TEACHER FACTORS AFFECTING THE IMPLEMENTATION OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CURRICULUM IN MATHIRA EAST SUB-COUNTY, NYERI COUNTY, KENYA

BY
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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION), IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

JULY, 2018
DECLARATION

I declare that this project report is my original work and has not been presented in any other university/institution for consideration of any certification. This report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature……………………………………Date........................................................

Keega Jane Nyokabi
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Supervisors` Declaration

This project report has been submitted for review with our approval as the university supervisors.

Signature……………………………………Date........................................................

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Department of Early Childhood Studies,
Kenyatta University.
DEDICATION

This work is dedicated to parents; the late Simon Keega and mum Hilda Kagendo, my children, Faith, Dennis and Newton, grand children, Nyokabi and Peter.
ACKNOWLEDGEMENT

First and foremost I appreciate Kenyatta University for the opportunity to pursue this degree. I wish to express my sincere gratitude to all those who through discussion, ideas, encouragement, and support helped me carry out this research and write this report. I am heartily thankful to my supervisor Dr. Juliet Mugo whose guidance and support enabled me to develop and understand the subject of this study from the initial to the final stage.

I would also like to acknowledge all the respondents who participated in provision of information without which this project could not have been realized. A special acknowledgement goes to my children for always believing in me and reminding me to press on. This helped me to stay focused throughout the academic journey. Special thanks go to Mr. P. Githui for typing services. Acknowledgement also goes to all whom in one way or another contributed to the success of this work. Above all, I thank God Almighty for being my steadfast source of strength and hope throughout the study.
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<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
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<td>E I</td>
<td>Education International</td>
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<td>ECDE</td>
<td>Early Childhood Development and Education.</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<td>ECERS</td>
<td>Early childhood environment rating scale</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACECE</td>
<td>National Centres for Early Childhood Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization of Economic and Cooperation Development</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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ABSTRACT

Teachers play an important role in the implementation of Early Childhood Development Education (ECDE). Nevertheless, in Mathira Sub-County, a concern has been raised by various reports that the area still lacks an elaborate framework that can make ECDE operate well. Moreover, most ECDE centres do not meet the National ECDE service standard guidelines yet teacher related factors contributing to this phenomenon have not been established. The purpose of the study was thus to find out influence of teacher based factors (qualifications, attitude and learning environment teachers provided to learners) on curriculum implementation in public ECDE Centres in Mathira East Sub County. The study was guided by the curriculum implementation theory by Gross (1971) and adopted the descriptive survey design. The target population comprised all the 41 ECDE Centres in Mathira East Sub County, 41 head teachers and 62 ECDE teachers. Simple random sampling technique was used to select a sample of 21 (50%) of public pre-schools and teachers (one from each of the sampled schools) while the 21 head teachers were purposively. Data was collected using an observation checklist and questionnaires for head teachers and teachers. Before the actual data collection, the instruments were piloted in 4 ECDE Centres. Validity of the research instruments was ascertained by ensuring that the questionnaire items conformed to the study objectives, while split half technique was used to find out the reliability of the research instruments and a correlation coefficient computed using spearman rank correlation at a 0.8 coefficient. Quantitative data were analyzed using descriptive statistics namely mean, frequencies and percentages after which the findings were presented using tables, bar-graphs and pie-charts. The study established that, the curriculum instruction in ECDE Centres in Mathira East Sub–County was largely compliant with the recommendations of Kenya Institute of Curriculum Development (KICD). Findings also showed that majority of pre-school teachers did not prepare professional documents. However, majority of the respondents kept updated pupils health records. The study recommended that the school stakeholders such as school administration, government and parents should examine the various ways of ensuring adequate availability of appropriate teaching and learning materials. More essentially, the government through the ministry of education should come up with programs and policies of providing adequate and appropriate teaching and learning materials in ECDE centers. It is further recommended that that all stakeholders should be involved in implementation of ECD programmes. These include government, local councils, traditional leaders, political leaders, private sector as well as parents.
CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction
This chapter discusses the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations, assumptions of the study, theoretical and conceptual frameworks and operational definitions of terms.

1.1 Background to the Study
Early education is a basic requirement for every child with regards to social, physical and mental development, hence efforts are being made in many countries around the globe to ensuring effective implementation of Early Childhood Development and Education (ECDE) programmes as Ajibola (2008) shows. United Nations Committee of the Rights of the Child (UNCRC, 2016) in an attempt to ensure that world governments respected the legal, social and educational entitlement of children, stipulated a set of international standards and measures to be observed in order to protect and promote the welfare of children in the society. Issues of early childhood were highlighted such as children mortality rate, education and child labour. Thereafter, the world conference of Education for All (EFA) was held in Jomtien Thailand in 1990 where a global commitment to education was made (UNESCO, 2007a) and the importance of ECDE was recognized.
In Europe, pre-schools were created to provide humanitarian services related to health and welfare to children from poor families and those affected by war and slum conditions as (Jay, 2012) points out. However, though created for the poor, the middle class hijacked pre-school education by taking their children to these centers in most countries except in France and Belgium. As a result, the provision to the poor diminished, thus affecting access to Early Childhood Education (ECE) negatively. This change of focus also affected the curriculum with a shift from concern for welfare to that of health, education and creative expression based on the Frobel an idea of play (Dodge & Colker, 2012).

Hitherto, curriculum developers all over the world under different governments go into great length to come up with approved syllabi for use in RCDE Centres. Developed countries like Sweden, New Zealand and Norway have a holistic child development approach to ECDE. This involves having an integrated ECDE curriculum that is; well balanced, with age appropriate content which covers cognitive and social emotional areas; emphasizes on importance of play; recognition of the role of parents and families in child development; mapping or identifying children’s needs, development and learning pace; staff communication skills; and leadership and teaching management for effective curriculum implementation. Despite the above efforts, Sweden, New Zealand and Norway still face numerous challenges in ECDE curriculum implementation related to defining of goals and content, curriculum alignment for continuous development and effective communication and implementation and systematic evaluation and assessment (Taguma, Litjens & Makowiecki (2013).
In Sub-Saharan Africa, the socio-cultural background of the people has greatly affected the education of children. A report by UNESCO (2010) reveals that, Africa’s diverse countries vary dramatically in size, economic structure, level of development and the type of education systems. However, the continent faces similar challenges while trying to address the problems of providing basic education. More than 46 million children are not in school in Africa, which represents more than 40% of the world’s out of school children (UNESCO, 2010).

In Zimbabwe, Chirozva (2008) observed that the Early Childhood and Care Classroom built by Nyoka community in Chiwundura circuit will be abandoned. This suggests that there were undiscovered factors that affect implementation of Early Childhood Development programmes. In addition the Early Childhood Development programmes in rural areas in Kenya were launched in 1980 but at the time the study was conducted it was not yet a policy that pupils who enrolled for grade one should have attended ECD programmes. It was also not yet mandatory for parents to enroll their children in ECD programmes (Sarah, 2013).

In Ghana the government has created a well-established framework in National Early Childhood Care and Development. This is characterized by free resources for private ECDE Centres, increased funding in these ECDE Centres and provision of infrastructure. However, National Early Childhood Care and Development in Ghana has similarly experienced a lot of challenges. Some of the challenges include: high-child ratio; low
qualification of teachers; and Lack of appropriate facilities and unfavourable teachers’ salaries and conditions of services (Education International, 2010).

In Kenya, the government recognizes the importance of ECDE as the most important lever for accelerating the attainment of basic education. The government has further demonstrated its commitments to the well-being of young children by signing various global policy frameworks such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Jomtien world conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs). These forums underscored the importance of EFA (Republic of Kenya, 2006).

In Kenya, the Early Childhood Development and Education (ECDE) curriculum is used in teaching the learning process in the ECDE schools. The ECDE curriculum exposes leaners to many activities taught at this level such as language, mathematics, social studies, science, creative activities, indoor and outdoor play, music and movement, religious education and life skills activities (Republic of Kenya, 2008).

Despite all the benefits that may accrue from Early Childhood Development and Education Curriculum, various case study researches reveal that it is not adequately implemented in ECDE Centres. In agreement with the above sentiments, Koskei (2013) reveals that, the ECDE curriculum by National Centre for Early Childhood Education (NACECE) under Kenya Institute of Education (KIE) currently Kenya Institute of Curriculum Development (KICD) was not being implemented as initially designed and conceptualized. This was as a result of lack of and poor wage of teachers, inappropriate
facilities and resource materials in the learning environment, which could point to weakness to lack of appropriate level of teacher training credentials and/ or in-servicing. Further, the teachers were demotivated due to poor remuneration, high teacher/learner ratio and minimal involvement of parents. With such a scenario, it could only be concluded that teachers’ goodwill or positive attitude towards preparation of curriculum implementation instruments and teaching/ learning resources and classroom ambiance among other processes was in jeopardy thus children might not attain quality education as intended in the set curriculum. Further, Koskei (2013) posits that lack of adequate administrative support and poor networking of teachers in sharing ideas on material development were amongst the challenges.

In Mathira East Sub–county, Kenyan assessment report on ECDE (Sub–County Education Director’s office, 2013) reveals that learners had not attained the expected levels of competence. Concerns have also been raised by key stakeholders regarding the implementation of the ECDE programmes and the Sub-County still lacks an elaborate framework that can make ECDE work well under their management. The report further revealed that most of the ECDE centers, both public and private based, do not meet the National ECDE service standard guidelines. Teacher-based factors contributing to this situation are yet to be established. This raised a concern on the effectiveness of curriculum implementation in ECDE Centres in the Sub County that the researcher conceptualized as important to pursue. It was against this background that this study intended to examine teacher based factors affecting ECDE curriculum implementation in
Mathira East Sub-county such as their preparedness, professional qualifications, use of the syllabi and the kind of learning environment that they provided to learners.

1.2 Statement of the Problem

Many efforts have been put to ensure the right to quality education to ECDE learners worldwide. However, there are numerous challenges facing the implementation of early childhood education as sources obtained in this study shows. Effective Early Childhood Education curriculum implementation is affected by a number of factors such as the school, learner and child teacher based factors. Enormous scholarly attention has been conducted on school and child based factors influencing early childhood education curriculum. However, literature has revealed little work on teacher based factors affecting the implementation of early childhood education curriculum.

Moreover, although, Kenya is one of the African countries with a well-established ECDE curriculum. Local studies reveal that the curriculum is poorly implemented in Early Childhood Centres, an implication that it did not meet its intended purpose. In Mathira Sub-County, concern shave been raised by various reports that the area still lacks an elaborate framework that can make ECDE operate well and most ECDE centres do not meet the National ECDE service standard guidelines. Moreover, the reports reveal that the teachers were poorly remunerated and the facilities/ resource materials in use in the learning environment were inappropriate, which could be attributed to deficits in their level of training and qualifications. Despite this revelation, teacher related factors contributing to poor implementation of the ECDE curriculum, have not been established.
The current status quo therefore created a knowledge gap that the current research intended to fill.

1.2.1 Purpose of the Study

The purpose of the study was to assess the teacher based factors that may be affecting the implementation of ECDE Curriculum in Mathira East Sub County, Kenya. In order to suggest measures that could be instituted to curb the problem.

1.2.2 Objectives

The study was guided by the following objectives;

i. To explore personal characteristics of teachers implementing the ECDE curriculum in Mathira East Sub County

ii. To find out extent of use of approved ECDE Syllabus by teachers in Mathira East Sub County, while implementing the curriculum.

iii. To determine whether qualifications of teachers in Mathira East Sub County influenced the implementation of the ECDE curriculum.

iv. To find out whether attitude of teachers in Mathira East Sub County influenced preparation of curriculum implementation instruments in ECDE Centres.

v. To establish whether the learning environment provided by teachers to ECDE learners in Mathira East Sub County influenced implementation of curriculum.
1.2.3 Research Questions

The following research questions guided the study:

i. To what extent do teachers use the approved ECDE syllabus for implementation of the curriculum in Mathira East Sub County?

ii. To what extent do teachers’ academic/professional qualifications affect implementation of ECDE curriculum in Mathira East Sub County?

iii. To what extent does teachers’ attitude towards preparation of schemes of work and lesson plans affect curriculum implementation in ECDE Centres in Mathira East Sub County?

iv. In what ways does the learning environment provided by teachers influence ECDE curriculum implementation in Mathira East Sub County?

1.3 Significance of the Study

The findings of this study were expected to be of help to head teachers, teachers, and the Ministry of Education and Policy makers in identifying teacher based challenges affecting effective ECDE Curriculum implementation. In addition, the study revealed the role of the teacher in curriculum implementation and hence this may enable teachers and Education Officers to have a basis for development of various strategies to ensure that the curriculum is well implemented. Finally the data generated in the current study may be useful for policy utilization in the area of early childhood education by using the gaps highlighted that require to be filled. The gaps realized may also form action points for further academic research by educationists whose efforts could inform policy enhancement.
1.4 Limitations and Delimitations of the Study

Although the study was successfully concluded, it did not do so without some limitations as described in this section.

1.4.1 Limitations

Since the study was conducted in a rural setting characterized by long distances from one school to another, this posed a big setback to the researcher while carrying out of the study. To address this challenge, the researcher utilized alternative means of transport such as the use of motorbikes which were reliable and flexible. The researcher had no control over the attitudes of the respondents, which could affect the validity of the responses. This limitation was addressed by the use of observation checklist which helped to verify some of the responses provided by the respondents.

1.4.2 Delimitations

The study was delimited to Mathira East Sub County hence the findings cannot be generalized to other Counties in Kenya or elsewhere but may be used as a basis for study in these other areas. To ensure successful accomplishment, the study was specifically confined in ECDE centres in Mathira East Sub–County where according to an unpublished educational assessment report analysis (Sub–County Education Director’s office, 2013) the ECDE curriculum was inadequately implemented and thus the researcher sought to find out the challenges affecting the implementation of ECD curriculum. The study however only focused on the teacher based factors in relation to
implementation of ECDE curriculum in ECDE Centres leaving out other factors which may be addressed by other researchers in related topic of study.

1.5 Theoretical and Conceptual Framework

Section 1.5 discusses the theoretical and conceptual frameworks.

1.5.1 Theoretical Framework

The study was guided by Gross’ (1971) curriculum implementation theory. The theory states that the implementation of any curriculum programme is based on the following elements, teacher’s ability, availability and use of resources and management of support facilities. The theory explains the following three critical elements; teacher ability, management of support facilities and availability and use of resources. Specifically, Gross (1971) advocates for four major elements that influence curriculum implementation:

As far as clarity of the innovation to implementers is concerned, it requires that teachers who are the implementers and change agents in as far as imparting of knowledge to learners, aware of changes in the curriculum. On the capability of the implementers which is the second major element in curriculum implementation theory by Gross (1971), those implementing the curriculum and in this case the ECDE teachers in Mathira Sub County must be trained to be in a position to handle the curriculum.

With regard to the third element of the curriculum implementation theory, Gross highlights the importance of availability of resources meant for use during the
implementation of anew or even existing curriculum, and apart from availability, they must be relevant to the curriculum.

