

**FACTORS AFFECTING THE IMPLEMENTATION OF EARLY
CHILDHOOD DEVELOPMENT (ECD)**

CURRICULUM IN WINAM DIVISION, KISUMU EAST DISTRICT

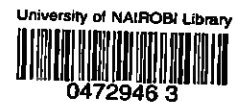
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Declaration


This is my own original work and has not been submitted for the award of Diploma in any other institution of higher learning.

Sign.......... Date.....20.6.2009.....

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This project has been submitted with my approval as the supervisor

..... Date.....20.6.2009.....

Shililu M. K

Dedication

To my daughter Celilia Namali who is a spring of Joy to me.

Acknowledgements

This study has been successfully accomplished as a result of the tireless efforts made by my supervisor, Mr. M.K Shililu. I thank him most sincerely for his relentless contribution.

I am also grateful to all my colleagues and friends who constantly encouraged, supported me both financially and morally and ^even praying for me.

I also owe my gratitude to Worldview Computer Options staff who tirelessly invested and shared their professional skills in typing and printing my work to make it what it is.

My parents, brothers, sisters and the whole family who gave me love and encouragement while doing the work. I say, thank you.

All in all many people have contributed either directly or indirectly towards the final product of this project. I wish to pass my gratitude sincerely to personal efforts.

Above all, thank you God the almighty for the gift of life and the blessing of peace and strength that made me achieve everything I intended to.

God bless you all.

Abstract

It is no doubt that the level of preparedness of the ECD children for transition to the primary school i.e. to standards one definitely depends on how effective and intensive the curriculum has been implemented. Before its implementation, the curriculum planning process is expected to among other issues factor the participation of teachers as the key role players during the implementation stage. It is clearly evident that lack of involvement of teachers in this process render the crucial implementing stage a total failure was therefore to determine the factors that affect the implementation of the ECD curriculum.

The study was conducted in Winam Division, Kisumu municipality and involved 120 parents, and 20 teachers from 20 pre-schools in the zone. Data was collected using Questionnaires for teachers and through personal interviews with the parents. Frequency distribution tables, figures, bar graphs and percentages were used to analyze and present the data. The study revealed that the most important factor that affected the implementation of the ECD curriculum was the lack of involving teachers in the planning process of the curriculum which made them lack the will and ability to implement a curriculum content that they felt had been imposed on them.

Other factors were found to include the school's capacity to receive and accommodate the curriculum in terms of its infrastructure and administrative set up that included the academic and professional backgrounds of their teachers. Support services from parents and other stakeholders such as physical facilities, teaching, learning materials were also a factor that affecting curriculum implementation.

On the basis of the findings the researcher recommends that teachers be involved intensively during the curriculum planning process, so as to provide them with a background on what to implement including how and when to implement.

It also recommended that schools be quipped with all the facilities such as teaching/learning materials to enable them have the capacity to implement the curriculum.

A further study is recommended to include finding out specifically the level and role of involving teachers in the whole process of curriculum planning.

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CHAPTER ONE

INTRODUCTION

1.1 Background information

According to centre for educational research and innovation (CERI, 1975) Curriculum from a broader perspective can be defined as a combination classroom and out of classroom activities carried out under the aegis of a school response to societal demands .In simple terms, it is the sum total of the syllabuses of the school and also what examiners require teachers to emphasize in their teaching.

Since planning of a curriculum is a process it involves other stages before it is implemented and this includes: - Designing, developing and innovating the curriculum with each stage involving different stakeholders with who are meant to achieve different objectives of each stage of the curriculum planning.

However, the implementation process has got teachers as the major role players because they have the responsibility of initiating developing and directing the public learning.

Beauchamp (1975) notes that the necessary pre-requisite for curriculum implementation is the commitment by teachers to use the curriculum as a point of departure for development of instructional strategies. He further notes that the implementation is facilitated if the teachers who are to use the curriculum participate in the planning.

Pre-school curriculum therefore must provide an environment through which the children have to satisfactorily go through school activities that stimulate their mental, physical, social, emotional and moral development. To effectively undertake this, teachers need to understand the importance of involving parents in their activities and provide financial and material support necessarily for their curriculum.

The pre-school curriculum includes the following as part of their activities that provide the relevant learning environment.

- Out door and physical activities which contribute tremendously to the mental, physical, social, emotional and creative growth of the child. These activities include skipping, walking forwards, kicking and bouncing balls, swinging and slidings all intended to help children acquire a sense of responsibility and cooperation as they keep and care for play materials.
- Language activities which are important for communication, expressing our ideas, feelings, excitement, amusement and disappointment. These activities include: - story telling, writing patterns, scribbling.
- Creative activities that comprises of Art and Craft which is medium of communication through which a child tries to express herself

These activities have the objective of developing the creative talent and also realize the importance of providing opportunities for children to express themselves. Creative activities including painting, pasting, drawing, modelling, weaving and cutting.

The above state activities which serve as part of the pre-school curriculum that is implemented by the ECD teachers who organize and manage the activities is geared to realizing the overall objectives of per-school education which include:-

- Providing informal education geared towards developing the child's mental capabilities and his physical growth.
- Making it possible for the child to enjoy living and learning through play
- To enable the child to appreciate his cultural background and customs
- Fostering the spiritual and moral growth of the child.
- To develop the child's imagination, self reliance and thinking skills.

