching in preschool colleges in Murang'a East Sub County. These were our sample size. There were 150 students who were picked randomly. The total sample size for this category of respondents was calculated using Slovin's formula. $n = N / (1 + N (e)^2)$

Where

n = Total sample size

N = Total population

e = Margin of error (+ or - 0.05)

Thus our sample for the student respondents will be

$150 / (1 + 150(0.05)^2) = 86$ students.

3.5 Research Instruments

The research made use of questionnaires for data collection purposes. The questionnaires were guided by the objectives of the study and the needed to get the demographic information of the target respondents. The questions were open ended except in the first section that collected the data on demographics. The questionnaires required the respondents to rank their responses in the spaces provide. The questionnaire was considered worthwhile for the study because it was economical in that it was being administered to quickly. It saved the researcher time and it had the benefit of clarity and comprehension. This thus eased in collection of the necessary data. The questionnaire gave the respondents time to fill it without undue pressure. The research also used an interview schedule to gather data from the learners.

3.6 Validity of the research Instruments

Validity was the extent to which the instrument measures what it is supposed to measure according to the researcher's subjective assessment (Nachmias & Nachmias, 2007). Validity dealt with the adequacy of the instrument. To ensure validity of the instrument used, the designed questionnaire for this study was given to the two academic advisors to determine their suitability. The questionnaire was developed under the guidance and input of the supervisor to make sure that it was encompassing and would capture the import of the study thus reliable in terms of content.

The instrument was amended according to the experts' comments and recommendations before being administered. (Frenekel, 1993) suggested that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the actual research is carried out.

3.7 Reliability of the Research Instruments

Reliability of the questionnaires was tested using the split half reliability testing method. Split half is a measure of internal consistency of an instrument (Field, 2013). The instruments were randomly split into two halves. Each half was randomly administered to 5 tutors and learners from the neighboring sub county of Maragua. Split half method was used here because it was useful in testing human characteristics. The statistics used here and in data analysis were calculated using Spearman's coefficient correlation methods using SPSS version 20. The formula for Spearman Coefficient correlation used was:

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where

- p denotes the usual **Pearson correlation coefficient**,
- d_i , is the difference between the two ranks of each observation.
- n is the number of observations

The acceptable value is between +1 or -1

3.8 Data Collection Procedure

A research permit was sought from the County Director of Education offices in Murang'a and from the Murang'a County Government before embarking on the study. Clearance was also sought from the department of university and NACOSTI. The researcher also requested permission from the respective institutions' directors on how to reach the sampled respondents. Appointments were made with the sampled tutors on when to conduct the study in their institutions. On arriving at the institutions, the researcher established rapport with the tutors. The researcher then administered the questionnaires to the tutors and requested them to fill in the questionnaires individually and to seek clarifications from the researcher for any queries. Then the researcher made a date with the tutors on when to collect the filled questionnaires

3.9 Data Analysis Techniques

The raw data were collected from the field in the form using questionnaires and interview schedules. The questionnaires and the responses from the interview schedules were then sorted to check for the presence of any incomplete questions. The Data were categorized according to response. The responses were thereafter coded for purposes of analysis. Data collected were analyzed using descriptive statistics to yield descriptive data such as how many respondents agreed with a certain statement.

Data analysis employed both qualitative and quantitative procedures. Statistical Package for Social Sciences (SPSS) computer software, version 20 was used to cross-tabulate the data, conduct chi-square tests and Spearman's correlation analyses. The data was presented in output tables, explained and analyzed accordingly.

3.10 Ethical Considerations

American Psychological Association (2010) gives guidelines on ethical considerations. These guidelines include discussing the limits of confidentiality, maintaining confidentiality, maintenance of records, disclosures, use of confidential information, institutional approval, and informed consent, sharing data and plagiarism. Before data collection, a letter of introduction was obtained from the university. On production of the introduction letter from the university, permission to carry out research was sought from the relevant authority. The researcher ensured that confidentiality of the respondents was honored and information obtained used only for the purpose of this study. Informed consent was used in obtaining participants for all research. Participants were expected to be in a position to give informed consent. Individuals had the option to refuse to participate. The dignity, privacy and interest of the participants was respected and protected. Research data remained confidential and all participants remained anonymous. Appropriate credit was also given to all whose work was cited in this research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents a systematic analysis of the collected data. It deals descriptive statistics with analysis and interpretation of the data collected in respect to the research questions such as; what influence do tutors' attitudes, tutors' qualification, tutors' gender and tutors' experience have on implementation of curriculum in preschool colleges in Murang'a East Sub-county? It also presents the findings in frequency tables, graphs and correlation analysis of the study and discusses them.

4.2 Questionnaire Return Rate

The questionnaires were administered to sampled tutors' and preschool college students. Table 4.1 shows the findings.

Table 4.1: Response Rate for Tutors and Students.

Type of Respondent	Sample	Actual Number	Responded %
Tutors	48	48	100%
Students	109	86	78.9%
Total	157	134	85.35%

All the 48 questionnaires administered to tutors were returned. This represents a 100% response rate that enhanced the credibility of the data collected for inferences. This percentage could have been influenced by the fact that the respondents understood the items in the questionnaire and participated willingly. Of the 109 students targeted for interview, the researcher managed to interview 86 students. This represented a 78.90% response rate. Overall the response rate was 134 (85.35%). This was adequate for the study.