The fourth element of the curriculum implementation theory has to do with the provision of the wider school management support but also effective classroom organization and management by the teacher who must willingly and harmoniously work with heads of institutions.

In agreement with these elements, Emmer and Sabornie (2015); Everston and Weinstein (2006), reveal that classroom management is the process by which teachers and schools create ensure appropriate classroom settings so as to ensure effective curriculum implementation thereby enhancing pro-social or appropriate classroom behavior thus promoting academic engagement of learners. In this regard, for there to be effective curriculum implementation teachers should be involved in efforts such as offering supervision, advice and encouragement (guidance and counselling) to the learners thereby supporting the entire curriculum implementation process. Moreover, school heads and management personnel should be involved in offering supportive leadership particularly to teachers who are the major curriculum implementers but also to learners, parents, as well as all other relevant players or stakeholders for the curriculum implementation process at the school to succeed.

The curriculum implementation theory by Gross (1977) was found to be the most appropriate due to the fact that it fitted well with variables of the current study in
ensuring quality education to ECDE learners because it emphasizes the role of the teacher in effective ECDE curriculum implementation, through consideration of elements relating to teacher qualifications, provision and use of resources and effective classroom organization and management.

Further, implementation of the curriculum is done by the teacher and as such, he or she should have the necessary knowledge, skills and attitudes that enable his or her to disseminate information efficiently to learners. Resources needed for the implementation of the curriculum should also be considered in terms of relevance and availability for use by the teachers as well as learners. Failure to provide and use resources results in unnecessary hitches during curriculum implementation. Lastly, it is the teacher’s role to provide a positive classroom environment or climate, thus enhancing smooth curriculum implementation. In addition, the school management personnel also has to support curriculum implementation and create an enabling environment in all aspects in school for smooth implementation of the curriculum to occur.

1.6 Conceptual Framework

The conceptual framework (Figure 1.1) for this study shows the relationship between teachers based factors and ECDE curriculum implementation.
Figure 1.1: Conceptual Framework Showing Teacher Based Factors Affecting the Implementation of ECDE Curriculum
As Figure 1.1 shows, the study postulated that there were teacher based factors (independent variables) such as the presence and use of the recommended syllabus by teachers, their academic/ professional qualifications, their attitude towards preparation of professional curriculum implementation instruments(Schemes and lesson plans) and the kind of learning environment they provided in terms of teaching/ learning materials and classroom climate or ambiance which may influence curriculum implementation (dependent variable) or how well or not the ECDE curriculum was implemented.

Effective implementation of the ECDE curriculum was expected to result in provision of quality education and thus improved educational outcomes namely: pre–school children being provided with ability to read and write, active class participation/ interactive learning environment and development of social skills among others.
1.7 Definition of Operational Terms

**Curriculum:** Plans to enable children acquire the desired knowledge, skills and attitudes within an early childhood development and educational institution.

**Curriculum Implementation:** Delivering of the stated activity areas in pre-schools as planned by curriculum developers.

**Early Childhood Development and Education:** Refers to a programme that tackles learning concerns of children between 3-6 years.

**Interactive preschool environment:** This refers to the immediate school environment which includes playgrounds, learning materials, teaching aids, classroom, and furniture among others.

**Pre-school:** Refers to learning centres for children under Early Childhood Education.

**Teacher Factors:** refers to distinguishing features of pre-school teachers in Mathira East Sub County which include teachers’ access to/ and use of approved syllabus by KICD in preparation of professional documents, highest academic/professional qualifications, their attitude towards preparation of curriculum implementation instruments (schemes and lesson plans) and the kind of learning environment they provided to learners in terms of teaching/ learning resources and classroom climate or ambiance which could influence implementation of the Early Childhood Education Curriculum in the classroom.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter contains review of literature: availability and use of syllabus by teachers while implementing ECDE curriculum; teacher qualifications in and training in enhancement curriculum implementation the teachers’ attitude towards preparation of schemes and lesson plans for ensuring effective curriculum implementation instruments and the environment provided by teachers in terms of provision of teaching resources as well as organization and management of the classroom curriculum implementation in ECDE Centres. The chapter also presents the gaps that the study attempted to fill.

2.1 Availability, Use of ECDE Syllabus and implementation of the ECDE curriculum

Availability and use of ECDE syllabus in ECDE centres indeed determine the implementation of the curriculum (Australian Children’s Education & Quality Care Authority, 2011). According to Soudien (2006) the very essence of our teaching in how we teach and where we teach, is shaped and espoused by the values embodied in the curricula used to guide instrument. There are different curriculum models used in Early Childhood Education both in the developed as well as developing countries. Moyo, Wadesango and Kurebwa (2012); Erden (2010) point out that curriculum models such as Montessori, Reggio Emilia, Head Start, and High/Scope are among the well-known early childhood curriculums in the world.
Availability of an approved ECDE syllabus was an important starting point since it informed the researcher whether all schools had it but also whether they followed or made reference to it or not, during planning and actual implementation of the curriculum. The ECDE syllabus outlines all the courses or subjects to be taught or covered in ECDE classrooms and in Kenya, the body that is mandated to oversee its development is Kenya Institute of curriculum development (KICD), formerly Kenya Institute of Education (KIE). It not only indicates the national educational goals/ aims and objectives but also subject content to be covered, duration or time frame within which it should be done, learner’s age, resources to be used and assessment procedures. It is specifically organized according to learners’ physical and mental maturational level. Thus it referred to all the components put in place to enhance the intellectual, physical and psychological development of the ECDE learners. KIE (2008) lists down the following curriculum activity areas or subjects that should be taught in ECDE Centers: language, mathematics, indoor/outdoor play, science, social studies, art, craft, music, religious education and life skills curriculum activities.

It was however not known whether or not teachers in Mathira East Sub-county had access to the ECDE syllabus for use. The availability of an approved syllabus, acted as a guide to the teachers on how to come up with schemes of work for each specific activity area per school term. During the study, efforts were made to find out whether or not there was an approved syllabus by KICD for use that spelt out what content was to be taught for each curriculum area.
In establishing the use of the syllabus, the researcher was interested in whether teachers made in-depth reference to it in order to ensure that specific curriculum content for each subject or activity area was covered. The researcher was thus interested to find out the activity areas taught in each specific ECDE Centre and everything that transpired in the course of planning, teaching and learning in the Centres (Shiundu & Omulando, 1992).

Kenya has five curricula for early childhood development, they include; Early Childhood Development and Education (ECDE) Syllabus (Republic of Kenya, 2008), Kindergarten Headmistresses Association Curriculum, Montessori, the Islamic Integrated programme and the curricula of parental and education programme (Ngonde, 2014). Public ECDE schools in Kenya use the Kenya Institute of Education (K.I.E) curriculum whose objectives are:

i. To promote the child's physical, cognitive, aesthetic, religious and social development,

ii. To enhance the child's understanding and appreciation of his/her cultural heritage and physical environment,

iii. To enhance the child's self-awareness, self-esteem and self-confidence,

iv. To promote the child's health and

v. To foster the child's language development (Republic of Kenya, 2008). This study attempted to find out whether these objectives are within the strategic plans of the pre-schools under study by establishing the extent to which teachers incorporate teaching activities related to implementation of the curriculum in ECDE Centres in Mathira East Sub County.
The Kenyan ECDE Curriculum is an eclectic programme which emphasizes on the thematic and integrated approach. The curriculum views the child as an active participant in his or her own learning. In addition, it emphasizes usage of appropriate teaching and learning materials and methods that cater for individual needs of the child. In this curriculum the role of the teacher is to guide and set the stage for the child to learn (Gichuba, Opatsa & Nguchu, 2009). However, there is limited research assessing holistic curriculum adaptation at the instructional level in ECDE. Murundu, Okwara and Odongo (2014) examined the role of teachers in the integration of play in early childhood development and education curriculum in Bondo District. The study reported that teachers do not fulfill some of the roles specified to them in the integration of play. The study was limited to only one aspect of curriculum instruction in ECDE. The current study sought to fill this gap by focusing the implementation of the ECDE curriculum focusing on such methodologies as engaging children in practical lessons, pupil grouping, use of current syllabus, use of teaching resources and improvisation of such resources.

Similarly, Mweru (2012), in a descriptive study assessed teachers’ influence on children’s selection and use of play materials in selected ECDE Centres in Kenya. The findings indicated that teachers were found to influence children in a gender stereotyped manner with more influence being exerted on boys than girls. The study was also limited to the role of the teacher on only the aspect of play. Another study on curriculum adaptation in ECDE was done in Gem District by Ogott, Indoshi and Okwara in (2010). The purpose of the study was to examine teacher factors in language curriculum material selection. Their study was limited not only in material selection but was further limited to
language instruction materials specifically. The researcher therefore proposed to conduct a study that was broader considering all the subjects taught in pre-schools.

Akuku (2015) conducted a study to investigate the school factors influencing the implementation of the Early Childhood Development and Education curriculum in Kisumu Central Sub-county, Kenya. The study was conducted using descriptive survey design. The sample size of the study was comprised of 19 ECDE centers, 19 head-teachers and directors, 57 ECDE teachers, 190 ECDE learners and 4 DICECE officers. Findings showed that more than half of ECDE centres had no teachers’ guide and ECDE syllabus. These revelations were detrimental to implementation of ECDE curriculum as the success of implementation depends largely on ECDE syllabus and teachers’ guide.

The ECDE syllabus bestows the teachers a wider role in classroom activities such as choosing of learning materials, improvisation of learning materials, displaying of learning materials, leading music and drama, storytelling, modelling among others (Republic of Kenya, 2008). Moreover, the ECDE curriculum implementation should consider children’s age and ability as well as fundamentally capture children’s overall developmental domains such as cognitive and language development, problem solving skills, physical gross/fine motor development and social emotional development (Republic of Kenya, 2008). The reviewed studies failed to investigate the use of the syllabus as a guide for curriculum implementation in ECDE Centres and hence the need for this study. The researcher investigated whether the ECDE syllabus was available and
in use for preparation of professional documents that were made in the curriculum implementation process in ECDE Centres in Mathira East County of Nyeri.

2.2 Teachers’ Professional Competence and implementation of the ECDE curriculum

The subject of teachers’ professional competence is the expertise that they acquire through academic as well as further training they endeavour to acquire with the intention of making themselves better in their task to implement the curriculum. It may thus be understood to mean knowledge that they bring with them when they enter the classrooms and thereafter and was an important subject under scrutiny. Teacher proficiency and competence are vital quality components with regard to curriculum implementation and may include their academic as well as professional grades, subject matter, certification and coursework as (Ferguson & Hellen, 1996) reveal. Teacher quality is a significant concern towards the implementation of curriculum (Wilson, 2001) be it in lower or upper levels of education i.e. pre-schools, primary and secondary level. To some extent, teacher qualifications are effective at identifying teachers who improve the achievement of children. Some teacher qualifications are consistently associated with increased student achievement in particular subject areas.

The curriculum implementation process requires different key players to properly execute their roles. The key players in early childhood education curriculum implementation include the school, head teacher, teachers and children. These key players need to execute their roles effectively to enhance successful implementation of the Early Childhood Education Curriculum. Teachers play a very significant role in the implementation of any
Curriculum. The role of the teachers in curriculum implementation is crucial since their academic qualifications, professional accomplishments, knowledge, skills and attitudes count a great deal (Brandt, 2012). The teachers should be qualified, welcoming and engage children with learning activities and experiences that help them to acquire the dominant education norms (Kilgallon, 2006).

According to Brandt (2012) and Koskei (2013), teachers should be qualified in order for effective curriculum implementation to take place. Literature on teacher qualification in more developed countries such as Germany, Netherlands and Finland reveal that preschool centres do not suffer from shortage of educated teachers. This is because the governments in these countries have heavily invested in teacher training at their own expense. As such, the teachers in these countries are capable of implementing the curriculum in pre–school settings. This study sought to establish the professional level of teachers with regards to the implementation of ECDE curriculum.

After the initial professional training that teachers receive in teacher training colleges, they need to show evidence of taking part in continued learning to improve themselves and also keeping abreast with any new or technological changes that affect the education sector. Ferguson and Hellen 1996) point out that this may be done through supplemental training and professional development programmes. Research studies in the United States of America by Rutha (2013) focusing on preschool teachers with a college education have been shown to be more effective in curriculum implementation than those without college teaching qualification. Cook (2002) in a study conducted in Italy on ‘Inclusive
attitudes strengths and weakness of pre-service general educators enrolled in a Maria Montessori based curriculum infusion teacher preparation programme revealed that pre-schoolteachers with background training in early childhood methodology helped facilitate highly effective education of preschool learners.

In developing countries, such as India, although the government recognizes the importance of teacher training the exercise stands out as a major hurdle with many of the pre-schoolteachers having inadequate teaching qualification. Hence, they are not in a position to effectively adopt and implement the Early Childhood Education curriculum (UNESCO, 2010). In Indonesia, data from the Ministry of National Education (2010), indicates that the over 60 per cent of Early Childhood Educators had only high school qualifications or less. As a result, it has been problematic for the teachers to implement the Early Childhood Education Curriculum. A study conducted by Allinder (1995) found out that the acquisition of students’ verbal as well as science self-concepts were affected by the teacher’s knowledge and experience in implementing the science subjects.

Other attributes that have been investigated by Jacob(2007) in the past include subject matter, test scores, training institution, advanced degrees, certification, induction and mentoring, professional development, experience and content based pedagogical knowledge. The effects associated with teacher’s possession of an advanced degree are however strikingly counter intuitive; especially given the salary incentives offered to encourage teachers pursue graduate degrees (Rowan, 2002). Further, Jacob (2007) reveals that teacher’s certification as a signal of teacher quality has been investigated at various
levels with results showing that full certification is either unrelated or positively related to curriculum implementation and learner achievement. On other hand, a study by Ballou and Podgursky (2000) established that emergency certification is generally unrelated or negatively related to student achievement. Teacher’s subject area of certification or authorization is one of the qualifications most consistently and strongly associated with improved student achievement. The concentration was also in secondary schools not in preschools. Thus in the current study, the certification of preschool teacher’s was assessed to determine its influence on implementation of ECDE curriculum in Mathira East Sub County.

The child care literature seems to support the assertion for prekindergarten teachers to an advanced certificate in early childhood education. In a study of 553 infant, toddler and preschool classrooms Burchinal, Cryer, Clifford, and Howes (2002) found that teachers with the highest level of formal education (i.e., Bachelor’s degree) or those who attended workshops (at the center, in their community, or professional meetings) had higher ratings of observed classroom quality on a global scale, even after controlling for the adult-child ratio, state-related differences, and classroom types. Results such as those of (Ryan& Copper, 2011) led the researcher to conclusions that higher-quality early childhood education programmes are those where the lead teachers have higher qualifications such as Bachelor’s degree, with majors in child development or similar areas. However, some research demonstrate that teacher education or certification is not consistently related to higher quality classrooms or better pre-academic skills for children, thus further investigations were deemed necessary in the current study.
In a related study in Tennessee (Howes, 1996) revealed that Africa America students were almost twice likely to be taught by the least effective teacher. Some state efforts to reduce class size were put in place but in so doing created need to the hiring of more unqualified and untrained teachers, thus minimizing the possible benefits of lower class size. In a study that examined teacher’s level of education and classroom quality in six state funded pre kindergartens, Early, Sweller and Clark (2006) found that teachers who had more than a Bachelor’s degree received higher scores on the Teaching and Interaction subscales of the Early Childhood Environment Rating Scale (ECERS) than those teachers who had an Associate’s degree. The children in these classrooms had significant gains in math skills, but not in other areas. An analysis of seven longitudinal data sets by Early, Sweller and Clark (2006) found similar results. These authors however similarly stress that these findings should be interpreted cautiously due to limitations within these studies hence of the current study.

