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**FACTORS INFLUENCING EFFECTIVE IMPLEMENTATION OF
CURRICULUM IN PRE-PRIMARY SCHOOLS MANAGED BY
PRESBYTERIAN CHURCH OF EAST AFRICA KIKUYU SUB-
COUNTY, KENYA**

BY

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DEPARTMENT OF EARLY CHILDHOOD STUDIES

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EARLY CHILDHOOD EDUCATION, IN THE SCHOOL OF
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JUNE 2015

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DECLARATION

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

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DEDICATION

I wish to dedicate this work to my husband John Maina and my four children Felista, James, Samuel, Mary, my late mum and dad, parents in-law who are of great blessing and source of joy and inspiration in my life.

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I wish to acknowledge all those who have given me their support, guidance and efforts towards successful completion of my studies. My sincere appreciation and gratitude goes to my lecturers in the Department of Early Childhood Education, my supervisors Dr. Nyakwara Begi and Dr. John Ng'asike for their guidance and advice. May God bless you mightily and enlarge your territories.

Finally, I wish to pass my love and appreciation to my husband for always being there for me, my children for their perseverance in times of my studies, friends and classmates who has been with me all through and have stood with me truly giving me moral and spiritual support. You provided a shoulder to lean on and may God bless you all.

Last, but not least, I wish to ascribe all the glory and honor to God for faithfully standing with me throughout my studies.

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ABBREVIATIONS AND ACRONYMS

PCEA.	-	Presbyterian Church East Africa.
ECDE	-	Early Childhood Development and Education.
P & P	-	PCEA Practice and Procedure Manual.
NACECE	-	National Center for Early Childhood
MDGs	-	Millennium Development
EFA	-	Education for All

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ABSTRACT

Christian churches have played a pivotal role in the provision of primary, secondary and Early Childhood Education. They have also been a key agent of curriculum implementation of pre-primary curriculum. School and teachers related factors affect implementation of pre-primary curriculum. The purpose of this study was to explore the factors influencing effective implementation of pre-primary school curriculum in schools managed by Presbyterian Church of East Africa in Kikuyu Sub-county, Kiambu county Kenya. The study was guided by Hilda-Taba's curriculum model. The study used a descriptive research design. Simple random sampling was used to sample pre-school teachers and purposive sampling technique was used to select the sub-county under study and school managers. The sample size was 23 School Managers' from 23 pre-primary schools managed by Presbyterian Church of East Africa in Kikuyu Sub-county, Kiambu county Kenya. 30% of 120 pre-school teachers in the 23 pre-primary schools under study, which was 36 pre-school teachers. The study used questionnaires and interview schedules to collect data. Data was analyzed using quantitative techniques. The statistical package for social sciences was used to organize data for analysis. Graphs, tables and pie-charts were used to present results. The study established that the school related factors that affected the pre-primary curriculum implementation in schools managed by PCEA in Kikuyu Sub-County included; Physical facilities, ECDE training level of managers, religious guidelines, guidance and counseling programmes, pastoral programs, policies, administration document and status of the school. Teacher related factors included teachers' qualifications, teaching/learning materials, salaries and motivational levels of the teachers and professional documents. The challenges that influenced effective pre-primary school curriculum implementation in schools managed by PCEA included; Human resource ECDE qualification, lack of enough finances and facilities, heavy workload for teachers, lack of managerial skills and emerging issues. It was concluded that, Presbyterian Church of East Africa had performed a great role in provision of the resources that influence effective pre-primary school curriculum implementation in the area of study. It is recommended that PCEA schools Managers should undertake ECDE training at least to degree level, PCEA pre-primary school teachers should further their ECDE training, more facilities should be added, more teaching-learning materials should be added and mentorship and motivational programs should be provided for teachers. The study also recommends that more qualified teachers should be employed to improve the teacher/child ratio. This study also recommends that the pre-primary schools teachers should always prepare and use effectively relevant professional documents which include; schemes of work, lesson plans, lesson notes and record of work

CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.0 Introduction

This chapter gives a brief background of the study. It covers the statement of the problem, purpose of the study, objectives, research questions, and significance of the study, limitation and delimitation of the study, theoretical and conceptual framework and the operational definition of terms.

1.1 Background to the Study

According to Kabiru and Njenga (2010), Pre-primary school education is an important aspect of basic education that provides a sound foundation for primary education and personality development which can make all the difference in the child's future. It is a programme for children aged between - 3-6 years and is offered bearing different names such as Kindergarten, nursery school, day care centers, academy, Montessori, pre-primary or preschool classes and pre unit. The history of early childhood Development and Education (E.C.D.E) dates back to the ancient times with the Egyptians, Greeks and Romans having a rich conception on childhood. Plato and Aristotle spoke on the need to educate the young children. The ancient Romans would begin educating their children as soon as they could speak.

A study done in Kenya by Githinji and Kanga(2011), indicates that curriculum implementation entails putting into practice the officially prescribed courses of study. The process involves helping the learner acquire knowledge or experience. It is important to note that education curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the pre-primary curriculum implementation process.

Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the learner to function effectively in a society. Viewed from this perspective, pre-primary curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. (Tanner and Tanner(1995), suggests that, putting the curriculum into operation requires an implementing agent. The teacher is one of the agents in the pre- primary school curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to learners.

In Kenya, a great deal has been achieved in this sector through Ministry of Education Science and Technology (MoEST), development partners, Community and parental investments in ECDE. However, despite these achievements, access to ECDE services remains low in Kenya with 65 percent of the children aged 3-6 years currently not accessing ECDE services. To enhance effort of the government, various interested parties have come to support young children among them being the United Nation which held a special session on Children in 2001. Among the highlights of

these was the issue of a renewed commitment and pledge for specific actions for children in the next decade.

Further the World Bank has been keen on the education of children and was a key to the establishment of the Millennium Development Goals which advocates for the Universal Primary Education by 2015. The Government of the Republic of Kenya recognizes the importance of ECDE as the most important lever for accelerating the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs).

The government has further demonstrated its commitments to the well-being of young children by signing various global policy frameworks such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Jomtien world conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs). These forums under scored the importance of EFA.

The Kenyan government has passed legislation on children Act in 2001 which among other things ensures that children have a right to education. Apart from the Government, other Organizations like faith based organizations have been in the fore front to the establishment and management of Early Childhood education whose history can be traced to the coming of missionaries, who came with the values of formal education. Their aim was to educate the children and the adolescents.

Mutua and Rosalind (1975), ascribes that, With people realizing the importance of education for their children, these influence of the missionaries

promoted the setting up of schools for children. With such vigor to support education, P.C.E.A, has been instrumental in the establishment of education institutions. Christian churches have played a pivotal role in the provision of education in Kenya. For the pre-primary school curriculum implementation to be effective, there must be trained human resource, relevant child- friendly physical facilities, relevant and adequate teaching materials and also policy guidelines. Managers have a role of supervision to ensure proper pre-primary curriculum implementation hence they ought to have early childhood education skills.

Teachers also need to have early childhood education knowledge and also be well motivated to work in pre-primary schools. PCEA is one these Faith-Based organizations that has established pre-primary schools since the time of the church missionaries of Scotland who had their mission base at PCEA church of the Torch Thogoto Kikuyu Sub-County Kiambu County, Kenya..The background to the study shows that pre-primary school is a very vital foundation in a human being formal education. This study seek to explore the factors influencing effective implementation of pre-primary curriculum in PCEA managed schools in Kikuyu Sub-County, Kiambu County, Kenya and also find out the challenges facing the effective curriculum implementation of pre-primary curriculum in PCEA managed schools in Kikuyu Sub-County, Kiambu County, Kenya.

1.2 Statement of the Problem

Early childhood education is a vital foundation upon which a child's future is based and shaped. Proper training of children at the pre-primary school years plays an important role in helping the child grasp the fundamental values after which he/she can grow in the world of learning (Mwaura, 1980). The Education Act 1968 that directs education in Kenya at present, has recognized the role played by the churches and hence calls the church into partnership in all educational endeavors. The same act allows the church to impart religious traditions in schools they founded (Republic of Kenya, 1968).

According to Muindi (1998), the fundamental principles Articles of P.C.E.A Article nine, states that P.C.E.A church in the discharge of its mission in the world, cannot confine itself solely to the preaching of the Gospel and administration of the religious ordinances. It is also entrusted by its master Jesus Christ to undertake educational, medical and charitable work for the welfare of the whole community. P.C.E.A has therefore started pre-primary schools in almost all its congregations and more so in my area of study.

A study done by Gatuma and Mwangi,(2005), indicates that the church has a role in pre-primary curriculum implementation which includes supervision, administration and provision of resources. A recent study done by Abagi (2008), indicates that teachers and school related factors affect pre-primary school curriculum implementation. There are also challenges affecting pre-primary school curriculum implementation. The study also ascribes that managers' ECDE qualification and high teacher turnover affects effective pre-

primary curriculum implementation. There is no documented empirical study so far on the factors affecting effective pre-primary schools managed by P.C.E.A. The researcher has observed that most of the P.E.C.A pre-primary schools in the area of this study are managed by religious leaders who include church ministries and elders who do not have ECDE training this is because they are mandated by the PCEA church policy which states that, the Church leaders are the overseers of all activities in their area of operation. There is also high teacher turn-over in PCEA Pre-primary schools in my area of study. There is urgent need to carry out a study on the factors influencing effective pre-primary curriculum implementation in schools managed by P.C.E.A The researcher therefore intended to add knowledge by carrying out the study to explore the factors influencing effective implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-County, Kiambu County Kenya.

1.2.1 Purpose of the Study

The purpose of this study was to explore the factors influencing effective implementation of pre-primary school curriculum in schools managed by the PCEA Kikuyu Sub-County, Kiambu County, Kenya.

1.2.2 Objectives Of The Study

The objectives of the study were;

- i. Explore the school related factors influencing the implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya.

- ii. Establish the teacher related factors influencing the implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya.
- iii. To identify the challenges facing effective implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya.

1.2.3 Research Questions

This research was meant to answer the following research questions

- i. What are the schools related factors influencing implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya?
- ii. Which are the teachers related factors influencing the implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya?
- iii. What are the challenges facing implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya?

1.3 Significance Of The Study

The present study sought to give a point of reference in early childhood sector of PCEA, on the school and teacher related factors affecting the implementation of pre-primary school curriculum and also the challenges facing effective curriculum implementation of pre-primary school curriculum in PCEA managed schools. Further the study may form a basis for further research by scholars interested in furthering the body of knowledge on the

challenges of early childhood curriculum implementation in faith based pre-primary schools in Kenya. This study may help the pre-primary schools' teachers to realize the related factors that affect their performance in schools.

The findings of this study may give the Ministry of Education and other interested parties an independent evaluation of pre-primary schools curriculum implementation in the faith based organizations pre-primary schools on the holistic development of the child and also its impact on the realization of the Millennium Development Goals (MDGs), Education for All (EFA) and Vision 2030. The findings of this study may help the policy makers formulate guidelines which can be used to improve the standards of early childhood education in Kenya.

1.4 Limitations and Delimitations Of The Study

1.4.1 Limitations of The Study

The respondents were reluctant to provide the relevant information required, but the researcher assured them of high confidentiality. The researcher also assured the informants that the findings of study were only to be used for the intended purpose and that the researcher was to maintain high level of confidentiality. Since the research was self-sponsored, finance was limitation. The student planned ahead, including borrowing from friends and well-wishers.

1.4.2 Delimitations Of The Study

The study was confined itself to pre-primary schools under the PCEA in Kikuyu sub-county, Kiambu County due to the large number of PCEA pre-primary schools in the sub-county.

1.5 Assumptions Of The Study

The study assumed that the respondents were answer to the questions honestly and truthfully. It was also assumed that the respondents can fully understand the language used in the questionnaire.

1.6 Theoretical and Conceptual Framework

The study was guided by Hilda Taba's curriculum theory and model. Her contributions in the field of theoretical and pedagogical foundations of concept development and critical thinking in social studies curriculum cannot be over emphasized. This theory emphasizes on progressive education and the relationship between democracy and curriculum.

Taba (1962), wrote about the foundations of curriculum development. She said that curriculum development theory and practice came up with process of curriculum development: production by the teachers piloting teaching-learning units, representative of grade level of subject area, this was further expounded in sequence of curriculum development, to accomplish it by diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, determination of what to evaluate and of the ways and means of doing it.