4.3 Gender of Respondents

Of the respondents who participated in the study, the following was their representation according to gender. This was informed by the need to understand the influence of gender on curriculum implementation in Murang'a East.

Table 4.2: Gender of Respondents

Respondents		No of Respondents	Percentage
Learner Respondents	Males	27	31.40
	Female	59	68.60
	n	86	100
Tutor Respondents	Males	12	25
	Females	36	75
n		48	100

Of the 48 tutors involved in the study, 12(25%) were male. Of the learners' category, the male were 27(31.40%). This shows that male learners' enrollment were above 1/3 of the total enrolment in preschool colleges. Yet the rate of

enrolment of male learners in preschool colleges as reported in this study is higher than the average global rates of 25% (Demopoulos, 2012).

The findings disclose that the area under study had attracted high number of female tutors. These findings also agree with Joseph (2015) that females constitute 3/4 of the total population of people involved in teaching in preschool education. The findings also strongly agree with the observation by Joseph and Wright, (2016) that the dominant gender in preschool education field is female with few males engaging in preschool teaching profession.

4.3.1 Respondents' Category of Institution

The research also took into consideration the categories of preschool institutions as well as the sampled respondent tutors and learners in each category. This was informed by the need to understand curriculum implementation in both public and private preschool colleges in Murang'a East.

Table 4.3 Respondents' Category of Institution

Category	Frequency	%	No of Tutors	%	No of students	%
Public	1	12.5	7	14.6	20	23.3
Private	7	87.5	41	85.4	66	76.7
Total	8	100.0	48	100.0	86	100.0

There was 1 public college and 8 privately owned institutions. Some of the reasons why the private colleges outstrip public colleges are motivation for profit gains, large number of students, quality teaching etc. The sampled tutors who participated in the study, 7 teach in public institution while 41 teach in private institutions. Of the learners 20 (23.3%) attend public institutions, 28 (33.7%) attend private owned institutions.

4.3.2 Respondents' Age

The next aspects that were measured in this category were the age of the respondents. This was informed by the need to understand the influence of experience on curriculum implementation in Murang'a East. The data is reflected in Table 4.4.

Table 4.4 Age of Tutors

Age of Tutor	Frequency	Percent
Under 25 years	1	16.7
26-35 years	16	33.3
36-55 years	20	41.7
Above 56 years	11	8.3
Total	48	100.0

The tutors ranged in age from under 25 years to above 55 years. Majority of tutor respondents were between 36-55 years (41.7%) followed by 16 (33.3%) who were between 26-35 years. This implied that there was a balance between the experienced tutors and upcoming ones. The study also collected data on age of learners. This data is captured in table 4.5.

Table 4.5 Age of learners

Age in years	Frequency	Percent
Under 18 years	3	3.4
19-25 years	55	64.0
26-35 years	26	30.2
Above 36 years	2	2.4
Total	86	100

Majority of learners at 55 (64%) were between 19-25 years.

Table 4.6 Results from the Preschool college students Interview Schedule

Indicators	Agree	Disagree	Not Sure
1. Do your tutors have positive attitudes when implementing the curriculum?	50(58.1%)	32(36.8%)	4(4.6%)
2. Does the gender of your tutors have influence on effective curriculum implementation?	50(58.1%)	34 (39.5%)	2(2.4%)
3. Are your preschool college tutors gender balanced?	0(0%)	82(95.4%)	4(4.6%)
4. Do your tutors who have higher professional qualification implement preschool college Curriculum better?	74(86.1%)	6(6.6%)	2(2.3%)
5. Are your tutors passionate towards effective Curriculum implementation?	23 (26.7%)	59(68.6%)	4(4.7%)
6. Are female tutors better curriculum implementers than their male counterparts?	50 (58.1%)	34(39.5%)	2(2.4%)
7. Do your tutors sexually or emotionally harass learners in preschool colleges?	21(24.4%)	59(68.6%)	8(9.0%)
8. Do the more experienced tutors effectively Implement the preschool college curriculum better Than the less experienced tutors?	54(62.8%)	32(37.2%)	2(2.4%)

The analysis of the data captured from the interview schedule showed that the learners agreed with most of the observations by the tutors. The validity of the findings is thus confirmed.

4.4 Curriculum Implementation

Curriculum implementation was the study’s dependent variable. The study sought to measure whether preschool college curriculum is effectively implemented.

Respondents were asked to assess themselves in curriculum implementation using the scale of 1-4 where 1 was “very good”, 2 was “good”, 3 was “fair” and 4 was “poor”. The data is captured in Table 4.7.

Table 4.7 Tutors’ Self-Assessment of Curriculum Implementation

Response	Frequency	Percent
Very Good	3	6.3
Good	20	41.7
Fair	25	52.1
Poor	0	0
Total	48	100

The data reveals that majority of tutors assessed themselves as fair in curriculum implementation at 52.1% while none assessed themselves poor .Tutors were also asked to respond to the statement “Tutors effectively implement preschool college curriculum.” using the Likert scale of 1-5 where 1 was strongly agree, 2 was agree, 3 was not sure, 4 was disagree while 5 was strongly disagree. The data collected is captured in Table 4.8.