- To enable the child build good habits for effective living as an individual and a member of a group

To effectively achieve these objectives through the activities required, ECD teachers require appropriate and relevant training to be able to handle a new programme. In addition; they need guidance, sympathy and encouragement that will motivate them to deliver their services efficiently.

The degree to which teachers lack commitment to the curriculum that has been planned constitutes a potential barrier to curriculum implementation. Teachers may feel that the curriculum is too rigid or that the materials for instruction including textbooks are not available to implement the curriculum properly.

For the curriculum implementation to be effective, it requires continuous support from all the stakeholders which may be realized through support services, some of which may include:-

- The development of training programmes for the key personnel in the implementation process.
- The establishment of local centres, peripheral to the central office where educational personnel can converge in seminars and workshops to discuss and improve the new curriculum.
- The development of proposals for case studies that can provide useful information for the improvement of the curriculum.
- Providing staff with materials, whose utilization can be discussed in relation to the implementation process.

1.2 Statement of the problem

Pre-school education happens to be the foundation of anyone's educational background as it provides a platform through which the future of the learner's academic performance relies upon. It also plays a crucial role in achieving the overall goals of education which include fostering a sense of national unity, providing national development , promoting social equity, respecting and develop varied cultures of the country and fostering positive attitude towards other countries.

It becomes very difficult if not impossible to achieve the above stated objectives of education when there exists no conducive environment through which the learners can successfully utilize to achieve them. This enabling environment for the children include among other things a curriculum that is well designed ,developed and innovated before it is implemented and evaluated by the teachers

Most of the pre-schools, specifically in Winam Division, Kisumu Municipality have found it difficult to achieve their pre-school objectives that enables the pupils go through a successful transition as a result of adequate preparation at ECD level .The primary school teachers have always associated the poor results witnessed from the children in primary level to lack of adequate preparation at the ECD.In response to these allegations, the ECD teachers have accepted the blame but pointed

1.3 Objectives of the study

The main purpose of conducting this research was to investigate the factors affecting the implementation of ECD curriculum in Winam Division, Kisumu Municipality with the view of achieving the following objectives:-

- To find out the role played by teachers in implementing the curriculum
- To find out challenges posed by poverty in implementing the curriculum

- To find out other challenges encountered by teachers in implementing the curriculum.
- To find out how teachers cope up with the challenges encountered.

1.4 Research Questions

- What is the role of teachers in implementing the curriculum
- How does poverty affect the implementation of ECD curriculum
- What other challenges are encountered by teachers in curriculum implementation
- How do teachers cope up with the challenges encountered

1.5 Significance of the study

The findings of this research will be of great importance to the ECD centres and teachers as it will identify and provide ways through which the curriculum can be effectively implemented

The research will also enable the Ministry through NACECE and DICECE programmes to realize the importance of involving teachers in the process of planning the curriculum by enabling them to participate in the whole process.

The study will enable the pupils especially learners at ECD centres go through a successful transition to standard one after having been adequately prepared at the ECD level as a result of a well implemented curriculum.

The study will also be useful to teachers as it suggests their vital role played in the curriculum implementation hence their participation acts as a motivation towards their duty.

1.6 Delimitations and limitations

This study was conducted in Winam Division of Kisumu Municipality. It involved ECD teachers who provided their suggestions on how poverty had contributed in affecting the implementation of ECE curriculum including how they had personally been affected with the

poverty and also how they were coping up with the challenges encountered .The researcher chose to conduct. This study was done in Winam Division, Kisumu Municipality because the researcher happens to be a teacher in one of the ECD centres and also very much familiar with the background of the area since she is a resident of Winam Division.

However this study was limited to a zonal level due to adequate time and finances to facilitate the research on more large scale, preferably at the provincial level.

1.7 Assumptions of the study

The study was based on the following assumptions

- Teachers have got no role to play in curriculum implementation
- Parent involvement in ECE programme is not affected by poverty
- Teachers cannot cope up with the challenges they encounter
- Factors affecting the implementation of ECE curriculum cannot be caused by poverty.

1.8 Definitions of operational terms

ECE: Early Childhood Educational

Poverty: A condition / state in which one or an individual lacks the accessibility and affordability of basic human needs

Nutrition: It is the reception of food nutrients required by our body for physical growth and development.

NACECE: National Centre for Early Childhood Education

Implement Make something / plan workable or put it into practice

Familiar: Well aware of or well known either for a place or an individual

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Pre-school education plays a very vital role in everyone's future academic profile since it provides the platform and grounds on which a solid and efficient academic background is sourced throughout one's generation.

It is therefore imperative that learners at this level who are mainly aged (0-6years) be provided with an enabling environment that will facilitate a successful learning process hence assisting them adequately exploit all their childhood potential to the fullest. The emergence of pre-schools during the colonial environment brought a new dawn for African children who had been looked down upon and neglected by the existed system such that they could at least socialize and enjoy play with themselves as their parents laboured on their masters farms.

This development increased even further especially after gaining independence with the government recognizing and appreciating the need for pre-school education which resulted to its involvement in ECD management through the ministry of education which was charged with several responsibilities that included; Registration of pre-schools, supervision and inspection of pre-schools training of teachers and supervisors, curriculum, development, formulating policy guidelines, Advisory services and issuing professional certificates.

