

**ATTITUDES OF PRE-SCHOOL TEACHERS TOWARDS EARLY  
CHILDHOOD DEVELOPMENT AND EDUCATION CURRICULUM  
IN BOMET CENTRAL SUB-COUNTY, BOMET COUNTY.**

**BY**

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CHILDHOOD AND PRIMARY EDUCATION)**

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## DECLARATION

### Declaration by the student

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## **DEDICATION**

This thesis is dedicated to the almighty God, my parents, my family and to all my friends for their love and support. I sincerely dedicate this work to you.

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This thesis could not have been possible had it not for the efforts of certain people who assisted me. I express my appreciation to all those who as institutions or individuals in one way or another, contributed to the success of this study. Special thanks go to the lecturers in the department of Curriculum, Instruction and Educational Media, Moi University. My gratitude goes to my supervisors Dr. Hellen Sang and Dr. Egesa M. K, who tirelessly provided much guidance, aspiration and encouragement throughout the writing of this thesis.

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## ABSTRACT

In Kenya, official Early Childhood Development and Education curriculum was developed by Kenya Institute of Curriculum Development in 2008. The role of a pre-school teacher is very important in curriculum implementation. This lays the foundation for primary school and later life of a child because of the developmental levels that children are undergoing. The study sought to investigate the attitudes of pre-school teachers towards the Early Childhood Development and Education curriculum in Bomet Central Sub County, Bomet County. The specific objectives of the study were: to examine pre-school teachers level of awareness on the Early Childhood Development and Education curriculum, to establish how teacher training influence the attitudes of pre-school teachers towards the Early Childhood Development and Education curriculum, to establish the effect the teaching methods on the attitudes of pre-school teachers towards the Early Childhood Development and Education curriculum. The study was to also determine the effect of the availability of resources and facilities on the attitudes of pre-school teachers towards the Early Childhood Development and Education curriculum and to find out the effect of pre-school teachers' experience on their attitudes towards the Early Childhood Development and Education curriculum. The study was guided by diffusion theory and ecological theory. Descriptive research design was employed and data was collected using questionnaires and document analysis for pre-school teachers and interviews for education officers and primary school head teachers. Stratified sampling was used to select 30 pre-school centres from which the pre-school teachers and head teachers were selected and purposive sampling was used to select the education officers. The statistical procedures were carried out using the statistical package for social sciences. Qualitative and quantitative techniques were employed in order to analyze the obtained data. Specifically, frequencies, means, percentages were used. The findings of the study showed that it is beneficial to the Ministry of Education to help curriculum developers to structure early childhood development and education teacher training and material development to suit the early childhood development and education curriculum implementation. It is also beneficial to the government so as to motivate teachers hence developing positive attitudes towards the curriculum and to suggest ways for teachers to develop positive attitudes towards the curriculum. The researcher found out that most teachers are trained but their level of training is still low, and that qualification levels and experience do not influence attitudes of pre-school teachers towards the curriculum. Most of the preschool teachers were aware of the current pre-school curriculum and had positive attitudes towards the curriculum. It was noted that resources available were fairly adequate and did not affect teachers' attitudes towards the curriculum. Most teachers have positive attitudes towards child-centered methods. It was recommended that teachers need to be encouraged to participate actively in pre-school education and to pursue further studies in the field. The government should employ adequate number of pre-school teachers, remunerate them well and provide basic resources so as to reduce the cost of pre-school education this way more parents will afford to send their children to school. Teachers should be in-serviced especially on child-centred pedagogy to keep them updated in curriculum implementation.

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**LIST OF ABBREVIATIONS**

DFRD	-	District Focus for Rural Development
DICECE	-	District Centre for Early Childhood Education
ECCE	-	Early Childhood Care and Education
ECD	-	Early Childhood Development
ECDE	-	Early Childhood Development and Education
ECE	-	Early Childhood Education
EFA	-	Education for All
FPE	-	Free Primary Education
KHA	-	Kindergarten Headmistress Association
KICD	-	Kenya Institute of Curriculum Development
NACECE	-	National Centre for Early Childhood Education
PEP	-	Pre-school Education Project
TTC	-	Teachers' Training College
UN	-	United Nations

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

The purpose of this study was to investigate the attitudes of pre-school teachers towards Early Childhood Development and Education curriculum in Bomet Central Sub County, Bomet County. Chapter one deals with the introduction to the study; chapter two presents literature review; chapter three highlights the research design and methodology, while chapter four deals with data presentation and analysis and chapter five with summary, conclusions and recommendations. This chapter provides the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also highlights justification of the study, assumptions, scope and limitations of the study, theoretical framework and operational definitions of terms.

#### **1.2 Background to the Study**

Early Childhood Development and Care refers to education for children from conception to six years, (NACECE 2000). This is not confined to pre-schooling but is concerned with the total wellbeing and development of the child; emotionally, physically and intellectually in the crucial period from birth to the age of six years. The two main objectives of early interventions in Sub-Saharan Africa are to prepare children for entry into primary school and to unburden families from their child care duties during the working hours. The scope of ECDE goes beyond these main objectives and concerns every child's right to survival, care and optimal development from conception onwards, (Garcia, 2008).

Before independence, pre-school education in Kenya was racially segregated mainly for Asian and European children. In the late 1940s, pre-schools were started for Africans in the plantations and urban areas to provide custodial care while their parents worked for Europeans in their farms, (KIE, 1999). In 1950 detention centres were established to cater for Kenyan children whose parents were in detention camps. After independence, pre-schools expanded rapidly due to the 'Harambee Philosophy' initiated by the first president of Kenya Mzee Jomo Kenyatta. This called for community to support ECDE by providing land to build pre-schools, employing preschool teachers, paying their salaries and providing facilities and materials to be used in pre-schools.

In Kenya, the services provided for the young children prior to 1970 were very poor. This was mainly because of a lack of adequate government intervention and coordination, (Kipkorir & Njenga, 1997). The two scholars noted that as a result, the curriculum content and methodology used in the pre-schools differed greatly and was often unsuitable for young children. There were also no properly organized training programmes for the teachers; hence the majority of the teachers were untrained. A survey done by the Ministry of Cooperatives and Social Services in 1971 revealed that out of 5,000 teachers only 400 had received basic training in aspects of pre-school education (ibid). The untrained teachers lacked adequate knowledge and skills for providing rich and stimulating learning experiences to the children. Their classrooms had no learning and play materials, so they used rote learning and talk-and-chalk teaching methods. There was also no organized curriculum or other support materials for use in the pre-schools, (Kipkorir & Njenga, 1997).

Faced with this problem the teachers used formal teaching methods equivalent to those used in the primary schools with older children. In Kenya, pre-school education was officially included in the educational system in 1979. Prior to this it existed in unofficial form, (Garcia et al. 2008). A major justification for development of pre-school was its potential to modify school achievement and life prospects. In 1990, the first pre-school guide was developed to be used in teaching pre-school children following Pre-school Education Project that had been initiated. In order to address the changing needs of the society and ensure children's safety, the current ECDE curriculum has incorporated critical emerging issues such as life skills and development through storytelling, living values, moral values and social responsibility. It has adopted thematic integrated approach which is currently being used in ECDE centres in the country, (NACECE, 2008). This approach of teaching requires well trained teachers and a well-structured curriculum to enable children grasp all relevant skills and concepts that promote holistic development.

The ECDE teacher has an important role to play in the stimulation and learning process of a child. Consequently, he/she needs to have a deep understanding of children, their characteristics, behavior, needs, abilities and interest so that he/she can give proper care and assistance. The teacher takes the role of the mother by giving children love, attention, assistance, guidance and comfort. Consequently it is important for the ECDE teacher to understand her roles well to adequately meet the needs of children entrusted to her, (NACECE, 2000).

Qualities of teachers and communication between the teacher and the children have an important role in the realization of positive effects of pre-school education, educational experiences while supporting the development of children, (Erden, 1998).

According to studies in the field of educational sciences, (Gurkan, 1993), as the quality of teachers increase, more qualified children can be brought up. Teaching is a profession requiring special expertise based on social, cultural, economic, scientific and technological knowledge related with education sector, (Erden, 1998). Good quality of teachers imparts positively on the development of children and therefore there is need to prepare a competent teacher. Shiundu and Omulando (1992) noted that an adequate academic qualification of the teacher instills self confidence in the teacher and serves as an inspiration to the pupils. This study therefore, seeks to establish how teacher training influence the attitudes of the teachers towards ECDE curriculum.

Attitude is one of the determining factors in predicting people's behaviours, that is to say by understanding individual's attitudes towards something, one can predict with high precision the individual's overall pattern of behaviour to object, (Ajzen 1980). They are formed early in the process of socialization. According to Law 2008, teachers' skills and attitudes count for a great deal more in curriculum renewal than do changes in content and method. Therefore attitude affects people in everything they do, in fact reflects what they are, hence a determining factor of people's behaviour, (Ajzen 1980). The purpose of this study therefore, is to investigate the attitudes of pre-school teachers towards ECDE curriculum and factors affecting their attitudes.

Smith and Keith (1971) carried out a study which revealed that the innovating institution was isolated from its environment; consequently, the middle class which surrounded the school did not like the innovation they saw in their midst. They therefore, developed a negative attitude towards the innovation. From a study by

Fullan (1992), he observed that “there is still fear that implementation could be stymied by entrenched view about the structure of the curriculum and opposition to change.” It is therefore, crucial to examine pre-school teachers’ level of awareness on the ECDE curriculum.

Shiundu & Omulando (1992), observe that the importance of attitude in implementation of a programme cannot be neglected. Attitudes held by teachers, head teachers, children, parents and other education stake holders about a new programme such as the ECDE curriculum, will determine how it will be handled and received. A positive attitude towards a programme will favour its successful implementation. The two scholars further noted that, in order to implement a new programme there are some things to be observed; first, changing attitudes of people, (teachers) and the learners themselves and secondly, improving the materials and the administrative means will make the process possible.

Teachers’ attitudes are important variables in classroom application because of the relationship between attitudes and action. Positive attitudes do not only influence the willingness to implement but also the children’s willingness to learn. Researches carried out indicate that there is a positive correlation between teacher’s attitudes and their teaching methods, (Ashton et al., 1975). Thus, the study intends to examine the effect the methods of teaching on the attitudes of pre-school teachers towards the ECDE curriculum.

## **1.2 Statement of the Problem**

The kind of relationship the teacher establishes with children will influence how and what they learn and the type of group adjustment they make, (Nasibi, 2005). The teachers’ roles are affected by some factors from within and outside. These factors

include but are not limited to remuneration, working conditions, availability of resources as well as the fact that pre-school education is not prerequisite for entry to class one, (Garcia et al., 2008). The fact that early years are important in laying foundation for adulthood and that the teacher or caregiver plays a vital role during this particular period, is very crucial. Professional quality and personality of teachers are effective on both development of children and their own attitudes towards the teaching profession, (Bandura, 2002).

In Kenya, up to 2008 there was no official preschool curriculum. The preschool teachers used ECD guideline both as a guide and a syllabus. In 2008, the government through KICD developed ECDE syllabus which is meant to be implemented in all ECDE centres especially community based and government sponsored. The ECDE curriculum is therefore still new and it is common that an innovation always elicit different responses from the stakeholders, among them ECDE teachers. Teachers' attitudes are often translated into specific classroom and instructional practices which in turn affect student behavioral and learning outcomes, (Cook, 2002). Reinke and Moseley (2002) indicate that teacher attitude is an important variable in classroom application of new ideas and novel approaches to instruction.

This study therefore sought to investigate the attitudes of ECDE teachers towards this curriculum, how it affects its implementation and accordingly presenting suggestions about development of positive attitudes towards the curriculum.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the attitude of pre-school teachers towards ECDE curriculum in Bomet Central Sub County, Bomet County.



#### **1.4 Objectives of the Study**

The objectives of the study were:

1. To examine pre-school teachers level of awareness on ECDE curriculum
2. To establish how teacher training influence the attitudes of the teachers towards ECDE curriculum
3. To examine the effect the teaching methods on the attitudes of pre-school teachers towards ECDE curriculum
4. To determine effect of the availability of resources and facilities on the attitudes of pre-school teachers towards ECDE curriculum
5. To find out the effect of pre-school teachers' experience on their attitudes towards ECDE curriculum

#### **1.5 Research Questions**

1. What level of awareness do pre-school teachers have on ECDE curriculum?
2. What influence does teacher training have on the attitudes pre-school teachers towards ECDE curriculum?
3. What is the effect of teaching methods on the attitudes of pre-school teachers towards ECDE curriculum?
4. What is the effect of availability of resources and facilities on the attitudes of pre-school teachers towards ECDE curriculum?
5. What effect does teachers' experience have on the attitude of pre-school teachers towards ECDE curriculum?

