

NA,

**TRAINING NEEDS FOR HEAD-TEACHERS IN MANAGEMENT OF ECDE
CURRICULUM IMPLEMENTATION IN PRIMARY SCHOOLS IN
MARAkwET DISTRICT OF KENYA**

BY



CHEPKONGA C. MILDRED

**A Research Thesis Submitted to the School of Education in Partial Fulfilment of the
Requirements for the Award of Degree of Master of Philosophy in Early Childhood
and Primary Education in the Department of Curriculum, Instruction, and
Educational Media**

**MOI UNIVERSITY
ELDORET
KENYA**

OCTOBER, 2012

This book is donated to
MOI UNIVERSITY
by
MOI UNIVERSITY



ABSTRACT

The purpose of this study was to investigate the training needs of primary school head-teachers in the management of early childhood development education curriculum implementation in Marakwet district of Rift Valley province. The study objectives were to: identify the factors that influence the implementation of ECDE curriculum, examine the head-teachers' instructional management practices of the ECDE curriculum implementation, identify the primary head-teachers' actual and the desired ECDE instructional management competencies in ECDE curriculum implementation and finally determine the discrepancy between the head-teachers' actual and desired ECDE instructional management competencies in ECDE curriculum implementation. The study was guided by the needs assessment process as defined by English and Kaufman (1975). Descriptive survey research design was used in conducting the study since the design enables gathering of data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events (Orodho, 2005). The respondents were the quality assurance and standards officers (QASOs), Primary school head-teachers, deputy head-teachers and teachers of ECDE. The selection of the study sample was done using simple random sampling, stratified random sampling and purposive sampling. Schools were stratified into educational divisions from which 38 schools out of the total of 97 were proportionately sampled from the district. To obtain the specific schools to participate in the study, simple random sampling was used. All head-teachers and deputy head-teachers from the selected schools were purposively sampled for inclusion in the study. Seventy six out of the total 198 ECDE teachers were selected through simple random sampling while all the 10 QASOs in the district were purposively sampled. The questionnaire, document analysis and an interview schedule were used to collect data for this study. The collected data was analyzed using descriptive statistics such as frequencies, means, standard deviations and percentages. Presentation was done using tables, graphs and charts. The findings of this study revealed that there were various factors that influence the implementation of the ECDE curriculum such as supervision of teachers and teaching/learning resources. It was also observed that the head-teachers utilized various competencies while managing the ECDE curriculum implementation process. There also existed a gap between what should be, and what was in all the macro-competencies studied regarding the training needs of primary school head-teachers in their capacities as managers of the ECDE curriculum implementation process. The study recommended that the government through the Ministry of Education should train primary school teachers in management of the ECDE curriculum and the colleges preparing teachers in ECDE should introduce courses specifically addressing ECDE curriculum management.