In Sub-Saharan Africa, studies linking inadequate teacher skills in early childhood to poor curriculum implementation are numerous. Moyo et al., (2012) examined factors that affect the implementation of early childhood development in Zimbabwe. The study used a descriptive survey design with a sample of 12 early childhood teachers and 12 head teachers. The findings indicated that 33.3% of teachers had primary education, 44.4% had not passed O level examinations and 22% had O level certificate. Moreover, none had teacher training professional qualifications. The study was however based on a smaller sample and did not consider other forms of in-service training. This study used a larger
sample to improve validity of findings. Moreover, the study not only focused on pre-service training but on in-service training in the form of seminars and workshops.

Saide (2009) carried out in Britain on factors influencing the implementation of preschool curriculum. Findings revealed that teachers’ level of motivation, teachers’ qualification experience and teachers’ gender and age were factor that influenced implementation of the curriculum. Though the study employed descriptive survey design just like the current study, it involved 60 teachers and 120 preschool children which was a smaller sample size as compared to the sample size of this study that involved 430 teachers, 1,719 parents and 1 District Program Officer and it examined the role of teachers in integration of play activities, in ECDE curriculum in Emuhaya District, Vihiga County, Kenya which was a different area of a study from Britain.

Sarah (2013) conducted a study on teachers’ roles in promoting literacy in ECDE centres, assessed the role of kindergarten teachers in order to promote literacy during children’s play. The study revealed that; teachers, age, gender, teaching experience were some of the factors that influence implementation of programmes. While the study used observation only as a method of data collection, the current study used both questionnaire and observation checklist for a comprehensive data. This study was also meant to find out the role of teachers in integration of play activities in the entire ECDE curriculum while the current study will try to find out the factors that affect the implementation of ECDE curriculum. Lack of proper teacher training adversely affects the implementation of
programmes. Teachers who are not trained are not capable of implementing educational programmes. Similarly, effective ECDE implementation requires trained ECDE teachers.

Several studies conducted in Kenya on the academic and professional qualification of pre-school teachers report different state of affairs. Some studies report that majority of the teachers employed in pre-schools are not qualified while other studies indicate that pre-school teachers are qualified. For instance, a study carried out by Njue (2013) in Ongata Rongai Zone, Kajiado County revealed that about 45% of pre-school teachers teaching in pre-schools are untrained. Thus, they are not in a position to effectively implement the ECDE Curriculum. Similarly, Okango (2013) in her study on educational challenges faced by children accompanying their mothers in Thika and Langata prisons revealed that 75% of the teachers teaching the young children either had inadequate or no professional training in Early Childhood Education as Master Plan of Education and Training 1992-2010 by Republic of Kenya (1998) shows. Teachers’ academic and professional training are key ingredients in the implementation of the curriculum has shown. There was therefore need to find out the teachers academic level and training status. Moreover, the studies reviewed were conducted prior to devolution of ECDE services to the county governments. There was need to find out the professional qualifications of the teaching members of staff and head teachers and to further examine whether County governments have made an impact on hiring of qualified teachers as well as conducting in-service training of the existing teachers.
2.3 Teachers’ Attitude towards Preparation of Professional Records and implementation of the ECDE curriculum

Attitude is the mental superposition or feeling that express the connection between the mind and a situation (Banchi & Bell, 2008), in the case of this study being preparation of professional documents. A well trained teacher is more likely to have a positive attitude towards preparation of schemes of work because it is the first step towards planning for instruction. The scheme of work is specifically a guideline that defines the structure and content of a course of study. Basically, the scheme of work shows exactly how the syllabus will be covered and outlines the goals to be achieved in each subject in a programme.

In addition, it maps out clearly how class activities by learners like teacher talk, children’s play and assessment strategies will be used to ensure that learning aims and objectives of the course are met successfully. It also outlines the reference resources/tools, equipment, books and other materials to be used during planning of the scheme of work and lesson plans for curriculum implementation or instruction such as pictures, charts, models, flashcards etc. In addition, it indicates the remarks or comments with regard to whether or not each specific topic is taught, reason why it may not have been taught and also any desirable suggestions or feedback. A well prepared and followed scheme of work should ensure adequate syllabus coverage in any curriculum (Musingafi, Mhute, Zebron & Kaseke, 2015) hence effective implementation.
In Turkey, a study conducted by Erden (2012) concluded that the drawing up of schemes of works, lesson plans and evaluation records helped pre-school teachers to effectively implement the pre-school curriculum. In addition, the study concluded that development and implementation of the schemes of work and lesson plans is a crucial part in the pre-school curriculum in that it ensures not only that the schemes of works and lesson plans are in line with the curriculum, but also safeguards the quality of the education.

In the lesson plan section that contains the actual or main delivery part of the teaching referred to as the interactive phase the teacher a positive attitude, appreciates the need to outline how teaching and management of the learning process systematically. In this section, the teacher outlines precisely how delivery of the teaching content will be done through properly sequenced learning activities and guidance using different teaching methods as well as resources such as real objects, pictures and charts among others, to ensure children understand the learning content well. The teacher also envisions how to ensure that the children are calm as well as attentive and correctly perform the learning activities. He/she also highlights the motivation techniques to be used to capture and sustain children’s learning interest through the provision of feedback and reinforcement to strengthen or modify their responses throughout the lesson. Finally, in the last part of the lesson plan referred to as the post active teaching phase, the teacher schedules appropriate assessment as well as evaluation techniques intended for use and follow-up activities, which determine children’s ultimate behaviour changes.
Thus a lesson plan plays a critical role in the curriculum implementation process as it provides information on what a teacher has planned to teach to children or students at a certain period of time. In addition, Reche, Bundi, Riungu and Mbugua (2012) disclose that lesson plan indicates whether a specific lesson has been taught and its objectives achieved or if the lesson is not taught, then the teacher indicates the reason why and when he or she intends to cover it. Moreover, Reche et al (2012) assert that failure of teachers to prepare schemes of works and lesson plans hampers effective curriculum implementation at any level of education.

In the United Kingdom, a study by (Brown & Lewis, 2008) found that preschool teachers who prepared teaching records such as lesson plans were more effective in curriculum implementation than their counterparts who did not prepare teaching records. A skilled teacher who always has prior preparation has systematic delivery of concepts to pupils and enhances effective curriculum implementation (Reche et al, 2012). Similar studies need to be done at the local level to ascertain the importance of preparing professional documents in teaching and learning in ECDE Centres.

In African countries, teacher preparation in schools is a major challenge in curriculum implementation. According to Mudau (2004), in South Africa, meaningful implementation of the Curriculum is yet to be achieved. Mudau (2004) blames this on inadequate preparation of teachers in drawing up schemes of works and lesson plans. Professional records such as schemes of works, lesson plans and progressive records help to plan activities and determine work methods to be used to achieve curriculum
objectives. As such, failure to prepare these documents means that the teacher is not well prepared to identify the learning experiences which he/she will provide to the children. Domike and Odey (2014), in Cross River State, Nigeria, found out that inadequate teacher preparation has yielded very little dividends or benefits envisioned in the implementation of the primary school curriculum.

Research studies indicate that teachers with negative attitudes toward teaching spend less time teaching and also use didactic approach rather than approaches that base on students active participation and explorations (Ali & Awan, 2013; Harlen, 2000; Xu, Jane & Colin, 2011). According to Moyo et al (2012), many of the ECDE teachers in Zimbabwe hardly prepared teaching records such as lesson plans, schemes of works and records of work covered. This implies that implementation of ECD programmes was hindered due to lack of preparation and use of teaching records.

In Uganda, an empirical study conducted by OECD (2011), revealed that there was a positive correlation between the presence and use of schemes of work, lesson plans, lesson notes and ECE program implementation. Teachers’ failure to prepare and make use of teaching records such as schemes of works could thus be a question of attitude and affects implementation of the curriculum. The studies cited above were however, done in primary schools in other countries and not in ECDE Centres, yet these were the levels of foundation for later learning. In addition, similar studies also needed to be done in Kenya to ascertain whether there existed the problem of poor preparation of professional records and if it was attributable to negative attitude by teachers.
In Kenya, a study carried out by Njue (2013) in Ongata Rongai zone, Kajiado County revealed that only 18% of the pre–school teachers sampled, prepared science activity schemes of work and lesson plans and which has been attributed as a major factor of poor curriculum implementation in the area. However, it is not clear whether their failure to prepare professional documents was due to negative attitude. Similar findings were made by Obutula (2010) in Buture East Education Zone, where it was noted that inadequate preparation of schemes of work and lesson plans resulted in poor ECD curriculum implementation in public pre–schools in the zone.

According to Mugo (2009); Nasibi (2005), attitude has to do with how one thinks or feels towards a certain thing or matter and it influences the way one responds to issues. The attitude of the teacher towards lesson plan preparation from beginning to the end determines how successfully or not, instruction or implementation of the curriculum is done. In fact, in preparation for teaching, Republic of Kenya (2008) shows that ECDE lesson plan and also schemes of work are superior and cannot be over looked as they assist pre–school teachers in effective curriculum implementation. A teacher with a positive attitude ensures preparation of lesson plan which is a teaching record with short term objectives or targets for a thirty minutes long time span or so, and draws the content from the scheme of work. The teacher sensibly breaks the content of the scheme of work into small and manageable units in order to enable learners to acquire the specific knowledge, skills, values, and attitudes intended. The teacher with positive attitude appreciates that he/ she must prepare for the three distinct parts of the lesson plan: the pre active, active and post active phases. Prior to the active teaching phase, the preschool
teacher with a positive attitude towards his/her work, outlines in the lesson plan, the short or immediate learning objectives/s formulated to guide the learning, suitable introductory activity or set induction to warm up the learners.

In another related study conducted by Marundu, Okwara, Marundu and Bantu (2012) in Emuhaya District, on professional records prepared by ECDE teachers in curriculum implementation found them to be adequate and well prepared. Similar findings were observed by (Rutha, 2013) in a study in Kajiado County, and it was further revealed that pre-school teachers with higher academic qualifications were found to have prepared professional records. No doubt, the positive attitude of these teachers may have propelled them to value preparation of professional documents and were hence in a better position to implement the curriculum. In the current study however, it was observed in an unpublished educational assessment report analysis in Mathira East Sub County by the Sub–County Education Director’s office(2013) that children attending ECDE Centre shad inadequate skills in writing, reading and arithmetic, there was a need to carry out a study to investigate if the poor performance of the children, could be linked to negative attitude by teachers towards preparation of professional records, which could further affect curriculum implementation, in the targeted area.

2.4 Preschool Classroom Environment and implementation of the ECDE curriculum

A favourable pre–school environment plays a critical role in enhancing curriculum implementation. An appropriate preschool environment is one which is interactive and comprises teachers’ provision of teaching resources and good classroom climate which
includes ambience or child friendly classroom, as discussed herewith. Teaching resources go a long way in enhancing curriculum implementation. In Sweden, preschool teachers who provided a conducive classroom environment (Taguma et al. 2013) were more effective in achieving quality teaching.

Gichuki (2013) concurs that when teachers provide a favourable classroom climate, they foster curriculum implementation through approachable and supportive social interactions. Further, where children interact among themselves, learning is more interesting, collaborative and not a competitive endeavour. Such a classroom environment enhances curriculum implementation as it allows children to learn independently through exploration and discovery with guidance as well as supervision of the teacher. Use of instructional aids makes learning easy, interesting, practical and more meaningful to the learner as opposed to rote learning (Ibrahim, 2005).

In Norway, (OECD, 2011) reveals that pre–schoolteachers are trained on the importance of creating a child friendly classroom climate for quality early childhood education and care. Their training emphasizes on creating a warm preschool learning climate through provision of appropriate resources for learners to interact freely.

A study conducted in New Jersey by (Education International, 2010)revealed that pre – school teachers who provided teaching aids, encouraged better learning outcomes among learners. UNESCO (2010) in a study in Japan similarly concurs with these sentiments that emphasize on the importance of teaching resources for quality education to take
place. Sinofsky and Knirck (1981) in their study revealed that colour in the classroom, affect the behaviour, attitude, attention span and learning of the students. It is imperative therefore for teachers to be keen in selecting the learning materials for maximum utilization in class. Those that appeal to the children in colour, design and shape should be considered as the most effective in the learning process.

Karaka, Nyangasi and Githii (2004) reveal that learning is a highly personal and individual process. The children must be actively involved i.e. carry out investigations, develop curiosity and powers of observation and inquiry, explore basic questions and suggests solutions. To be able to do so, they must manipulate a variety of materials in search for patterns and relationships while looking for solutions to problems (Karaka et al., 2004). The teacher must prepare appropriate materials for manipulation during the various learning activities. Piaget (1983) emphasizes that as children manipulate materials, they are able to discover properties of things and how they work. Thus there is no better way of enhancing the attainment of the science curriculum, let alone other subject areas. During the study, efforts were made to find out whether the teachers sampled endeavoured to use varied classroom resources to enhance the curriculum implementation process.

Classroom climate has to do with the social and physical atmosphere or ambiance as well as management and organization of all physical and human resources which facilitate the attainment of learning objectives (Gross, 1971; Bennaars et.al., 1994, in order to create harmony during instruction or curriculum implementation. It also involves the play
atmosphere and fun that goes with it. A study conducted among pre–school teachers in New Jersey and Finland on classroom climate and curriculum implementation revealed that teachers who ensured good sitting arrangement, spacious, warm, clean and well-arranged classrooms (Education International, 2010) enhanced children’s participation in curriculum activities. A related research conducted by University of Virginia’s Curry School of Education in USA and the No Child Left Behind Act of 2001 on the impact of classroom climate and quality curriculum implementation revealed that child friendly classroom environment provided by teachers had a noticeable impact on academic and social skills of children.

A child friendly environment motivates children to actively participate in classroom activities and this makes teachers to feel more confident in teaching thus, curriculum activities are implemented well. The teacher in such an environment is able to motivate children, discuss topical issues with them and coordinate activities to achieve desired objectives.

A number of researchers indicate that play, playfulness, and fun are a part of scientific investigations of practicing scientists. Wayne (2002) described the role of playfulness in research conducted by biologist; Kean (1998, cited in Trundle & Sackes, 2008) identified fun and playfulness among chemists. Teachers can help children by suggesting ideas for their play; providing props, time, and space for children to engage in play; assisting children to implement guidelines for their play, but then step back to allow children to interact with their peers so they have the opportunity to adopt the skills necessary for
sustained play as well as develop cognitive skills (Erden, 2010). For preschool teachers to facilitate learning science through play, understanding of both science and play are important.