Testing of the experimental units, involves the experimentation with the developed curriculum materials; revising and consolidating experimental units ,this involves revision of the materials based on the feedback got from testing of the experimental units; development of an integrated design/framework of a whole curriculum, this involves developing a comprehensive curriculum within the changes integrated within the curriculum.

Finally installation and dissemination of the new units, it involves final preparation for curriculum implementation. Additionally, Taba argued that the most important elements of curriculum development are: Curriculum aims and objectives which functions are guiding the selection of the content and learning experiences, helping in the selection of areas of knowledge, serving to specify the abilities that need to be developed in learners, providing the basis of activities to be integrated in the curriculum and guiding the evaluation process.

Taba's curriculum theory and model identified four elements of curriculum development namely; aims and objectives, learning experiences, content and evaluation. An ECDE curriculum developer using this model as his basis needs to make sure that these elements are given priority. An ECDE educator who wishes to develop a curriculum should make sure that the content, which consists of knowledge, concepts, skills, values and attitudes to be acquired by children, is well defined and written. Taba's model offered inter-relationships between and among curriculum development elements. Therefore, an ECDE curriculum developer should ensure that there is an inter-relationship between

and among the elements and remove any inconsistency. Taba's identified diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences and determination of what to evaluate and ways and means. ECDE curriculum developers using the model should ensure that the steps are followed.

The study adopted the Hilda-Taba curriculum theory and model in that it has relationship with the study topic which is dealing with effective pre-primary school curriculum implementation. School related factors include management, provision of resources, manage ECDE qualifications and also the school policies. Teachers related factors which affect the implementation of pre-primary curriculum includes teachers ECDE qualifications to be able to interpret the curriculum aims and objectives, to be able to organize and offer learning experiences and also to be able to implement the content and do evaluation. Challenges facing curriculum implementation are key in achieving the effective implementation of pre-primary curriculum and they included lack of enough facilities, lack of enough finances, unqualified teachers and managers. According to Hilda-Taba, for a curriculum to be implemented successfully all the above mentioned factors must be dealt with.

Independent Variables

Dependent Variable

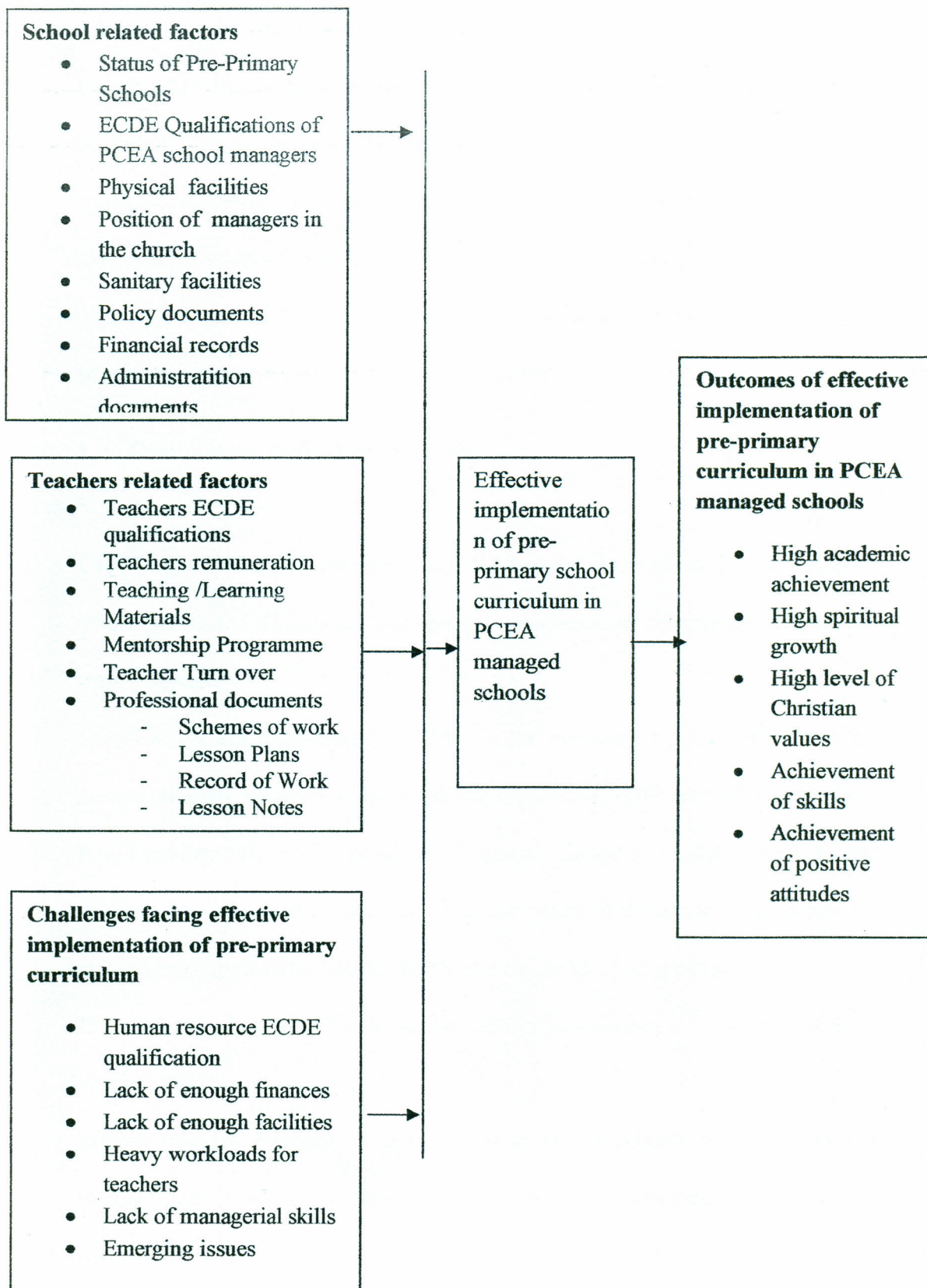


Figure 1.1 Conceptual Frameworks

The conceptual framework in Figure 1.1 depicts the relationship that exists between the independent and the dependent variables. Independent variables included: school related factors and teachers related factors influencing implementation of pre-primary curriculum in PCEA managed schools, and also the challenges facing effective implementation of pre-primary curriculum. The figure also highlights the outcomes of effective implementation of pre-primary curriculum in PCEA managed schools.

1.7 Operational Definition of Terms

Challenges Facing Implementation Of Pre-Primary School Curriculum –

These are all the difficulties that teachers encounter in pre-primary curriculum implementation

Curriculum Implementation – This is the process of putting in action the structured plans to achieve the goals and objectives of the activity areas.

Pre-Primary School Curriculum:- These are knowledge, skills, attitudes and values to be imparted to children aged 3-6 years. It covers how to impart the curriculum aspects and how to determine the level of acquisition.

Pre-Primary Schools: These are institutions of learning for children aged 3-6 years.

School Related Factors: These are the things in schools that influence the implementation of pre-primary curriculum in PCEA managed schools that are institutional based.

Teacher Related Factors: These are the things in schools which affect the teachers while implementing the pre-primary curriculum.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter was organized into themes of the reviewed literature as per the objectives of the study. The themes included; Implementation of pre-primary school curriculum, school and teacher related factors affecting effective pre-primary curriculum implementation and also the challenges faced in the implementation.

2.2 Implementation of Pre-Primary School Curriculum

Studies reviewed indicated that the history of ECDE curriculum implementation dates back to the ancient times with the Egyptians, Greeks and Romans having a rich conception on childhood. Plato and Aristotle spoke about on the need to educate the young children. The ancient Romans would begin educating their children as soon as they could speak.

Studies done globally and in Kenya especially by Githinji and Kanga,(2011), indicates that curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner.

The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Viewed from

this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational program, is put into effect. Putting the curriculum into operation required an implementing agent. (Tanner et al, 1995). Identifies the teacher as the agent in the curriculum implementation process. She argued that implementation is the manner in which the teacher selected and mixed the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner Curriculum implementation therefore refers to how the planned or officially designed course of study was translated by the teacher into syllabuses, schemes of work and lessons to be delivered to learners.

The development of early childhood curriculum has greatly been influenced by writings and activities of great philosophers of all times like Plato, John Comenius, Jean Pestalozzi, Friedrich Froebel, John Dewey, and Maria Montessori among others. These philosophers have given contributions on what should be done in pre-primary curriculum implementation principles of teaching, role of teachers and for all curriculum implementation agents. From these concepts and ideas the program has grown and been embraced throughout the world. With its main objective being to cater for young children it has been embraced throughout the world, (Njenga and Kabiru,2001).

An for example is the United Kingdom where an infant school caters for the earlier years of primary education, catering for children aged between four and seven years of age. The schools separate the children into age groups, to be taught and in some cases the youngest children are taught in a different building and have a separate outdoor space. Many countries/states, also have fixed structures, as countries continued to embrace and improving access to ECDE in the last decade. The enrollment of the same has continued to grow (Manani,2002).

In Kenya and Africa, pre-primary curriculum was relatively not a new phenomenon. In the Kenyan traditional societies, children in ECDE received adequate care, stimulation and socialization from parents and other community members. Intellectual needs were also met through stories, riddles and games just to mention but a few (Githinji et al, 2011). From these initiatives the government has over the years been involved in the development of ECDE. This has been through various ministries, projects, seminars, policy papers, Commissions as well as workshops that have shaped the ECDE programme to what it is today (Githinji et al, 2011). The Ministry of Education, has continued to give guidelines and objectives as to provide an informal education geared towards developing the child's mental capabilities and physical growth, to enable the child to build good habits for effective living as an individual and a member of a group, to develop a child's imagination, self-reliance and thinking skills and to enrich the child's experience so as to enable him to cope better with primary school life.

According to the Ministry of Education in Kenya (2006) 20% of the population is children aged between 0-5 years and only 35% of these pre-school age going children attend pre-school. Similarly, a large percentage of children who enroll for class one in primary school do not pass through ECDE programs. Statistics in Kenya show that enrolment in the ECDE has remained low (3.5%) in the past decade. This means that in the Kenyan context, a large % of children who enroll in primary school do not pass through ECDE programs.

Early childhood is the foundation of a child's education background. According to UNICEF (2006), Current and future global development goals, including education goals, will only be met with attention to the overall development of young children (0-6years).

In the traditional society, the responsibility for bringing up children was entirely a community affair. This collective responsibility was shared among members of the extended family who included older siblings, brothers and sisters, aunts, grandparents and neighbors (UNESCO, 2005). The church has been in the forefront of management of ECDE. The church as an agent of pre-primary curriculum implementation in a particular has been in the working towards the achievement of education for all. This goal was among the goals set by the government of Kenya and particularly making enrolment in Early Childhood Development programs compulsory for all school age going children (Millennium Development Goal's, 2005). All these have been a major

boost to ECDE program. The church has been involved in the establishment of ECDE for many years.

These started with the missionaries who played a big role in development of ECDE prior to and after independence. In the 1950's Churches Welfare Associations in conjunction with the local communities started feeding centers in arid and semi-arid areas. Children were provided with food and milk for lunch. As children waited for the food to be ready there was need to involve them in play and other activities. This eventually led to development of permanent pre-school centres (Kibera, 1996). Christian missionaries took the initiative in terms of the provision of programs for young children. The pre-primary form of early childhood provision has been kindergartens (pre-schools) - formal programs for children 3-6 years of age, providing them with an educational experience within the context of a center-based program that also addresses health and nutrition needs. The first kindergartens were affiliated with Churches, as are the great majority today (World Bank, 1999).

According to Gatuma and Mwangi (2005), the role of the church in early childhood education includes, but not restricted to, employing teachers and support staff. The overall supervision of administration composed of a committee of church members under a pastor which managed the school accounts provided physical facilities including buildings, furniture and repair, promoted spiritual well-being of the teachers and pupils and sponsored children, who were disadvantaged through payment of fees, buy uniforms and provision of meals. Although the studies here have shown us what the church

has done to enhance ECDE Education there need to be done a study on effective pre-primary curriculum implementation. The present study explored the factors that influencing effective implementation of pre-primary curriculum in schools managed by PCEA Kikuyu sub-county, Kiambu County, Kenya.