Table 4.8 Tutors effectively implement preschool college curriculum

Response	Frequency	Percent
Strongly Agree	4	8.3
Agree	7	14.6
Not sure	4	8.3
Disagree	22	45.8
Strongly Disagree	11	22.9
Total	48	100.0

The data reveal that majority of respondents either disagreed or strongly disagreed that preschool college curriculum is effectively implemented at 68.7%. This indicates that the curriculum in preschool colleges in Murang'a East Sub County is not being implemented effectively. This leaves the study to analyze whether the tutor characteristics had any influence on this state of affairs.

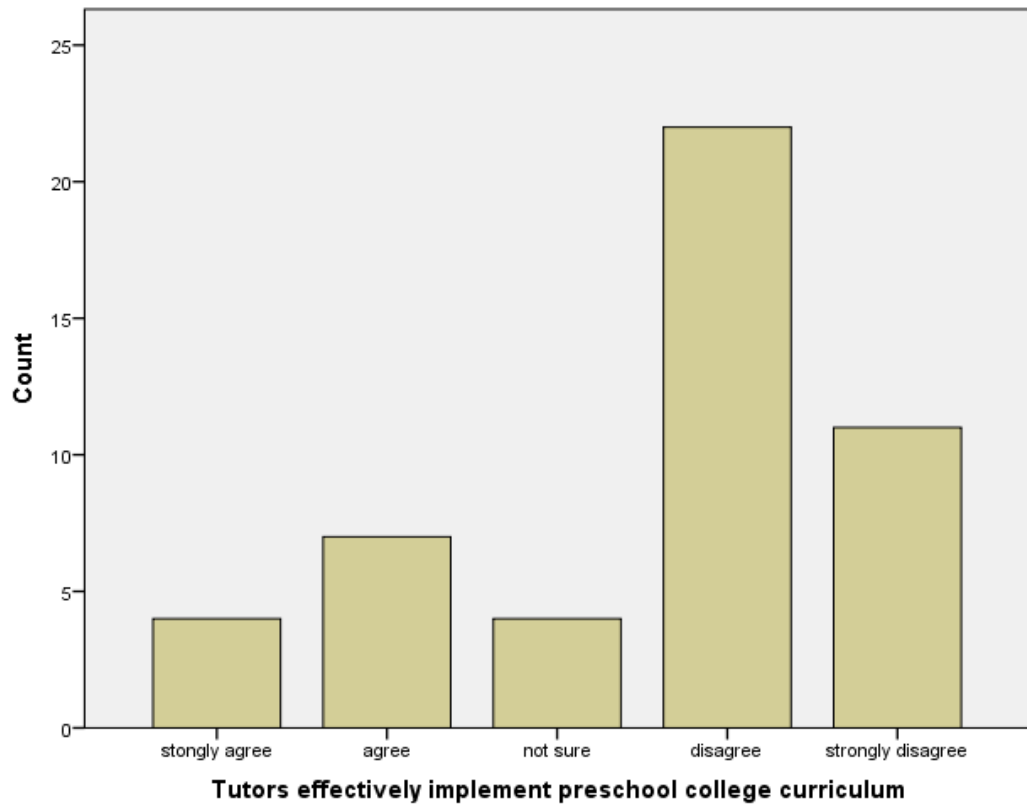


Figure 4.1 curriculum implementation in preschool colleges

Figure 4.1 indicates that a majority (68.7%) of the respondents disagreed that preschool college curriculum is not effectively implemented. This then left the study to analyze whether the tutor characteristics had any influence on this state of affairs.

Pearson correlation was conducted to ascertain the relationship of tutors and effective curriculum implementation. The results were as follows;

Table 4.9 Relationship between tutors and effective curriculum implementation

Symmetric Measures		Asymp.	Std Approx.	Approx
	Value	Error		T ^b Sig
Pearson Correlation	-.232	.146	1.615	113 ^c
Spearman's Correlation	-.248	.145	1.739	.089 ^c
N of valid cases	48			

The Pearson's correlation between tutors and effective curriculum implementation has a significance of 0.113 which is more than our margin of error of 0.05. Therefore the conclusion is drawn that tutors do not effectively implement the preschool college curriculum. The spearman's significance of 0.145 reinforces this conclusion at $P > 0.05$.

Learners were asked a close ended question concerning curriculum implementation. Majority of the learners (66.67%) agree that curriculum is not effectively implemented by the tutors while only a small number (22.91%) believe that tutors' are effectively implementing the preschool college curriculum. This data is captured in table 4.10.

Table 4.10 Learners' response and Curriculum implementation

Response	Frequency	Percent
Yes	25	29.1
No	57	66.3
Not sure	4	4.6
Total	86	100.0

A majority of the learners at 57 (66.3%) disagreed that curriculum was being effectively implemented while 4 were not sure.

4.5 Tutors' Attitudes Influencing Curriculum Implementation

One of the objectives of the research was to analyze the influence of tutors' attitudes on curriculum implementation. Indicators of Tutors' attitudes include positivity, motivation, passion, sustainability, Remuneration, compassion for their students, recognition and appreciation by society. The study attempted to measure all these indicators from tutors using the questionnaire. The learners were also interviewed on these aspects. The following were the data captured for each indicator of attitude:

Table 4.11 Tutors attitudes and Curriculum Implementation

Indicators	Agree	Not Sure	Disagree
1. Tutors' positive attitude towards Curriculum implementation	32(66.7%)	2(4.2%)	13(27.1%)
2. Tutors' motivation to implement Curriculum	15(31.3%)	4(8.3%)	20(41.7%)
3. Tutors' passion about curriculum	12(25.0%)	5(10.42%)	31(64.6%)
4. Tutors are not paid enough Remuneration	11(22.9%)	1(2.1%)	36 75.2%)
5. Tutors' feelings that society Appreciates them	14(29.1%)	1(2.1%)	33(68.8)

The findings of this aspect of the study reveal that majority of tutors have a positive attitude of preschool curriculum implementation with 68.8% of respondents either

strongly agreeing or agreeing. But so many factors contributed towards moderating this positivity, such as lack of motivation, inadequate societal recognition as well as issues of inadequate remuneration.