Resnick (2004) states that integration of play and learning creates self-motivation, responsibility, and great concentration. Resnick further indicates that children are likely to learn the most and enjoy to the fullest when they are engaged in play as active participants and not passive recipients. Playful learning environment can be serious, creative, and imaginative as well as being fun and playful.

According to developmentally appropriate practice (DAP), optimal development is more likely to occur in an environment that embraces play and encourages children to form warm relationships with adults and their peers. There also ought to be deliberate efforts to offer planned as well as intentional guidance from adults; and those that create environments that invite children to learn and explore objects (Copple & Bredekamp, 2009) to make learning practical. Copple and Bredekamp (2009) further reveal that the DAP’s also stress that a central component to nurturing the learning and development of children is a teacher who provides guidance for children in their classroom by taking an active role in their thinking and attainment of skills and concepts. Teachers promote children’s engagement in challenging and intentional ways by the use of well-timed questions that encourage children to reflect and investigate, demonstrations of techniques using tools with which children are not familiar, and modeling procedures that children may not know how to carry out independently.
Moreover, Copple and Bredekamp (2009) emphasize that good teaching is found in environments where children are actively engaged, enjoy what they are learning in the classroom, participate in real world experiences, and are asked to make connections to their own experiences as well as in environments where their sustained play is encouraged. A classroom environment where the instructional use of cooperative learning is utilized through small groups allows children to work with their peers to enhance each other’s learning. Research by Tarim, Xiang & Schweinhart (2009) has shown that cooperative learning in small groups enhanced the attainment of curriculum instructional objectives in preschool children specifically in Mathematics problem-solving abilities. In teaching approaches where friendly classroom environments exist, teachers guide children as they work together by providing materials and explaining when the children are in need of assistance. The studies cited above were conducted in global settings and thus there was need to investigate the situation regionally.

In Zimbabwe, Africa, the implementation of ECD curriculum has been hampered by many problems with poor classroom climate being one of them as Moyo et al. (2012) indicate, apart from presence of insufficient teaching resources. This negatively affected implementation of quality ECD policies in the sampled pre–schools. A child friendly classroom climate is thus vital where the teacher has sufficient teaching resources, and is in a position to control and coordinate the use of these resources in a friendly way.

In Kenya ECDE has for years experienced a myriad of problems when it comes to providing the required physical facilities and resources (KESSP, 2005) to make teaching
and learning environments conducive for children to learn. To counter the challenge, ECDE teachers are expected to improvise teaching and learning materials as well as make use of available physical facilities to make the environment conducive for learning. Moreover their role in curriculum implementation is to provide an enabling environment to ensure effective implementation, as well as, enhancing children’s interest and confidence in class activities as (Brandt, 2012: Kilgallon, 2006) points out. In addition, Kilgallon (2006) stresses that the teacher should ensure that she or he engages learners in activities that meet their individual distinct learning or behavioural needs. Additionally, the teacher should identify their needs and capabilities and move with the pace of their development. All these mentioned activities are geared to establish a child friendly classroom environment that enhances children’s learning and natural curiosity. In addition, Brandt (2012) emphasizes that pre–school teachers are supposed to organize a supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities, events and formation of groupings.

A study conducted by Rutha (2013), in Kajiado County, revealed that the classroom climate greatly influenced curriculum implementation in the sampled pre–schools. Similar findings were made by Okango (2013) in Thika and Langata prisons, stating that the lack of proper classrooms; led to poor curriculum implementation for children accompanying their mothers to prison. Although the studies reviewed above positively support the importance of a conducive classroom climate in curriculum implementation it appears that quite a number of preschool classes are conducted in deplorable
environments and sometimes even under trees as Galma (2016) in his study shows, not minding climatic hazards. It was however not known how conducive the classroom learning environment in Mathira East Sub County was apart from the report that the ECDE curriculum was inadequately implemented (Sub–County Education Director’s office, 2013) and thus there was therefore need to find out the root cause of the problem.

2.5 Summary of Literature Review

In the reviewed literature, most of the studies available on factors influencing curriculum implementation with regard to availability and use of the syllabus in preparation of professional documents, teachers’ professional competence in curriculum implementation, attitude towards preparation of professional documents and the status of preschool classroom environment, appear to give general findings on factors that affect ECDE curriculum implementation without directly linking them to the teacher. This presented a gap in knowledge where the researcher developed an interest in carrying out a study on teacher based factors affecting implementation of ECDE curriculum in Mathira East Sub–County. According to the Sub–County Education Director’s office, (2013) the ECDE curriculum was inadequately implemented, consequently children learning performance was affected and thus there was need to establish the root cause of the problem. Most studies in the literature used descriptive design but utilized only on type of research tool. For instance, Sarah (2013) conducted a study on teachers’ roles in promoting literacy in ECDE centres and assessed the role of kindergarten teachers in order to promote literacy during children’s play but only used observation checklist. Sarah did not address how provision of physical facilities, provision of teaching and
learning resources, teacher-characteristics and head teachers’ supervision on implementation of early childhood development programmes in public ECDE centres. The current study set out to fill in the gap by designing two types of instruments including questionnaires and observation schedule. The use of observation schedule helped to capture more information would not be obtained by the use of questionnaires only.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
In this chapter, the procedures that were used in conducting the study are presented. They include research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis procedures.

3.2 Research Design
The research design that was adopted for this study is descriptive survey. According to Mugenda and Mugenda (2003) a descriptive survey design describes things like behaviours attitudes, values and characteristics. The design was appropriate because it enabled the researcher to describe teacher factors affecting curriculum implementation in ECDE Centres as it existed in the sampled schools in Mathira East Sub County without manipulation of the variables as (Gay, 1992) explains. Further, the design was preferred due to its appropriateness for finding out a lot of information, using a relatively large number of ECDE centres with ease.

3.2.1 Measurement of Variables
The following section discusses variables and how they were measured:
Independent variables:

Accessibility/use of approved ECDE syllabus - this was measured by assessing the extent to which teachers prepared professional documents such as schemes of work, lessons plans and lesson notes based on the approved ECDE syllabus.

Professional competence - Was measured by finding out the highest professional levels of teachers and the extent to which they attended in-service training.

Provision of learning environment - was measured by evaluating what teachers provided to learners towards building a conducive learning environment.

Dependent variable

This was curriculum implementation which was measured through assessing the children’s performance in social skills, reading/writing skills and participation in classroom.

3.3 Location of the Study

The study was carried out in Mathira East Sub–County, Nyeri County, Kenya. The researcher chose the area because according to an unpublished educational assessment report analysis (Sub–County Education Director’s office, 2013) the ECDE curriculum was insufficiently implemented and there was need to establish from the implementers or teachers, the major causes of the problem. This would allow an objective investigation and seeking possible corrective measures.
3.4 Target Population

For this study, the target population was all the 41 ECDE Centres, their head teachers and 62 teachers in Mathira East Sub County.

3.5 Sampling Techniques and Sample Size

The techniques used in coming up with the appropriate size of study sample is hereby discussed.

3.5.1 Sampling Techniques

The study employed multistage sampling technique at different levels.

i) **County/ Sub County:** Mathira East Sub County Nyeri County was purposively selected (see section 3.3) for justification.

ii) **Preschools:** Simple random sampling was used to select 21 (50%) schools out of the total 41 in the sub county.

iii) **Head teachers:** From the sampled schools the 21 (50%) head teachers were purposively selected by virtue of them being involved with the schools sampled.

iv) **Teachers:** Out of the 62 preschool teachers in Mathira sub county, 21 (34%) of them or one teacher per school were selected by simple random sampling and included in the study.

As Mugenda and Mugenda (2003) point out that, purposive and simple random sampling were suitable because purposive sampling allows for selection of respondents with
requisite information such as the teachers and head teachers sampled, while simple random sampling helps to capture population variations.

3.5.2 Sample Size

The study sample used is as presented in Table 3.1.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>41</td>
<td>21</td>
</tr>
<tr>
<td>Teachers</td>
<td>62</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Twenty one schools which constitute 50% of the target population, head teachers and ECDE teachers (one per school) were sampled and therefore, the total number of respondents was 42. According to Panneerselvam (2008) a sample of 50% is recommended when no estimates available of the population is assumed to have the characteristics of interest. The population and sample size is presented in table 3.1.

3.6 Research Instruments

Data was collected using questionnaires for head teachers and teachers and an observation guide. Multiple sources of data enhanced validity of findings.
3.6.1 Questionnaires for Teachers and Head Teachers

The researcher used questionnaires to collect data from the sampled teachers and head teachers. Questionnaire for teachers was divided into five sections; A, B, C and D. Section A sought data on demographic information such as gender, age and the duration teachers had taught in their current working stations; Section B had 4 items and sought data on the use of professional documents by ECDE teachers. Section C had 6 items and gathered information on physical facilities in ECDE Centres, section D has 7 items and sought data on outdoor play equipment. Lastly section E had 7 items and sought information on furniture in ECDE Centres.

On the other hand, questionnaire for the head teachers had four parts. Section A gathered information on the extent to which ECE teachers undertook the activities related to ECDE curriculum under the supervision of the head teacher; Section B had 9 items which sought data on the teacher related factors including highest level of education, professional qualification of teachers and training; Section C had 7 items and sought information on teacher’s preparation of professional documents such as schemes of work, lesson plans and records of work; finally Section D sought information on the extent to which teachers provide environment learners during curriculum implementation in ECDE with regards to adequacy of teaching aids and facilities.

3.6.2 Observation Guides

The observation schedule was designed to counter check the accuracy of the information provided by the teachers. The advantage of the tool was that direct observation presented
data in its natural form and thus minimized bias; it also supplemented data from the other research instrument. In addition, observation made the researcher an active participant in the study.

3.7 Pilot Study

The research instruments were piloted using four ECDE Centres, with 4 head teachers and 8 teachers who were not used in the final study so as to avoid contamination. The process and the outcome of this piloting assisted the researcher in removing any ambiguity from the instruments and checking on the unforeseen problems the respondents encountered in order to improve the instruments.

3.7.1 Validity of the instruments

The pilot study helped to improve face and content validity of the instruments. The researcher also ensured that the reviewed content and the research instruments were based on the study objectives.

3.7.2 Reliability of the Instruments

To test the reliability of instruments, the split half technique was used. Responses from all the questionnaires and observations were first scored and then randomly split into two equal halves. Thereafter, the scores from items in the first half of the questionnaires and observations from all the four schools were separately correlated with items in the second half using the Spearman correlation (rho). A reliability co-efficient (alpha value) of 0.8
was obtained as acceptable. Mugenda and Mugenda (2003) observed that a reliability coefficient of 0.7 and above may be considered adequate for descriptive surveys.

### 3.8 Data Collection Procedures

The selected ECDE Centres were visited and appointments were made with both the preschool teachers and head teachers of the sampled schools on when to conduct the study in their schools. On arriving at the schools, the researcher explained, to the teachers and head teachers, the purpose of the study. Questionnaires for teachers and head teachers were then distributed to the sampled pre-school teachers and head teachers personally by the researcher. The researcher then requested both the teachers and head teachers to fill in the questionnaires and to seek clarifications from the researcher if necessary. Observations were also conducted concerning the physical infrastructure and the researchers asked for assistance from respective teachers where some desired data was missing or not clear. Completed questionnaires from the respondents were later collected on the same day the observation was carried out. This procedure was repeated for the remaining sampled schools which took duration of two and a half weeks.

### 3.9 Data Analysis

Descriptive analysis was used to analyze data and was found appropriate for this study because it involved description and interpretation of circumstances relating to teachers that prevailed at the time of the study. Specifically, administration of the research instruments to the respondents generated quantitative data which was then coded, tabulated and analyzed using descriptive statistics such as means, frequencies and
percentages. This was done with the help of the computer package Statistical Package for Social Science (SPSS) version 20.0. The findings were presented using frequency tables, percentages and charts. Gay and Airasian (2003) observe that descriptive statistics easily communicate findings to the readers.

3.10 Logistical and Ethical Considerations

Before data collection, the researcher sought for clearance from Graduate School of Kenyatta University to enable her to obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) in order to conduct the study. Permission was also sought from heads of schools in order for the respondents to freely engage in the study. The dignity and privacy of the participants was respected and protected. The researcher ensured that anonymity as well as confidentiality of information was honoured and that the data collected was used only for the purpose of this study. Informed consent when dealing with participants ensured that the respondents knew that their involvement was voluntary at all times and that they had the option to accept or refuse to participate.
4.1 Introduction

This chapter presents analyzed data and offers interpretation of the results from the findings. The presentation is guided by the study objectives namely;

i. To explore personal characteristics of teachers implementing the ECDE curriculum in Mathira East Sub County

ii. To find out the extent of use of approved ECDE Syllabus by teachers in Mathira East Sub County, while implementing the curriculum.

iii. To determine whether qualifications of teachers in Mathira East Sub County influenced the implementation of the ECDE curriculum.

iv. To find out whether attitude of teachers in Mathira East Sub County influenced preparation of curriculum implementation instruments in ECDE Centres.

v. To establish whether the learning environment provided by teachers to ECDE learners in Mathira East Sub County influenced implementation of curriculum.

4.2 Response Rate and Demographic Characteristics of the Respondents

This section describes the response rate and demographic characteristics of the participants in the study area. Such a description was important in providing a clear understanding of the respondents and the schools included in the study and which may have influenced the results based on the objectives of the study.
4.2.1 Response Rate of Participants

This section presents the response rate of teachers and head teachers who participated in the study and based on the data collected, their response rate was 100%. This means questionnaires administered to them by the researcher were all filled in and returned. The excellent response may be attributed to the fact that the researcher made prior arrangements with schools and to reach an agreement on the day data would be collected. She also communicated beforehand that she would collect the questionnaires immediately at the end of the day. That is after she was through with observations. The 100% response rate enabled the researcher to draw conclusions regarding the factors under study and also in making recommendations. The next task was to account for demographic information of study participants.

4.2.2 Demographic Information of Study Participants

For a start, the study explored the personal attributes of teachers as a prerequisite of finding out factors influencing curriculum implementation in Mathira East Sub county ECDE Centres in response to objective one of the study. The characteristics covered included; gender, age and duration or length of stay in the present school.

i) Gender of the Respondents

It was important to establish the gender composition of the teachers of the pre-schools in the study and the results are provided in Table 4.1.
Table 4.1 Gender of Teachers and Head Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pre-school teachers</th>
<th>Head teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that all (21) the pre-school teachers were female constituting of 100%. Conversely, the majority (20) of the head teachers were male constituting 96.2% while only 1 (4.8%) were female. The findings indicate that although the female teachers comprised the majority of the teaching staff in pre-schools they were disproportionately represented in positions of headship. The male teachers dominated positions of leadership as indicated by the higher percentage of male head teachers. Gender disparity among teachers and school leadership to some extent may influence the pace of curriculum implementation in ECDE Centres as demonstrated in studies on school administration. For instance, Growe and Montgometry (2000) found that schools with female administrators are better managed in terms of the quality of pupil learning and professional performance of teachers or curriculum implementation, and on average perform better than those managed by men.

