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INFLUENCE OF SCHOOL ENVIRONMENT ON PRE- PRIMARY  
SCHOOL CHILDREN'S PERFORMANCE IN CURRICULAR  
ACTIVITIES IN LAMBWE DIVISION, MBITA DISTRICT, HOMA BAY  
COUNTY

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## DECLARATION

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I declare that this research is my original work and has not been presented in any other university/institution for consideration. This research 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 in accordance and in line with anti-plagiarism regulations.

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We confirm that the work reported in this project was carried out by the candidate under our supervision as university supervisors

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## ABSTRACT

Education is one of the most important aspects of human resource development. Every child should therefore have the opportunity to achieve academic potential from early childhood. This is because early childhood a time of remarkable brain development that lay the foundation for subsequent learning. Due to the current challenges facing early childhood education, the current study sought to examine the influence of school environment on pre- primary school children's performance in curricular activities in Lambwe division, Mbita District, Homa Bay County. The objectives of the study were; to find out the influence of school location on children's performance in curricular activities; to determine the influence of ECDE teacher variables on children's performance in curricular activities and to determine the influence of school leadership on pre-primary school children's performance in curricular activities. The study adopted Urie Bronfenbrenner's (1979) systems ecological theory to explain how the child's environment affects the preschool children's performance. The research adopted descriptive survey and correlation research design. The target population for the study was 60 ECDE teachers and two Quality Assurance Standard Officers (QASOs) in Lambwe Division. The sample included 53 ECDE teachers and two QASOs. Simple random sampling technique was used to obtain the sample size. A questionnaire for ECDE teachers and interview guide for QASOs were used to collect the necessary information. A pilot study was conducted using two pre-primary schools. Test-retest method was used to establish the reliability of the instruments which found to be 0.89. Data collected was both qualitative and quantitative. The data on school environment and preschool children's performance was coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 16.0 software. Descriptive statistics used were measures of central tendencies, frequency distributions and percentages. The inferential statistics used were Pearson Product Moment Correlation Co-efficient to establish whether there were any significant relationships between variables. Results were presented using tables or figures. The current study's findings indicated that children in urban preschools performed relatively better in language, mathematics, social studies and religious education activities areas while rural schools performs relatively better in creative and science activities areas. Also child-centered approaches were the most effective approach of teaching in pre-school centres and it promoted better results among pre-school children, there was a positive relationship between ECDE teachers' experience and preschool children's performance, there was a positive relationship between ECDE teachers' Professional training and preschool children's performance, play activities were vital in the preschool teaching and learning processes lastly the relationship between effective leadership and children's achievement was strongly evidenced in the current study. In the study a number of issues could not be comprehensively covered because of a wide range of limitations. For instance, Most of the qualitative data greatly depended on the pre-teachers and QASO's opinions hence further research is recommendations to expand the current findings by including a more diverse sample of pre-school children and teachers across the county that will represent a diversity of cultural background, economic status, age and gender.

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## CHAPTER ONE

### INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

#### 1.0 Introduction

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

#### 1.1 Background to the Study

At independence in 1963, the government recognized education as a basic right and a powerful tool for national development. Over the years the government has addressed challenges facing the Education sector through commissions, Committees and Task Forces with the purpose of providing quality and relevant education to its citizenry. The Government through Sessional Paper No. 1(2005) committed itself to develop policies that would ensure accessibility of education to all children including preschool. In this regard, early childhood education has far reaching consequences that we need to clear about them.

Despite the fact that education contribute effectively to the growth and development of the society, the problems facing the education sector have not been solved and the efforts by the government, teachers and students towards improving this situation have not been impressive

(Osakwe 2006). In Kenya, early childhood education is a formalized education process between the ages of three to six (Republic of Kenya, 2005). Preschool is an institution of learning aimed at promoting knowledge and developing skills for further learning (Gatumu & Ciumwari, 2010). At present the public preschool is a component of a primary school (Republic of Kenya, 2005), which is headed by the head teacher who usually assumes the roles of an administrator at the ECDE centres. This has been a challenge of managing two independent learning sections within the same compound.

According to UNESCO (2006), Early Childhood is defined as the period from birth to six years. A time of remarkable brain development, these years lay the foundation for subsequent learning. The terms pre-school education and Kindergarten emphasize education around the ages 3-6 years. Early Childhood Education (ECE) often focuses on child learning through play. However, many child care centres are now using more educational approaches. They are creating curricular and incorporating it into the early daily routines to foster greater educational learning.

Education is one of the most important aspects of human resource development. Every child should therefore have the opportunity to achieve his or her academic potential (Sunil and Madhuri, 2005). According to Sunil and Madhuri (2005), at least 20% of children in a classroom get poor marks. They suggest that among other reasons the school environment affects the participation of children.

The issue of pupils' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance; all innovations in education are doomed to failure.

Hence early childhood education in Kenya enables one to have an entry into primary school (Anning & Edwards, 2006). Preschool education has formalized syllabus and curriculum which entails activities to be done in preschool (Catron & Allen, 2003).

Despite the increase in the number of pre-school centres in Kenya, little had been done to initiate a rich outdoor environment in many centres (Ngecha, 2011). Further more recent studies indicated that majority of pre-school teachers are untrained and rarely participated in children's play, let alone guiding play activities (Ngecha, 2011). If the issue of play among learners is not addressed with the seriousness it deserves, the quality of pre-school learning will become irrelevant.

Despite the fact that preschool learning environment play are integral part of the pre-school academic environment (Coolahan, 2000), In Kenya, public schools and pre-schools have many children such that the facilities such as playing fields are over stretched. Due to this, many private pre-schools have been developed in the slum areas where many rental houses have been turned into schools where the learning environment is unfavorable.

In the U.S for example research indicates that 13% - 17% of the school environment influences performance in curricular activities (Hanushek, 2010) while in U.K. research found that the school environment accounts for 14% of variation in individual participation in curricular activities (Hirsch, 2007). In Norway and Sweden, the school environment accounted for only 10% according to OECD report (2008) which is much lower than that of the US and the UK. For industrialized countries, the school environment explained small portions of variance in performance in curricular activities. However, in developing countries the block of the school environment explained significant portions of the variance in achievement.

Other studies have shown that children's performance can be affected either positively or negatively by the school environment (Abere, O. S. (2006). A substantial body of research shows that, for good or ill, a school social activity has a broad influence on children's academic performance (Tarlov & Debbink, 2008). Hence school environment should be inspirational, colourful, motivational, stimulating and comfortably attracts children. According to Ruto (2004) children from traditional schools in Kenya once moved to open-space schools, responded brightly and positively to the surroundings although other studies indicate that urban children performs relatively better than rural children.

In Kenya Hungi and Thuku's (2010) study on differences in children achievement found that the school environment explained 27% of performance in curricular activities of children. This means that with the increase in Enrolment in ECDE centres in Kenya over the past decade; from 35% in 2003 to 60.9 % in 2012 (Republic of Kenya, 2012) ECDE faces many challenges including low participation in curricular activities caused by the school environment namely school leadership, school location and the school curriculum.

In the Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research; the government planned to integrate ECDE into basic education but the policy was not fully implemented, and therefore the ECDE sector is mainly run by private initiatives. This has led to the indiscriminate establishment of ECDE institutions with little or no concern for standards. Varl (2008) concurs that all these school environment factors lead to poor performance of ECDE sub-sector characterized by low enrolment of children and high rate of dropouts. It is against this background that the study was undertaken to investigate the influence of the school environment on performance in curricular activities of pre- primary schools in Lambwe division where most studies have concentrated on secondary schools and not early childhood. This is the gap that the study intends to fill.

## **1.2 Statement of the Problem**

Research by the International Institution for Educational Planning (IIEP, 2004), shows that a learner's success relies on the environment in which he or she is learning. The literature reviewed had shown that the school environment explained small portions of variance in performance in curricular activities for industrialized countries however; in developing countries the block of the school environment explained significant portions of the variance in achievement. This is characterized by the teacher variables, the leadership and the location of the school. Since most early childhood education centres in Kenya are majorly privately owned these factors have not been emphasized on and hence standards vary. A proper and adequate environment is very much necessary for the fruitful learning of the child. Moreover research on these factors is also limited especially in Lambwe division as most of them focused on secondary education and yet the school environment should be put in consideration if children are to develop fully and perform well in curricular activities hence need for the study.

## **1.3 Purpose of the Study**

Based on the problem stated, the study sought to explore the influence of school environment on children's performance in curricular activities in Lambwe Division, Mbita District, Homa Bay County. In order to achieve this, the study addressed school location, ECDE teacher variables, school leadership and their influence on curriculum implementation at ECDE centres.

### **1.3.1 Objectives of the Study**

This study aimed at achieving the following objectives;

- i. To find out the influence of school location on children's performance in curricular activities in Lambwe division, Mbita district.
- ii. To determine the influence of the ECDE teachers' related variables on children's performance in curricular activities in pre-primary schools in Lambwe division, Mbita district.
- iii. To determine the influence of school leadership approaches on children's performance in curricular activities in Lambwe division, Mbita district.

### **1.4. Research Questions**

The study sought to answer the following research questions.

- i. Does location of school influence children's performance in curricular activities in pre-primary schools in Lambwe division, Mbita district?
- ii. Does ECDE teachers' related variable determine children's performance in curricular activities in pre-primary schools in Lambwe division, Mbita district?
- iii. Does the school leadership approach influence children's performance in curricular activities among pre-primary school children in Lambwe division, Mbita district?

### **1.5. Significance of the Study**

The findings of this study may provide significant information to early childhood development and Education (ECDE) teachers, administrators, school managers

and parents as it may give them a better understanding of the school environment and how it affects children hence find ways to deal with the issue.

The study findings may also be of importance to the Ministry of Education (MOE), which is responsible for policy formulation, to plan programmes that take into consideration the environment that pre-scholars study and how they can benefit from it.

The study findings may also make a significant contribution to existing knowledge on the school environment and also help on improving the school environment so that pre-school children benefit.

## **1.6 Limitations and Delimitation of the study**

### **1.6.1 Limitations**

The study limited its scope to ECDE schools in Lambwe Division, Homa Bay County hence the findings can only be generalized to a population with similar characteristics. The study used survey design. The samples were collected from a sample population of ECDE teachers and not all teachers of the centres in the Division. This was a major limitation since some teachers and QASOs might have deliberately given wrong information concerning performance at ECDE canter. This generated diverse responses from the same question. The researcher was unable to control the attitudes of the respondents and this may have affected the findings. The distance to be covered by the researcher was very wide and generated a lot of problems in transportation. Some of the respondents seemed to fear the researcher for being victimized for giving their opinion about the status of

ECDE learning and leadership. However they were assured of confidentiality of the information that they gave and that it was only used for study purposes.

### **1.6.2 Delimitations**

Participation in this study was delimited to pre-primary school children, teachers and Quality and Standard Officers in Lambwe Division. This means that teachers and Education Officers who do not deal with pre-primary school children were excluded from the study.

### **1.7 Assumptions of the Study**

The study assumed that the information on the study interest would be readily available and that the respondents would be willing to give valid information concerning the questions that would be raised. This is so because the researcher designed the instruments where the participants were not needed to include their names and hence confidentiality was ensured.

### **1.8 Theoretical Framework**

The study adopted Urie Bronfenbrenner's (1979) systems ecological theory which explains how everything in a child and the child's environment affects how he/she grows and develops.

Research has shown that a child's environment is a strong contributor to their social, emotional, cognitive, and academic development (Han, 2006). This means that development occurs between a person and his immediate surroundings and for a child this happens with the parents, school and culture (Bronfenbrenner & Evans, 2000). This is viewed in the microsystem which encompasses the relationships and interactions a child has with her immediate surroundings.

Structures in the microsystem include family, school, neighborhood, or childcare environments.

Developmental theorists (e.g. Piaget, Dewey, and Malaguzzi) argue that children actively explore their environments creating solutions to problems they encounter within their surroundings (Roskos & Neuman, 2003). While the home is generally considered the primary environment in which children are raised, the ecological models (Bronfenbrenner 2000) emphasizes that a child's development is also influenced by experiences outside the home, such as a childcare center. This study therefore focuses on the outside experience which is the child care center and how it influences children's participation in curricular activities in regards to the leadership, curriculum and the location. Children need an environment that enhances their growth and also help them participate fully in curricular activities.

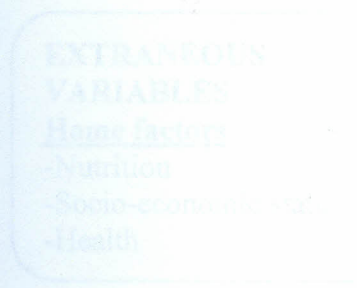


Figure 1 shows the relationship between extraneous variables (home factors, nutrition, socio-economic status, and health) and children's participation in curricular activities in regards to the leadership, curriculum and school location.

## 1.9 Conceptual Framework

**Figure 1.1** Conceptual framework showing possible school environment factors influencing participation in curricular activities of pre-primary school children.

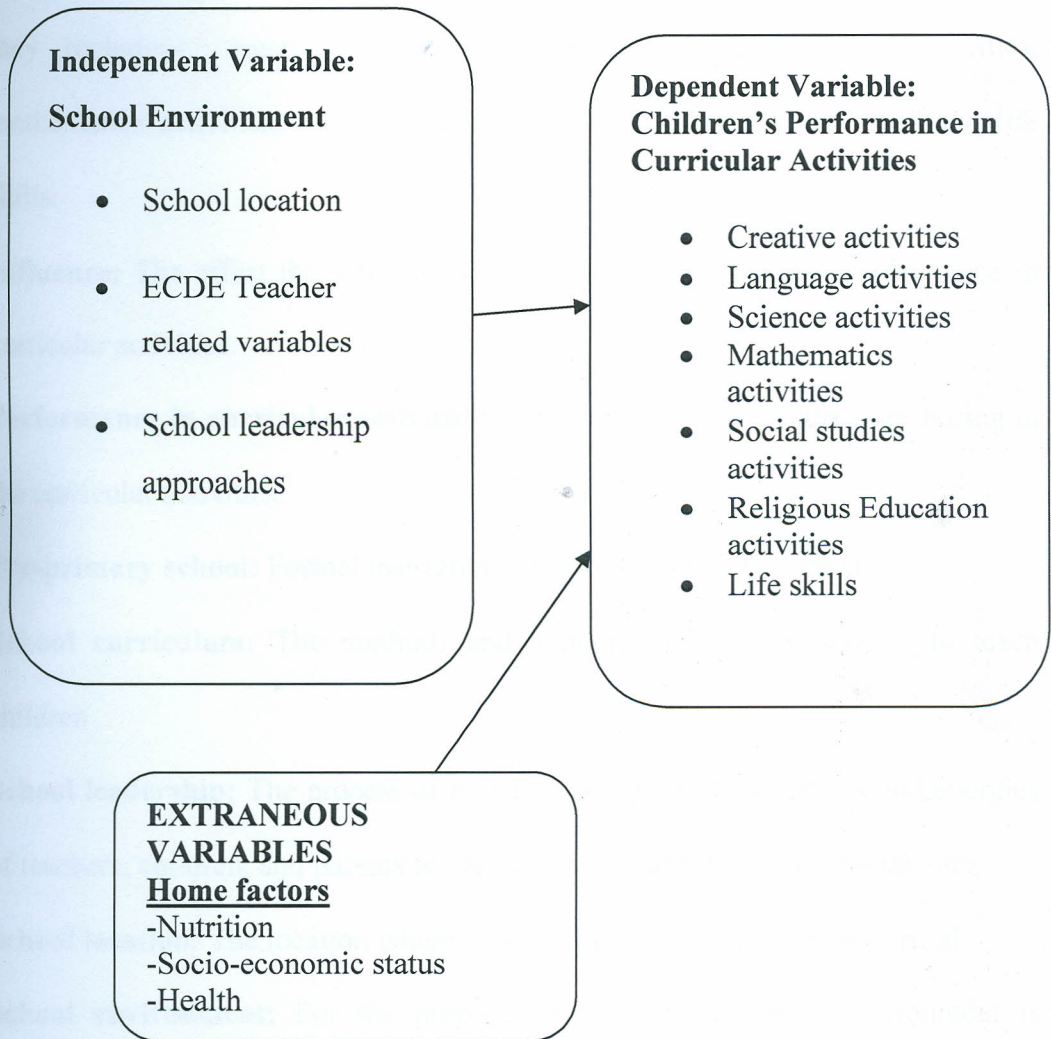


Figure 1 shows the relationship between the dependent (children's' performance in curricular activities) and independent variables (school leadership, school curriculum and school location.)