#### **1.6 Justification of the Study**

Research has shown that early years are important in laying foundation for adulthood. This is the period when the children undergo fast growth changes in mental, physical, social, emotional and spiritual development. This calls for an ECDE curriculum

which is developed and taught in an integrated manner. An integrated curriculum can help the child make sense of the world more easily. There was need therefore to examine the effects of teaching methods on the attitudes of pre-school teachers towards ECDE curriculum.

Pre-school teachers who care for children should have a sound knowledge of how children grow, develop and learn in order to provide for them and consequently have a positive attitude towards ECDE curriculum. The attitudes pre-school teachers towards the ECDE curriculum affect how they implement the curriculum. This has an effect on the learning and development of the children

### **1.7 Significance of the Study**

The findings and recommendations of the study will be useful to the Ministry of Education to the betterment and improvement of the current ECDE curriculum implementation in Bomet Sub County as well as in other Sub Counties. The study forms a basis for further research on ECDE curriculum. The research will lead to the generation of new ideas to improve attitudes of teachers towards ECDE curriculum as well as make teaching more efficient in ECD centres in the whole country.

The findings and the recommendations will help the curriculum developers (KICD and NACECE/DICECE) to structure pre-school teachers' training and material development to suit ECDE curriculum, to source fund for financing the ECDE program and to establish existing gaps so as to fill them for effective implementation of the ECDE curriculum in the whole country. It will also encourage the government to employ more pre-school teachers so as to make pre-school education affordable to parents hence all pre-school going age children will access pre-school education and to plan teacher training activities that support pre-school teachers to develop positive

attitudes towards the curriculum. It will also give suggestions to pre-school teachers on ways of developing positive attitudes towards the curriculum.

### **1.8 Assumptions of the Study**

The researcher assumed the following:

1. That the sample selected sufficiently represented the target population
2. That all children in ECDE centres are under the age of eight years
3. That all the respondents gave honest responses

### **1.9 Scope and Limitation of the Study**

#### **1.9.1 Scope of the Study**

ECDE curriculum is a wide field. This research focused on the attitudes of pre-school teachers towards ECDE curriculum in the selected schools in Bomet Sub County. Pre-school teachers from both private and public preschools were targeted. The conclusion of the study was based on the responses from the sampled population.

#### **1.9.2 Limitations of the Study**

The study was limited by the following:

1. The findings of the study may not be generalized to other areas since the factors that affect the attitudes of pre-school teachers towards the ECDE curriculum may vary from place to place
2. Financial constraint was experienced as the researcher needed money for travel, data collection, proposal and report writing. However, the research was limited to factors only related to the study in Bomet Central Sub County.

3. Collection of data took longer than expected due to poor infrastructure which limited the access to the sampled schools. However, the data collection was done during dry season to minimize the effect of poor infrastructure.
4. Some of the respondents were not cooperative in providing relevant information for the research study because they feared being exposed. However, the researcher assured them that confidentiality was to be ensured.

### **1.10 Theoretical Framework**

The study was based on ecological theory developed by Bronfenbrenner (1979), and diffusion theory by Rogers (1995). Bronfenbrenner focuses on the relationship between the child and the society, stressing the importance of child rearing in its social context. According to Bronfenbrenner, young children's lives are influenced by different levels of ecological environments which are seen as composed of four interlocking structured levels including the most immediate settings such as home, school and work and the interaction between these immediate settings and the larger social settings. With Bronfenbrenner's ecological theory that emphasizes the importance of seeing the child's education in its social contexts.

Teachers do not act only in the classroom where they instruct children more or less in isolation from other classes and teachers. A modern view of teaching also include professional activities on the school level, such as cooperating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions, (Darling-Hammond et al. 2005). These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, hence directly and indirectly affect the learning of the children. The study investigates on the attitudes of teachers towards ECDE curriculum. This theory

was preferred as it is relevant to the study in that the attitudes of teachers towards ECDE curriculum, determine the preschool learning environment in terms of curriculum planning, teaching methods, classroom organization, motivating children and classroom instruction. This consequently affects child's learning, growth and development in the ECDE centres.

According to Rogers (1995), diffusion is the process by which members of a social system learn about, decide about and act on ideas, practices or objects that they perceive as new. The diffusion of innovations has been characterized by four-stage process:

1. Dissemination or the planned efforts to make school districts aware of the program and encourage its adoption; Basing on the fact that the ECDE curriculum was recently developed by the government through the KICD in 2008. Diffusion theory was utilized to find out whether pre-school teachers are aware of the curriculum through dissemination by KICD through NACECE/DICECE officers
2. Adoption or the encouragement of districts to make commitment to initiate the program; the theory was relevant in determining whether the education officers are assisting pre-school teachers to understand the curriculum.
3. Implementation or interventions to assist teachers or other appropriate personnel to deliver the program in accordance with its original design; the theory was also relevant in finding out if the teachers have consistently and regularly been offered in-service course or seminars to build their capacity in implementing the curriculum
4. Maintenance or the encouragement of the school administration and to use the program; the theory also was used to establish whether the pre-school teachers

were supported by the administration and significant others in the implementation of ECDE curriculum.

This theory was utilized to find out what effects these activities have on the attitudes of pre-school teachers towards ECDE curriculum. These two theories were found to be relevant to the study as they focus on child learning environment and how it affects ECDE curriculum implementation in Kenya.

### **1.11 Operational Definition of Terms**

**Attitude** – this means belief or opinion about people, objects and ideas. It has been used to refer to the opinion of teachers about the current curriculum

**Child centred approach/education-** refers to learning based on the interest of the child while the teacher acts as the facilitator

**Curriculum-**defined as school related experiences that affect the child.

**Early Childhood Development and Education-**refers to care and education for children aged between zero to six years. It is used interchangeably with the word Early Childhood Care and Education

**Holistic development** – this means development in all aspects such as physical, mental, moral, emotional, social and spiritual.

**Integration-** refers to where various activity areas are brought into one. This helps to promote holistic development in children

**Thematic teaching approach-** it is a method of teaching based on a theme. A theme is a central idea or topic around which learning takes place or is derived from. It is used to teach all the activities for one week or more.

### **1.12 Summary**

This chapter has outlined the background and statement of the problem, the research objectives, questions, and the purpose, significance of the study, assumptions, scope and limitations of the study, justification and assumption of the study, theoretical framework and finally operational definitions of terms. Chapter two reviews literature on factors that affect attitudes of pre-school teachers towards the ECDE curriculum. Chapter three dealt with research design and methodology. Chapter four dealt with analysis of data and chapter five with the summary, conclusion and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter highlights the following areas in literature review: Early Childhood Development and education, historical development of ECDE in Kenya, ECDE curriculum in Kenya; objectives, content, time allocation and methodology. It also states the pre-school teachers' roles and finally factors that affect their attitudes towards ECDE curriculum.

#### **2.2 Early Childhood Development and Education**

This is popularly referred to as ECDE. This acronym has been evolving over time. Initially it was Early Childhood Education (ECE). After the realization that children do not simply get education in the early years, it changed to Early Childhood Development (ECD). This did not seem comprehensive as it laid little emphasis on education. In the recent past, however, the term Early Childhood Development and Education (ECDE) was adopted. This seems to be considered as it encompasses the overall and holistic development of children including cognitive, physical, social, and emotional aspects, (Githinji & Karanja, 2009).

Early Childhood is considered to be the period from conception to eight years (NACECE, 2000). It is generally agreed that the concept of ECDE takes into account the child in the mother's womb soon after conception, through pre-school and the transition period into the first three years of primary education. Development entails improvement of the child's abilities in these early years. This development is, therefore, qualitative in nature. Within these early years, the child is educated or enlightened so as to cope with life as he or she transits from one stage to the other.

Recent years have seen many countries endeavor to prioritize early childhood care and education as a foundation for later learning and development, as evidenced by the Global Guidelines for Early Childhood Education and Care in the 21st Century, (Association for Childhood Education International/World Organization for Early Childhood, 1999). Such efforts are a response to a variety of complex social issues and economic trends for example the promulgated Kenyan constitution in 2010, the basic education bill 2012, which emphasizes the child's right to free and compulsory basic education. These forces, which are referred to here as "complex family stressors," include, but are not limited to, societal changes due to industrialization, the increased number of women with young children entering the labor force, families with two working parents, a rise in the number of single parents, and the demise of traditional systems of child care and extended family support systems, (NACECE, 2000).

Pre-school education plays a significant role as it helps children in successful completion of primary education. It provides the foundation for all round development and enables the child to understand various issues (Shabnam, 2003). According to MOEST and UNESCO, (2005), research has shown that children who are well cared for in early years are more socially stable, enjoy fuller cognitive development and higher academic achievement, suffer lower rates of repetition and drop out and obtain better paying jobs. Hence such children when they grow up are an asset to society, thanks to their greater contribution to their families and the country.

According to Sander, (2003), research studies have shown that pre-school education enhance early literacy skills, child's ability to learn, to communicate ideas and feelings and to get along well with others. Children who receive quality pre-school

education are more likely to succeed in school and in life. Children with richer literacy environment demonstrate higher level of reading knowledge and skills at pre-school entry, (Nord & Lennon, 2002).

Good pre-school education enhances cognitive abilities, school achievements, improves classroom behaviour, decrease grade repetition among children, (Barnett, 2004). Children who attend ECDE are more likely to show less adjustment to problems, less behavior problems and better academic performance when they join primary one. This is because children are already familiar with the school environment and are aware of school's academic expectations with those already at school.

Compared to other countries at similar levels of economic development, Kenya has made considerable achievement in provision of ECD, (MOEST and UNESCO, 2005). However, this education is offered in various institutions bearing different names such as kindergarten, nursery school, daycare centre, crèche, academy, Montessori, and pre-primary and in various out of school setting.. This research therefore, sought to investigate the role of pre-school teachers in curriculum implementation and their attitudes towards the curriculum.

### **2.3 Historical Development of ECDE in Kenya**

Early Childhood Development Education refers to programmes for children aged between zero to six years, (NACECE, 2000). The main factors that contributed to rise of ECDE programmes in Kenya include: urbanization, rural to urban migration, engagement of mothers in employment, demand for education and consideration of pre-school education as a foundation for other levels of learning (ibid). This is one of the fundamental child's rights.

Beginning in 1940s daycare centers were established for African children in Agricultural plantation and in rural central Kenya during Mau Mau struggle for independence to provide custodial care for children while mothers worked, (KIE, 1999). Missionaries provided milk and medical care for children enrolled in these centres, (Kabiru, 1993; MOEST and UNESCO, 2005). For centuries young Muslim children have also attended Koranic school, which emphasized faith based learning.

After independence in 1963, pre-school centers expanded rapidly. This was initiated by the first Kenyan president Jomo Kenyatta's popularization of Harambee motto meaning "pulling or pushing together" (Garcia et al., 2008). Parents and communities responded positively to the Harambee call and committed themselves in fundraising and resource mobilization to establish pre-school institutions ranging from daycare centers, nursery schools and koranic schools to kindergarten attached to primary schools. The ECD program were run by different ministries such as Ministry of Culture and Social services, Ministry of Local government, Ministry of Home Affairs, Ministry of Health and Ministry of Education prior to the issue of circular No. 1 of 1980 which transferred program responsibilities to the Ministry of Education, (MOE, Ngaroga, 2007).

In 1966, German volunteer services assisted the department of Community Development and Social Services to train local personnel (teachers) in a course that took four to six months. By 1968, there were 78 supervisors and 290 trained ECDE teachers, (Githinji and Karanja, 2009). In 1971, a joint venture of the Kenya government and Benard Van Leer Foundation embarked on a project called 'Pre-school Education Project' (PEP), which was aimed at training a few individuals in handling children who could in turn train others on the job, (Nyakwara, 2007). The

project had three major objectives: to design a training program for pre-school personnel (teachers and supervisors), to develop a pre-school curriculum and to conduct research in pre-school education. Teacher training has continuously been a challenge in implementation of ECDE curriculum and has never been harmonized.

