

**CENTRE RELATED FACTORS INFLUENCING IMPLEMENTATION
OF CURRICULUM IN EARLY CHILDHOOD DEVELOPMENT
PROGRAMMES IN TURKANA COUNTY, KENYA**

BY

NGIREREA PAUL LONYUDUK

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DECLARATION

I declare that this research project is my work and has not been presented in any other university/institution for consideration of any certification. This research project 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.....

Ngirerea Paul Lonyuduk

E55/CE/24401/2012

Department of Early Childhood studies

Supervisor

I confirm that the work presented in this research project, was carried out by the candidate, under my supervision as a University supervisor.

Signature.....Date.....

Dr. Nyakwara Begi

Department of Early Childhood Studies

Kenyatta University

DEDICATION

This research is dedicated to my mother Sarah Nachupa and Aunt Ruth Lokonyen as well as my wife Caroline Jeptanui and, my sons Khariton Kotela and Leonios Lokitela for their tremendous encouragement in producing this manuscript.

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ABBREVIATIONS AND ACRONYMS

ASALs	:	Arid and Semi-Arid Lands
CFS	:	Child Friendly Schools
ECD	:	Early Childhood Development
ECDC	:	Early Childhood Development Centre
ECDE	:	Early Child Development Education
EFA	:	Education for All
GOK	:	Government of Kenya
NACOSTI	:	National Commission for Science, Technology and Innovation
NGOs	:	Non-Governmental Organizations
NICHD	:	National Institute of Child Health and Human Development
OECD	:	Organization for Early Childhood Development
SFP	:	School Feeding Programme
TACs	:	Teacher advisory Centres
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations International Children’s Emergency Fund

ABSTRACT

Curriculum implementation entails putting into practice the officially prescribed courses of study. Effective curriculum implementation results in both short and long term benefits to children and eventually the entire society. The purpose of this study was to investigate the related factors influencing implementation of curriculum in Early Childhood Development (ECD) centres in Turkana County, Kenya. The objectives of this study were to establish the influence of physical facilities, teaching-learning materials, feeding programmes and teacher-child ratio on implementation of ECDE curriculum in Turkana County. To achieve these objectives, the study applied descriptive research design. The target population was all 205 ECD teachers and 205 Centres in Turkana Central Sub-County which was purposively selected. The sample size was 55 teachers and 55 ECD centres in two Wards out of five in the Turkana Central Sub-county. The data was collected through observation and interview schedules. The validity of the data collected was determined by content validity, while the reliability of the instruments was determined by applying test-retest method. The data was collected, coded and analyzed using descriptive statistics. The study admitted that nearly two-thirds of the ECDE centres in Turkana central did not have physical facilities and teaching-learning materials. The study also established that majority of the ECD Centres did not have feeding programmes and teacher-pupil ratio was very high and was having a negative effect on the implementation of the ECDE curriculum. As a result of the study findings it was recommended that the County Government should construct more classrooms, support the ECD centres with more thematic materials for making interest corners in classrooms, and provide adequate food regularly as well as employing more teachers who are qualified.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter presents the background to the study which leads to the statement of the problem. In the chapter the purpose of the study is stated. In addition, objectives and research questions, significance of the study, delimitations, limitations and assumptions are described. Finally the theoretical framework and the definition of the operational terms are outlined.

1.1 Background to the Study

For curriculum to be fully undertaken there has to be teachers and learners operating in a conducive environment with enough classrooms, sufficient teaching-learning materials and feeding programmes in the centres. Effectual curriculum implementation has both short and long term benefits to the child and eventually the entire society. However, such benefits include improved nutrition and health, improved cognitive development and school achievement (Glewwe, Jacoby, and King, 2001). It also leads to higher school enrolment, less repetition; reduces social inequality (Myers, 1995). When ECD centre is supported with regular feedings and water, sufficient teaching-learning materials, enough classrooms with qualified teachers the pre-school children experience good health and high acquisition of skills which are of lifetime. According to Chikumbu & Makamure (2000), essential curriculum implementation is influenced by factors such as the teacher, learner, resource materials and facilities, interest groups, the

school environment, culture and ideology, instructional supervision and assessment.

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses, and subjects (Chikumbu and Makamure (2000). Curriculum implementation is also the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus (University of Zimbabwe, 1995). It is also how the officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students (University of Zimbabwe, 1995).

Loucks and Lieberman (1983) define implementation as the try-out of a new practice and what it looks like when actually used in a school system. According to Ornstein and Hunkins (1998), curriculum implementation is an interaction between those who have created the programme and those who are charged to deliver it. In US, curriculum is defined as a written plan that is based on materials needed to support implementation of research based curriculum (McLachlan, Fler & Edwards, 2013).

In Australia and Singapore, international trends have been identified in Early Childhood Education (ECE), similarities in curriculum reforms initiatives and implementation strategies have been adopted. In both countries, teachers in Early Childhood Services have been identified as having a major role to play in curriculum implementation. Both countries share ideas that influence their educational experiences (Nyland & Josephine, 2016).

In Asia's curricular shift and International ECCE curriculum standards at the policy level, all countries had charted new ECCE directions with reference to Western ECCE philosophies, guided by the NAEYC DAP. Moving away from an academically focused curriculum, policy papers now included child-centricity as an inspirational goal, recognizing the importance of a shift from teacher-centricity to child-centricity. The general belief undergirding this shift was that a Westernized ECCE curriculum marked progressiveness and was likely to nurture a 21st century competitive workforce, eventually translating to economic gains (Rayginne, 2016).

In Algerian, in the Middle East, curriculum implementation involves children in ECE centres who are provided with basic information and practices pertaining to nutrition, health, care and education. There is no unified curriculum in Algeria for the provision of services to preschool children. The administration of each institution decides on the activities of the ECE programme for children (Khattab, 1995). In Djibouti, Curriculum effectual is provided by private centres and through Koranic community-based pre-schools. No public preschools institutions are reported to operate in Djibouti. MoE is facing the problems of high percentage of illiteracy (adult female illiteracy rate is 85%). However, MoE provides supervisory and psychological guidance and counseling for preschool children (Khattab, 1995).

In Bahrain, execution of curriculum in the ECD centres forces most Kindergartens to apply the class teacher system, where each teacher is responsible for a specific

group of children, subdivided into several smaller groups according to age. The teacher organizes the activities of all the children in the classroom for the entire school day. In addition, each teacher has one or more assistants whenever possible. The informal atmosphere in nurseries and kindergartens makes it possible for children to move around freely under the guidance of teachers. Kindergarten teachers follow no set syllabus, but versatility and flexibility are requisites. The teachers evaluate the children in their care and watch for the children's responsiveness, imagination and progress. Preschool education aims at recognizing children's talents and inborn skills, making them psychologically secure, establishing the foundations for them to develop a sound personality full of health and moral vigour (Khattab, 1995).

According to UNICEF (2009), many countries in Africa like Botswana, Ethiopia, Kenya, Rwanda, South Africa and Zambia have developed national ECD policies and guidelines to support curriculum implementation. In Tanzania and Ethiopia, UNICEF supported the mainstreaming of ECD centres to increase access to early stimulation for children under the age of three.

In a number of countries in Africa, governments in collaboration with UNICEF, have promoted access to ECD services by establishing innovative programmes. These include community-based child care centres in Malawi, a rapid school readiness initiative in Kenya, a child-to-child mentoring approach in Ethiopia, and expanding ECD centres to primary schools in Lesotho and Zimbabwe. In South Africa, UNICEF supported a public expenditure study on ECD programmes, the

first of its kind in the country. The study tracked funding from its source to the level of service delivery in communities. The initiative produced tools to better target ECD services and increase resources for the sector.

The Government of Kenya has come up with ECD policy framework as a linking correspondence which has comprehensively stated the contribution of parents and other stakeholders in the provision of ECD services. The Government also has operationalized the ECD policy framework by developing ECD Standard Service Guideline for every stakeholder to observe (Early Childhood Development Framework, 2006) & (Early Childhood Development Service Standard Guideline for Kenya, 2006).

A study by Erden (2010) on the problems that preschool teachers face in curriculum implementation in Ankara found that the problems which were associated with physical facilities experienced by preschool teachers working in public Kindergartens differed significantly compared to teachers working in private preschools. This study did not determine other problems faced in curriculum implementation such as lack of teaching-learning materials, lack of feeding programmes and unsuitable teacher-child ratios.

Koskei (2013) did a study on Teacher's awareness and ability to implement the ECDE Curriculum in Uasin Gishu County and found that the curriculum was not effectively implemented as it was initially designed and conceptualized which was attributed to lack of clarity and awareness about the curriculum. This study did not establish that ECD centre related factors make the curriculum not

effectively implemented.

Murundu, Indoshi, & Okwara (2010) did a study on school based factors influencing implementation of early childhood development and education curriculum in Kenya and found that lack of suitable teaching and learning resources, inappropriate diet, understaffing, inappropriate medium of instruction, teacher-child ratio and poor grouping practices were some of the factors hindering effective implementation of the curriculum in ECD centres. This study did not ascertain the factor of physical facilities which also hinders curriculum implementation.

In a study done by Ayaga and Nyakwara and (2014) on teacher-related factors influencing the implementation of Early Childhood Development and Education Curriculum in Borabu Sub-county, Kenya found that many teacher factors hindered effective implementation of the curriculum. The factors included teachers' low academic and professional qualifications; lack of in-service training; low motivation; and negative attitude towards curriculum implementation. This study did not discover other factors that hinder effective curriculum implementation such as ECD centre related factors.