## 1.10 Definition of terms

The following variables are defined according to the study;

**Curricular activities:** Refers to all the activities areas children do in a pre-school they include:- creative activities, language activities, science activities, mathematics activities, social activities, religious education activities and life skills.

**Influence:** The effect the school environment has on children's performance in curricular activities.

**Performance in curricular activities:** Refers to how well children are fairing in the curricular activities.

**Pre-primary school:** Formal institution for 3 to 6 years old children.

**School curriculum:** The methods and approaches used by schools to teach children

**School leadership:** The process of enlisting and guiding the talents and energies of teachers, children, and parents toward achieving common educational aims.

**School location:** The location where schools are found that is urban or rural

**School environment:** For the purpose of this study, school environment is defined by the internal characteristics of a school.

**ECDE teacher related variables:** These are the unique characteristics of the individual ECDE teachers

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This section gives a systematic identification, location, and analysis of the pertinent and related literature to the problem. This entails a review of literature to establish the influence of school location, teacher related variables and leadership approaches on children's performance in curricular activities.

#### 2.1 The Early Childhood Education and Curriculum in Kenya

Education is a process of systematic training and instruction designed to transmit knowledge skills which enables an individual to contribute effectively to the growth and development of the society. It involves all round development of an individual physically, socially, morally, intellectually and mentally (Osakwe 2006). In Kenya, early childhood education is a formalized education process between the ages of three to six (Republic of Kenya, 2005). Preschool is an institution of learning aimed at promoting knowledge and developing skills and (Gatumu & Ciumwari, 2010). At present the public preschool is a component of a primary school (Republic of Kenya, 2005), which is headed by the head teacher who usually assumes the roles of an administrator at the ECDE centres.

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and inclusion of appropriate instructional materials (Neugebauer, 2006). According to the Early Childhood Development

and Education School Syllabus and Hand book (2008), the pre –primary curriculum consist of nine curriculum activity areas. Each of these activity areas is allocated lessons which cover a week. Language, outdoor and mathematics activities are taught five times a week. Creative, social, music and movement and science activities are taught twice a week. Religious and life skills activities are taught once a week.

## **2.2 School Environment**

According to Githinji & Kanga ( 2011), learning takes place within a web of social relationships as teachers and children interact both formally and informally .Schools are institutional spaces for community of children, including teachers and children. School environment therefore means the school setting of the physical plant, fairness and adequacy of disciplinary procedures, academic surrounding and student health.

According to Maicibi (2005), a good environment should be provided by the school if the children in school must learn, if the school administration must be successful and if the school must develop. Skinner (1945) advised that for proper learning to take place, learning experiences should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

School environment which include instructional spaces planning, administrative spaces planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students themselves are essential in teaching-learning process (Githinji & Kanga, 2011). The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories (Abbott & Nutbrown, 2001). It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

Relating this study to international occurrences are the assertions of Williams, Persaud, and Turner (2008), quoting Marsden (2005), which reported that safe and orderly classroom environment (aspect of instructional space), School facilities (accessories) were significantly related to students' academic performance in schools. The three researchers, also quoted Glassman (1994), asserting that a comfortable and caring environment among other treatments helped to contribute to students' academic performance.

The physical characteristics of the school have a variety of effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health

among students as well as teachers, which leads to poor performance and higher absentee rates (Frazier, 2002 Lyons, 2001; and Ostendorf, 2001). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers, and poor learning attitude among student.

Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including poor concentration and hyperactivity, lethargy, or apathy, creates a stressful set of working conditions for teachers(Abbott & Nutbrown,2001). Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance of students.

Children in their first year at public primary schools in Montevideo in 1999 (Nagle 2000 and Moreira 2007) 53 percent passed that year with grades between Good and Very Good (this also includes children who passed the year because they were over the age limit and other special cases), some 21 percent passed with a final grade above Very Good and 26 percent failed. Nagle (2000) and Moreira (2007) reported that the first year children in public schools who achieved better results in 1999. In fact, the first year failure rate among children who did not have pre-schooling was double the rate of those who did go to pre-school. About 89 percent of the children in the 1999 cohort had pre-schooling, but there were

significant differences between schools in the different socioeconomic contexts. The pre-schooling rate among children at schools in the high socioeconomic context was 97 percent, in middle context schools it was 96 percent, but in schools in the lower context it was only 81 percent.

### **2.3 School Location and Children's Performance in Curricular Activities**

According to OECD (2002) school location refers to the community in which the school is located, such as a village, hamlet or rural area (fewer than 3 000 people), a small town (3 000 to about 15 000 people), a town (15 000 to about 100 000 people), a city (100 000 to about 1 000 000 people) . Ezike (1997) conceptualized urban environment as those environment which have high population density containing a high variety and beauty and common place views. He further identified the rural environment as being characterized by low population density containing a low variety and isolated place views. Boylan (1998) reported that rural schools were inferior and lacking in the range of facilities with high staff turnover and suffered from lack of continuity in their curriculum. He pointed further that they are staffed by young, beginning and often in experienced staff who regrettably, would not conform to socio-cultural ethos and above all, offered a restricted curriculum. This therefore affects preschool learner's participation in curricular activities.

Studies on the impact of school location on children's performance are mixed for example in America Linda (2010) found that preschool children in rural American

schools were likely not to participate fully in curricular activities because rural children were more likely to be poor than children in urban areas, rural parents and communities lack awareness about what a quality program should look like, and preschools lack the necessary materials to help children fully participate in curricular activities. Similarly in the United States a comparison of national rural and non-rural data found that rural children were less proficient in some literacy skills at the start of kindergarten and were more likely to be placed in special education than their non-rural counterparts (Grace, Shores, Zaslow, Brown, Aufseeser, & Bell, 2006).

In South Africa, according to the Department of Education (2007), there is no significance difference in the performance of children in rural and urban school. But the difference is their difference in involvement towards high academic standards. Even today, many people assume that urban and rural areas have their own distinct cultures and concerns that affect their priorities and needs. Furthermore, the Department of Education now recognises that improving schooling in rural areas must go beyond “fixing up schools”. A good plan has to address poverty and sustainable development, as well as promoting social cohesion – that is, the need to work together to solve problems (Gardiner & Michael, 2008).

However Alokian (2010) found out that students’ problems are strongly associated with poor performance and that location does not affect children performance.

Further a study by Considine and Zappala (2002) in Australia found that geographical location do not significantly predict school performance. In view of these inconclusive findings, it necessary to carry out further research to confirm or annul the otherwise protracted issue on the effect of location (urban/rural) on participation of children in curricular activities in Lambwe Division.

#### **2.4 The ECDE Teacher Related Variable and Children's Performance in Curricular Activities**

According to Barbara (2004) a teacher is a key agent in curriculum implementation. This means that the quality of education is as good as the quality of the teacher. Therefore, the quality of the teacher is important in the implementation of the ECDE curriculum. These qualities include teacher's academic and professional qualifications, in-service training, teacher's motivation, teacher's attitude towards ECDE curriculum, teacher's teaching experience among others (Githinji & Kanga, 2011).

Teachers play an important role in nurturing positive approaches to learning (Coppie & Bredekamp, 2009). An important starting point is to develop a caring and respectful relationship with children and their families. Children who feel valued and receive the message that they are capable learners become engaged and excited about learning. When children are given ample time and support to deeply engage in developmentally appropriate, challenging learning experiences, they more easily master new skills, making rewards and other

incentives to learn and behave unnecessary (Abbott & Nutbrown, 2001). The intentional teaching practices outlined in this document, such as listening, observing, providing specific feedback, asking thought-provoking questions, providing verbal and emotional support, encouraging effort and teamwork, modeling flexibility, noticing children's interests, and helping them make connections, will provide teachers with strategies for reinforcing positive approaches to learning throughout the day (Copple & Bredekamp, 2009).

The way a child approaches learning is a strong predictor of later success in school (Epstein, 2007). School environment is essential in enabling pre-school children to tackle and persist at challenging or frustrating tasks with flexibility, follow directions, take risks, make and learn from mistakes, and work as a part of the group. Young children develop these skills by engaging in playful learning experiences, which strengthen cognitive capacities such as paying attention, remembering rules, and inhibiting impulses to achieve a larger goal (Tomlinson, 2012).

Teacher Professional Development is a continuous, ongoing process necessary in the implementation of the curriculum to meet the preschool standards (Epstein, 2007). This involves a fully understanding of the curriculum, and familiarity with the developmentally appropriate practices necessary for its implementation. This can be fostered through a well-organized, localized and consistent plan for professional development geared to each pre-school teacher (Helm & Katz, 2000)

In USA, a study was conducted by Heroman , Burts , Berke & Bickart (2010) on Teaching Strategies, the found that child-centered approaches to learning was the most effective method of teaching in pre-school centres . This study further indicate that this approach promote the development of children's critical thinking skills; fosters awareness of diversity and supports enthusiasm and engagement in various learning activities. Therefore, it is important for teachers have in place environment that nurture children's capacity to engage deeply in individual and group activities and projects (Bedrova, Leong & Shore, 2004). Such an environment is created through interactions with indoor and outdoor environments that offer opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play (Conn-Powers, 2006).

In USA, according to Alexander Forbes (2001) teachers who use child-centered methods of teaching achieve more than those who use teacher-centered methods. The findings further shows that in child-centered method of teaching, the child is the centre of knowledge; children learn through practical involvement, interest and confidence is developed, plenty of materials are needed, many skills are developed and few facts are learnt and applied to life situation.

According to Dombro, Jablon & Stetson (2011), young children need ongoing localized opportunities to develop their cognitive thinking through the full

utilization of locally available teaching support materials. In addition to daily opportunities for independent choice and exploration, preschool classroom time should be regularly allotted for in depth, small group experiences that encourage children to interact, pursue problem solving strategies and reflect. Teachers should facilitate a supportive learning environment by continuously observing, listening and scaffolding children's thinking in everyday contexts.

In USA, a study by Epstein (2007) on choosing the best strategies for young children's learning, the study found a positive relationship between the teacher's strategies of teaching and children's performance. The study further shows that there is no effective early childhood learning without a rich and supportive environment. A preschool classroom's physical and teaching environments should capitalize on children's natural, spontaneous interactions. The learning environment must, therefore, should accommodate planned and unplanned, as well as structured and unstructured experiences (Epstein, 2007). Unstructured play should take up a substantial portion of the day. Structured activities include daily routines that provide young children with needed stability and familiarity (e.g., circle time, small-group time, and lunch), as well as learning activities that integrate preschool content and achieve specific goals planned by adults. For both structured and unstructured activities, the learning environment must be welcoming, safe, healthy, clean, warm, and stimulating (Harms, Thelma, Richard & Crye, 2005).

In USA, Barnett (2004) conducted a study on Better Teachers, Better Preschools. The findings indicated that there is a positive relationship between the ECDE teachers' professional qualifications and performance of pre-school children. Further the study found that teacher education was related to effective implementation of the ECDE curriculum and the development of children in ECDE classrooms. In addition the study asserts that better-educated teachers have more positive, sensitive and responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian, punitive and detached. The result is better in social, emotional, linguistic, and cognitive development for the child.

In USA, Resnick & Zill (2002) conducted a study on the relationships between teacher's beliefs and qualifications to classroom quality in Head Start programme in USA found that teachers with four-year degrees teach effectively in Head Start programme. Further Phillips (1991) found that teachers professional training has a positive relationship with better teaching approaches. Also Mishra (2009) argues that the teachers with higher academic credentials teach well than those with lower credentials.

Muhammad (2011) observes in a study on the impact of teacher quality on the academic achievement of students at secondary stage in Punjab (Pakistan) that teachers with higher levels of education teach well and are competent than those with low levels of education. Academically qualified teachers had more authentic

knowledge about the relevant subject than the academically less qualified teacher. The researcher was to establish the level of academic qualifications of ECDE teachers in Borabu since this has an implication in curriculum implementation and instruction.

A study done by Nga'sike (2004) found out that majority of preschool teachers had low academic qualification and the low academic qualification was affecting the quality of teaching of ECDE teachers. If the teacher is qualified, he/she is likely to have well performing students but unqualified teacher is likely to have poor performing students. A study conducted by Mugoh (2003) to investigate problems inhibiting access to effective participation in pre-school Education of Central Division in Embu District found that 20% of the teachers had attained CPE/KCPE qualification, 66.7% had attained KCSE qualification. This reveals that the majority of teachers are academically qualified to effectively implement the ECDE curriculum. Nyabuto (2005) who did a study on factors constraining management of early childhood education in Nyamarambe Division, Gucha District revealed that 10% of ECDE teachers were KCPE holders and 90% were KCSE/KCE holders. This shows that majority of ECDE teachers are form four graduates.

According to Muhammad (2011), teaching experience is the time spent by a teacher in the teaching profession. It starts from the date when a teacher joins the teaching profession. Further the study indicates that teaching experience improves

the teaching skills and the methodologies adopted. With the passage of time, teachers get command on their subjects and become competent in the art of teaching through experience. A common hypothesis with respect to the relationship between teachers' experience and pupils' achievement is that pupils taught by more experienced teachers achieve highly, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Gibbons, 1997).

On contrarily a study by Gathumbi (1995) indicates that teaching experience and academic and professional qualifications of teachers have no significant effect on teaching behavior but it only affect class participation. In this respect, experience might be said to have a part to play in changing teacher's behaviours in the classrooms.

Barbara (2004) asserts that teachers' education and experience account for variation in students' achievement than all other factors. She continues to argue that teachers should be well prepared when they begin teaching and that they should continue to improve their knowledge and skills throughout their career. Furthermore, more experienced teachers are considered to be more able to concentrate in the most appropriate way to teach particular concepts to pupils who differ in their abilities, prior to knowledge and backgrounds.

In UK, Clough, Nutbrown & Selbie (2008) noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff. Numerous investigations have also been carried out to find the effects of instructional resources on students' academic achievement. Eminent scholars have also contributed immensely to report the effect of one variable on the other. Consequently, there have been many reports from these studies which had served as useful guides to the present one.

In Kenya, according to Ng'asike (2004) and Ndegwa (2005), effective curriculum implementation equally needs teacher experience. This study further found that most experienced ECDE teachers were no-longer teaching in Nairobi due to attrition. Ng'asike found that teachers' having 0-4 years teaching was 45 percent of teachers while Ndegwa had found that 72 percent of the teachers' had teaching experience of 0-4 years. There has also been high attrition rate among ECDE teachers due to poor remunerations (Ngome, 2002). An experienced teacher is thus, expected to effectively implement curriculum than inexperienced teachers.

Teachers' academic and Professional qualification is important factors influencing ECDE curriculum implementation. According to a study conducted in Kenya by Mwangi (2007), low qualifications of pre-school teachers affect the quality of teaching and implementation of the ECDE curriculum. Although KIE statistics

(2005) shows that the number of trained ECDE teachers has increased significantly over the years in Kenya. Increased number of trained ECDE teachers is attributed to increased number of DICECE Centres and Private colleges country wide. However, Githinji and Kanga (2011) argue that the number of untrained teachers in ECDE Centres is still high at 56 percent in public ECDE Centres. This is attributed to high rates of attrition as a result of poor pay packages.

