

Training Needs for Head-Teachers in Management of ECDE Curriculum Implementation in Primary Schools in Marakwet District, Kenya.

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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 was guided by the needs assessment process as defined by English and Kaufman. 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.

Keywords: Primary schools, Teacher's Trainings

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