1.2 Statement of the Problem

Studies have revealed that availability of physical facilities, teaching-learning materials, feeding programmes and teacher-child ratios is very crucial in curriculum implementation. The literature has stated that curriculum that is effectively implemented results in both short and long term benefits to children

which includes improved health and nutrition, enhanced cognitive development, high academic achievements, increased school enrolment and reduces repetition as well as reduce drop-outs.

The literature has defined that Curriculum execution entails putting into practice the officially prescribed courses of study or syllabuses. It is defined as a written plan that is based on materials needed to support its implementation. The role of stakeholders in implementation of ECDE curriculum is explicitly defined in the ECD Policy Framework to provide a co-ordination mechanism to parents and other stakeholders in the provision of services. The studies conducted on ECD curriculum implementation have not focused on ECD Centre related factors influencing ECD curriculum implementation but on teacher related factors and child related factors.

Studies have also shown that the ECDE curriculum has not been effectively implemented as planned and conceptualized a scenario prevalent in ASAL areas like Turkana County which means that there are still other factors which are influencing ECDE curriculum implementation. This study focused on ECD Centre related factors influencing curriculum implementation.

1.3 Purpose of the Study

The purpose of this study was to investigate the implementation of early childhood development and Education (ECDE) curriculum in ECD centres in

Turkana County. The study was also to determine ECD Centre related factors influencing implementation of the curriculum.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i) To find out the influence of availability physical of facilities on curriculum implementation in ECD centres in Turkana County.
- ii) To determine the influence of availability of teaching-learning materials on curriculum implementation in ECD centres in Turkana County.
- iii) To assess the influence of availability of feeding programme on curriculum implementation in ECD centres in Turkana County.
- iv) To establish the influence of teacher-child ratio on implementation of curriculum in ECD centres in Turkana County.

1.5 Research Questions

- i) How does the availability of physical facilities influence the implementation of curriculum in early childhood development centres in Turkana County?
- ii) What is the influence of availability of teaching and learning materials on the implementation of curriculum in early childhood development centres in Turkana County?
- iii) Does the availability of feeding programme influence the implementation of curriculum in early childhood development centres in Turkana County?

- iv) What is the influence of teacher-child ratio on implementation of curriculum in early childhood development centres in Turkana County?

1.6 Significance of the Study

The findings of this study may be used by the County Government as it would act as a guideline that pin points the issues affecting the ECD centres and address them accordingly such as providing adequate physical facilities, providing sufficient teaching and learning materials, providing appropriate diets regularly and ensuring the required teacher-child ratios in ECD centres.

The findings of this study may also be used by NGOs as the main providers of ECDE in Turkana County to support the quality and quantity of services required in order to significantly contribute to the overall and sustainable development of the pre-school children in the ECD centres by ensuring sustainable feeding programmes, physical facilities, teaching and learning materials in the ECD centres they sponsors.

It is expected that the findings of this study may be useful to pre-school teachers to enhance delivery of curriculum. The teachers would be able to creatively contextualize the curriculum and improve children's holistic development. The findings of this study may be useful to nutritionists when creating awareness on the balance diets and regular feeding programmes offered in ECD centres. This

manuscript would be placed in a local library and also published online for teachers, nutritionists, parents, NGOs and the County Government to have access.

1.7 Limitations and Delimitations of the Study

The delimitations and the limitations of this study have been described in the following sub-sections.

1.7.1 Limitations of the Study

First of all, a noticeable limitation of this study was related with the population employed. The data were collected from preschool teachers in public ECD centres that were under control of Ministry of Education and the County Government in the academic year 2016-2017 in two Wards in Turkana Central Sub-County. So, the results cannot be generalized directly to all ECD centres all over Turkana County.

1.7.2 Delimitations of the Study

There are many factors which influence curriculum implementation like environmental, political, technological, psychological and theoretical related factors. This study was delimited to ECD Centre related factors in Turkana County, Kenya.

1.8 Assumptions of the Study

The study assumed that physical facilities and teaching learning materials were available in ECD Centres in Turkana Central Sub-county. It was also assumed

that pre-primary school teachers and school management understand the importance of Instructional resources.

1.9 Theoretical and Conceptual Framework

This section uncovers the theories on which this research is based upon in conjunction with conceptual framework showing a flow-chart diagram on the relationship of the variables. This study was guided by two Theories. Bronfenbrenner theory because the child interacts with microsystems such as family, school, faith based Organizations and NGOs. It is the microsystem that provides physical facilities, teaching-learning materials, feeding programmes and teachers that the child interacts with. The relationship between different Microsystems such as family experiences and school experiences affects the child's growth and learning thus the Mesosystem. Example, a child who has got food at school may behave well at home. Another Theory relevant to this study was Maslow's hierarchy of needs because of the feeding programme variable that is influencing curriculum implementation in the ECD centres. Lack of food makes learners to absent from school and those present may not be able to concentrate in learning activities.

1.9.1 Ecological Systems Theory

This study was also guided by the Ecological Systems Theory by Urie Bronfenbrenner (Urie Bronfenbrenner, 1979). Bronfenbrenner did not believe in the stages of development hence his theory of ecological systems named the different aspects that affected development such as a child's Microsystems or

immediate environment in which the child lives in to include their parents, caregivers or school. In his theory, how a child interacts with his systems affects how the child will grow and learn. This study is based on first and the second ecological systems that the child interacts and relates with as discussed below:

The microsystem is defined as all around the single person. Those settings are the individual's family, school, peers, health services as well as religious institutions such as the church. The immediate surrounding (Microsystems) is where a lot of interactions that are direct take place with other interaction elements which include teachers, parents as well as peers for instance. The person in the setting is not just an inactive receiver of various knowledge in the surrounding but he or she is a real helper in making interaction with the surroundings.

In the area of this study, it is the faith based organizations that provide most by constructing the physical facilities, provide teaching and learning materials, provide feeding programmes and employ pre-school teachers. This aid is significantly relevant to enable successful curriculum implementation in the ECD centres. When few classes are provided, children are crowded in classrooms hence unsuitable teacher-child ratios. If a child in an ECD centres is not provided by a feeding programme and does not see the food being cooked in the kitchen or has no class to sit and learn or lacks materials for instruction, this affects the learning hence ineffective curriculum implementation.

Mesosystem which is defined as link in various microsystems or relations in settings. A few most appearing instances include links in family observations as

well as school observations, school observations to church observations as well as family observations to peer observations. For instance, parents who have abandoned their children will have difficulty to develop connections with peers as well as friends. If the ECD centres will have enough physical facilities for learning such as classes, it avoids congested classes and the teachers will have space for teaching and placing learning materials and the children themselves will have good relations, teacher-child relationship will be enhanced and parent-child relationship will be enhances as well as parent teacher relationship. The child who has been socialized well in an ECD centre learns a lot and will socialize well at home.

1.9.2 Maslow Theory of Needs

This Theory is relevant to this study because of feeding programme factor influencing curriculum implementation in ECD centres. Food is in the first level of needs that the child must acquire and get satisfied about in order to be motivated to seek the second level needs such as protection or without food the child is weak to seek any higher level needs.

According to Maslow (1943), human race is triggered to attain various needs, as one is satisfied a person looks to satisfy the following one and so on. Maslow illustrated the hierarchy of needs which includes five motivational needs which are often shown as hierarchical levels within a pyramid. The five stage (level) original hierarchy of needs include:

First level needs form physiological and biological needs. These are food, air,

shelter, drink, sleep, warmth and sex. According to Maslow, these needs are the most important needs. These needs must be satisfied in order to pursue the next level of needs. This means that if an ECD Centre child is hungry and has no food to eat, he or she will focus his attention and energies in searching for food and becomes less concerned about other levels of needs like need for education and once he or she finds food to eat, other levels of needs arise. This means that children who are hungry will be absent from school in order to look for food or do some work somewhere to earn money to buy food or go to the street to collect food remains from the dustbins. This shows that lack of feeding programmes in the ECD centres influences the curriculum implementation as some children would not be available due to lack of food.

1.9.3 Conceptual Framework

ECD Centre related factors influence curriculum implementation in the ECDE centres. The relationship between these variables is shown in figure 1.1 below.

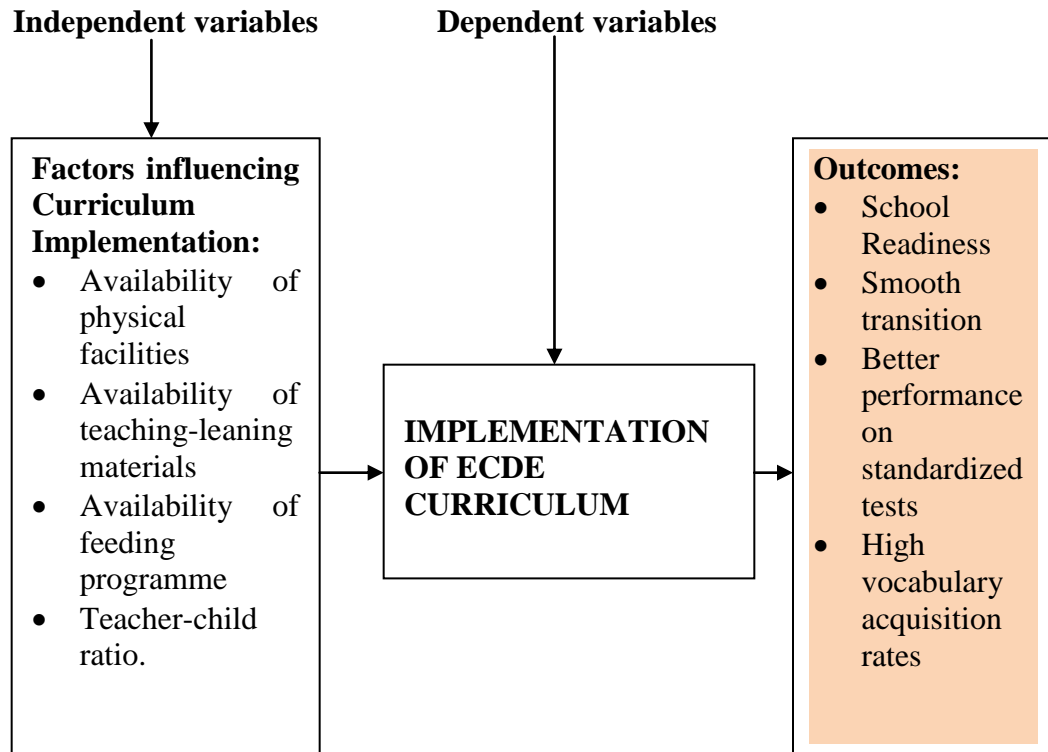


Figure 1.1 Factors Influencing Implementation Of Curriculum In ECD Centres

Key: Study Variables Non-Study Variables

As shown in Figure 1.1 the dependent variable is implementation of ECDE curriculum, while the independent variables are the factors which influence curriculum implementation. The dependent variable in turn influences educational outcomes.