## **2.5 School Leadership Approaches and ECDE Children's Performance in Curricular Activities**

Morgan (2006) supported the necessity of administrative support for a successful curriculum implementation by discussing the fact that teachers need more than just knowledge and skills, they need encouragement and assistance to reach the goals defined for their children. In Turkey, a study was conducted by Akinoglu (2008) to assess the curricular reform initiatives . The study's findings indicated that there was a positive relationship between the support from administrators and colleagues and effectiveness of the early childhood teachers' curriculum implementation approaches and their children performance in pre-school education. Cannon, Karoly & Kilburn (2005) further confirm that the support from the school administrator as a key factor for successful curriculum implementation. In other words, collaborative environment is a necessity.

The relationship between effective leadership and children's achievement is strongly evidenced through school inspection. Effective leadership has a

perceptible impact on children's learning (HMIE, 2000). While leadership has been found to be central to successful schools, equally there is scope for improving the quality of that leadership (HMIE, 2000): managers often focused overly on the day-to-day without being strategic in the longer term. The complementary nature of leadership and management is often assumed; however, in the educational literature a distinction is clearly drawn: leadership is perceived to include vision, based on shared values. Leaders are better placed to provide both motivation and direction to colleagues (HMIE, 2000).

Key aims of SEED's broad leadership programmes include increased collaboration among the key groups who contribute to the development of leadership capacity in Scottish education and developing excellence and capacity building across the educational system. Leadership development priorities should be identified, innovation generated, expertise and new approaches developed in order to contribute to a general strengthening of leadership capacity (Scottish Executive, 2005).

This link between leadership and effective provision is also true for early childhood settings, where research indicates that leaders play an important part in the provision of quality services. Effective leadership has been found to be a key element of effective early childhood provision (Muijs 2004; Harris 2002; Rodd, 2005). Other factors that have contributed to the focus on leadership include pressure for increasing professionalization and accountability from within and outside the profession (Rodd, 2005).

According to Adebola and Ademola (2011) school leadership is one of the school-environmental factors that have to be reckoned with in students' achievement. Maicibi (2005) contends that, without proper leadership, effective performance and participation of children cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Purkey and Smith (1998) reveal that while there are some differences of approach, the active leadership of the head teacher is regarded as essential to school improvement in general and the most essential ingredient of educational reform

Cotton (2003) concurs with this in a meta-analysis study in USA while exploring the relationship between school head teacher and student achievements in Low socio-economic status schools, he noted that head teachers who were knowledgeable and actively involved with their school's instructional programs had higher numbers of high achieving students than those who managed only the non-instructional aspects of their schools. Similarly in the UK, Harris (2004) asserts that successful leadership in schools has resulted in higher levels of both student attainment and achievements. Denmark, Krejsler, Kofod, & Jensen (2005). Remark that the head teacher's robust participatory consultation with teachers and other stakeholders promoted student achievement while in Australia, Gurr, Drysdale, & Mulford (2005) stressed the role of the head teacher's personal traits such as integrity, high energy and persistence; and appropriate behaviour

that was consultative, conciliatory and inspirational. They also mentioned the school leader's beliefs and values in the promotion of child-centred education and development of staff and relationships as key elements that enhanced success and achievement.

In Africa studies on school leadership and performance in curricular activities also document similar results. In Nigeria for example Adeyemi and Bolarinwa (2013) found in their study that the head teachers' leadership style was a function of students' performance in curricular activities in the school. In yet another study in Ghana Norviewu-Mortty (2010) notes that the head teacher's genuine pursuit of team spirit and welfare of teachers and students in an atmosphere of discipline and punctuality are distinct strategies for providing a positive learning environment that fosters better student achievement while studies of primary school effectiveness.

In Burundi, Eisemon, Schwille, and Prouty (1989) document a strong and significant relationship between the frequency of teacher supervision by the school head teacher and student achievement: student test scores rose as the number of times the school head teacher visited the classroom increased. Frequent teacher supervision improved the punctuality of teachers and their adherence to the curriculum, which in turn produced higher scores. Similarly findings by Odubaker (2007) on school performance in schools in Uganda, revealed that the head teachers' management training was critical to the performance of the school. Marks and Printy (2003) also posit that school leaders seeking to improve

performance in curricular activities of their schools often involve teachers in dialogue and decision-making. However, it does not show whether by involving teachers in dialogue and decision-making affects performance in curricular activities of children in pre-primary schools. Hence, this study is set to establish the extent to which teacher's involvement in decision-making affects the performance of pre-primary school children in curricular activities in Lambwe Division.

In Kenya Renson's (2009) study on the role of school leadership and performance found that head teachers' leadership and engagement strongly impacts performance in curricular activities especially in mathematics. In another study in Kenya Evans (2011) suggests that participatory traits of a head teacher have an impact on students' performance in curricular activities. Similarly Lydiah and Nasongo's (2009) study on the role of the head teacher on academic achievement in Kenya revealed that a head teacher's involvement in academic activities such as checking of teachers' and students' work improved performance in curricular activities. Most of the research on school leadership and children's performance in Kenya has concentrated on the administrative role of the school head teachers. Moreover there's limited research focusing on leadership in pre-primary schools in Kenya and especially Lambwe division as most studies have focused on primary and secondary education. This is the gap that the study intends to fill and its effect on children's performance will investigate whether school leadership has

them into five different frames: educational, caring, managing, practical and personal. (Rosemary and Puroila in Nivala and Hujala, 2002).

According to Solly (2003), we need to develop high-caliber leaders in the early years who can both 'maintain' and 'enhance', but studies (Rodd, 2005; Bloom, 1997, in Muijs 2004) show that most leaders in early childhood settings in the UK found that roles most common to their work could be described as focusing more on maintenance than development; there was more emphasis on management than on leadership (Muijs 2004). Scottish nursery teachers saw leadership as an essential element of their role while acknowledging that they did not themselves hold management positions (Dunlop, 2002). The concept of 'lead-practitioner' as someone who promotes shared values and ethos in early years is increasingly articulated in Scotland (Adams, 2005).

An important part of early childhood leadership is co-ordination between different players or interest groups (Nivala in Nivala and Hujala, 2002), including family, school and community (Muijs et al, 2004; Osgood, 2004). These interest groups have their own view on early childhood education (Nivala in Nivala and Hujala, 2002). Practitioners see themselves as contributing to the cohesion and strength of local communities (Osgood, 2004) and adopt collaborative approaches to management. There is a strong emphasis on working with parents in early childhood leadership (Muijs et al, 2004). However, leadership studies in New

Zealand report a downplaying of the importance of this kind of work – a perspective that the EPPE project outcomes can be understood to refute.

*Nivala and Hujala, 2002*

As part of the International Leadership Project (ILP), a research project on leadership in early childhood context established between 1998 and 2000 by five countries including England, Nivala proposes a contextual leadership model in early childhood education, in which four contextual elements seem to be important for a successful leadership in the early years. These elements are: paradigms, actions, education in the substance meaning of early childhood education, and environment- it is asserted that the more the interest groups in early childhood education share the meaning of these elements, the better the everyday reality of leadership will function (Nivala in Nivala and Hujala, 2002).

The importance of community-orientated provision does not match with an entrepreneurial managerial approach (Osgood, 2004) nor with masculinist constructs of leadership associated with aggressiveness, forcefulness, competitiveness and independence (Scrivens in Nivala and Hujala, 2002). Kagan speaks of collaborative leadership, which fits with a systems theory and integrated services that conceptualises work across agencies and disciplines (Kagan, 1993).

Multi-agency working in early childhood requires co-ordination and the ability to deal with conflict (Muijs et al, 2004). Muijs cite an audit undertaken by Atkinson et al (2001, 2002), in which it was found that the key to success of early childhood programmes like Sure Start involved effective leadership and multi-

agency work. The early childhood field is complex because of its diversity and scale but also because of the aspect of community leadership (Muijs et al, 2004; Waniganayake in Nivala and Hujala, 2002). Kagan and Hallmark (2001) make a focus on community aspects of early childhood leadership; their model embraces five styles of leadership, shows the need for different types of leaders, and emphasizes the need for training and development in these aspects:

- Community leadership
- Pedagogical leadership
- Administrative leadership
- Advocacy leadership
- Conceptual leadership.

More detail of these styles is given in the synopses of research that follow. Like Dalli (2003), they see a need for early years leaders to be educationally and politically aware. Additionally they see community leadership as a core capacity for development.

Shared leadership models, promoted in several studies of leadership within the sector, provide a contrast with the assumption in much of the literature that leadership is linked to a role, and open up the possibility that several people within a centre/service may be involved in leadership. Louise Hard (2004) has proposed the concept of formal and informal leaders. She suggests that the formal leader is recognized because of their position whereas the informal leader is one who shows leadership qualities even though they may not hold a recognized

leadership position. This accord well with Scottish teachers' concepts of leadership as reported by Dunlop (2002).

Janet Moyles's publication *Effective Leadership and Management in the Early Years* is a research-based text which draws from the project 'The Effective Leadership and Management Scheme for the Early Years'. The project produced ELMS – a tool for those who are in leadership and management roles in early years settings so that they may evaluate their effectiveness. It is claimed that the purpose of evaluation of leadership and management is to ensure the best possible experiences for children and early educators; in other words, effective leadership and management are central to the quality agenda. Moyles highlights leadership qualities, management skills, professional skills and attributes, and personal characteristics and attitudes. She endorses Ebbeck and Waninganayake's (2002) view that 'there are few publicly acknowledged leaders and no set of common expectations for leaders in early childhood'. Moyles juxtaposes leadership and management, whereas Rodd (2005) distinguishes between them: her typology of what managers and leaders do includes the following aspects:

Managers plan, organize, co-ordinate and control, whereas leaders are typified as people who give direction, offer inspiration, build teamwork, set an example and gain acceptance. Often the literature reinforces the view that leadership and management are separate but related concepts.

In their Effective Leadership in the Early Years Study (ELEYS), Siraj-Blatchford and Manni (2006) highlight the effective leadership practices identified in the settings that took part in the study:

- Identifying and articulating a collective vision
- Ensuring shared understandings, meanings and goals
- Effective communication
- Encouraging reflection
- Commitment to ongoing, professional development
- Monitoring and assessing practice
- Distributed leadership
- Building a learning community and team culture
- Encouraging and facilitating parent and community partnerships
- Leading and managing: striking the balance

Here the idea of striking a balance between leadership and management is highlighted. The work drew from the REPEY study – also part of the wider EPPE project.

Nupponen (2006a, 2006b) also considers that effective leadership is vital to quality services for young children. Effective leadership frameworks are needed as a starting point towards ensuring quality. Nupponen emphasizes the complex external social activities in which early childhood settings operate (Bergin-Seers and Breen, 2002) and the consequent need for self- reflection. As elsewhere she finds that there has been little Australian research that focuses on the leadership

and management role of heads (directors) of centre-based child care. National figures of children entering childcare is unavailable in Australia (OECD Country Note, 2001), but in Queensland where she was researching, more children attend private provision rather than community-managed centres. Her study included case studies of directors of child care centres, based on interviews with them. She concludes that training and experience in business management and leadership is needed in order to enhance the competence of centre managers.

Solly (2003) highlights: enthusiasm, passion, inspiration and advocacy as leadership qualities. Whalley (2005) emphasises influence rather than authority as an important element of leadership. What comes through most sources is that there is a high potential for leadership activity in the field of early childhood. What is less clear in the literature is who provides quality leadership, and agreement about who might do so in early childhood services in the future is still more elusive and under-researched. The paucity of research into early childhood leadership in the UK is beginning to be addressed through studies led by Janet Moyles (2004) and Carol Aubrey (2007). The new Scottish workforce categories include 'Lead Practitioner' and herald a need for research into the roles played by the various professionals responsible for early childhood services, integrated services and schooling in Scotland.

There is however ample research cited to support the claim that the higher the quality of early childcare and education, the greater the contribution to positive learning outcomes for children (Vandell and Wolfe, 2000). Such evidence

supports education and training initiatives that aim to raise the level of education of practitioners, and to include a leadership level in that training. Bronfenbrenner's ecological systems theory offers the idea that children's development takes place through the interrelationships between the various levels of environment they occupy and interactions with others who form part of their environment. It is possible to reflect that unless those out-of-home environments are led by practitioners with 'formal leadership training or credentials', quality is less likely to be sustained. Since most early childhood settings are presently led by practitioners who have lacked until now the opportunity to engage in leadership training – a crucial variable in ensuring quality (Nupponen, 2003b), a political commitment or culture is required, so creating the opportunity for improvement in the quality of early childhood services as newly trained leaders become agents for change.

Bella and Bloom (2003)'s study *Zoom: The Impact of Early Childhood Leadership Training on Role Perceptions, Job Performance, and Career Decisions* was conducted with a sample of 182 participants who took part in two different models of leadership training up until 2003. The study set out to look at the impact of the forms of training on role perceptions, job performance and career decisions in the sample group. Self-report questionnaires were used as well as follow-up interviews. The research questions guiding this study were clustered into four areas:

- i. Current job status and motivations for staying or in leaving the field

- ii. Perceived short- and long-term outcomes from having participated in leadership training
- iii. Subsequent professional development experiences and knowledge of professional development resources
- iv. Feedback on the design and delivery of training.

Participants reported the link between their sense of empowerment following training, their consequent raised sense of self-esteem and the impact of both on their leadership role. This new confidence had been sustained and continued to allow participants to take on new challenges. Ratings of 'novice', 'capable' and 'master' were used in this study to provide data for change in feelings of competence. The percentage viewing themselves as 'master' changed from 10% to 50% as a result of the 'Taking Charge of Change' model of leadership training. In this study further statistical analyses were undertaken to establish which background variables correlate strongly with participants' perceptions of competence in a leadership role. It was found that perceptions of competence are linked most strongly to the level of education of the participant and less to years of experience either in the field or in an administrative role. New perspectives on their leadership role allowed individuals to move beyond 'nitty-gritty', day-to-day matters, and to adopt a more strategic role in which they developed a vision of what they wanted their service to become and a strong sense of what this meant in their community.

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According to Wikipedia a school curriculum is the aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. A curriculum is not information or activities, it is a plan for learning, and therefore the learning has to be accessible. After all, the important thing is not whether a particular activity or piece of material...is accessible; the important thing is whether the learning for which the material or activity is designed is accessible. (Hitchcock, Meyer, Rose and Jackson, 2002)

Recent research on brain development shows the importance of the early years. Quality experiences in children's early years are critical for further social, emotional, physical and cognitive development. To provide quality experiences, knowledge of child development is essential but knowledge of each individual child is also required to make decisions about curriculum. Curriculum for young children must be designed for the children's current developmental level, not for the future level expected at the time of school entry (Wang 2006) asserts that an effective ECE curriculum should be an integration of sufficient care and involvement from family and pre-school caregivers together with educational stimulation. A good ECE program should be built around a good learning environment with an effective, well-thought out curriculum. "While no single curriculum or pedagogical approach can be identified as best, children who attend well-planned, high-quality ECE programs in which the curriculum aims are specified and integrated across domains tend to learn more and are better prepared

to master the complex demands of formal schooling." (Bowman, Donovan and Burns 2001)

Studies show that curriculum is important to children and that the model adopted influences children for example in the United States, it was found that students studying in systems with a focused and coherent curriculum will fare better than students in systems learning from crowded and distinct units (OECD, 2008). In china Wu (1996) shows that although there is no national curriculum, what a great number of pre-school curriculums in China have in common is less structured or guided playtime and more studying. According to him a common method of teaching in Chinese pre-school is learning by rote or recitation in unison in class and yet children learn through playing and other hands-on experience. He argues that "the concept of governing, monitoring, interfering, and controlling summarizes teachers' consistent actions to maintain order and discipline in the classroom. This emphasis in the ECE curriculum is less effective in increasing school readiness and participation in curricular activities, or worse, can generate negative effects on a child's early development.

