PUBLIC PRIMARY SCHOOL HEADTEACHERS INVOLVEMENT IN EARLY CHILDHOOD CURRICULUM IMPLEMENTATION IN NANDI COUNTY KENYA

By

SORE EVANS SHIGALI

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NOVEMBER, 2017
DECLARATION
This thesis is my original work and has not been presented for a degree in any other University or any other award.

Signature

Date 13th Nov 2017

Sore Evans Shigali - E55/24197/2011
Department of Educational Management Policy and Curriculum Studies

SUPERVISORS

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

Signature

Date 13/11/2017

Dr. Joseph Mungai,
Department of Educational Management, Policy and Curriculum Studies,
Kenyatta University.

Signature

Date 13/11/2017

Dr. John Ng’asike,
Department of Early Childhood Studies,
Kenyatta University.
DEDICATION

To my late son Perez Shigali Sore Washington with a mixture of love of a first born son and what he stood for and the pain of his bitter demise.
ACKNOWLEDGEMENTS

Over and above everything, praise is to the Almighty Jehovah God for the great plans He has for me. Special appreciation go to my supervisors Dr. Joseph Mungai and Dr. John Nga’sike for their succinct guidance that helped me to remain focused on my topic in due course gathering so much knowledge. I Am very grateful to my wife Martha for her unwavering support, my children Stephen, Rehema and Gloria for being there to keep me going. Special thanks to my dearest sister, Rowena, and her son, Rolance, for their overwhelming support throughout my under graduate and post graduate studies at Kenyatta University. Finally my loving mother, Finora Bwamula Shigali, for her prayers. God bless you all.
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ABBREVIATIONS AND ACRONYMS

ECDE-Early Childhood Development and Education

ECE-Early Childhood Education

EFA-Education for All

ISEO-Interview Schedule for Education Officers

MDGs- Millennium Development Goals

MoE- Ministry of Education

NACECE-National Center for Early Childhood Education

PTQ - Pre-primary school Teacher Questionnaire

PHI – Primary School Head Teacher Interview Schedule

QASOs-Quality Assurance and Standards Officers

ZQASOs- Zonal Quality Assurance and Standards Officers
ABSTRACT

Pre-primary schools in Kenya are established for the major purpose of providing conditions and services to enable children to grow, develop and learn in readiness for primary education and future levels of learning. In order for these institutions to accomplish this main objective, proper administrative and managerial practice must be established. Most Early Childhood Development and Education (ECDE) centers of public primary schools and those attached to them are not getting appropriate managerial and administrative services from headteachers of such schools. Lack of significant management and administration impedes effective implementation of Early Childhood Education (ECE) curriculum and transition of children to primary school. The purpose of this study was to establish the degree of participation in curriculum implementation, of headteachers of public primary schools in Early Childhood Education programs in Emgwen Division of Nandi Central District, Nandi County. The main objective of the study was to establish headteachers’ management abilities in ensuring the implementation of the ECE curriculum and the strategies they put in place to facilitate transition of children from pre-primary to primary school. Exploratory approach using descriptive survey research design was employed. The study targeted a population of 7 quality assurance and standards officers (QASOs), 74 headteachers of all the public primary schools in Emgwen Division and 74 Early Childhood Development Education (ECDE) teachers. The education officers were purposefully sampled. The randomized cluster sampling was adopted using the lottery method to come up with an equal number of schools in every zone (Kapkangani, Chepkumia, Kapsisiywa, Kaptel and Kamoiywa). From each sampled school, the researcher scheduled an interview for the headteacher. The pre-primary teacher in the ECDE center within such a school and 1 ECDE teacher from one of the centers attached to it were given a questionnaire to fill. This sample group was selected using the simple random sampling technique of the lottery method to ensure every individual had a chance to be selected. Stratified random sampling method was employed to select respondents from the strata of headteachers who had received training in ECE and those who had not. Apart from the Quality Assurance and Standards Officers (QASOs) who were treated to purposive sampling, all the other groups in the study had a sample size of 30%. Thematic-based analysis and presentation of collected data was done qualitatively and organized systematically using descriptive statistics of tabulation of frequencies and percentages. The study found that administrative and management functions of headteachers in ensuring ECDE curriculum implementation in ECDE centers in public schools were not quite well performed. Based on these findings, the researcher concluded that the effectiveness of headteachers of public schools in executing the two major functions; managerial and curriculum implementation was minimal at the ECDE level. As such, the study recommended among others, the need for a well-integrated approach that seeks to involve the central government through the Ministry of Education in linking up with the county governments and other stakeholders in implementing Early Childhood Development and Education programs. The findings and recommendations of the study, if considered, will help headteachers and QASOs realize the gap in administrative and curriculum implementation at ECDE centers and take necessary measures to curb the situation. Policy developers will come to know of the gap in policy direction to headteachers in their involvement in ECE curriculum implementation and transition of children from the pre-primary to primary level. This is because there is need to put policies in place that will go a long way in improving the status of management in public ECDE programs in tandem with dynamics facing this sub-sector of education following the implementation of the constitution that has seen ECDE functions devolved to county governments.
CHAPTER ONE

INTRODUCTION

This chapter will highlight the background to this study and the problem statement that the study is addressing. It will outline the purpose, and identify the objectives and research questions of the study. The researcher will also highlight the significance of the problem, present the theoretical and conception frameworks and define the study operational terms for ease understanding of information the researcher intends to communicate.

1.1 Background to the Study

Education is the basis for progress in every country. Children who get early cognitive stimulation grow up having self-efficacy and self-esteem. These two self-constructs are key to critical and creative thinking and innovativeness which are important competencies for an individual to make a positive contribution to a country’s economic growth. As such investing in young children by providing appropriate education and care has large positive effects on poverty reduction since prosperous countries depend on competent, skilled and educated workers to improve its economy.

Since independence Kenya has made tremendous gains in the development of Early Childhood Education (ECE) programs. Prior to the establishment of preschool education, early care for children aged 3-6 years in Kenya was primarily the responsibility of local communities (Swadener et al. 2000, 2008). Several events during
the 1980 shaped the way in which preschool services are being offered nationally. In 1980 responsibility for preschools was shifted from the ministry of culture and social services to the Ministry of Education (MoE) which has been responsible for the administration of preschools. However following the new constitution that came in place in 2010, administration of ECDE has been devolved to the county government with the national government still left with the responsibility for education policy, standards, curriculum among other responsibilities (MoE, 2012). The MoE has an infrastructure that has been able to provide support to preschools anywhere in the country. This has been done through the creation of a National Center for Early Childhood Education established in 1984 and District Centres for Early Childhood Education (DICECE), to facilitate decentralization of ECE implemented in 1985. The headteachers of public primary schools have remained the link between the DICECEs and the pre-primary schools for ensuring education policy, standards and curriculum implementation. By virtue of being the administrators of public primary school with preprimary section and one or more pre-primary schools attached to it, headteachers assume the responsibility of overseeing the pre-primary curriculum implementation.

In realization that an effective Early Childhood Development (ECD) program enhances a strong educational base, a country’s growth and political stability, the government through Sessional Paper No. 1 Rok (2005) recommended the development of a comprehensive National Early Childhood Development Policy Framework and Service Guidelines. The development of this policy framework has taken into consideration the critical role of investing in young children in order to achieve the MDGs of poverty reduction, universal school enrolment, reduction of child morbidity and mortality,
maternal mortality and creation of gender equality. The policy framework (2006) clearly states that the Ministry of Education among other roles, shall be the overall lead ministry in issues concerning ECDE, develop and oversee the implementation of service standard guidelines, relating conditions and terms of service for various levels of service providers in ECDE (ibid: 6). As such, ensuring that young children have positive experiences, their rights are guaranteed and that their needs of health, stimulation and support are met is crucial to their well-being (Ibid:4). On standards and quality, the policy states that the government in collaboration with partners shall develop, implement and monitor the use of clearly defined ‘user friendly’ standards and quality guidelines that cover all aspects of programs for children in different sectors and contexts and serve to advocate for the rights of children (Ibid:12).

Stimulating children’s cognitive development early has large positive effects on children’s future education and a linkage to long-term impacts on economic outcomes of a country. Good early childhood care and education has a more significant positive impact on how children grow and develop, and increases the likelihood of such children attending primary school. According to Unicef (2010) report on the Centrality of Education in the Millennium Development Goals: ‘education is a powerful driver to poverty reduction and sustainable development’. Research by Muro and Burchi, (2007) indicates that doubling the attendance rates in primary education for rural populations would reduce levels of food insecurity by between 20% and 24% sound investment.

Research demonstrates that a good quality child care and education results in a well holistically developed individual. This has increased the need for adequate and
appropriate Early Childhood Development and Education (ECDE) services resulting in a rising demand for pre-primary school education. Based on the National ECDE Policy Framework, the researcher finds the involvement of the headteachers vital to implement Early Childhood Development and Education (ECDE) curriculum since they are the agents of the Ministry of Education on the ground. The headteachers need to supervise the curriculum implementation and this is informed by their organizational skills to manage both the primary and the pre-primary schools.

According to Education Service Delivery in Kenya - Roles and Responsibilities of Duty Bearers and Stake Holders for FPE (MoE, 2011:16), headteachers have the responsibilities of overseeing the implementation of the ministry’s policies at the school level. Therefore, the responsibility to ensure that standards and quality are adhered to for a more welcoming and conducive environment for the child joining class one lies in their hands. Concerning the facilitation of a clear link and communication of ECDE service providers and stake holders, the policy bestows the responsibility of developing and implementing an effective communication process at all levels on the government. This includes effective supervision of the curriculum and well linked channels and lines of communication to enhance interaction among organization, program, service providers, and communities in the provision of services for all children. Public primary school headteachers are the immediate urgent of the Ministry of Education in touch with the ECDE centers at the local level. Through them, the ministry collects and relays information to and from the management of pre-primary schools and the pre-primary school teachers.
The researcher contends that the implementation of National ECDE Policy Framework can best be done by the use of the Ministry of Education structures from the sub-county to the community level. This in essence, is the link from the sub-county education office to primary schools under the administration of headteachers who directly link with other service providers involved in basic provisions for children at the school level. This brings the Quality Assurance and Standard Officers (QASOs) into focus. However, although the linkages are well structured in official documentations, gaps appear in practice. Inappropriate and inefficient channels and modes of communication result in communication barriers, ineffective transfer of information and lack of necessary knowledge and skills. The researcher feels that for this gap to be filled, headteachers who are the administrators and managers of public primary schools, which have at least one pre-primary school under its watch, need to be in direct link with all other stakeholders in this sector of the Kenyan education system.

Methods advocated in the curriculum for pre-primary and lower primary in Kenya are those that involve focusing on theme and ensuring children’s learning activities are centered on a theme or topic. The curriculum should also use child centered methods and developmentally appropriate practices whereby children are involved in observation, exploration, discovery, experimentation and play (Kabiru and Njenga, 2009). As such, frequent supervision is required if this methodology was to be implemented. The use of learning and play materials is also vital in helping children learn. For such a curriculum to be implemented there is need for strong monitoring mechanism by headteachers who are managers on the ground. The teachers of pre-
primary need an individual to ensure the pedagogy in place meets the above mentioned thresholds.

World Bank (2007) reports that dropout and repetition in primary school is common among pupils from low socio-economic background and more prevalent in rural areas than urban areas. This gives the impression that such children may have been exposed to limited learning experiences and had limited knowledge acquisition and mastery of skills. Learners with such experiences are likely to perform poorly in academics. On the other hand, learners receiving high quality care have an enhanced acquisition of knowledge and mastery of skills. Such learners are likely to have high self esteem. Many public primary schools in rural areas have several pre-primary schools established by the community, churches or civil society organizations attached to them. The activities of headteachers of primary schools to ensure that children enroll and attend pre-primary education and have a smooth transition to primary school therefore take center stage.