1.10. Definition of Operational Terms

Availability of feeding programme- presence of breakfast snack and lunch meal or snack alone.

Availability of physical facilities-presence of a gate, fence, compound, classes, playground, toilets, kitchen, store, dining hall and water source, furniture and garden.

Availability of teaching-learning materials- presence of KIE ECD Syllabus/Guidelines, presence of Learning corners/centres, indication of theme teaching, developmental progress assessment records, other approved syllabus and learning manipulative materials.

ECD Centre related factors- significantly relevant services or goods at the ECD centre in an area such as physical facilities, teaching-learning materials, feeding programme and teacher-child ratio.

ECD centre teachers and Caregivers-are people responsible for effective curriculum implementation and taking care of the children.

Teacher –Child ratio- the number of children a teacher should be handling in one class.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the literature review is discussed. It presents the literature on curriculum implementation and what effective implementation of the curriculum entails and how it is implemented in the ECD centres and the impact to the children development. The factors influencing curriculum implementation are also discussed and ends with a summary of the literature reviewed.

2.2 Availability of Physical Facilities and Implementation of Curriculum in the ECD Centres

Physical facilities such as classrooms play a great role in ECD centres as they enable curriculum implementation by both teachers and learners when they use the classrooms for taking learning activities such as number work. A study by Kweyu (2012) on the determinants in school implementation of curriculum in public early childhood development and education centres in Mumias District found that there was an acute shortage of classrooms and toilet facilities in public ECDE centres and harmonization of fees charged from these centres has to be effected. This study did not determine availability of teaching-learning materials, availability of feeding programs and teacher-child ratios in public ECD centres in Turkana County.

Koskei (2013) did a study on resource provisions, stakeholder attitudes and support for national centre for early childhood education (NACECE) curriculum

implementation in Uasin Gishu County and found that the ECD curriculum by NACECE was not adequately implemented as it was initially designed and conceptualized because of lack of necessary facilities. This study did not establish specific facilities lacking in the ECDE centres in Uasin Gushi County.

Another study by UNICEF (2010) on Child-Friendly Schools in Ethiopia found that associated facilities, physical conditions as well as services in a greater number of schools were not near from being child-friendly before introduction of Child-friendly Schools program. This study did not determine specific facilities and specific physical conditions as well as services lacking in the schools of Ethiopia.

2.3 Availability of Teaching-Learning Materials and Curriculum

Implementation in the ECD Centres

Availability of teaching-learning materials such as text books has impact on curriculum enactment in ECD centres as teachers use text books to draw information for lesson preparation, when there is no text books teachers make substandard lessons or may not be able to make lesson plans and the learning may fail at once. UNICEF (2010) also found that factors that contributed to high repetition and low performance were lack of text books, prevalent absenteeism as well as subject matter that is difficult. UNICEF also established that forty percent of students marked not satisfied with the teaching and learning process in the classroom hence implying that there is long way to pass and reach a Child Friendly School level of active education, teaching practice and students-centred.

This study did not investigate specific which specific text books were lacking in schools and also did not ascertain which teaching and learning process were not applied in classrooms.

Invariable study was done by Murundu, Indoshi, and Okwara (2010) on school based factors influencing implementation of early childhood development and education curriculum in Emuhaya District ECD centres found that lack of suitable teaching and learning resources, understaffing, inappropriate medium of instructions and poor grouping practices were the factors hindering effective curriculum implementation in the ECD centres. This study did not mention specific teaching and learning resources that were lacking in the classrooms.

A case study by Githuthwa (2011) to investigate the problems faced in the development of early childhood education in Lari, Kiambu County, Kenya found that registered ECD centres have a problem of lack of adequate instructional materials, lack of standardized teaching methods and inadequate skilled personnel. This study did not specify the instructional materials missing in the ECD centres in Lari.

Atantamount study by Takesure, Moses, Christmas, Kudzai & Emily. (2013), on challenges faced by ECD centres at satellite schools in Mwenezi District, Zimbabwe found that ECD centres at satellite schools faced serious challenges notably lack of suitable teaching and learning resources, understaffing, inappropriate medium of instruction and responsiveness of the community. The

study did not determine specific suitable teaching and learning resources in the ECD centres.

An interchangeable study by Bitok, Tonui, Chepsiror and Too. (2013) on thematic approach and resource capacities supporting the teaching at ECD centres in Uasin Gishu County found that a majority of centres have inadequate resources and capacities for both human and physical needed to help in the thematic approach implementation of ECDE. Lack of ECDE compliant head teachers to supervise the curriculum in their schools means that they may not be in a position to advice the teachers pertaining to the approach appropriately. This research did not establish specific adequate resources and capacities for teachers, learners and for physical needs in the centres.

Philomena (2012) studied an evaluation of the availability of learning materials for ECDE at the Teachers Advisory centres in Kenya and established that although the provision of learning materials was central to the mission of the TACs, they were equipped with very few materials which were neither well organized nor sufficient to be borrowed by teachers. This study has not determined which kind of learning materials were few for borrowing by teachers to enable them teach well.

Allied study by Shaji and Indoshi (2008) on the conditions for implementation of the science curriculum in Early Childhood Development and Education Centres in Kenya indicated that three-quarters of the ECDE centres had appropriate general

facilities. However, a majority (91.2%) of ECDE centres lacked adequate and quality classroom science materials or equipment. The activities that ECDE teachers engaged in were mostly unrelated to science (85.7%), even though they had a favorable attitude towards science curriculum. This study therefore had not investigated specific adequate and quality classroom Science materials or equipment.

A similar study by Ogembo (2012) on the determinants of effective curriculum implementation in early childhood development and education centres in Nakuru Municipality, Kenya revealed that in most schools teachers' level of education was considered inadequate for the implementation of the program. There was teachers' shortage in most of the ECDE schools. Limited institutional capacity was a hindrance to proper implementation of Early Childhood Development and education curriculum. The quality of the instructional materials was unreliable and inadequate and therefore posed as a significant challenge affecting the implementation of ECDE program. This study therefore could not establish which specific instructional materials were of low quality and inadequate in supply.

Holcombe and Offenheiser (2003) in their study on the challenges and opportunities for implementing a Rights-Based Approach to development in America established that many ECD centres have inadequate teaching-learning materials and facilities suitable for ECDE in their learning environment. They established lack of furniture suitable for children, properly ventilated classrooms, kitchen, playground, safe clean water, play materials and toilets. This is a sign of

lack of teaching and learning materials for teachers to enable effective implementation of ECDE curriculum. This eventually affects negatively the implementation of the ECDE curriculum while creating a suitable learning environment brings improved academic performance to the deprived children in the community. This study did not determine which specific teaching and learning materials were lacking in the ECD centres.

Davies (2008) writes on the conceptual framework for Jamaican curriculum for early childhood from birth to five years that the variety of interest corners available for children to learn from depends on factors which include physical classroom space, availability of appropriate materials and equipment, practitioner resourcefulness and interest, among others. Davies continued and pin-pointed that some corners of interest frequently provided in preschool classrooms are home, shop, market, manipulative toys, blocks, science discovery, music or sounds, art and construction, sand play, water play, computers and special interest corners that are seasonal such as celebrations, festivals and the like. This study did not assess the kind of appropriate materials and equipment for making interest corners in classrooms.

2.4 Availability of Feeding Programme and Implementation of Curriculum in the ECD Centres

Food as a source of energy is unavoidable in the ECD centres to perpetuate curriculum enforcement, lack of feeding programme means no schooling especially in arid and semi-arid areas hence learners absent from school to look

for food to eat. A study by Murundu, Indoshi and Okwara (2010) on school based factors influencing early childhood development and education curriculum implementation in Emuhaya District ECD centres found that inappropriate diet is the factor negatively affecting curriculum implementation in ECD centres. A case study by Githuthwa (2011) to investigate the problems faced in the development of early childhood education in Lari, Kiambu County, Kenya found that registered ECD centres have a problem of lack of adequate nutrition and health at the centers. These studies did not explain whether there was feeding programmes available to all ECD centres so that to indicate appropriateness of their diet.

Amolo (2004) A paper presented to Global Nutrition Forum and AFSA Annual National Conference Indianapolis, Indiana USA, on school nutrition programmes in Kenya: success and problem areas points that there is regular preschools attendance where there is feeding programme and it makes curriculum implementation possible with the presence of the learners. This study did not establish which percent of the ECD centres in Kenya had the feeding programmes available and what can be done to those without feeding programmes.

Langinger (2011) on school feeding programmes in Kenya: transition to homegrown approach wrote that feeding programmes increase preschool attendance and retention which is relevant to curriculum implementation. This study did not determine the extent of feeding programme availability in the ECD centres in Kenya.