In Kenya Kabiru (1992) notes that the pre- school curriculum has not been fully implemented due to lack of materials like play materials, this can affect children participation in curricular activities. However there are fewer empirical studies available on the impact of preschool curriculum on participation in curricular activities because of the complexity involved in measuring and isolating the

impact of curriculum. The study would therefore like to fill this gap by investigating the impact of the curriculum on pre-school performance in curricular activities.

Njenga and Kabiru (2001) study in Embu, they found that those head teachers who are not involved in the preschool classroom intervention and where the teachers were untrained there was had higher rate of school dropout lower academic achievement among their pre-school children.

According to Aberu (2006), the head teachers of different ages manifested different administrative training needs. However, in this study indicated that the head teachers' background characteristics do not seem to influence their specific tasks to teachers, children and parents This lack of association between tasks and background characteristics of head teachers may suggest that what head teachers undertake may be determined by other factors like their lack of expertise in preschool affairs and lack of time as explained in other sections of the findings and discussions

Basically, many preschool teachers need support from the head teachers, who in most cases are trained teachers (Republic of Kenya, 2005) because about 65% of preschool teachers in Kenya are untrained (Mariani, 2002). This may compensate a lot of time for head teacher's involvement in classroom matters. Thus, the preschool teacher is left solely with classroom management.

Curriculum implementation in pre-school is one area in which the head- teacher should be familiar with to ensure effective implementation. In this context, it is the head- teacher's responsibility to supervise the extent to which activities of teachers, children and parents are fulfilling to meet the demands of curriculum implementation (Gatumu & Ciumwari, 2010)

The function of preparing children for primary schooling is one of the objectives of preschool education (Abere, 2006). This suggests the head teachers' limited involvement in evaluating preschool classrooms interventions. This raises concerns about classrooms manned by untrained preschool teachers, as the head teachers do not have full control of preschool classroom management (Njenga and Kabiru, 2001).

## **2.6 Summary of the Literature Reviewed**

Based on the literature reviewed, it can be noted that most of the research done on school leadership has concentrated much on primary and secondary education leaving a gap in early childhood education hence the need to fill this gap. Literature on ECDE teacher variables and its effect on children's participation are also limited as is literature on school location and leadership and participation in curricular activities especially in Kenya and specifically Lambwe division this is the gap the study intends to fill.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter outlines the research design and methodology that will be used in the study. It describes research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, data collection methods, data analysis and logistical and ethical considerations.

#### 3.1 Research Design

The study used descriptive survey and correlation research designs. According to Mugenda and Mugenda (2003), descriptive survey involves systematic empirical enquiry in which the researcher has no direct control of the independent variables because the manifestation had already occurred. Descriptive survey was more appropriate because the research did not in any way manipulate the variables and the design had the ability to gather data from a large sample hence become economical. Correlation research design was also used to discover the relationship between the variables under study. The choice of the design was based on its ability to explore the relationship among variable that cannot be manipulated experimentally (Orodho, 2009). It was also suitable because the study was attempting to compare preschool children's performance with school environmental factors

## **3.2 Variables**

The study dealt with two major variables, i.e, independent variables and dependent variables.

### **3.2.1 Dependent Variable**

The dependent variable was children's performance in curricular activities. It was depicted by the average score of children's performance in curricular activities. This was measured in terms of overall performance of children on all activity areas in the school and how they adapt to the school.

### **3.2.2 Independent Variables**

These were the variables school environment factors which could influence the performance of children in curricular activities in the pre-primary schools, and they were:

- i. **School location**
  - Urban
  - Rural
- ii. **ECDE teacher variables**
  - Qualification and Experience
  - Teaching Methods
  - Organization of the curriculum
- iii. **School leadership**
  - Relationship between children.
  - involvement in school programs

- Supervision of school programs

### **3.3 Location of the Study**

The study was conducted in Lambwe Division Mbita District in Kenya. Lambwe division is in Mbita District which is an administrative district within Homa Bay County. Its capital town is Mbita. The basic reading and writing levels among pre-school is at 53.8% in Lambwe Division. (Area Education Office 2013) The area was selected because of the poor performance in curricular activities of children in early childhood and besides it has all the types of early childhood centres that is Religious Organization sponsored pre-primary school, community owned, public, and private sponsored.

### **3.4 Target Population**

The target population of this study was 60 teachers of all the pre-primary schools in Lambwe Division Mbita District and two area district quality assurance officer.

### **3.5 Sampling techniques and sample size**

#### **3.5.1 Sampling Techniques**

Respondents were selected using simple random sampling. This sampling method is conducted where each member of a population has an equal opportunity to become part of the sample. As, this is the most efficient sampling procedure since it eliminates bias (Saunders, Lewis & Thornhill, 2003)

Sampling was done by first defining the population, listing down the members and selection of the sample was made using the lottery method. In this case each of the  $N$  population members was assigned a unique number written on pieces of paper. The numbers were placed in a bowl and thoroughly mixed and drawn; the number picked from the bowl was selected to participate in the study. Those who picked numbers from one to twenty were included in the study. Since the quality assurance officers are only two, both were purposively interviewed.

### 3.5.2 Sample Size

According to Krejcie & Morgan (1970) a sample size of 53 from a target population of 60 ECDE teachers, that is, 88 % of the total population is appropriate for descriptive studies when level of confidence is 95% and margin of error is 5%. Also total sampling method was used to sample the Two Quality Assurance and Standard Officers in the division. Lambwe had only 2 quality assurance officers (QASOs) and therefore both were purposively selected.

**Table 3.1 Sampling Frame**

Participants	Target Population	Sample Size	Percentage
Teachers	60	53	(88%)
QASOs	02	02	(100%)

### 3.6 Research Instruments

Data was collected using questionnaires for pre -school teachers and interview guide for area district quality assurance officers.

### **3.6.1 Questionnaires**

The researcher used questionnaires to collect data from teachers. 53 questionnaires were administered to pre-school teachers. A semi-structured questionnaire was constructed by the researcher with four sections that is A, B, C and D. Section A involved questions regarding the performance in curricular activities of children while section B involved questions on school location , section C asked questions on ECDE teacher variables and section D on school leadership. They included open and close ended. Questionnaires were the main instruments of data collection. They were appropriate because they helped to gather a lot of information in a short period of time and since the teachers were many, the researcher saved a lot of time and money. Besides, due to their confidentiality the participants did not shy away from answering them honestly

### **3.6.2 Interview schedule**

This instrument was used to collect data from the quality assurance officer.

### **3.7. Piloting Study**

The prepared instruments were piloted in two pre-primary schools in Lambwe division. The purpose of piloting was to examine the quality or the appropriateness of the prepared instruments. The clarity of the items to the respondents and the adequacy of time to respond to the items were thus evaluated. According to Borg and Gall (1989) a pilot or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. A pilot study can

reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large-scale studies

### **3.7.1 Validity of Instruments**

Validity of the instruments was tested using content validity. According to Amin (2005) content and construct validity is determined by expert judgment. The validity of the questionnaire was achieved by ensuring that items cover all objectives and variables of the study.

### **3.7.2 Reliability of Instruments**

Test-retest method was used to test the reliability of the instruments. In this case the same instrument was administered twice. The scores of each administration were recorded separately. Pearson's product moment formula was used to calculate the correlation coefficient between the tests. The test analysis yielded a correlation coefficient of 0.90 for objective one and three while the correlation coefficient was 8.8 for objective two which meant that the instrument was reliable since the average general correlation coefficient was 0.89.

### **3.8. Data Collection Procedures**

Data collection started by obtaining a letter of introduction from the Dean, School of Education, Kenyatta University, to conduct research in Lambwe Division. Letters were written to pre-school Administrators of Lambwe division informing them of the study and its purpose. Data was solicited from the pre-school head

teachers and teachers Lambwe division, Mbita District using self completion questionnaires for teachers. Teachers were expected to respond promptly to the items in the questionnaires by writing or ticking the appropriate responses. The questionnaires were delivered to the respondents in the sampled pre-schools by the researcher who also briefed the respondents on how to use them. A period of one week was given for the respondents to complete the questionnaires which the researcher then collected from the pre-schools.

For the interview with the quality assurance officer the researcher made appointment with them. The interviews were carried out face to face as the researcher noted down the responses. Data gathered from the research instruments was then computed for interpretation.

### **3.9. Data Analysis**

Information obtained from questionnaires and interviews was coded and updated on a coding framework. Qualitative and quantitative methods were used to analyze data. Descriptive statistics such as frequencies, means and percentages were calculated. Inferential statistics i.e. Pearson moment correlation was used.

### **3.10 Logistical and Ethical Considerations**

The ethical considerations were taken into account in this study. They include: crediting other peoples work to avoid plagiarism. Permission to carry out the research was sought from the Dean School of Education Kenyatta University and National Commission for Science, Technolgy and Innovation (NACOSTI) to conduct research in Lambwe Division. Informed consent to carry out the study in

the pre-schools was sought from the pre-school administrators. In data collection, the respondents were guided with an aim of seeking their volunteerism in the study. Emphasis was made on confidentiality as the respondents from the involved institutions were coded instead of reflecting their names. Respondents were requested to sign in the informed consent form and findings of the research were presented in a generalized manner.

## CHAPTER FOUR

### FINDINGS, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter presents findings, interpretations and discussions according to the study objectives which were:

- i) To find out the influence of school location on children's performance in curricular activities in Lambwe division, Mbita district.
- ii) To determine the influence of ECDE teacher variables on children's performance in curricular activities in Lambwe division, Mbita district.
- iii) To find out the influence of school leadership on children's performance in curricular activities in pre-primary schools in Lambwe division, Mbita district.

The findings are presented in the order of the objectives.

#### 4.2 General and Demographic Information

The general and demographic information included; the research subject's response rate, gender, marital status and their feedback on the status of school environmental factors and pre- primary school children's performance in curricular activity areas.

#### 4.2.1 General Information

This section presents the finding on questionnaire return rate and interview turn outs .The number of respondents that were targeted in the study was 53 ECDE teachers and 2 QASOs. Table 4.1 presents the response rate.

**Table 4.1 Questionnaire Response Rate**

NO.	Respondents	Sample size	Number of Respondents	Response rate (%)
1	<b>ECDE Teachers</b>	53	50	94.34%
4	<b>QASOs</b>	2	2	100%
	<b>Total</b>	<b>55</b>	<b>52</b>	<b>94.55%</b>

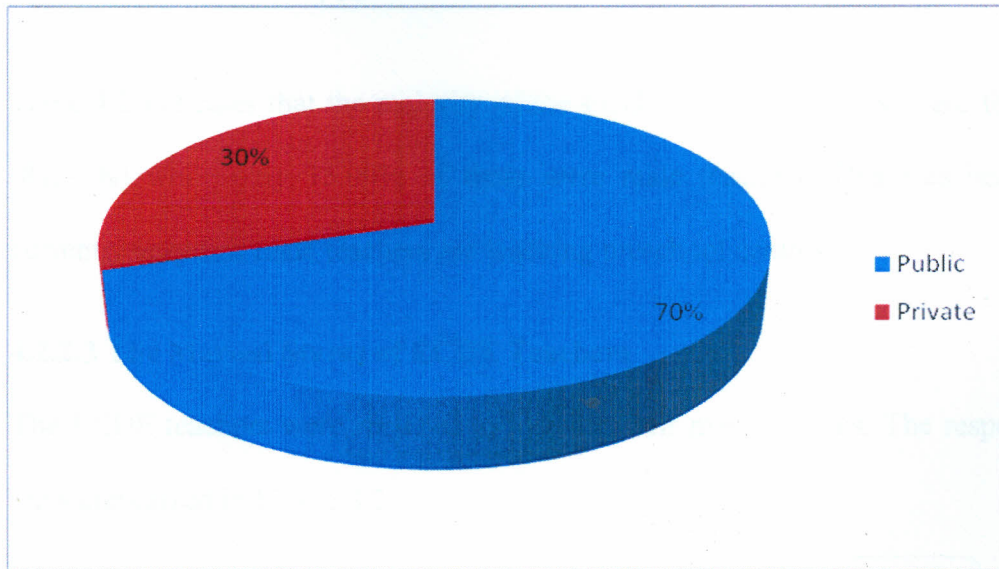
Table 4.1 indicates that 53 ECDE teachers were targeted for the study and almost all of the teachers returned their questionnaires (94.34%) for analysis. It is also noted that all (100%) of the two targeted QASO respondents turned up for the interview. At the sometime we note that 5.66% of the teachers' questionnaires were not used for data analysis since some of them were not returned and others were incorrectly filled.

#### 4.2.2. Demographic Data

This section presents data on the sampling units that were captured during the study that included type of pre-school, gender, marital status and educational level of the ECDE teachers.

#### 4.2.2.1 Type of School

The teachers were required to indicate the type of schools they taught and their responses are presented in figure 4.1 as shown below.



**Figure 4.1 Pre-schools type**

From figure 4.1, we note that the majorities (70%) of the sampled schools were public pre-primary school and only 30% were private schools. This was due to the fact that there were more public preschools in the division than the private school one.

#### 4.2.2.2 Gender of the ECDE Teacher Respondents

The ECDE teachers were asked to indicate their gender in the teacher's questionnaire; their responses are summarized in table 4.2.

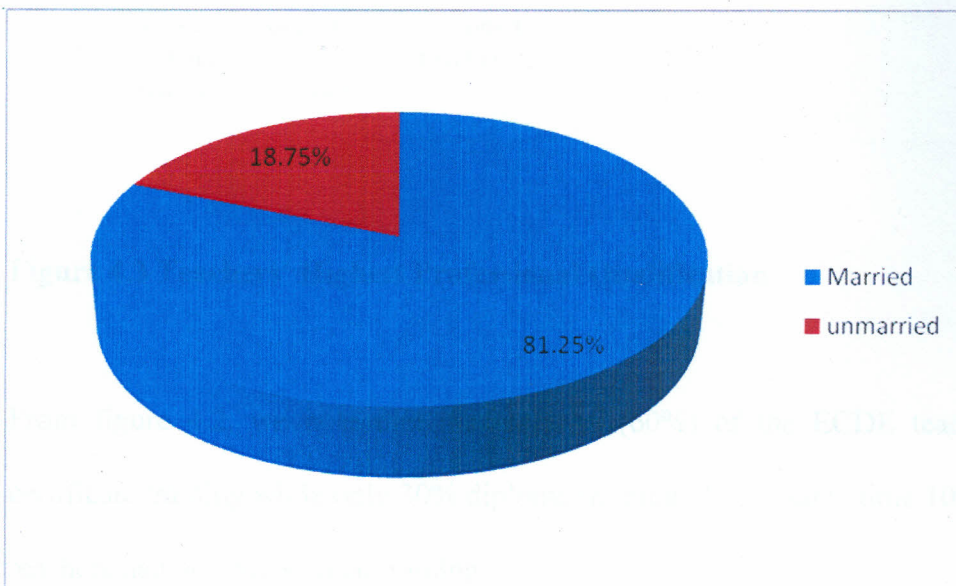
**Table 4.2 ECDE Teachers' Gender**

Response	Frequency	Percentage
Male	8	15.09%
Female	45	84.91%
<b>Total</b>	<b>53</b>	<b>100%</b>

Table 4.2 indicates that the majority of the ECDE teachers sampled were female (84.91%) while only 15.09% of them were male teachers. This was because currently very few male teachers are teaching preschool centres.