On the aspect of motivation, a majority of 60.5% of respondents either disagreed or strongly disagreed that tutors are motivated. The study found out that the aspect of motivation of tutors is therefore rejected. On the issue of tutors' passion towards curriculum implementation, a majority of 64.6% either disagreed or strongly disagreed that tutors are passionate about curriculum implementation. The results therefore show that tutors are not generally passionate about preschool curriculum implementation.

On the issue of tutor remuneration, a majority of 75% of the respondents either disagreed or strongly disagreed that tutor remuneration is adequate. The results therefore reveal that tutor remuneration is inadequate. On the issue of societal appreciation, a majority of 70.8% of respondents either disagreed or strongly disagreed that society appreciates preschool college tutors.

Table 4.12 Analysis of tutors' attitude in curriculum implementation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	6.117 ^a	8	.634
Likelihood Ratio	8.342	8	.500
Linear-by-Linear Association	.2711	.602	
N of valid Cases	48		

As seen from Table 4.12, the Pearson chi square was 6.117 associated with a significance of 0.634 that tutors' attitudes do not influence effective curriculum implementation. This significance exceeded our standard of 5% risk ($P < 0.05$), and therefore concluded that there is no significant relationship between tutors' attitude and effective curriculum implementation.

Pearson correlation was conducted to ascertain the relationship of tutors' positive attitude and effective curriculum implementation. The results were as follows:

Table 4.13 Relationship between tutors' positive attitude and curriculum implementation

Symmetric Measures		Asymp.	Std .Approx .	Approx
	Value	Error		T ^b Sig
Pearson Correlation	-.076	.162	.517	.608 ^c
Spearman's Correlation	-.084	.156	.574	.569 ^c
N of valid cases	48			

The correlation between tutors' attitudes and effective curriculum implementation has a significance of 0.608 which is greater than our margin of error of 0.05. Therefore the conclusion is drawn that tutors' attitude has no influence on curriculum implementation. The Spearman's significance of 0.156 reinforces this conclusion at $P > 0.05$.

These findings agree with a research conducted by Ogar and Ahwen (2015) which listed sixteen problems that tutors perceived to contribute to poor curriculum implementation, and ranked them according to their order of significance. While these tutors' attitude was not listed, four of its indicators were. These are insufficient motivation, laxity on the part of tutors, poor remuneration for tutors and lack of necessary competencies for curriculum implementation. The findings of this study also agree with another research by Igbokwe (2014) who found out that tutors have generally a positive attitude towards curriculum implementation and change and that tutors' attitudes were not the problem but, lack of training, instructional materials and facilities, co-operation, cultural influence, stress and poor incentives as the major barriers to the implementation of curriculum.

4.6 Professional Qualifications and Curriculum Implementation

The researcher examined the influence of tutors' professional qualification on curriculum implementation at Preschool colleges in Murang'a East Sub County, Murang'a County. Respondents were given a series of statements in this regard and were requested to rate their responses to them using the Likert Scale of 1-3 where 1 = Agree, 2 = was not sure and 3 = Disagree. The data was captured in Table 4.14.

Table 4.14 Professional Qualifications and Curriculum Implementation

Indicators	Agree	Not Sure	Disagree
1. Tutors with higher professional Qualifications implement Curriculum better	23(47.9%)	7 (14.5%)	18(37.5%)
2. Tutors who have achieved Higher professional grades implement the curriculum better	14(29.2%)	14(29.2%)	25(52.1%)
3. Prior professional training is Necessary to become an Effective preschool tutor	40(83.3%)	2(4.2%)	6(12.5%)
4. Tutors who have higher Professional qualifications are more likely to leave the teaching profession	28(58.3%)	5(10.4%)	15(31.3%)
5. Tutors' perceived arrogance Increases the more professionally qualified they are	20(41.7%)	9(18.8%)	19(39.5%)

Table 4.14 indicate that tutors with higher professional qualifications implement preschool curriculum more effectively than those with lower professional qualifications, with the respondents who strongly agreed with this assertion at 47.9% while those who disagreed with this statement standing at 33.4%. The findings in this section indicates that tutors with higher grades do not necessarily implement curriculum more effectively that those with lower grades. To establish the influence of professional qualification on academic implementation, a cross-tabulation analysis of the data was done. The results are captured in Table 4.15.