According to the School Feeding Programme Training handbook (2006) one of the objectives of the School Feeding Programme is improving the children capacity to concentrate and assimilate information by relieving short term hunger. This study therefore did not assess the availability of feeding programmes during both long and short term hunger in the ECD centres in Kenya.

Associated study by Mohamed (2012) on influence of feeding programme on the learners at early childhood development education institutions; a case study of Bungoma South District concluded that programs of feeding at the centres have improved enrolment to a greater extent as the ECD centres sampled in the study indicate that the enrolment of between 21-30 pupils and beyond 30 pupils per school and that enrolment of most schools is done early every year. If the learners are not participating in learning process the effective curriculum implementation will not be achieved. Mohamed also established that few are children absent from school due to lack of feeding program in school and there were cases of pupils who were absent from the centre due to lack of food at home. Moreover, learners who absent themselves from school cause ineffective curriculum implementation. On improved learning at the centres, the researcher established that school feeding program increased children attendance. This study did not determine the extent of ECD centres that had feeding programme available and those did not have feeding programmes in their centres.

Chepkwony, Kariuki and Kosgei (2013) did a study on school feeding program as well as its influence on academic attainments in Early Childhood Development

and Education in Bureti District, Kenya and reported that ECD centres that were offering school feeding programme indicated increased academic attainments among Early Childhood children. The study did not establish how many ECD centres did have feeding programmes and how many did not have feeding programmes.

In Central Province, Munyiri (2010) did a study to assess the impact of school feeding program on performance of pre-school children in Kikuyu District and found that school feeding program improved children's attendance and enrolment. This study did not ascertain the percentage of ECD centres that had feeding programme available and the percentage of those did not have feeding programmes in their centres.

2.5 Teacher-Child Ratio and Implementation of Curriculum in the ECD Centres

It is more risky to have one teacher for more than the required number of children in class due to lack of teachers or enough learning structures in the centre, this makes it difficult for the teacher to cater for all the learners and their individual needs effectively. A study by Murundu, Indoshi and Okwara (2010) on school based factors influencing implementation of early childhood development and education curriculum in Emuhaya District ECD centres found that lack of suitable teacher-child ratio is the factor hindering effective implementation of curriculum in ECD centres. A study by Takesure, Moses, Christmas, Kudzai & Emily. (2013) on challenges faced by ECD centres at satellite schools in Mwenezi District, Zimbabwe found that ECD centres at satellite schools faced serious challenges

such as lack of suitable teacher-child ratios. These studies have not given the extent number of ECD centres that did not have suitable and unsuitable teacher-child ratio.

Dodge and Colker (1992) did a study on the creative curriculum for early childhood in Washington and found that increasing number of children in classes make teachers uncomfortable to handle with poor remuneration and under the mercy of parents who mostly have little or nothing to give. This study did not determine the number of ECD centres that children increased in their classes and the number of those that children did not increase in classes.

Piana et al, (2005) did a study on the features of pre-kindergarten programs and teachers and found that ratios have an influence on the classroom and child-teacher interaction quality. This study investigated teacher-child ratio as a factor that influences curriculum implementation but did not show how many ECD centres had right ratios and how many did not have the right ratio.

Republic of Kenya (2006) stipulates the ratio of teacher to children in Early Childhood Development Service guideline as follows: for children 3-4 years is 1:15, for children 4-5 years is 1:25 and for children 5-6 years is 1:30. This report does not ensure the right ratio of teacher-child is followed in the Kenyan system and does not support it fully in the ECD centres.

A study by Mupondi-Masuka, Nyika & Kangai (2017) on Environmental and resource challenges faced by Early Childhood Development Centres in Gweru

Urban High density Suburbs found that the teacher-child ratio was as high as 1:50 which was above the 1:20 ratio stated in the statutory instrument 106 of 2005. This study did not ascertain the number of ECD centres with high ratio against those with appropriate ratio.

2.6 Summary of the Literature Reviewed

To windup, numerous studies have been carried out directed on ECD factors influencing curriculum implementation. The studies on availability of physical facilities did not determine the specific facilities that were not available in the ECD centres and this research has established the specific facilities such as classrooms, toilets, kitchen, Office, Dining hall, store and water sources. This study has gone further to determine which percent of ECD centres did have or did not have the specific facilities.

The studies on availability of teaching-learning materials and curriculum implementation did not specify which materials were not adequate or lacking in the ECD centres but this study identified various materials such KIE KICD Syllabus/ Guidelines, learning corners, theme teaching indication materials as well as progress records. This study went ahead to establish availability and non-availability of each and every teaching-learning material in all ECD centres sampled and presented their extent in percentages.

The literature on availability of feeding programmes and curriculum implementation was based on its importance to learning but was not specific of how many ECD centres did have feeding programmes and how many did not

have in various parts of the country. This study determined the number of ECD centres that had feeding programmes and those did not have.

The literature also was reviewed on the teacher-child ratio and curriculum implementation. It had focused on the negative effects of unsuitable teacher-child ratio but this study went further to assess the specific number of ECD centres that had suitable and unsuitable teacher-child ration in Turkana Central Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section shows details on the general design of the research, location, the respondents, data gathering instruments development, plans for data collection as well as analysis of data.

3.2 Research Design

This study applied a descriptive design because the investigator sought to observe the phenomenon in the sight fully to illustrate it, explain it as well as acquire significant data which would be utilized by designers of the policies and other stake holders in basic education. A research that is descriptive serves to get data concerning the prevalent circumstances of the problem as well as to describe what exists, in respect to the variables of the study (McNabb, 2008).

The study applied both approaches of data gathering: qualitative and quantitative. The observation and interview guides were developed by the researcher. Descriptive statistical analyses were employed by the researcher and provide deeper insight into the research questions. The qualitative data was contently analyzed.

3.3 Variables of the Study

A study variable is an attribute or a characteristic of an individual, group, educational system, or the enrolment of interest in a research (Korb, 2012;

Singleton & Straits, 2010). The study variables are provided in the sections below.

3.3.1 Independent Variables

- i) Availability of physical facilities. It was measured by observing and identifying (1) for available or (2) for non-available facilities in the sampled ECD centres and interviewing ECD teachers in the sampled centres.
- ii) Availability of teaching and learning materials. It was measured by observing and establishing (1) for available or (2) for non-available teaching-learning materials in the sampled ECD centres and interviewing ECD teachers in the sampled centres.
- iii) Teacher-child ratio. It was measured by observing and noting (1) for whether the number of children in the class of the sampled ECD centre is less or equal to 25 or (2) for more than 25 in class as the study targeted 4-5 year old learners and interviewing ECD teachers in the sampled centres of the respective class.
- iv) Availability of feeding programme. It was measured by ratifying whether the feeding was available (1) or not available (2) in ECD centres and interviewing ECD teachers in the sampled centres.

3.3.2 Dependent Variables

Implementation of ECDE curriculum in Early Childhood development centres. The researcher determined whether the curriculum is available in the ECD centres

and being used by teachers and caregivers by determining whether there is an indication of theme teaching in the ECD centres. The researcher observed the presence of interest corners in the classes. The researcher observed the presence of teachers in the ECD centres. The researcher also observed the presence of KIE ECD Syllabus or Guidelines and any other approved materials.

3.4 Location of the Study

Turkana Central Sub-County was purposively sampled because of its advanced early childhood activities when compared to other rural Sub-Counties in the County. This Sub-County hosts the main Offices of Various NGOs that provide services for children It also contains the main Ministry of Education Offices and other Government departments. The Sub-County also contains the most educated population of 32.5% as compared to other Sub-Counties in Turkana County which have population education rates ranging from 7% to 28% (Ngugi, 2013). This makes it convenient for the researcher to obtain an appropriate sample for the study for reliable information.

3.5 Target Population

This study targeted a population of all public ECD centres, head-teachers and caregivers in the Wards in Turkana Central Sub-County.

3.6 Sampling Techniques, Sample Size and Sampling Frame

This study had to apply various sampling styles. It also determined the sample size and well as drawing the sampling frame

3.6.1 Sampling Techniques

Purposeful sampling was employed to select the Sub-County as it hosts many ECD service providers and advanced early childhood activities than any other Sub-County in the entire Turkana County. Cluster sampling was used to group the ECD centres in the Sub-County into 5 Wards. Simple random sampling was used to select the adequate sample cluster of two wards. All the ECD centres head-teachers and caregivers of the sampled wards formed the sample for the study.

3.6.2 Sample Size

The sample size was as follows: One Sub-County (15%) and 2 (40%) Wards which have a total of 55 (30%) ECD centres, Township and Kanamkemer wards. The sample also comprised of 55 (30%) ECD teachers and caretakers of the respective ECD centres.

3.6.3 Sampling Frame

Table 3.1 Sampling Frame

	Population	Sample	%
Sub-Counties	7	1	15
Wards	5	2	40
ECD Centres	205	55	30
Teachers And Caregivers	205	55	30

Source: Turkana County DICECE Office

3.7 Research Instruments

The researcher used Observation guides and Interview guides in this study.

3.7.1 Observation Schedules for ECD Centres

The researcher constructed and administered an Observation guides during school days with an aim of recording the general situations of the selected ECD centres (55). The observation guide possessed 2 parts, A and B. Part A consisted of ECD centre background information such as the name, type, name of village, number of teachers by gender and the number of children by gender. While part B contained observable features of the ECD centres like availability of physical facilities such as classes and office, Kitchen and store, teaching-learning materials such as text books and interest corners, feeding programme such as presence of snack and available children in classes of 4-5 year olds to mark the teacher-child ratios. This Instrument was applied directly and the people were aware that the researcher is watching them and their environment.

