

An Assessment of the Availability of Resources to Facilitate Early Childhood Music and Movement Curriculum Implementation in Eldoret Municipality, Kenya

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Abstract

The study was a descriptive survey that examined instructional practices in Music and movement activities in Eldoret Municipality. It involved 105 teachers and their pupils from 35 sampled early childhood education centres and management practices from five zone coordinators, one municipal coordinator and the Municipal Education Officer (MEO). The officer in charge of ECDE curriculum at the Kenya Institute of Education (KIE) also provided pertinent information. Data collection instruments included questionnaires, observation and interview schedules, photography and video recordings. Data collected was analyzed using percentages and frequencies, and presented in tabular form which provided the basis for analysis. It emerged that there was a need for more teaching materials and resources especially songs. Instruments would also be good for the children but the teachers would need to be competent in them to guide and teach the children on how to perform on them more effectively. However, children need to be given a chance to explore the timbres/sounds and general musical effects of as many instruments as possible hence the need for a music corner in the classroom where children can enjoy trying out different instruments, listening to recorded music or engaging themselves in creative and free dancing. The findings of this study will benefit early childhood educators, teacher educators, educational managers, parents and learners on the effective use of early childhood Music and movement activities, provision of appropriate learning resources and suggestions on appropriate implementation strategies to improve the teaching and learning of Music and movement in early childhood education.

Keyword(s): Assessment, Availability, Eldoret municipality, Facilitate early childhood music and movement curriculum, Implementation, Kenya and Resources

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