Table 4.15 Tutors' professional qualification in relation to curriculum implementation

	Rating of curriculum implementation				Total
	Very Good	Good	Fair	Poor	
Professional Qualification					
Masters	2	0	0	0	2
% within professional qualification	100	0.0	0	0	100
Bachelors	1	12	1	0	14
% within professional qualification	7.1	85.7	7.1	0	100
Diploma	0	7	15	0	22
% within professional qualification	0.0	31.8	68.2	0	100
Certificate	0	1	9	0	10
% within professional qualification	0.0	10.0	90.0	0	100
Total	3	20	25	0	48
% of Total	6.2	20	52.1	0	100

The findings revealed that respondents rating of effective curriculum implementation go hand with hand with their professional qualifications. Those with masters' degrees rated their curriculum implementation as very good at 100%, while majority of those with bachelors' degree rated their effective curriculum implementation good at 85.7%. Those with diploma rated their effective curriculum implementation fair at 68.2 while those with certificate rated their curriculum implementation fair at 90%.

Table 4.16 Analysis of tutors’ professional qualifications in curriculum implementation

	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	50.740 ^a	6	0.000
Likelihood Ratio	35.991	6	0.000
Linear-by Linear Association	23.761	1	0.000

As seen from Table 4.16, the Pearson chi square was 50.740 associated with a risk of 0.00% that there is no significant relationship between tutors’ professional qualifications on effective curriculum implementation. This is below our margin of error of 5% ($P > 0.05$), and therefore the study concluded that there is a significant influence between tutors’ professional qualification and effective curriculum implementation.

Pearson correlation was conducted to ascertain the relationship of tutors’ professional qualifications and effective curriculum implementation. The results were as follows.

Table 4.17 Relationship between tutors’ professional qualifications and curriculum implementation

Symmetric Measures		Asymp.	Std .Approx .	Approx
	Value	Error		T ^b Sig
Pearson Correlation	-.0711	.78	6.858	0.000 ^c
Spearman’s Correlation	-.685	.85	6.386	0.000 ^c
N of valid cases	48			

There was a strong positive correlation between tutors' professional qualification and effective curriculum implementation at 71.1%. The correlation between tutors' professional qualifications and effective curriculum implementation had a significance of 0.000 ($P > 0.05$) which was less than our margin of error of 0.05. Therefore the conclusion was drawn that tutors' professional qualification influenced effective curriculum implementation. The Spearman's correlation of 0.685 reinforces this conclusion at 0.000 ($P > 0.05$). The findings agreed with a plethora of studies that proved professional qualification goes hand in hand with successful curriculum implementation, such as those by Roux (2009) Kosgey (2011) and Bennet (2007) who all concluded that effective curriculum implementation goes hand in hand with tutor's professional qualification.

4.7 Gender and Curriculum Implementation

The third objective of the research was to establish the influence of tutors' gender on curriculum implementation at preschool colleges in Murang'a East Sub County, Murang'a County. Respondents were asked to react to various statements regarding issue of gender and rate their responses using the Likert Scale of 1-3 where 1 = agree, 2 = was not sure and 3 = Disagree. The following was the data captured:

Table 4.18 Gender and Curriculum Implementation

Indicators	Agree	Not Sure	Disagree
1. Preschool profession is Perceived to be a preserve of females	28(58.3%)	8(16.7%)	12(25.0%)
2. Women are better at Implementing The curriculum than men	26(54.2%)	3(6.3%)	19(39.6%)
3. Many males fear to Pursue the preschool Profession	31(64.6%)	2(4.2%)	15(31.2%)
4. Males are more likely to Abuse Students either Sexually or emotionally	13(27.1%)	10(20.1%)	25(52.8%)
5. Males who pursue preschool Education are only doing So to gain grades	20(41.7%)	9(18.8%)	19(39.5%)
6. Males are more likely To change profession From preschool tutors to other professions	21(43.8%)	10(20.1%)	17(35.1%)

The findings in this section indicate that majority of respondents either strongly agree or agree that preschool profession is perceived to be feminine at 58.3%. The findings of the study concerning the comment that “women are better at implementing the preschool college curriculum because of their maternal instincts” reveal that 54.1% of the respondents agree to this statement, on the aspect of male fear to pursue the preschool profession due to stereotypes

associated with the profession, 64.6% of the respondents agree with this statement. Male tutors pursue preschool training to gain grades but not for teaching purposes, 41.7% agreed to this statement and are likely to change profession in the future.

Table 4.19 Tutors’ gender in relation to curriculum implementation.

Rating of curriculum implementation	Very Good	Good	Fair	Poor	Total
Gender					
Males	2	5	5	0	12
% within gender	16.7	41.7	41.7	0	100.0
Females	1	15	20	0	36
% within gender	2.8	41.7	55.6	0	100.0
Total	3	20	25	0	48
% of Total	6.2	41.7	52.1	0	100.0

These findings revealed that 41.7% of the male tutors rated their curriculum implementation either as good or fair. Majority of female tutors also rated their curriculum implementation as fair at 55.6%. The research thus, carried a chi-square test on the data to determine further whether gender had any influence on curriculum implementation. The results are captured in Table 4.19.

Table 4.20 Analysis of tutors' gender in curriculum implementation

	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	3.111 ^a	2	0.211
Likelihood Ratio	2.652	2	0.266
Linear-by-Linear Association	1.822	1	0.177

As seen from Table 4.20, the Pearson chi square was 3.111 associated with a risk of 21.1% that there is no significant difference between tutors' gender on effective curriculum implementation. This exceeded our standard of 5% risk ($P > 0.05$), and therefore the study cannot conclude that there is any significance between tutors' gender and effective curriculum implementation. To reinforce this conclusion, the study carried out a correlation analysis on the data.