3.7.2 Interview Guides for the Teachers and Caregivers of the Sampled ECD Centres

The interview guides were be purposively administered by the researcher to the ECD centres teachers and caregivers of the sampled ECD centres (55) during school days. The researcher considered the instrument appropriate because both the interviewee and interviewer could clarify or elaborate their answers or questions. More information from the interviewee could also be obtained through probing. The interview guides had two parts each, A and B. Part A consisted of ECD centre background information such as the name, type, name of village, Name, number of teachers by gender and the number of children by gender.

While part B consisted of open ended questions associated with availability of physical facilities, availability of teaching-learning materials, availability of feeding programmes and teacher-child ratio in Turkana County.

3.8. Piloting of the Instruments

The researcher piloted the instruments in two ECD centres during school days. One Observation guide and one interview guide was taken and conducted in one ECD centre in Township Ward and Kanamkemer Ward. The researcher analyzed the results and ensured the instrument produced the same results or relatively same results hence reliability of the instruments and the sets of data in the instruments produced the require data hence the validity of the instruments.

3.9 Validity of the Data

After collecting the instruments (Observation guide and interview guide) from the respective ECD centres in the Wards, the researcher tested the validity by using content validity. The researcher with the help of Early Childhood Professionals in the department went through the items in the instruments one after another. The items that were inadequate in terms of generating the required information were dropped.

The reviewed literature posits that researchers evaluate content validity by going to a panel of experts and have them identify whether the questions are valid (Creswell, 2005). According to Creswell validity means that the individual's scores from an instrument make sense, are meaningful and enable the researcher to draw good conclusions from a sample being studied in a population.

3.10 Reliability of the Instruments

After collecting the instruments (Observation schedules and interview guides) from the respective ECD centres in Wards, the researcher tested the reliability of the instrument by applying test-retest method. The researcher analyzed the results from each and every instrument administered to the ECD centres and the instruments that produced same results or relatively same results as intended by the researcher; the instrument was trusted as reliable for the data collection for the study. The researcher conformed the reliability of the instruments by returning the trusted ones to the ECD centres in the sampled wads which clearly showed more trusted results hence reliability of the instruments.

3.11 Data Collection Techniques

The researcher collected the data by employing Observation schedules and interview guides.

Step I: Conducting Observations

The researcher conducted observations in all the sampled ECD centres during school days on availability of physical facilities, teaching-learning materials, feeding programme and teacher-child ratios. The researcher conducted observation in each and every sampled Ward ECD centre, during morning hours and went with the instrument the same day for data coding.

Step II: Conducting Interviews

The researcher conducted the interviews in each and every sampled Ward ECD centre teacher during school days. The researcher interviewed the teacher of the

targeted ECD centre class of 4-5 years old or a volunteer teacher if the class teacher was absent. The researcher conducted the interview during break time in the ECD centre on availability of physical facilities, teaching and learning materials, feeding programme and teacher-child ratios information that could not be collected through observation.

3.12 Data Analysis

The researcher used qualitative and the quantitative approaches to analyze the data collected. The data collected using observation schedules and interview guides were organized and coded into themes for analyzes. The quantitative data were entered into a computer and then analyzed using SPSS computer application software to generate frequencies, means, percentages and standard deviations. The percentages on availability and non-availability for every variable were later put on a table in MS-EXCEL SHEET to generate a figure for every objective. The qualitative data were analyzed carefully by comparing and contrasting the collected qualitative data and described accordingly. The results were presented using figures according to the research objectives and questions.

3.13 Logical and Ethical Considerations

The researcher obtained an introductory letter to carry out the study from the Graduate School of Kenyatta University. The researcher had to seek for a permit from NACOSTI before proceeding to the study site. Permission was obtained by the researcher from the Turkana County Commissioner and the Turkana County Director of Education before going to the ECD centres to collect the data.

At the beginning of the data collection periods, all respondents were briefed on the purpose of the study. All the information collected during the study was kept confidential and was made available to anyone who was directly involved in the study. The researcher also had to obtain the consent from the ECD centres administrators whose centres were observed and for the teachers and caregivers who were interviewed.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

In this chapter results from data analysis are presented, interpreted and discussed. The demographic information of the respondents are presented first followed by descriptive results which have been organized according to the objectives of the study.

The objectives of the study were as follows:

- i) To find out the influence of available physical facilities on curriculum implementation in ECD centres in Turkana County.
- ii) To determine the influence of availability of teaching-learning materials on curriculum implementation in ECD centres in Turkana County.
- iii) To assess the influence of availability of a feeding programme on curriculum implementation in ECD centres in Turkana County.
- iv) To establish the influence of teacher-child ratio on implementation of curriculum in ECD centres in Turkana County.

4.2 Demographic Information of the Respondents

The demographic characteristics of the respondents were determined and the results have been presented in Table 4.1.

Table 4.1: Teachers Demographic In Formation

Gender	f	%
Male	15	27
Female	40	73
Total	55	100
Age	f	%
Below 20 years	3	5
21-30 years	21	38
31-40 years	19	35
41-50 years	8	15
Over 50 years	4	7
Total	55	100
Teacher's level of education	f	%
Untrained	9	16
Under training	22	40
Certificate	15	27
Diploma	6	11
Degree	3	5
Total	55	100
Teaching experience	f	%
1-5 years	25	45
6-10 years	11	20
11-15 years	8	15
16-20 years	7	13
over 20 years	4	7
Total	55	100

As it can be seen in Table 4.1 nearly one third of the pre-school teachers were male, while two thirds were female. Pertaining to the age of the teachers, one tenth of the pre-school teachers interviewed were under 20 years, two-fifth were between 21-30 years, two-fifth were between 31-40 years, one fifth were between 41-50 years while and lastly about one tenth were over 50 years of age.

Concerning teachers' educational level, one fifth of the pre-school teachers were not trained, exactly two fifth were still under the training in colleges, one third had completed certificate course in ECDE, another one tenth had completed the diploma level and finally one tenth had completed the degree level.

4.3 Findings on Availability of Physical Facilities and Curriculum Implementation

The first task of this study was to find out the influence of availability of physical facilities on curriculum implementation in the ECD centres. The researcher did an observation on availability of physical facilities in the sampled ECD centres to determine the availability of physical facilities. The results were shown in the Figure 4.1 below.

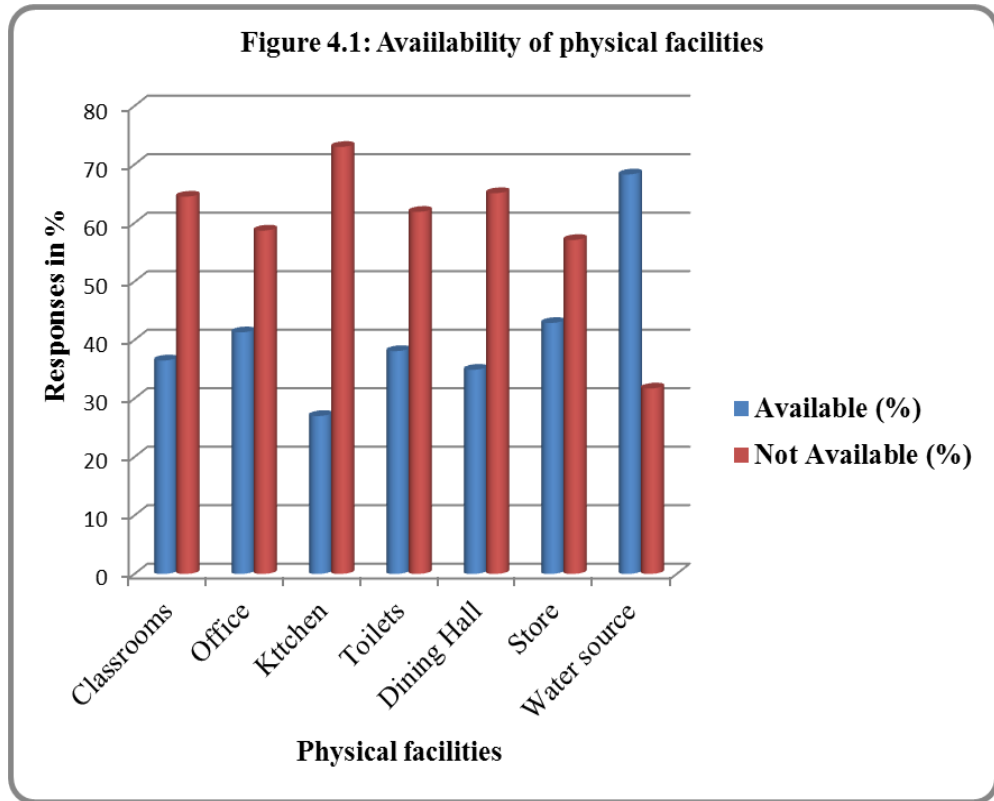


Figure 4.1: Availability of Physical Facilities

As it can be seen in Figure 4.1, the majority of the ECD centres did not have basic physical facilities like classrooms (65%), offices (68%), kitchen (72%), toilets (60%), dining halls (65%), stores (58%) and water source (30%). From the observations and the report from teachers interviewed, the ECD centres which did not have toilets at all they were using surrounding areas or bushes. In the centres without classrooms children were learning under scattered trees which exposed them to a lot of heat from the sun and dust because the area is arid and semi-arid. The centres without any source of water required children to carry water from home, fetch water from wells which are far away from the centres and hence affecting the security and safety of children. Some of the shallow wells on the

riverbed have salty water which is not safe for drinking and because they are also used by both domestic and wild animals. When children travel many kilometers in search of water they get tired and so cannot concentrate in class and hence affecting effective implementation of curriculum in the ECD centres.