#### 4.2.2.3 The Marital Status of ECDE Teachers

The ECDE teachers were required to indicate their marital status. The responses are summarized in Figure 4.2.

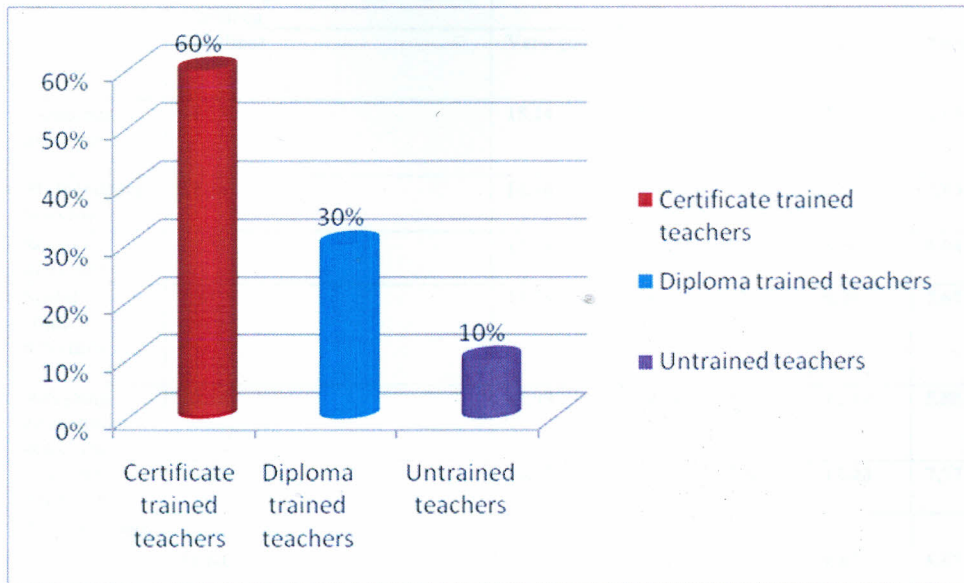


**Figure 4.2 Teachers' Response Rate in terms of Marital Status**

From figure 4.2, it is evident that majority of the respondents were married (81.25%) and only 18.75% were unmarried.

#### 4.2.2.4 Teachers' Professional Qualification

The ECDE teachers were required to indicate their highest level of professional training. Their responses are summarized in Figure 4.3.



**Figure 4.3 Teachers' Highest Professional Qualification**

From figure 4.2, we note that the majority (60%) of the ECDE teacher had certificate training while only 30% diploma training. At the same time 10% of the teachers had no professional training.

### 4.3 The School Location and ECDE Children's Performance in Curricular Activities

Section 4.3 present the results based on the first objective for this study which was to find out the influence of school location on children's performance in

curricular activities. In order to achieve the objective the ECDE teachers were required to provide the information on their ECDE children's performance in various curricular activities. Their responses are summarized in table 4. 3.

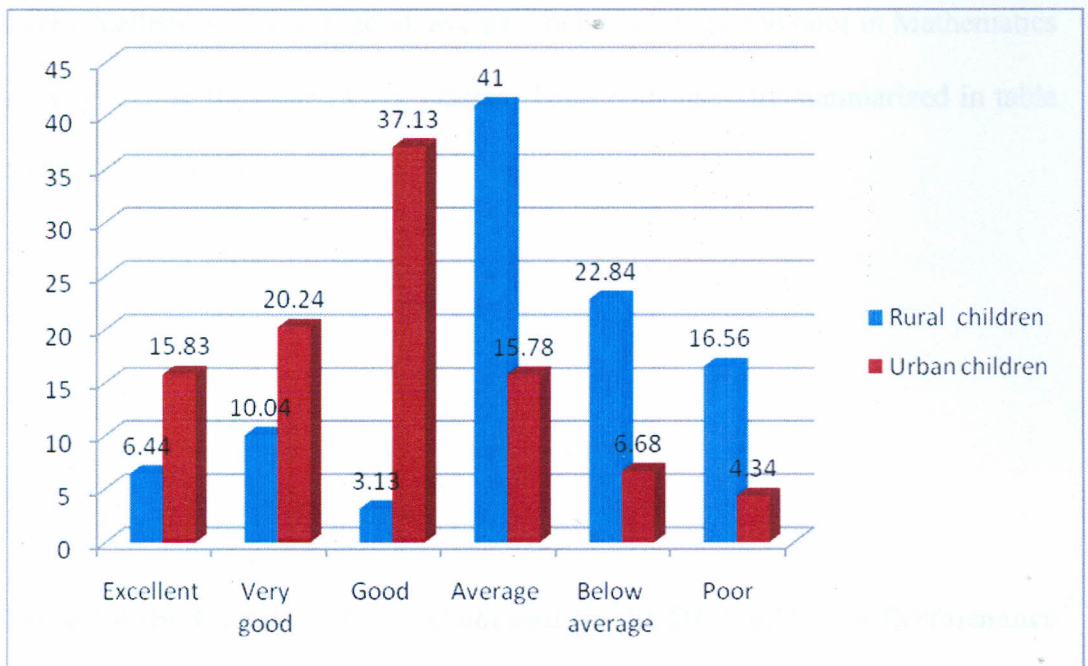
**Table 4.3 the General ECDE performance in Various Activity Areas**

	The Children's Performance In Various Activity Areas						
	Percentage of the ECDE Children						
	Excellent	Very good	Good	Average	Below average	Poor	Total
Language activities	11.13	15.14	20.13	28.39	14.76	10.45	100
Mathematics activities	12.46	14.76	24.12	35.56	5.67	7.43	100
Science activities	11.56	15.23	26.12	36.89	5.56	4.64	100
Social studies activities	7.91	19.79	36.22	20.13	8.28	7.67	100
Religious education activities	10.34	11.99	34.26	25.36	12.17	5.88	100
Creative activities	10.46	13.67	29.83	25.84	12.43	7.77	100
Total average	10.64	15.09	30.11	28.76	8.82	6.67	100

From table 4.3, we note that social studies was the best performed curricular activity in which more than half (63.92%) of the ECDE children were above average. Others well performed curriculum areas were Mathematics, Science, Religious education and Creative activities that 51.34%, 52.91%, 56.59% and 53.96% of the ECDE pupils were above average respectively. Further it was noted that in Language activities more than half (53.6%) of the ECDE children were either average or below average. In general average performance in all curricular activities more than half of the (55.84%) of the ECDE children were above average.

### 4.3.1 The Location of the school and the ECDE Children's Performance in Language activities.

The ECDE teachers were required to indicate the percentage of the learners who were excellent, very good, good, average, below average and poor in language activity area in their ECDE centre. Their responses are summarized in figure 4.4 as shown below.



**Figure 4.4 Location of the school and the ECDE Children's Performance in Language activities**

From figure 4.4, we note that ECDE children in urban school perform relatively better than their counter parts in rural school since more than two thirds (73.2%)

of the ECDE children were above average while only 19.61% of the pupils from rural schools were above average from rural schools. Hence we can conclude that the location of the school greatly influence the learners abilities in language activities in that the location favors urban schools than rural schools.

#### **4.3.2 Location of the school and the ECDE Children’s Performance in Mathematics activities**

The ECDE teachers were required to indicate the percentage of the learners who were excellent, very good, good, average, below average and poor in Mathematics activity area in the their ECDE classes. Their responses are summarized in table 4.4 as shown below.

**Table 4.4 the Location of the school and the ECDE Children’s Performance in Mathematics activities**

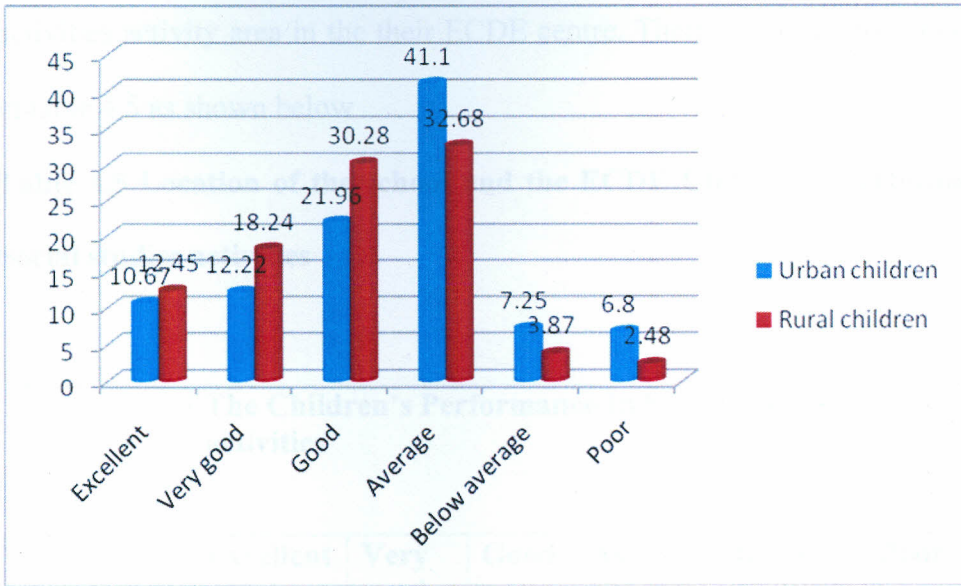
	<b>The Children’s Performance Mathematics activities</b>						
	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Below average</b>	<b>Poor</b>	<b>Total</b>

<b>Rural children</b>	<b>12.14</b>	<b>13.93</b>	<b>19.38</b>	<b>36.67</b>	<b>6.58</b>	<b>11.30</b>	<b>100</b>
<b>Urban children</b>	<b>12.78</b>	<b>15.59</b>	<b>28.86</b>	<b>34.45</b>	<b>4.76</b>	<b>3.56</b>	<b>100</b>
<b>Average performance</b>	<b>12.46</b>	<b>14.76</b>	<b>24.12</b>	<b>35.56</b>	<b>5.67</b>	<b>7.43</b>	<b>100</b>

From table 4.4, we note that ECDE children in urban school perform better than their counter parts in rural school since more than half (57.23%) of the ECDE children were above average while only 45.45 % of the children from rural schools were above average. Hence the study results indicate that children in urban environment perform relatively better than those children in rural setting in Mathematics activity area.

#### **4.3.3 Location of the school and the ECDE Children's Performance in science activities**

The ECDE teachers were required to indicate the percentage of the learners who were excellent, very good, good, average, below average and poor in Science activity area in the their ECDE centre. Their responses are summarized in figure 4.5 as shown below



**Figure 4.5 Location of the school and the ECDE Children’s Performance in science activities**

From figure 4.5, we note that ECDE children from rural school perform better than their counter parts from urban school since more than half (60.97%) of the ECDE children were above average while only 44.85 % of the pupils from urban schools were above average. Hence the study results indicate that children in rural environment perform relatively better than those children in urban setting in science activity area.

**4.3.4 Location of the school and the ECDE Children’s Performance in Social studies activities**

The ECDE teachers were required to indicate the percentage of the learners who were excellent, very good, good, average, below average and poor in social

activities activity area in the their ECDE centre. Their responses are summarized in table 4.5 as shown below

**Table 4.5 Location of the school and the ECDE Children’s Performance in Social studies activities**

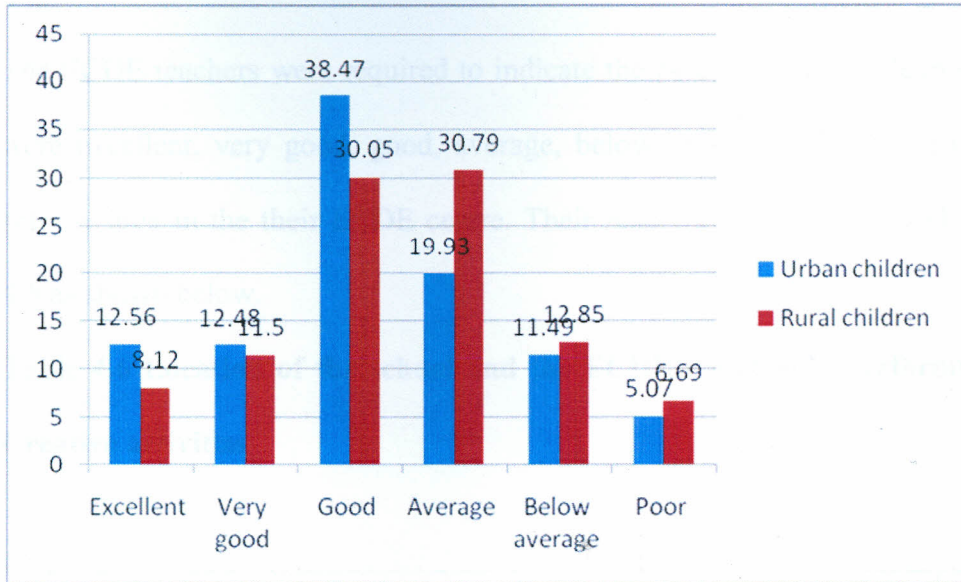
	<b>The Children’s Performance In Social studies activities</b>						<b>Total</b>
	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Below average</b>	<b>Poor</b>	
<b>Rural children</b>	6.96	15.12	32.16	25.02	10.27	10.47	100
<b>Urban children</b>	8.86	24.46	40.28	15.24	6.29	4.87	100
<b>Average performance</b>	7.91	19.79	36.22	20.13	8.28	7.67	100

From table 4.5, we note that ECDE children in urban school perform better than their counter parts in rural school since more than three quarters (73.6%) of the ECDE children were above average while only 54.24 % of the pupils from rural schools were above average. Hence the study results indicate that children in urban environment perform relatively better than those children in rural setting in social activities area.

#### **4.3.5 Location of the school and the ECDE Children’s Performance in Religious activities**

The ECDE teachers were required to indicate the percentage of the learners who were excellent, very good, good, average, below average and poor in religious

activity area in the their ECDE centre. Their responses are summarized in figure 4.6 as shown below



**Figure 4.6 Location of the school and the ECDE Children’s Performance in Religious activities**

From figure 4.6, we note that ECDE children from urban school perform better than their counter parts from rural school since more than half (63. 51%) of the ECDE children were above average while only 49.67 % of the pupils from urban schools were above average. Hence the study results indicate that children in urban environment perform relatively better than those children in rural setting in Religious activity area.

### 4.3.6 Location of the school and the ECDE Children's Performance in Creative activities

The ECDE teachers were required to indicate the percentage of the learners who were excellent, very good, good, average, below average and poor in Creative activity area in the their ECDE centre. Their responses are summarized in table 4.6 as shown below.

**Table 4.6 Location of the school and the ECDE Children's Performance in Creative activities**

	The Children's Performance In Various Activity Areas						Total
	Excellent	Very good	Good	Average	Below average	Poor	
<b>Rural children</b>	12.46	16.47	34.58	22.09	10.24	4.16	100
<b>Urban children</b>	8.46	10.87	25.08	29.59	14.62	11.38	100
<b>Average performance</b>	10.46	13.67	29.83	25.84	12.43	7.77	100

From table 4.6, we note that ECDE children from rural school perform better than their counter parts from urban school since more than half (63. 5%) of the ECDE children from rural environment are above average while only 44.41 % of the pupils from urban schools were above average. Hence the study results indicate that children in rural environment perform relatively better than those children in urban setting in creative activities area.

In summary, the current study indicates that children in urban school performs relatively better in language activities, mathematics activities, social studies activities and religious education activities while rural schools children perform relatively better in creative activities and science activities. This findings show that the location of a school does not favor the performance of all curricular activities.