2.3 School Related Factors Influencing Implementation of Pre – Primary Curriculum In School Managed By PCEA

Study showed that school related factors influenced pre-primary curriculum implementation. Pre-primary schools need to have adequate facilities, policy guidelines, good working conditions, well trained human resource. According to Wangila and Nyandusi (2012), Kenya has a clear national philosophy of education or a solid national education policy. The two should be clearly defined and put in place to guide the development of education. To strengthen the development and management of ECDE, there is need to enforce relevant policy framework which the Ministry of Education has done. However, there is evidence, as earlier stated, that this policy framework is not effectively implemented by ECDE centers. As a practitioner, and from the interaction carried out with other practitioners, the author points to clear evidence that there is a problem in the policy implementation.

At the school level, there should also be a policy especially for private owned centers. According to UNICEF (2006), administrative systems for managing the centre must be developed and maintained. Records and information on the

children must be kept up to date. Families must be given information and policies relating to the centre. Family members needs to know the days and hours of opening, the age group catered for; rules in connection with times of arrival and departure; arrangements regarding the fetching and transport of the child; Steps to be taken in case of an injury or accident or if a child is taken ill while at the centre; the feeding of the children; Clothing; Monthly fees payable; Policies on admission of children with disabilities, chronic illnesses, HIV and AIDS infected and affected children; Management structures within the centre; Written complaints procedure (UNICEF, 2006). There no study to me on school related factors and implementation of pre-primary curriculum.

Another major concern is the availability of instructional materials most of the time there are none or, if available, they are inadequate. The instructional materials deficit includes not only the students' textbooks and teachers' manuals, but also science and vocational subject facilities, equipment/apparatus and supplementary teaching/learning materials. Meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well. For the officially designed curriculum to be fully implemented as per plan, pre-primary schools should be provided with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. In Curriculum Implementation, University of Zimbabwe (1995), suggested that the central government must also provide physical facilities such as classrooms, resource centre, libraries and sports fields in order to create an

environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation (Okumbe and Abagi,1983).

The current study seeks to determine the school related factors affecting the implementation of pre-primary curriculum in school managed by PCEA in Kikuyu sub-county, Kiambu County, Kenya.

2.4 Teachers Related Factors Influencing Implementation Of Pre-Primary School Curriculum.

Efficient and effective early childhood development services aim to educate and care for children in a holistic way. This task requires a responsible, trained and caring person who will be able to meet the child's needs holistically and in a child-friendly way. Teachers should receive training to deal with and identify children with disabilities and other special needs and also be able to interpret and implement the pre-primary curriculum effectively. (Githinji, 2010). According to the World Bank (1999),there is the training of the individual who actually works with children and/or parents. It is also necessary to provide training to the Parent Committee that has responsibility for overseeing the operation of the ECDE program, so that they will be able to provide the teachers with necessary teaching/learning materials. At the next level, there is a need to train the Community Activators and Community Liaison Officers in how to provide support to ECDE programs in the communities.

On the issue of salaries, ECDE teachers are not paid by the teacher's service commission of Kenya (TSC). This isolates ECDE Teachers from their Primary counterparts in terms of pay and status, with the former feeling inferior to the latter (Muchira 1989). At the moment ECDE teachers are employed by community committees and their salaries depend on the local income of parents (Githinji et al, 2011). As such, their salaries are not stable and fluctuate each month depending on the level of contribution from parents. In some cases, teachers stay on after working official hours and are paid to look after some children whose parents' need custodial care for them. Other teachers are paid to go to homes of children to provide custodial care. The ECDE committee can hire and fire teachers "at will" (MOEST, 2005).

On the issue of qualification, a the majority of the teachers have KCSE certificate and have basic literacy and numeracy and teaching learning skills to be able to implement ECDE syllabus and guidelines. Only 44 per of the teachers are trained Abagi (2008), on the issue of salaries, most of the ECDE teachers are usually under paid. In many rural ECDE centers, teachers are very de-motivated because of low and irregular payment. In some cases, teachers go for three to four months without being paid because parents are not paying ECDE fees. To solve this problem (Abagi, 2008) proposes that the government should move toward developing ECDE teachers' scheme of service, with guidelines on teacher recruitment and salary harmonization to iron out the wide disparities of earnings among ECDE teachers.

On the same note, the government through TSC should take over the ECDE teachers. The study has shown that mentorship programme is very vital spiritual growth of all stake holders in curriculum implementation and also for teacher development. There is need to carry out a study on the teachers related factors and pre-primary curriculum implementation. Another major concern is the availability of instructional materials most of the time there are none or, if available, they are inadequate. The instructional materials deficit includes not only the students' textbooks and teachers' manuals, but also science and vocational subject facilities, equipment/apparatus and supplementary teaching/learning materials. Meaningful teaching and learning take place without adequate resource materials. This applies to curriculum implementation as well.

For the officially designed curriculum to be fully implemented as per plan, the government or Ministry of Education should supply schools with adequate resource materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. In Curriculum Implementation (University of Zimbabwe, 1995), it is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sports fields in order to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation.

The current study therefore thought to establish the teacher related factors that affect curriculum implementation of pre-primary schools managed by PCEA in Kikuyu sub-county, Kiambu County, Kenya.

2.5 Challenges Facing Implementation Of Pre-Primary School

Curriculum

According to Gatuma et al(2005), a good ECDE programme needs to have adequate teaching and learning facilities. The buildings must be clean and safe for young children. Children must be protected from physical, social and emotional harm or threat of harm from themselves or others. All reasonable precautions should be taken to protect children and practitioners from the risk of fire, accidents and or other hazards (UNICEF, 2006). Further the play area for the children should be at least 1,5m² per child. As children progress from one stage of psychomotor growth and developments to another they need space to practice these skills.

Children need to be able to move around freely. Children with disabilities must have access to as many of the activities as possible (UNICEF, 2006).

But whereas these are the requirement, most ECDE programmes have inadequate physical facilities, equipment and materials owing to the fact that many publishers decline to undertake publishing of ECDE materials as they lack quick and ready markets (Aila, 2005). A study done by Abagi (2008), revealed that ECDE classrooms and physical environment in general are in a very poor condition across the districts and not suitable for the young children' learning and safety. Most of the ECDE centers, public and community ones in

particular, do not meet the national Early Childhood Development Service Standard and Guidelines.

A study done by Abere (2006) suggests that curriculum implementation is one area in which the manager should be familiar with to ensure effective implementation. In this context, it is the manager's responsibility to supervise the extent to which activities of teachers, children and parents are fulfilling to meet the demands of curriculum implementation, 1992). Making him/her accountable and responsible for effecting pre-primary school curriculum implementation.

The Kenyan pre-primary schools use the National Centre for Early Childhood Education (NACECE) curriculum model whose objectives are: Promote the child's physical, cognitive, aesthetic, religious and social development, Enhance the child's understanding and appreciation of his/her cultural heritage, Enhance the child's self-awareness, self-esteem and self-confidence, Promote child's health, foster child's language development, Provide for the child with special needs and Prepare the child for primary education. (Republic of Kenya, 2005).

Of special interest is whether the managers are aware of the tasks they undertake for teachers, children and parents towards the implementation of E.C.D.E curriculum. Studies have shown that most pre- primary schools managers have little knowledge on the implementation of E.C.D.E curriculum.

Therefore, there is need for a study to find out the challenges facing the implementation of pre-primary curriculum. The current study seeks to find out the challenges facing effective implementation of pre-primary curriculum in PCEA managed schools in Kikuyu sub-county, Kiambu county Kenya.

2.6 Summary Of Literature Review

The reviewed literature highlighted that pre-school education is a very vital stage of education foundation. Effective implementation of pre-primary curriculum is very vital in the achievement of Early Childhood development and education. Studies have shown that faith based organization have also played a pivotal role in the implementation of pre-primary curriculum. School related factors and teachers related factors according to the literature reviewed affect the implementation of pre-primary curriculum. Despite the many studies that have been done on implementation of pre-primary curriculum, no study known to me has been done on the factors influencing effective implementation of pre-primary curriculum in PCEA managed schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided information on the research design and methodology used in the study, the location and target population, sampling procedure and size, the data collection instruments which include the questionnaire and interview. Furthermore, the chapter gave details on the validity and reliability of the research instruments and details regarding data analysis and the procedure, ethical and logistical issues involved in the research.

3.2 Research Design

The researcher adopted descriptive research design for this study. The basic idea behind descriptive research was that it gave room for measurements, comparisons, analysis and interpretation of data. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). In survey method, information can be collected by interviewing or administering a questionnaire to a sample of individuals. The design was appropriate for this study because it is used in fact findings and the results can be used in formulation of important principles of knowledge and solution to significant problems design. This study intends to explore the factors influencing effective pre-primary curriculum implementation in schools managed by P.C.E.A Kikuyu sub-county Kenya. The study aims at adding knowledge on factors affecting effective pre-primary curriculum implementation in schools managed by P.C.E.A.

3.2.1 Variables

(i) Dependent variable was effective implementation of pre-school curriculum in PCEA managed schools in Kikuyu sub-county, Kiambu County, Kenya. It was measured by determining the school and teacher related factor influencing effective pre-primary curriculum implementation in schools managed by P.C.E.A in Kikuyu Sub-County, Kiambu County, Kenya.

(ii) Independent variables were:

- (a) School related factors. It was measured by assessing the demographic information of the school managers; status of pre-primary schools managed by P.C.E.A ; Qualifications of school managers; adequate physical facilities; P.C.E.A church involvement; availability and adequate sanitary facilities; position of school managers in the church; existence of relevant policy documents; relevant financial records.
- (b) Teacher related factors. It was measured by determining demographic information of the pre-school teachers in schools managed by P.C.E.A. qualified pre-school teachers; relevant mentorship programme for pre-school teachers; relevant professional documents (schemes of work, lesson plans and lesson notes, syllabus and teachers hard book) ; relevant teachers/learning materials; pre-school teacher turnover; pre-school teachers remuneration.

3.2.2 Location of the Study

The study was conducted in Kikuyu Sub-County, Kiambu County, Kenya. This study location was purposely selected from the eleven sub-counties of Kiambu county because this is where the PCEA church has put up very many schools and also the missionaries from Church of Scotland who are the founders of PCEA had their mission base in this area and one of their mission goals was provision of education, hence they started a number of pre-primary schools Kikuyu sub-county is in Kiambu county near the capital city of Kenya, Nairobi. It has four educational zones namely Thogoto, Karai, Kabete and Muguga. It covered five PCEA parishes namely; Thogoto, Kahuho, Muguga, Rungiri, Kikuyu township, Nderi, Wangige. It had 23 PCEA managed pre-primary schools with 23 School Managers in charge of these pre-primary schools and 120 pre –primary school teachers teaching in these PCEA managed pre-primary schools.

3.3 Target Population

The target population of the study was drawn from 1 sub-county, 23 pre-primary schools established and managed by the PCEA in Kikuyu Sub county-county, Kiambu County. The respondents under consideration were 23 School Managers and 120 pre-primary class teachers of the selected pre-primary schools.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The study employed purposive sampling technique to select 1 sub-county and also to select the 23 school pre-primary schools managed by PCEA in Kikuyu

sub-county, Kiambu County, Kenya. Purposive sampling was also used to select 23 School Managers of the pre-primary schools under study. Random sampling technique was used to select 36 pre-school teachers from the 120 teachers by use of the 30% formula by (Mugenda and Mugenda, 2003). The method that was used to select the pre-school teachers was homogenous grouping and then simple random was applied within each stratum. The purpose of using this study population was to enable the researcher obtain reliable and accurate information and avoid bias.

3.4.2 Sample Size

According to Mugenda and Mugenda (2003), a sample size of the population should be appropriate enough to represent the total population in a survey study.

Table 3.1: Sampling Frame

Category	Population	Sample size
School managers	23	23
Teachers	120	36
Total	143	59

Source Author, 2014

Table 3.1 above shows that the 23 school managers were purposely selected since there were 23 pre-primary schools managed by P.C.E.A in the area of study. Simple random sampling was used to select the 36 teachers from the 120 teachers in the 23 pre-primary schools under study. The teachers were those who taught in pre-unit, nursery and baby classes in schools managed by P.C.E.A Kikuyu Sub-County, Kenya. The researcher in consultation with the county director of Education in Kiambu County had an opportunity of sampling the teachers during a Kikuyu sub-county pre-primary school teachers meeting where all the teachers were present for the meeting. 36 ballots papers with Yes were put in a box and teachers were requested by the researcher to pick and those who picked Yes formed the sample size. 36 teachers were derived at as the sample size through the formula of 30% of the population (Mugenda and Mugenda, 2003).