During the interview the teachers also reported that some of the problems they encounter due to lack of physical facilities such as classrooms while implementing the ECD curriculum were: Overcrowded classrooms; lack of working space; lack of space for keeping teaching-learning materials. One of the topics in the ECDE curriculum is proper toilet hygiene which is not possible if there are no toilets and water. Teachers also indicated that the ECD centres that had enough learning structures and water had classes that are overcrowded because parents could transfer their children to ECD centres with classes for learning. The results imply that lack of physical facilities in the centres have a negative effect on the implementation of ECDE curriculum.

One teacher said:

“Lack of classrooms in the centre has made teachers to teach all children in one class and that makes work difficult and tiresome because the space in class becomes scarce for even walking to children who are in the other corner of the class or who are special in between. A school without classrooms has lower status and it diminishes the morale of teachers and children”.

Another teacher said:

“lack of toilets makes us use the neighboring environment or some of us come to teach prepared psychologically not expecting to go to the toilet or you just expect to go for a short call only in the scattered bushes around,. Water is a problem that requires us to bring water from home, children may fetch from the river that is

far making them tired and not able to learn properly, the water is not treated and it threatens the health of children here”.

The findings of this study were in agreement with those reported by Kweyu (2012) who found that there was an acute shortage of classrooms and toilets in public ECDE centres in Mumias District in Kenya. The results of this study concurred with the finding of a study by Koskei (2013) which had revealed that the ECDE curriculum was not effectively implemented in ECD centres in Uasin Gishu County, Kenya as it was initially designed and conceptualized because of lack of basic physical facilities like classrooms. The findings of this study are in congruence with the findings of a study by UNICEF (2010) in Ethiopia which found that associated facilities, physical conditions as well as services in a greater number of ECD centres were not near from being child-friendly before introduction of Child-friendly Schools program.

4.4 Findings on Availability of Teaching-Learning Materials and Curriculum Implementation

The second objective of this study was to determine the influence of availability of teaching-learning materials on curriculum implementation in the ECD centres. To achieve this objective, classroom observation was conducted, and teachers were interviewed and results were as shown in Figure 4.2 below.

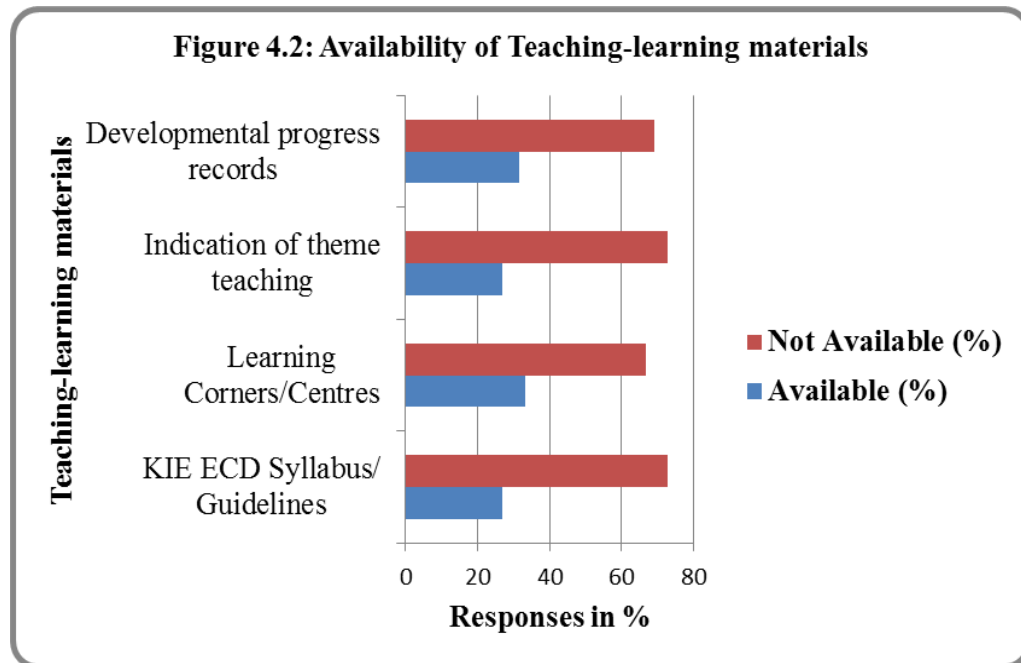


Figure 4.2: Availability of Teaching-Learning Materials for Implementing Curriculum

Figure 4.2 shows that the majority of the ECD centres did not have the basic teaching-learning materials for implementing the ECDE curriculum such as KICD syllabus (75%), learning corners (70%), progress records and theme indication (70% and 73%) respectively . From the observations with teachers, the ECD centres which did not have KICD syllabus at all, their teachers were using their course experiences like number activities, language activities, creative and outdoors activities for teaching and lesson preparations. The ECD centres which did not have learning corners at all had learning materials heaped in one place in class such as animal and number charts. The centres which did not show any theme teaching had learning materials randomly placed in classrooms. The teachers also mentioned that they lack sacks and manila papers to enable them

make more teaching-learning materials. The teachers also noted that parents had not bought crayons for their children to enable the children draw and colour such that there are displays from learners' assignments in classrooms. This scenario could not organize the learning according to the themes and the learners could not systemize the subject matter in the curriculum such as home and family, our school and transport, and the learners had no opportunity to appreciate their own works in classrooms due lack of classwork displays.

During the interview with ECDE teachers it was reported that due to lack of teaching-learning materials in ECD centres teaching and learning was boring, children's attention span was poor, children's understanding was poor and it demotivates teachers and learners when something is lacking in class such as thematically made charts and the syllabus. The results imply that the implementation of ECDE curriculum was not effective due to lack of adequate teaching-learning materials in the centres.

One teacher said:

“We don't have KICD syllabus or the guideline and we just use our college course notes to generate whatever we are offering now in class. The classes are small compared to the large number of children in class; the space becomes small even to store some teaching-learning materials since there is no store. Lack of the guideline and lack of support from parents makes us just offer learning activities such as number work and, language only and children mostly do unguided plays since there are no sufficient teaching-learning materials for constructing interest corners”.

The findings from this study concurs with those from a study by UNICEF (2010) which disclosed that the factors contributing to high repetition and low

performance were lack of text books and difficult subject matter in ECD centres in Ethiopia. The findings from this study were also in agreement with those from a study by Indoshi, Murundu and Okwara (2010) who unveiled that lack of suitable teaching and learning resources, understaffing, inappropriate medium of instructions and poor grouping practices were the factors hindering effective curriculum implementation in ECD centres in Emuhaya District, Kenya.

Furthermore, the findings of this study are therefore similar to those displayed by Githuthwa (2011) who imparted that registered ECD centres in Lari, Kiambu County, Kenya have a problem of lack of adequate instructional materials, lack of standardized teaching methods and inadequate skilled personnel. The results of this study are similar to those exposed by Takesure, Moses, Christmas, Kudzai & Emily (2013), which reveal that ECD centres at satellite schools in Mwenezi District, Zimbabwe faced serious challenges notably lack of suitable teaching and learning resources such as sacks, manila papers, crayons and pens and books, understaffing, inappropriate medium of instruction and responsiveness of the community.

The findings of this study are related with the results of the study by Bitok, Tonui, Chepsiror and Too (2013) which showed that a majority of ECD centres have inadequate resources and capacities for both human and physical facilities needed to help up the thematic approach implementation in ECD centres in Uasin Gishu County, Kenya. The outcome of this study are identical to the findings of a study by Shaji and Indoshi (2008) which indicated that a majority (91.2%) of

ECDE centres in Kenya lacked adequate and quality classroom science materials or equipment.

The findings of this study also have direct proportionality with the results of the study by Ogembo (2012) that disseminated that most ECDE teachers' level of education was considered inadequate to implement the ECDE curriculum. The study also admitted that there was teacher shortage in most of the ECDE centres. Ogembo brought out that limited institutional capacity of ECDE teachers was a hindrance to proper implementation of ECDE curriculum. The researcher however divulged that the quality of the instructional materials was unreliable and inadequate and therefore posed as a significant challenge affecting the implementation of ECDE curriculum in Nakuru Municipality, Kenya.

4.5 Results on Availability of Feeding Programme and Curriculum Implementation

The fourth objective was to assess the influence of availability of feeding programmes on curriculum implementation in the ECD centres. To achieve the objective, ECD teachers were interviewed and observations were done to confirm the availability of feeding programmes in the centres. The results were presented in Figure 4.4 below.

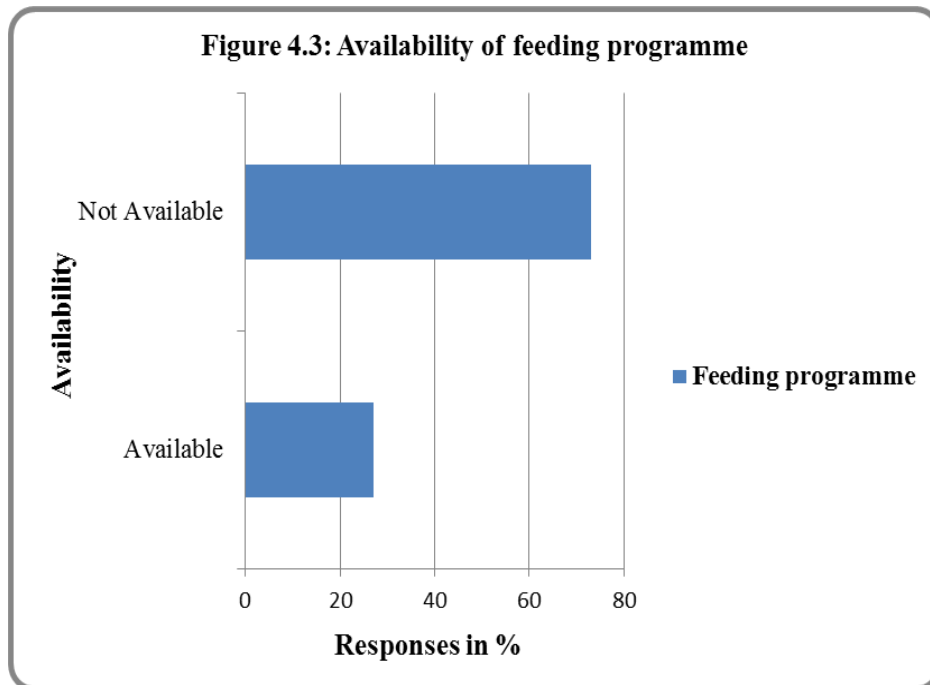


Figure 4.3: Availability of Feeding Programme in ECD Centres

As shown in figure 4.3, the majority (70%) of the ECD centres did not have a feeding programme. Some of the reasons why there was no feeding programme include: lack of adequate and regular support from key stakeholders such as county government, NGOs and parents. The ECD centres were not allowed to charge fees for services offered to finance feeding programme. The majorities of the parents with children in the ECD centres live below the poverty line and are not engaged in farming activities due to unfavorable climate to enable them to provide support in form of food materials.