The current findings conquer with the study in America by Linda (2010) on the impact of location on pre-school children that found that preschool children in rural American schools did not participate fully in curricular activities because rural children were more likely to be poor than children in urban areas. The study further indicated that rural parents and communities lack awareness about what a quality program should look like and preschools in rural setting lack the necessary materials to help children fully participate in curricular activities.

However the current study is inconsistent with a study Alokun (2010) that found that students' problems in rural area are strongly associated with poor performance and location does not affect children performance. This is also supported by a study in Australia by Considine and Zappala (2002) that found out that geographical location do not significantly predict outcomes in school performance. Further a study in South Africa by the Department of Education (2007) indicated that there was no significance difference in the performance of children in rural and urban school but the differences are due to parental involvement towards high academic standards of their children.

#### 4.4 The ECDE Teacher Variables and Children's Performance in Curricular Activities

The second objective for the study was to determine the influence of the ECDE teacher variables on children's performance in curricular activities in pre-primary schools. In order to achieve the objective the ECDE teachers were required to indicate the commonly used approach in teaching pre-school children. Their responses were as summarized below.

**Table 4.7 The Common Approach Used By The Teacher**

Teaching approaches	Frequency	Percent	Cumulative Percent
Child-centered approaches	43	80.65	80.65
Teacher-centered approaches	10	19.35	100.0
<b>Total</b>	53	100.0	

From table 4.7, we note that more than three quarter (80.65%) of the teacher were used child-centered approach of teaching while only less than a quarter (19.35%) of the teachers dominate classroom lessons with teacher-centered approaches.

##### 4.4.1 The Teaching Approaches and ECDE Children's General Performance

The teachers' responses on the commonly utilized approach in teaching of the ECDE children were respectively compared with their pre-school performance in various activity areas. The results are presented in table 4.8.

**Table 4.8 The Common Used Approach And The Children's General Performance**

	The Children's Performance In all curriculum Activity Areas						Total
	Excellent	Very good	Good	Average	Below average	Poor	
Teacher-centred approaches	8.80	10.73	22.93	36.89	11.96	8.87	100
Learner-centred approaches	12.48	19.45	37.29	20.63	5.68	4.47	100
Total average	10.64	15.09	30.11	28.76	8.82	6.67	100

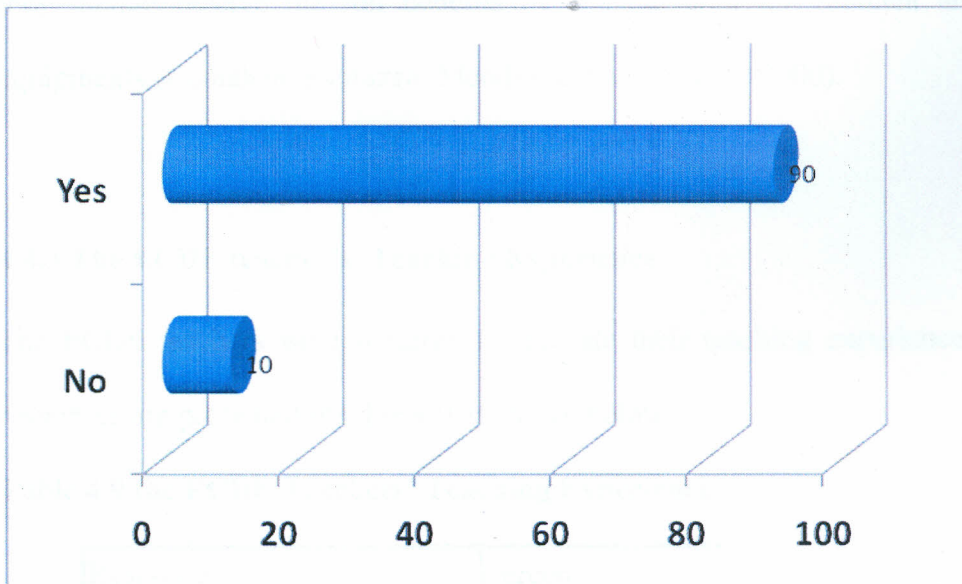
From table 4.8, we note that children from schools where the teachers commonly utilized child-centered approaches in teaching perform relatively better than those from schools in which teachers utilized teacher-centered approaches. This is due to the fact that more than two thirds (69.22%) of the children in schools where the curriculum was delivered through child-centered performed above average in various curriculum activities areas while only 44.46% were above average from those schools where teachers dominated the teaching and learning processes.

In relation to the teaching approach used and the performance in curricular activities, the current findings are consistent with a study in USA conducted by

Heroman , Burts , Berke & Bickart (2010) on Teaching Strategies. The findings indicated that the child-centered approach was effective method of teaching in pre-school centres and it promotes better results among pre-school children.

#### 4.4.2 The Utilization of Play as the Teaching Method

The ECDE teachers were required to indicate whether or not they use play in the implementation of early childhood curriculum. Their responses are summarized in figure 4.7 as shown below.



**Figure 4.7 Children Learn Through Play**

From figure 4.7 we note that majority (90%) of Children are frequently taught through play in pre-schools centres while only 10% are not given adequate time to play at school.

The current findings are consistent with the study by UNESCO (2006) which indicates that Early Childhood Education (ECE) should be dominated by play activities. Further, other studies indicate that outdoor environment and play activities are essential and important component of the early childhood curriculum that providing opportunities for holistic development and learning experiences (Elias and Arnold, 2006).

However other studies indicate that due to the fact that Play materials are expensive to buy and improvise in most schools in Kenya (Kiruki, 2007), the children in those schools are unfortunate enough to lack play equipments hence they do not receive the full benefits of this out door environment and play equipments (Coolahan, Fantuzzo, Mendez and McDermott 2000).

#### 4.4.3 The ECDE teacher's Teaching Experience

The ECDE teachers were required to indicate their teaching experience. Their responses are presented in table 4.9 as shown below.

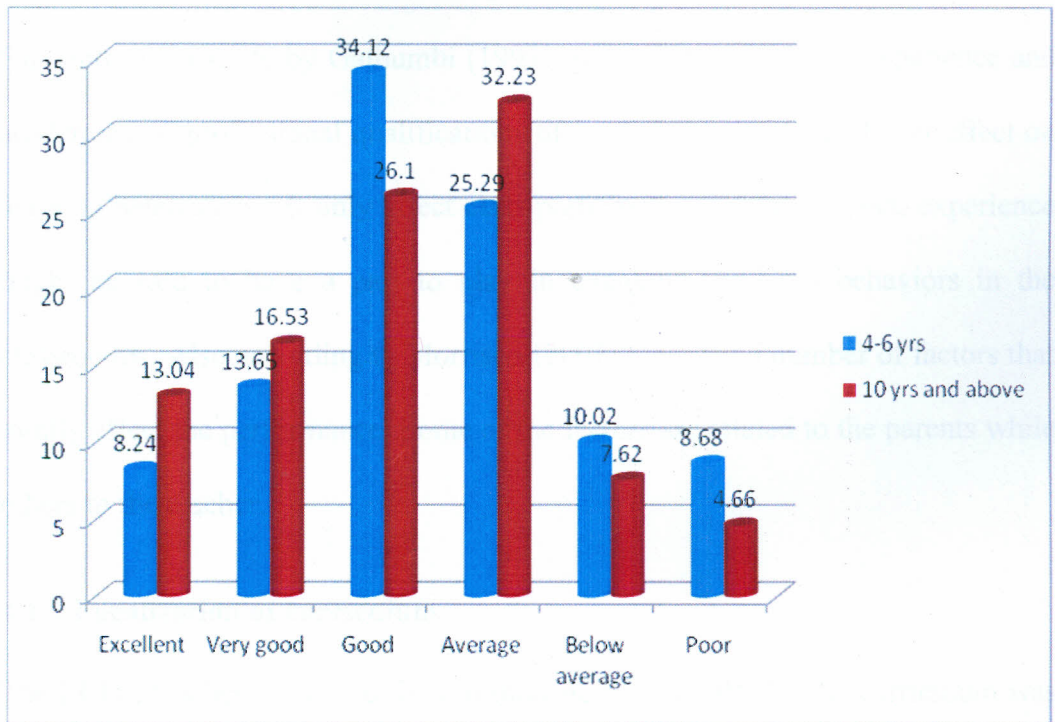
**Table 4.9 the ECDE Teachers' Teaching Experience**

Response	Percent
4-6 yrs	51.61
10 yrs and above	48.39
Total	100.0

From table 4.9, we note that slightly less than half (48.39%) of the teachers had taught for a period of 4-6 yrs while the other half had taught for a period of 10 yrs and above.

#### 4.4.4 Teaching Experience and ECDE Children's General Performance in Curriculum Activity Areas

The ECDE teachers' responses on their teaching experiences were respectively compared with their children's performance in various activity area and the results are presented in figure 4.8.



**Figure 4.8 The ECDE Teachers' Teaching Experience and Children's General Performance in Curriculum Activity Areas**

From figure 4.8, we note that there is no significant difference in the percentages of children who were above average taught by teachers of different teaching experience. This was because the percentages of those children taught by teachers with teaching experience of below and above 6 years were 56.06 and 55.67 respectively.

The current study on ECDE teacher variables found that there was a relationship between

Teachers' experience the children children's performance. This is consistent with a study in Kenya, by Ng'asike (2004) and Ndegwa (2005) on Effective curriculum implementation that found that experienced teacher effectively implemented the curriculum than inexperienced teachers.

On contrarily a study by Gathumbi (1995) indicates that teaching experience and academic and professional qualifications of teachers have no significant effect on learning behavior but it only affect class participation. In this respect, experience might be said to have a part to play in changing teacher's behaviors in the classrooms. Also according to Morrison (2007) there are a number of factors that jointly affect the performance. Some of the factors are related to the parents while others to the teacher.

#### 4.4.5 Localization of curriculum

The ECDE teachers were required to indicate whether the ECDE curriculum was fully localized by the utilization of locally available support materials in their ECDE centres. Their responses are summarized as follows

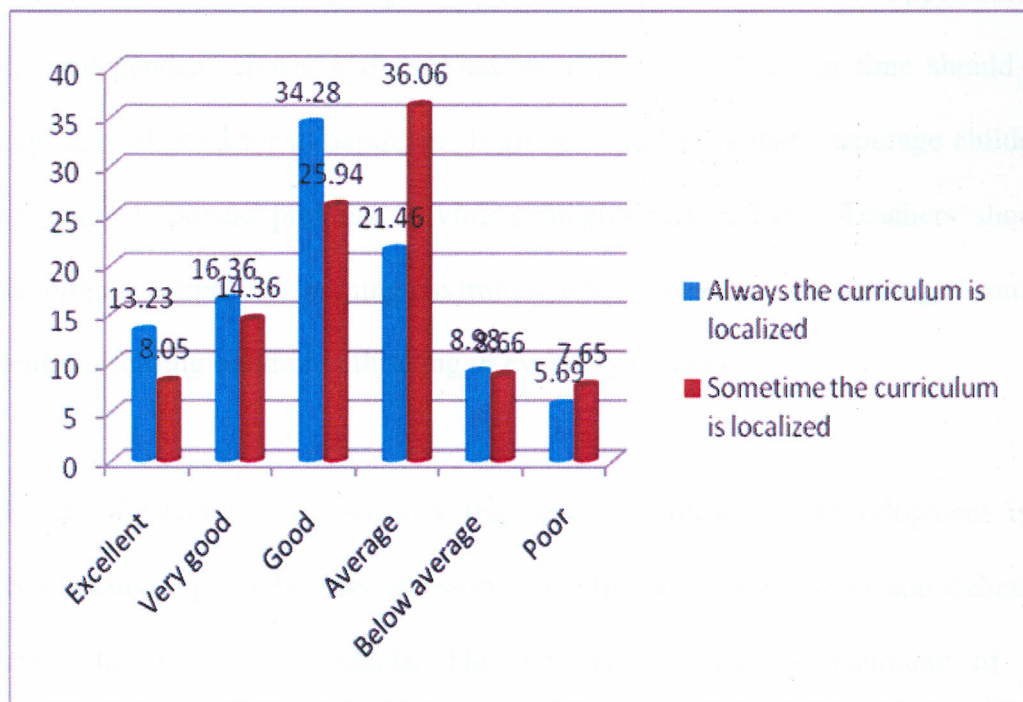
**Table 4.10 Curriculum Localization**

	Frequency	Percent	Cumulative Percent
Sometimes	28	90.32	90.32
Always	3	9.68	100.0
Total	31	100.0	

As shown in figure 4.10, teachers said that the ECDE Curriculum was always localized in very few of the surveyed schools (9.68 %) while in the majority of schools (90.32%), the curriculum was sometimes localized by the full utilization of the locally available teaching and learning support materials.

#### 4.4.6 Localization of curriculum and the Children’s performance

The ECDE teachers’ responses on the localization of the ECDE curriculum were compared with their ECDE children’s performance in various activity areas. The comparison is summarized in figure 4.9.



**Figure 4.9 Localization of curriculum and the Children’s performance**

From figure 4.9, we note that ECDE children in schools where the teachers always localize the curriculum by fully utilization of locally available teaching and learning support materials performs relatively better than those schools in

which teachers only sometime localized the curriculum. This is due to the fact that more than half (63.87%) of the children in schools where the curriculum was localized were above average in various curriculum learning activities while only 48.35% were above average from those schools where teachers only sometime localized the curriculum.

The current findings are supported by a study by Dombro , Jablon & Stetson (2011) in USA that found that young children need ongoing localized opportunities to develop their cognitive thinking through the full utilization of locally available teaching support materials. In addition to daily opportunities for independent choice and exploration, preschool classroom time should be regularly allotted for in depth, small group experiences that encourage children to interact, pursue problem solving strategies and reflect. Teachers should facilitate a supportive learning environment by continuously observing, listening and scaffolding children's thinking in everyday contexts.

Further Epstein (2007) indicates that teacher Professional Development is a continuous, ongoing process necessary in the Implementation of the curriculum to meet the preschool standards. This involves a fully understanding of the curriculum and familiarity with the developmentally appropriate practices necessary for its implementation which are fostered through a well-organized, localized teaching (Helm & Katz, 2000).

#### 4.4.7 Teachers' Professional Qualification and ECDE Children's General Performance in Curriculum Activity Areas

The ECDE teachers were required to indicate their professional qualification. Their responses on professional qualifications were respectively compared with their children's performance in various activity area and the results are presented in table 4.11.

**Table 4.11 Teachers' Professional Qualification and ECDE Children's General Performance in Curriculum Activity Areas**

	The Children's Performance In all curriculum Activity Areas						Total
	Excellent	Very good	Good	Average	Below average	Poor	
<b>Certificates Teachers</b>	10.14	16.81	31.53	23.80	10.68	7.31	100
<b>Diploma Teachers</b>	12.92	14.82	34.58	25.8	7.62	4.26	100
<b>Untrained teachers</b>	8.86	13.64	24.22	36.68	8.16	8.44	100
<b>Total average</b>	10.64	15.09	30.11	28.76	8.82	6.67	100

From table 4.11, we note that the percentage of ECDE children taught by untrained teachers who were above average was relatively lower than that of the trained teachers. Further were note that the percentage of those children taught by diploma teacher was slightly higher (62.32 %) Than those taught by teachers with certificate training that were above average (58.48%).

With regard to teacher's professional qualifications, the percentage of children who were above average and taught by untrained teachers was relatively lower when compared with the trained teachers. Although the percentage of children above average taught by diploma and certificate training teachers were almost the same. The current findings are consistent with a study by Mwangi (2007) in Kenya, Kasarani division that indicated that ECDE teachers with higher qualifications performed relatively better than those with lower professional qualification

This finding is further supported by a study In USA by Resnick & Zill (2002) on the relationships between teacher's beliefs and qualifications to classroom quality in Head Start program that found that teachers with four-year degrees teach effectively in Head Start program.