3.5 Research Instruments

Data was collected mainly by use of the questionnaires and an interview guide to help the researcher obtain information from the School Managers.

3.5.1 Questionnaire for Pre-School Teachers

The researcher used questionnaire for pre –school teachers which had three sections. Section A included the demographic information for pre-schools teachers. Section B included research questions to gather information on teachers related factors influencing effective pre-primary curriculum implementation. Section C had research questions to gather information on the challenges influencing effective pre-primary curriculum implementation Kikuyu Sub-County, Kiambu County, Kenya. The questionnaire had both open-ended and closed questions. The researcher formulated a coding scheme. Numerical codes were assigned to particular responses whereby 1 was a

located to yes responses, 2 was a located to No responses and 0 was located to do not know responses.

3.5.2 Interview Schedule

The interview schedule was used to gather information from the school managers on the school related factors influencing effective curriculum implementation in pre-primary schools managed by P.C.E.A in Kikuyu Sub County, Kiambu County, Kenya. The interview schedule had three sections. Section A ; gathered demographic information of the respondent and section B and C gathered information of the study. . The researcher formulated a coding scheme. Numerical codes were assigned to particular responses whereby 1 was a located to yes responses, 2 was a located to No responses and 0 was located to do not know responses.

3.6 Pilot Study

The pilot study was conducted in two schools using five teachers and two school managers. Teachers were given questionnaires to fill and the researcher used an interview guide to obtain information from the church leaders.

The pilot study allowed the researcher to rework on the research instruments for the improvement inconsistencies, typographic errors was discovered, the language use was checked, and ambiguities removed.

3.6.1 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study(Orodho,2003). The

questionnaire was made in extremely simple and friendly English so that all respondents would have no problem understanding of the required information. The instruments were prepared based on the set objectives and then a pilot study was conducted in two of the schools which were not used in the study. Corrections were made to ensure that the set questions would provide valid responses. Content validity ensured that the instruments measured the traits there were designed for.

3.6.2 Reliability

Mugenda and Mugenda (2003), reliability is a measure of a research instrument yields consistent results or data after repeated trials". The researcher pre-tests the questionnaires to pre-primary teachers to test the reliability of the instrument. After the pilot study was carried, retest was administered to the same individuals after one week to check the extent to which they are reliable. The reliability coefficient was calculated using Spearman correlation coefficient. A reliability of 0.76 was obtained. According to Orodho and Kombo(2002) ,a correlation coefficient of 0.7 to 0.8 indicates the tool is reliable.

3.7 Data Collection Techniques

The researcher collected data using questionnaire for pre-school teachers and interview schedule for school managers. The researcher followed the legal procedures and ethical considerations in the process of data collection.

Step 1: Administration of questionnaire to pre-primary school teachers

The researcher administered the questionnaires to the sampled teachers herself in a period of one month. The researcher agreed with the respondents when to

collect the filled in questionnaires. The teachers could fill in the questionnaires during their convenient time and the researcher collected the questionnaire later.

Step 11: Interview schedule for school managers

The researcher arranged through mobile phone calls the convenient time for each manager to undertake an interview. The researcher visited each school manager as per the appointment and held the interview as the researcher filled in.

3.8 Data Analysis

Qualitative and Quantitative methods were used to analyze data. The data collected using questionnaires were organized and coded into significant patterns and themes for analysis. The quantitative raw data was fed into a computer and then analyzed using SPSS computer software package to calculate frequencies, means and percentages. Results were then presented using tables and figures according to research objectives and questions.

Data collected using interview schedules was organized into themes, the characteristic was identified, coded giving numerical codes then sorted and then indexed and finally analyzed using SPSS computer software package.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Considerations

The researcher got the authority to carry out the research from relevant authorities through the Graduate school of Kenyatta University who gave a letter of authorization to present to the Ministry of Education Science and Technology for research permit issuance, Kiambu County Commissioner and

County Director of Education and P.C.E.A administrators in the area of study to be allowed to get into the field for data collection.

3.9.2 Ethical Considerations

The respondents were not coerced into participating in the research. They were informed about the purpose of the study and the information obtained was to be treated with a lot of confidentiality. All the information collected during the study was not to be made available to anyone who was not directly involved in the study. The researcher had also obtained consent from the teachers and School Managers before interacting with them in data correction activity

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS OF THE FINDINGS

4.0 Introduction

This chapter presents data analysis, interpretation and discussions of the research findings. From the study population target of 59 respondents (23 Managers and 36 pre-primary school teachers), all the respondents filled and returned their research tools, constituting 36 response rates from Pre-school teachers and 23 response rates from the school managers. The results have been presented according to the objectives of the study.

The objectives of the study were;

- i. Explore the school related factors influencing the implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya.
- ii. Establish the teacher related factors influencing the implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya.
- iii. To identify the challenges facing effective implementation of pre-primary school curriculum in PCEA managed schools in Kikuyu Sub-county, Kiambu County, Kenya.

4.1 Demographic Information

4.1.1 Respondents Age

The Demographic information of the respondents in the study were determined and the results have been presented in the Table 4.1

Table 4.1 Respondents age

	<u>School Managers</u>		<u>Pre-School Teachers</u>	
	Frequency	Percentage	Frequency	Percentage
20 - 30 years	02	8.6%	20	57%
30 - 40 years	07	30.4%	12	34.4%
Above 40 years	14	60.8%	03	8.6%
TOTAL	23	100%	35	100%

From the demographic information, the study revealed that 8.6% of the school managers were between of 20 – 30 years, 30.4% were between 30 – 40 years while 60.8% were above 40 years. The study also revealed that 57% of pre-school teachers were between 20 – 30 years, 34.4% were between 30 – 40 years while 8.6% were above 40 years. This implies that younger teachers are teaching pre-schools managed by PCEA in Kikuyu Sub-county Kenya while older people are managing the Pre – schools.

4.1.2 Gender of the Respondents

The Gender of the Respondents was determined and the results are presented in the Table 4.2

Table 4.2 Gender of the respondents

	<u>School Managers</u>		<u>Pre-School Teachers</u>	
	Frequency	Percentage	Frequency	Percentage
Female	02	8.7%	32	93%
Male	21	91.3%	3	7%
TOTAL	23	100%	35	100%

The study revealed that 8.7% of the school managers were female while 91.3% were male. The study also found out that 93% of pre-school teachers were female while 7% were male. The findings indicate that more female teachers are teaching PCEA managed Pre-Primary schools whereas more men are managing the Pre-primary schools.

4.1.3 Respondents Highest Academic level

Table 4.3 Respondents highest academic level

Highest Academic level	<u>School Managers</u>		<u>Pre-School Teachers</u>	
	Frequency	Percentage	Frequency	Percentage
O - Level Certificate	09	39%	26	74.3%
A - Level Certificate	02	8.7%	02	5.7%
Diploma Certificate	08	34.8%	03	8.6%
Bachelors Degree	02	8.7%	00	0.0%
Others	02	8.7%	04	11.4%
TOTAL	23	100%	35	100%

The study revealed that 39% of the school managers had O-Level Certificate, 8.7% had A-Level Certificates, 34.8% had diploma, and 8.7% had a Bachelor's Degree while 8.7% had other certificate. The study also revealed that 74.3% of pre-school teachers had O-level certificates, 5.7% had A-Level Certificates, 8.6% had diploma, and none had a Bachelor's Degree while 11.4% had other certificate. This implies that most of the PCEA Pre-primary schools Managers have O level certificate the same case with the Pre-primary school teachers.

A study done by Abagi (2008), revealed that academic qualifications affect the level of interpretation and curriculum implementation agents, for example teachers.

4.2 School Related Factors Affecting Curriculum Implementation in Pre-Primary Schools Managed By PCEA

4.2.1 Status of the Pre-Primary School Managed By P.C.E.A

The Status of the Pre-Primary School Managed by P.C.E.A were determined and the results are presented in the Table 4.4

Table 4.4: Status of the pre-primary school

	Frequency	Percentage
Public(PCEA Sponsored)	4	17
Full Day	3	13
Valid PCEA Church managed	15	65
Half Day	1	5
Total	23	100

The study found out that 17% of the pre-primary schools studied were PCEA sponsored, 5% operated half day, 13% operated full day and 15% were fully managed by PCEA. This implies that PCEA is playing a great role in the pre-primary curriculum implementation in Kiambu County.

According to a study by Mbiti (1974), Christian missionaries took the initiative in terms of the provision of programs for young children and this supported the curriculum implementation of the pre-school. From the findings

of the study, the researcher agrees with the findings of Mbiti in terms of Religious organization like P.C.E.A support in Curriculum implementation of Pre-Primary Schools

4.2.2 Qualifications Of School Managers

The Qualifications of school managers in Pre-Primary Schools managed by P.C.E.A were determined and results are presented in Table 4.5

Table 4.5 Managers highest qualification in ECDE training

	Frequency	Percentage
Certificate in ECDE	1	4
Diploma in ECDE	1	4
Valid Bachelor in degree in ECDE	1	4
Without ECDE Certificate	20	88
Total	23	100.0

From the findings on the respondent highest academic qualification, the study found that most of the respondents (88%), had no ECDE certificate, 4% of the respondent indicated that they had attained ECDE Diploma certificate level of education, whereas, 4% of the respondent indicated that they had attained ECDE Bachelor certificate level of education. This implies that most of the PCEA Pre-school Managers do not have ECDE training.

A study done by (Githinji et al, 2011), revealed that for a manager to be able to carry out the managerial tasks effectively in a pre-school, he/she must at

least have a Bachelor's degree in Early Childhood Education. (Wangila, and Nyandusi, 2012). Found out that, effective pre-primary curriculum implementation required managers with at least a Bachelor's degree in Early Childhood studies. The researcher concurs with the study of this study as per the findings of the study.

4.2.3 Provision Of Spiritual Guidance by PCEA

The Spiritual Guidance programmes were determined and results are presented in Figure 4.1

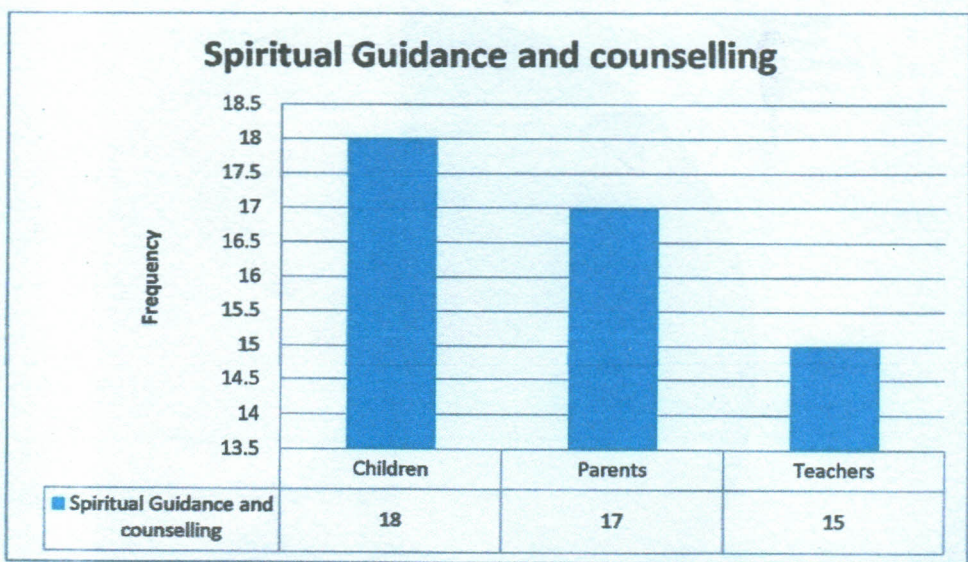


Figure 4.1 Spiritual guidance and counseling

The findings shows that spiritual guidance and counseling offered by PCEA was 18% to children, 17% to parents and 15% to the Pre-school teachers. This implies that Pre-school teachers who are the curriculum implementers received the least percentage of the Spiritual and guidance offered.

A study carried out by Kabiru and Njenga et al, (2010), found out that the mentorship programmes for parents, children and teachers motivates them,

upgrades them and thus enhances effective pre-primary curriculum implementation. Curriculum Implementation agents need to be equipped with mentorship programmes to enhance effective implementation and therefore, as per for this study the researcher agrees with the mentioned study of Kabiru and others.