The advantages of having a feeding programme include: increase in enrolment of children in ECD centres; improving attention span of children in class; motivates teachers; and increases teachers' productivity when they get meals at school. The

other benefits are it improves retention of children in school, increases academic performance as well as enhancing children's smooth transition to the next grades.

Concerning the problems due to lack of feeding programmes in ECD centres, ECD teachers reported that lack of a feeding program perpetuates poor health hence learners do not enjoy the learning process; increases school dropouts; increases distraction of children both in school and in class hence chronic absenteeism; de-motivates teachers due to lack of meals at school; the learners opt out of both school and class to look for food hence poor academic performance and decreases concentration both in school and in class.

One of the teachers said:

“When there is no food in school, the children cannot learn well, they become sick, do not concentrate in class, they are happy to leave school early to look for food, many children drop out of school when they even lack food from their homes. The ECD centres that are lucky to have food regularly from their sponsors, children flock there because there is hope of food first and education after. Most parents are poor, there is no farming taking place like other blessed areas and it is survival for the fittest. The County Government and other stakeholders are the ones depended upon in providing food to ECD centres”.

The findings from this study agrees with those found by Githuthwa (2011) which reported that registered ECD centres had a problem of lack of adequate nutrition and health at the ECD centers. This study also has generated results that support findings by Amolo (2004) and Langinger (2011) which point out that there is regular and increased preschools attendance where there is a feeding programme and it makes curriculum implementation possible with the presence of the

learners. The findings of this study are similar to the one in School Feeding Programme Training handbook (2006) which states that the objectives of the School Feeding Programme are to improve the children capacity to concentrate and assimilate information by relieving short term hunger in ECDE children in Kenya.

The findings of this study are greatly indistinguishable with the results exhibited by Mohamed (2012) which unfolded that programs of feeding at the ECD centres have improved enrolment to a greater extent and if the learners are not participating in learning process the effective curriculum implementation will not be achieved. Mohamed also established that few ECD children absent from school due to lack of feeding program and there were cases of pupils who were absent from the centre due to sicknesses, moreover, learners who were absent from school centre cause ineffective curriculum implementation. On improved learning at the centres, the researcher established that school feeding program increased children attendance in ECD centres in Bungoma South District, Kenya.

In addition, the findings of this study are comparable to those presented by Chepkwony, Kariuki and Kosgei (2013) which shade light that ECD centres that were offering feeding programme indicated increased academic attainments among ECDE children in Bureti District, Kenya. The findings of this study are homogeneous with results declared by Munyiri (2010) which put on show that school feeding program improved children's attendance and enrolment in Central Province, Kenya.

4.6 Results on Teacher-Child Ratios and Curriculum Implementation

In the fourth objective, the researcher was to establish the influence of teacher-child ratio on curriculum implementation in ECD centres. This was achieved by determining the teacher-child ratio in the sampled ECD centres. The Republic of Kenya (2006) stipulates the ratio of teacher to children in Early Childhood Development Service guideline as follows: for children 3-4 years is 1:15, and for children 4-5 years is 1:25. The study was targeting the teacher-child ratio of children 4-5 years which qualifies one teacher to less than or equal to twenty-five ($1: \leq 25$) children in one class or standard room of size 8m by 6m. The results were as shown in the Figure 4.3 below.

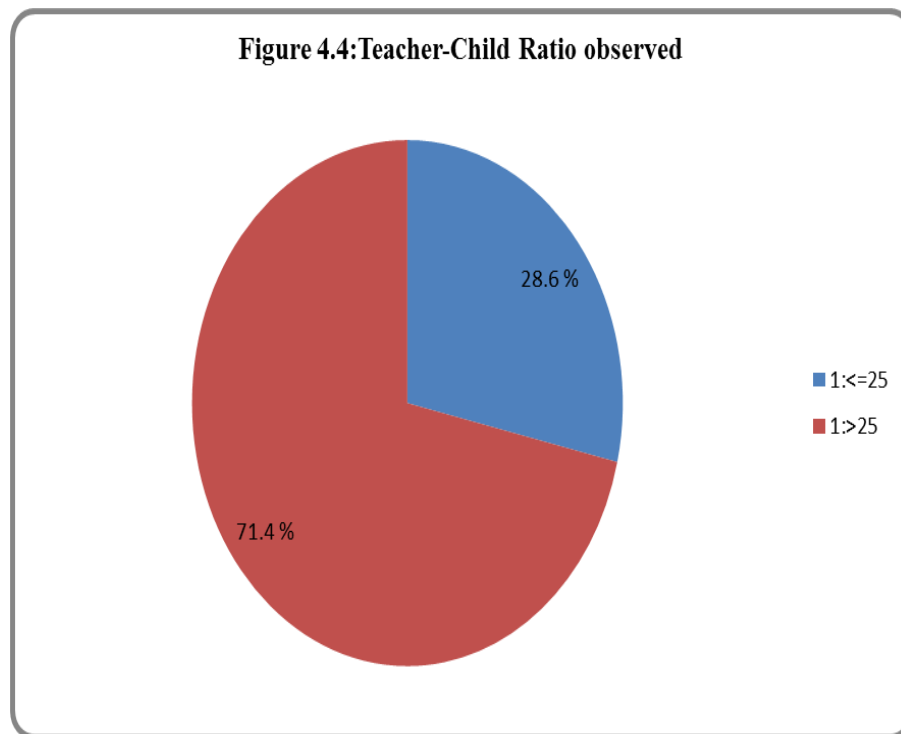


Figure 4.4: Teacher-Child Ratio in ECDE Centres

Figure 4.4 shows that more than two-thirds (71.4%) of the ECD centres had more than 25 children to one teacher in their classes. This was due to lack of enough classrooms; few teachers employed; few ECD centres in some areas; and long distance from home to ECD centres hence preferring the ones which are near.

The teachers responded on the benefits of suitable teacher-child ratio which included individual attention to learners; teacher has time to cater for learners with special needs and there is available adequate working space for children and teachers. The other advantages mentioned by teachers include helping children to have smooth transition from one activity to the next; better performance; and hence promote effective implementation of the ECDE curriculum.

One teacher said:

“Over expected number of children in class makes the teacher tire to attend to all children including those that require special attention and also lacks time for better preparation for the next lessons. When the class size is of reasonable size the teacher takes it easy to grow attachment to learners in order to help even the weaker children in class. The children who are manageable in class pass their examinations well and they are happy for promotion to the next grades”.

The findings of this study are similar with those reported by Indoshi, Murundu and Okwara (2010) who posited that lack of appropriate teacher-child ratio was one of the factors hindering effective implementation of the curriculum in ECD centres in Emuhaya District, Kenya. The findings also are synonymous to those from a study conducted by Takesure, Moses, Christmas, Kudzai & Emily. (2013)

who unfolded that ECD in Mwenezi District, Zimbabwe faced serious challenges such as lack of suitable teacher-child ratios. The findings are matching with those from a study by Dodge and Colker (1992) who opened up that increasing number of children in classes make teachers uncomfortable to handle with poor remuneration and under the mercy of parents who mostly have little or nothing to give in Washington, US. The results of this study are comparable with those by Piana et al, (2005) who did a study and found that ratios have an influence on the classroom and child-teacher interaction quality in Virginia, US.

The outcome of this study have the same proportion as the results of the research by Mupondi-Masuka, Nyika & Kangai (2017) which revealed that teacher-child ratio was as high as 1:50 which was above the 1:20 ratio stated in the statutory instrument 106 of 2005 in Gweru Urban High density Suburbs. The findings of this study agrees with the stipulation in the Republic of Kenya (2006) which records the ratio of teacher to children in Early Childhood Development Service guideline as follows: for children 3-4 years is 1:15, for children 4-5 years is 1:25 and for children 5-6 years is 1:30.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter generates an interpretation and synthesis of the findings in relation to relevant literature; conclusions are drawn from those findings. Implications and suggestions for practice and for the future research are also presented.

5.2 Summary of the Findings

The study found that nearly two-thirds of the ECD centres in Turkana central have no physical facilities like classrooms and toilets. The study has also established that the lack of adequate physical facilities in the ECDE centres lead to overcrowded classrooms, insecurity, psychologically lack of administration due to lack of office as well as de-motivation of teachers and learners. The curriculum was not effectively implemented when the learning takes place under trees which exposes both the learners and teachers to harsh climate and so much environmental disturbances such as wind, dust and human economic activities such as pastoralism.