With regard to gender of head teachers, the findings concur with the study done by Kinoti (2013) on ‘factors influencing participation of women in leadership in secondary school management in Lower Yatta Sub-county, Kitui County, Kenya’, which affirmed that women were usually underrepresented in positions of leadership in the education sector.
both primary and secondary schools which is rooted in issues relating to the position of women in society. This fact denies access to data from women leadership with regard to curriculum implementation which could have offered a more in-depth comparative analysis.

ii) Age of the Respondents

It was important to find out the age of the teachers and the head teachers in the preschools. The respondents were provided with an item that sought to find their age in bracketed groupings from 18-25 years, 26-33 years, 34-41 years, 42-49 and then 50 years and above. The findings are presented in Table 4.2.

<table>
<thead>
<tr>
<th>Age category</th>
<th>Pre-school teachers</th>
<th>Head teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>18-25 years</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>26-33 years</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>34-41 years</td>
<td>8</td>
<td>38.2</td>
</tr>
<tr>
<td>42-49 years</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>50 years and above</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As it can be seen in Table 4.2, all the respondents spread in each age category ranging from the group of 18-25 years to 50 years and above. Majority (42.8%) of the head teachers were in the age category of 50 years and above. However, the results of the
study revealed that there were relatively young teachers and head teachers. This age composition of respondents may negatively impact the ECDE programmes in pre-schools because teachers who are well advanced in terms of age may not be readily receptive to new ideas on teacher factors affecting implementation of the curriculum while very young teachers may lack experience. Goode (1989) and Seifert et al. (1987) in agreement argue that age is an attribute that may have influence in the way people act or behave. Age also brings with it experience in work place as Kilgallon (2006) observed in his study that teachers in ECDE Centres should be experienced in order to be able to provide children with a warm classroom climate. This helps them acquire the dominant education norms and also how to integrate them with learning activities.

### iii) Teachers Length of Stay in Current Pre-school

The study investigated the teacher’s length of stay in their present pre-schools. The findings are presented in Table 4.3

**Table 4.3: Teachers Length of stay in Current Pre-school**

<table>
<thead>
<tr>
<th>Duration of stay</th>
<th>Freq</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>4-6 years</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>7-9 years</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>10 years and above</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.3 clearly indicates that majority (47.6%) of teachers had stayed in their current stations for 10 years or more, 8(38.1%) had stayed for 4-6 years, 2(9.5%) had stayed for 1-3 years and 1(4.8%) for 7-9 years. The findings indicate that majority of the teachers had a relatively long length of stay in their current stations. There are several benefits when teachers are permitted to stay for a long time in one station; the teachers are able to have a good understanding of the pupils, their parents and their social economic backgrounds and consequently can impute better ways of addressing their needs including those relating to curriculum implementation. This is in agreement with Lundin (2000) who observed that the role of a pre-school teacher is to understand needs and capabilities of children, creating an environment that is conducive for social and emotional learning, accommodating a wide range of abilities and developing strong relations with families.

Teacher Factors Influencing ECDE Curriculum Implementation

Section 4.3 presents findings on teacher factors Influencing ECDE Curriculum Implementation starting with availability and use of the approved syllabus; academic/professional and professional training; Attitude towards preparation of schemes of work and lesson plans; and finally teaching/learning resources and classroom climate.

4.3 Availability and Use of ECDE Syllabus for Instruction in ECDE Centres

The second research objective sought to find from both the teachers and head teachers whether the sampled teachers had accesses to the approved ECDE Syllabus and if they actually used it for reference during curriculum instruction or implementation in Early Childhood Centres in Mathira East Sub–county of Nyeri County in Kenya. The findings
are presented findings on accessibility of the approved syllabus and then the extent of use.

4.3.1 Availability of ECDE Syllabus for Instruction in ECDE Centres

The findings on whether or not the teachers had access to the approved syllabus from Kenya Institute of Curriculum Development, are presented in Table 4.4.

**Table 4.4. Availability of Approved ECDE Syllabus**

<table>
<thead>
<tr>
<th>Whether Approved ECDE Syllabus was Available to Teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Teachers</td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td>Head teachers</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As table 4.4 shows, the head teachers and teachers were in agreement that all teachers sampled 21 (100%) had access to the approved ECDE syllabus. This was a good start since as reviewed literature showed, schools were required by law to have a copy of the syllabus as a reference material. The next task was to find out the extent of use of the said syllabi for curriculum implementation.

4.3.2 Use of ECDE Syllabus for Instruction in ECDE Centres

Table 4.5 presents findings of extent of use of the syllabi by ECDE teachers for instruction.
Table 4.5 Extent of Use of ECDE Syllabi in Curriculum Instruction as Reported by Teachers

<table>
<thead>
<tr>
<th>Use of Syllabi as Guide for:</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Very rarely</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doing practical lessons</td>
<td>F 9</td>
<td>9</td>
<td>3</td>
<td>-</td>
<td>4.24</td>
</tr>
<tr>
<td></td>
<td>% 42.9</td>
<td>42.9</td>
<td>14.3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2. Reciting concepts learnt in real life</td>
<td>F 10</td>
<td>9</td>
<td>2</td>
<td>-</td>
<td>4.29</td>
</tr>
<tr>
<td></td>
<td>% 50.0</td>
<td>40.0</td>
<td>10.0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Organization of pupils in groups</td>
<td>F 15</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>4.87</td>
</tr>
<tr>
<td></td>
<td>% 61.9</td>
<td>38.1</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Teaching activity areas following allocated time</td>
<td>F 19</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4.89</td>
</tr>
<tr>
<td></td>
<td>% 81.0</td>
<td>9.5</td>
<td>4.8</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Developing realistic and achievable lesson objectives</td>
<td>F 11</td>
<td>9</td>
<td>1</td>
<td>-</td>
<td>4.65</td>
</tr>
<tr>
<td></td>
<td>% 52.4</td>
<td>42.9</td>
<td>4.8</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Teaching curriculum content suggested</td>
<td>F 19</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4.89</td>
</tr>
<tr>
<td></td>
<td>% 81.0</td>
<td>9.5</td>
<td>4.8</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Inviting questions from pupils</td>
<td>F 13</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>4.33</td>
</tr>
<tr>
<td></td>
<td>% 61.9</td>
<td>23.8</td>
<td>14.3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Reflecting on how to improve lesson taught</td>
<td>F 18</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4.41</td>
</tr>
<tr>
<td></td>
<td>% 75.0</td>
<td>10.0</td>
<td>15.0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Improvising teaching and learning resources</td>
<td>F 13</td>
<td>7</td>
<td>1</td>
<td>-</td>
<td>4.11</td>
</tr>
<tr>
<td></td>
<td>% 65.0</td>
<td>30.0</td>
<td>5.0</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Supplementing teaching when resources are unavailable</td>
<td>F 3</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>2.43</td>
</tr>
<tr>
<td></td>
<td>% 15.0</td>
<td>10.0</td>
<td>55.0</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>Inviting fellow teachers / other persons to teach as key resource persons</td>
<td>F 3</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>2.24</td>
</tr>
<tr>
<td></td>
<td>% 14.3</td>
<td>14.3</td>
<td>23.8</td>
<td>47.6</td>
<td></td>
</tr>
<tr>
<td>Organizing fieldtrips/excursions</td>
<td>F 5</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>2.67</td>
</tr>
<tr>
<td></td>
<td>% 25.0</td>
<td>20.0</td>
<td>20.0</td>
<td>35.0</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Mean** | 4.00

Results in Table 4.5 on teachers’ use of ECDE syllabi indicates that the items regarding; ‘Going on fieldtrips/excursions’, ‘Failing to use teaching resources because they were unavailable’, and ‘Inviting fellow teachers/ other people as key resource persons to teach
a lesson on their behalf” had relatively lower mean scores (mean scores=2.67, 2.43 and 2.24 respectively). According to Copple & Bredekamp, (2009), there have to be deliberate efforts to ensure well planned and intentional guidance from adults especially those that create environments that invite children to learn and explore objects thereby making learning practical. However, the overall mean was still high (mean=4.00) implying that most activities related to curriculum implementation were executed by pre-school teachers in ECDE Centres in Mathira East Sub County.

Head teachers were also asked to indicate the appropriate response for the extent to which ECE teachers under their supervision under took the activities with respect to ECDE curriculum implementation in pre-schools in ECDE Centres in Mathira East Sub County based on a 4-item Likert scale. The results are as presented in Table 4.6
### Table 4.6: Extent of Use of ECDE Syllabi in Curriculum Instruction as Reported by Head Teachers

<table>
<thead>
<tr>
<th>Use of Syllabi as Guide for:</th>
<th>Frequency</th>
<th></th>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very often</td>
<td>Often</td>
<td>Rarely</td>
<td>Very rarely</td>
</tr>
<tr>
<td>Children’s engagement in practical lessons</td>
<td>F 4</td>
<td>13</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 19.0</td>
<td>61.9</td>
<td>19.0</td>
<td>-</td>
</tr>
<tr>
<td>Recitation of concept learnt in real life</td>
<td>F 3</td>
<td>15</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 15.0</td>
<td>70.0</td>
<td>15.0</td>
<td>-</td>
</tr>
<tr>
<td>Organizing pupils in groups</td>
<td>F 7</td>
<td>10</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 35.0</td>
<td>50.0</td>
<td>15.0</td>
<td>-</td>
</tr>
<tr>
<td>Teaching of activity areas as indicated on the time table</td>
<td>F 12</td>
<td>5</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 57.1</td>
<td>23.8</td>
<td>19.0</td>
<td>-</td>
</tr>
<tr>
<td>Developing realistic and achievable lesson objectives</td>
<td>F 6</td>
<td>13</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 28.6</td>
<td>66.7</td>
<td>4.8</td>
<td>-</td>
</tr>
<tr>
<td>Teaching curriculum content suggested</td>
<td>F 17</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 71.4</td>
<td>28.6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reflecting on how to improve a lesson after teaching</td>
<td>F 7</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 33.3</td>
<td>38.1</td>
<td>23.8</td>
<td>4.8</td>
</tr>
<tr>
<td>Improvising teaching and learning resources</td>
<td>F 6</td>
<td>12</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>% 28.6</td>
<td>57.1</td>
<td>14.3</td>
<td>-</td>
</tr>
<tr>
<td>Supplementing teaching when resources are unavailable</td>
<td>F 1</td>
<td>3</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 4.8</td>
<td>14.3</td>
<td>66.7</td>
<td>14.3</td>
</tr>
<tr>
<td>Inviting fellow teachers/other people key resource persons</td>
<td>F 2</td>
<td>4</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>% 9.5</td>
<td>19.0</td>
<td>52.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Organizing fieldtrips/excursions</td>
<td>F 2</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% 9.5</td>
<td>23.8</td>
<td>38.1</td>
<td>28.6</td>
</tr>
<tr>
<td>Overall mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 clearly shows the extent of use of ECDE syllabi by teachers in pre-schools in Mathira East Sub County as affirmed by the head teachers: The items on; ‘Inviting fellow
teachers/other people as key resource persons to teach a lesson on their behalf, ‘Going on fieldtrips/excursions’, and supplementing teaching when resources are unavailable had relatively lower mean scores (mean scores=2.48, 2.47 and 2.24 respectively). However, the overall mean was average (mean=3.67) which was slightly lower than the average mean in Table 4.6.

These findings confirm the responses from teachers as presented in Table 4.6. These findings mean that implementation of the ECDE curriculum was majorly influenced by adequate teaching and learning resources. Sufficient teaching and learning resources such as reference materials, teaching aids among others, for instance facilitate learning by assuring learners manage their own studies. However, most teachers did not utilize key-resource persons to teach lessons on their behalf. Key-resource persons help to expose learners to learning content in a diversified or different manner thus children could be more receptive in such a scenario.

The findings also imply that fieldtrips or excursions were not adequately incorporated in teaching and learning in ECDE Centres in Mathira East Sub County. Field trips as learning activities help the learners to relate the skills acquired in classroom with the reality. According to Njenga and Kabiru (2005), children use their sense to explore the environment, manipulate objects and discover the nature of things, how they work and relate it to the real world. They also discover how things smell, taste, feel and how they look like. In addition, they break things up and construct others to see what will happen. Similarly, they experiment with different things making discoveries and this increases
their knowledge and concepts. Rai and Richardson (2003) note that field trips and excursions should be encouraged since children learn and derive a lot of pleasure from visiting places of interest.

From the foregoing, it can be deduced from the findings that teachers do not fully fulfill their roles by exploring all the learning activities associated with implementation of the ECDE curriculum. This is in conformity with the findings of the study by Murundu et al. (2014) which found that teachers do not fulfill some of the roles specified to them in the integration of play during learning. As (Gichuba, Opatsa and Nguchu, 2009) point out, the teacher is supposed to guide and set the stage for the child to learn for effective curriculum. With appropriate professional development, preschool administrators and teachers can use the syllabus to guide their planning and implementation of instruction and experiences that allow all young children to prosper during the preschool years.

These findings also indicate that the head teachers and the teachers are largely compliant on the use of the syllabus in ECDE curriculum instruction in the activity areas taught in preschool. It shows that pre-school teachers and headteachers fulfill the roles specified to them by the Ministry of Education as stipulated by Kenya Institute of Curriculum Development (KICD). The ECDE preschool syllabus offers well-researched content informed by practice and research. Use of the syllabus is essential to ensuring good quality teaching and promoting standards of high quality professional practice in early childhood programs as (Ogott, Indoshi & Okwarain, 2010) reveal.
4.4 Credentials of Study Participants

The third research objective sought to establish the influence of qualification of teachers on curriculum implementation in ECDE Centres in Mathira East Sub County. This was necessary because teacher qualification is widely considered a major contributing factor that is likely to affect implementation of the ECDE curriculum. The study looked at the highest level of education, highest professional qualification, attendance of seminars, workshops, conferences related to implementing the curriculum and pursuance of in-service courses in ECDE.

4.4.1 Teachers and Head Teachers Level of Education

The study investigated the level of education of ECDE teachers, this was important because a high level of education indicates that the teachers have the required content in tandem with the curriculum requirements. The findings are provided in Figure 4.1

Figure 4.1 Level of Education ECDE Teachers and Head Teachers

Figure 4.1 shows that all (100%) of the pre-school teachers and 61.9% of the head teachers had secondary school level of education, 38.1% of the head teachers had
university education. These findings imply that despite the fact that a good number (13) of head teachers who participated in the study had high level of education, most teachers had low level of education which is negatively influence the implementation of ECDE curriculum in pre-schools.

These findings are in accordance with Burchinal et al. (2002) that teachers with the highest level of formal education (i.e. Bachelor’s degree) or those who attended workshops (at the center, in their community, or professional meetings) had higher ratings of observed classroom quality on a global scale, even after controlling for the adult-child ratio, state-related differences, and classroom types. According to Ryan and Copper (2011), higher-quality childhood education programmes are those where the lead teachers have Bachelor’s degrees in child development.