The government involvement also gave birth to government institutions such as Kenya Institute of Education (K.I.E) which through National centre for early childhood education (NACECE) is responsible for the development of syllabuses and other pre-school curriculum materials to be used at National level both at training and also at pre-school.

The planning and development of pre-school curriculum is mainly the responsibility of the Kenya institute of Education through decentralized institutions of NACECE and DICECE at

the district level. These bodies are expected to involve all the relevant stakeholders who include teachers in planning the curriculum before it's implemented at the ECD level. K.I.E also provides professional support and guidance required in pre-schools.

2.2 Preparedness of ECD teachers

This is the ability possessed by teachers in terms of their academic and professional qualifications and also the teaching experience they have acquired in their duties as ECD teachers. PDE report (1999) noted that poor curriculum implementation was characterized by poor and inadequate preparations by the ECD teachers who played an important role in the implementation process.

In this findings on transition studies Mwaura's (2001) noted that both pre-school and lower primary had the least qualified teachers academically and mostly these were women. He also noted that 89% of pre-school teachers had never entered standard one and finally there were no joint activities between pre-school and primary school children hence making transition very difficult.

Out of the over 1,600 pre-school teachers in the country majority at them have completed primary school education. A few of them have had only a few years of secondary education. Today however there are very few pre-school teachers who have completed secondary education. Over 75% of them have not trained ones have attended courses of varying duration, approach, content and quality.

According NACECE (1999) the untrained teachers lack skills necessary for effective teaching at pre-school level hence not being able to effectively implement the pre-school curriculum.

Due to their lack of professional training the teachers are not able to plan activities based on definite goals and objectives, they are unable to plan and organize activities systematically,

they do not provide suitable materials for learning and play, they also lack the techniques of mobilizing parents and the local communities in order to improve the services for the child. Hence the teachers need to be trained and to be given professional support which will make them more effective in their work.

Untrained teachers are expected to undertake either of the in-service or pre-service training programmes that will help them access the skills and knowledge hence being prepared to implement the curriculum effectively.

2.3 Involvement of parents in ECD

Parents are major stakeholders in ECD management as they play a very vital role in terms of material and support. However, their level of involvement determines the effectiveness and success of the centres such that for teachers to effectively implement the curriculum, they require the support from different quarters who include ECD parents.

Thompson (2005) on her children television programme 'club Kiboko' noted that pre-schools who receive maximum support from the parents due to their positive attitude towards ECD programmes have successfully achieved their objectives through effective implementation of the curriculum. She notes that parents of these ECD centres provide the necessary assistance which included, adequately paying the required fees, motivating the teachers by paying them well. Providing teaching and learning materials e.g. books, chants, balls, desks, desks, pencils as prescribed by the curriculum so that the teachers can have easy accessibility to the required curriculum materials.

This is contrary to pre-schools where parents attitude towards the ECD programme is poor thus they don't adequately support the difficult for the teachers to implement the curriculum successfully due to lack of curriculum materials and facilities.

2.4 The feeding programme

Professor Oniang'o (1988) notes that children need to eat frequently as possible. The further puts that a pre-school child should be rushed when he/she is eating. It is important that he/she eats enough and have his own share since she cannot complete with other children.

Food as a basic human need is very essential and especially to children, it provides and contributes to proper health and development of their physical and mental abilities.

Children at ECD level are active and still undergoing rapid physical and mental growth thus they require balanced diet which should be given at correct times.

According to Psychologist Freud (1975) the early experiences of a child plays a significant role in personality development in terms of how they carry themselves during these periods.

Piaget (1971) in his theory of cognate development its through proper feeding programmes that the brain of learners will develop properly thus have proper mental development.

Feeding programmes in pre-schools have also played a major role in terms of enabling the teachers implementing the curriculum successfully such that it influences the children's attitude towards the school and the teachers thus making them available with a concentrating mind to what teacher is expecting in class.

Feeding programmes also provides the ability for the children to actively participate in outdoor activities which including physical activities that can only be effectively implemented by the good teachers when the children have a physical growth & development.

2.5 Poverty

Education is one of the basic human needs that has been always influenced by poverty in terms of its accessibility and affordability. Despite the governments' efforts to initiate the free primary education so as to make education accessible and affordable by thousands of children from poor family backgrounds, it has always been challenged by the fact that the same

parents have to meet the costs of taking their children through ECD level which is not included in the FPE programme. Children from poor families with whose parents cannot afford the basic needs required e.g. food, clothing and shelter are affected do not recognize the importance of ECD education at the same time. This situation is proportional to the end results witnessed in the future stages of the children's education.

Ministry of education through the minister while releasing K.C.P.E results (2005) noted that there was increased poor performances in arid areas which are mostly poverty stricken as compared to schools located in fertile places where the standards of living are above the poverty level.

The report also noted that private schools had performed much better than public schools a situation that was associated to the facilities available in these schools and the support provided by the financially stable hence facilitate and contribute positively to the schools especially at the ECD level.

Poor parents will not adequately support the ECD programmes adequately due to their financial instability that is mostly caused by lack of a stable income, lack of employment, poor living conditions making them unable to provide their children and their teachers with teaching and learning materials that will assist in curriculum implementation.