4.2.4 Adequate Physical Facilities

The Adequacy of the Physical Facilities were determined and the results are presented in Figure 4.2

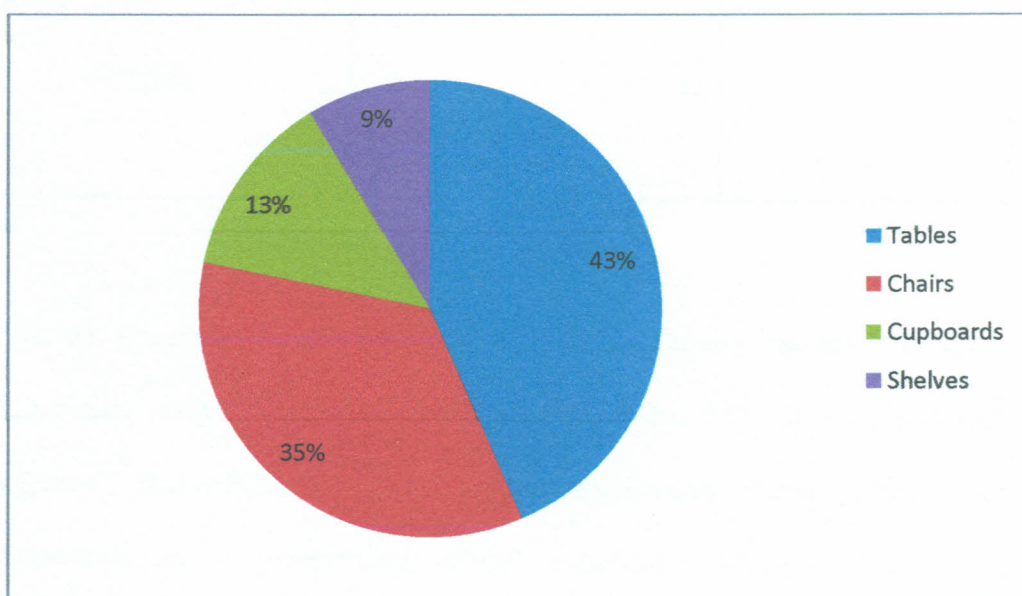


Figure 4.2. Physical Facilities

On the extent to which school related factors affect implementation of pre-primary school curriculum, the study found that the classes were equipped with tables, chairs, shelves, and cupboards. This implies that PCEA Pre-schools has a high percentage of tables and chairs in their classrooms. School related factors affect implementation of pre-primary school curriculum World Bank (1999), found out that physical facilities are very important for the effective pre-primary curriculum implementation.

4.2.5 Church Involvement

The Church Involvement in effective pre-primary curriculum implementation was determined and the results are presented in the Table 4.6

Table 4.6 Church management participation

	Frequency	Percent
Valid yes	21	91
Valid no	2	9
Total	23	100

From the findings on the school related factors affecting implementation of pre-primary school curriculum, the study found that 91% of the respondent indicated that PCEA management participation have effects on implementation of pre-primary school curriculum whereas, 9% of the respondent indicated that PCEA management participation have no effects on implementation of pre-primary school curriculum. This implies that PCEA is involved in their Pre-schools.

According to Republic of Kenya (1968), Church participation is very vital in effective to Primary curriculum implementation.

4.2.6 Availability And Adequate Of Sanitary Facilities

The Adequacy of sanitary Facilities were determined and results are presented in Figure 4.3

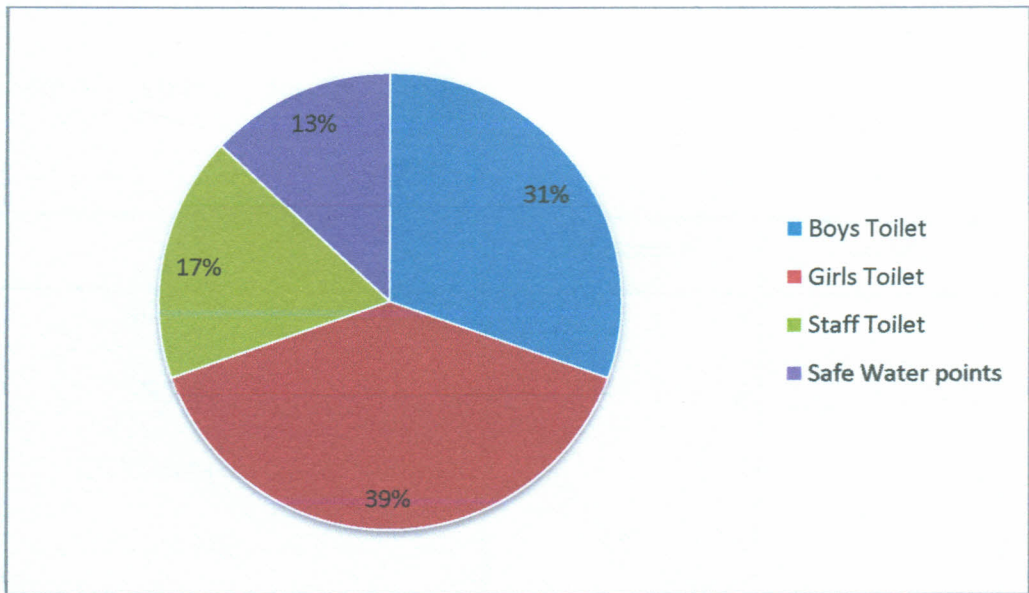


Figure 4.3 Sanitary facilities

On the extent to which school related factors affect implementation of pre-primary school curriculum, the study found that boy's toilet were 31%, Girls' toilets 39%, staff toilets 17% and safe water points were 13%. This implies that PCEA managed schools have provided to some extent, sanitary facilities that are necessary in a Pre-school.

Meggitt and Bruce (2000), revealed that children need to be cared for holistically for effective pre-primary curriculum implementation. Staff members are adults, and therefore they should not use the same toilets with the children in the Pre-Primary Schools because of health issues. The current findings of the study agrees with the findings of Meggitt and Bruce.

4.2.7 Availability of Adequate Outdoor facilities

The availability of adequate outdoor facilities were determined and the results are presented in Table 4.7

Table 4.7 Outdoor facilities

	Frequency	Percent
Swings	8	34
Slides	8	34
Water play	3	12
Sand play	3	12
safe ample field	1	4
Challenged children facilities	1	4
Total	23	100

The outdoor analysis of these statistics reveals that the schools have enough outdoor facilities for both physically challenged and normal children. The study shows that swings were 34%, slides were 34%, water play 12%, sand play 12%, safe ample field 4% and challenged children facilities 4%. The study shows that the schools have many facilities for the children to play with. This implies that provision slides and swings had the highest percentage. Whereas safe ample field and challenged children facilities take the lowest and these are very necessary in effective curriculum implementation to facilitate play.

A study by Oluoch (2006) revealed that facilities are very important in pre-schools for the effective pre-primary curriculum implementation. Children learn most through manipulation. Physical Facilities enhance developmental growth and development in children which is an indicator of effective curriculum implementation in pre-primary schools. The findings of this study concur with the findings of Oluoch.

4.2.8 Position of School Managers in The Church

The Position of School Managers in the church were determined and the results are presented in Figure 4.4

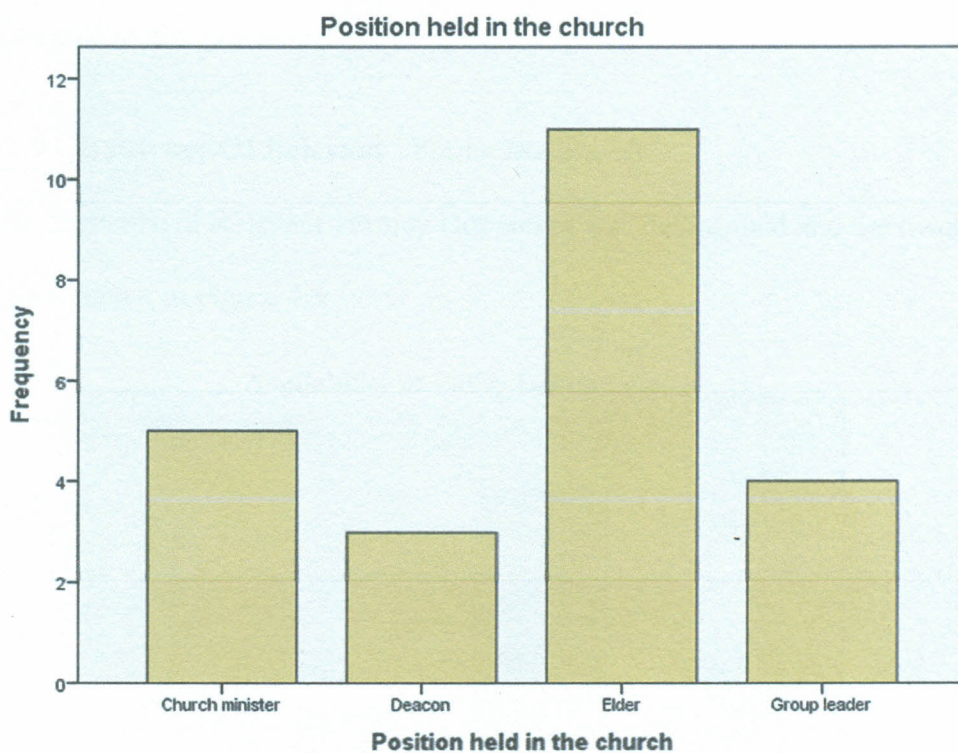


Figure 4.4 Position Held in the PCEA Church by the School Managers

The study shows that position held in the church by the school managers in the area of study is that, elders are the majority, followed by the church minister, group leaders and then deacons. They all assist in the Management of pre-

primary schools in the PCEA church. On the effects on school related factors affecting implementation of pre-primary school curriculum in PCEA managed schools, the study found that the position held in the church were church minister 5%, deacon 3% and elders 11%. This shows that PCEA managed schools were under the leadership of PCEA Church. This implies that the learning of PCEA pre-schools has followed the its Church policy that mandates the parish minister and elders to oversee all activities carried out in their area of jurisdiction. (Muindi 1994).

According to Mbiti (1974), administration of schools should have a foundation which should involve a wide range of categories of people in the managerial setting of that organization.

4.2.9 Existence Of Relevant Policy Document

The Existence of Relevant Policy Document was determined and the results are presented in Figure 4.5

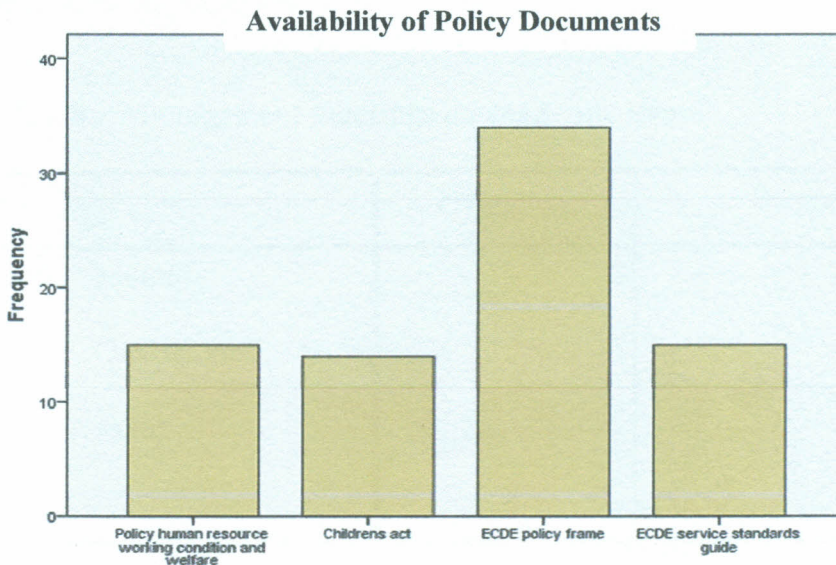


Figure 4.5 Policy Document

The study shows that majority of the respondents use ECDE policy framework to do their work. The findings shows that 15% of the respondents have human resource working condition and welfare policy, 14% of the respondents have children's acts, 34% of the respondents have ECDE policy frame and 15% of the respondents have ECDE service standards guide. This implies that most PCEA pre-schools had ECDE policy framework which guides the administration of the Pre-schools in Kenya (Republic of Kenya,2006).