Charles and Williams (2006) also revealed that that teachers who had more than a Bachelor’s degree received higher scores on the teaching and interaction sub-scales of the early childhood environment rating scale (ECERS) than those teachers who had an Associate’s degree. These finding are supported by (Raymond, Fletcher and Huque 2001) studies that established that there existed a stronger correlation between the achievement of pupils and their teacher’s subject area expertise than exist between the success of younger students and their teacher’s subject knowledge.

In line with the finding of the current study, Brandt (2012) and Koskei (2013) further assert that teachers should be qualified for effective curriculum implementation to take
place. Indeed in countries such as Germany, Netherlands and Finland the governments have heavily invested in teacher training and as such, the teachers in these countries are capable of implementing the curriculum in pre-school settings effectively as (Barnett & Lamy, 2006) indicate.

In disagreement with these findings, a study by Sanders and Rivers (1996) demonstrates that teacher education or certification is not consistently related to higher quality classrooms or better pre-academic skills for children. These findings are supported by Xu et al. (2011) who reported that there is no association between teachers holding masters degrees and fourth through eighth grade students’ science test score gains. Teacher’s certification as a signal of teacher quality has been investigated at various levels. Jacob (2007) established that full certification is either unrelated or positively related to student achievement.

4.4.2 Professional Qualification of ECDE Teachers and Head Teachers

The study further sought to find out ECDE teachers’ and head teachers’ credentials in terms of professional certification in Mathira East Sub County. The respondents were provided with an item which they were required to indicate their highest level of professional qualification against the choices; certificate, diploma, degree and masters. The findings are presented in Figure 4.2.
Figure 4.2 Professional Qualifications of ECDE Teachers and Head Teachers

Majority (52.4%) of the teachers had a certificate level of professional qualifications as compared with 28.6% of the head teachers, 38.1% of the teachers had diplomas and so did 33.3% of the head teachers. As for degree qualifications 33.3% were head teachers and 9.5% were teachers, lastly, 4.8% of the head teachers had master’s qualifications and no teacher had this qualification. These findings indicate that the teachers are sufficiently trained since most of them had more than the minimum professional requirement (certificate) with the principal’s having higher levels of professional qualifications.

Darling-Hammond (2001) also observes that shows that certain types of professional development contribute to teacher quality and student achievement. Thus sustained professional development is aligned with the curriculum. Bachelor’s degrees, specifically in majors of child development or similar areas (Ryan & Copper, 2011).
In disagreement to the findings of the current study, some research demonstrates that teacher education or certification is not consistently related to higher quality classrooms or better pre-academic skills for children. Njega and Kabiru (2005) found that teachers who had more than a Bachelor’s degree received higher scores on the Teaching and Interaction subscales of the Early Childhood Environment Rating Scale (ECERS) than those teachers who had an Associate’s degree.

These findings are also at variance with earlier studies by Okango (2013) whose study in Thika and Langata prisons revealed that 75% of the pre-school teachers lacked professional training in ECDE. Similarly, a study carried out by Njue (2013) in Ongata Rongai Zone, Kajiado County revealed that about 45% of pre-school teachers were untrained. The Master Plan of Education and Training 1992-2010 (Republic of Kenya, 1998) states that many ECDE teachers have inadequate academic and professional qualifications. This discrepancy is attributed to the fact that trained teachers are not equally distributed in pre-schools, both private and public in Kenya.

4.4.3 Seminars, Workshops and Conferences

The study similarly investigated teacher credentials related to attending professional advancement seminars, workshops and conferences. These are meeting organized to foster teacher professional training by exploring special topics related to teacher education where selection of themes is done in consideration of learner interests, needs, and contribution to program learning outcomes. Teachers and head teachers were asked to state the regularity of seminar/workshop/conference attendance by teachers. Their responses are presented in Table 4.7.
Table 4.7: Frequency of In-service Courses Attended by Teachers

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Frequency</th>
<th>Head teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of seminars, workshops and conferences</td>
<td>Regularly</td>
<td>61.9%</td>
<td>52.4%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>33.3%</td>
<td>38.1%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>4.8%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Quality of seminars, conferences and workshops</td>
<td>Low</td>
<td>52.4%</td>
<td>20.0%</td>
</tr>
<tr>
<td>attended</td>
<td>High</td>
<td>33.3%</td>
<td>70.0%</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>4.8%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Who organizes seminars and workshops</td>
<td>County government</td>
<td>63.2%</td>
<td>15.0%</td>
</tr>
<tr>
<td></td>
<td>NGOs</td>
<td>10.5%</td>
<td>85.0%</td>
</tr>
<tr>
<td></td>
<td>None of the above</td>
<td>26.3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.7 shows that on attendance of seminars 61.9% of the head teachers and 52.4% regularly attended seminars, 33.3% of head teachers and 38.1% indicated rarely while 4.8% of head teachers and 9.5% of teachers indicated they never attended seminars. On the quality of seminars, conferences and workshops attended 52.4% of the head teachers and 20.0% of the teachers indicated as low, 33.3% of the head teachers and 70.0% of the teachers indicated high while 4.8% of the head teachers and 10.0% of the teachers were not sure. When the respondents were asked who organizes seminars and workshops, 63.2% of the head teachers’ and 15.0% of the teachers indicated the county government, 10.5% of head teachers and 85.0% of the teachers indicated NGOs.

The findings of the study show that although most of the respondents indicated regular attendance of seminars, workshops and conferences most of the respondents nevertheless
indicated that the quality of these seminars was low. This suggests that despite the fact that seminars were frequent: it is unlikely that they provided high-quality learning for the teachers. One of the best ways for teachers to keep learning and stay on top of important innovations in education is by attending educational conferences, seminars and workshops frequently (UNESCO, 2003). Educational conferences provide educators with learning experiences as well as opportunities to connect with co-workers and educators from around the country and even from around the world (Evans, 2000).

These connections are an important way to network and learn from one another. This concurs with a survey by Long (2011) whose study explored the connections between professional development, attendance of seminars and workshops and qualities of highly effective teachers. The results of this survey showed the importance of teachers attending conferences. Teachers who attended conferences showed a better understanding of content and better implementation of the curriculum in their regular school practices. The study recommended the need to provide teachers with opportunities to attend conferences to ensure their continued professional development. The study similarly investigated if the respondents were pursuing in-service studies. The findings are presented in Figures 4.3 and 4.4
Figure 4.3 Pursuing in-service course in ECDE

Figure 4.3 indicates that 81.8% of the respondents were pursuing in-service courses in ECDE and 18.1% were not. The study further investigated the level of studies pursued by ECDE teachers during the in-service training. The results are as presented in Figure 4.4

Figure 4.4 Level of studies you are pursuing
Figure 4.4 shows that 60.0% of the respondents were pursuing diploma in service courses and 40.0% were pursuing degree courses. It is commonly believed that the quality of teachers’ learning experiences directly affects the quality of their pupils’ learning experiences. Specifically, teachers’ continued learning may bring about positive effects on student learning. Lifelong learning is important if teachers are to adapt to the fast changes in their careers and the evolving challenges and needs of the learners. Continued professional development among teachers, can best be realized through in-service training programmes because they allow the teacher to continue learning while working. These findings concurs with a study by Opfer, Pedder and Lavicza (2011) which established that in–service training programmes not only empowered the teachers with skills useful for teaching but also positively changed the attitudes of the teachers towards their practice. The study recommended that teachers need to engage in continued professional development to improve the quality of their teaching.

4.4.4 The relationship between teachers’ professional credentials and their participation in curriculum implementation

Both the teachers and head teachers were asked to indicate the extent to which professional qualification of teachers influenced their ability to implement the ECDE curriculum using a 4-point scale (Very low extent (VLE), low extent (LE), great extent (GE) and very great extent (VGE). Findings were discussed using frequency, percentages and mean as shown in Table 4.8.
Table 4.8: Relationship between Professional Qualification and Implementation of ECDE curriculum as Reported by Teachers and Head teachers

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Items</th>
<th>(VLE)</th>
<th>(LE)</th>
<th>(GE)</th>
<th>(VGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>The teachers’ level of professional qualification influences their ability to interpret &amp; implement the ECDE curriculum</td>
<td>1</td>
<td>4.76</td>
<td>2</td>
<td>9.52</td>
</tr>
<tr>
<td>Mean</td>
<td>1.1905</td>
<td>1.3909</td>
<td>2.3333</td>
<td>3.0952</td>
<td></td>
</tr>
<tr>
<td>Overall mean for Teachers</td>
<td>2.0025</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teachers</td>
<td>The teachers’ level of professional qualification influences their ability to interpret &amp; implement the ECDE curriculum</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>Mean</td>
<td>-</td>
<td>1.1905</td>
<td>2.5238</td>
<td>3.2857</td>
<td></td>
</tr>
<tr>
<td>Overall mean for Head teachers</td>
<td>2.3333</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

VLE- Very Low Extent, LE- Low Extent, GE- Great Extent and VGE- Very Great Extent

Findings in Table 4.8 indicate that teachers who reported that professional qualification of teachers influenced implementation of ECDE curriculum at a very great extent had the highest score with a mean of above 3.0 (mean=3.0952). However, teachers who said that professional qualification of teachers influenced implementation of ECDE curriculum at a very low extent had the lowest score with a mean of below 2.0 (mean=1.1905). In a similar finding, majority (57.14%) of head teachers reported that professional qualification of teachers influenced implementation of ECDE curriculum at a very great extent had the highest score with a mean of above 3.0 (mean=3.2857). These findings implied that the
higher the teachers’ professional qualification the better or the greater the extent they performed in implementation of the ECDE curriculum. Thus curriculum implementation was perceived as poor or best by relating it to the teachers’ education level. The study findings concur with Jacob’s (2007) study which established that full certification is positively related to pupil achievement. Teachers’ subject area of certification or authorization is one of the teacher qualifications most consistently and strongly associated with improved student achievement (Rowan, 2002).

4.5 Teachers’ Attitude towards Preparation of Teaching Documents
Influence of teachers’ attitude towards preparation of curriculum implementation instruments in ECDE Centres in Mathira East Sub County was the third research objective that was under examination. The records investigated included, schemes of work and lesson plans as well as any others. The respondents were provided with nine items in a four point Likert scale ranging from strongly agree, agree, disagree and strongly disagree.

4.5.1 Schemes of Work
The study investigated if ECDE teachers prepared schemes of work and if they derived the schemes from the syllabus. The findings are presented in Figure 4.5
As indicated in Figure 4.5 majority (47.6%) of the respondents reported that they always prepared schemes of work and 67.5% said they always derived the schemes from the syllabus. The respondents who reported that they sometimes prepared schemes were 33.3% and 27.5% said that they sometimes derived them from the syllabus. Lastly, 11.9% indicated that that never prepared schemes of work and 5.0% indicated that they did not derive the schemes from the syllabus. The teachers’ observation check list established that schemes of work were available in 8 (38.1%) of ECDE Centres while the schemes were not available in 13 (61.9%) of the ECDE Centres. This denotes that some teachers did not prepare schemes of work despite the sufficient qualification that they had implying that they were not dedicated to their professional work. This also implies that most of the teachers had negative attitudes towards teaching despite their direct and important roles in the curriculum implementation of ECDE Centres. Musingafi et al.
(2015) opine that a well-planned and followed scheme of work should ensure syllabus coverage in any curriculum hence effective implementation. However, if the schemes are not followed, learning aims and objectives of the course cannot be successfully due to lack of guidelines.

The high percentage of respondents who indicated they prepared schemes of work shows that ECDE teachers in Mathira East Sub–County planned the coverage of the syllabus and hence effectively implemented the curriculum in line with the guidelines that define the structure and context of course to ensure that learning aims and objectives of the course are met successfully. This is in agreement with a study by Brown and Lewis (2008) in the United Kingdom, on preschool teachers which established that teachers who prepared teaching records such as schemes of work were found to be more effective in curriculum implementation than their counterparts who did not prepare teaching records.

4.5.2 Preparation of Lesson Plans

The study sought to establish if teachers prepared lesson plans and if their lesson plans were derived from the syllabus. A lesson plan plays a critical role in any curriculum implementation as it provides information on what a teacher has planned to teach to children or students at a certain period of time (Reche et al., 2012). The findings are presented in Figure 4.6.
Figure 4.6 clearly indicates that 55.0% of the respondents reported that they always prepared schemes of work and 53.7% indicated they always derived them from the syllabus, 35.0% said that they sometimes prepared schemes and 34.1% said they sometimes used the syllabus. Lastly, 10.0% said that they never prepared lesson plan and 12.2% also said that they never used the scheme of work to prepare lesson plan. These findings imply that most pre-school teachers in ECDE Centres in Mathira East Sub-County did not consider the preparation of lesson plans as important in curriculum implementation. This means that curriculum in most pre-schools under the study was not effectively implemented. This is in conformity with Reche et al (2012) that failure of teachers to prepare schemes of works and lesson plans hampers effective curriculum implementation at any level of education. A lesson plan indicates whether the lesson has been taught and objectives achieved or if the lesson is not taught, then the teacher indicates the reason why and when he or she intends to cover it.
In contradiction, the observation check list established that lesson plans were available in 5 (23.8%) of EDCE centres while in 16 (76.2%) centres the lesson plans were unavailable. This disagreement is attributed to the reason that even though lesson plans were available in most pre-schools, majority of pre-school teachers did not update the documents despite their roles as curriculum implementers.

4.5.3 Preparation of Lesson Notes

The study sought to find out if teachers prepared in-depth notes from the lesson plans and if they perceived lesson notes as necessary for teaching. Their responses are provided in Figure 4.7

![Figure 4.7 Preparation of Lesson Notes](image)

Figure 4.7 Preparation of Lesson Notes

Figure 4.7, shows that 60% of the respondents indicated that lesson notes were always necessary and 51.2% reported that they always prepared lesson notes, 32.5% showed that notes were sometimes necessary and 29.3% reported that they sometimes prepared notes.
Lastly, 19.5% of the respondents reported that they never prepared lesson notes. Lesson notes are essential for effective teacher preparation and content delivery in the classroom as (Muoka, 2012) emphasized. Therefore, the findings that majority of pre-school teachers prepare lesson notes is an indication, the pre-school teachers prepared adequately for teaching. Spencer (2003) observed that one of the most important principles of good teaching is that the teacher needs to know what he/she will teach; the topic or subject and the content consolidated in form of lesson notes is important to maximize the learning experiences of the students.

It can be deemed from the study findings that curriculum has not been fully implemented as most pre-school teachers perceive preparation of professional documents such as schemes of works, lesson plans and evaluation records as not significant towards effective ECDE curriculum implementation. This is in agreement with Brown and Lewis (2008) that preschool teachers who prepared teaching records such as lesson plans were more effective in curriculum implementation than their counterparts who did not prepare teaching records. Erden (2012) backs up this notion by noting that drawing up of schemes of works, lesson plans and evaluation records helped pre-school teachers to effectively implement the pre-school curriculum. Thus the preparation of professional documents is a crucial part in the pre-school curriculum as it ensures not only that the schemes of works and lesson plans are in line with the curriculum, but also safeguards the quality of the education.
In line with the findings of the study, a meaningful implementation of the Curriculum is yet to be achieved in South Africa due to inadequate preparation of teachers in drawing up schemes of works and lesson plans. Failure to prepare these documents means that the teacher is not well prepared to identify the learning experiences which he/she will provide to the children. Domike and Odey (2014) assert that teachers who hardly prepare and make use of teaching records such as schemes of works are not in a position to implement the curriculum to yield the envisioned benefits. Other Documents Kept in ECDE Centres. The study also sought to find out whether there were any other documents kept by ECDE teachers who were the curriculum implementers, other than schemes and lesson plans.

4.5.4 Pupils Health Records

The findings show that teachers kept pupils’ health records (see Figure 4.8).

![Figure 4.8. Frequency of Preparing Record of Pupils’ Health](image)

Figure 4.8. Frequency of Preparing Record of Pupils’ Health
As indicated in Figure 4.8, majority (68.8\%) of the respondents reported that they always kept updated pupils health records with 24.4\% doing it sometimes, 4.9\% rarely and 2.4\% never did it. The responses indicate that most schools in the Sub–County kept updated health records for the pupils. The school health service is an important aspect of health delivery systems necessary to monitor the health of school children in other to keep them healthy and optimize their learning. Chidiebere (2016) observed that many school children face significant health challenges which may adversely affect their ability to learn. Thus the need for comprehensive health services in schools. The school health service is a coordinated system that ensures a continuum of care from school to home to community health care provider and back.

The primary use of the school health service is to support students’ health in order to achieve educational successes and to provide comprehensive health services in schools for students who ordinarily would not have access to health care. Screening activities and first aid are the basic components of school health services. The World Health Organization (WHO) have emphasized the role schools play in the health and educational wellbeing of learner (WHO, 2015). Studies by Dilley (2009) established a positive association between effective school health services and academic performance of students globally.

4.6 Learning Environment Provided in ECDE Centres

The fourth research objective sought to establish whether the learning environment provided by teachers to learners in ECDE Centres in Mathira East Sub County influenced
curriculum implementation in any way. The learning environment constituted teaching aids, classroom sitting arrangements, lighting, classroom cleanliness, an atmosphere of group work that facilitated social interactions amongst children, latrines/toilets, kitchen, playground, storage facilities writing board and also furniture. The respondents were provided with assorted items on a 2-point scale to show adequate/appropriate or inadequate/inappropriate and also a five point Likert scale ranging from strongly agree, agree, not sure, disagree to strongly disagree.

### 4.6.1 Teaching Aids

The study investigated the adequacy, condition and attractiveness of teaching aids in preschools. The findings are presented in Figure 4.9.

![Figure 4.9 Teaching Aids](image)

**Figure 4.9 Teaching Aids**

As shown in Figure 4.9 majority (52.4%) of the respondents agreed that teaching aids were adequate, 61.9% agreed that the teaching aids were in good condition and 50.0% said the aids were attractive in colour. The findings of the study revealed adequacy,
attractiveness and good condition of teaching aids by majority of the pre-school teachers. Sinofsky and Knirck (1981) found that colour influences student attitudes, behaviours and learning. In fact, they cited the most important reasons for using colour effectively in learning environments. These reasons include that colour affects a student's attention span and affects the student's and teacher's sense of time.

Ibrahim (2005) argued that use of instructional aids makes learning easy, interesting, practical and meaningful to the learner. This agrees with OlufeI (2014) who stressed that graphic materials used in classrooms should be simple, attractive, crowded with illustrations and colours. Olufemi (2014) further pointed out that’s pupils are attracted by bright colours, these should be used in the preparation of teaching also. However, too much brightness should be avoided since it may distract student’s intention from the objectives of the lesson.

4.6.2 Display of Learning Resources

The study investigated the display of learning resources in the schools. This was important because proper display of learning resources including pictures of children’s interests can help extend exploration of certain concepts and provide a systematic way for child initiated learning. Consequently, giving children environments that are rich in materials provides them with many activities and makes the classroom an inspiring place for the pupils. The responses on display of learning resources are presented in Figure 4.10.
Figure 4.10 Display of Learning Resources

Figure 4.10 shows that majority (52.4%) of the respondents agreed that learning resources are well displayed, 35.7% strongly agreed, 7.1% were not sure and 4.8% disagreed. These findings indicated that learning resources are well displayed in most of the pre-schools in Mathira East County. This agrees with David and Weinstein (1987) who observed that the environment influences the developmental process of the child. Pupils learning can be influenced by characteristics of the physical setting and their interaction with the built environment.

4.6.3 Classroom sitting Arrangement

The study looked at the suitability of classroom sitting arrangement and the adequacy of space for pupil interaction while in the classroom. The findings are presented in Figure 4.11.
Figure 4.11 Classroom sitting Arrangement

Figure 4.11 shows that majority (53.7%) of the respondents agreed that adequate space for pupil interaction existed in classroom, 41.5% agreed, those who were not sure and those who disagreed were 2.4% each. On suitability of sitting arrangements, 47.6% agreed. 38.1% strongly agreed, 7.1% disagreed, 4.85% were not sure and 2.4% strongly disagreed. These findings indicate that the sitting arrangement was suitable and there was adequate space for the pupils to interact with each other in the classrooms. When space is well-organized, with open pathways that clearly lead to activities that offer enough to do, children manage on their own (UNESCO, 2010). They can move freely from one activity to another, giving the teacher an opportunity to attend to individual children according to their needs. Space that is not well-organized creates problem areas. These include dead spaces that encourage wandering and unruly behaviour, and pathways that lead nowhere.
or interfere with play already in progress. When space is poorly organized, children depend on the teacher for guidance and the teacher's behaviour then becomes directive.

When teachers spend a great deal of time directing group behaviour, they have less time to assist individual children and children have fewer opportunities to participate in free play (Gichuki, 2013). The setting can be a major barrier to the achievement of teacher goals, including the goals teachers set for the children in their care. When these goals seem out of reach, changes in classroom design may lead to the desired results. For example, after an appropriate change in the environment such as the addition of a complex or super play unit, children may engage in more free play, exhibit greater self-reliance, or develop longer attention spans. When teachers provide a favourable classroom climate, they foster approachable and supportive social interactions with children and among children so that learning is a collaborative and not competitive endeavour. These findings concur with a study conducted in Sweden by Taguma et al, (2013) which established that preschool teachers who provided a child friendly classroom climate such as a carefully planned seating arrangement were more effective in providing quality teaching.

4.6.4 Classroom Cleanliness

It was important to investigate the classroom cleanliness of pre-schools in Mathira East Sub County. The respondents were provided with a five point Likert item that ranged from strongly agree to strongly disagree on classroom cleanliness. The responses are provided in Figure 4.12.
Figure 4.12 Classroom Cleanliness

Figure 4.12 shows that majority (58.5%) of the respondents agreed that classrooms were kept clean, 39.0% strongly agreed and 2.4% were not sure. The findings indicate that classes in pre-schools in Mathira East Sub-County were kept clean. This is in agreement with Laura (2011) who observed that a healthy ecological environment through regular and thorough classroom cleaning helps to ensure good indoor air quality. The presence of dirt, moisture, and warmth stimulates the growth of mould and other biological contaminants. Unsanitary conditions attract insects and vermin, leading to possible problems from animal or insect allergens.

4.6.5 Use of Group Work

As part of classroom climate provided by the teacher, the study sought to find out the extent of use of group work among learners in in pre-schools in Mathira East Sub County. The findings are presented in Figure 4.13.
Figure 4.13 Use of Group Work

Figure 4.13 shows that majority (46.3%) of the respondents agreed that group work was ensured, 36.6% strongly agreed and 17.1% were not sure. These findings indicate that the pre-schools in the study locale largely ensured the use of group work. Group work helps children to identify their needs and capabilities and move with the pace of the child’s development (Kilgallon, 2006). This concurs with Brandt (2012) who observed that pre-school teachers are supposed to organize supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities and events and groupings.

Several studies argue for a supportive classroom climate. A pre-school classroom climate plays a critical role in curriculum implementation. A study conducted in New Jersey revealed that pre-school teachers who provided child friendly class environment such as good sitting arrangement, teaching aids and space for social interaction enhanced learning. Children in those classrooms had better learning outcomes (Education International, 2010). In Japan, curriculum in pre-schools greatly emphasizes on the
importance of child friendly classroom climate for quality education to take place (UNESCO, 2010).

In conclusion to findings in this section, even though most pre-schools had teaching aids, classroom sitting arrangements, classroom lighting, display of learning resources, classroom cleanliness, furniture and equipment that meet the required standards, some pre-schools lacked these features while those that had still suffered inadequacy. This implies that not all teachers in the pre-schools under study provided friendly environment to learners for smooth implementation of ECDE curriculum. Taguma et al, (2013) revealed that preschool teachers who did not provide a child friendly classroom climate such as a carefully planned seating arrangement were not effective in providing quality teaching. When teachers provide a favourable classroom climate, they foster approachable and supportive social interactions with children and among children so that learning is collaborative and not a competitive endeavor.

In conformity with these findings, Education International (2010) provided are at risk if child friendly class environment such as good sitting arrangement, teaching aids and space for social interaction are not provided. Provisions of good sitting arrangement, teaching aids and space for social interaction helps to enhance learning. According to Karaka, Nyangasi and Githii (2004) learning is a highly hampered if children are not actively involved through carrying out investigations, developing curiosity and inquiry, exploring basic questions and suggesting solutions. They must manipulate a variety of materials in search for patterns and relationships while looking for solutions to problems
and hence the teacher must prepare appropriate materials for learning activities, motivate children, discuss and coordinate activities to achieve desired objectives.

The findings are in conformity with those of Resnick (2004) which showed that children are likely to withdraw from learning when they are not engaged as active participants. According to Resnick (2004) integration of play in learning creates self-motivation, responsibility, and great concentration. Copple and Bredekamp (2009) argue that optimal development is more likely to deteriorate in an environment that discourages children to form warm relationships with adults and their peer. The central component to nurturing the learning and development of children is a teacher who provides guidance for children in their classroom by taking an active role in their thinking and attainment of skills and concepts.

From the findings of this study, the implementation of the ECDE curriculum fails in environments where children are not given opportunities to participate in real world experiences based on peer learning and groupings. The instructional use of cooperative learning through small groups allows children to work with their peers to enhance each other’s learning (Johnson & Johnson, 1999). Tarim, (2009) revealed that cooperative learning in small groups enhanced preschooler’s mathematics problem-solving abilities since teachers are in a position to guide children as they work together by providing materials and explaining when the children are in need of assistance.
The findings are in line with Moyo et al. (2012) that curriculum implementation has been hampered by many problems with poor classroom climate being one of them. Poor classroom climates due to insufficient teaching resources negatively affected implementation of quality ECD policies in the sampled pre–schools. A child friendly classroom climate should be one that the teacher has sufficient teaching resources, and is in a position to control and coordinate the use of these resources. Njue (2013) also notes that teachers who have negative attitude toward themselves foster negative feelings among their classroom students thus hampering effective curriculum implementation. In line with these findings, Okango (2013) states that the lack of proper classrooms; led to poor curriculum implementation for children accompanying their mothers to prison.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary, conclusions, recommendations and areas that need further research based on the findings of the study.

5.2 Summary of the Findings

The purpose of the study was to assess the teacher based factors affecting the implementation of ECDE Curriculum in Mathira East Sub–County, Kenya and also to suggest measures that can be instituted to curb the problem. The study was guided by four research objectives, namely to; find out if teachers use ECDE Syllabi in curriculum instruction, establish teachers’ qualifications in ECDE Centres, find out if teachers prepare professional records and find out teachers’ provision of conducive learning environment for learners in ECDE Centres in Mathira East Sub County. The study established that majority of the teachers were largely compliant on the use of the syllabus in ECDE curriculum instruction in the activity areas taught in preschools. It shows that pre-school teachers and head teachers fulfill the roles specified to them by the Ministry of Education as stipulated by Kenya Institute of Curriculum Development (KICD).

On ECDE teachers’ qualifications, the study established that majority of the pre-school teachers and the head teachers had secondary school level of education and a few of the head teachers had university level education. The study revealed that majority of the teachers had certificate level of professional qualifications while diploma and degree
level of qualifications were dominated by the head teachers. The study found out that most of the respondents regularly attended seminars, workshops and conferences however most of the respondents nevertheless indicated that the quality of seminars was low. On in-service training among teachers, the study found out that majority of the respondents were pursuing diplomas in ECDE. In addition, it was established that professional training of the teachers influenced their ability to implement the ECDE curriculum.

Finding from the questionnaires showed that majority of pre-school teachers did not prepare professional documents. Findings from the observation checklist also established that only some teachers had prepared schemes of work and derived the schemes from the syllabus. This disagreement is attributed to the reason that even though schemes of work were available in most pre-schools, majority of pre-school teachers did not update the documents despite their roles as curriculum implementers. Majority of the respondents kept updated pupils health records.

On classroom environment for learners in ECDE Centres the study revealed that; teaching aids were adequate, attractive and in good condition, sitting arrangement was suitable and there was adequate space for the pupils to interact with each other in the classrooms, lighting was adequate learning resources are well displayed and classes were kept clean. Lastly the study found out that pre-schools in the study locale largely ensured the use of group work.
The findings of the study revealed adequacy and good condition of teaching aids by majority of the pre–school teachers. Learning resources are well displayed in most of the pre-schools and classes were kept clean. Facilities and equipment such as playground kitchen latrines/toilets classrooms were generally adequate. However, the study revealed that outdoor play equipment was grossly inadequate and even sometimes totally lacking. In addition, the condition and appropriateness of furniture in ECDE Centres was deficient and was inappropriate for the level of learners and may compromise learning in ECDE Centres.

5.3 Conclusions

From the findings of the study, the following conclusions were made:

i) Even though approved ECDE syllabus was available in most ECDE centres, most pre-school teachers still do not find it necessary to confine themselves in the syllabus scope as some fail to derive schemes of work and lesson plan from it.

ii) The ECDE teachers and head teachers have adequate levels of academic and professional qualifications and most were still pursuing in-service training. The study concluded that there is a significant relationship between teacher professional qualification and implementation of ECDE curriculum. Also, lack of proper ECDE teaching experience may make teachers unable to handle learners properly depending on their needs and hence compromise the quality of service delivery.

iii) Teachers did not prepare adequately for teaching as indicated by preparation of schemes, updated pupils health records, lesson plans and lesson notes. This
implied that they did not adequately support the implementation of ECDE curriculum and thus implementation of ECDE programmes would be hindered.

iv) The classroom environment is supportive for learners in ECDE Centres based on condition of teaching aids, sitting arrangement among others. Hence, the problem of inadequate provision of effective environment to learners is quite prevalent among the ECDE centers in Mathira Sub-County. While it is the responsibility of teachers to provide conducive environment to learners, however in most cases, inappropriate teaching and learning environment is caused by lack of commitment by the governments and other education stakeholders in providing quality education in ECDE centers. These problems detrimentally affect proper ECDE curriculum implementation since ECDE teachers would get demoralized in offering efficient service delivery.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made on factors affecting the implementation of ECDE Curriculum in Mathira East Sub County, Kenya.

i. Use of ECD syllabus is not adequate in most ECDE centres despite its approval. The school stakeholders such as school administration, government and parents should examine the various ways of ensuring adequate availability of appropriate teaching and learning materials. More essentially, the government through the ministry of education should come up with programs and policies of providing adequate and appropriate teaching and learning materials in ECDE centers.
ii. In view of the findings that proper implementation of ECDE curriculum is determined by the professional qualification of teachers, it is recommended that qualified teachers should manage ECDE classes. There should also be programs on in-service training among the ECDE teachers to enable them handle the diversities in characters among the learners and also implement properly the ECDE syllabus without strain.

iii. Teachers should develop positive attitudes towards education, which in turn would influence the curriculum implementation in ECDE centres. Teachers should also appreciate the importance and complexity of discipline management to enhance their roles in enforcing and strengthening the measures and strategies used by school managers as this will ensure that goals and objectives of the school are met.

iv. Provision of effective environment to leaners does not barely rely on teachers as some provisions are beyond teachers’ control. Hence, it is recommended that that all stakeholders should be involved in implementation of ECD programmes. These include government, local councils, traditional leaders, political leaders, private sector as well as parents.