1.2 Statement of the Problem

Headteachers of public primary schools are the immediate administrators of pre-primary schools within their schools and by extension the managers. As such, they are responsible for overseeing the implementation of Early Childhood Education (ECE) curriculum and the day to day management of ECDE centers in their institution and those attached to their schools. Every public primary school has at least an ECDE center attached to it and as such, the headteachers of these schools assume the administrative
role in such schools. This calls for their involvement in the implementation of Early Childhood Education (ECE) curriculum since their stations are the entry points to primary education for children in that community. Their involvement in ensuring the implementation of this curriculum or lack of it has direct impact on young learners’ quality of care, acquisition of knowledge and mastery of skills to guarantee high pre-primary enrolment and retention. Children who have not had an effective ‘head-start’ to primary schooling and have been exposed to limited learning experiences are likely to have limited knowledge acquisition and mastery of skills. Learners with such experiences are likely to have low self esteem therefore perform poorly in academics and co-curricular activities and lack sufficient life skills for survival. This may be the cause for repetition and drop out cases experienced at primary school in Emgwen. The study aimed at identifying the extent to which headteachers carried out specific administrative and management functions and their level of involvement in implementation of ECDE curriculum in their schools and in ECDE centers attached to their schools. As such the findings from the study, conclusion and recommendations thereof, form the basis on which interventions can be initiated.

1.2.1 Purpose of the Study

The purpose of the study was to determine the involvement of primary school headteachers in implementation of ECE curriculum in Early Childhood Development and Education (ECDE) centers under their jurisdiction as envisaged by the National Policy Framework and Standard Guidelines on Early Childhood Development and Education.
1.3 Objectives of the Study

The study was guided by the following objectives;

i) To identify specific administrative and management functions of headteachers in ensuring the operations of ECDE centers in public schools.

ii) To establish the extent to which headteachers of public primary schools are involved in curriculum implementation of ECDE in their schools and in ECDE centers attached to their schools.

iii) To determine the link in administrative and management structure that is in practice from the sub-county to the ECDE centers and how this link addresses ECDE issues.

1.4 Research Questions

i) What administrative and managerial roles do headteachers engage in to handle ECDE center issues?

ii) To what extent are headteachers of public primary schools involved in curriculum implementation of ECE centers attached to their schools?

iii) How does the link from the sub-county to the ECDE centers help address the administrative, management and curriculum implementation in ECDE?

1.5 Significance of the Study

The study unveiled to the heads of primary schools their role in ECDE; the need to be fully involved in managerial and administrative functions of ECDE centers under their
jurisdiction. It also established the coordination mechanism of ECDE services from the district education office to the school level. The study may help the headteachers realize the gap in their administrative and managerial functions for proper ECE curriculum implementation. The Quality Assurance and Standards Officers will identify the gaps in their links and seek for a solution. Policy developers will come to know of the gap in policy direction to headteachers in their involvement in ECE curriculum implementation and transition of children from the pre-primary to primary level. The study will also inform policy developers of areas to align coordination and quality assurance and standards functions from the Ministry of Education of the central government to the county governments, and to the headteachers of public primary schools. Finally, the study may form a basis on which future researchers can build their studies by replenishing the data on management of ECDE programs.

1.6 Limitations and Delimitation to the Study

1.6.1 Limitations of the Study

Only a sample of the target population participated in the study. If all members of the population and all stakeholders in ECE had been involved then the findings would have been exact but this is not possible due to the limitation on time and financial resources. However to justify the generalization of the findings the researcher sampled 30% of the target population. The researcher anticipated the rescheduling of interviews by the sampled interviewees that maybe necessitated by emerging issues or lack of prioritization of the interview schedule on the part of the interviewee. To mitigate on
this, the researcher planned for pre-formal introduction with the interviewees and a longer period of time in which the interviews were to be conducted.

1.6.2 Delimitation of the Study
The study was restricted to Emgwen Division and targeted headteachers of public primary schools each with an ECDE center and another center attached to it and ECDE teachers. As such, the findings can only be generalized to other public primary schools with ECDE centers country wide with caution because factors which influence headteacher involvement may vary from one setting, and one part of the country to another.

The data was collected from the headteachers, pre-school teachers and the DICECE officers/ zonal QASOs within the Emgwen Division and the findings generalized to the entire population of Emgwen Division.

1.7 Assumptions of the Study

The following were the assumptions of the study:

i) That all headteachers in public primary schools in Emgwen Division of Nandi Central sub-county are trained teachers with additional training in school management and administration which should enable them to effectively deal with issues at ECDE level.

ii) Every public primary school has an ECDE center and or ECDE center(s) attached to it.
iii) The National Policy Framework and Standard Guidelines on ECDE document is in the public domain and that headteachers are familiar with it (MoE, 2012).

1.8 Theoretical Framework of the Study

The study had its base on two main theories; administrative management theory by Henri Fayol that was augmented by Luther Gulick and Urthur Urwick on the functions of management, and system-4 theory advanced by Rensis Linkert (Lunenburg, 2004). The administrative theory focuses on management principles that inform functions of the manager in any given institution. The system-4 theory proposes supportive relationships, group decision making in an overlapping group structure and high performance goals of the leader. The headteacher needs to work with the board of management committee, staff (including the pre-primary school teachers) to realize high performance. Linkert (2004) identifies three clusters of variables; casual, intervening and end-result which inter-relate in determining the type of leadership and the status of the organization. Since headteachers are managers of educational institutions whose end result has a direct impact on the society, they need to inculcate the three clusters of variables in an interrelation geared towards high performance of the learners under their jurisdiction.

Administrative theory that outlines the functions of a manager that is widely in practice today is categorized as a classical theory. This is because it emphasizes effectiveness and efficiency as having prime importance to an organization with little attention given to the individual. Nevertheless principles governing managerial and administrative duties in education institutions find their base in this theory. The nature of management
may be conceptualized from a perspective of Systems theory as the process by which an organization generates a global representation of its own processes. In other words, management depends upon modeling an organization. Modeling allows management to perform its distinctive information-processing activities such as monitoring, evaluation, prediction and control. The purposes to which these activities are directed defines the function of management (bruce.charlton@ncl.ac.uk). This implies that the role of a primary school teacher assuming the role of manager of both the pre-primary and primary is that of modeling an institution by having well defined monitoring, evaluation and control mechanisms at the school.

The two theories in this study are merged into a compound theory, which is, broadly speaking, a management systems orientation toward understanding both managerial functions incorporated with a system’s organization that appreciates human personnel contribution. This is because functions of management have proved to be pivotal in educational organization supported by the positive contribution of all other stakeholders within the education sector. Management systems (where they occur) are a form of social organizational system, which is engaged in modeling the organization it manages. For a system of management, everything other than itself is ‘environment’, but the organization that is being managed constitutes the immediate environment (ibid). However, since an education setting involves various stakeholders, the need for a manager to consider all prevailing factors for the success of the institution is paramount. This includes the manager seeking to achieve the institutions objectives by understanding how they merge with authority and the prevailing needs and desires of members of the institution and other stakeholders.
The internal functions of the institution are dictated by the coordination of the headteacher and his flow of information between the teachers, from the higher authority, and from teachers to children at school level, which form the immediate environment. The children’s parents, guardians, civil organizations, paraprofessionals concerned with children constitute the ‘environment’ which the manager must consider to effectively execute administrative functions requiring implementation that is pegged on organization’s internal and external environment. In the public primary school context, the six management functions determine to a great degree how curriculum will be implemented. As such headteachers of primary schools need to be familiar with the dynamics that determine the stakeholders in the schools they manage.

The situation of the management of ECDE program poses challenging roles for the headteacher who depends on active participation of parents, school or ECDE managing committee, therefore, upholding and enhancing the culture of the school community that yields desired outcomes is vital. In the unfolding scenario, a management system orientation of the headteacher for both the pre-primary and primary school means integrating both theories to achieve school objectives whose indicators are clearly judged by the children’s academic performance and general holistic development.
1.9 Conceptual Framework

Figure 1.1: Conceptual Framework Indicating Effects of Effective / Ineffective Administrative and Managerial Involvement of Head teachers in ECDE Program

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Intervening variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proper administrative practices at ECDE center</td>
<td>• Compliance with National ECDE Framework guidelines and regulations</td>
<td>• High quality care</td>
</tr>
<tr>
<td>• Effective supervision of ECDE curriculum implementation</td>
<td>• Appropriate ECDE pedagogy</td>
<td>• Enhanced acquisition of knowledge and mastery of skills for preschoolers</td>
</tr>
<tr>
<td>• Effective organization skills</td>
<td>• Program accountability</td>
<td>• High pre-primary enrolment and retention</td>
</tr>
<tr>
<td>• Effective linkages from the sub county to ECDE center</td>
<td>• Supportive school environment</td>
<td>• Learners full of self esteem</td>
</tr>
</tbody>
</table>

HEADTEACHER INVOLVEMENT IN ECDE CURRICULUM IMPLEMENTATION

Effective Involvement or Ineffective Involvement

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Intervening variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ineffective administrative practices at ECDE center</td>
<td>• Program non-compliance with guidelines and regulations</td>
<td>• Low quality care</td>
</tr>
<tr>
<td>• Ineffective supervision of ECDE curriculum implementation.</td>
<td>• Inappropriate pedagogy</td>
<td>• Poor knowledge acquisition and mastery of skills</td>
</tr>
<tr>
<td>• Ineffective organization skills</td>
<td>• Lack of program accountability</td>
<td>• Low enrolment and retention rates</td>
</tr>
<tr>
<td>• Effective linkages from the sub county to ECDE center</td>
<td>• Non supportive school environment</td>
<td>• Learners of low self esteem</td>
</tr>
</tbody>
</table>
Effective administrative and management practices create the environment for high quality care and education for pre-primary school learners by ensuring compliance with relevant regulations and guidelines. Effective supervision of the ECDE curriculum implementation ensures that the teachers facilitate learning for the young children by employing appropriate pedagogy. Learners who get such experiences, acquire adequate knowledge and master skills required at their. Such learners are likely to have high self esteem. Effective organizational skills that the headteachers employ at the pre-primary section coupled with effective linkages from the sub-county to the ECDE center are the recipe for program accountability which results in high enrolment and retention of learners at this level. An ECDE center that embraces appropriate pedagogy and has well planned care for young children, makes an all inclusive welcoming environment that facilitates learning.

Ineffective administrative and managerial involvement of headteachers at the ECDE is an ingredient for noncompliance with guidelines and regulations as provided for by the National ECDE Framework. This in turn leads to low quality provision of care to learners at this level. Ineffective supervision of ECDE curriculum implementation results in inappropriate teaching and learning methods. Learners who go through such experiences are likely to have inadequate knowledge and skills required at this level. Such learners are likely to develop low self-esteem and may lack on appropriate life skills for survival. Lack of proper linkages from the sub-county to the ECDE centers results in a center whose quality and standards of education and care are not checked.
1.10 Operational Definitions of Terms

**Early Childhood Education** - Education level that covers 0-8 years with its specified curriculum.

**Early Childhood Development and Education Centers** - The term taken to include nursery schools, kindergartens and day care centers whose functions are not limited to physical caretaking but extend to delivery of education services.

**ECDE centers attached to primary schools** - The feeder schools to primary schools offering ECE for pre-primary I and II classes and submit their statistical reports through the immediate public primary school.

**Involvement** - The participation of the headteachers in managerial and administrative activities at ECDE centers, curriculum implementation and transition to primary school.

**Transition** - The process that facilitates a harmonization of curriculum content/materials of pre-primary and primary school.

**Curriculum implementation** - Activities ensuring that the recommended pedagogy for ECDE level is adhered to as stipulated by the Kenya Institute of Curriculum Development (KICD) and the National Center for Early Childhood Education (NACECE) in preparing children for primary education.
**Education Officers**- Assistant Education Officer, DICECE Officer, Quality Education Officers.

**Linkages** - The communication and consultations that should flow from the Ministry of Education through all levels to the pre-primary school teacher concerning the ECDE program.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
Literature review is important in research because it gives the researcher an insight into what has already been done in the selected field, pinpointing its weakness. It also sharpens and deepens the theoretical foundations for the research (Kombo and Tromp, 2006). The researcher also studies methodologies used in other areas related to one’s study.

This chapter presents literature review on the concept of management vis a vis administration and the role of headteachers as administrators, their role in curriculum implementation, how they link up with stakeholders in facilitating ECDE activities and the challenges they encounter. The concept of child transition from pre-primary to primary school and policy issues surrounding this study will also be discussed.