This project achieved the following: pre-school teachers' guide was developed in 1990, and teaching and learning resources were developed (local literature and locally available resources) for ECDE program. The teachers' guide was used by pre-school teachers for many years in the implementation of the curriculum. According to Githinji and Karanja (2009), the first training was held in Nairobi, six months in-service course was designed or an alternative residential field work in the teacher own classroom. This was offered during school holidays. In 1977, the first rural training for pre-school teachers was conducted in Murang'a and Kiambu Districts where only 35 teachers enrolled for training in Kiambu. In 1979, training was started in Keiyo Marakwet and a pre-school section was established at KIE and given responsibility for curriculum development, training of trainers and research and evaluation according to Gachati Report of 1976.

In 1977, The Ministry of local government established Kindergarten Headmistress Association (KHA) in Nairobi to train pre-school teachers and conducted two year training programme while the government extended its support for setting more training by DICECE which was established in 1985. In 1982, a seminar was held at Kilifi aimed at introducing participatory rural appraisal and involvement of the local government, (Githinji & Karanja, 2009).

PEP's impressive achievements caught the attention of the government, which decided that the program should be scaled up, but with necessary modifications - a development that contributed greatly to increasing rural children's access to ECD services. Moreover, the government transferred the responsibility for ECD from the then Ministry of Culture and Social Services to the MOEST through Presidential Circular Number One in 1980, (Githinji & Karanja, 2009).

In 1982, a seminar was held at Malindi by MOE in conjunction with Benard Van Leer Foundation. It aimed at reviewing the project and make recommendations for rapid development of pre-school, (Garcia et al., 2008). This led to: establishment of a pre-school section at KIE, formulation of principles to guide pre-school education and recommendations of establishment of NACECE and DICECE. In 1985 the District Centers for Early Childhood Education (DICECE) were set up at district level in line with the government policy of DFRD. The DICECE acted as sub-centers of the NACECE and ECD sections at the MOEST Headquarters and Inspectorate. They have contributed a great deal to the preparation of the pre-school teachers.

It came into realization in 1992, at a national conference for EFA that there is high shortage of ECD teachers. In an effort to alleviate the problem, the government was forced to hire untrained teachers, and the number of teachers began to rise immediately. The issue of untrained teachers has been challenge facing ECDE, it is therefore crucial to find out how teacher training affect pre-school teachers' attitudes towards ECDE curriculum. Year by year, ECDE was mainly supervised and managed by parents, community organization, NGOs, and the local government authorities.

In 1995, the government expanded the scope of ECE to embrace a holistic, integrated approach to child development with a view of incorporating early learning, health and nutritional care to all children aged between zero to eight years. However, sessional paper No. 1 (Kenya, 2005) on policy framework for education training and research, underscores the Ministry of Education, Science and Technology focus on 4-5 years with a view of providing a holistic and integrated program that meets the child's cognitive, social, moral, spiritual, emotional and physical needs.

Davy Koech's report of 2000, recommended the establishment of the policy framework for ECDE and that employment of trained ECDE teachers by the government should be done by 2010. In 2006, ECD policy framework was developed and it states that total commitment and involvement of government on early childhood policy framework should be shown. In the same year standard guidelines for ECDE were launched and it stresses the establishment of ECD centres and a training curriculum by KNEC started certifying ECDE teachers. In 2008, an ECDE syllabus was developed as well as a handbook which is used alongside the syllabus to be used in teaching pre-school children. This study therefore, to examine the level of awareness of pre-school teachers on this curriculum and investigate the attitudes of pre-school teachers towards it.

In 2010, the government failed to employ pre-school teachers as said early, but 2012 budget was allocated for pre-school education to employ at least 20000 ECD teachers by 2013. Today pre-schools are even found in the most remote parts of Kenya, (UNESCO, 2005). The Basic Education Bill (2012) recommends that the function of county education board is to oversee the management and operations of pre-primary schools, and also to provide free and compulsory education to every child. In 2014,

some county governments such as Bomet, Kericho among others employed pre-school teachers and have developed pre-school infrastructure.

#### **2.4 Educational Reforms/ innovations**

An educational reform includes the creation of new professional schools, the organization of the set school disciplines, the development of new curricula, the establishment of new system for school administration and the design of new assessment schemes, (Howson et.al., 1981). The draft of some laws and regulations are frequently submitted to teachers' unions, and professional associations, teacher educators, parents' association and other interested bodies for consultations. Final decisions are always made by the ministry of education. In some cases they take account of the criticism made in others they decide to ignore the advice of the majority (ibid).

#### **2.5 ECDE Curriculum in Kenya**

ECDE curriculum is all that is planned to enable learners to acquire and develop the required skills and knowledge. In Kenya, there are various types of curriculums such as NACECE/DICECE model, Montessori, kindergarten and Islamic Integrated Education Program. The MOE recognizes the NACECE/DICECE curriculum model as the official ECDE curriculum, (Abiero, 2009). This model was developed and approved by KICD in 2008.

In order to address the changing needs of the society and ensure children's safety, ECDE curriculum incorporates vital emerging issues (MOE, 2008). These include life skills development through story-telling, living values, moral values and social responsibility. The aim is to equip young children with basic life skills to enable them protect themselves from child abuse and subsequent infection with HIV. It



emphasizes on experiences as children manipulate real objects and models. Interaction with nature is also emphasized whereby children observe living and non-living things in their surrounding as well as during nature walks, field trips or visits to places of interest to the children (ibid).

Preschool curriculum integrates all the curriculum activities to assist the young children to adopt interdisciplinary approach to learning. Integration helps the children to become all round individuals – mentally, physically, spiritually, socially, and emotionally. As such acquisition of knowledge, skills and attitudes from diverse curriculum is strengthened. Integration in preschool is done through: diverse teaching methods, provision of assorted teaching and learning resources, routine training activities, pre-school timetable and relevant modes of evaluation.

According to MOE (2008), ECDE curriculum objectives include the following:

- To provide education geared towards development of the child's mental capabilities
- To make the child to enjoy living and learning through play
- To develop the child's self-awareness, self-esteem and self confidence
- To enable the child develop understanding and appreciation of his/her culture and environment
- To foster the child's exploration, creativity, self-expression and discovery skills
- To identify children with special needs and align them with existing services
- To enable the child build good habits and acquire acceptable values and behaviours for effective living as an individual and as a member of a group
- To foster the spiritual and moral growth of the child

- To improve the status of the child's healthcare and nutritional needs and link him/her with services such as immunization, health check-ups and growth monitoring
- To enrich the child's experiences to enable him/her to cope better with primary school life
- To develop the child's aesthetic or creative skills.

For effective implementation of the ECDE curriculum, Pre-school teachers should be knowledgeable and have a clear understanding of ECDE curriculum objectives in order to impart them in learners therefore facilitating learning. This will not only enable them to plan the learning activities, but also use relevant themes, methodology, materials and organize the classroom to fit the needs of the learners and ensure their comfort in the learning environment. This will facilitate the realization of the ECDE objectives. The study intends to examine pre-school teachers' level of awareness on ECDE curriculum.

Researches has been done on ECDE on 'Resource provision, stakeholders attitudes and support for NACECE curriculum' (Koskei J. K, 2013), 'Teacher related factors in implementing science activities' (Kangori N. B, 2014), but no research on attitudes of pre-school teachers towards the ECDE curriculum.

### **2.5.1 Content of ECDE Curriculum**

Having assessed the existing ECDE curriculum, KICD realized that there was a need to address issues of life skills and religious values in the new ECDE curriculum. The idea was conceived to introduce two more curriculum activity areas: life skills and Religious Education. According to ECDE syllabus and Handbook, (2008), ECDE

curriculum content consists of nine curriculum activity areas as follows: Language Activities, Mathematics Activities, Outdoor Activities, Science activities, Social Activities, Religious Education Activities, Life skills, Creative Activities and Music and Movement Activities. Each is allocated to be covered weekly.

Curriculum recognizes language as a medium of instruction through which children learn to communicate their feelings to others and a tool for facilitating learning. Language activities will enable children to develop oral, reading and writing skills during the early years (MOE, 2008). The objective of mathematics activities is to lay a good foundation for learning mathematics at an early age through developing in children a positive attitude and interest towards mathematics. Major areas of ECDE mathematics curriculum are *classification, numbers and measurement*. Brewer (2006) explains that children are mathematical thinkers outside school and the challenge is to keep that interest, enthusiasm and curiosity.

Physical and Outdoor activities are seen as important as they foster mental, physical, social and emotional development and creativity in children. The major areas of ECDE Outdoor curriculum activities are body movement with and without apparatus, games, dances and swimming (MOE, 2008). The ECDE curriculum defines ECDE science as the basic concepts, skills and attitudes that enhance children's understanding of their natural environment (ibid). It recognizes science and technology as essential in any development today and identifies children as naturally curious and inherently scientific minded. Science is an excellent source of many literacy experiences, (Brewer, 2006).

The main aim of social activities is to create an awareness and understanding of the world the child lives in. Creative activities on the other hand, are a medium of communication through which children express themselves (MOE, 2008). They help children to develop co-ordination skills and expression of emotions through manipulation activities involving the use of fingers and hands such as *scribbling, drawing, and modeling*. Music and Movement activities have great potential for socializing children; help them to appreciate music and cultures of other communities and to express feelings of joy, fear and grief in bodily movement accompanied by rhythm and dances (ibid). Songs should be short and have a rhythm *for example shake shake the mango tree x3 down fall the mango*.

The ECDE Religious Education is geared towards the continuous moral and spiritual development of children. The curriculum recognizes three types of Religious Education namely: Christian Religious Education (CRE), Islamic Religious Education (IRE), and Hindu Religious Education (HRE), (MOE, 2008). The curriculum recognizes life skills activities as an effective interactive intervention measure in response to children's developmental needs (ibid). They are intended to equip young children with essential values and guiding principles to help them cope with everyday challenges. They emphasize on the acquisition of positive attitudes, values and skills that enable a child to live positively and responsively for example *self-help skills and toileting*.

### **2.5.2 ECDE Time table**

A timetable is a tabulation of events according to the time when an event or activity takes place, (Waigera, 2012). It helps to coordinate learners, teachers, rooms and time in an educational institution. A good timetable facilitates effective teaching and

learning. It is useful for allocation of sufficient time to various subjects or activity areas to effectively divide the work amongst teachers and in the organization various resources for effective learning.

A pre-school timetable is important for the general coordination of all activities both academic and welfare activities in view of needs of young children. It should aim at enabling learners acquire knowledge and skills related to the objectives stipulated for this level of learning, and also to shape their attitudes in preparing for more challenging future experiences. It should accommodate the changing needs and interests of children as they grow out of one stage into another.

**Table 2.1: Suggested Weekly Plan of Activities in a Pre-school**

DAY	Arrival- 8.30	8.30- 8.50	8.50-9.20	9.20-9.50	9.50- 10.20	10.20 - 11.00	11.00- 11.30	11.30- 12.00	12.00 home time
Mon	Free choice activity	Health check	language activities	mathema tics activities	outdoor activities	B	Science activities	creative activities	lunch clean up rest home
Tue	Free choice activity	Health check	language activities	mathema tics activities	outdoor activities	R	creative activities	life skills activities	lunch clean up rest home
Wed	Free choice activity	Health check	language activities	mathema tics activities	outdoor activities	E	music & move ment activities	social environm ental activities	lunch clean up rest home
Thur	Free choice activity	Health check	language activities	mathema tics activities	outdoor activities	A	social environm ental activities	science activities	lunch clean up rest home
Fri	Free choice activity	Health check	language activities	mathema tics activities	outdoor activities	K	religious activities	music & move ment activities	lunch clean up rest home

*Source: ECDE Handbook, (MOE, 2008)*

ECDE teachers require proper training so as to effectively plan for the daily activities in the pre-school. The transition from one activity area to the other should be smooth through songs, poems or stories so as not interfere with children's learning. Some ECDE teachers do not follow what is stated in the syllabus handbook; instead, they use their own activities and timetables to teach young children which may not be relevant. Hence affect children's learning and development as observed by Garcia et al, 2008, that untrained teachers expose children to skills beyond their abilities.

### **2.5.3 Evaluation**

This is the process through which the quantity and quality of learning process of a given activity within a specified time can be judged, (Waigera, 2012). It is a process of helping professionals to improve task performance by teacher and the learner. It establishes the child's level of attainment in learning experience by checking if learning objectives have been achieved and whether progress is being made. In ECDE, there are diverse ways of assessing children, where the teacher observes, records and documents what young children do and how they do it as a basis for educational decisions that affect the child, (Gichuba et al., 2009).