5.5 Suggestions for Further Research

Based on the findings of the study the following areas of research were suggested:

i) The current study was confined to teacher-based factors. Hence, a research needs to be done on parent and school based factors on ECDE curriculum. This would
yield a broader understanding and improve on literature based on factors influencing the implementation of ECDE curriculum.

ii) A similar and comprehensive study needs to be carried out beyond Mathira Sub-County. This would help to establish studies in different setting for comparisons based on factors influencing ECDE curriculum implementation.
REFERENCES


Ibrahim, D. M. (2005). New for effective Classroom teaching/learning (The Instructional Material Dimension) being paper presented at need based workshop UBE Professional support project for primary school teachers Kaduna State, held at resource model primary school Kawo Kaduna on 20th November, 2005


Jay E. (2012), *War –Water, Environmental, United State History*


103


WHO (2015).*Guidelines for Indoor and air quality in schools.* WHO: Washington DC.


APPENDICES

APPENDIX A: LETTER OF INTRODUCTION TO THE RESPONDENT

My name is Jane Keega. I am a post graduate student at Kenyatta University carrying out a study on “Assessment of teacher factors affecting the implementation of early childhood development and education curriculum in Mathira East Sub–County, Nyeri County, Kenya.” You have been randomly selected to participate in this study. Your honest responses may provide valuable information ECDE curriculum implementation. Any information that you provide will be treated with utmost confidence and will not be used for any other purpose other than that pertaining to this study. Thank you in advance.

Yours faithfully

Jane Keega
APPENDIX B: QUESTIONNAIRE FOR HEAD TEACHERS

This study intends to assess teacher factors affecting the implementation of early childhood development and education curriculum in Mathira East Sub-County, Nyeri County. It is expected that the information that you provide from the study will help improve curriculum implementation of ECDE. Kindly answer all the questions as truthfully and accurately as possible. Be assured of total confidentiality of the information provided. Do not write your name and indicate your answers and tick (√) where appropriate.

Section A:

1. The following section contains items in a four point Likert scale. Please indicate the appropriate response for the extent to which ECE teachers under you undertake the curriculum activities below and indicate your response by ticking (√) in the appropriate space using the key below:

(1) Very often    (2) Often    (3) Rarely    (4) Very rarely

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Very rarely</th>
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</thead>
<tbody>
<tr>
<td>a) Engages children in practical lessons</td>
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<tr>
<td>b) Allows pupils to recite concept learnt in real life</td>
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<tr>
<td>c) Organizes pupils in groups</td>
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<tr>
<td>d) Teaches activity areas as indicated on the time table</td>
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<tr>
<td>e) Using realistic and achievable lesson objectives</td>
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<td>f) Uses current curriculum syllabus</td>
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<td>g) Invites questions from pupils</td>
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<td>h)</td>
<td>Reflects on how to improve a lesson after teaching</td>
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<tr>
<td>i)</td>
<td>Improvises teaching and learning resources</td>
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<td>j)</td>
<td>Fails to use teaching resources because they are unavailable</td>
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<td>k)</td>
<td>Involves learners in practical work</td>
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<td>l)</td>
<td>Invites other teachers or key resource person to teach a lesson on his/her behalf.</td>
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<td>m)</td>
<td>Organizes fieldtrips(excursions)</td>
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</tbody>
</table>

**Section B: Teachers’ Credentials**

2. (a). What is the teachers’ highest level of education?

- Primary school [ ]
- Secondary school [ ]
- University [ ]

b). What is the teachers ‘highest professional qualification?’

- Certificate [ ]
- Diploma [ ]
- Degree [ ]
- Masters [ ]

c) How often does the preschool teacher attend seminars, workshops, conferences related to implementation of curriculum?

- Regularly [ ]
- Rarely [ ]
- Never [ ]
e) How do you rate the quality of seminars and workshops in case you attend?

   Low [  ]
   High [  ]
   Not sure [  ]

f) Who organizes seminars and workshops related to curriculum implementation?

   County government [  ]
   NGOs [  ]
   None of the above [  ]

g) Are you currently pursuing an in-service course in ECDE?

   Yes [  ]
   No [  ]

h) If yes. Please indicate the studies you are pursuing.

   Certificate [  ]
   Diploma [  ]
   Degree [  ]
i) Has the county government hired any teacher(s) in your school?

   Yes [  ]
   No [  ]

j) If yes what is the qualification of the teacher/s in ECDE

   Certificate [  ]
   Degree [  ]
   Diploma [  ]
k) To what extent does professional training of the teacher influence his/her ability to implement the ECDE curriculum?

- Very low extent [ ]
- Low extent [ ]
- Very Great extent [ ]
- Great extent [ ]

**Section C: Preparation of Professional Documents**

Considering the various aspects listed below please tick (✓) the extent to which you agree or disagree with each of the statements in regard to preparation of professional documents.

(1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teachers makes schemes of work</td>
<td></td>
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<td></td>
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<tr>
<td>b) Teachers keep updated children health records</td>
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<tr>
<td>c) Teachers derive schemes of work from syllabus</td>
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<tr>
<td>d) Teachers prepare lesson plans</td>
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<td>e) Teachers prepare lesson plans from syllabus</td>
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<td>f) Teachers prepare records of work</td>
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<td>g) Teachers prepare lesson notes</td>
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<tr>
<td>h) Planning lessons helps the teacher to be more focused on achieving the objectives</td>
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<tr>
<td>i) Lesson notes are necessary for effective teaching</td>
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</table>
**Section D: Classroom Environment**

Please consider the statement written in relation to your school and then tick (\(\checkmark\)) to indicate to what extent you agree or disagree. Use the following key.

SA – Strongly Agree, A- Agree, NS-Not Sure, D- Disagree, SD- Strongly Agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>Teaching aids are adequate</td>
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<td>b) Teaching aids are in good condition</td>
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<td>c) Teaching aids are attractive in colour</td>
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<td>d) There is a suitable sitting arrangement</td>
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<td>e) Adequate lighting is ensured</td>
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<td>f) Learning resources are well displayed on the walls</td>
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<td>g) Classroom is kept clean</td>
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<td>h) Group work is ensured</td>
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<tr>
<td>i) There is adequate space for pupil interaction in the classroom</td>
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</table>

7. Who provides instructional resources in your pre-school?

   Sponsors [ ]
   Parents [ ]
   Ministry of Education [ ]
   Donors [ ]
   Others specify.................................

9. What are the conditions of the physical facilities in Pre Schools?
Please consider the under listed facilities in relation to your school and then tick (√) to indicate your level of agreement using the following key:

Enough [1]   Inadequate [2],   None [3].

<table>
<thead>
<tr>
<th>Facility</th>
<th>Enough</th>
<th>Inadequate</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>Classrooms</td>
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<tr>
<td>b) Latrines/Toilets</td>
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<td>c) Playing fields</td>
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<td>d) Stores enough</td>
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<td>e) Swings</td>
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<td>f) Water</td>
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<tr>
<td>g) Desks, Tables, etc.</td>
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<td>h) Cupboards</td>
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<td>i) Sandpits</td>
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APPENDIX C: TEACHERS’ QUESTIONNAIRES

This study intends to assess teacher factors affecting the implementation of early childhood development and education curriculum in Mathira East Sub–County, Nyeri County. It is expected that the information that you provide from the study will help improve curriculum implementation of ECDE. Kindly answer all the questions as truthfully and accurately as possible. Be assured of total confidentiality of the information provided. Do not write your name, indicate your answers and tick (✓) where appropriate.

Section A: Demographic information

1. Indicate your gender
   - Male [ ]
   - Female [ ]

2. What is your age bracket?
   - 18 – 25 [ ]
   - 26 – 33 [ ]
   - 34 – 41 [ ]
   - 42 – 49 [ ]
   - 50 and above [ ]

3. How long have you taught in the present pre-school? ...............................................
   - 1-3 years [ ]
   - 4-6 years [ ]
   - 7-9 years [ ]
   - 10 and above [ ]
Section B: Availability and Use of ECDE syllabus

4. Do you have an Approved ECDE Syllabus in your institution?
   Yes [ ]  No [ ]

5. Please consider the statement written in relation to you and then tick (√) as appropriate using the following key:
   Every time (ET), Most often (MO), Sometimes (S), Once in a while (OW)

<table>
<thead>
<tr>
<th>Statement</th>
<th>ET</th>
<th>MO</th>
<th>S</th>
<th>OW</th>
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<tbody>
<tr>
<td>a) Engaging children in practical lessons</td>
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<tr>
<td>b) Allowing pupils to recite concepts learnt in real life</td>
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<tr>
<td>c) Organizing pupils in groups</td>
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<tr>
<td>d) Teaching activity areas as indicated on the time table</td>
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<tr>
<td>e) Use relevant, realistic and achievable objectives</td>
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<tr>
<td>f) Using current curriculum syllabus</td>
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<td>g) Inviting questions from pupils</td>
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<td>h) Reflecting on how to improve a lesson after teaching</td>
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<td>i) Improvising teaching and learning resources</td>
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<td>j) Failure to use teaching resources because they are unavailable</td>
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<td>k) Inviting other teachers or key resource person to teach a lesson on my behalf.</td>
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<tr>
<td>l) Take children on fieldtrips/excursions</td>
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</table>

Section B: Teacher Qualifications

5 a) What is your level of schooling?
   Below Standard 8 [ ]
   K.C.P.E [ ]
   K.C.S.E [ ]
   Others specify …………………………………

b) What is your highest professional qualification?
   Certificate [ ]
   Diploma [ ]
Degree [ ]
Masters [ ]
c) Do you attend seminars, workshops, conferences related to implementation of curriculum?
   Regularly [ ]
   Rarely [ ]
   Never [ ]
d) How do you rate the quality of seminars and workshops in case you attend?
   Low [ ]
   High [ ]
   Not sure [ ]
e) Who organizes seminars and workshops?
   County government [ ]
   NGOs [ ]
f) Are you currently pursuing an in-service course in ECDE?
   Yes [ ]
   No [ ]
g) If yes which one
   Certificate [ ]
   Diploma [ ]
   Degree [ ]
h) To what extent does professional training of the teacher influence his/ her ability to implement the ECDE curriculum?
   Very low extent [ ] Low extent [ ]
   Very Great extent [ ] Great extent [ ]
SECTION C: Preparation of Professional Documents

Please consider the statement written and indicate how it applies to you.
A– Always, F– Frequently, S– Sometimes, R– Rarely, N– Never

<table>
<thead>
<tr>
<th>Statement</th>
<th>A</th>
<th>F</th>
<th>S</th>
<th>R</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>a) Keep updated children’s health records</td>
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<td>b) Make schemes of work</td>
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<tr>
<td>c) Derive schemes of work from syllabus</td>
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<td>d) Make lesson plans</td>
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<td>e) Make lesson plans from syllabus</td>
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<td>f) Make records of work</td>
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<td>g) Make lesson notes</td>
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<td>h) Planning lessons helps in being more focused on achieving the objectives</td>
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<tr>
<td>i) Find lesson notes necessary for effective teaching</td>
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</tbody>
</table>

Section: D Classroom Environment

Please consider the statement written in relation to your school and then tick (✓) to indicate to what extent you agree or disagree. Use the following key.
SA – Strongly Agree, A– Agree, NS–Not Sure, D– Disagree, SD– Strongly Agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching aids are adequate</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b) Teaching aids are in good condition</td>
<td></td>
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<tr>
<td>c) Teaching aids are attractive in colour</td>
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<tr>
<td>d) There is a suitable sitting arrangement</td>
<td></td>
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<tr>
<td>e) Adequate lighting is ensured</td>
<td></td>
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<tr>
<td>f) Learning resources are well placed on the walls</td>
<td></td>
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<tr>
<td>g) Classroom is kept clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>h) Group work is ensured</td>
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<tr>
<td>i) There is adequate space for pupil interaction in the classroom</td>
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</tbody>
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## APPENDIX D: OBSERVATION CHECKLIST FOR ECDE CENTRES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Available</th>
<th>Not Available</th>
<th>Relevant</th>
<th>Not Relevant</th>
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</thead>
<tbody>
<tr>
<td>Current Syllabus</td>
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<td></td>
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<tr>
<td>Schemes of work</td>
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<td></td>
</tr>
<tr>
<td>Lesson plans</td>
<td></td>
<td></td>
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<tr>
<td>Textbooks</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Facilities/Equipment</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms sitting arrangement</td>
<td></td>
</tr>
<tr>
<td>Classroom cleanliness</td>
<td></td>
</tr>
<tr>
<td>Teaching aids</td>
<td></td>
</tr>
<tr>
<td>Play ground</td>
<td></td>
</tr>
<tr>
<td>Stores</td>
<td></td>
</tr>
<tr>
<td>Cupboards</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Furniture</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboard</td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td></td>
</tr>
<tr>
<td>Forms</td>
<td></td>
</tr>
<tr>
<td>Teachers’ chair</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E : AUTHORIZATION LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote
Ref: No.

NACOSTI/P/16/98625/13872

Jane Nyokabi Keega
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Teacher factors affecting the implementation of Early Childhood Development and Education Curriculum in Nyeri County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyeri County for the period ending 24th October, 2017.

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

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.
APPENDIX F : APPROVAL LETTER FROM NACOSTI

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

This is to certify that:  

Ms. Jane Nyokabi Keega of KENYATTA UNIVERSITY, 24-100 NAIROBI, has been permitted to conduct research in Nyeri County on the topic: **TEACHER FACTORS AFFECTING THE IMPLEMENTATION OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CURRICULUM IN NYERI COUNTY, KENYA** for the period ending: **24th October, 2017**

**Permit No**: NACOSTI/P/16/98625/13872  
**Date Of Issue**: 24th October, 2016  
**Fee Recieved**: Ksh 1000

Applicant’s Signature

Director General
National Commission for Science, Technology & Innovation