2.2 School Management and Administration Functions of Headteachers of Public Primary Schools at pre-primary section
In relation to educational setting, management can be defined as a field of study concerned with the operation of educational organizations for achieving the expected goals of education. Teklemerian (2006) points out that educational administration can be conceived as a concern for directing and integrating educational resources (human, material and financial) in order to accomplish educational goals, which are usually
stipulated by government educational authority (managers). Nyongesa (2002) sees it as a process of controlling and directing human behavior in a social organization. In the words of Arce (1980) Nyongesa (2002), administration is dealing with the working of education institutions. Teklemerian (2006) and Nyongesa (2002) give the definitions that can be perceived to mean that management is one facet of the more general term administration.

From the above definitions and the endeavor to differentiate management and administration by the authors identified, it can be perceived that the functions of management and administration are intertwined such that there is no clear cut in distinguishing management from administration. Gamage (2006) states that in examining the terms administration and management, it is clear that currently the two terms are being used to convey more or less the same meaning. The only difference preference of one term over the other is depending on and dictated by the administrative models on education and original influence of a certain education system.

The task of an administrator is to view issues concerning decision-making, leadership and communication from the perspective of the classroom teacher and not as an administrator (ibid:128). He gives an appropriate description of an administrator that fits the role of an administrator of a pre-school by stating that administrators are expected to ensure that the schools are able to provide opportunities for the students to discover meaning in their world, the meaning of nature, of human offers and human relationships enabling them to learn beyond memorizing superficial knowledge for success at examinations (Gamage, 2006, p.234). Administering demands that one ensures that learning in the school is grounded upon human concerns, is of the society
and is attuned to the realities of everyday life. The ECDE curriculum requires an administrator of the above description to implement this curriculum that focus on a child as a whole, the purpose and goals for which it was put in place (Arce, 2000).

In highlighting the particular roles a headteacher has to do, Teklemerian (2006) points out that the roles range from school community relations, financial management, pupil management, management of teaching and non-teaching staff, curriculum management and finally management of physical facilities. A draft released by the Minister for Education, Mutula Kilonzo on Policy Framework for Education – Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond, states that the provision of Pre-Primary Education involves households, community and government efforts in the holistic development of children in the 0-3 year old and 4-5 year old range (Education News Vol. 087).

The headteacher has various challenges emanating from the various sub-systems in the school organization. They are both internal and external challenges affecting the functioning of the school. Thus an efficient headteacher knows that the success of school operations depends on his or her ability to rally the support of parents. A major leadership role for the early year settings manager is to allow time and create space and support for themselves and the team to explore individual and collective value positions, principles and beliefs, in order to arrive at a greater understanding of the foundation of their practice and develop their commitment to a common purpose (Robins and Callan, 2009).
The education act empowers school committee to collect and account for any funds raised for running schools under their jurisdiction. One of the major sources of school revenue is school fees, which include tuition fees whose source, is the parent. This source of financing school program is vital in sustaining the ECDE program that the headteacher should be in constant communication with, to keep the institute running. In developing relationships with parents, other family members and those professionals who have close associations with the area, the leader’s ability to be proactive within the heart of the community is important (Robins and Callan, 2009). The collegiality of a setting within a community is reliant on the leader making connections, empowering individuals and providing a flexible transference of informal social learning and development (Mc Clenaghan, 2000). School administrators of schools are managers of finance, therefore calls for the establishment of tangible measures that show clear evidence in terms of records on the amount of money received as income as well as clear evidence on expenses. Olembo, et al. (1992:54) summarizes the role of the headteacher by concluding that” the headteacher has the overall responsibility of the school. He is his employers and other agents’ main linkage. His responsibility in this respect involves the implementation of the curriculum. His role here is that of instructional leadership, supervision and inspection.”

This study identified a knowledge gap in most public primary school headteachers understanding of their role concerning management and administration of ECDE center(s) under their jurisdiction. The study established that most headteachers did not conceive their administrative role as that of directing and integrating educational resources of all the sub-systems at their institutions for a well-coordinated structure to
achieve educational goals of education in due course developing the child holistically. As such the study recommended the need for training of headteachers on management of ECDE programs and frequent workshops or seminars on the same.

This study established that assessing competence of the teachers was a core aspect of supervision since this could ensure pre-school children received appropriate services to help them acquire relevant competencies at this level. The Kenyan education is geared towards competence based curricula that meets market demands and this should be inculcated in children right from pre-primary.

2.3 The School Administrator and Curriculum Implementation

The ECDE curriculum is designed to help children go through the development milestones in all aspects of life. Olembo, et al (1992) points out that good curriculum management in a school will be possible if its participants have roles well specified, there is an effective based quality assurance and all resources are well utilized. The task of implementing the curriculum does not only refer to the headteachers concerning the primary school but also the pre-schools attached to their main programs (Teklemerian, 2006). As such, ensuring that the ECDE curriculum is implemented requires constant supervision. This puts demands on the headteachers to be fully involved in what goes on at the pre-primary section within their schools and in those attached to them.

Mureithi W. Jane, (2015) studied Headteachers Lesson Supervision on Pupils Performance in Curricular Activities in Pre-Primary Schools in Kasarani Sub-County Kenya. The study established that: ‘headteachers felt they had a lot of administrative
roles to undertake such that they could not conduct lesson supervision as they are supposed to. Teachers had reported that headteachers do not give them adequate support during lesson supervision’. This study looked at lesson supervision only. However, curriculum implementation entails other administrative and management functions of the headteacher.

In pointing out what primary curriculum should aim to achieve in relation to pre-primary curriculum, Bruce (2010) recommends that the revised primary curriculum should be underpinned by a statement of aims and values which is fit for all stages of statutory education (pre-school included), based on developing successful learners, confident individuals and responsible citizens. In order for the school to run smoothly there should be adequate coordination between human resources and material resources without which proper coordination and instructional progress will suffer. As such the involvement of primary head of schools in curriculum development is paramount since they are the ones concerned with every aspect of the school and their interests in its success provide a strong and direct motivation. In the Kenya education system, pre-primary education curriculum is implemented by the teachers of pre-primary schools under the supervision of primary school headteachers. The QASO officers are expected to visit schools and ensure quality and standards of the ECDE curriculum are adhered to. The officers also advised the headteachers accordingly on matters concerning supervision of curriculum at their schools. In public primary schools the pre-primary section is, in most cases within the public primary schools. As such, headteachers of such schools assume the administrative and managerial role of such schools.
Koskei, J.R (2013) studied teachers’ awareness and ability to implement NACECE curriculum in Uasin Gishu County, Kenya. In her conclusion recommendation, she posits: In spite of the early childhood curriculum being well-designed and conceptualized, lack of clarity and awareness about the curriculum on the part of the teachers coupled with lack of professional supervision by education managers, has hindered its implementation.

A study by Ratemo C.V (2016) on Quality of Pre-School Education found out that curriculum implementation was generally progressive to the required standard since most headteachers were setting up strategies to cater for the challenges affecting quality of pre-schools they head. The study goes on to identify headteachers of primary schools as managers of pre-primary regardless of the challenges that are always inevitable in society. The study did not explore the specific managerial or administrative functions of headteachers who assume the role of managers and this study therefore aimed to unveil the headteachers specific duties at pre-school that impact on ECDE curriculum implementation.

A study by Kweyu J.S (2012) on School Determinants of Curriculum Implementation revealed that many headteachers of public primary schools are less concerned with ECDE centers in their schools and do not supervise curriculum in their ECDE centers. However the study did not outline the administrative functions expected of the public primary school headteachers to implement the ECDE curriculum.

The separate curriculum for pre-primary is in the recognition that children’s learning needs at this level differ from those of primary school age. Fabian and Mould (2009)
state that the introduction of a separate early years curriculum has been welcomed by many practitioners as it recognizes the early years as a distinct stage in children’s development, and education acting as a catalyst for holistic thinking from birth. The pedagogy orientation of early years is pegged on learning to learn within a social context. In this sense, the early years setting is a community with a collective interest in promoting the process of learning and creating the conditions in which children can thrive and so help to secure the well-being of future generations (Robins and Callan, 2009). Bruce (2010) quotes Pring with the argument that “to be educated is to be in a position of those understandings, knowledge, skills and dispositions where by one makes sense of the world.” This applies both to the headteacher and all the other stakeholders in implementation of the ECDE curriculum as it applies to the children.

Ngode, L.A (2014) sought to establish the Impact of Supervision on the Implementation of Early Childhood Education Curriculum in Selected Pre-Schools in Langata District-Kenya, contends that: ‘head teachers had a greater role to play as they were the implementers of the supervisory recommendations’. The study did not explore the specific administrative and management functions that headteachers are involved in which makes their role great. As such the researcher found a gap in the specific roles a headteacher is involved in as a major factor in overseeing curriculum implementation at pre-primary.

Implementing the pre-primary curriculum requires all stakeholders to get involved in ensuring adequate resources for children in a given pre-primary. In fact parents need to be mobilized to set aside days for material development for the children. This study established that this knowledge is insufficient since most headteachers did not embrace
this yet they were quick to site inadequate materials and acquisition of the same as a major challenge that they experienced in managing pre-primary section in their schools. Pupil management, community relations, and curriculum management were the ingredients for countering this challenge. As such, the study recommended that headteachers need to ensure that their schools are able to provide opportunities for parents to interact with the school community regularly and participate fully in school management issues while appreciating learning materials as vital in young children’s learning for the purpose of mastering academic and life skills beyond memorizing superficial knowledge for success at examinations.

2.4 The Link in Administrative Structure from the Sub-County to the ECDE Center.

The ECDE National Policy Framework and Standard Guidelines outlines the role of the Ministry of Education as that of, among others, guiding on capacity building of ECDE personnel, supervising ECDE centers, registering ECDE centers, providing personnel, training, maintaining standards and quality assurance and coordinating the national ECDE policy. On standards and quality, the policy states that the government in collaboration with partners shall develop, implement and monitor the use of clearly defined ‘user friendly’ standards and quality guidelines that cover all aspects of programs for children in different sectors and contexts and serve to advocate for the rights of children.
Quality assurance and standards is essential in monitoring progress in any organization. The department of quality assurance is charged with the responsibility of maintaining education standards in the country. QASOs try to maintain quality education through the process of supervision and inspection. They assess and encourage effectiveness in implementation of desired known or stated policies, guidelines, instructional advice and sound professional records, mastery of the content, discipline, utilization of existing of infrastructure, finances and improvement in academic performance. The QASOs use many supervisory techniques to monitor, guide and direct the teacher. They visit the classroom to see what the teachers are doing; organize conferences and workshops to update the knowledge of the teachers. Effective curriculum implementation is the first step towards quality educational assessment at the ECDE level. This can only be achieved through effective quality assurance. It is from this background that the researcher saw the need to establish the effectiveness of supervision at the pre-primary and primary school focusing on opportunities available for conducive environment to children joining primary school, and how the QASOs ensure headteachers facilitate a smooth transition.

Ministry of Education (2004) Teachers Service Commission Proposal for NACECE and DICECE Staff Development outlines the functions of DICECE as including; managing ECDE programmes at district to community level; disseminating district based (local) curriculum; monitoring and evaluating district ECDE programmes; dissemination and documentation of information on ECDE programmes and acting as a link to the central government, local agencies and communities on ECDE policy interpretation and implementation. The proposal goes on to give the DICECE mandate
to conduct regular and in-service training for pre-primary teachers, and have seminars and workshops for other district field officers, headteachers and lower primary school teachers on issues of ECDE; advice all the ECDE stake holders on professional matters and ECDE curriculum; create awareness and mobilize local communities and resources for the holistic development of the child and build the capacity of the local communities through seminars and workshops to effectively utilize the available resources for quality ECDE services among other roles.

The devolvement of ECDE to county government following the implementation of the new constitution has created a gap in effective linkages for quality service delivery informed by policy makers at the national level and policy implementers at the preschool. Guiding on capacity building of ECDE personnel, supervising ECDE centers, registering ECDE centers, providing personnel, training, maintaining standards and quality assurance and coordinating the national ECDE policy is not well coordinated from the central government’s Ministry of Education to its counterpart at county level. On standards and quality, the ECDE policy (2007) states that the government in collaboration with partners shall develop, implement and monitor the use of clearly defined ‘user friendly’ standards and quality guidelines that cover all aspects of programs for children.

Budembu, J. Mudaki (2007) investigated the supervision of ECDE programs: Implications for provision of quality pre-school education in Nairobi province. The study found that the county ECDE officers and central government QASOs at the county level were coordinating to bring harmony on issues concerning maintaining standards and quality. However the employment of county QASOs and the deployment
of DICECE officers (formerly in charge of ECDE program at district level) to county government need to be harmonized. This study therefore recommended an adoption of an integrated approach, where all the stakeholders actively participate for achievement of the ideals of quality ECD education.

2.5 Summary of the Literature Review

Administration and management in the context of the headteacher in charge of institution is amalgamated into one role; that of running all the affairs of the school and overseeing overall functions. Management of the primary school however is the role of the school board of management with the headteacher as the main implementing person on its behalf. The study established that there was gap on how the headteachers managed curriculum implementation of pre-primary school compared to the primary school.

The need for a value-based, policy approach to leading and managing is vital to provide a firm foundation for effective curriculum implementation and ethical decision-making which keeps the interest of the child at the heart of ECDE operations. Linkages from the QASO find its way to ECDE teachers through headteachers. The study established that there was a gap in communication from the county quality assurance to ECDE centers. Some information meant for ECDE programs never gets to the attached schools since some headteachers do not seem obliged to serve such centers.
3.1 Introduction
This chapter explores the design the researcher applied to successfully carry out the study. It also identifies the study variables which helped the researcher to focus on factors affecting or influencing each other in the area of concern. The location of the study, target population will be identified and strategies on how sampling was done and the sample size to be used clearly stipulated. Data collection instruments that were used in the study will also be highlighted. The chapter also explains how the study was validated and gives reasons as to why this study’s findings can be relied on. Data collection techniques, analysis and ethical considerations are hereby clarified.

3.1 Study Design
The study adopted a descriptive survey design to investigate public primary school headteachers involvement in early childhood curriculum implementation in Nandi County, Kenya. This design was the preferred type of data collection procedure for the study to allow an in-depth description, explanation and validation of the findings. The researcher also found it cost effective and convenient using this design by employing the personal interviews and questionnaires as the main forms of data collection.

Descriptive survey designs are used in exploratory studies (Kombo and Tromp, 2006), to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). Borg and Gall (1989:5) note that “descriptive
survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.”

3.2 The Study Variables

This study focused on aspects of the involvement of headteachers of public primary schools as forming the independent variables. They include; Proper administrative practices, effective supervision of ECDE curriculum implementation, effective organization skills, and effective linkages from sub-county to ECDE centers. These variables either negatively or positively manipulates curriculum implementation dependent variables which include; Compliance with guidelines and regulations, appropriate pedagogy, program accountability, supportive school environment.

When headteachers are involved in effective administrative practices as mangers of the pre-primary section in their schools, they are likely to comply with the guidelines and regulations as provided for by the national ECDE policy framework, leading to high quality care for the young learners. Effective supervision of ECDE curriculum implementation will ensure pre-primary school teachers use appropriate pedagogy for facilitating learning at pre-school level. This in turn will enable the learners develop high self-esteem. Effective linkages from the sub-county to ECDE center ensures quality services are offered at ECDE centers.

The essence was to validate the concept that; benefits of making young children ready for primary school through participation in ECDE programs are further enhanced if headteachers recognized that learners in the first two or three grades are still young children and adopt friendly teaching and curricula (EFA report, 2007).
3.3 Location of the Study

The study was carried out in Emgwen Division of Nandi Central Sub-county in Nandi County. Emgwen Division is the most cosmopolitan of the four divisions of Nandi Central Sub-county and findings from this location are a representation of what is likely evident in other rural-urban public school settings of similar characteristics. The choice of this division also cushions against other extraneous variables like a people’s culture and traditions that could have a bearing on data collected thereby influencing findings.

The roles of headteachers of public primary schools in ECDE curriculum implementation of pre-primary centers within their schools are not well defined. As such the need for a focus on pedagogical or curriculum involvement of headteachers in ECDE centers within their schools and those attached is a major concern. As such there was need to ascertain the specific involvement of the headteachers in attending to teaching and learning.

The Emgwen Division is an educational division that covers Chepkumia, Kapkangani, Kapsisiywa, Kamoiywa and Kaptel zones. The division borders Kapsabet Division to the east, Kosirai Division to the South and Nandi South Sub-County to the west. To the north it borders Nandi North and Kakamega East Sub-Counties. Formerly this division was in Emgwen Constituency which has since been curved into two constituencies; Emgwen and Chesumei. As such, part of its zones; Kapsisiywa, kamoiywa and Kaptel are in Chesumei while the rest are in Emgwen. Majority of the people in the division are small scale farmers who practice subsistence farming involving dairy, maize and horticulture. The main cash crop is tea farming since the area is surrounded by rain
forests of Kakamega and Ngerek and receives rainfall most of the year. Due to low economic returns from resources within the division, there is high percentage of unemployment especially among the youth who form a significant number of young parents with children enrolled in ECDE centers. Many of these parents are not able to positively contribute to issues affecting their children schooling and instead leave this responsibility to the aging and equally cash strapped grandparents of the children. Many children therefore lack on appropriate support for a conducive environment for schooling leading to children admitted to primary school who are not well prepared for that level. According to the academic performance statistics at the Sub-County level for the year 2012, Emgwen is ranked last among the four divisions of Nandi Central Sub-County. This performance is worrying and it is for this reason the researcher choose the division for the study.

3.4 Target Population
Emgwen Division has 74 public primary schools located in 5 educational zones. Each zone has a Zonal Education Officer who doubles up as Teacher Advisory Center Officer (TAC) and Zonal Quality Assurance and Standards Officer (ZQASO), linking up ECDE functions from the schools to NANDI sub-county office. Two officers from the sub-county seconded to the division to link up ECDE functions with the main office at Sub-County Office in Kapsabet. Each of the 74 public primary schools is headed by a headteacher with at least one ECDE center section under his or her jurisdiction. At least 1 teacher is hired to provide care and pedagogical services in each of these ECDE section at the primary school. This gives a minimum number of 74 ECDE teachers in
centers at public primary schools. Every public school has at least one ECDE center attached to it bringing the total number of ECDE centers in the study to 148. These centers attached to public primary schools have at least one teacher in charge of every center. 148 ECDE teachers, 74 public primary school head teachers and 5 education officers in Emgwen Division of Nandi Central Sub-County. The overall target population is 227 people.

Table 1.1 shows the target population of the study

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of officers (ZQASO)</th>
<th>No. of head teachers</th>
<th>No. of ECDE teachers in public pri. School</th>
<th>No. of ECDE teachers attached to public primary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chepkumia</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Kapkangani</td>
<td>1</td>
<td>5</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Kaptel</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Kamoiywa</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Kapsisiywa</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5</strong></td>
<td><strong>17</strong></td>
<td><strong>57</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

*Source: Nandi Central District ECDE institutional data capture (2013)*
3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Purposive technique was used to select public primary schools with an ECDE center and at least one ECDE center attached to it. The technique was also used to select Ministry of Education Officers in charge of Emgwen Division and its zones since the researcher wanted to particularly take stock of the linkages in the administration and management of the ECDE programs from the sub-county level to the ECDE centers. The study first adopted the randomized cluster sampling to ensure an equal representation of schools from every zone and also for the reason that schools sampled had data collected from them as units (Scott and Usher, 1999). Once the schools were clustered according to their location and headteacher qualification, a simple random method of the lottery type was used to come up with 30% of the total number of schools in the division (22 schools) as the sample units. This study also used random sampling technique to ensure that all sub groups: headteachers with training in ECDE and those without training in ECDE, Pre-Primary school teachers within the primary school and those in attached schools within the population were represented then applied simple random sampling using the lottery approach to come up with the exact sample size of 30% to represent the target population. This included the pre-primary teachers of pre-primary section in public primary schools and those of ECDE centers attached to those primary schools, and headteachers who have received training in ECE and those who have not. As such a total number of 22 respondents were obtained from each stratum of ECDE teachers from public schools and another 22 from those attached to them bringing the total number to 44 ECDE teachers selected to respond to the study.
Another total number of 22 respondents were obtained from both the strata of headteachers with training in ECE and those without. The 22 sample units, 22 schools, were used in the study in a triangulation design to obtain data vital at the interpretation stage (Keith, 2009) for the purpose of relating findings from the headteachers, the ECDE teachers at the public schools and the ECDE teachers at the attached schools. This was done to enable the researcher come up with concrete inferences. The objective of using the various sampling techniques and 30% of the target population was to ensure the collection of accurate empirical data and valid generalization.

3.5.2 Sample Size of the Study
A total of 73 persons formed the sample size responding to the study; 7 Quality Assurance and Standards Officer (QASO), This group of Education Officers received an interview schedule for Quality Assurance and standards officers (ISQO). A sample of 30% (22 headteachers) was obtained from the total number of 74 headteachers targeted. This percentage was from both strata of 17 headteachers (5 respondents) trained in ECDE and 57 headteachers (17 respondents) lacking the training. They received a primary school headteacher interview schedule (PHI). Another sample of 30% was obtained from each stratum of 74 ECDE teachers (22 respondents) in pre-primary section at public schools and 74 ECDE teachers (22 respondents) from attached schools. This group was subjected to a pre-primary school teacher questionnaire (PTQ). As such 73 persons were the overall sample size while 22 schools formed the sample units used in the study.
3.6 Research Instruments

3.6.1 Interview for Education Officers and Headteachers of Public Primary Schools

The study used semi-structured Interview Schedule for the QASOs (ISQO). The respondents were: 2 Quality Assurance and Standards Officers (QASOs) 5 Zonal Quality Assurance and Standards Officers (ZQASOs) who double up as Teacher Advisory Center Officers (TACs). A sample of 22 headteachers of public primary schools was subjected to an interview schedule for headteachers (PHI). The researcher constructed semi structured interviews because they have the advantages of allowing the interviewer to provoke more detailed explanation from the respondent based on the response. It allows the use of hints, prompts and re-phrasing of questions which help the interviewer to interpret the questions in a way he is certain the respondents understand what they are being asked (Scott and Usher, 1999). Respondents also have a chance to elaborate on answers given. Face to face encounter enables the interviewer to make judgment about the data in the context in which they were collected.

The interview schedules for the QASOs (ISQO) had Section (A) containing the demographic information of the respondents including the educational and professional qualification. Section (B) sought to provide information on the link in administrative and management structure that is in practice from the sub-county to the ECDE centers and how this link addresses ECDE issues.

The interview schedule for both the headteachers (PHI) contained two main sections. Section (A) contained the demographic information of the respondents including the
educational and professional qualification. Section (B) had 10 items that sought to provide information on the specific administrative and management functions of headteachers in ensuring the operations of ECDE centers in public schools, 12 items that investigated the extent to which headteachers of public primary schools were involved in curriculum implementation and 7 items that sought to determine the link in administration and management from the sub-county to the ECDE centers.

3.6.2 Questionnaire for Pre-Primary School Teachers
A self-administered questionnaire employing both closed and open-ended techniques was used for pre-primary school teachers (PTQ). The same format was used for pre-primary school teacher in the public primary school and that from the attached school. Section (A) contained the demographic information of the respondents including the educational and professional qualification. Section (B) had information about the ECDE center. Section (C) had 4 items that sought to provide information on the specific administrative and management functions of headteachers in ensuring the operations of ECDE centers in public schools, 1 consolidated item that investigated the extent to which headteachers of public primary schools were involved in curriculum implementation and 5 items that sought to determine the link in administration and management from the sub-county to the ECDE centers.

3.7 Pilot Study
The researcher conducted a pilot study before the actual administration of the instruments by selecting five neighboring schools not included in the sample close to
the residence of the researcher for convenience. Three were public and two ECDE centers attached to public primary schools. The instruments were administered to the headteacher and the ECDE teachers respectively. This pilot study was important in testing the validity of the instruments and to ensure clarity of instruments used.

3.7.1 Validity of the Research Instruments
The study was face validated by the researcher’s supervisors who examined the interview transcripts and questionnaire items to determine whether they represent the aspects measured, their suitability and appropriateness of language that would justify the drawing of correct conclusions based on the data obtained (Frankel and Wallen, 2009). Based on the supervisors’ advice and comments, modification and necessary adjustments were made and the final report compiled.

3.7.2 Reliability of the Research Instruments
Orodho (2005) states that reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure theoretical concepts. The constructed questionnaire was given to four pre-primary teachers from public schools teachers and another four pre-primary teachers from ECDE centers attached to public primary schools. An interview was conducted to three head teachers. The data collected was analyzed. The exercise was repeated after a fortnight using the same respondents for the purpose of comparing the two sets from the responses, Spearman Rank Order Correlation was employed to compute the coefficient in order to establish the extent to which the content in the instruments is eliciting the same responses every time the
instrument is administered. A coefficient of 0.75 was considered to be high enough to allow the instruments to be used.

3.8 Data Collection Techniques
The researcher sought a permit from the Ministry of Education and clearance from the D.E.O Nandi Central Sub-County to carry out the study in Emgwen Division. To inform the respondents of their involvement in this study, a letter was written and forwarded to them in good time before the commencement of data collection seeking their consent. After consenting to request the researcher scheduled the interviews with the respondents. The headteacher interviews were contacted concurrently with the delivery and collection of the questionnaire so as to minimize on time and cost used to collect data. The researcher first gave the questionnaire to the pre-primary school teachers in the sample and requested them to fill and submit on completion. The questionnaires were then collected after the interview with the headteacher. This was possible as respondents were given the questionnaire early in the morning to fill as the researcher conducted the interview with the other respondents (head teacher/QASO) from the same area. This approach was successful as all the interviews for both the ISEO and PHI were conducted as scheduled. All the questionnaires were also filled and collected for data analysis within the speculated time.

3.9 Data Analysis of the Study
The researcher adopted the qualitative analysis but also employed aspects of quantitative analysis. The purpose was to remain focused on descriptive survey design
of the study. Suter (2010) points out that qualitative data analysis evolves throughout the whole research project. It is concerned with finding meaning embedded within rich resources of information.

Analysis of data began with ascertaining the raw data collected completeness, accuracy and usefulness. Quantitative data was computed using the statistical package for social sciences (SPSS version 20) after which data was converted into frequencies and percentages using tables.

The researcher employed the qualitative method to analyze the open-ended items in the questionnaire which were tallied to find out the most common responses to enable computation of percentages. Based on the study objectives, generalizations were drawn from the questionnaire and interview material used in the study. The findings were presented using tables and pie chart to make interpretations clear.

3.9 Logistical and Ethical Considerations
The findings emanated from empirical data collected from stake holders in ECDE curriculum implementation at the school level. The researcher employed interviews and questionnaires to elicit a reflection from the respondents concerning their responsibility in this matter, unveil the challenges encountered and propose measures of mitigation to realize improved service delivery. The respondents receiving a questionnaire were requested to hand them in immediately. This minimized the length of time used to collect data and enabled the researcher to analyze the data immediately. The researcher
having sort for consent in the first case from respondents reassured them of confidentiality during interview sessions.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF THE FINDINGS

Introduction
This chapter presents data analysis, results and discussion of the findings on the involvement of headteachers of public primary schools in Early Childhood Development Education curriculum implementation and transition in Emgwen Division of Nandi County.

The chapter is organized based on the areas of investigation. These include: Specific administrative and management functions that head teachers carry out in ensuring the smooth operations of ECDE centers in their schools and those attached. The extent to which Headteachers of public primary schools are involved in role of overseeing curriculum implementation of ECDE in their schools and in ECDE centers attached to their schools. The link in administrative and management structure that is in practice from the sub-county to the ECDE centers and how this link addresses ECDE issues.

4.2 Background Information of the Respondents

This section describes the general background information of the four categories of the respondents who participated in the study: Pre-school teachers, head teachers, QASOs.

4.2.1 ECDE Teachers

The study considered background characteristics of 148 ECDE teachers who participated in the study. These characteristics were determined since they were deemed important in relation to the study objectives. For instance, the ECDE teachers needed to
be well acquainted with knowledge on ECDE curriculum, the management and administrative functions of a manager of an ECDE center. This would enable them determine the headteachers effectiveness or lack of it, in running the ECDE center. Finding out about those who had received training in the same was vital. All the pre-primary teachers responding to the study (100%) were female. This may be attributed to the fact that ECDE is largely perceived by society to be a female profession.

Professional Qualifications of ECDE Teachers

The study sought to find out the professional qualifications of the pre school teachers. Their responses were as shown below.

Table 4.1: Distribution of pre-primary teachers by professional qualification.

<table>
<thead>
<tr>
<th>Professional qualifications</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>17</td>
<td>38.6</td>
</tr>
<tr>
<td>Certificate</td>
<td>27</td>
<td>61.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to table 4.1, an overwhelming majority (61.4%) of the pre-school teachers had attained a certificate by Kenya National Examination Council (KNEC) certificate while the rest (38.6%) were diploma holders. This figure includes the number of those still in training clustered at the current level of training as their current qualification. This indicated that the pre-school teachers were qualified since they had either the minimum qualification required or were on the process of acquiring one.
Teaching Experience of ECDE Teachers

The teaching experience of the pre-school teachers was also considered in the study and Table 4.2 shows their responses.

Table 4.2: Distribution of pre-primary teachers by experience.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year and above</td>
<td>36</td>
<td>81.8</td>
</tr>
<tr>
<td>Months</td>
<td>8</td>
<td>18.2</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A majority of the pre-school teachers (81.8%) indicated that they had worked for one year and above. This could imply that they had experience on the curriculum implementation of Early Childhood Development Education Programs and its implications for provision of Quality pre- primary school education.

Type of Training for ECDE teachers

The study also sought to find out whether the ECDE teachers had attended in-service training and their response was a reflected below.
Table 4.3: Distribution of ECDE teachers type of training

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECDE certificate</td>
<td>27</td>
<td>61.4</td>
</tr>
<tr>
<td>Diploma in ECDE</td>
<td>17</td>
<td>38.6</td>
</tr>
<tr>
<td>Related courses</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the pre-school teachers who responded to the questionnaire (100%) indicated that they had either attended ECD in-service training or were undergoing training. This suggested they were best suited to provide quality services since the early years curriculum requires trained personnel for effective delivery. This finding also indicates that ECDE is being taken seriously in Emgwen Division of Nandi County or more people are now interested in ECDE when it comes to personnel in charge of children’s learning. ECDE training in Kenya has both pre-service and in-service courses however the most embraced program is in-service where teachers train while in service.

4.2.2 Other Respondents: Head teachers and, QASO

The study considered background characteristics of the other respondents who include: Head teachers of public primary schools and QASOs. Their characteristics were sought out mainly to provide the demographic characteristics of the target population which formed the foundation of the study. These characteristics were gender, professional
qualification, years of experience and type of training. This information was relevant to this study because professional qualification, training and experience are important components of school administration and curriculum implementation.

**Distribution of the head teachers and QASOs according to gender**

Information on the gender of the respondents (Head teachers and QASOs.) was sought by the researcher in order to bring out the participation of both male and female participants in the study.

**Table 4.4: Distribution of the DICECE and QASO officers according to gender.**

<table>
<thead>
<tr>
<th></th>
<th>Head Teacher</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>7</td>
</tr>
</tbody>
</table>

Out of the 22 head teachers, 77.3% were male while only five 22.7% were female. This implies that most of the public primary schools were managed and administered by male. These head teachers are the ones who assume the role of management and administration at the ECDE centers. All the QASOs, 100%, are male. The researcher observes that this disparity could be a major cause for inadequate supervision as stated by Robins and Callan (2009) who argues that: “early settings are essentially dealing in human relationships in which there are layers and levels of responsibilities to the child, parents and care givers, staff, and the wider community. The interface of these relationships can generate uncertainty in how best to fulfill different responsibilities,
whether managerial or relating directly to practice, for example, where the needs or interests of the individual compete with the whole group or where policy directives seem to be at odds with local needs.”

Professional Qualification

The study also sought to find out the Professional qualification of the respondents (head teachers, QASO, DICECE officers) and their responses were reflected in Table 4.5.

Table 4.5: Distribution of headteachers and QASOs by professional qualification

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Head teachers</th>
<th>QASOs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>Diploma (edu. mgt)</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Diploma (ECDE)</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Masters degree</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>1</td>
</tr>
</tbody>
</table>

Out of 22 head teachers who took part in the study, 72.7%, were those without training in ECDE leaving a small percentage of 27.3 as those trained in ECDE. Among this percentage of those with ECDE training, 66.7% have diploma, 16.7% have degree and 16.7% have a master’s degree. Respondents of this particular stratum were well conversant with the ECDE curriculum, and general requisites for quality pre-primary education. Out of 72.7% without ECDE training, 76.5% have undertaken a distance learning course in primary education management. This number of headteachers who have trained in management is high and this can be taken to imply that most
headteachers in Emgwen have managerial knowledge that should enable them handle issues within their jurisdiction efficiently. This finding implied that most of the headteachers who participated in the study were qualified school headteachers with knowledge in school management. The ECDE training at diploma has management component to ensure that those who undertake the course have relevant information on management and administration.

Out of the seven QASOs, only 1 had a degree in ECDE. This could imply that the majority of the QASOs (6) were not qualified to handle their duties effectively since they lacked training in ECDE. As such, it can be viewed that they were not in a better position to properly guide the ECDE teachers on curriculum implementation and quality of ECDE.

**Working Experience**

The working experience of the participants, head teachers and QASOs, was also established.

**Table 4.6: Distribution of headteachers and QASO officers by working experience**

<table>
<thead>
<tr>
<th>Working experience in years</th>
<th>Headteachers</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>11-20</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>21-30</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>30 plus</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>7</td>
</tr>
</tbody>
</table>
Out of the 22 head teachers in the study, 13.6% of them had a working experience of between 1 to 10 years and 31.8% of them had more than 10 years but less than 20 while 45.5% had more than 20 years of working experience. This experience was adequate especially when dealing with ensuring curriculum implementation of Early Childhood Development Education Program. The same applies to QASOs.

4.3 The Specific Administrative and Management Functions of Headteachers of Public Schools

The study sought to find out from pre-school teachers, administrative and management functions carried by head teachers of public schools at the ECDE section in their schools and in those attached. This information from the cluster was important to generate information that would reflect the true scenario on the ground. To get this information the study considered frequency of performing specific duties, support to the attached center and effectiveness in activities concerned with curriculum implementation.

Table 4.7: Response of pre-primary school teachers on head teacher termly administrative visits

<table>
<thead>
<tr>
<th>No of Head teachers</th>
<th>Frequency of termly administrative visits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Findings indicated that half of the head teachers visited the ECDE centers on administrative duty for only three times in a term representing 27.3% of the
administrative visits in a term while less than a third were more regular having visited the school eight times. Five headteachers representing 22.7% of respondents did not visit the center on administrative routine at all during any given time during the term. This scenario implies majority of the headteachers were not fully involved with the functions at the pre-primary level. It does not conform to the system 4 theory which proposes supportive relationships, group decision making in an overlapping group structure that promotes high performance goals for the leader. As identified by Linkert (2004), casual, intervening and end result inter-relate in determining the type of leadership and the status of the organization. Headteachers need to constantly make administrative visits at the pre-primary section so that they can intervene to help solve emerging challenges at the ECDE center and together with the ECDE teacher make decision for the wellbeing of the children at the center.
Table 4.8: Distribution of pre-school teachers on headteacher specific duties
administered in public schools (n=22)

<table>
<thead>
<tr>
<th>Specific duties at school’s ECDE center</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks children’s work</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>Checks professional records</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Assess learning environment</td>
<td>16</td>
<td>72.7</td>
</tr>
<tr>
<td>Advices on methods of teaching</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>All the above</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Takes statistics</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Collects fees from parents</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Pays monthly wages</td>
<td>18</td>
<td>81.8</td>
</tr>
</tbody>
</table>

The study found that the areas mostly checked by the headteachers were professional records, the general environment, statistics and teacher remuneration. However a core area of implementing the curriculum, pedagogy, seems not to be given any importance by the headteachers. This can be attributed to their lack of knowledge in ECDE. The internal functions of the institution are dictated by the coordination of the headteachers and his flow of information between the teachers, from the higher authority and from teachers to children at school level, which form the immediate environment. If this is not a daily, weekly norm of a headteachers then teachers working under such a head are working alone and may work, choose what to do and how to do it, at their convenience.
This may in return compromise what the curriculum demands of such teachers in preparing children well for future learning.

**Table 4.9: Response of pre-school teachers on headteacher support to attached schools (n=22)**

<table>
<thead>
<tr>
<th>Support given to attached school</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks children’s work</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Checks professional records</td>
<td>8</td>
<td>36.4</td>
</tr>
<tr>
<td>Assess learning environment</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Advices on methods of teaching</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>All the above</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Takes statistics</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Collects fees from parents</td>
<td>3</td>
<td>14.5</td>
</tr>
<tr>
<td>Pays monthly wages</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Slightly less than half of the pre-school teachers of attached schools (36%), indicated that headteachers mainly gave support towards professional records. They mainly checked preparation of major records that include schemes of work and lesson plan during their visits. The other common support as indicated by a few of the teachers (18%), was to offer advice on methodology. The highest reported activity was taking statistics. The QASOs require statistics on a monthly basis and this may be the reason the headteachers were keen to ensure this information is provided.
Notably, headteachers were keen on assessing the general environment of the children that includes classroom and outdoor environment. This is commendable putting in mind that children’s physical environment is as important as teaching in the classroom.

### 4.3.2 Headteachers Response on Their Specific Administrative And Management Functions At ECDE Centers

The headteachers were also asked on frequency of visit, specific duties, support to the attached center and effectiveness in activities concerned with curriculum implementation. Their response is as indicated below:

<table>
<thead>
<tr>
<th>No of Head teachers</th>
<th>11</th>
<th>50%</th>
<th>6</th>
<th>27%</th>
<th>5</th>
<th>22%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of visits</td>
<td>3</td>
<td>27.3%</td>
<td>8</td>
<td>72.7%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Findings on frequency of visit for headteachers were the same as that given by the pre-primary teachers revealing honesty in responding to this aspect among the respondents. The high percentages of rare visits by the headteachers reveal a serious need for emphasis of their presence at the pre-school which could enhance teacher involvement in children’s learning. The visits to ECDE section formed a major indicator of effective leadership and responsiveness towards management of ECDE centers. The finding that 22% of managers never visited ECDE centers within their jurisdiction does not conform to effective leadership and management practices that create the environment
for high quality care and education. A constant visit of an administrator or manager to a working station, effective communication and consultations with those supervised is a recipe to ensuring compliance with relevant regulation and guidelines.

Table 4.11: Headteacher response to support to the attached schools (n=22)

<table>
<thead>
<tr>
<th>Support given</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks children’s work</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Checks professional records</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Assess learning environment</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Advices on methods of teaching</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>All the above</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Takes statistics</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Collects fees from parents</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Pays monthly wages</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

In specific duties carried out, more headteachers 4.5% were involved in paying salaries and collecting fee from parents (4.5%) than any other duty. 16% checked children work and 20% were able to advice on curriculum.
4.3.3 Response of the QASOs on Specific Administrative and Management Functions of Headteachers at ECDE centers

The QASOs were also asked what they expected of the head teachers in terms of frequency of visit, specific duties, support to the attached center and effectiveness in activities concerned with curriculum implementation.

Table 4.12: Frequency of visit by headteachers to ECDE center

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>QASO</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

All QASOs responding to the study were of the opinion that all the headteachers are supposed to be more frequent at the ECDE center. They were further probed on the specific duties they expected the headteachers to carry out and the support they should render to the attached centers.
4.13: Distribution of QASOs on Specific Duties by Headteachers.

Table 4.13: Distribution of QASOs on specific duties by headteachers.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>QASOs response</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks children’s work</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Checks professional records</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Assess learning environment</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Advices on methods of teaching</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>All the above</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Takes statistics</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Collects fees from parents</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Pays monthly wages</td>
<td>5</td>
<td>83.3</td>
</tr>
</tbody>
</table>

Similarly all the officers were of the opinion that it is the duty of the headteachers to solicit funds for the center, advice on curriculum and pay monthly wages on behalf of the school management committee. However most of the officers (90%) did not think it was the mandate of the headteacher to check children’s work but rather the class teacher’s. The response here agrees with the definition of Teklemarian (2006) definition of an educational administration as a concern for directing and integrating educational resources (human, material and financial) in order to accomplish educational goals.

It is commendable that all public primary school headteachers had the current statistics of their ECDE section and those attached. All the pre-school teachers for both strata said they submitted their statistics to the headteachers monthly and this result agreed with that of the headteachers who said they submitted the reports on a monthly basis to
the QASOs. Similarly, QASO agreed they received monthly statics from the headteachers of schools under his jurisdiction. This means that the statistics for preschools are well documented and issues concerning this sub-sector can therefore be addressed accordingly by all stakeholders involved in ECDE from the school board of management to both the Ministry of Education at the county and national levels.

However, various core aspects of administrative and management functions of headteachers in ensuring the operations of ECDE centers in public schools are not quite well performed. Management of pre-primary teaching staff and that of pupils at ECDE level is not well performed since most of the time ECED teachers are left to implement the curriculum on their own as indicated by the few visits headteachers make to the centers. Most head teachers are more effective with financial and management of physical facilities that include buildings and furniture for the children. Most headteachers (81%) of public primary schools were in charge of financial management of the financial resources for running the ECDE centers which are within the school compound. They were also required to submit the center statistics to the QASO office. This does not conform to Teklemarian’s highlight on the headteachers roles as ranging from school community relations, financial management, pupil management, management of teaching and non-teaching staff, curriculum management and finally management of physical facilities.
4.4 The Headteachers Supervisory Role of Overseeing Curriculum Implementation.

4.4.1 Pre-school Teachers’ Response on Headteachers Involvement in Curriculum Implementation

Pre-school teachers were asked to indicate what headteachers checked in relation to curriculum implementation, teaching and learning resources. They gave varied responses as indicated below.

Table 4.14: Pre-school teachers’ responses on headteachers’ areas of curriculum supervision. (n=44)

<table>
<thead>
<tr>
<th>What is checked</th>
<th>Frequency</th>
<th>Percent Of headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme of work and lesson plans</td>
<td>28</td>
<td>63.6</td>
</tr>
<tr>
<td>Other professional records</td>
<td>8</td>
<td>18.2</td>
</tr>
<tr>
<td>Advice on methods of teaching</td>
<td>10</td>
<td>22.7</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>4</td>
<td>7.9</td>
</tr>
<tr>
<td>Utilization of teaching / learning materials</td>
<td>36</td>
<td>81.8</td>
</tr>
<tr>
<td>Furniture</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>24</td>
<td>54.5</td>
</tr>
<tr>
<td>State of play Equipment</td>
<td>36</td>
<td>81.8</td>
</tr>
<tr>
<td>Security</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>
Slightly more than half of the pre-school teachers (63.6%) indicated that scheme of work was what the head teachers checked on curriculum implementation. However the bigger percentage of the pre-primary teachers who responded to this effect (40.9%), were teachers in the centers within the primary school. Only (22.7%) of those attached had their work checked. This means most teachers in ECDE centers attached to public primary schools responded to the study were giving pedagogy services to children without any form of supervision. The other professional records as indicated by a few of the teachers (18.2%) were checked. On methods of teaching and syllabus coverage, 22.7% of the teachers and 7.9% respectively responded that head teachers showed concern. This scenario reflects ineffectiveness of curriculum implementation at ECDE level and does not conform to Olembo (1992) summarizes as the role of the teacher in asserting that the head teachers has the overall responsibility of the school in implementing the curriculum with the role here being that of instructional leadership, supervision and inspection. As such, the involvement of a head of school in curriculum implementation cannot be ignored. They are the ones concerned with every aspect of a school and their interests in its success provide a strong and direct motivation.

Among other considerations, indicators of success of a school for young children is pegged on how well it is able to prepare them in the four main developmental domains (cognitive, physical, socio-emotional and language). It is also about how a school facilitates learners’ acquisition of competence for future learning and independence through appropriate life skills. As such ensuring that ECDE curriculum is implemented in its fullness is vital.
Teachers also indicated that utilization of learning resources, cleanliness, equipment and security were the most commonly checked areas. This implies that most head teachers were more concerned with infrastructure than the core areas of implementing the ECDE to ensure appropriate preparation of children for future learning.

4.4.2 Head teachers’ Response on their Involvement in Curriculum Implementation

The head teachers were also asked to indicate what they checked in terms of curriculum implementation, teaching and learning resources, and learning environment.

Table 4.8 shows their distribution.

Table 4.15: Distribution of head teacher’s on areas checked for curriculum implementation

<table>
<thead>
<tr>
<th>Head teachers’ supervisory task</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme of work and lesson plans</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Other professional records</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>Advice on methods of teaching</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Utilization of teaching and learning materials</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>Furniture</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>State of play Equipment</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Security</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>
The key areas checked by the head teachers as indicated by most of them (81.8%), included areas of curriculum and instruction (mainly schemes of work and lesson plan), teaching and learning resources and learning environment. The supervision was mainly on the suitability of learning environment and security. However 27.3% of headteachers responded to having minimal checks on methods of teaching. This implies that the head teachers did not supervise all aspects of curriculum implementation thus rendering them less effective in one of their core roles.

4.4.3 QASOs Response on Headteachers’ Involvement in ECDE Curriculum Implementation

The QASOs were also asked the duties they preferred the headteachers engage in at the pre-primary school section.
Table 4.16: The QASOs’ response on preferred areas of curriculum supervision. (n=7).

<table>
<thead>
<tr>
<th>Head teacher supervisory task</th>
<th>QASO response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheme of work and lesson plans</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Other professional records</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Advice on methods of teaching</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Utilization of teaching and learning materials</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Furniture</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>State of play Equipment</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Security</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

Most QASOs (71%) agreed that professional records and pedagogy was the role of the headteacher. The whole idea of involvement of headteachers of public primary schools in curriculum implementation of ECE centers attached to their schools has to aim at impacting positively on the content delivery to learners at this level.

Of great concern are the areas of schemes of work and lesson plans, other professional records, advice on methods of teaching, syllabus coverage and utilization of teaching and learning materials. In environments where supervision has fully rewarded early childhood education, headteacher’s activity goes beyond mere oversight role in order to
meet requirements as set by authorities or to satisfy the expectation of parents but rather to consider serious issues of holistic development. In regard to this role, personnel in management positions need to be well acquainted with how children grow and develop and the requirements of imparting necessary knowledge and skills to children of this level. Supervision also becomes vital. However this is not the case as the study revealed that most pre-primary teachers are left on their own with very minimal supervision from the headteachers who are the immediate managers of the public school ECDE centers. Supervision should not only confine itself on the general environment and attainment of short term objectives like payment of wages to teachers but should also question the ability of these centers and the teachers to mould children to desired individuals in the light of resources available. The inherent lack of adequate effectiveness on the aspect of supervision can adversely compromise the quality in ECD centers.

4.6 The Link In Administrative and Management Structure
The study probed headteachers on the frequency of duty visits by the education officers and the response is as indicated below.

Table 4.17: Response of Headteachers on the Frequency of Duty Visits by QASO Officers to ECDE Centers

<table>
<thead>
<tr>
<th>Frequency of supervision</th>
<th>QASO</th>
<th>DICECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>49.90%</td>
<td></td>
</tr>
<tr>
<td>Once a year</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>More than once a year</td>
<td>18.80%</td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>9.40%</td>
<td></td>
</tr>
</tbody>
</table>
The study found that less than half (49.90%) QASOs visited public primary schools once a term while 25% QASO officers came to the schools on official duty at least once a year. These findings reveal that the rate of school supervision by both QASO officers is not quite regular as such. This could further be attributed to the number of schools and the number of officers who might not be enough to make more than one visit in term or even in a year.

The headteachers were also asked to indicate meetings/seminars or workshops organized by the QASO office at different levels from the sub-county addressing ECDE issues. Only one meeting two years ago had been organized by the sub-county in all the 5 zones of Emgwen on different dates at selected venues of schools with an ideal ECDE class. There was no meeting organized by division nor any of the five zones to address ECDE issues for the last one year. This was the same response given by the pre-primary teachers.

The effectiveness of the QASO officers on linkage concerning curriculum implementation was also investigated and produced the results below:

### 4.6.1 Response of the Pre-Primary Teachers on Effectiveness of QASOS in Enhancing Curriculum Implementation and Transition

The researcher sort to find out the opinion of the pre-primary teachers on QASOs enhancement of curriculum implementation and transition. The purpose was to draw a line between the headteachers involvement and that of QASOs on this matter.
Table 4.18: Pre-primary teachers’ distribution on the QASOs’ role in enhancing curriculum implementation and transition (n=44)

<table>
<thead>
<tr>
<th>Curriculum implementation</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Fairly Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Motivation of teachers</td>
<td>8</td>
<td>18.2</td>
<td>8</td>
<td>18.2</td>
</tr>
<tr>
<td>Consultation with teachers</td>
<td>9</td>
<td>20.</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Teacher development</td>
<td>8</td>
<td>18.2</td>
<td>12</td>
<td>27.3</td>
</tr>
<tr>
<td>Curriculum implementation</td>
<td>10</td>
<td>22.7</td>
<td>12</td>
<td>27.3</td>
</tr>
<tr>
<td>Evaluation of teachers</td>
<td>3</td>
<td>6.8</td>
<td>10</td>
<td>22.7</td>
</tr>
</tbody>
</table>

The above table indicates that 22% of the pre-school teachers indicated that the education officers were fairly effective in motivating teachers. On consultation with teachers, half (52%) of the pre-school teachers agreed with the fact that the supervisors were less effective when it came to the issue of consulting with the teachers. In initiating in-service and development programs for teachers, half of the teachers involved in the study 50% indicated that the roles of the supervisors was either fairly effective or ineffective in curriculum development and implementation programmers for the teachers.

On evaluating teachers in Class, the findings reflected a similar result. Only 22% of the teachers stated that QASOs were very effective in performing curriculum and
instruction functions such as evaluation of teachers in class. On Guiding on transition, only a third (17%) of the teachers were in agreement with the fact that QASOs were effective in performing curriculum and instruction functions such as guidance and advice on pedagogical issues.

The performance of education officers on curriculum implementation is not well performed as indicated by the ratings of the respondents above. This implies that implementation of the ECDE curriculum in public schools is not well supervised by the QASOs. This does not conform to the department of quality assurance role of having the responsibility to maintain quality education through the process of supervision and inspection. Nevertheless, quality assurance and standards is essential in monitoring progress in any organization.

### 4.6.2 Response of headteachers on QASOs Role in Enhancing Curriculum Implementation

The study also gathered data on headteachers response of effectiveness of QASOs role on curriculum implementation at ECDE level. Below is their response.

<table>
<thead>
<tr>
<th>Table 4.19:</th>
<th>Headteachers’ distribution on the role of QASOs in enhancing curriculum implementation (n=22)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Transition</strong></td>
<td><strong>Very Effective</strong></td>
</tr>
<tr>
<td>Motivation of teachers</td>
<td>2</td>
</tr>
</tbody>
</table>
The table above indicates that almost half (45%) of the headteachers indicated that the education officers were ineffective in motivating teachers. On Consultation, half of the headteachers (54%) agreed with the fact that the education officers were very effective when it came to the issue of consulting them. Majority of the headteachers involved in the study (76%) indicated that the roles of the education officers were very effective or effective in curriculum development and implementation programmers for the teachers. Concerning evaluating teachers in class, slightly more than (59%) of the headteachers involved in the study were in agreement that the supervisors were very effective in evaluating teaching in class. On guiding on transition, half (50%) of the headteachers were in agreement with the fact that QASOs were fairly effective in performing curriculum and instruction functions such as guidance and advice on pedagogical issues.

The problem of inadequate supervision can create a vacuum in terms of provision of quality ECD education. Teachers in such centers are left on their own thus compromising responsibility for taking action for the prevention of problems, mistakes, poor teaching methodology, and teacher absenteeism. Again, the state of inadequate supervision is created which removes a very important part of the ECD teacher support.
process, eliminating the opportunity for them to refer to some supervisor guided reference, teaching and techniques.

Link in administrative and management structure is one of the most important tools that can propel ECDE of public primary schools to excellence. As such, its importance in Emgwen can never be over emphasized. This study found that the process of linkage from national to ECDE centers is appropriate. The linkage from the district to the ECDE center was mainly through the head teacher and the study found this link to be appropriate among ECDE teachers.

The supervisory roles of the education officers that included guidance, curriculum implementation, motivation and advice on pedagogy were not satisfactory. This implies there is more that needs to be done in linking up the education officers with ECDE centers. Seminars and workshops, the study found, were a rare thing in Emgwen and this leaves a gap in personal development of any personnel in a given area to sustain high productivity.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary, conclusions and commendations of the study. These are in reference to the key findings based on the objectives of the study.

5.2 Summary of Findings
The purpose of the study was to examine the involvement of headteachers of public primary schools in Early Childhood Development Education centers in their schools and those attached and its implications for provision of quality pre-school Education in Emgwen. The study examined: Specific administrative and management functions of headteachers in ensuring the operations of ECDE centers in public schools, the level of involvement of headteachers of public primary schools in curriculum implementation of ECE centers in their schools and to centers attached to their schools, and the link in administrative and management structure that is in practice from the sub-county to the ECDE centers.

The study employed descriptive survey research design. This design was found relevant since it facilitated adequate data collection basically by the use of questionnaires and interview method. The design was useful in measurement and interpretation of data. It also helped in identification, assessment and description of opinions, personal information and managerial practices of the managers and supervisors of ECDE
programme. The sample comprised 30% of all the categories of respondents. This provided an adequate sample for the research.

The study targeted 229 persons; 7 Quality Assurance and Standards Officers (QASOs). This group received an interview schedule for education officers (ISEO). A sample of 30% was obtained from both strata of 17 headteachers (5 respondents) trained in ECDE, and 57(17 respondents) lacking the training who received a primary school headteacher interview schedule (PHI). Another sample of 30% was obtained from each stratum of 74 ECDE teachers (22 respondents) in pre-primary section at public schools and 74 ECDE teachers (22 respondents) from attached schools. This group was subjected to a pre-primary school teacher questionnaire (PTQ). As such 73 persons were the sample size while 22 schools formed the sample units used in the study.

5.2.1 Specific Administrative and Management Functions of Headteachers in Ensuring the Operations of ECDE Centers in Public Schools.

With regard to the various aspects on headteacher involvement in administration and management of Early Childhood Development the study established that headteachers’ administrative visits were not regular. In most of the cases, ECDE centers could be visited either thrice per term or even in some cases once in a term or not at all. The main reason that prompted the headteachers to visit centers was to collect center statistics as a matter of requirement by the QASO office. The key areas that include methods of teaching, schemes of work, syllabus coverage and equipment were not adequately checked. These areas touch the main domains of ECDE.
5.2.2 The Level of Involvement of Headteachers of Public Primary Schools in Curriculum Implementation of ECE centers.

Seeking to find more about the level of involvement of head teachers of public primary schools in curriculum implementation of ECE centers attached to their schools, the study established that their involvement was not well rated. Slightly more than half of the pre-school teachers (63.6%) indicated that schemes of work were what the headteachers checked on curriculum implementation. However other areas concerning curriculum implementation including; checking professional records, syllabus coverage and advice on methods of teaching did not receive adequate attention by the headteachers. This means supervision of curriculum implementation in ECDE centers was not adequately done.

5.2.3 The Link in Administrative and Management Structure That is in Practice from the Sub-County to the ECDE Centers and How Effective this Link Addresses ECDE Issues.

The study established that link in administrative and management structure from sub-county to the ECDE centers level was well done. On linkage of the ECDE program the study established that all the pre-primary teachers (100%) indicated it was through the headteacher. This means that this mode of communication was effective.

On Consultation, half of the headteachers (54%) agreed with the fact that the QASOs were consulting them on matters related to ECDE administration and curriculum implementation.
5.3 Recommendations

Considering the significance of curriculum implementation in the life of a learner, the researcher recommends that:

- The study recommends that relevant training be offered to the head teachers to equip all of them with knowledge on ECDE curriculum, policy, pre-primary school administration and general knowledge of how children grow and develop. This will place them in a better position to facilitate curriculum implementation at ECDE centers. The researcher feels this is a major area of focus that needs attention to address major concerns of poor performance and retention rates at lower primary classes in primary schools.

- Head teachers need to be conversant with the ECDE National Policy document and have it in their schools as they do for other administrative documents. Efforts should be made to avail this document to every school.

- Emphasis should be given to headteachers of ECDE public primary schools to supervise ECDE curriculum in ECDE centers in both their schools and those attached to their schools.

5.4 Conclusion

There is much more that remains to be done as far as improving various aspects of headteacher involvement in ECDE programs are concerned. There is need to enhance the capacity of headteachers in administering their duties at ECDE centers under their jurisdiction. Supervision of curriculum implementation at ECDE centers in public schools and those centers attached to it requires that the headteacher has the required
knowledge, skills and attitude. The need for emphasis on implementation of the ECDE national policy framework (2007), well stipulated roles for headteachers at ECDE level and enhancing their capacity on ECDE matters remains key in the whole process of trying to bring about quality basic education and meeting the universal goals of education.

The effectiveness of headteachers in executing the two major functions, managerial and curriculum implementation functions ECDE centers cannot be achieved without a well-integrated approach that seeks to involve not only government but also other stakeholders in Early Childhood Development Education.

5.5 Suggestions for Further Research

1. This study focused on establishing the extent to which head teachers of public primary schools are involved in curriculum implementation and transition of children from pre-primary to primary school. However the study did not look at the same variables as they affect quality of education in private schools. Further research can be done in this area.

2. Following the new constitution which shows ECDE devolved to the county there is need to establish how the devolved government is liaising with the national government through QASOs in implementing policies concerning ECDE. Further study need to be done.
REFERENCES


Ratemo, C.V. (2016). *Quality of Pre-Primary School Education; A Comparative Study Of Private And Public Pre-Primary School Centers In Nairobi City County, Kenya*. M.ed. Kenyatta University. 2016.


APPENDICES

APPENDIX 1

PRE- PRIMARY (PUBLIC) TEACHER QUESTIONNAIRE (PTQ)
The purpose of this questionnaire is to find out the involvement of head teachers in pre-
primary curriculum implementation and transition of children from pre- primary to
primary level. The results of this study are vital in improving the level of involvement
of head teachers in pre-primary issues in their capacity as school administrators.
Information you provide will be held in confidentiality and used only for the purpose of
the study. You are therefore requested kindly to answer the following questions
honestly.

INTRODUCTION (Tick or complete as instructed appropriately)

PERSONAL INFORMATION

1. Gender: male ( ) female ( )

2 Teaching experience in years 1-3

   4-5

   6-8

   8-10

   Others specify--------------------------
3. Academic qualification

KCPE

KCE

KCSE

KACE

Others specify ………………………………………………………………………

4. PROFESSIONAL QUALIFICATION IN ECE

Short course ( )

Ministry of Education (DICECE) certificate ( )

Kenya National Examination Council (KNEC) certificate ( )

KNEC diploma certificate ( )

Degree ( )

Under going further training? Specify: degree ( ), diploma ( ), certificate ( )

INFORMATION ABOUT THE PRE-PRIMARY

6. Name of school: …………………………………………………………………

7. Number of teachers at the center …………………………………………..

    ECDE center within the primary school ( )

    ECDE center attached to public primary school ( )
No. of children by ages and gender

<table>
<thead>
<tr>
<th>AGE</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick the category of classes at the ECDE center

- Baby class Ages ..................
- Pre-primary 1 Ages ..................
- Pre-primary 2 Ages ..................
- Others specify ......................... Ages .................
- ........................................ Ages .................
- ........................................ Ages .................

10. Specify the specific duties the administrator/manager are involved in at the center.

Checks professional records (  )

Checks children’s work (  )

Audits financial records (  )

Collects fees from parents (  )
Advices on curriculum implementation (  )

Pays monthly wages (  )

11. What support is given by the head teacher of the primary school to the attached ECDE center?

Professional (  )

Soliciting funds (  )

Learning materials (  )

12. Are there forums where the head teacher organizes for meetings between the pre-school teacher at the primary school and that at the attached ECDE center?

Yes (  )  No (  )

If yes, how often?

Always (  )

Frequently (  )

Less frequently (  )

Rarely (  )

13. Indicate forums organized by the head teacher where you interact with colleagues at primary section.

Staff meeting (  )
Special meetings to discuss ECDE matters (   )

During meals (   )

During school functions e.g prayer days (   )

**INFORMATION CONCERNING HEAD TEACHER INVOLVEMENT IN CURRICULUM IMPLEMENTATION**

The aspect of head teacher’s effectiveness in terms of performing curriculum implementation functions

14. Please indicate in your opinion how effective the head teachers are in performing curriculum implementation functions

<table>
<thead>
<tr>
<th>Curriculum implementation functions</th>
<th>Very effective</th>
<th>fairly effective</th>
<th>Less effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting and staffing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation with teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of teachers in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance and advice on methods of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiating in-service and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION CONCERNING THE LINK IN ADMINISTRATIVE AND
MANAGEMENT STRUCTURE THAT IS IN PRACTICE FROM THE
DISTRICT TO THE ECDE CENTERS

The aspect of administrative functions

15. Whom do you submit center statistics meant for the QASO office to?

   Head teacher     (   )

   QASO            (   )

16. How frequent do you submit the reports?

   Monthly            (   )

   Quarterly          (   )

   Yearly             (   )

17. Number of meetings organized by the zone/division/district that you have attended

   in the last one year;    Zone     .................

   Division               .................

   District               .................
18. Are their specific forums organized by the DICECE office addressing your needs. If yes which one?

Joint graduation days ( ) capacity development days ( )

Material displays days ( ) workshops on curriculum development ( )

How often the meetings (as you indicated above) are held?

Monthly ( ) Quarterly ( ) Yearly ( )

The aspect of QASO linkage concerning implementation of ECDE curriculum

19. Please indicate your rating of QASO concerning the implementation of the ECDE curriculum

Very Effective Satisfactorily Fairly Ineffective

Number of children: large ( ) small ( ) Poor remuneration ( )
APPENDIX 2

INTERVIEW SCHEDULE FOR THE QASO OFFICERS (ISEO 1)
Kindly spare a few minutes to answer some questions in your area of jurisdiction

The information you give will be held in confidentiality and will only be used for the purpose of this study.

PERSONAL/PROFESSIONAL INFORMATION

1. How long have you been a QASO?
2. What is your highest level of qualification?
3. How long have you been at your current station?
4. Have you ever attended courses, workshops or been trained in ECDE?
5. What duties do you undertake concerning ECDE?
6. How do you find duties in this sector?

INFORMATION CONCERNING SPECIFIC ADMINISTRATIVE AND MANAGEMENT FUNCTIONS OF HEADTEACHERS IN ECDE CENTERS IN THEIR SCHOOLS AND THOSE ATTACHED

7. Are there specific duties required of headteachers of public primary schools concerning administration and management of ECDE centers in their schools?
8. What would you say is the duty of headteachers of public primary schools in ECDE curriculum implementation in ECDE centers in their schools and those attached?
9. What roles are they expected to undertake in overseeing the transition of children from pre-primary to primary school?

10. Are these duties well stipulated for the headteachers to adhere to?

11. What do you think poses major challenge(s) to headteachers concerning the administration and management of ECDE centers?

12. What about ECE curriculum implementation and transition of children from pre-primary to primary school?

13. In your opinion what should be done to counter the challenge(s)?

14. How many head teachers in your area of jurisdiction have received additional training in ECE?

15. In your opinion, do you think this training has had an added value to these individuals in comparison to their colleagues?

16. In which ways is this evident?

17. Why do you think it is necessary to undergo such training?

18. What structures or regulations do you have in place for class one admission?

19. How often do you go out for supervision in the primary school? Once a week
   ( ) once a month (  ) once a term (  ) once a year (  ) as need arises (  ) never (  )

20. What reasons do you visit the school?

21. During visit do you find it necessary to visit the pre-primary section within the school or ECDE centers attached to such school?

22. What problems do you observe?
23. Do you hold discussions with the ECDE teacher and the head teacher after the visit to the section/center?

24. In what ways can a QASO enhance policy and curriculum implementation at the primary level?

25. What are the three major challenges you face in doing this?
APPENDIX 3

INTERVIEW SCHEDULE FOR THE QASO (ISEQO 2)

Kindly spare a few minutes to answer some questions in your area of jurisdiction

The information you give will be held in confidentiality and will only be used for the purpose of this study.

1. What is your highest level of qualification?
2. How long have you been a QASO?
3. How long have you been at your current station?
4. In your opinion, do you think the QASO have a useful contribution in ECDE?
5. In which ways?

QUESTIONS RELATED TO THE ROLE OF ENHANCING QUALITY EDUCATION FOR CHILDREN FROM PRE-PRIMARY TO CLASS ONE

6. Have you ever attended courses, workshops or been trained in ECDE?
7. Why do you think it is necessary to undergo such training?
8. What duties do you undertake concerning ECDE?
9. How do you find duties in this sector?
10. Which area(s) do you think pose a major challenge in curriculum implementation and children transiting from pre-primary to primary school?
11. What structures or regulations do you have in place for class one admission?
12. How often do you go out for inspection in the primary school? Once a week (    )
once a month (    ) once a term (    ) once a year (    ) as need arises (    )
ever (    )

13. Do you visit all the schools on a planned schedule or as need arise?

14. Do you have a work plan/ schedule that ensures you equitably visit all the
     schools under your jurisdiction?

15. For what reasons do you visit the schools?

16. During visit do you find it necessary to visit the pre-primary section within the
     school or ECDE centers attached to such school?

17. What problems do you observe?

18. Do you hold discussions with the ECDE teacher and the head teacher after the
     visit to the section/center?

19. In what ways can a QASO enhance policy and curriculum implementation at
     the primary level with the headteacher as the education agent for program(s)
     implementation?

20. What are the three major challenges you face in doing this?
APPENDIX 4

PRIMARY HEAD TEACHER INTERVIEW (PHI)
The purpose of this interview is to find out the involvement of headteachers in pre-
primary curriculum implementation and transition of children from pre- primary to
primary level. The results of this study are vital in improving the level of involvement
of headteachers in pre-primary issues in their capacity as school administrators.
Information you provided will be held in confidentiality and used only for the purpose
of the study. I therefore request you to kindly spare a few minutes to answer the
following questions honestly.

PERSONAL INFORMATION

1. What is your teaching experience in years? -

2. What is your highest level of professional qualification?

3. Which other on job courses have you attended?

INFORMATION ABOUT MANAGEMENT AND ADMINISTRATIVE
FUNCTIONS OF THE PRE-PRIMARY SECTION

The aspect of statistical management and administration

4. Do you have a pre-primary section in your school?

5. Who is responsible for its management?

6. How many other pre-primary schools are attached to your school?

7. How many teachers are at each of the attached center(s)?

8. Do you have the current statistics for the center(s)?
9. To which office are the ECDE center(s) statistics submitted to?

10. How frequent are they submitted?

11. What names do you have for these classes or age categories?

The aspect of financial management

12. Who manages the finances at the ECDE center?

13. Who pays the salary of the ECDE teacher?

INFORMATION ABOUT THE LEVEL OF INVOLVEMENT OF HEADTEACHERS

IN CURRICULUM IMPLEMENTATION

The aspect of supervision

14. How do you ensure the teacher(s) adhere to the ECDE curriculum in their daily duty to young children?

15. Are these documents available in your school: ECDE syllabus and the ECDE handbook? 16. Are you familiar to professional records required for every child at pre-primary?

17. Who checks the pre-primary school teachers’ professional records i.e schemes of work lesson plan e.t.c?

18. How frequent is this done?

19. Any challenges carrying out this role?
The aspect of relevant materials for curriculum implementation

20. Which are your sources of materials for pre-school?

21. Has your school received the government grant for ECDE?

22. Have you procured all the required materials as per the guidelines on the same?

23. Who were involved in this process from stock taking, procurement to payments?

24. How was the ECDE care giver- vote head utilized?

25. In your opinion has the grant catered for adequate, suitable and relevant materials to ECDE curriculum?

INFORMATION ABOUT THE LINK IN ADMINISTRATIVE AND MANAGEMENT STRUCTURE THAT IS IN PRACTICE FROM THE DICECE OFFICE TO ECDE CENTER

The aspect of dissemination of information

34. How do receive information concerning ECDE matters from the zone/division/district.

35. How many meetings/ seminars/ workshops organized by the zone/division /district concerning ECDE issues you have attended in the last two year?

36. How many such meetings have been organized for the ECDE teachers?
The aspect of policy implementation

37. Are you aware of the national ECDE policy framework and standard guidelines?

38. Do you have the document of the same in your school?

39. What is your opinion on implementation of ECDE policy in educational forums?

40. Is emphasis given concerning implementation of ECDE policy in educational forums?
APPENDIX 5

LETTER OF INTRODUCTION

EVANS S SHIGALI
P.O BOX 701-30300
KAPSABET.
Mobile: 0717153963
email :evansshigali@yahoo.com

THE HEADTEACHERS

Dear Sir/ Madam,

Re: PUBLIC PRIMARY SCHOOL HEADTEACHERS INVOLVEMENT IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CURRICULUM IMPLEMENTATION AND TRANSITION

I am a student at Kenyatta University pursuing a Master of Education (administration) degree .I am carrying out a study on the above named topic. The purpose of the study is to establish how head teachers are involved in ECDE curriculum implementation and transition. The aim is to come up with findings that can influence improvement of administrative and managerial issues at ECDE level. Your school has been sampled out for the study and you are requested to respond to an interview while one of the ECDE teachers in your school and any other one ECDE teacher in an ECDE center attached to your school will fill a questionnaire.

The information given will be held in confidence and will only be used for the purpose of this study. Thank you for your corporation in advance.

Yours faithfully

Evans S Shigali.
APPENDIX 6

LETTER OF APPROVAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School

TO: Mr. Sore Evans Shigali
    C/o Educational Management, Policy
    & Curriculum Studies Department

DATE: 9th April, 2014

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board, at its meeting of 27th
March, 2014, approved your research proposal for the M.Ed. degree entitled
“Involvement of Public Primary School Head Teachers in Early Childhood
Education Curriculum Implementation and Transition in Emgwen Division,
Nandi County, Kenya.”

You may now proceed with your data collection.

Thank you.

JOHN MAODONGI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Management, Policy & Curriculum Studies
    Department

Supervisors:

1. Dr. Joseph Mungai
   C/o Department of Educ. Mgt, Policy & Curriculum
   Studies

2. Dr. John Ng'asike
   C/o Department of Early Childhood Studies

JMO/cww
APPENDIX 7

RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No. NACOSTI/P/14/6645/3166

Evans Sore Shigali
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

Date: 1st September, 2014

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Involvement of public primary school head teachers in Early Childhood Education Curriculum implementation and transition in Emgwen Division, Nandi County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Nandi County for a period ending 30th October, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nandi 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.

DR. S. K. LAN Gat, OGW
FOR: SECRETARY/CEO

Copy to:
The County Commissioner
The County Director of Education
Nandi County.
APPENDIX 8

RESEARCH PERMIT

APPENDIX 8

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. EVANS SORE SHIGALI
of KENYATTA UNIVERSITY, 763-30300
KAPSABET, has been permitted to
conduct research in Nandi County

on the topic: INVOLVEMENT OF PUBLIC
PRIMARY SCHOOL HEAD TEACHERS IN
EARLY CHILDHOOD EDUCATION
CURRICULUM IMPLEMENTATION AND
TRANSITION IN EMGWEN DIVISION,
NANDI COUNTY, KENYA

for the period ending:
30th October, 2014

Applicant's Signature

 Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 3046

CONDITIONS: see back page