

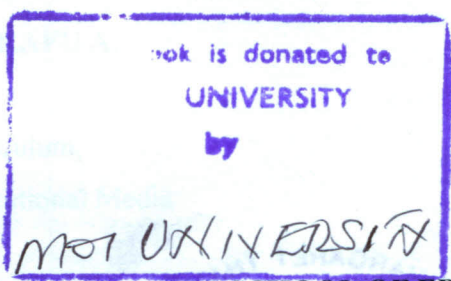
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**FACTORS AFFECTING THE ADOPTION OF THEMATIC APPROACH IN
TEACHING IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION
CENTERS: A CASE OF ELDORET MUNICIPALITY, KENYA.**

BY



ESTHER CHEPKORIR BITOK



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ABSTRACT

The use of thematic approach in teaching children in Early Childhood Development and Education (ECDE) centers promote the physiological and intellectual development of young children helping to ready them for further schooling and productive role in the society. The study sought to investigate factors affecting the adoption of thematic approach in teaching in early childhood development centers in Eldoret Municipality. It was guided by Kurt Lewin's Three Stages of Change Model developed in 1954. The first stage is about getting ready to change. It involves getting to a point of understanding that change is necessary and getting ready to move away from our current comfort zone. The second stage occurs as we make changes that are needed and move towards a new way of being, and the third stage, refreeze and establish a new place of stability. In order to achieve the purpose of this study, three specific objectives were addressed; to find out the resource capacities of Early Childhood Development Centres (ECDCs) in supporting thematic approach in teaching; to investigate the extent of teacher preparedness for the adoption of thematic approach in teaching and to determine the availability of resources for the implementation of the thematic approach. The study adopted the Descriptive Survey Design. Sixty-five respondents out of one hundred and eighty-four respondents were selected for the study. Stratified, Simple random sampling was used to select thirty head teachers and thirty ECDE teachers. Purposive sampling technique was used to select five Municipal Education Officers. Instrumentation included the questionnaire, interview guide and document analysis. Data was collected and analyzed using descriptive and inferential statistics. For qualitative data written explanations were provided, listed and used to draw conclusions. Study findings revealed that the ECDCs lacked the necessary learning materials and resources required for effective implementation of the thematic approach, teachers were not adequately prepared for the implementation of the approach and non availability of resources influenced the implementation of thematic approach in ECDCs. The study recommended that ECDCs be equipped with adequate and developmentally appropriate materials and resources. Also capacity building be conducted for the ECDCs Center Management Committees (CMC) in terms of resource mobilization and management to equip the ECDCs. The Municipal Education Officer (MEO) to intensify workshops to equip the ECDE teachers with necessary skills and knowledge in order to fully implement the thematic approach which is holistic and child centered as recommended by the National Centre for Early Childhood Education (NACECE)/District Centre for Early Childhood Education (DICECE) curriculum and pedagogy. Finally, the Government should harmonize the training curricula for ECDE teachers in order to ease supervision and implementation of the curriculum.