According to MOE (2006) preschool children should not be subjected to tests for rating or placement. Assessment of diverse pre-school learning activities is mainly done through informal means. These include: Observation of learning tasks such as creative and music and movement activities, opinion formation on the level of performance based on a given criteria developed by the teachers themselves is important in ensuring effective learning and formal test may also be used, but usually this is done orally, (Gichuba et al., 2009).

The teachers are advised to use the results from evaluation to group children accordingly, vary methods and materials during learning, promote children to the next level and provide remedial assistance where necessary. Teachers can only do this when they are prepared and understand their roles well as well as the needs and levels of the children.

#### **2.5.4 Roles of Pre-school Teacher in the Classroom**

The ECDE teacher has an important role to play in the stimulation and learning process of a child (NACECE, 2000) The teacher need to have a deep understanding of children, their characteristics, behavior, needs, abilities and interests so that he/she can give children proper care and assistance. The teacher takes the place of the mother by giving the children love, attention, assistance, guidance and comfort. This is the reason why it is important for the teacher to understand his/her role well to adequately meet the needs of the children entrusted to her/him (ibid).

The national association for education of young children (1997) identifies the role of early childhood educator in five areas: Creating a caring community of learners, teaching to enhance development and learning, constructing appropriate curriculum, assessing children's development and learning and establishing reciprocal relationships with families. However, Lundin (2000) distinguished the role of early childhood educator with six components: Understanding the needs and capabilities of children, creating an environment for social and emotional learning, accommodating a wide range of abilities and balancing teacher initiated activities and child initiated activities. It also involves assessing how well the curriculum meets the children's needs and developing strong needs with the families.

According NACECE, (2000), the roles of the ECDE teacher are:

- Providing children with stimulating activities which can arouse their curiosity, interest and enhance their discovery and observational skills
- Developing adequate and relevant materials from the local environment to be used during teaching and learning process
- Constantly assessing children's progress and keeping their parents informed



- Identifying children with special needs and involving parents in solving such cases
- Ensuring that there is safety and comfort for the children while at school
- Inspecting children regularly and identifying those with health and care needs and involving parents by asking them to attend to those needs
- Liaising with the personnel in the Ministry of Health to provide services such as immunization
- Initiating and sustaining a feeding program for children
- Organizing recreational activities for children

Considering the teacher's role in curriculum, there are various factors affecting it, both personal and environmental in the real classroom settings. Among the factors are the characteristics of the teacher. NACECE, (2000), states that any teacher hoping to work successfully with young children must possess certain personal qualifications. She must be someone who is essentially humane, loving, patient and full of warmth. She must be perceptive, sensitive, sympathetic and imaginative. She must be a model for social and moral conduct that children will copy to achieve the required standards of behavior in her community. The study intends to find out how pre-school teachers' training and experience and training affect their attitudes towards ECDE curriculum.

## **2.6. Factors that Affect ECDE Teachers' Attitudes towards ECDE Curriculum (Innovation)**

### **2.6.1 Clarity and Awareness of the Current ECDE Curriculum**

Clarity and awareness of an innovation is one of the determinants of successful implementation of a new program. This can be achieved if there is effective communication by those involved from above, in this case the Ministry of Education

through DICECE officers should have clarified the new areas of the ECDE curriculum to the pre-school teachers through seminars and workshops. This will familiarize the teachers with the curriculum and enable them to implement it with ease.

According to Shiundu and Omulando (1992), to change people's attitudes, the public needs to be made aware of the new programme and be persuaded to accept it or made to understand why it is necessary to have the new programme in schools. It should not appear as though the new programme has been imposed on the people. Certainly, people can only support a programme which they understand and accept. Without this support of the programme, the implementation process will not succeed.

Adams (1990), states that an educational change can only succeed where teachers are sufficiently impressed by the validity of the new approach. If the teacher does not understand the new methods or if they refuse to accept them, other than superficially, instructions will be to no avail. In effect he will be doing what he has always done and worsen the situation. He will produce some travesty of modern teaching. Smith and Keith (1979), cite a case of the Kensington Elementary School in USA, in which implementation of a programme failed because teachers did not understand such new terms as "individualized instruction" and "fully functional pupil". They found such terms ambiguous and consequently made no efforts to implement the changes.

Shiundu and Omulando (1992), observe that teachers are the key to curriculum implementation. This is because it is the teacher who decides the arrangement of learning experiences and the method of presenting content at the classroom level. The teacher evaluates the progress of the children and the instructional programme in

general. Thus, the ECDE teacher needs to clearly understand the changes in the program in order to achieve success in its implementation. This study intends to fill the gap by finding out the level of awareness of pre-school teachers on ECDE curriculum.

### **2.6.2 Training of ECDE Teachers and Supervisors**

Competence in teaching profession depends on teacher's education and experience together with teacher's personality. According to the study conducted by Darling Hammond (2000), on children from fifty countries, there is positive correlation between children's success and the quality of the teacher (cited in Aral et al. 2011). Moseti (2007) noted that the effectiveness of any curriculum depends on the quality of teachers that are there to translate the syllabus to practical instructional material in class. On the other hand, Fisher, (2006) observed that teachers with little or no training tend to use authoritarian and inefficient methods that make students see school as repressive places with little to enjoy. Bishop (1986) noted that for a teacher to be able to educate others he must himself be educated.

According to Kerryann and Farrell 2008, in another study communication between the teacher and children is significant for the values learned and internalized by children in their early ages. In the cases of lack of motivation towards the teacher, teachers who have high self-sufficiency level are successful in motivating children. At the same time, pre-school teachers having high self-sufficiency level are successful in preparing environments coherent with the values of the society and families and risk free for children.

According to NACECE, (2000), ECDE teacher must be trained in order for her to perform her roles well. She/he has to be trained in planning, organization and management, child development, pre-school curriculum, health and nutrition and community work. This calls for a good educational background and updating oneself on the current trends and practices in pre-school education.

Professional qualification is a document which shows that someone has successfully finished a course linked to a certain career and recognized by relevant professional bodies. This takes both pre-service and In-service training. Pre-service training is the course undertaking by teachers before entering the classroom as full responsible teachers. In many countries this training takes place in institutions of higher learning. It may be organized to two basic models: The consecutive model whereby a teacher first obtains qualification in one or more subjects and studies for further period to gain additional qualification in teaching; the concurrent model whereby the teacher simultaneously studies both one or more academic subjects and ways of teaching that subject, leading to a qualification as a teacher of that subject, (Shiundu & Omulando, 1992). In Kenya, both the consecutive and concurrent models are used in Universities and training college to train ECDE teachers.

It should be noted however, that academic qualifications alone cannot make a good teacher (NACECE, 2000). There are many pre-school teachers who are devoted and highly committed to their pre-school despite of low academic achievements. This is supported by a study conducted by Hyson, Morris and Tomlison, (2009). The researchers mentioned the significance of having a degree in early childhood education; however they did not make comparison among teachers based on the name

of degree obtained. For them the quality of the program is more important than the degree itself because degree alone does not guarantee competence.

The education teachers receive when they were at school and higher education twenty years ago will not suffice. There is need for a constant updating and extending the knowledge component, (Goddard & Laesk, 1992). It is not possible to deliver a whole curriculum that has progression and coherence without working with colleagues and being fully aware of and working with the wider educational setting. For learners to become better learners, the nature of the teaching process demands that teachers must continue to be learners throughout their careers, otherwise they will cease to be effective. (ibid)

In-service teacher training is continuously updating teachers with skills to promote efficiency in implementation. The education of a teacher does not end in the in pre-service but has to continue after a teacher graduates and enters teaching service (Chemutai, 2010). The in-service courses equip teachers with knowledge, skills attitude needed for the implementation of any given educational programme and sensitize them to any changes in the curriculum and as for improving pedagogy at ECDE centres, the first priority is teacher training (UNESCO 2005). The teachers should learn more about making the classroom environment more child-centred and child friendly. Therefore, teachers who are intelligent and with high self-esteem, develop positive attitudes

According to Garcia et al. (2008), most ECDE teachers are not trained and easily succumb to external pressures from the parents hence exposing young children to learn skill far much beyond their abilities. Especially in the public ECDE centres as observed by Kerich, (1999) that poor payment demotivates teachers and attract semi-

literate people to the profession since educated people will look for better paying employment. This study therefore, seeks to find out the influence of pre-school teachers' training on their attitudes towards ECDE curriculum.

### **2.6.3 Methods of Teaching**

There are several instructional methods available for the teacher to choose from. Some methods lean heavily on specific areas of learning depending on the level of the learners, nature of the theme or the objectives of the lesson, (Nasibi, 2005). They include: teacher -centred methods and child-centred methods.

Teacher -centred methods are also called expository, or transmission strategies. It is where the teacher imparts or exposes knowledge to the children. It is effective for presenting declarative information in a step to step way through explanations and the provision of guided practice through oral drills or written seat work.

Child-centred methods on the other hand, are also called heuristic or discovery strategies. It is an approach to teaching where the learners are left to explore; find out information for themselves. It reflects the interests and characteristics of the child. They include aspects such as intrinsic interests (eagerness, curiosity absorption) and autonomy (making independent judgment, choosing with confidence, self-direction and learning by discovery, (Nasibi, 2005). The child is viewed as a person in his own right having purposes and interests of his own, requiring scope for a degree of choice and self-determination.

However, pre-school curriculum emphasizes the use of child centred approach that gives learners a chance to practically utilize knowledge, skills and attitudes gained from learning experiences, (Nasibi, 2005). The emphasis on this approach is the holistic development of a child; the teacher focuses on activities that will mould the

character of the child, (Waigera, 2012). This is done through play, discovery, manipulation, exploration, experimentation and interaction between peers and the teachers. Children learn spontaneously through play. According to Piaget, (1962), play is the way a child learns his or her environment. It is the most effective and natural method through which children learn and experience the world around them. It provides children with opportunities to explore, manipulate and experiment in order to help children learn through play.

The ECDE curriculum has adopted the thematic integrated learning approach which is currently being used in pre-schools in the country, (MOE, 2008). Thematic and integrated learning refers to learning which is centred on themes, (Waigera, 2012). It involves creating a variety of educational activities planned around a central theme and integrated into all aspects of the curriculum within a given period. A theme is a topic or a central idea from which learning activities are drawn or directed towards, (ibid). The themes are derived from things and situations that learners are likely to interact with in everyday life. All learning activities are made meaningful to children when they are incorporated into a theme. Through the use of themes the teacher is able to help children to acquire knowledge, skills and attitudes in various activity areas.

The teacher is able to select the themes depending on the environmental conditions, times of the year and interests of the children. A number of themes have been outlined in the ECDE syllabus and handbook, (2008). They include: 'myself', 'our home', 'animals' and others. Integrated learning occurs naturally during thematic learning and children can learn one or more skill at a time. According to Waigera (2012), when content is presented in a fragmented form, as in case of subjects or topics,

children do not make sense out of it. This means that learning of activities such as language, science, mathematics, outdoor, music and movement, social studies, life skills and religious education are made meaningful to children if they are incorporated in a theme.

Organization of learning experiences around a theme can be productive, but if a thematic teaching is to be successful the theme must be carefully selected, activities carefully planned and evaluation of the theme and of individual children's progress carefully monitored, (Brewer, 2006). This means that teachers need to be knowledgeable on the curriculum and the individual needs of the learners so as to make learning meaningful.

Eken (2000) noted that in a student centered class, teachers are more of facilitators and students take on the discussion role; students are seen as being able to assume a more active and participatory role vis-a-vis traditional approaches. This teaching method promotes active participation of students in classroom activities. However, in a classroom setting a teacher should be well equipped with different methods of teaching. Ahmad & Aziz (2009) concurs that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching methods employed.

A research carried out by Ng'onga (2002) revealed that Kenyan students continue to perform poorly due to poor teaching methods. This is attributed to the fact that instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the names of their particular discipline, (Andrew, 2007). This is done in disregard of the learners' needs. Moseti (2007) found out that learner centered methods of teaching are rarely used in Kenya.



This study intends to fill the gap by examining the effects of teaching methods on the attitudes of teachers towards the current ECDE curriculum.

#### **2.6.4 Availability of Resources and Facilities**

These are materials used by both the teacher and learners in order to enhance children's holistic development, (Waigera, 2012). When the teacher uses materials from the children's locality in teaching ECDE, learning becomes more real, practical and more meaningful. A wide variety of materials and equipment is necessary for the play and learning of children.

The caregivers, parents and the entire community should participate in the provision and development of materials and facilities such as:

1. Land-should be registered to ensure that it is permanent. It should accommodate all the physical facilities
2. Classrooms and offices –the walls, roofs and floors should be safe, clean and well maintained.
3. Sanitation facilities –these include adequate toilets and clean safe drinking water
4. Outdoor play space –should be immediately adjacent to the building, adequate, surface leveled, and be cleared of sharp objects and harmful plants.
5. Kitchen and storage facilities –the centre should have space for storage and a separate kitchen is recommended if the school provide any food, where possible with modern cooking facilities to save time and energy.
6. Teaching learning materials in all the learning corners
7. Play materials and outdoor equipment e.g. slides, climbers and swings.

To facilitate effective learning in ECDE, the learning environment must be carefully planned and adequately equipped. Activities must be organized in such a way that they are interesting to meet children's needs such as emotional, social, physical, intellectual stimulation and safety. The centre must meet the basic space and hygienic standards for the comfort of young children (NACECE, 1999). The following points should be considered when developing materials for children: relevance, durability, quality and quantity, versatility, safety and age of the children, (Ng'asike, 2002).

In Kenya, most ECDE centers are managed and run by parents and the local communities. Many parents are too poor to pay even the minimal fees to pay teachers, buy basic materials to construct and maintain adequate buildings, or provide appropriate teaching and learning materials (Garcia et al., 2008). This affects ECDE teachers' role in implementing the current ECDE curriculum. However some county governments have helped to provide basic materials for pre-schools.

Shiundu and Omulando (1992), posit that a new program requires relevant and adequate facilities like classrooms, textbooks and desks which must be prepared and purchased to ensure successful activation of a program. According to them the provision of physical facilities like social studies room enhances the interest of teachers in producing, purchasing and using media for instruction in their classrooms.

Wilkins 1974 observes that without resource materials and facilities, the teacher may not be able to plan and set the objectives that he would like the learners to attain. It would mean that the children cannot be taught using the most suitable methods.

In case of lack of resources and facilities the teacher should be innovative enough to improvise and provide alternatives using materials from the local environment. This is only possible when the teacher is creative and knowledgeable on material

development. This may not be possible in case the teacher is not trained and can affect his/her attitudes towards the curriculum.

To facilitate effective learning in ECDE, the learning environment must be carefully planned and adequately equipped. Activities must be organized in such a way that they are interesting to meet children's needs such as emotional, social, physical, intellectual stimulation and safety. The centre must meet the basic space and hygienic standards for the comfort of young children (NACECE, 1999). This study determines the effect of availability of resources and facilities on attitudes of teachers towards the ECDE curriculum.

### **2.6.5 Teachers' teaching experience**

All factors being constant it is generally agreed that a teacher gains skills through experience and the more experience a teacher has, the more successful he will be in his work, (Oliva, 1988). Bishop (1986) also indicates that a teacher's expectation has an impact on teaching and importance attributed to understanding the influence of this past expectation should be enhanced. Mutoro (2001) carried out a study on the factors that influence curriculum implementation. He agrees with Oliva 1988, that teacher's experience determines competence and efficiency and continuous teacher's training makes the teacher receptive and flexible in the implementation of the curriculum.

Barnes (1985) however, noted that relationship between teaching experience and teaching effectiveness is curvilinear and there is an overall negative relationship between the years a teacher has taught and teacher effectiveness. The study seeks to establish whether teachers experience affects pre-school teachers' attitudes towards ECDE curriculum.

## **2.7 Developing Positive Attitudes among Pre-school Teachers**

Teachers and learners can be influenced towards a more positive attitude in teaching learning process. Motivation is one such way. Motivation is concerned with the factors that direct and energize the behaviour of humans and other organisms, (Mwangi 2009). As motivated, responsible, organized and open to new learning opportunities were found high curriculum implementers (Butera et al., 2009) as compared to teachers considered as unmotivated, not open to changes.

According to Olembo et.al. (1992), motivation and stimulation involve maintaining competence and interest in the work of a teacher. It is achieved through promotion of enthusiasm, commitment, creativity, self-discipline and participative management and minimizing frustration and stress of the teacher. Other ways of instilling positive attitude in teachers include; promotion of teachers, remunerating them accordingly, provision of materials/ resources and provision of in-service training when a change occurs.

The current study attempted to answer the question; what kind of attitudes do pre-school teachers have towards ECDE curriculum? When teachers have positive attitudes towards a programme they will influence their learners to have positive attitudes too.

## **2.8 Summary**

This chapter highlighted literature review: ECDE in Kenya; historical development, curriculum objectives, content and methodology and factors that affect pre-school teachers' attitudes towards the ECDE curriculum. It also presented methods of teaching, roles of pre-school teachers and ways of developing positive attitudes.

The literature was presented as per the research questions asked: What level of awareness do pre-school teachers have on ECDE curriculum? What influence does teacher training have on the attitudes of pre-school teachers towards ECDE curriculum? What is the effect of methods of teaching on the attitudes of pre-school teachers towards ECDE curriculum? What is the effect of availability of resources and facilities on the attitudes of pre-school teachers towards ECDE curriculum? What effect does teachers' experience have on their attitude of ECDE teachers towards ECDE curriculum?

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

The purpose of this study was to investigate the attitudes of pre-school teachers towards ECDE curriculum in Bomet Sub County, Bomet County. This chapter focuses on the research design, target population, sample size and sampling techniques. It also highlights data collection instruments, validity and reliability of the instruments, ethical considerations, data collection procedure and data analysis.

#### 3.2 Research Design

The descriptive research design was used in the study. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals, (Orodho, 2003). Kerlinger (1973), points out that descriptive studies are not only restricted to facts finding, but may often result in the formulation of important principles of knowledge and solution to significant problems. The rationale for choosing this design was based on its ability to provide the researcher with appropriate techniques for systematic collection of extensive data from a large group of respondents through interviews and administration of questionnaires. It was found to be suitable for this study since it gathered information people's ideas, and opinions so as to determine the pre-school teachers' attitudes towards the curriculum.

#### 3.3 Study Area

The research was conducted in Bomet County, and specific locality is Bomet Central Sub County which is located in Silibwet centre which is about five kilometers from Bomet town along Litein – Bomet highway. The Sub County consists of both public and private pre-schools. Majority of these are those attached to public primary

schools. The Sub County has a total of 193 pre-schools; 150 public and 43 private. The County has an associate DICECE located within Bomet Central Sub County and ECDE centres attached to primary schools. The rationale for choosing this area was the fact that it has pre-schools attached to primary schools and the relevant information regarding pre-school teachers and ECDE centres would be easily sourced from DICECE officers. The researcher also is familiar with the area and could easily access the sampled schools.

### **3.4 Target Population**

The target population consists of every member or the total number of institutions and people in the study, (Njenga and Kabiru 2009). It consisted of pre-school teachers, ECDE centers, and the head teachers of primary schools in which pre-schools are attached to in Bomet Central Sub County, Bomet County. The study targeted 193 pre-school teachers and head teachers (150 from public and 43 from private) and 5 education officers. This population was relevant in gathering the information about the study from Bomet Central Sub County.

### **3.5 Sampling Techniques and Size**

A sampling technique is the criteria used to select a sample. A sample on the other hand is a part of the population used to represent the whole population, (Njenga & Kabiru 2009). The sampling technique that was used in the study was stratified sampling. The strata consisted of private and public ECDE centres. Simple random sampling was then used to select a representative sample from both private and public ECDE centers from which the head teachers and the teachers were selected. Purposive sampling was used to select a sample from the DICECE officers. These sampling techniques were used to ensure that a representative sample was selected.

According to Mugenda and Mugenda (2003) a sample size of 10 – 30% of the respondent can represent the target population. The researcher sampled 15.5% of the population. In summary, the researcher selected a total of 30 ECDE centres; 23 public and 7 private, from whom 30 head teachers and 30 pre-school teachers were selected and 5 Education officers. In total 65 respondents were used for the study as shown in the table below.

**Table 3.1: Target Population and Sample Size**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Percentage</b>
Pre-school teachers	193	30	15.5
Head teachers	193	30	15.5
Education officers	5	5	100
<b>Total</b>	<b>391</b>	<b>65</b>	<b>16.6</b>

### **3.6 Data Collection Instruments**

The researcher used interviews, questionnaires, observation schedule and document analysis to collect information, with an aim of achieving high accuracy, reliability and generalization.

#### **3.6.1 Interview schedule**

Interview is a research method which contains items or questions which are asked and filled by the interviewer in a face to face situation with the interviewee, (Nyakwara, 2009). They are formal meetings or communication between two parties, interviewee and interviewer, whose primary objective is the procurement of factual information. The researcher conducted oral interviews to collect information from the primary school head teachers and DICECE officers on the support they give to pre-school teachers and their opinions on factors that affect pre-school teachers' attitudes



towards the ECDE curriculum. The researcher needed to obtain maximum co-operation from the respondents in order to obtain accurate information through interviews.

### **3.6.2 Document Analysis**

Documents are important source of data in many areas of investigation. To determine how far pre-school teachers are implementing the current ECDE curriculum, the researcher needed to check teachers' records such as schemes of work, lesson plans, progress records, health records and children's creative work. This was to help the researcher to collect information about how the pre-school teachers are implementing the current ECDE curriculum. This enabled the researcher to gather information reflecting teacher's performance in implementing ECDE curriculum hence indicate their attitudes towards the curriculum.

### **3.6.3 Questionnaires**

It is a set of carefully selected and ordered questions used in survey. This is a research instrument that gathers data over a large sample, (Kombo & Tromp, (2006). Closed and open ended questionnaires were administered to the pre-school teachers from the selected schools. Part A was to elicit personal information on teachers' qualification, experience and gender. Part B sought information on perception on various elements of the current ECDE curriculum such as methodology, content, awareness and time allocation, this was aimed at ascertaining their attitudes towards the curriculum. The instrument used a 5-point Likert scale. Participants were asked to respond to the statement using the following: strongly agree, agree, undecided, disagree and strongly disagree. On the adequacy of the resources, the participants responded using the following: adequate, fairly adequate, unknown, inadequate, and none. The scores were allocated from 5 (strongly agree or adequate) to 1 (strongly disagree or none).

#### **3.6.4. Observation schedule**

Observation provides information about the actual behavior. Direct observation is useful because some behavior involves habitual routines which people are hardly aware of (Kombo & Tromp, 2006). It provided a conceptually adequate analysis of class room life based on factual recordings and descriptions. This guided the researcher in confirmation of teaching/learning and free play materials and equipment, records kept and interaction between the teacher and the children. The classroom organization observed also indicated how the teacher is implementing ECDE curriculum. Observation was necessary in eliminating subjective bias and enriched the findings in the questionnaire.

### **3.7 Validity and Reliability of research instrument**

#### **3.7.1 Validity of Research Instrument**

Validity is the accuracy and meaningfulness of inferences which are based on research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study, (Mugenda and Mugenda, 2003). Questionnaires were designed through consultation with supervisors from the department of Curriculum, Instruction and Educational Media and fellow colleagues. Their suggestions and recommendations were useful in improving the instruments.

#### **3.7.2 Reliability**

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda and Mugenda, 2003). The instruments were tested for their reliability through test re-test method. Piloting was done in Bureti Sub County which does not form part of the study sample. The instruments were administered to the sample twice at an interval of two weeks.

The responses to the items were then assigned numerical values and Pearson Moment Correlation Coefficient (r) estimated as follows.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where

N is number of respondents

x is scores from the first test

y is scores from the second test

If r is 0.5 or more, the instruments were reliable. Otherwise, the instruments were modified and re-piloted until they were acceptable. For this study the instruments reliability yielded a correlation coefficient of 0.85 for pre-school teachers' questionnaires which was quite reliable for the study.

### **3.8 Ethical Considerations**

A research permit was obtained from the National Council of Science and Technology (Appendix II). The researcher reported to District Education Office (DEO) of Bomet Sub County to get authority to proceed with the research. The researcher conducted a pre-visit to the schools and permission from head teachers to conduct research in their schools. The researcher then arranged with the respective Pre-school Teachers, and Head Teachers to determine the date convenient for administration of questionnaire and interview schedule. Other people's work used in the study was acknowledged. The researcher would not put the lives of the participants in danger during the study and that information gathered was kept in confidence. The information was used only for this study.

### **3.9 Data Analysis**

Data analysis from questionnaires, observation schedule and interviews were analyzed using a variety of statistics. The researcher cross-examined the data after collection to ascertain accuracy, completeness and uniformity. The collected raw data was sorted, coded and arranged serially to make it easy to be identified. Quantitative data was analyzed through descriptive statistics using frequencies, means and percentages. Qualitative data on the other hand was analyzed thematically. Cross tabulation was used to show the relationship between the variables. Data was analyzed and recorded using frequency distribution tables and percentages.

### **3.10 Summary**

This chapter placed the research in a geographical context and provided an outline of the methodology, data collection and analysis respectively. Chapter four deals with data presentation, analysis, interpretation and discussion and chapter five presents the summary, conclusion and recommendations.

## **CHAPTERFOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter deals with the presentation, interpretation and discussion of the responses that were obtained from questionnaires, observation and interview schedules administered to the respondents who participated in the study. In the analysis of the data strongly agree and agree were collapsed to mean positive attitude while disagree and strongly disagree to mean negative attitude towards the statement. The high scale scores mean a favorable attitude towards ECDE curriculum while low scales show unfavorable attitude. Overall, if there are more high scores the conclusion is that teachers have favorable attitudes towards ECDE curriculum. The respondents were also required to give a reason for the answer they choose. This allowed an in-depth analysis of their views and why they held such views.

The data analyzed specifically was guided by the research objectives as follows: to examine pre-school teachers level of awareness on ECDE curriculum, to establish how teacher training influence the attitudes of the teachers towards ECDE curriculum and to examine the effect the methods of teaching on the attitudes of pre-school teachers towards ECDE curriculum, and also to determine effect of the availability of resources and facilities on the attitudes of pre-school teachers towards ECDE curriculum as well as to find out the effect of pre-school teachers' experience on their attitudes towards ECDE curriculum.

The findings of the study are therefore, presented in accordance to the questions raised. The data obtained was analyzed to determine the attitudes of pre-school

teachers towards ECDE curriculum. Various descriptive statistical methods were used to analyze various items in the questionnaire. The responses were mainly presented in frequencies, percentages and means using tables to facilitate comparison. This was based on the fact that 100% of the questionnaires were returned.

## 4.2 Characteristics of the Participants

This section provides characteristics of the respondents. This information is meant to ascertain the ability, reliability and eligibility of the respondents to respond to the items in the questionnaires and to draw the background information that may impact on the variables of the study. As part of the background information, total sampled pre-schools and gender of the respondents were established. This was to ascertain relevance and sufficiency of data collected.

**Table 4.1: Information on the Number of Pre-schools Sampled**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Private	7	23.3
Public	23	76.7
Total	30	100

### 4.2.1 Analysis on the Number of Schools Sampled

The research findings on the number of teachers interviewed during the study showed that out of 30 teachers who responded, 7 (23.3%) worked in private school while 23 (76.7%) were from public school. This translated to a total of 30(100%) of the respondents who were teachers in the study area covered.

**Table 4.2: Information on the Gender of the Respondents**

Responses	Pre-school Teachers		Head teachers		Education officers	
	F	%	F	%	F	%
Male	1	3.3	29	96.7	4	80
Female	29	96.7	1	3.3	1	20
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>5</b>	<b>100</b>

#### 4.2.2 Analysis on the Gender of the Respondents

The study findings as shown in table 4.2 reveal that majority of teachers teaching in pre-schools in Bomet Central Sub county, Bomet County are females 29(96.7%) as compared to males 1(3.3%). The findings show that almost all ECDE centres sampled are taught by female teachers. On the other hand 96.7% of the head teachers from the sampled schools were male while only 3.3% were female. The results in table 4.2 also revealed that the education officers interviewed, 80% were male while 20% were female. This clearly indicate that male dominate the leadership position as compared to female.

The observation show that male teachers do not contribute much to teaching in pre-schools. This can have a negative impact on the young children development in the ECDE centres as stated by Abiero (2009). He says that gender is important for identity formation in young children. Studies done by Falaye and Adams (2008) indicated that gender (being male or female) and school type significantly influenced students' decisions on career choice. This can be attributed to the fact that majority of pre-school teachers have not been employed by the government which discourage most teachers and are therefore not enthusiastic about their work. This makes them to

join other professions which pay better. This is also supported by Kamau, (2011) who shares this observation that, ‘‘feminist thought in Kenya is still treated with suspicion, not just by men but even some women who have worked with women and with gender movements for many years’’

### 4.3 Information on Pre-school Teachers’ and Head Teachers’ Training

In determining the teachers’ training, their professional and academic qualifications were established. This was to ascertain competence as gained through training.

**Table 4.3: Information on the Academic Qualification of the Respondents**

Responses	Pre-school teachers		Head teachers	
	F	%	F	%
Certificate	14	46.7	22	73.3
Diploma	11	36.7	6	20
Degree	5	16.7	2	6.7
Total	n=30	100	n=30	100

#### 4.3.1 Analysis on the Academic Qualification of the Respondents

The results in table 4.3 revealed that a total of 14 (46.7%) of the pre-school teachers interviewed were certificate holders and that 11(36.7%) of the respondents were Diploma holders. Those with degree qualifications were only 5 (16.7%) of the respondents. Most of the teachers interviewed therefore are trained up to certificate level. This does not agree with Garcia et al 2008, who states that most pre-school teachers are not trained. It shows that the primary school head teachers 76.6% with p1 certificates, 20% with diploma and 6.7% with degree.



This shows that most pre-school teachers have higher qualification than their head teachers which can affect curriculum implementation especially in pre-school. Kerich, (1999) recommended that it is important that those handling children at this stage are well trained as pre-school education is a foundation on which to build the child's later education. This is also supported by NACECE 2000, which states that ECDE teachers must be trained in order to perform their roles well.

**Table 4.4: Responses on Effects of Pre-school Teachers' Training on their Attitudes towards the Curriculum**

<b>Responses</b>	<b>Pre-school teachers</b>	<b>Head teachers</b>	<b>Education officers</b>
Trained teachers have positive attitudes towards the curriculum	23(76.7)	25(83.3)	4(80)
Training do not affect teachers' attitudes towards the curriculum	7(23.3)	5(16.7)	1(20)
<b>Total</b>	<b>30(100)</b>	<b>30(100)</b>	<b>5(100)</b>

#### **4.3.2 Analysis of Respondents' Responses on Effects of Pre-school Teachers' training on their Attitudes towards ECDE Curriculum**

The results in table 4.4 reveals that all the respondents agreed that pre-school teachers' training affect their attitudes towards ECDE curriculum. 76.7% of ECDE teachers agreed that training affect their attitudes towards ECDE curriculum while 23.3% did not agree. 83.3% of head teachers also agreed to it, 16.7% did not agree while 80% of education officers also agreed and 20% did not agree.

**Table 4.5: Information on Pre-school Teachers' Experience**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Below 5 years	5	16.7
5-10 years	10	33.3
Over 10 years	15	50
<b>Total</b>	<b>30</b>	<b>100</b>

### 4.3.3 Analysis on the Experience of Pre-school Teachers

The study findings in table 4.5 revealed that 16.7% of pre-school teachers interviewed responded that they had teaching experience that was below 5 years while those that had taught for more than five years but below 10 years formed a proportion of 33.3% of the total teachers interviewed. Finally those who had spent over 10 years in their teaching profession were total of 15(50%) of the total respondents.

**Table 4.6: Information on Effect of Pre-school Teachers' Experience on their Attitudes towards ECDE Curriculum**

<b>Responses</b>	<b>Pre-school Teachers</b>		<b>Head Teachers</b>		<b>Education Officers</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Experienced teachers have positive attitudes towards the curriculum	27	90	29	96.7	3	60
Experience do not affect teachers' attitudes towards the curriculum	3	10	1	3.3	2	40
<b>Total</b>	<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>5</b>	<b>100</b>

#### **4.3.4 Analysis of Responses on Effect of Teachers' Experience on their Attitudes towards ECDE Curriculum**

Results in table 4.6 reveal that all the respondents responded that teachers' experience affect their attitudes towards ECDE curriculum. 90% of ECDE teachers agreed that teachers experience affect their attitudes towards ECDE curriculum while 10% did not agree. 96.7% of the head teachers agreed too and only 3.3% did not agree. 60% of the education officers also agreed and only 40% did not agree. This is supported by Bishop (1986), who states that a teacher's experience has an impact on teaching and their attitudes.

#### **4.4 Clarity and Awareness of ECDE Curriculum**

The objective of the research question was to determine the level of awareness of ECDE teachers on ECDE curriculum. To achieve this, the ECDE teachers were asked information on the objectives, methodology, time allocated to cover curriculum and the use of thematic teaching approach. The responses were very useful in determining the level of awareness of ECDE teachers and their attitudes towards the ECDE curriculum.

Mogere (2011) recommended that the Ministry of Education should regularly provide current syllabuses and policy guidelines to pre-schools so that teachers can be kept abreast of developments in curriculum matters. This is supported by Shiundu and Omulando (1992) who say that the public should be made to accept and understand the program for the implementation process to be successful. This will make them change their attitudes in favour of the program hence implement it well.

**Table 4.7: Pre-school Teachers' Responses on Achievement of Curriculum Objectives**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	6	20
Agree	21	70
Undecided	0	0
Disagree	1	3.3
Strongly disagree	2	6.7
Total	n=30	100

#### **4.4.1 Analysis on Pre-school Teachers' Responses on Achievement of ECDE Curriculum Objectives**

In establishing the attitudinal approach of the teachers towards the implementation of ECDE curriculum, it was important for the research study to determine the responses of the teachers on their ability to achieve the various curriculum objectives. It was found that 70% of the respondents agreed that the curriculum objectives were achievable and that 20% strongly agreed that the curriculum objectives were achievable. Only a small percentage of 3.3% and 6.7% disagreed and strongly disagreed respectively. This showed that the majority of teachers comfortably believed that the curriculum objectives were achievable.

**Table 4.8: Pre-school Teachers' Responses on Relevance of Teaching Methodology**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	7	23.3
Agree	19	63.3
Undecided	1	3.3
Disagree	1	3.3
Strongly disagree	2	6.7
Total	n=30	100

#### 4.4.2 Analysis on the Pre-school Teachers' Responses on the Relevance of Teaching Methodology

As tabulated in table 4.8, 19 (63.3%) of pre-school teachers who were sampled for the study were of the idea that the teaching methodology used in ECDE curriculum was relevant. 7 (23.3%) was the proportion that Strongly Agreed that the teaching methodology was relevant as laid down by the current ECDE curriculum. Only 3.3 % disagreed, while 6.7% strongly disagreed. This shows that the teachers are positive about the teaching methodology used in ECDE centres.

**Table 4.9 Pre-school Teachers' Responses on the Sufficiency of Time Allocation**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	11	36.7
Agree	16	53.3
Undecided	0	0
Disagree	1	3.3
Strongly disagree	2	6.7
Total	n=30	100

#### 4.4.3 Analysis of Pre-school Teachers' Responses on the Sufficiency of Time Allocated to Teach

Results in table 4.9 shows that, 36.7% of the total respondents in this category strongly agreed that the time allocated for them as teachers was enough. Also 53.3% of the same respondents who were teachers agreed that there was sufficient time for teaching was provided for in ECDE curriculum. The findings implied therefore that pre-school teachers were not overworked or strained as a result of too much work in a short span of time.

**Table 4.10: Pre-school Teachers' Responses on the Relevance of Thematic Teaching Approach**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	9	30
Agree	17	56.7
Undecided	1	3.3
Disagree	2	6.7
Strongly disagree	1	3.3
<b>Total</b>	<b>n=30</b>	<b>100</b>

#### **4.4.4: Analysis of Pre-school Teachers' Responses on the Relevance of Thematic Teaching Approach**

A thematic method of learning is based on themes where a teacher identifies a theme which runs through the objectives of the curriculum and spends a week or two in that theme. According to the research findings in table 4.5.3, this method of teaching approach was strongly agreed to by a proportion of 30% of the teachers whereas further 56.7% agreed on the method of learning. From the results, the use of this teaching approach seemed to be very well supported by the pre-school teachers.

#### **4.5 ECDE resources and facilities**

The objective of the research question was to find out the availability and adequacy of resources at the ECDE centres. The resources range from the facilities, furniture, play and learning resources. Availability of these resources influences the implementation of ECDE curriculum and teachers' performance.

**Table 4.11: Teachers' Responses on Adequacy Pre-school Resources**

Responses	N	adequate	Fairly adequate	Unknown	Inadequate	None	Mean
Furniture	30	15	11	2	2	0	4.30
Kitchen	30	8	11	3	3	5	3.47
Classrooms	30	20	6	1	3	0	4.45
Stores	30	7	6	1	5	11	2.77
Playing ground	30	14	9	1	6	0	3.70
Toilets	30	15	6	3	1	0	3.93
Teaching resources	30	20	6	2	3	0	4.50

#### 4.5.1 Analysis on the Adequacy of Pre-school Resources

The objective of this research question was to evaluate the extent to which resources are adequate as an important aspect of curriculum implementation within the ECDE centres environment.

The results in table 4.11 reveal high scores. This means that majority of pre-school teachers agreed that resources and facilities are fairly adequate. All pre-school teachers had a mean of 2.77 and above in all resources. Out of 7 resources, 3 (43%) had a mean of 4 and above, only 1 (14.3%) had below a mean of below 3, which is 2.77. Since all means were above 2.5, it means that availability of resources positively influence pre-school teachers' attitudes towards the current ECDE curriculum.

However, the researcher found out that in most of pre-schools the furniture is not relevant for young children in terms of size and design. According to Gichuba et al, (2012), furniture and equipment can be designed in such a way that they support children healthy development. This is in agreement with UNESCO (2005) which recommends that, desks and chairs should be detached so that the seating arrangement can be varied to allow more interaction among children and between the children and the teacher. It also allow for easy movement of children in the classroom.

It was found out that most of the ECDE centres use primary school kitchens to prepare meals for young children hence it can lead to inefficiency in the pre-schools. Those schools without kitchens do not have feeding programs in their schools. This mean that learning of the young children may be affected since young children may not concentrate for long hours without food. The findings show that most of the pre-schools have enough classrooms but some still do not have enough classrooms. This is an important resource and need to be provided adequately to help learners learn better.

The findings show that stores are inadequate in most centres. This shows that most ECDE centres do not consider them as important resource yet it is mandatory for storing the necessary pre-school materials. The findings on playground are unsatisfactory since playground should be availed to pre-school to help learners learn through play which is the best method of teaching at pre-school.

The results on adequacy of toilets pose a challenge since children need to be exposed to hygienic conditions to minimize cases of children becoming sick due to unhygienic conditions. Ng'asike (2002), states that to help children care for their bodily needs



independently, child-height toilets and sinks are essential. It was found out that in some schools, pre-school children share toilets with primary school children, which is unhealthy for young children.

Teaching and play materials were assessed as well. It was observed that most ECDE centres do not have fixed outdoor equipment. This means that children do not fully benefit from the outdoor play as well as other resources which may not be available for their learning. Hubbard, (1998), states that ‘ access to a range of spaces, access to materials, access to other children and adults, in short, the ability to access their own creative process is a key to successful arrangements in which children can think’.

#### **4.6 Teaching and Learning Methods in Pre-school**

**Table 4.12: Teachers’ Responses on the Teaching and Learning Methods they use in teaching ECDE centres**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Child-centred methods	28	93.3
Teacher-centred methods	2	6.7
Total	n=30	100

##### **4.6.1 Responses on the Teaching and Learning Methods**

Results in table 4.12 reveal that 93.3% of pre-school teachers sampled agreed that they use child-centred methods to teach in pre-school while 6.7% use teacher-centred methods. This shows that majority of teacher use child-centred methods which are emphasized to be used in pre-school, (Nasibi, 2005). These methods reflect on the interests and characteristics of the child.

#### 4.7 Support from Other Stakeholders to Pre-schools

The pre-school teachers need a lot of support from other stake holders such as the parents, primary schools, and the community as well as the education officers. Their support will help the teachers to implement the curriculum effectively hence help young children learn and develop holistically. Kinuthia (2011), suggested that good relationships with significant others created a happy and good school atmosphere.

**Table 4.13: Ways in which Primary School Support Pre-school Teachers towards Curriculum Implementation**

Responses	Frequency	Percentage %
Provide facilities	19	63.3
Provide teaching resources	11	36.7
Total	n=30	100

##### 4.7.1: Primary School Support to Pre-school Teachers

Pre-school education is a foundation or a basis for primary school life. There is need therefore for pre-school teachers to seek help of primary school teachers in helping children learn and also prepare them for easy transition from pre-school to primary school. The findings in table 4.13 reveals that 63.3% of primary school head teachers agreed that they help pre-schools by providing facilities while 36.7% agreed that they provide teaching resources. This shows that the primary schools are giving support to pre-schools which is important for pre-school teachers in curriculum implementation though it may not be enough. It was observed that most ECDE centres do not have the syllabus book which raises a question as to how the pre-school teachers implement the ECDE curriculum.

**Table 4.14: Responses on Support of Education Officers to pre-school teachers**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Supervision	2	40
Professional guidance	3	60
Total	n=5	100

**4.7.2: Support of Education Officers to pre-school teachers**

Education officers are very important in curriculum implementation in supervision and offering professional guidance. Through supervision and interaction with pre-school teachers, they get to know the challenges faced by the teachers and give support where necessary. The findings in table 4.8.1 show that 3(60%) education officers interviewed agreed that they offer professional guidance to teachers while 2(40%) agreed that they supervise them. Although the offices indicated that they visit the ECDE centres once a term, most pre-school teachers said that the Education officers rarely visit their schools but agreed that they receive their support through meetings which are held once a year.

**Table 4.15: Head Teachers' Responses on Ways of Developing Positive Attitudes in Pre-school Teachers towards ECDE Curriculum**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Paying them well	15	50
Sponsoring them for training	5	16.7
Providing the necessary resources	7	23.3
Promoting them	3	10
Total	n=30	100

#### 4.8 Analysis of Head Teachers' Responses on Ways of Developing Positive Attitudes in Pre-school Teachers towards ECDE Curriculum.

Results in table 4.15 reveal that head teachers agreed that positive attitudes towards ECDE curriculum among pre-school teachers can be developed through the following ways: paying them well 50%, sponsoring them for training 16.7%, providing the necessary resources 2.3% and through promotion 10%. For pre-school teachers to support the current curriculum implementation they must have positive attitudes towards it. This is supported by Law, (2008) who states that, teachers' skills and attitude count for a great deal more in curriculum renewal than do changes in content and method. Aral et al. (2011) recommended that administrators of pre-schools can plan in-service training activities supporting teachers to develop positive attitudes towards the teaching profession

**Table 4.16: Teachers' Responses on Challenges they face in the Implementation of the ECDE Curriculum**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage %</b>
Poor pay	15	50
Inadequate resources	2	6.7
Inadequate support from parents and primary schools	2	10
High enrolment	7	23.3
Wide age gap	3	10
Total	n=30	100

#### **4.9 Analysis of Teachers' Responses on the Challenges they face in the Curriculum Implementation**

Results in table 4.16 show that majority of the pre-school teachers said that they are poorly paid 50%, 6.7% have inadequate resources, 23.3% high enrolment and inadequate support from parents and primary school 10% similar to wide age gap among the learners. These challenges are likely to affect the attitudes of teachers towards the curriculum and consequently the successful curriculum implementation

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of this study was to investigate the attitude of pre-school teachers towards ECDE curriculum. This was systematically carried out and data analyzed using frequencies, percentages and means, and presented accordingly through tables. This chapter presents the summary, conclusions and recommendation of the study.

#### 5.2 Summary of the Findings

The main purpose of the study was to investigate the attitudes of pre-school teachers towards Early Childhood Development and Education curriculum in Bomet Central Sub County, Bomet County. The findings are hereby summarized and discussed according to the objectives which guided the study as follows: to examine pre-school teachers level of awareness on ECDE curriculum; to establish how teacher training influence the attitudes of the teachers towards ECDE curriculum; to examine the effect the methods of teaching on the attitudes of pre-school teachers towards ECDE curriculum; to determine effect of the availability of resources and facilities on the attitudes of pre-school teachers towards ECDE curriculum and to find out the effect of pre-school teachers' experience on their attitudes towards ECDE curriculum.

The study findings show that most of the pre-school teachers are females while few are males. On the contrary, most head teachers and education officers are males while few are males. All the ECDE teachers sampled were trained but most of them up to certificate level and only a small percentage up to the degree level. It was found out that most ECDE teachers have experience of more than 10 years while few teachers

have experience of less than 5 years. From the results most respondents agreed that attitudes of teachers towards ECDE curriculum vary according to their academic levels or teaching experience.

Majority of ECDE teachers are conversant with ECDE curriculum in terms of how they responded to the questions raised. The study found out that most ECDE centres have fairly adequate resources such as furniture, classrooms, stores, playground, toilets among other, while few have inadequate resources and that majority of the teachers sampled (83.3%) agreed that they use child methods of teaching while 16.7% use teacher-centred methods.

### **5.3 Conclusions**

The study sought to find answers to the following research questions: What level of awareness do pre-school teachers have on ECDE curriculum? What influence does teacher training have on the attitudes of pre-school teachers towards ECDE curriculum? What is the effect of methods of teaching on the attitudes of pre-school teachers towards ECDE curriculum? What is the effect of availability of resources and facilities on the attitudes of pre-school teachers towards ECDE curriculum? What effect does teachers' experience have on the attitude of pre-school teachers towards ECDE curriculum?

The study shows that male teachers do not contribute much to teaching in pre-schools. It can therefore be concluded that male teachers have a negative attitude towards pre-school education. This can be attributed to the fact that most pre-school have not been employed by the government which discourage most teachers and are therefore not

enthusiastic about their work. This makes them to join other professions which pay them better.

Basing on the findings, it is evident that most teachers are knowledgeable on the ECDE curriculum and responded positively on various aspects of the ECDE curriculum. It can therefore be concluded that pre-school teachers have positive attitudes towards ECDE curriculum as they are aware of the ECDE curriculum and support its implementation except few who responded negatively to the its aspects. This could be due to the fact that they may not be well conversant with the ECDE curriculum.

The study confirmed that all pre-school teacher sampled were trained to handle pre-school children and that most of them have enough experience in pre-school education. The findings therefore show that most of the teachers are competent to help young children learn at pre-school. They also have the necessary records for planning and implementation of ECDE curriculum and documentation purposes which improves accountability. It is therefore safe to conclude that academic qualification and teaching experience of the ECDE teachers do not affect their attitudes towards ECDE curriculum. However, most respondents sampled believed that pre-school teachers' qualification and experience affect their attitudes towards ECDE curriculum.

The findings show that there are high scores on the means on the adequacy of the resources. It can therefore be concluded that the pre-school teachers have favorable attitudes towards the adequacy of resources. This means that adequacy of resources affect pre-school teachers' attitudes positively towards the ECDE curriculum. However, it was found out that in some schools, furniture used by pre-schools is that belonging to primary schools and are not suitable for young children and pre-school



children share toilets with primary school children, which is unhealthy for young children.

Results show that most pre-school teachers agreed that they use child methods of teaching. It can therefore be concluded that most teachers have positive attitudes towards child-centred pedagogy and use it which allow for active learner participation in the learning process. These methods reflect on the interests and characteristics of the child and are highly recommended for teaching young children.

From the results, it can be concluded that poor payment of pre-school teachers is the common problem. This could be due to the fact that most parents don't pay fees for their children as indicated by Garcia et al. (2008), that in Kenya, most ECDE centers are managed and run by parents and the local communities. Many parents are poor and are not able to pay even the minimal fees to pay teachers.

#### **5.4 Recommendations for Implementation and Suggestions for Further Research**

The current study has established factors that can influence pre-school teachers' attitudes towards ECDE curriculum. This section will attempt to highlight approaches that can be used to improve the attitudes of pre-school teachers in their attempt to implement ECDE curriculum in Bomet Central Sub County, Bomet County. The following recommendations are made:

It is recommended that the community should be sensitized on the importance of both male and female pre-school teachers in pre-school for identity formation in young children. The Ministry of Education should encourage more male teachers to train in ECDE so as to be knowledgeable in playing an active role in promoting holistic development of young children both at home, in the community and in school.

It is recommended that the Ministry of Education through the DICECE and NACECE personnel should create awareness on ECDE curriculum among the pre-school teachers. This can be done through in-service courses, workshops and seminars so as to familiarize the pre-school teachers with the content of the curriculum and update them with the latest developments in pre-school education. This will also create an avenue to know the challenges facing the pre-school teachers in curriculum implementation and to devise ways of alleviating them. Schools should also help in buying the ECDE syllabus to help teachers in planning as well as the ECDE handbook. This way, pre-school teachers will be motivated to develop positive attitudes towards the curriculum.

It is recommended that the schools should encourage pre-school teachers to pursue further training by giving them study leave so as to make them more competent in their work. The Ministry of Education should encourage pre-school teachers to undergo further training by employing more qualified teachers and also give loans or grants similar to HELB loans to pre-school teachers so as to help them pursue their studies in the field of ECDE. More learning institutions (TTCs) should also be established and fully equipped to train more competent teachers, both public and private. Teacher trainees should also be subjected to teaching practice longer enough so as to give them enough experience in the profession.

Pre-school teachers need to be encouraged to be innovative so as to be able to develop learning materials from locally available materials hence cutting down on the cost of providing the materials. The support of the parents can also be solicited so as to join hands with the pre-school teachers in preparing and provision of the necessary

materials at pre-school. This will improve performance and quality of education in ECDE centres.

The study recommends that the ministry of education should develop child centred pedagogy and organize in-service courses to update the pre-school teachers on how to use such methods. This will ensure that children learn better since their needs and interest are put into consideration. Teachers should be innovative so that they provide materials and enriching experiences to ECDE children.

It is recommended that the primary school head teachers and give the necessary support and encourage pre-school teachers in their work so as to develop positive attitudes. They should also manage pre-school alongside pre-school teachers. The primary school teachers can also interact with pre-school teacher to help pre-school teacher feel comfortable and solicit any support from them. The government should employ more teachers and remunerate them well as this will motivate them to do their work well. The school administration should also provide conducive environment for curriculum implementation such as good classrooms, learning materials and cooperation from significant others. The education officers should visit pre-schools very often so as to check on the progress of pre-school teachers in curriculum implementation. This will ensure that the education officers get an opportunity to give professional guidance to the pre-school teachers as well as supervise them in ECDE curriculum implementation.

#### **5.4.1 Suggestions for Further Research**

During the course of the research study, a number of issues emerged which is a clear indication of the interdisciplinary relationship among various fields of study. It is therefore recommended that:

- a) Similar studies to be conducted in other Counties in Kenya so as to find out the attitudes of pre-school teachers towards ECDE curriculum.
- b) The current study focused only on the attitudes of pre-school teachers towards ECDE curriculum, a study can be conducted to find out other factors that affect ECDE curriculum implementation such as parental participation and level of teacher motivation.

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## APPENDICES

### Appendix I: Letter of Introduction

Sitienei Betty Chebet

Dept. of CIEM,

P.O Box 3900,

Eldoret.

24<sup>TH</sup> February, 2012

**Dear participant,**

I am carrying out a research whose purpose is to investigate the attitudes of pre-school teachers towards ECDE curriculum. You are one of the respondents who have been selected to take part in the study. You are kindly requested to respond to all items in the questionnaire by giving information that truly represents your opinion. The information will be kept confidential and will be used only for this study.

I take this opportunity to ask for your cooperation and thank you in advance.

Yours faithfully,

**Sitienei Betty Chebet**

**REG. NO: EDU/PG/EDH/1015/09**

**Appendix II: A Letter to the Head Teachers**

P.O BOX 3900,  
ELDORET.

Date \_\_\_\_\_

THE HEAD TEACHER,

P O BOX\_\_\_\_,

BOMET.

Dear sir/madam,

**RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a student in Moi University pursuing a Master's degree in Education. I am expected to carry out research on attitudes of pre-school teachers towards ECDE curriculum as part of my course work. I am requesting to be allowed to carry out research in your institution.

I promise to abide by your rules and treat information given with confidence.

Attached herein are my abstract, questionnaires, letter from the university and research permit from Ministry of Education.

Yours faithfully,

**Sitienei Betty Chebet**

**REG.NO: EDU/PG/EDH/1015/09**

### Appendix III: Pre-School Teachers' Questionnaires

This questionnaire is for collecting data on attitudes of pre-school teachers towards ECDE curriculum in Bomet Central Sub County, Bomet County.

1. Do not enter your name in the questionnaire
2. Please tick the answer in the appropriate box given.

#### Section A

##### 1. School details

- a) Type of the school private  public
- b) Total enrolment \_\_\_\_ boys \_\_\_\_ girls \_\_\_\_
- c) Number of teachers \_\_\_\_\_

##### 2. Teacher's details

- a) Sex: male  female

##### b) Training

- Trained: certificate  diploma  degree
- Untrained
- Pursuing education

##### b) Teacher's experience

- Below 5 years
- Below 10 years
- Over 10 years

##### 3. Classroom details

- a) Number of children in class \_\_\_\_\_
- b) Age of children: below 3 years  3-4 years   
4-5 years  above 5 years
- c) Adult child ratio: 1:10  1:20  1:30  1:40

**Section B**

4. Are you aware of ECDE curriculum? Yes  no

If yes, what is your perception towards the following ECDE curriculum aspects?

Indicate by ticking in the box using the following:

Strongly agree [A], agree [SA], Undecided [U], Disagree [D], strongly disagree [SD]

ECDE curriculum	SA	A	U	D	SD
The Curriculum objectives are achievable					
The teaching Methodology is relevant					
The Time allocation is sufficient for teaching					
The use of Thematic approach is relevant to ECDE curriculum					
Others [specify]					

5. Rate the adequacy of resources by ticking in the box using the following:

Adequate [A], fairly adequate [FA], unknown [U], inadequate facilities [IF], no facilities [NF].

Resources	A	FA	U	IF	NF
Furniture					
Kitchen					
Classrooms					
Stores					
Playing ground					
Toilets					
Teaching materials					
Others (specify)					

6. Do you receive any support from the parents, community and DICECE officers in the implementation of ECDE curriculum? Yes  no

7. Is the pre-school environment favorable for implementation for ECDE curriculum?

Yes  no

8. Which methods do you use in implementing the curriculum?

a) child-centred methods  b) teacher-centred methods .

Why?

---

9. do you think teachers' experience affect their attitudes towards ECDE curriculum?

Yes  no . How? \_\_\_\_\_

10. Do you think teachers' training affect their attitudes towards ECDE curriculum?

Yes  no

#### Appendix IV: Interview Schedule for Headteachers

Sex: male  female

1. In your opinion, is there any significant change in the performance of ECDE teachers since the introduction of the ECDE syllabus? Yes  No . If yes, how? \_\_\_\_\_
2. Do you think teacher training has an effect on the performance of pre-school teachers in the implementation of ECDE curriculum?  
Yes  No . If yes, how? \_\_\_\_\_
3. Do you think teachers' experience affect the implementation of ECDE curriculum? Yes  No . If yes how? \_\_\_\_\_
4. In what way does the school support the pre-school teachers in the implementation of ECDE curriculum? Provide facilities  , provide teaching materials  , supervision  , any other (specify) \_\_\_\_\_
5. In your view, are ECDE teachers given any support by the parents and the community? Yes  No . What effect does it have on the performance of pre-school teachers in the implementation of ECDE curriculum?  
\_\_\_\_\_
6. How do you rate the performance of experienced teachers as compared to inexperienced teacher? Experienced teachers perform better  , inexperienced teachers perform better
7. What ways do you think can be used to develop positive attitudes in teachers towards ECDE curriculum? Promoting them  sponsoring them for training  paying them well  providing the necessary resources  other (specify) \_\_\_\_\_



**Appendix V: An Interview Schedule for Education Officer**

Designation: \_\_\_\_\_

Sex: male  female What is your qualification? Degree  diploma  certificate 

1. How often do you visit pre-school centers?

Once a term  once a year  not at all 

2. Do pre-school teachers portray an understanding of the ECDE curriculum?

Yes  no 

3. How do you help preschool teachers in the implementation of ECDE curriculum?

offering professional guidance  supervision  updating teachers on any  
development  , any other \_\_\_\_\_

4. In your opinion, do you think teacher training affect the attitudes of pre-school

teachers towards ECDE curriculum? Yes  No ,

if yes how? \_\_\_\_\_

5. Do you think teachers' experience affect their attitudes towards ECDE

curriculum? Yes  no , if yes, how? \_\_\_\_\_

6. Do you think the resources are adequate for pre-school teachers to implement the

curriculum? Yes  no 7. How often do you give in-service training to pre-school teachers? Not at all once a term  once a year  any other time (specify) \_\_\_\_\_

### Appendix VI: Observation Schedule

1. Does the ECDE teacher have the necessary records? Yes  No
2. Are the records well prepared, neatly kept and updated? Yes  No
3. Is the classroom in good condition? Yes  No
4. Are there play and learning materials? None  Adequate  inadequate
5. Does the school have outdoor equipment? None  Enough  Inadequate
6. Does the school have a school feeding program? Yes  no
6. How does the teacher conduct the lesson? Child-centred  Teacher-centre
7. Does the teacher uses thematic learning/teaching approach? Yes  No
8. Are the necessary facilities in the ECDE centre adequate?
 

Toilets	yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Classrooms	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Kitchen	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Stores	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Playground	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Teaching materials	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Others	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

## APPENDIX VII: RESEARCH AUTHORISATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi  
 Telephone: 254-020-241349, 2213102  
 254-020-310571, 2213123.  
 Fax: 254-020-2213215, 318245, 318249  
 When replying please quote

P.O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS-011/1534/4**

Date:  
**9<sup>th</sup> November, 2011**

Betty Chebei Sitienei  
 Moi University  
 P. O. Box 3900  
 ELDORET

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An investigation into the attitudes of ECDE teachers towards the current ECDE curriculum: A case of Bomet district*" I am pleased to inform you that you have been authorized to undertake research in **Bomet district** for a period ending **30<sup>th</sup> June, 2012**.

You are advised to report to **the District Commissioner & the District Education Officer, Bomet District** before embarking on the research project.



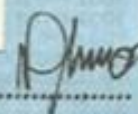

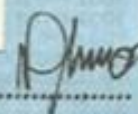

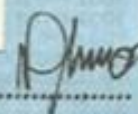
On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.


**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:  
 The District Commissioner  
 Bomet District

The District Education Officer  
 Bomet District

**APPENDIX VIII: RESEARCH PERMIT**

<p style="text-align: center;"><b>PAGE 2</b></p> <p><b>THIS IS TO CERTIFY THAT:</b>  <b>Prof./Dr./Mr./Mrs./Miss/Institution</b>  <i>Betty Chebel Sitienei</i>  <b>Of (Address) Moi University</b>  <i>P.O BOX 3900, Eldoret</i>  <b>has been permitted to conduct research in</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: right;"><b>Location</b></td> </tr> <tr> <td style="text-align: center;"><i>Bomet</i></td> <td style="text-align: right;"><b>District</b></td> </tr> <tr> <td style="text-align: center;"><i>Rift Valley</i></td> <td style="text-align: right;"><b>Province</b></td> </tr> </table> <p><b>On the topic: An investigation into the attitudes of          ECDE teachers towards the current ECDE curriculum:          A case of Bomet District</b></p> <p><b>for a period ending 30<sup>th</sup> June 2012</b></p>		<b>Location</b>	<i>Bomet</i>	<b>District</b>	<i>Rift Valley</i>	<b>Province</b>	<p style="text-align: center;"><b>PAGE 3</b></p> <p><b>Research Permit No. NCST/RRI/12/1/SS011/153-</b>  <b>Date of issue 9<sup>th</sup> November, 2011</b>  <b>Fee received KSHS.1,000</b></p> <div style="text-align: center;">  </div> <table border="0" style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 50%; text-align: center;">                   Applicant's Signature             </td> <td style="width: 50%; text-align: center;">                   Secretary National Council for Science and Technology             </td> </tr> </table>	 Applicant's Signature	 Secretary National Council for Science and Technology
	<b>Location</b>								
<i>Bomet</i>	<b>District</b>								
<i>Rift Valley</i>	<b>Province</b>								
 Applicant's Signature	 Secretary National Council for Science and Technology								

<p style="text-align: center;"><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li>1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit</li> <li>2. Government Officers will not be interviewed with-out prior appointment.</li> <li>3. No questionnaire will be used unless it has been approved.</li> <li>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</li> <li>5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.</li> <li>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice</li> </ol> <p><b>GPK6055(3mt10/2011)</b></p>	<div style="text-align: center;">   <b>REPUBLIC OF KENYA</b>  <hr style="width: 20%; margin: auto;"/> <b>RESEARCH CLEARANCE PERMIT</b> </div> <p style="text-align: center; margin-top: 20px;">(CONDITIONS—see back page)</p>
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