Read and Mahler (1993) found out that policy documents were very important tools for managers in any learning institution and more so in early childhood centers. Relevant Policy Document were found to be very important because they influence effective Pre-Primary Schools Curriculum Implementation. The Researcher agrees with the above findings of Read and Mahler.

4.2.10 Management Supervision

The Management Supervision Schedule was determined and the results are presented in the Table 4.8

Table 4.8 Management meetings on academic issues

	Frequency	Percent
Monthly	8	35
Quarter year	15	65
Total	23	100

The findings shows that 65% of the respondents held management meetings on academic issues quarterly and 35% of respondents held them monthly. This

implies that PCEA school managers hold management meetings three times a year which is important as far Pre-primary curriculum implementation is concerned.

Omoka, (1980), found out that, management meetings are very necessary for monitoring, evaluation and feedbacks. For effective Curriculum Implementation, the managers should carry out proper and scheduled assessments, monitoring and evaluation. Effective managers give feedbacks which enables the curriculum implementers to take the necessary actions.

4.2.11 Relevant Administration Documents

The relevant administration documents were determined and the results are presented in Figure 4.6

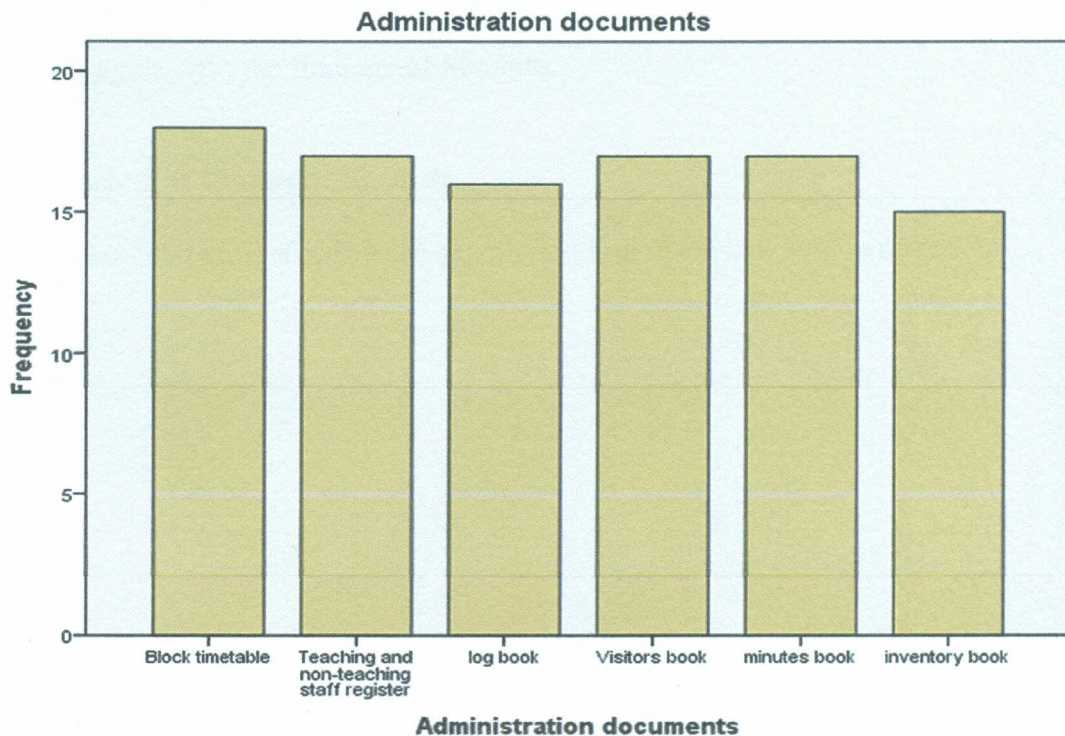


Figure 4.6 Administration documents

The finding shows that majority of the respondents use block timetable, whereas other respondents use teaching and non-teaching staff register, others log book, others visitors book, others minutes book and other respondents use inventory book. The findings shows that 18% of the respondents use block timetable, 17% use teaching and non-teaching staff register, 16% use log books, 17% use minutes book, 15% use inventory book and 17% have visitors book. This implies that most of the Pre-school managers use block timetable to guide curriculum implementation in their schools.

According to Muchira (1989), effectiveness of any manager is guided by the manager having relevant and efficient administration documents. Relevant administration documents enable the managers to have a clear picture of what is on the ground. This enhances organization and planning and therefore, gives the direction to be taken by every curriculum implementer. The findings of this study agree with the findings of Muchira.

4.2.12 Relevant Financial Records

The relevant financial records were determined and the results are presented in figure 4.7

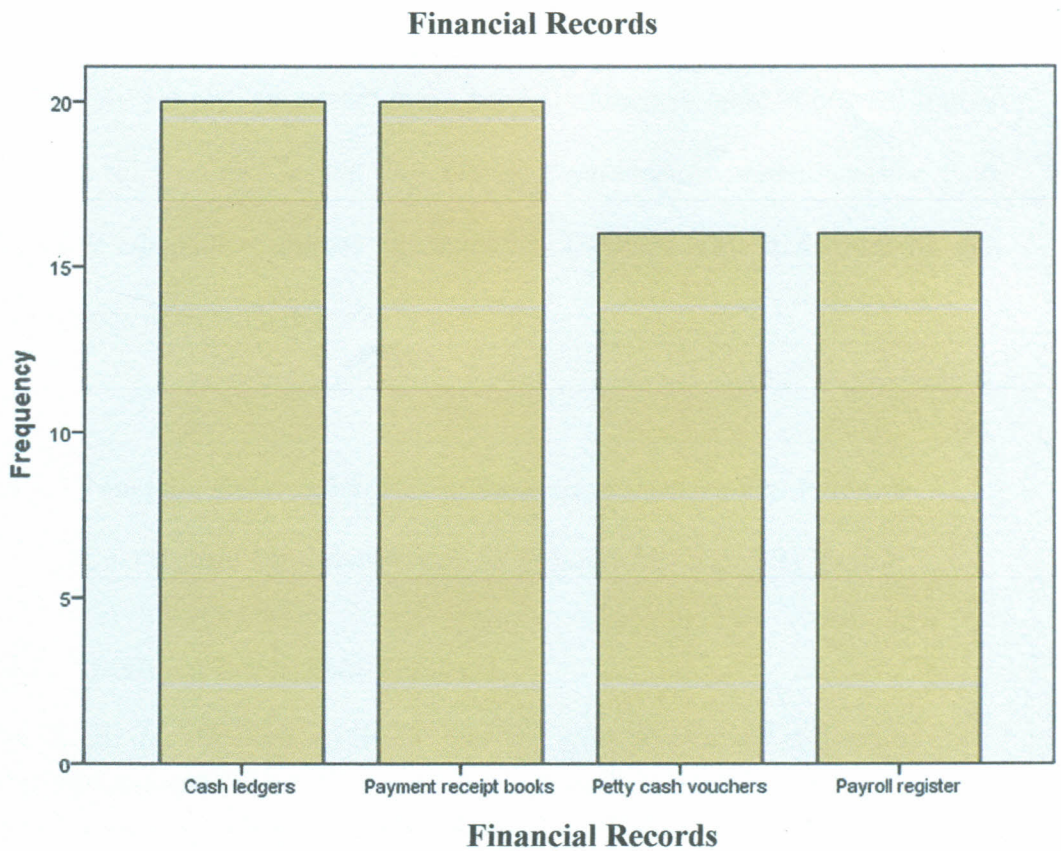


Figure 4.7 Financial Records

The finding showed that 20% of the respondents use cash ledgers for their finance records, 20% of respondents use payment receipt books to keep records of payments, 16% of respondents use petty cash vouchers to reduce huge money in the office, and 16% of the respondents use payroll register to pay their workers. This implies that most Pre-school managers use financial records for financial accountability in their Pre-schools.

The findings show that most respondents use cash ledgers to balance their statements, other respondents use payment receipt books for all finance transactions, other respondents use petty cash vouchers to maintain the small issues in the school and other respondents use payroll register to pay their staff.

Collander (1961) revealed that financial records are very necessary in learning institutions. He also suggested that financial managers need to be well trained on financial records keeping. For effective curriculum implementation there should be adequate resources which include finances. This study concurs with the findings of (Collander, 1961).

4.3 Teachers Related Factors Influencing Effective Pre-Primary Curriculum Implementation In Schools Managed By PCEA

4.3.1 Qualified Pre-School Teachers

The ECDE qualifications of ECDE teachers were determined and results are presented in Figure 4.8

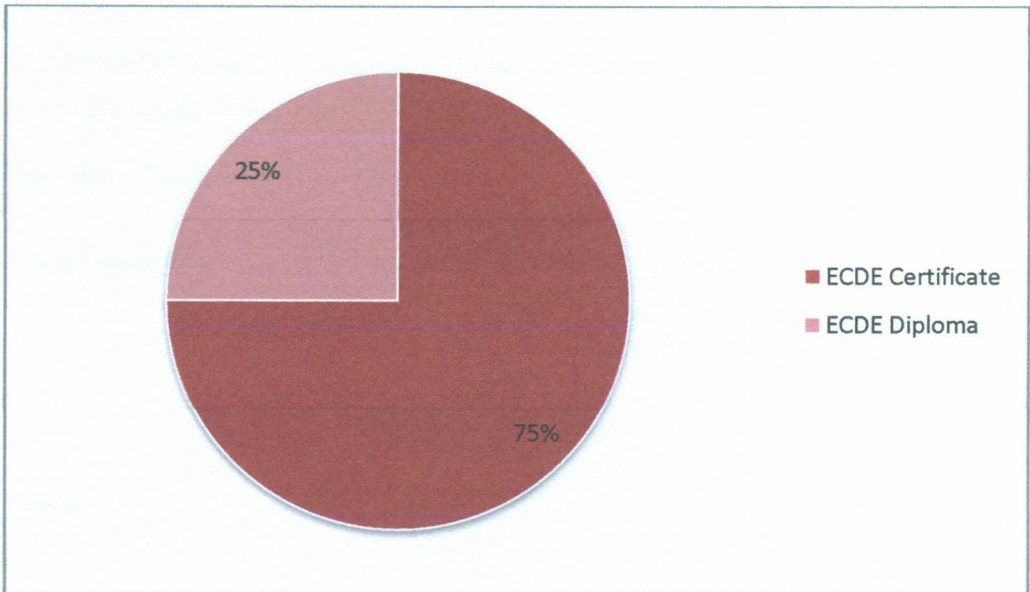


Figure 4.8 Highest ECDE qualification

The study shows that majority of the teachers entrusted by PCEA church to teach 25% were ECDE diploma holders, whereas 75% of the teachers were

ECDE certificate holders. This implies that most of the PCEA Pre-school teachers have a certificate in ECDE.

Tanner and Tanner (1995) identified a teacher as an agent of pre-primary curriculum implementation and emphasized on high qualification for effectiveness. For the teaching as a curriculum implementation agent needs to be highly qualified in the relevant field to be able to interpret the curriculum and implement it effectively. The Researcher in this study therefore agrees with the findings of Tanner and Tanner

4.3.2 Relevant Mentorship Program For Pre-School Teachers

The relevant mentorship program for pre –school teachers were determined and results are presented in Table 4.9

Table 4.9 Mentorship programme

	Frequency	Percentage
Very good	1	3
Good	11	30
Average	23	64
Poor	1	3
TOTAL	36	100

The findings revealed that 3% of the respondents were of the opinion that the mentorship programme was very good, 30% of the respondents said that the mentorship programme given to the teachers in P.C.E.A pre-primary school

was good. 64% said that the mentorship programme to teachers in P.C.E.A pre-school was average, while 3% said that it was poor. This implies that most of the pre-school teachers said that the mentorship programmes provided to them by PCEA was average.

A study done by Abagi (2008) revealed that mentorship of pre-primary school teachers develops them hence promotes their production. Mentorship of pre-primary school teachers promotes the, effectiveness of curriculum implementation because they are agents in this activity. Pre- school Teachers should be given self development programmes through short courses, in service programmes relevant to their fields to empower them. The findings of this study supports the findings of a (Abagi,2008).