2.6 Children's needs

UNICEF (2002) at the world conference held in Montréal, Canada emphasized on the needs of children at their early stages of life so as to develop satisfied individuals in terms of their personality and character.

Besides Education, children need to play, they need love and affection, they need food well balanced, understanding and security from their parents and general surroundings. Other social needs of developed include self image, independence, Confidence and responsibility. Teachers are one among those charged with the responsibility of ensuring that the children satisfactory meet their needs by providing an enabling environment through which the above stated needs of children can be met with one of the ways is through pre-school curriculum which provides activities and guidelines that can enable the teacher assist the learner in achieving his/her objectives in relation to his needs.

2.7 The pre-school curriculum

The existing curriculum is ^{diverse}~~electric~~ in nature such that it's based on theories of various education philosophers. This includes:

- John pestallozi (1746-1825) whose theory underscored the importance of the role of parents and the entire family in promoting the child education. It also emphasized learning based on child's ability.
- Fredrick Troebel based his argument on the child's growth and development. He also underscored the importance of play while teaching children.
- John Dewery (1850-1952) Also had his contribution to the current curriculum for ECD children which was brought out in two ways i.e. the project method and the child centered approach. He said that learning should be chosen according to the child's interest and ability.
- Maria Montessori (1870-1952) like Froebel saw the importance of play in the process of learning. She emphasized on the use of concecretae materials, which should be collected from the child's environment. The contribution of the above philosophers formed the

basis of ECD curriculum that is in place today. This curriculum is implemented in two ways thus the teaching method which include

- Play as a method of teaching which emphasizes on the development of muscles and coordination. This is done and applied in all activities both indoor and outdoor free choice activity.
- Thematic approach is a method of teaching points out to operation of one theme in all activity areas of ECD. The above theories revolve around. The child's interest which is certainly on practical work and play. This therefore implies that certain issues may not be brought out if the child or children are not interested in making it to be insufficient in terms of a whole developed child.

There also exists a row between the primary school teachers and their colleagues at ECD for not adequately preparing the children in order to enable them successfully undergo their transition to standard one, while the ECD teachers accuse their colleagues in primary school of not having any implemented and further, they accuse them for being unable to facilitate a smooth transition of the children to standard one. This row between the teachers often hinders the implementation of both the curriculums.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the researcher attempts to give a description of design and methods he employed and utilized in collecting the information from the field. These methods included specific subtopics beginning with the research design, the study population, sample size, sampling procedures, research instruments, Data collection procedures and the plan for data analysis.

3.2 Research Design

This is the plan used to investigate a given problem and also states the methods to be utilized in collecting data and how the eventual analysis of the gathered information is done. This study undertook a descriptive survey. According to Malusu (1997) this is a design that tries to explain and give accurate accounts of a given condition or situation. Further more it allows for the use of questionnaires and interviews in collecting data.

3.3 Study locale

This was conducted in Winam Division, Kisumu Municipality. The zone of agricultural area with a high population due to reliable rainfall and fertile soil. The area was chosen for study because the researcher is resident and also turns to be a teacher in one of the ECD centres in the zone hence she was keen on matters relating to Early Childhood Education

3.4 Target Population

The zone has (20) public ECD centres attached to primary schools and (5) private centres .The public ECD centres had thirty five (35) ECD teachers while private centres had fifteen (15) teachers the total number of parents in both private and public ECD centres was 120.They were all involved in the study as they played a very important role in the management of the centres. Enabling to be in a better position of understanding the factors that affect the implementation of the curriculum.

3.5 Sample size

The sample population of this study consisted of eight (8) public ECD centres and two (2) private ECD centres which each centre represented by two (2) teachers. Thus making total of twenty (20) teachers which was 40% of the targeted population .In addition (30) thirty ECD parents both from the public and private centres were sampled out which was 25% of the total population.

Most of the parents were old enough to provide enough information on the implementation of the curriculum and how it is affected since they had children who had undergone the system for a long period.

3.6 Sampling procedures

The researcher employer a simple random sampling procedure to arrive at the ten (10) ECD centres. The names of the 25 schools were written on small pieces of paper and folded, then put into a container after which it was shaken then the researcher picked each piece at a time with the name of the school appearing on the picked paper was involved in the study. Teachers from the selected schools formed the study sample where there were only two members of staff, all were purposefully chosen as they qualified automatically and incase of

more than two members, then a simple random sampling method was used as applied to the schools to come up with a sample size of 20 teachers. The simple random sampling procedure was also used to come up with the 30 parents involved in the study whereby all the names of the 120 parents were written on small pieces of paper and put in a container and shaken after which the researcher randomly picked one name included in the study.

3.7 Data collection instruments

This study made use of the questionnaire and interview schedules to collect data from the respondents. Kerlinger (1977) notes that informants are free to offer information on a questionnaire as they are assured of their anonymity.

The questionnaire was meant for the ECD teachers and parents and it sought information about their personal details which included age, gender, academic and professional experience and qualifications and the factors affecting the implementation OF ECD curriculum.

The instrument (questionnaire) had both open and closed ended questions .The questions were meant to solicit specific information about certain aspects and also to allow them to be free to express themselves on a wide range of data within the limited time. The researcher used interview schedules to collect data from the parents and teachers in-charge. I. E. The chairpersons of the various ECD centres and teachers in charge of the ECD centres who were also part of the sample population.

The interview sought information about the challenges encountered by teachers and how poverty had affected parents in implementing the curriculum and how they cope up with these challenges. These was done to counter check and confirm with data collected using the questionnaires .The questionnaire was advantageous because it provided an opportunity for further explanation of the facts given.

3.8 Validity of the instruments

Through the assistance ^{of colleagues and supervisor} we in cross checking ^{ed} the items in relation to the study objectives for which they were to achieve, I was able to confirm the validity of the instruments. The researcher also requested the help of supervisor who confirmed that the instruments were corresponding to the objectives of the study.

3.9 Piloting

One of the ECD schools in the zone which was not among the sampled ones was identified and used to try out the instruments before the actual data collection. The exercise was done in order to test the suitability of the instruments. The recommendations given were used to improve on any weaknesses noted.

3.10 Administration of Research instruments

The instruments were administered personally by the researcher. This was done to ensure that the instruments were explained to the respondents. Further more, this provided an opportunity to the researcher to seek clarification on some issues that had been raised by the respondents and also for the purposes of saving time.

3.11 Plan for data Analysis

Gay (1976) notes that the commonly used method of analyzing data which has been presented using descriptive survey is by use of frequency distribution, percentage calculations and tabulating than properly

Therefore this research analyzed its data by use of frequency table and percentages which were a simple descriptive statistical approach that would help explain and clarify the summarised data.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This study was conducted in Winam Division, Kisumu Municipality and sought to investigate the factors affecting the implementation of ECD curriculum.

The researcher used the descriptive survey method in which the research findings were analyzed and presented in frequency distribution tables and percentages. This was followed by the presentation of findings which were described and explained in relation to the research objectives which included:-

- Finding out the role played by teachers in implementing the curriculum.
- Finding out how poverty is a challenge to teachers in implementing the curriculum
- Finding out other challenges encountered by teachers in implementing the curriculum
- Finding out how teachers cope up with the challenges encountered.

4.2 Personal details of the respondents

This was the personal information provided by the respondents in terms of their age ,marital statue, occupation, number of ECD children and their source of income as presented in the table below:-

Table 4.2(a) Age distribution of the respondents

Respondents	18-25yrs	25-35yrs	35-45yrs	Over 45
Parents	2	3	6	9
Teachers	3	4	7	6

Following the data from the table, it can be noted that most of the respondents (75%) were over 35 years old meaning that they were involved in ECD programmes both as parents and teachers for a long time, hence they had adequate information through their experiences of the past on their role towards effective implementation of the curriculum.

The research also found out that most of the respondents involved were female either as parents or teachers .This is shown in the table below:-

Table 4.2(b) Gender representation of the respondents

Gender	Male	Female	Total
Parents	6(20%)	24(80%)	30(100%)
Teachers	5(25%)	15(75%)	20(100%)

Most of the ECD Centres in Winam Division, Kisumu Municipality are occupied by female teachers .Only 5 male teachers were involved out of the 20 teachers a situation that was basically related to the negative attitude men had towards ECD programme and also parents do not encourage their sons to undertake ECD courses as they perceive them to be for women. Most of the parents (80%) of the respondents were female (mothers) as they were the ones mostly left in the rural have to take of the children because their husbands have migrated to urban areas to look for employment while others are seriously occupied with finding for their families.

Financial stability was found to be a very big issue in Winam Division due to lack of employment that could provide regular income to the parents especially the women who were very much dependable to their spouses. A regular income meant that parents had some finance they could budget for their family needs which included supporting their children

education. The table below shows how parents in Winam Division of Kisumu sourced their income.

4.2 (c) Source of income for ECD Parents

Source of income	No. of parents	Percentage
Monthly salaries	5	25%
Personal Businesses	4	20%
From their spouses	11	55%
TOTAL	20	100%

The table shows that a big percentage (55%) which more than a half of the parents depend on their spouses for their income. This is to mean that not all are earning any income hence either the man or the woman is the breadwinner of the family. Those parents who were found to be employed with regular monthly income were only 25% of the total respondents. This observation was very serious such that it impacted on the parents involvement in supporting their children education at ECD level as a result of lack of stable income to sustain the programme.

Table 4.2(d) Job experience by ECE teachers

Experience	0-10yrs	10-20yrs	20-30yrs	Over 30
No. of teachers	7	10	2	1
Percentage	35%	50%	10%	5%

The table shows that seventeen (17) out of the 20 teachers involved in the study had taught at ECD for at least 10 years with others having an experience of up to 20 years .This percentage (85%) was very useful for the study as the teachers in this category were much better placed to provide useful information in terms of the challenges they have encountered for the many

years they have been in the profession as far as implementation of ECD curriculum was concerned.

4.3 Role of teachers in curriculum implementation

The teachers are usually in the fore front in curriculum implementation and they can effectively implement what they know, understand and are capable of doing logically it is necessary to be aware of the teachers values, attitudes, skills, knowledge, experience, special strengths and weaknesses.

An account of all these should be taken in curriculum planning because a curriculum imposed on teachers is likely to be either a non starter or a failure.

Beauchamp (1975) notes that the degree to which teachers lack commitment to the curriculum that has been planned constitutes a potential barrier to curriculum implementation. Teachers may feel that the curriculum is inappropriate for their students or they may claim that the curriculum is too rigid or the materials of instructions including textbooks are not available to implement the curriculum properly.

Teachers involved in the process should have appropriate and relevant training to be able to handle a new programme. In addition; they need guidance and motivation to carry out the idea successfully.

In relation to Winam Division of Kisumu Municipality teachers were found to play a very significant role as illustrated in the figure below:-

It can be noted that teachers play a very important role in curriculum implementation. The study found these roles to include:

- Decision making at the classroom level in terms of the teaching and learning materials to be used at what time and how or where to use the materials which involve textbooks ,wall charts ,counting materials, play objects, nature corners e.t.c
- Teachers also are in charge or have the responsibility of availing the materials to the children and explaining to them how to use and where to use them either in or out of the class.
- They decide on their plan of their lessons in terms of when and where or how begin their lesson plans depending on their suitability availability of the selected teaching and learning materials.
- They provide guidance and protection when the children are using the materials both in and outside the class so as to provide an environment that will enable the learner maximize his use of the learning material satisfactorily.
- In cases where the required materials are not available, teachers play a vital role by providing the materials through improvisation.

4.4 Poverty challenges encountered by teachers in implementing the curriculum

The study found out that out of a total population of over 21,600 people, 55% of these people lived in the rural places of Winam which is mainly meant for the lower class people. The remaining class is between those middle class and the first class who lives in urban centres and have the ability to adequately sustain their livelihoods due to high income earned from their businesses and employment.

Most of the ECD centres in the zone are located in the rural places where conditions of living are poor due to lack of sufficient infrastructures such as accessibility to water; roads are in very poor condition which make children find it difficult to access to schools.

Majority of the residents especially women whose husbands have migrated to urban centres to look for employment depend on their husband's income for family maintenance upkeep.

Poverty situation in Kisumu Municipality were found to be caused by increased population that did not commensurate the existing resources, lack of education in which quite a considerable percentage did not have basic education hence were not enlightened on social economic issues. Lack of enough production from their farms which is mostly consumed domestically and very few for commercial purposes, traditional beliefs and practices such as wife inheritance polygamy and early marriages which contribute to increased population.

Teachers in this zone have been mostly challenged by this condition to an extent that it has become difficult to implement the pre-school curriculum due to the following reasons

- Parents are unable to provide both material and financial support required to the ECD centres thus making it very difficult for the teachers to afford the selected curriculum materials
- Most schools lack feeding programmes because parents have no ability to support the programmes hence children's concentration is lost.
- Poor conditions of roads which make some of the centres in accessible especially during heavy rains that result to floods hence forcing the closure of some schools.
- Absenteeism is very common among the children especially from those who walk long distances before accessing the schools.
- Regular absenteeism affects the implementation of curriculum as all children (learners) are supposed to move together and be available at all times.
- To enable the teachers find it easier to attend to all the children at the same time.

4.5 Other challenges encountered by teachers in implementing the curriculum.

The study found that besides poverty, teachers also encounter various challenges that affect their implementation of the curriculum .They included among others.

The preparedness of both the school and the ECD teachers in terms of their academic and professional backgrounds including their experience in teaching. This implies that ECD centres which had well trained and qualified teachers in addition to their many years of teachers had the capacity to effectively implement the curriculum as compared to those who had untrained and in experienced staff.

Most of the ECD centres had form four leave outs and secondary school dropouts as teachers hence they had no professional qualifications.

That could enable them understand and interpret the curriculum and be able to explain its content to the children. These teachers also lacked skill & techniques on how they could mobilize parents to appreciate the importance of ECD schools.

Support systems e.g. the contribution of teacher training colleges. Teacher centres, resource centres, institutes must be mapped out. If they are all involved, these systems can be of great of help to the success of a new curriculum.

Expectations of various groups of people and institutions clubs and societies such as politicians, before implementing a new curriculum failure to which will result to a conflict and probable resistance. The school products might find it difficult to fit in the society.

Negative attitude developed by certain quarters of the zone especially from parents towards the ECD teachers and the centre in general may be a very big barrier to teachers in implementing the curriculum. This negative attitude is characterized by failing to attend development meetings convened by the teachers and even being reluctant in supporting the ECD programmes financially through fees payment, others accuse teachers for

mismanagement of funds thus de-motivating the teachers which finally makes them lack the morale of teaching.

4.6 How teachers cope with the challenges encountered

Curriculum implementation poses great challenges especially to teachers who are the consumers of the process. Despite these challenges, learning in Winam Division of Kisumu Municipality is still taking place and there have never occurred a situation where school have been closed or dissolved due to the challenges. This is due to the fact that ECD teachers design mechanisms and techniques through which they are able to cope up with challenges include:

Improvisation skills which help the teachers to come up with improvised materials close to the required one by the curriculum. The materials which are of great help to the child's physical development, play balls, counters, castles, Nature, corners, toys and dollies are all improvised wherever the required (Original) ones are not available or affordable by the respective schools.

Untrained teachers also undertake pre-school or in-service courses initiated by NACECE/DICECE so that they can equip themselves with knowledge and skills to prepare them to understand and interpret the curriculum content for efficient implementation.

The training also imports some managerial skills that can be used by the ECD managers in successfully involving the community and the parents in positively engaging themselves in ECD programmes.

In some ECD centres where there existed some land, the teachers had initiated income generating activities such as growing and selling of Sukuma Wiki, tomatoes and other commercial crops and even others had poultry farming projects from which they income

earned was used to supplement the school's expenditure of purchasing the relevant curriculum materials and also paying of teacher's allowances and wages.

Table 4.6 ways in which teachers cope up with the challenges encountered during curriculum implementation.

WAYS	NO. OF TEACHERS	PERCENTAGE
Income generating projects	5	25%
Improvisation techniques	8	40%
Community mobilization	4	20%
Pre and in-service training	3	15%
TOTAL	20	100%

The table above explains that the most commonly used way by the teachers in Winam Division of Kisumu Municipality is the improvisation techniques to cope up with the challenges encountered such that in circumstances where the suggested curriculum materials are unreliable or unaffordable than the teachers improvise the required materials included, balls, counters, modelers, toys and dollies, which were found to be expensive if they were to be purchased by the school.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the research findings on the factors affecting the implementation of ECD curriculum after which it gives the conclusions arrived at and the suggestions on measures to be taken by various stakeholders in curriculum planning and development.

The study made use of a descriptive survey method in its analysis and presentation of the collected information targeting a study population of twenty five (25) ECD centre out of which 10 were also involved out of which 40% of teachers and 25% of the parents were sampled respectively using a simple random sampling method.

The research findings were analyzed and presented through frequency distribution tables, bar graphs and percentages in relation to the objectives of the study that intended to find out challenges encountered by teachers. Causes of these challenges encountered, the role played by teachers in curriculum implementation and how teachers cope up with these challenges during curriculum implementation.

5.2 Summary of findings

The study summarized its findings in the previous chapter as follows.

That Winam Division of Kisumu Municipality has most of its ECD centres located in the rural areas with women turning out to be the most common participants and gender involved in ECD programmes both as parents and teachers. This was found to be due to the societal arrangement that relates the welfare of the children as the responsibility of the women as

most of the men are either in the farms working or have moved to the urban centres to seek employment as they are mostly the bread winners of their families. Women in Kisumu Municipality also happen to be more attached personally to their children since their conception hence they get concerned with the child physical and mental growth and development throughout their childhood.

The study involved respondents who were elderly especially parents whom 75% were over 35years old and were in better position to share the past experiences in terms of how they had been involved in ECD programmes. Since they started taking their children to school. The teachers too, had a considerable job experience most of them (85%) had taught for more than 10years and therefore had more information as for as ECD issues especially curriculum implementation was concerned.

The study confirmed that indeed, curriculum planning requires teachers involvement so that they can really undertake a successful implementation process. Most of the school's in the zone had found it difficult to implement the ECD curriculum because their respective teachers had not been involved and therefore brought a very big impact the children's performance and preparation.

The teacher's role in implanting the curriculum included availing curriculum materials to the children, understanding and interpreting the content of the curriculum and then explaining it to the children and also making the facilities relevant and appropriate to the learners guiding them in accordance their needs.

Other factors that were found to affect the implementation of the curriculum besides teachers' involvement in the planning stage included. The preparedness of both the ECD centre and the involvement in terms of the availability of teaching and learning facilities, the administration set up, the number of teachers and students available, the professional and academic capacity including their job experience.

Pupils were also found to be a major factor affecting the curriculum implementation such that the curriculum could only be successfully implemented if its content considers the children's interest, aptitudes abilities, attitudes values and life experiences.

Poverty had also been to be one of the major factors that affected the implementation of the curriculum. Due to the fact that the zone as earlier indicated had most of the school located in remote areas where the roads are in poor conditions especially during rainy seasons. Most of the parents are poor thus find it very difficult to sustain their children education at ECD level due lack of financial and materials support. Families are densely populated and parents concentrate on finding for their basic needs which does not include education. Absenteeism is very high due to impassable roads to some children, diseases caused by poor feeding of feeding of children, hence teachers don't have regular class attendance to enable them facilitate the curriculum at the same time. Parents don't support the ECD programmes adequately through fees payments and material support because they don't have enough income to sustain their children's educational needs. Schools therefore lack facilities or materials that can assist the teachers in effectively implementing the curriculum.

Despite all these challenges teachers in the zone were found to have put into place measures and ways through which they coped with the problems encountered in implementing the curriculum. These measures included utilization of their improvisation techniques to make teaching and learning materials available to the pupils both in and put of class and these materials were found to include play materials such as balls, wall charts swings, ropes, skippers, modelers, wall charts, counters, toys and dollies all that were locally improvised by the teachers because they were found to be very expensive and an affordable by the some schools.

Other measures that helped teachers cope up with the challenges in curriculum implementation included undertaking pre-service and in-service courses for the untrained

teachers so as to provide them with the capacity to interpret and understand the curriculum content before explaining it to the learners.

Teachers had initiated income generating projects such as poultry keeping and growing vegetables for commercial purposes using the income earned to sustain the financial needs of the ECD centres such as purchasing the recommended curriculum materials, improving physical facilities of the learners e.g. buying desks and even paying the teachers.

5.3 Conclusions

Following the research findings, the study conducted that curriculum implementation process in most of the ECD centres in Winam Division of Kisumu Municipality have not been a success or failed completely mainly because the teachers had not be involved in the planning stage and therefore felt like the curriculum was being imposed on them and yet they were supposed to ply a major role in its implementation.