On the contrary a study by Gathumbi (1995) indicates that teaching experience, academic and professional qualifications of teachers have no significant effect on learning behavior but it only affect class participation. In this respect, experience might be said to play some roles in changing teacher's behaviors in the classrooms. Also according to Morrison (2007) there are a number of factors that jointly affect the performance. Some of the factors are related to the parents while others to the teacher.

#### 4.5 School Leadership and Children's Performance in Curricular Activities

The third objective for this study was to determine the influence of school leadership on children's performance in curricular activities.

##### 4.5.1 The Head teachers' involvement in Children's Activities

The ECDE teachers were required to indicate whether or not the Head teachers were involved in the early childhood learning activities. Their responses are summarized in table 4.12 as shown below.

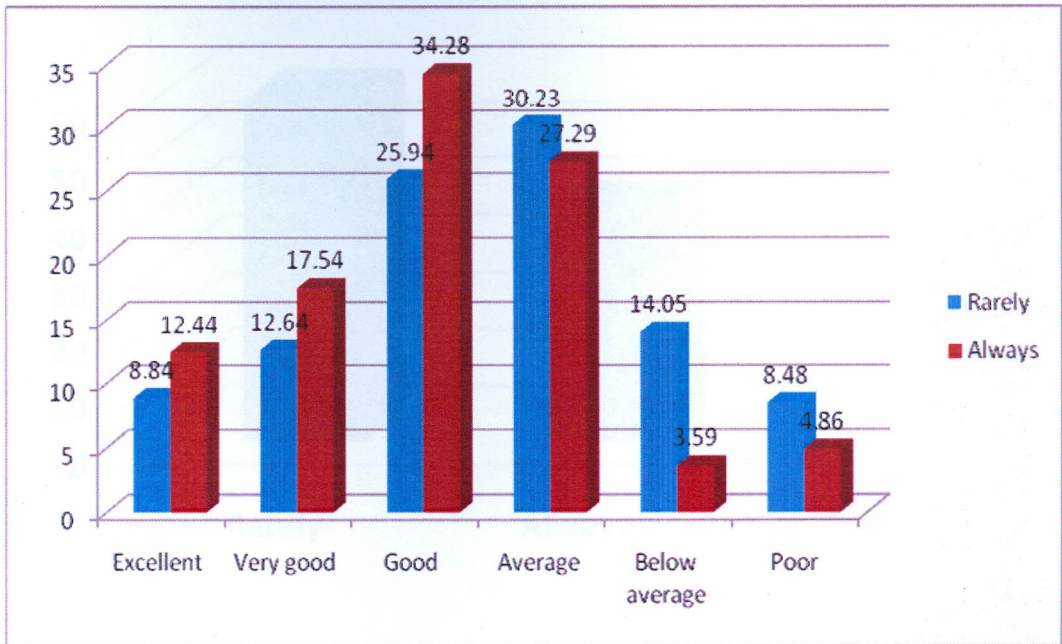
**Table 4.12 the Head Teachers' Involvement in Children's Activities**

Response	Frequency	Percent	Cumulative Percent
Rarely	19	61.29	61.29
Always	12	38.71	100.0
Total	31	100.0	

From table 4.12, we note that Head teachers of most (61.29%) of the surveyed schools rarely involved themselves in children participation while a few (38.71%) head teachers always involved in children participation.

##### 4.5.2 The Head teachers' involvement in Children's Activities and children's general performance in curriculum Activity Areas

The head teachers' frequencies of monitoring the ECDE children learning in various activities were compared with their respective schools' ECDE performance. The comparison is presented in figure 4.10.

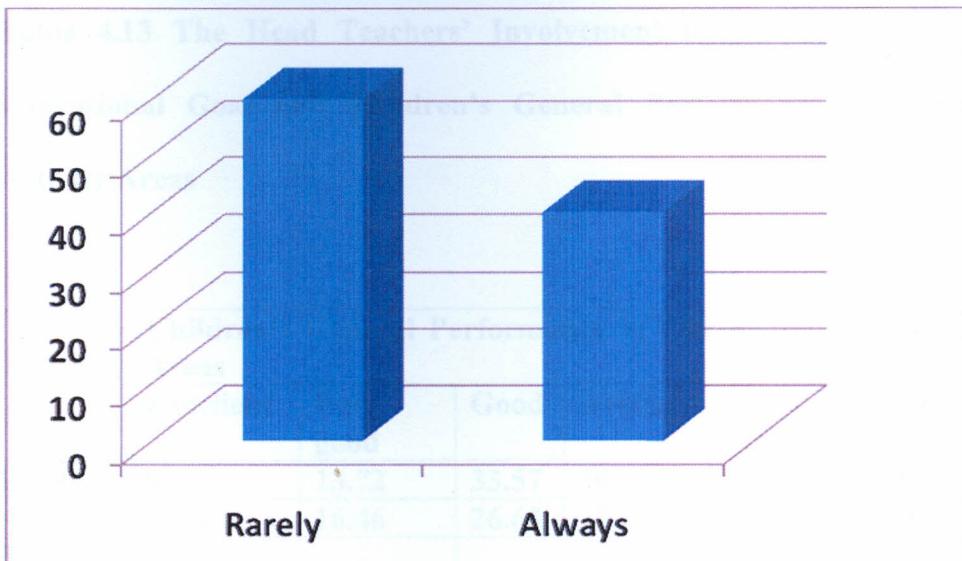


**Figure 4.10 the Head Teachers’ Involvement in Children’s Activities and Children’s General Performance in Curriculum Activity Areas**

From figure 4.10, we note that ECDE children from school where the head teachers always monitor the teaching learning processes in ECDE centres perform relatively better than school where head teacher rarely monitor children’s activity.

**4.5.3 Head teacher’s Involvement in Ensuring the Attainment of Education goals**

The ECDE teachers were required to indicate whether or not their Head teachers were involved in the pre-schools’ attainments of Education goals. Their responses are summarized in figure 4.11.



**Figure 4.11 Head teacher emphasizes Educational Goals**

From figure 4.11, we note that Head teachers of most of the surveyed schools rarely involved themselves in ensuring the attainment of Education goals in the ECDE centres while head teachers from a few schools are always involved in the attainment of the educational goals.

#### **4.5.4 The Head teachers' involvement in the attainment of the Educational Goal and Children's General Performance in Curriculum Activity Areas**

The head teachers' frequencies of monitoring the attainment of the education goal were compared with their respective school ECDE performance. The comparison is presented in table 4.13.

**Table 4.13 The Head Teachers' Involvement in the Attainment of the Educational Goal and Children's General Performance in Curriculum Activity Areas**

	Children's General Performance in Curriculum Activity Areas						Total
	Excellent	Very good	Good	Average	Below average	Poor	
Rarely	8.42	13.72	33.57	30.03	7.96	6.48	100
Always	12.86	16.46	26.65	27.49	9.68	6.86	100
<b>Total average</b>	<b>10.64</b>	<b>15.09</b>	<b>30.11</b>	<b>28.76</b>	<b>8.82</b>	<b>6.67</b>	<b>100</b>

From table 4.13, we note that ECDE children from school where the head teachers always monitor the attainment of Educational goal performed relatively better than school where head teacher rarely monitored the attainment of the Education goals in their respective schools.

#### 4.5.5 Head Teachers' Observation of Lessons in Progress

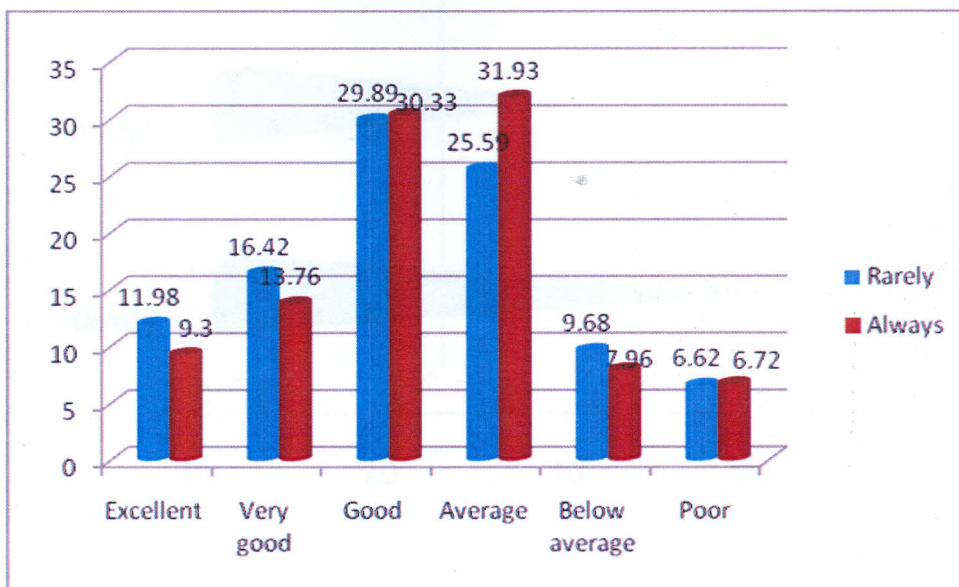
The ECDE teachers were required to indicate whether their head teachers observe lessons in progress in their ECDE centres. Their responses are summarized in table 4. 14.

**Table 4.14 Head teachers' Observation of Lessons in progress**

Response	Frequency	Percent	Cumulative Percent
Rarely	22	70.97	70.97
Always	9	29.03	100.0
Total	31	100.0	

From table 4.14, we note that majority (70.97%) of Head teachers rarely observe ECDE lessons in class in majority of the surveyed schools while a few observe lessons in class.

Further the head teachers' frequencies of observing the ECDE lesson in progress in ECDE centres were respectively compared with their respective ECDE performance. The comparison is illustrated in figure 4. 12.

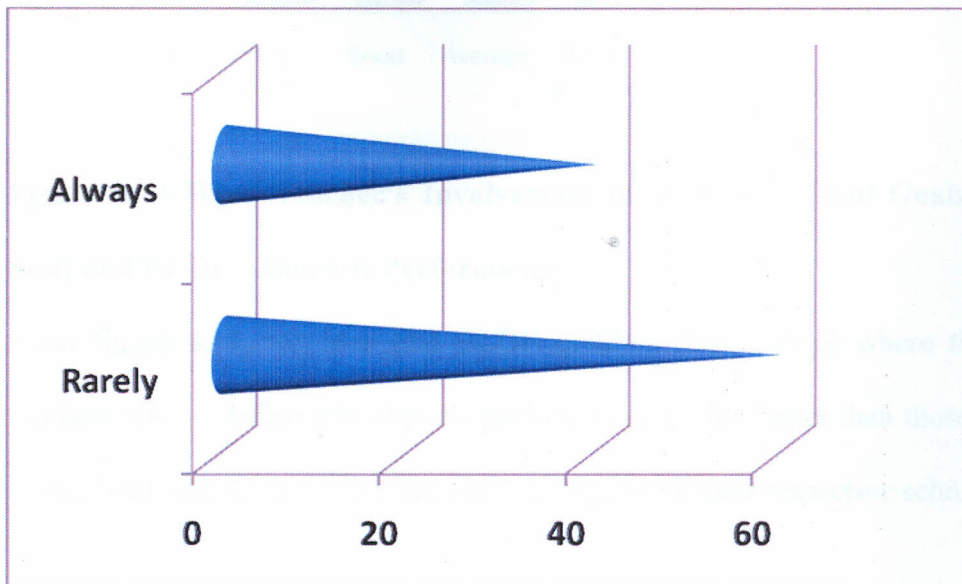


**Figure 4.12 Head teacher Observes Lessons in Class and ECDE performance**

From figure 4.12, we note that ECDE children from school where the head teachers always observe the ECDE lesson in progress perform relatively better than those schools where head teacher rarely observe the ECDE lessons in progress in their respective schools.

#### 4.5.6 The Head Teachers' Provision of Teaching Guidelines and ECDE Performance

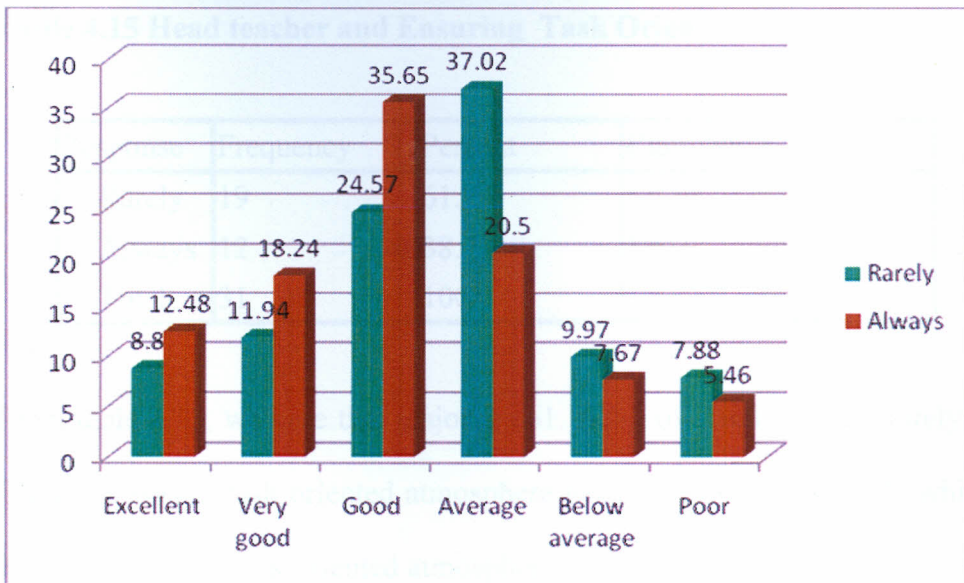
The ECDE teachers were required to indicate whether or not their head teachers provide guidelines in their teaching processes in their ECDE centres. Their responses are summarized in figure 4. 13.



**Figure 4.13 Head teacher Defines School Goals to the Staff**

Figure 4.13 indicates that a large number of head teachers rarely define school goals to the staff in most of the surveyed schools while a few head teachers always define school goals to the staff.

Further the head teachers' frequencies of defining school goals were in tandem with their respective school's ECDE performance. The comparison is illustrated in figure 4. 11.



**Figure 4.14 Head Teacher’s Involvement in Defining School Goals to the Staff and ECDE Academic Performance**

From figure 4.14, we note that ECDE children from school where the head teachers always define school goals performed relatively better than those school where head teacher rarely defined the school goals in their respective schools.

**4.5.7 Head Teacher’s Involvement in Ensuring Task Oriented Atmosphere in School and ECDE performance**

The ECDE teachers were required to indicate whether or not their head teacher ensures task oriented atmosphere in their various ECDE centres. Their responses are summarized in table 4. 15.

**Table 4.15 Head teacher and Ensuring Task Oriented Atmosphere in School**

Response	Frequency	Percent	Cumulative Percent
Rarely	19	61.29	61.29
Always	12	38.71	100.0
Total	31	100.0	

From table 4.15, we note that majority (61.29 %) of Head teachers rarely ensure that there was a task oriented atmosphere in their respective schools while only 38.71% ensured a task oriented atmosphere in their schools.

Further the head teachers' frequencies of ensuring task oriented atmosphere in school were respectively compared with their school's ECDE performance. The comparison is illustrated in table 4. 16.

**Table 4.16 Task Oriented Atmosphere in Pre-School and academic performance in ECDE Centres**

	The Children's Performance In all curriculum Activity Areas						Total
	Excellent	Very good	Good	Average	Below average	Poor	
Rarely	6.80	10.94	25.57	34.02	10.97	11.88	100
Always	14.48	19.24	34.65	23.5	6.67	1.46	100
<b>Total average</b>	10.64	15.09	30.11	28.76	8.82	6.67	100

From table 4.16, we note that ECDE children from school where the head teachers always ensured a task oriented atmosphere perform relatively better than those school where head teacher rarely ensured a good task oriented atmosphere in their respective schools.