4.3.3 Relevant Professional Documents

The relevant professional documents were determined and the results are presented in figure

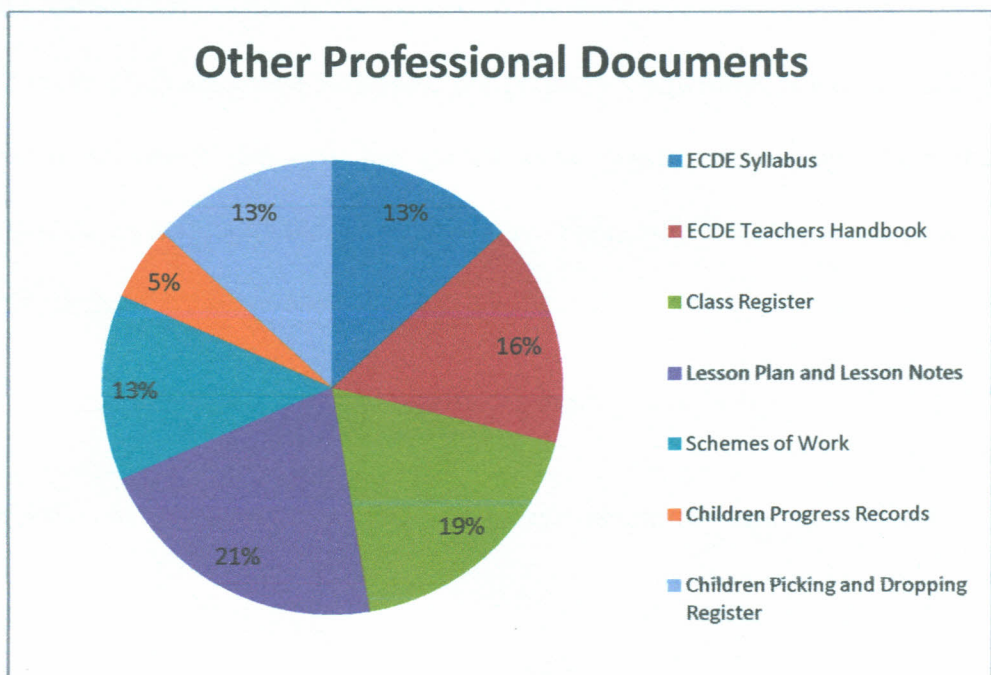


Figure 4.9: Professional documents

From the findings on the effects of teachers' related factors on implementation of pre-primary school curriculum, the study found that 21% of the respondents indicated that majority of teachers use lesson plans and lesson notes, 19% of the respondents indicated that they use class register, 16% of the respondents indicated that they use ECDE Teachers handbooks for their research on the topic ones teach, 13% of the respondents indicated that they use appropriate schemes of work to teach in class, 5% of the teachers keep children's progress records, 13% use children picking and dropping register whereas, 13% of the respondents indicated that they use schemes syllabuses to plan their work. This implies that most of the Pre-school teachers used ECDE teachers hand book, prepared lesson plans and lesson notes but with a great concern as more percentage prepared schemes of work which is very vital in Pre-primary school curriculum implementation.

A study carried out by Aila (2005), found out that professional documents make the teachers organize their work as the curriculum requires them hence content mastery and thus promotes pre-primary curriculum implementation. Professional documents help the teacher to be organized and implement the curriculum in an orderly and sequential way. This study therefore concurs with the findings of the researcher.

4.3.4 Relevant Teaching/Learning materials

The Relevant teaching/learning materials were determined and results are presented in Figure 4.10

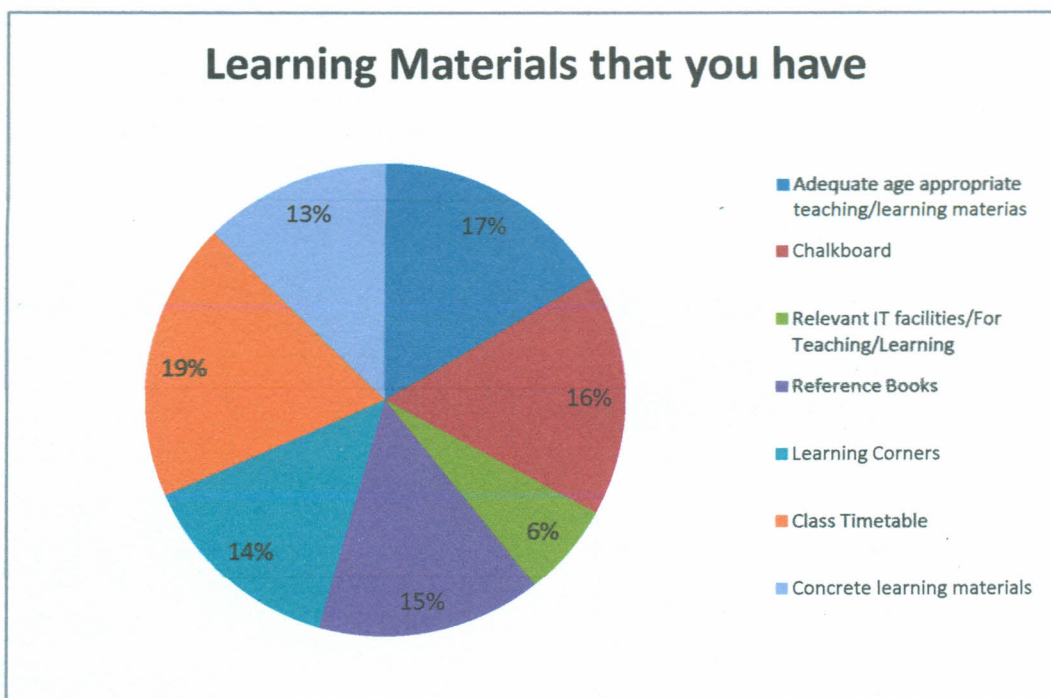


Figure 4.10 Teaching/Learning materials

From the findings of the study, it was revealed that 17% of the respondents used adequate age appropriate teaching/learning materials, 16% used chalk boards, 6% used relevant IT facilities for teaching/learning, 15% used reference books to prepare their work, 14% had learning corners in their classrooms, while 13% had concrete learning materials for children manipulation. This implies that many Pre-school teachers used class timetables had appropriate teaching materials and also learning corners.

Mwaura (1980), found out that for a pre-primary curriculum to be implemented effectively, teachers need to have adequate, relevant and age appropriate teaching/learning materials. Relevant teaching/learning materials enhance effective curriculum implementation in that Teachers and learners who are key in this process require such materials. The findings of this study agree with the findings of Mwaura.

4.3.5 Pre-School Teachers Turnover

The Pre –School Teachers Turnover were determined and the results are presented in Table 4.10

Table 4.10 Number of years Taught in this Pre-school

	Frequency	Percentage
0-2 years	24	67
2 - 5 years	6	16
5 - 20 years	4	11
Above 20 years	2	4
TOTAL	36	100

The study revealed that 24% of the teachers in PCEA primary schools under study taught in these schools for 0- 2 years, 16% taught for 2-5 years, 11% 5- 20 years and 4% taught to more than 20 years. The findings therefore indicate that the Turnover of teachers was high.

Global Partners for education (2014), records that high teacher turnover affects the pre-primary curriculum implementation since it requires consistency. The findings of Global Partners for education further suggest that Pre-School Teacher Turnover also affects the performance of the children. The study agrees with the findings of the above researchers.

4.3.6 Pre-School Teachers' Remuneration

The Pre-School Teachers' Remuneration were determined and the results are presented in Table 4.11

Table 4.11 Pre-School Teachers' Remuneration

	Frequency	Percentage
PCEA	32	89
Donors	4	11
County	0	0
TOTAL	36	100

The findings of this study revealed that 89% of the pre-school teacher's salary in PCEA pre-primary schools are paid by the PCEA, 11% are paid by donors. This implies that most of the Pre-school teachers in schools managed by PCEA are paid by PCEA.

According to a study done by Abagi (2008) he suggested that the government should come up with a way of paying all the pre-primary school teachers through the TSC kitty. This will ease the burden of paying the salaries from the parents and the church. There will also be uniformity of salary payments of ECDE Teachers in different institutions hence promote their self esteem. Remuneration levels affects the motivation of Pre-school teachers and this is reflected on way they implement t the curriculum. However, most teachers in church or private institutions are reluctant on the topic of how much they earn for fear of victimization. This is a clear indicator of low self esteem. The findings of this study agree with the findings of Abagi.

4.4 Challenges Facing Effective Implementation of Pre-Primary Curriculum In Schools Managed By P.C.E.A

Table 4.12. Challenges Facing Effective Implementation of pre-primary Curriculum in pre-primary schools managed by P.C.E.A

Challenges	Response Rate	Total
Low level of Human Resource ECDE qualification	49	58
Lack of enough finances	57	58
Lack of enough facilities	54	58
Heavy work load for teachers	34	58
Insufficient managerial skills	52	58
Emerging issues	55	58

The challenges facing the implementation of the curriculum were determined and the results are presented in Table 4.12.

The study revealed that the Human resource in managerial and teaching responsibilities in pre-primary schools managed by PCEA lacked higher ECDE qualification. Most of them having an ECDE Certificate and Diploma. It also found out that there was shortage of required facilities to promote effective pre-primary curriculum implementation. The study further revealed that finances were a very big challenge which brought about teachers high turnover due to salary demotivation. Teachers in this pre-primary schools highlighted heavy workload as a major challenge to them as agents of pre-primary school curriculum implementation. Managers highlighted managerial

skills challenge since most of them were church leaders and did not have the required ECDE training to enable them perform their managerial task in the pre-primary School Curriculum Implementation

Emerging issues was also revealed in this study as a challenge. Respondents highlighted emerging issues like HIV and Aids, Political Instability, Insecurity, Technology and change in family structures. This study agrees with a study done by (Gatuma and Mwangi, 2005). He found out that challenges like shortage of facilities, shortage of finances affect effective implementation of pre-primary school curriculum. This study also agrees with a study that was done by (Abere, 2006). That revealed the need of Managers to have ECDE high qualifications to be able to interpret the curriculum and perform their task effectively to promote effective pre-primary school curriculum implementation.

Githinji and Kanga(2011), found out that poor remuneration of teachers, high workload, low motivation, and how ECDE qualification level, affect the effective pre-primary curriculum implementation negatively. This study therefore agrees with his findings. A study carried out by Abagi (2008) found out that emerging issues is a very big draw - back in the effective pre-primary curriculum implementation. This study agrees with his findings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The responses were based on the objectives of the study. The researcher had intended to investigate how school related factors affecting the implementation of pre-primary school curriculum in PCEA based school, to establish the teacher related factors affecting the implementation of pre-primary school curriculum in PCEA based school, to determine the extent to which challenges affects the implementation of pre-primary school curriculum in PCEA based school.

5.2 Summary Of Findings Of The Study

The study revealed that several school and teacher related factors influenced the effective implementation of pre-primary school curriculum implementation in pre-primary schools managed by PCEA in Kikuyu Sub-County, Kiambu County, Kenya.

- a) School related factors included; the demographic information of the school managers; status of pre-primary schools managed by P.C.E.A; Qualifications of school managers; adequate physical facilities; P.C.E.A church involvement; availability and adequate sanitary facilities; position of school managers in the church; existence of relevant policy documents; relevant financial records.

b) Teacher related factors included; demographic information of the pre-school teachers in schools managed by P.C.E.A. qualified pre-school teachers; relevant mentorship programme for pre-school teachers; relevant professional documents (schemes of work, lesson plans and lesson notes, syllabus and teachers hard book); relevant teachers/learning materials; pre-school teacher turnover; pre-school teacher's remuneration.

C) The challenges influencing effective implementation of pre-primary school curriculum in school managed by PCEA included: Shortage of teachers and laxity of parents when paying school fees; lack of text books; lack of finances; lack of adequate ECDE skills and training to some of the teachers and managers; lack of enough facilities; inadequate teaching materials; low remuneration for teachers; high teachers turnover and low motivational level of teachers.

5.3 Conclusions

Several schools and teachers that influenced effective implementation of pre-primary curriculum in schools managed by PCEA.

School related factors included; the demographic information of the school managers; status of pre-primary schools managed by P.C.E.A; Qualifications of school managers; adequate physical facilities; P.C.E.A church involvement; availability and adequate sanitary facilities; position of school managers in the church; existence of relevant policy documents; relevant financial records.