Pearson correlation was conducted to ascertain the relationship of tutors' gender and effective curriculum implementation. The results were as follows:

Table 4.21 Relationship between tutors' gender and curriculum implementation

Symmetric Measures	Value	Asymp. Error	Std .Approx .	Approx T ^b Sig
Pearson Correlation	0.197	0.155	1.362	0.180 ^c
Spearman's Correlation	0.166	0.151	1.145	0.258 ^c
N of valid cases	48			

There was a weak positive correlation between tutors' gender and effective curriculum implementation at 19.7%. The correlation between tutors' gender and effective curriculum implementation had a significance of 0.180 ($P > 0.05$) which was greater than our margin of error of 0.05. Therefore the conclusion was drawn that tutors' gender did not influence effective curriculum implementation. The Spearman's correlation of 0.166 reinforces this conclusion at 0.000 ($P > 0.05$). The findings agree with many other studies which had pointed out that teaching profession is almost a feminine career, where males make up approximately one quarter of the teaching service (Joseph, 2015). This study is not alone in making this conclusion. Statistics from Australia show that only about two percent of males make up the early childhood profession (Demopoulos, 2012). A study in New Zealand found out that less than one percent of early childhood educators are men (Williams, 2009). In United States and Canada the case is also the same (Martin & Luth, 2000).

4.8 Tutors Experience and Curriculum Implementation

The research also sought to study the relationship between tutors' experience and effective curriculum implementation. Aspects of experience and its indicators were measured. Tutors were asked to respond to several comments about this issue and indicate their responses on a Likert Scale of 1 to 3 where 1 was agree, 2 was not sure and 3 was disagree. The data was captured in table 4.22.

Table 4.22 Tutors Experience and Curriculum Implementation

Indicators	Agree	Not Sure	Disagree
1. Tutors with more experience Are more likely to implement Preschool Curriculum effectively	29(60.4%)	5(10.4%)	14(29.2%)
2. Tutors with more experience Are more Passionate about Curriculum Implementation	15(31.3%)	6(12.5%)	27(56.3%)
3. More Experienced tutors Engage in further research than Those with less experience	24(50.0%)	6(12.5%)	18(37.5%)
4. Experienced tutors are more Skillful in Modern technology	20(41.7)	7(14.6%)	21(43.7%)
5. Experience is more significant After five years	25(52.1%)	5(10.4%)	18(37.5%)

Tutors with more experience are effective curriculum implementers 60.4% agreed with this statement. More experienced tutors engaged in further studies than the less experienced tutors, 50.1% of the respondents agreed with this statement. On the aspect of more experienced tutors being more skillful in modern technology, majority of tutors at 41.7% agreed with this statement. Experience is more significant up to five years with 52.1% of the tutor respondents who agreed with this assertion and after 5 years the experience flatten.

The findings of this section of the study objective reveal that there are dissimilarities between the variables under study. It revealed that tutors with more experience are more effective curriculum implementers at 60.4%, yet tutors with

more experience are not more passionate about curriculum implementation at 56.3%. Tutors with more experience engage in further research more than those with less experience at 50.1% yet tutors with more experience are not more skilful in modern technologies at 43.8%. Experience up to five years is more significant at 52.1% agreeing with the findings of most studies such as (Pennington, 2013) who states that experience and effectiveness are linear and experience is significant up to five years.

Table 4.23 Tutors’ experience in relation to curriculum implementation

Rating of curriculum implementation	Very Good	Good	Fair	Poor	Total
Tutors’ Professional Experience					
Less than 1 Year	0	0	7	0	7
% within professional experience	0	0	100	0	100.0
1-3 years	0	1	8	0	9
% within professional experience	0	11.1	88.9	0	100.0
4-5 years	1	5	5	0	11
% within professional experience	9.1	45.5	45.4	0	100.0
Above 5 Years	2	14	5	0	21
% within professional experience	9.5	66.7	23.8	0	100.0
Total	3	20	25	0	48
% of Total	6.2	41.7	52.1	0	100.0

These findings revealed that majority of tutors with experience above 5 years rated their curriculum implementation either as good at 66.7%. Tutors with 4-5 years’ experience rated their curriculum implementation as good or fair at 45.5%.

Majority of those with 1-3 years rated their curriculum implementation as fair at 88.9% while 100% of those with less than 1 years' experience rated themselves as fair. The research thus, carried a chi-square test on the data to determine further whether professional experience had any influence on curriculum implementation. The results are captured in Table 4.24.

Table 4.24 Analysis of tutors' professional experience in curriculum implementation

	Value	df	Asymp. Sig (2-sided)
Pearson Chi-Square	18.366 ^a	6	0 .005
Likelihood Ratio	22.317	6	0.001
Linear-by Linear Association	14.811	6	0.000
No Of valid cases	48		

As seen from Table 4.24, the Pearson chi square was 18.366 associated with a risk of 0.005 that there is no significant relationship between tutors' professional experience and effective curriculum implementation. This is far less than our margin of error of 5% ($P > 0.05$), and therefore the study concluded that tutors' professional experience is significance on effective curriculum implementation. To reinforce this conclusion, the study carried out a correlation analysis on the data as reflected in Table 4.25.

Table 4.25 Relationship between tutors' professional experience and curriculum implementation

Symmetric Measures		Asymp.	Std.Approx.	Approx
	Value	Error		T ^b Sig
Pearson Correlation	0.561	0.84	4.601	0.000 ^c
Spearman's Correlation	0.585	0.98	4.895	0.000 ^c
N of valid cases	48			

Pearson correlation was conducted to ascertain the relationship of tutors' professional experience in effective curriculum implementation. The correlation between tutors professional experience and effective curriculum implementation is at 0.561 (spearman's correlation coefficient = 0.585) and is significant at 0.000 (P>0.05).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, and recommendations by the researcher and areas of further research.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of tutor characteristics on curriculum implementation in preschool colleges in Murang'a East Sub County, Murang'a County. Four research objectives were developed from which research questions were drawn to be answered by the study. Related literature to the study objectives was reviewed. A theoretical and conceptual framework was provided. The study used descriptive research design. The study target population was all the 48 the tutors and 109 learners in all the 8 pre-school colleges in Murang'a East Sub-County. Questionnaires for preschool college tutors as well as interview schedules for learners were used to collect data on the independent and dependent variables. Expert opinion and assessment of the instruments' validity was sought. Split half reliability testing method was used to test the reliability of the data collection instruments.

The first objective was to determine the influence of tutors' attitudes on curriculum implementation. It was established that majority of respondents had positive attitudes towards curriculum implementation at 41.7% (N=48). The correlation between tutors' attitudes and effective curriculum implementation has a significance of 0.608 which is greater than the margin of error of 0.05. Therefore the conclusion is drawn that tutors' attitude has no influence on curriculum implementation. Therefore it was concluded that although tutors have positive attitudes, other factors served to negate this aspect leaving any benefit on curriculum implementation that may have accrued out of the positive attitude redundant.

The second objective was to examine the influence of tutors' professional qualifications on curriculum implementation. It was established that there was a strong positive correlation between tutors' professional qualification and effective curriculum implementation at 71.1%. The correlation between tutors' professional qualifications and effective curriculum implementation was a significance of 0.000 ($P < 0.05$) which was less than our margin of error of 0.05. Therefore the study established that tutors' professional qualification influenced effective curriculum implementation.

The third objective was to establish the influence of tutors' gender on curriculum implementation. While the study established that preschool profession is perceived to be the preserve of females at 29.2% (N=48) and also that female tutors dominated the preschool profession with the population of female tutors being 75.0% (n=48), the study established that was a weak positive correlation between tutors' gender and effective curriculum implementation at 0.197. The correlation between tutors' gender and effective curriculum implementation had a significance of 0.180 ($P > 0.05$) which was greater than the study's margin of error of 0.05. Thus the null hypothesis is accepted.

On the question of experience, respondents agree that more experienced tutors implement preschool curriculum better at 39.6% (N=48) while at the same time disagree that more experienced tutors are more passionate about curriculum implementation at 31.3% (N=48). The findings established that there was a strong correlation between tutors professional experience and effective curriculum implementation at 0.561 (spearman's correlation coefficient = 0.585) and was significant at 0.000 ($P > 0.05$).

5.3 Conclusions

This section presents the conclusion of the findings of the study according to the research objectives. The study concluded that tutors' attitudes do not influence curriculum implementation in pre-school colleges. The study also concluded that

pre-school college tutors' professional qualification has a great influence on effective curriculum implementation. The study concluded that gender of tutors has no influence on curriculum implementation in pre-school colleges, but it concluded that tutors' experience has an influence on curriculum implementation in pre-school colleges.

5.4 Recommendations

The following recommendations are hereby suggested:

- i. Tutors' attitudes play an important part in successful curriculum implementation because they can influence learning process. The study recommends that the government ensures that tutors are properly motivated and their pay be increased to ensure retention and proper motivation.
- ii. The Ministry of Education, Science and Technology should policies are made to ensure that even private colleges pay their tutors enough remuneration and other incentives to encourage them to stick to the teaching profession and stop the practice of tutors taking preschool college teaching as a stop gap measure until they find a more rewarding profession.
- iii. The study recommends that the government and other educational stake holders promote continuous tutor development through in service and pre service training programs.

- iv. The study also recommends that preschool college tutors ensure that they have a proper academic and be professional qualifications.
- v. It is recommended for the government and other stakeholders to start campaigns to remove the stigma attached to males' participation in preschool profession.

5.5 Suggestions for Further Research

The study suggests further research in the following areas:

- i. This study should be replicated to a wider population of pre-schools colleges nationally and compare the findings.
- ii. Further research should be done to other factors apart from tutor characteristics that influence curriculum implementation in preschool colleges, such as the influence of culture on motivation of tutors in preschool colleges.
- iii. Further research should be carried out to identify implementation methods that could be effective in improving curriculum performance in preschool colleges in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi
P.O. Box 30197-00100,
Nairobi.

22nd April, 2017

Dear Sir/Madam,

RE; DATA COLLECTION

I am a student at University of Nairobi pursuing Post graduate studies. I am currently conducting a research on “Tutor Characteristics influencing Curriculum Implementation in Murang’a East Sub County, Murang’a County”. This research is being done purely for academic purposes.

I would therefore like you to allow me gather data from your institution. I guarantee that all the information gathered in the course of this research will be used for research purpose only and will not be used on anything else apart from this research only.

I look forward to your support in gathering data from your institution.

Thank you.

Yours faithfully,

Mwangi Patrick Ndegwa

APPENDIX II: QUESTIONNAIRE FOR TUTORS

SECTION A: DEMOGRAPHIC INFORMATION

1. Which is your gender?

Female

Male

2. What is your age?

Under 25 years

Between 25-35 years

Between 35 – 55 years

Above 55 years

3. What is the category of the institution where you teach?

Public

Private

Community owned

Church owned

NGO owned

4. What is your highest professional qualification?

Certificate

Diploma

Degree

Post graduate degree

5. As a preschool college tutor, what is your self-assessment on effectively implementation of the pre-school college curriculum?

Very Good

Good

Fair

Poor

6. Generally, what is your response to the statement “Tutors effectively implement pre-school college curriculum?”

Agree

Not Sure

Disagree

**SECTION B: TUTORS’ ATTITUDES TOWARDS PRESCHOOL
EDUCATION**

The following statements are made to determine the influence of attitude on curriculum implementation. Please tick (✓) the appropriate response to show whether they truly describe you or what you know. (1 = agree, 2 =Not Sure; 3 =Disagree,

	STATEMENT	1	2	3
1.	I have positive attitudes towards successful curriculum implementation.			
2.	I believe society does not recognize the importance of our profession			
3.	I do not care whether the preschool college curriculum is implemented or not.			
4.	I am only in the job as I await better prospects in other professions.			
5.	I intend to pursue further studies in order to escape the work of teaching in these colleges			
6.	Our pay is not commensurate to our profession			
7.	I entered the profession for lack of better alternatives			
8.	I do not really care whether my students pass their final exams or not			
9.	Tutor's with more work experience are more likely to implement the college curriculum better than those with less experience			
10.	Older tutors who have worked for many years are less passionate about implementing the curriculum than young upcoming tutors with less experience			
11.	More experienced tutors do not usually engage in further research and innovation and are usually stuck in the old fashioned way of implementing the curriculum.			
12.	More experienced tutors are not skillful in modern technology usage, and are conservative in their outlook			
13.	Experience is usually significant up to five years but after that it does not matter so much.			

14.	Preschool profession is perceived to be a preserve of females and women are better at implementing the curriculum than men because of their maternal instincts.			
15.	Many males fear to pursue the preschool profession due to stereotypes associated with this profession			
16.	Males are more likely to abuse their students either sexually or emotionally			
17.	Males who pursue preschool education training are only doing so to gain grades but not to have no intention to pursue the profession			
18.	Males are more likely to change professions from preschool tutors to other professions			
19.	Tutors who have achieved better professional grades implement the curriculum better than those with lower levels of professional grades			
20.	Tutors who have higher professional qualifications implement curriculums better than those with lower professional qualifications			
21.	Prior professional training is not necessary for one to become a preschool tutor			
22.	Tutors who have higher professional qualifications are more liable to leave the teaching and pursue administration work than those with lower professional training			
23.	Curriculum implementation in preschool colleges is affected by tutors' perceived arrogance the more professionally qualified they are.			

Thank you for your assistance.

APPENDIX III: INTERVIEW SCHEDULE FOR PRESCHOOL TRAINEE

TEACHERS

This interview aims at collecting information about tutor characteristics influencing curriculum implementation in preschool colleges in Murang'a East Sub County. The information you will provide will be held with total confidentiality. Please give honest answers.

1. Do Tutors' effectively implement the preschool college curriculum?
2. Does the gender of your tutors have influence on effective curriculum implementation?
3. What is your age?
 - Under 18 years
 - Between 19-25 years
 - Between 26 – 35 years
 - Above 36 years
4. Does the professional qualification of the tutor have any influence on the effective implementation of preschool college curriculum?
5. Do your tutors have positive attitude towards effective implementation of the curriculum?
6. Are female tutors better curriculum implementers than their male counterparts?
7. Do your tutors sexually or emotionally harass learners in preschool colleges?
8. What was your KCSE grade?
9. Do the older more experienced tutors effectively implement the preschool college curriculum

APPENDIX IV: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/17/41670/17905**

Date: **6th July, 2017**

Patrick Ndegwa Mwangi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Tutor characteristic influencing curriculum implementation in pre school colleges in Muranga East Sub County, Muranga County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for the period ending **6th July, 2018.**

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

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


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

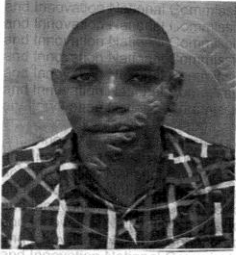
The County Commissioner
Murang’a County.



The County Director of Education
Murang’a County.


APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. PATRICK NDEGWA MWANGI
of UNIVERSITY OF NAIROBI, 509-10200
MURANG'A, has been permitted to
conduct research in Muranga County
on the topic: TUTOR CHARACTERISTIC
INFLUENCING CURRICULUM
IMPLEMENTATION IN PRE SCHOOL
COLLEGES IN MURANGA EAST SUB
COUNTY, MURANGA COUNTY KENYA
for the period ending:
6th July, 2018


Director General
National Commission for Science,
Technology & Innovation



Applicant's Signature


REPUBLIC OF KENYA
National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
Serial No. A 14748
CONDITIONS: see back page

CONDITIONS

1. The License is valid for the proposed research research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

APPENDIX VI: MAP OF MURANG'A EAST SUB COUNTY, MURANGA COUNTY