The current findings are consistent with a study by HMIE (2000) which indicated a positive relationship between effective leadership and children's achievement in schools. This shows that better leaders are better placed to provide both motivation and direction to colleagues. Further Adebola and Ademola (2011) contend that school leadership is one of the school-environmental factors that have to be reckoned with in students' achievement. Maicibi (2005) also states that proper leadership has direct influence on effective performance and participation of children in schools.

Also the current findings are supported by Cotton (2003) who concurs with the meta-analysis study in USA while exploring the relationship between school head teacher and student achievements in Low socio-economic status schools. The study found that head teachers who were knowledgeable and actively involved with their school's instructional programs had higher numbers of high achieving students than those who managed only the non-instructional aspects of their schools. Similarly in the UK, Harris (2004) asserts that successful leadership in schools has resulted in higher levels of both student attainment and achievements.

On contrary, In Nigeria a study by Adeyemi and Bolarinwa (2013) found that the head teachers' leadership style was a function of students' performance in curricular activities in the school and not thorough supervision of teachers but the respect and attitude toward the students and teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction.

This chapter gives a summary of the findings, conclusion, recommendations and suggestions for additional research areas based on the study findings.

#### 5.1 Summary

This section present the major findings of the study based on the objectives that guided the study.

The current study indicates that children in urban preschools performed relatively better in language, mathematics, social studies and religious education activities while rural schools performs relatively better in creative and science activities.

The findings indicated that:

- The child-centered approaches were the most effective approach of teaching in pre-school centres and it promoted better results among pre-school children.
- There was a positive relationship between ECDE teachers' experience and preschool children's performance.
- There was a positive relationship between ECDE teachers' Professional training and preschool children's performance
- Play activities were vital in the preschool teaching and learning processes

The relationship between effective leadership and children's achievement is strongly evidenced in the current study. The findings further showed that better leaders were better placed in providing both motivation and direction to colleagues. Also there was consistent evidence of better leadership style and ECDE teacher motivation to work even extra time and commitment. Lastly it was noted that collaboration between ECDE teacher and Head teacher was the key factor towards better achievements in pre-school learning.

## **5.2 Conclusion**

From the current findings it is concluded that the ECDE children in urban pre-schools perform better than those in rural settings. There was also evidence that for effective ECDE learning to take place play activities must be part and parcel of the learning process.

The effective ECDE curriculum implementation requires higher leadership and monitoring competences is required on the side of headteachers. This is because effective leaders are better placed in providing both motivation and direction to pre-school teachers, children and parents hence better performance.

## **5.3 Recommendations**

It is the aim of all educational systems and, indeed, all parents, teachers and all stakeholders in Education at all levels, to seek to improve the foundation of their children's education. Based on the findings of this study, the following recommendations are made with the view of improving the learning and performance in curricular activity areas in pre-schools centres.

### **5.3.1 Recommendations for the policy makers (Ministry of Education)**

The findings from this study tend to suggest that being a head teacher does not make one be an expert of all that goes in a preschool. It is quite imperative that the training of teachers at primary level needs to have a strong focus on preschool education dimension. This is crucial because preschool forms the foundation basis for the child's future learning which needs planning. Also, to understand the present status of a person at whatever level of education, the preschool level is a point of reference that cannot be ignored. A head teacher empowered on how preschool children learn would find himself/ herself evaluating the effectiveness of a preschool teacher by manifesting expertise in preschool classroom management.

For the head teachers in the field, regular in- service may be necessary so that they are updated with current trends relevant to preschool education. This will make them aware of the children's rapidly changing world from which their learning experiences emanate. There is also a need for the government to manifest its commitment of promise of education to the three to six year old children by having a government's policy of free preschool education. This will enable the head teachers to have more time to focus on other things of relationship with the parents and teachers rather than spending time negotiating for teachers' salaries and parental provision of physical and instructional resources.

The government should have in place policy guidelines to all pre-schools with regard to pre-school education, training teachers, curriculum and support materials, registration, supervision and inspection of ECD centres. The ECDE teachers should also be trained on approaches of localizing the ECDE curriculum and the use of child-centered approaches in the implementation of the ECDE curriculum.

### **5.3.2 Recommendations for Head Teachers**

The Head teachers should:

- i. Have in schools policies on monitoring and ensure that their pre-school children perform well in all curricular activity areas
- ii. Improve co-operation between early childhood teachers and parents
- iii. Head teachers should regularly assess and monitor children's learning and development.

### **5.3.3 Recommendations for the ECDE Teachers**

The ECDE teachers should:

- i. Participate in outdoor play as well as involving all children in participating in outdoor play.
- ii. Ensure that the ECDE learning is dominated by child-centered approaches to teaching

- iii. Enrich the ECDE learning environment with locally available teaching and learning support materials

### **5.3.4 Recommendation for Further Research**

In this study a number of issues could not be comprehensively covered because of a wide range of limitations. For instance, Most of the qualitative data greatly depended on the pre-school teachers and QASO's opinions hence the following recommendations are made:

- i. Additional research should be conducted in another location to confirm these findings and investigate whether the findings have any implications with Kenyan children.
- ii. The data in the current study was mainly collected by the use of questionnaires. It is therefore, recommended that another research be conducted employing interviews and observations schedules. This will bring more insight into how pre-school teachers implement the ECDE curriculum.
- iii. It is recommended that another study be conducted to expand the current findings by including a more diverse sample of pre-school children and teachers across the county that will represent a diversity of cultural background, economic status, age and gender.
- iv. More research studies on teacher related factors in the implementation of early childhood development and education curriculum need to be carried out.

- v. Many other factors could be influencing implementation of ECDE curriculum. Hence a study should be done to find out how parents and societal attitude toward ECDE program influence the implementation the Curriculum.
- vi. The findings of this study may be viewed as limited because the sample is rather small. Hence, the findings may be limited for generalization in all Kenya preschools. Thus, further research is recommended in which the sample will include ECDE children and teachers, parents and head teachers.

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## APPENDICES

### APPENDIX I: INTRODUCTORY LETTER

**Dear Respondent:**

My name is Isaack Otto Ogutu. I am a student from Kenyatta University pursuing a Degree in Masters of Education in Early childhood studies. As part of the academic requirements, I am undertaking a research study on **“Influence of the school environment on children’s’ performance in curricular activities in pre-primary school in Lambwe Division, Mbita District”** In view of this empirical investigation, may I request you to be part of this study by answering the questionnaires? Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

Thank you in advance.

Isaack O. Otto



## SECTION B: THE ECDE SCHOOL PERFORMANCE

6 Please indicate the number of the ECDE children in each of the following categories in relation to their performance

### The General ECDE performance in Various Activity Areas

#### KEY

**Excellent** – Able to perform 80% and above of the learning activities in class

**Very good** -Able to perform between 70% and 79% of the learning activities in class

**Good** -Able to perform between 60% and 69% of the learning activities in class

**Average** - Able to perform between 45% and above of the learning activities in class

**Below average** - Able to perform between 31% and 44% of the learning activities in class

**Poor** - Able to perform below 30% of the learning activities in class

The Children's Performance In Various Activity Areas							
The number of the ECDE Children							
	Excellent	Very good	Good	Average	Below average	Poor	Total
Language activities							
Mathematics activities							
Science activities							
Social studies activities							

<b>Religious education activities</b>							
<b>Creative activities</b>							

**SECTION C: School Location**

7 What is the location of your school?

Urban ( )                      Rural ( )

8 Does the location of the school affect the performance of children in curricular activities?

Yes [ ]

No [ ]

Sometimes [ ]

9 If your answer is yes, state three ways the location of the school affect the performance of children in curricular activities:

- (i)-----
- (ii)-----
- (iii)-----

**SECTION D: ECDE teacher variables**

10 What is your highest level of professional training?

(a) Un-Trained ( )    (b) Certificate in ECDE ( )

(d) Diploma in ECDE ( )    (e) BED ECDE ( )

11 How long have you been teaching?

4-6years [ ]

12 Please choose any of the three activities which dominated your lessons this year

- A. Children use a variety of teaching/learning resources which enhance understanding because of the employability of more than one sense in learning.
- B. It encourages the children to discover information by themselves.
- C. It instills democratic principle and leadership responsibilities at an early age.
- D. The teacher is the main link between the child and the content.
- E. The teacher chooses the content, teaching methodologies, learning activities and learning resources without involving the learners.
- F. Teachers usually take more than half of the time explaining various activities during the teaching sessions.
- G. There are interesting learning corners in the classroom.

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12 Do you frequently integrate play in your lessons

Yes [ ]

No [ ]

13 what are the ways in which play enhance your teaching

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## SECTION E: School Leadership

Below you can find statements about the management of your school. Please indicate your perceptions of the frequency with which these activities took place during the current school year.

Please mark one choice in each row.

14. The head teacher makes sure that all children participate in curricular activities

Never [ ]

Rarely [ ]

Always [ ]

15. The head teacher ensures that teachers work according to the school's educational goals.

Never [ ]

Rarely [ ]

Always [ ]

16. The head teacher or someone else in the management team observes teaching in classes.

Never [ ]

Rarely [ ]

Always [ ]

17. The head teacher gives teachers suggestions as to how they can improve their teaching to create a conducive environment for children.

Never [ ]

Rarely [ ]

Always [ ]

18. The head teacher defines goals to be accomplished by the staff of this school.

Never [ ]

Rarely [ ]

Always [ ]

19. The head teacher ensures that a task-oriented atmosphere is fostered in this school.

Never [ ]

Rarely [ ]

Always [ ]

20. In this school, the head teacher and teachers act to ensure that education quality issues are a

Collective responsibility.

Never [ ]

Rarely [ ]

Always [ ]

21. The head teacher Cooperates and involves parents in decision making

Never [ ]

Rarely [ ]

Always [ ]

22. The head teacher is a good listener and pays attention to detail

Never [ ]

Rarely [ ]

Always [ ]

23. The head teacher Communicates and interacts well with the children

Never [ ]

Rarely [ ]

Always [ ]

24. In your opinion, does your school's curriculum cater for all the children's current

Developmental needs?

Never [ ]

Sometimes [ ]

Always [ ]

25. Do you think your school's curriculum is fully implementable?

Yes [ ]

No [ ]

If no, explain why.....

26. Is the curriculum well organized and focused?

Yes [ ]

No [ ]

Partly [ ]

27. Is the curriculum easily localized?

Never [ ]

Sometimes [ ]

Always [ ]

## **APPENDIX III: INTERVIEW GUIDE FOR QUALITY ASSURANCE**

### **OFFICERS**

1. What is the academic performance of early childhood education in your area?
2. How is school leadership in pre-primary schools affecting ECDE performance?
3. What Teaching/Learning Approaches used in your area?
4. Do ECDE teachers use play as the teaching method?
5. What are the advantages of using play as a teaching method?
6. Between child-centered and teacher centered approaches of teaching, which approaches do ECDE teachers prefer?
7. Between child-centered and teacher centered approaches of teaching which is a more effective approaches in teaching preschool children?
8. How does school location influence children's' performance in curricular activities?
9. What are some of the ECDE teacher variables that influence the ECDE learning?
10. How do the ECDE teacher variables influence the ECDE learning?

APPENDIX IV: AUTHORIZATION LETTER FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/21611/10

DATE: 20<sup>th</sup> July 2014

The Principal Secretary,  
Higher Education, Science & Technology,  
P.O. Box 30040,  
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION ISAACK OGUTU OTTO- REG. NO. E55/OL/21611/10

I write to introduce Mr. Isaack Ogutu Otto who is a Postgraduate Student of this University. He is registered for M.ED degree programme in the **Department of Early Childhood Studies**.

Mr. Ogutu intends to conduct research for a M.ED proposal entitled, **"Influence of School Environment on Pre-Primary School Pupils' Performance in Curricular Activities in Lambwe Division, Mbita District, Homabay County."**

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Lucy N. MBAABU', written over a circular stamp or mark.

f. MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL

DNN/m

**APPENDIX V: AUTHORIZATION LETTER FROM COUNTY**

**DIRECTOR**

**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**



**DISTRICT EDUCATION OFFICE  
HOMA BAY DICECE  
(District Centre for Early Childhood Education)  
Email homabaydicece @ gmail**

REF: HB/TRN/14/VOL.III/140

29<sup>th</sup> September, 2014.

Isaack Ogutu Otoo,  
Kenyatta University,  
P.O. Box 43844-00100,  
NAIROBI.

Dear Sir,

**RE: RESEARCH AUTHORISATION NACOSTI/P/14/0152/3013.**

The above issue refers.

You have been granted permission to conduct research on "Influence of School environment on Pre-Primary School pupil's performance in curricular activities in Lambwe Division, Mbita District, Homa-Bay County for a period ending 16<sup>th</sup> November, 2014.

You are further advised to adhere to the ethical consideration on the conduct of Research.

Yours,

A handwritten signature in black ink, appearing to read 'Peter O. Ogola', written over a horizontal line.

**PETER O. OGOLA,  
For: COUNTY DIRECTOR OF EDUCATION,  
HOMA-BAY.**

**APPENDIX VI: AUTHORIZATION LETTER FROM COUNTY**

**COMMISSIONER**



**OFFICE OF THE PRESIDENT**

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Homa Bay 22104 or 22105/Fax:22491  
E-mail: [cc\\_homabay@yahoo.com](mailto:cc_homabay@yahoo.com)  
When replying please quote

COUNTY COMMISSIONER  
HOMA BAY COUNTY  
P. O. BOX 1 – 40300  
HOMA BAY

REF: ED.12/1/VOL.I/183

29<sup>th</sup> September, , 2014

The Deputy County Commissioner  
**MBITA SUB COUNTY**

**RE: RESEARCH AUTHORIZATION: ISAACK OGUTU OTTO**

This is to confirm that the above has been authorized to carry out research on "*Influence of school environment on pre-primary school pupil's performance in curricular activities in Lambwe Division.*" in our County.

The same to expire on 16<sup>th</sup> November, 2014.

Kindly assist him when he comes calling.

*f:*   
**N.K. MUNG'ATHIA**  
**COUNTY COMMISSIONER**  
**HOMA BAY COUNTY**

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\*Please note our e-mail address: [cc\\_homabay@yahoo.com](mailto:cc_homabay@yahoo.com)

## APPENDIX VII: AUTHORIZATION LETTER FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref. No.

Date:

22<sup>nd</sup> September, 2014

NACOSTI/P/14/0152/3013

Isaack Ogutu Otto  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of school environment on pre-primary school pupil's performance in curricular activities in Lambwe Division, Mbita District, Homabay County,"* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for a period ending **16<sup>th</sup> November, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Homabay County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
DR. S. K. LANGAT, OGW  
FOR: SECRETARY/CEO

Copy to:

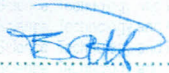
The County Commissioner  
The County Director of Education  
Homabay County.

APPENDIX VIII: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MR. ISAACK OGUTU OTTO**  
of KENYATTA UNIVERSITY, 0-40323  
ogongo, has been permitted to conduct  
research in Homabay County

on the topic: **INFLUENCE OF SCHOOL  
ENVIRONMENT ON PRE-PRIMARY SHOO  
L PUPIL'S PERFORMANCE IN CURRICULAR  
ACTIVITIES IN LAMBWE DIVISION, MBITA  
DISTRICT, HOMA BAY COUNTY**

for the period ending:  
~~for the period ending:~~  
16th November, 2014



Applicant's  
Signature

Permit No : NACOSTI/P/14/0152/3013  
Date Of Issue : 22nd September, 2014  
Fee Received : Ksh 1,000



for  
Secretary  
National Commission for Science,  
Technology & Innovation