Teacher related factors included; demographic information of the pre-school teachers in schools managed by P.C.E.A. qualified pre-school teachers;

relevant mentorship programme for pre-school teachers; relevant professional documents (schemes of work, lesson plans and lesson notes, syllabus and teachers hard book) ; relevant teachers/learning materials; pre-school teacher turnover; pre-school teachers remuneration.

The challenges influencing effective implementation of pre-primary school curriculum in school managed by PCEA included: Shortage of teachers and laxity of parents when paying school fees; lack of text books; lack of finances; lack of adequate ECDE skills and training to some of the teachers and managers; lack of enough facilities; inadequate teaching materials; low remuneration for teachers; high teachers turnover and low motivational level of teachers.

5.4 Recommendations

Recommendations for school managers: In view of the findings of the study, recommendations for school managers include: upgrading of their ECDE training at least to a minimum of a Bachelor's Degree and carrying out serious curriculum implementation monitoring, evaluation, assessment and feedback to ensure that every stake order performs their parts effectively.

Recommendations for pre-primary school teachers: In view of the findings of the study, the recommendations to the teachers include: upgrading their academic and professional qualifications and also ensuring that their prepare and use relevant professional records which includes schemes of work, lesson plans, lesson notes and record of work.

Recommendations to the PCEA Church Leaders: In view of the findings of the study, recommendations to the PCEA Church Leaders include: Provision of adequate resources; empowering human resource in their pre-schools; employment of more qualified pre-school teachers; ensuring proper remuneration and motivation to pre-school teachers in their schools; seeking more donors and sponsors to curb financial crises in their schools. They should also undertake ECDE training at least to Bachelor's Degree for proper supervision of their pre-schools.

5.5. Recommendations for further studies

In view of the findings of the study, recommendations for further study include: PCEA Church pre-school management and academic performance; causes of high pre-school teacher's turnover in PCEA managed schools; effects of teachers remuneration and motivational level in PCEA managed schools and replication of this study in other sub counties.

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APPENDICES

APPENDIX I: RESEARCH INSTRUMENTS INTERVIEW GUIDE TO OBTAIN INFORMATION FROM THECHURCH

MANAGERS.

Dear respondent,

I am a student at Kenyatta University undertaking a Masters degree in early childhood education. I am collecting data for my research project for the purpose of the award of master's degree. My research topic is "Role of PCEA in the Implementation of Pre-Primary School Curriculum in Kikuyu Sub-County, Kiambu County, Kenya."

You have been chosen as one of those persons who have got very important information that will lead to the success of this study. Please the information you give will be treated as confidential and only to be used for academic purpose.

Thank you.

PART A: DEMOGRAPHIC INFORMATION

1. Tick appropriately your age bracket.

- a. 20 – 30 years
- b. 30 – 40 years
- c. Above 40 years

2. Tick appropriately what gender you are.

- a. Male
- b. Female

3. Your Highest academic qualification

- a) O-level certificate
- b) A-level certificate
- c) Diploma certificate

4. What is your highest E.C.D.E professional training grade?

- a) Master in E.C.D.E
- b) Bachelor degree in E.C.D.E
- c) Diploma in E.C.D.E
- d) Certificate in E.C.D.E

Others,

specify.....

PART B: SCHOOL RELATED FACTORS

5. Status of the pre-primary school

- | | | | |
|-------------------------|--------------------------|-----------------|--------------------------|
| Public (PCEA Sponsored) | <input type="checkbox"/> | P.C.E.A managed | <input type="checkbox"/> |
| Private | <input type="checkbox"/> | full day school | <input type="checkbox"/> |
| | | Half day school | <input type="checkbox"/> |

6. Position held in the church

- a. Church minister
- b. Deacon
- c. Elder
- d. Group leader

7. Do you offer spiritual guidance and counseling services ?
- a) Yes
- b) No
8. If Yes who do you offer to?
- a) Teachers
- b) Children
- c) Parents
9. Do you have a pre-primary school committee?
- a) Yes
- b) No
10. If yes how often do you meet?
- a) Monthly
- b) Quarter year
- c) Half year
- d) One year
11. How many classrooms do you have?.....
12. Do you have the following policy documents.....
- i. Policy on human resource working condition and welfare.
- ii. Children's act
- iii. E.C.D.E policy frame
- iv. E.C.D.E service standards guide
13. Do your pre-primary school policies address the following areas?
- i. Fees Payment
- ii. Feeding programme
- iii. Injury or Accident
- iv. Complaints Procedure
14. Who provides finances to support the school?.....
15. What is the current enrolment in your pre-primary school?.....

16. Do you have school transport?.....

17. Do you have the following administration documents

- i. Block timetable
- ii. Teaching and non-teaching staff register
- iii. Log book
- iv. Visitors' book
- v. Minute book
- vi. Inventory book

18. Do you have the following financial records

- i. Cash ledgers
- ii. PaymentReceipt books
- iii. Petty cash vouchers
- iv. Payroll register

19. How do you monitor pre-primary curriculum implementation?

.....
.....

20. Do you have any policy in place to manage the centers?

Yes No

21. How many teaching staff do you have in the pre-primary school?.....

22. How many non-teaching staff do you have in the pre-primary school?.....

SECTION C; CHALLENGES FACING EFFECTIVE

IMPLEMENTATION OF PRE-PRIMARY CURRICULUM

23. Kindly give a major challenge that you face as a School Manager in the E.C.D.E curriculum implementation in your pre-primary school.

i.

24. Suggest a recommendation on what the church can do to counter the challenge you have mentioned in number 23 above.

i.

(B): QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

Dear respondent,

I am a student at Kenyatta University undertaking a Masters degree in early childhood education. I am collecting data for my research project for the purpose of the award of master's degree. My research topic is "Role of PCEA in the Implementation of Pre-Primary School Curriculum in Kikuyu Sub-County, Kiambu County, Kenya.

You have been chosen as one of those persons who have got very important information that will lead to the success of this study. Please the information you give will be treated as confidential and only to be used for academic purpose. Please do not indicate the name I and also the name of your pre-primary school. .

Please answer the questions honestly.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

1. Tick appropriately your age bracket.

- a. 20 – 30 years
- b. 30 – 40 years
- c. Above 40 yers

2. Tick appropriately what gender you are.

- d. Male
- e. Female

3. Your Highest academic qualification

- d) O-level certificate
- e) A-level certificate
- f) Diploma certificate

4. What is your highest E.C.D.E professional training grade?

- e) Master in E.C.D.E
- f) Bachelor degree in E.C.D.E
- g) Diploma in E.C.D.E
- h) Certificate in E.C.D.E

Others,

specify.....

SECTION B; TEACHERS RELATED FACTORS

1. How many children do you have in class _____
2. Do you have the following sanitary facilities..Tick appropriately.
 - i. Boy's toilets
 - ii. Girls' toilets
 - iii. Staff toilets
 - iv. Safe water
 - v. Cleaning items
3. Do you have the following furniture facilities..Tick appropriately
 - i. Tables
 - ii. Chairs
 - iii. Cupboards
 - iv. Shelves
4. Do you have the following security facilities..Tick appropriately
 - i. Fence
 - ii. Gate
 - iii. Securicor officer
5. Do you have the following outdoor facilities..Tick appropriately.
 - i. Swings
 - ii. Slides

- iii. Water play
- iv. sand play
- v. Safe ample field
- vi. Challenged children facilities

6. Do you have the following feeding facilities.. Tick appropriately.

- i. Utensils
- ii. Kitchen
- iii. Stores

7. Which are the co-curricular activities that your pre-primary school participates in, e.g. pastoral programs, children music festivals?

.....

8. Do P.C.E.A church management participate in the activities mention in (14) above?

- Yes
- No

9. Comment on the mentorship programme offered to you by the PCEA.

.....

10. Who else assists you in the pre-primary school daily duties? _____

11. Tick appropriately if you have the following professional documents.

- i) E.C.D.E syllabus
- ii) E.C.D.E teachers handbook
- iii) Class register
- iv) Lesson plan and lesson notes
- v) Schemes of work
- vi) Children progress record
- vii) Children picking and dropping register
- viii) Health records for children

12. Tick appropriately if you have the following teaching/learning materials.

- i. Adequate and age appropriate teaching learning materials.
- ii. a chalk board
- iii. I.T facilities for teaching/ learning
- iv. Reference books
- v. Learning corners
- vi. Class time table

13. Who pays your salary? .tick appropriately.
- i. P.C.E.A
 - ii. Parents
 - iii. Sponsor
 - iv. Government

14. Comment on your job motivation.....
.....

SECTION C; CHALLENGES FACING EFFECTIVE IMPLEMENTATION OF PRE- PRIMARY CURRICULUM

15. Give a major challenge that you face as a key E.C.D.E curriculum implementer in your pre-primary school teaching profession.

16. Give a suggestion of how the church can counter the challenge that you have mentioned in (20) above to improve, the E.C.D.E curriculum implementation.

APPENDIX II: APPROVAL LETTER FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School **DATE:** 14th December, 2015
TO: Ms. Maina Josephine Gakenia **REF:** E83/OL/25894/11
C/o Early Childhood
Studies Department

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 10th December, 2014.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


SILVERIA THIONG'O
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Early Childhood Studies Department

Supervisors:

1. Dr. Nyakwara Begi
C/o Early Childhood Studies Department
Kenyatta University
2. Dr. John Teria Ng'asike
C/o Early Childhood Studies Department
Kenyatta University

APPENDIX III: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JOSEPHINE GAKENIA MAINA
of KENYATTA UNIVERSITY, 43844-100
Nairobi, has been permitted to conduct
research in *Kiambu County*

on the topic: **FACTORS INFLUENCING
EFFECTIVE IMPLEMENTATION OF
PRE-PRIMARY SCHOOL CURRICULUM IN
SCHOOLS MANAGED BY PRESBYTERIAN
CHURCH OF EAST AFRICA IN KIAMBU
COUNTY, KENYA.**

for the period ending:
31st December, 2015

.....
Applicant's
Signature

CONDITIONS

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

Permit No : NACOSTI/P/15/8662/4855
Date Of Issue : 4th March, 2015
Fee Received :Ksh. 1000



.....
Secretary
Secretary
National Commission for Science,
Technology & Innovation



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **4348**

CONDITIONS: see back page

**APPENDIX IV: RESEARCH AUTHORIZATION LETTER FROM
MINISTRY OF EDUCATION.**



**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education**

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email: directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/HR/4/Vol. I/(61)

11th MARCH, 2015

Josephine Gakenia Maina
Kenyatta University
P.O Box 43844-00100
NAIROBI

RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No. NACOSTI/P/15/ 8662/4855 dated 4TH MARCH 2015.

This is to inform you that the above named has been authorized to carry out research on *"Factors influencing effective implementation of pre-primary school curriculum in schools managed by Presbyterian church of east Africa in kiambu county,"* for a period ending 31st December, 2015.

Wish you success.

A handwritten signature in black ink, appearing to read 'Koigi James Karuku', written over a faint circular stamp.

KOIGI JAMES KARUKU
FOR COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

**APPENDIX V: RESEARCH AUTHORIZATION FROM KIAMBU
COUNTY COMMISSIONER**

**MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU**

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommissionerkiambu@kenya.go.ke
When replying please quote



County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

REF: ED.12/1/VOL .II/124

11th March, 2015

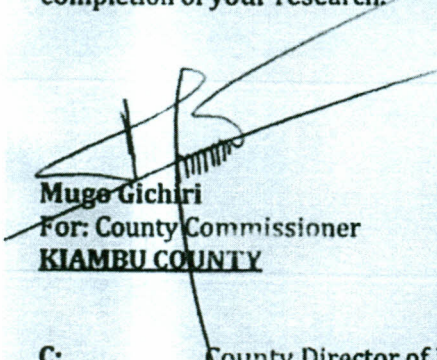
Josephine Gakenia Maina
Kenyatta University
P. O. Box 43844 - 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to your letter Ref No. NACOSTI/P/15/8662/4855 of 4th March 2015.

You have been authorized to conduct research on "*Factors influencing effective implementation of pre-primary school curriculum in schools managed by Presbyterian Church of East Africa in Kiambu County, Kenya*". The data collection will be carried out in Kiambu County for a period ending 31st December, 2015.

You are requested to share your findings with the County Education Office upon completion of your research.


Mugo Gichiri
For: County Commissioner
KIAMBU COUNTY

C: County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI