



# KENYATTA UNIVERSITY

## 2<sup>ND</sup> INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

18<sup>TH</sup> – 20<sup>TH</sup> MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND  
CURRICULUM STUDIES

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTER

PROGRAM AND BOOK OF ABSTRACTS





**International Conference on  
'Re-Engineering Education for Sustainable Development'**

**18<sup>th</sup> - 20<sup>th</sup> May 2015**

**Kenyatta University Conference Centre (KUCC)  
Nairobi, KENYA**

# CONFERENCE PROGRAMME

***THEME: 'Re-Engineering Education for Sustainable Development***

***Sub-themes:***

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

# **Teacher-related Factors Influencing the Implementation of Early Childhood Development and Education Curriculum in Borabu Sub-county, Kenya**

*Nyakwara Begi & Godfrey N. Ayaga*

*Email: [begi.nyakwara@ku.ac.ke](mailto:begi.nyakwara@ku.ac.ke) & [godfreyayaga@yahoo.com](mailto:godfreyayaga@yahoo.com)*

## **Abstract**

Curriculum is a plan which indicates what children are to learn. Curriculum implementation is the process of delivering curriculum to the learners and is meant to bring into reality the required changes. The quality of teachers influences effective implementation of curriculum which in turn leads to high or low education outcomes. This paper presents results from a study that was conducted in Borabu Sub-county in Kenya to determine the teacher-related factors influencing the implementation of Early Childhood Development and Education (ECDE) curriculum. Earlier research had shown that the curriculum was not effectively implemented. The teacher-related factors hindering effective implementation of the curriculum were: Teachers' low academic and professional qualifications; lack of in-service training; low motivation; and negative attitude towards curriculum implementation. The results showed that teachers were experiencing many challenges while implementing the curriculum including lack of teaching materials; lack of appropriate physical facilities; low salaries and lack of support from key stakeholders.

**Key Words:** Curriculum; implementation; Early Childhood Development and Education