The majority of the ECDE centres did not have adequate teaching-learning materials. The study also found that lack of teaching-learning materials in ECD centres make learning boring, it perpetuates poor retention both in class and school, leads to poor teacher-child relationships as well as poor understanding of the concepts by the learner, and it also de-motivates both teachers and learners.

The curriculum was not effectively implemented when there were no learning corners in classrooms for children's interest to learn and enjoy many concepts.

A greater percentage of the ECD centres observed did not have the feeding programme. It was also determined that the lack of feeding programme in ECD centres increases school dropouts, leads to chronic absenteeism, de-motivates teachers and learners and leads to poor attention both in class and entire school. The curriculum was not effectively implemented when the learners and teachers are hungry and opt to leave the centres early in the day or in the term.

Concerning teacher-child ratio, an alarming portion of the ECDE centres had more than 25 children to one teacher in their classes of 4-5 years old. The high teacher-child ratio leads to overcrowding in classes, insecurity, and lack of time for lesson preparations, lack of special attention and individualized learning. The curriculum was not effectively implemented as the teachers did not have time for lesson preparation as well as individualized attention to learners.

5.3 Conclusions

Based on the findings of the study it can be concluded that a huge number of ECD centres did not have adequate basic physical facilities such as classrooms and toilets. It can also be concluded that a great number of ECD centres observed did not have or had insufficient teaching-learning materials such as KICD syllabus/guideline and interest centres in their classrooms. Another conclusion is that feeding programmes was lacking in numerous number of ECD centres as well

as unfavourable teacher-child ratio was manifested in most ECD centres in Turkana Central Sub-County.

5.4 Recommendations for Practice and Suggestions for Further Studies

As a result of the findings of the study, the following recommendations were made:

5.4.1 Board of Management (BoG)

- (i) To find ways of supplementing the teachers deployed by the Government to their centres by employing BoG teachers. They should also uplift the standard of their centres to attract capable parents to contribute towards feeding programmes, teaching-learning material and towards provision of physical facilities in the ECD centres.

5.4.2 Teachers

- (i) Teachers can support the alarming shortage of teaching-learning materials in the ECD centres by communicating and engaging the parents to give or buy teaching-learning materials to their children.
- (ii) The teachers in the ECD centres should pull up their socks to improve academic performance of the children attending the centres to attract parents who are better economically to help in contributing to the development of ECD centres when their children are in those centres.

5.4.3 Parents

- i. Parents should support the construction of more physical facilities in ECD centres for all age groups.

- ii. The parents should come in with their positive effort to help teachers in bringing and making improvised teaching-learning materials from the local environment.
- iii. Parents should provide materials for feeding programme which include firewood, offer free labour such as cooking, cleaning, splitting firewood and feeding utensils..
- iv. The parents can also contribute to support some teachers for their children with some salary tips.

5.4.4 County Government

- (i) To construct enough classrooms for children of all ages recommended going to ECD centres to avoid overcrowding in one available classroom.
- (ii) To provide adequate food regularly to avoid children and teachers leaving the centre early before time stipulated so that to go for something to eat.
- (iii) To employ enough teachers and caregivers to ECD centres.
- (iv) To provide sufficient teaching-learning materials to the ECD centres.

5.5 Suggestions for Further Studies

This study was conducted in ECDE centres in Turkana Central Sub-County only and the results cannot be generalized to all regions in Kenya. Similar studies can be replicated in other regions similar to locale of this study which is Arid and semi-Arid region with an aim of establishing the ECDE centre factors influencing curriculum implementation.

The study mainly focused on ECD centres related factors influencing curriculum implementation. However, the study recommends that other factors influence curriculum implementation in such Arid and Semi-Arid areas should be investigated.

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APPENDICES

APPENDIX I

OBSERVATION GUIDE FOR THE RESEARCHER TO THE SAMPLED ECD CENTRES

The researcher constructed an Observation guide which was administered during school days with an aim of recording the general situations of the selected ECD centres on the arrival and after. This tool was important because the researcher was applying all the senses in order to curb significantly the problem of the study and may prompt to inquire and give remarks on the responses.

Section A: Background Information

ITEM	DESCRIPTION
Name of the ECD Centre	
Village name	
Teacher's age	
Number of Teachers and Caregivers by gender	
Number of Children by gender	

Section B: ECD Centre related factors influencing curriculum implementation.

- (i) Physical facilities available in the ECD centres
- (ii) Teaching-learning materials available in the ECD centres
- (iii) Availability of feeding programme in the ECD centre
- (iv) Teacher-child ratio in the ECD centre

APPENDIX II

**INTERVIEW GUIDE FOR TEACHERS AND CAREGIVERS IN THE
SAMPLED ECD CENTRES**

The interview guides will be purposively administered by the researcher to the ECD centres teachers and caregiver of the sampled ECD centres during school days. The researcher found this Instrument appropriate because both the interviewee and interviewer could clarify or elaborate their answers or questions.

Section A: Background Information

ITEM	DESCRIPTION
Name of the ECD Centre	
Teacher' Gender	
Teacher's Age	
Teacher's Level of education	
Teacher's Teaching experience	
Number of Children by gender	

Section B: ECD Centre related factors influencing curriculum implementation.

Interview guide on availability of physical facilities, teaching and learning materials, Feeding programmes and teacher-Child ratios for the sampled ECD centres teachers and caregivers.

a) Availability of physical facilities

1. What are the providers of physical facilities in an ECD centre from the most significant?
2. What are the benefits of availability of physical facilities in an ECD centre?
3. What are problems due to lack of physical facilities in an ECD centre?
4. What are the ways forward?

b) Availability of teaching and learning materials

1. What the providers of teaching-learning materials in an ECD centre from the most significant?
2. What are benefits of availability of teaching-learning materials in an ECD centre?
3. What are the problems due to lack of teaching-learning materials in an ECD centre?
4. What are the ways forward?

c) Availability of feeding programmes

1. What are the providers of feeding programmes in an ECD centre from the most significant?
2. What are the benefits of availability of feeding programmes in an ECD centre?
3. What are problems due to lack of feeding programmes in an ECD centre?
4. What are the ways forward?

d) Teacher-Child ratios

1. What are the providers of teacher-child ratios in an ECD centre from the most significant?
2. What are the benefits of suitable teacher-child ratios in an ECD centre?
3. What are problems due to unsuitable teacher-child ratios in an ECD centre?
4. What are the ways forward?

APPENDIX III : LETTER FROM MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT



THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegraphic address: COUNTY COMMISSIONER" LODWAR"

Telephone: LODWAR 21240

Telex:

Fax:

When replying please quote

CC.CONF.ED.12/1/VOL.I/(197)

Ref No.
and date

COUNTY COMMISSIONER'S OFFICE
TURKANA COUNTY
P.O. BOX 1 – 30500
LODWAR

9th January, 2017.
.....

Deputy County Commissioner,
TURKANA CENTRAL SUB-COUNTY.

RE: RESEARCH AUTHORIZATION: PAUL LONYUDUK NGIREREA

The above mentioned who is from Kenyatta University, is authorized to carry out research on ***"Early Childhood Development Centre Related Factors Influencing Implementation of Curriculum in Early Childhood Development Centres in Turkana County, Kenya"***. The research period ends on 7th December, 2017.

Any assistance accorded to him will be appreciated.

S. IKUA,
COUNTY COMMISSIONER,
TURKANA COUNTY.

C.C. The County Director of Education,
TURKANA COUNTY.

Paul Lonyuduk Ngirerea

APPENDIX IV: LETTER FROM MINISTRY OF EDUCATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION.

Telegram 'ELIMU', Lodwar
Telephone'Lodwar'054 21076
Fax/No: 054 21076
Email: cdeturkana@education.go.ke

When replying please quote

REF: TUR/CDE/CIR/17/VOL.1/52

TURKANA COUNTY EDUCATION OFFICE,
P.O. BOX 16- 30500,
LODWAR.


20/01/2017

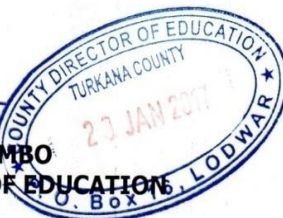
PAUL LONYUDUK NGIREREA
KENYATTA UNIVERSITY
P.O BOX 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION.

Following your application dated 9th January 2017, you are hereby authorized to carry out research on "*Early Childhood Development Centre related Factors Influencing Implementation Of Curriculum in Early Development Centres in Turkana County, Kenya.*"

Am pleased to inform you that you are permitted to undertake your research in **Turkana County** for a period ending 7th **December 2017.**

PP

PIUS NG'OMA ODHIAMBO
COUNTY DIRECTOR OF EDUCATION,
TURKANA COUNTY.



APPENDIX V: 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

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

Ref. No. **NACOSTI/P/16/43926/15033**

Date:

8th December, 2016

Paul Lonyuduk Ngirerea
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Early Childhood Development Centre related factors influencing implementation of curriculum in Early Childhood Development Centres in Turkana County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for the period ending **7th December, 2017.**

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

The County Director of Education
Turkana County.


National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VI: PERMIT 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 that 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.**

REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT


Serial No. A **12242**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. PAUL LONYUDUK NGIREREA
of **KENYATTA UNIVERSITY, 581-30500**
LODWAR, has been permitted to conduct
research in Turkana County
on the topic: EARLY CHILDHOOD
DEVELOPMENT CENTRE RELATED
FACTORS INFLUENCING
IMPLEMENTATION OF CURRICULUM IN
EARLY CHILDHOOD DEVELOPMENT
CENTRES IN TURKANA COUNTY KENYA
for the period ending:
7th December, 2017.

Permit No : **NACOSTI/P/16/43926/15033**
Date Of Issue : **8th December, 2016**
Fee Received : **Ksh 1000**



Applicant's Signature

Director General
National Commission for Science, Technology & Innovation