The process had also failed in some of the ECD centres because the ECD centres had no facilities, financial and personal support from the required stakeholders of the centres to enable them prepare adequately to receive the curriculum and the capacity to implement it successfully.

5.4 Recommendations

The researcher came up with the following recommendations that were addressed to.

- All those responsible for curriculum planning and development to recognize the vital role played by teachers at the implementation stage and therefore consider increasing their level of involvement in the initial stages of the curriculum process.

- The government to provide all the necessary support to the ECD centres including through their inspectorates so as to ensure that the centres have the capacity and ready to undertake a new curriculum.
- Parents to passively involve themselves with the ECD programmes by adequately providing financial and material support to their pre-schools so as to enable them have the capacity to equip the teachers with required curriculum material for implementation.
- The curriculum design should put into consideration the specific needs, attitudes, interests, abilities, attitudes and values of the pupils to whom the curriculum is implemented to.
- There should be an adequate and reliable data on the problems, set books, shortcomings, weaknesses and successes of the existing curriculum before we can carry out useful changes or even come up with a new curriculum.

5.5 Recommendations for further research

- A specific study to be conducted on the role of teachers in curriculum planning and implementation.
- The study should also be conducted on a more large scope preferably at the district level so as to have generalized findings that would be of great assistance to wide of stakeholders.
- A study also should be carried out to find out the preparedness of ECD centre and their capacity in implementing the curriculum.

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Appendix I Introduction Letter to Respondents

Salha Rashid Ogutu
St. Michaels Trinity College,
P.O Box 469
Kakamega
14th June 2008

Dear Respondent

REF: ASSISTANCE IN CONDUCTING A RESEARCH PROJECT

I am a final year student undertaking a Diploma Course in Early Childhood Development Education at the above stated college.

As part of the course requirement, I am carrying out a project research on the “factors affecting the implementation of ECD curriculum” in Winam Division of Kisumu Municipality.

I hereby kindly seek your assistance in providing the relevant information in Questionnaires given. This information strictly meant for academic purposes of the course only.

I hope that this request will meet your kind consideration.

Thanks in advance.

Salha Rashid Ogutu

Appendix II: Interview Schedule

- 1. Name of Institution (ECD Centre)**
- 2. Presence of important physical facilities e.g. classrooms, latrines, water supply, play ground and kitchen.**
- 3. Teaching and learning materials for both teachers and pupils available in class.**
- 4. Physical facilities in the classroom e.g. Number of desks, chairs.**
- 5. Presence of play materials, pupils involvement in play and other activities using the materials.**
- 6. Teacher's involvement.**
 - (i) In teaching through preparation, and actual teaching.**
 - (ii) Pupils' involvement in class.**
 - (iii) The ratio between caregivers role**
 - (iv) Parents' involvement.**
- 7. The presence of the feeding programme**
 - Pupils involvement**
 - Ingredients**
 - Teachers/Caregivers role**
 - Parents involvement.**
- 8. Stakeholders' attitude towards ECD centre**
 - i) Teachers**
 - ii) Parents**
 - iii) pupils**
- 9. Community participation in the establishment and development of ECD programmes.**
- 10. Effects of FPE to the centre in terms of enrolment.**
- 11. Parent's responsibility & involvement.**

Appendix II: Questionnaire to the ECD teachers

Section A (Tick where applicable (✓))

1. Provide your personal information on

a) Gender Male Female

b) Age 18-25 years 25-35 years 35-45years

Over 45years

c) Job experience

0-10 years 10-20 years 20-30 years

Over 30 years

2. What is your source of income

Monthly salaries

Personal business

From your spouses

Any other source

3. Level of academic and professional qualification

a) Academic CPE/KCPE KCE/KCSE KACE

Others

b) Professional P1 Certificate Diploma Degree

4. ECD Centre:- attached to

Primary

Private

Sponsored NGO

Public and Unattached to primary

5. Level of enrolment of children in the past 5 years

2003 2004 2005 2006 2007

6. Number of ECD teachers

Section B. Answer as per instructions

7. State some of the teaching and learning facilities present at the centre

.....
.....

8. What is the situation in terms of the quantity and quality of the T/L facilities available

.....
.....

9. Who participates from the Centre in term of contribution towards curriculum implementation

.....
.....

10. Is the current curriculum well implemented

.....
.....

11. Explain your answer in (10) above

.....
.....

12. Why is it important for ECD teachers to be involved in curriculum planning and development

.....
.....

13. Comment on the nation of teachers to pupils

.....
.....

14. Do you think de-motivation of teachers affects curriculum implementation .If yes, Explain how

.....
.....

15. How do teachers cope up with the challenges that affect curriculum implementation

.....
.....

16. What other factors affect curriculum implementation in your ECD centre

.....
.....

17. What is the role played by stakeholders in providing solutions to these challenges

.....
.....

18. How can teachers be motivated at your centre to improve their service delivery to pupils

.....
.....

Appendix III: Time Schedule

May 2008	:	Developing/proposing of Project title.
June 2008	:	Writing, Submission and approval of the draft proposal
July 2008	}	Field Study
August 2008		
September 2008	:	Collecting, Compiling, Drafting, Editing and writing of the data
October 2008	:	Typesetting and printing of Project
November 2008	:	Submission of the project