SITUATIONAL ANALYSIS OF THE IMPLEMENTATION OF THEMATIC-INTEGRATED CURRICULUM IN SELECTED PRE-SCHOOLS IN THIKA EAST, KIAMBU COUNTY

by

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APPROVAL

Situational Analysis of the Implementation of Thematic-integrated Curriculum in Selected Pre-schools in Thika East, Kiambu County

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In accordance with Daystar University policies, this thesis is accepted in partial fulfillment of requirement for the Master of Arts degree.

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DECLARATION

Situational Analysis of the Implementation of Thematic-integrated Curriculum in Selected Pre-schools in Thika East, Kiambu County

I declare that this thesis is my original work and has not been presented for a degree in any other university.

Signed: _______________________________  Date: ________________

Thomas Mutungi Machua
DEDICATION

This thesis is dedicated to my wife Loise Njoroge and my two lovely children, Chris Machua Mutungi and Nicole Wamaitha Mutungi, for standing with me through the entire period. God bless you.
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This thesis would not have been completed without the input of different individuals. Each and every one of them played a role directly or indirectly in their capacities to support the research. I would therefore like to thank all the individuals who provided support to me in the process of this work as follows:

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ABSTRACT

Kenya has one of the most organized Early Childhood Development and Education (ECDE) programmes in Africa the implementation of its curriculum faces many challenges. Thika East in Kiambu County is not exceptional to these challenges. The purpose of this study was to conduct a situational analysis in the implementation of thematic-integrated curriculum in selected pre-schools in Thika East, Kiambu County. The objectives included: to establish the current thematic-integrated curriculum implementation strategies in these pre-schools; to assess the factors influencing the implementation of thematic-integrated curriculum in these pre-schools; to suggest ways of improving implementation of thematic-integrated curriculum in these pre-schools. A descriptive study was conducted by administering a questionnaire to teachers in Thika East. An in-depth interview was also conducted among pre-school administrators in Thika East. A documentary review analysis of the schemes of work and lesson plans of pre-school teachers was also done. The findings showed that almost every school had a teacher trained in NACECE/DICECE curriculum. The majority of the teachers and administrators also agreed that there was improvement in the teaching performance after training in NACECE/DICECE curriculum. Lack of adequate teaching and learning materials was the major challenge in the implementation of thematic-integrated curriculum. In addition most teachers did not follow the schemes of work. The study recommended that school administrators regularly supervise teachers and ensure adequate budgetary allocation to the pre-schools; the teachers to attend continuous training, and government should employ ECDE supervisors and provide resources for ECDE programmes.
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ABBREVIATIONS AND ACRONYMS

CIS: Caregivers Interaction Scale

CLASS: Classroom Assessment Scoring System

DAPs: Developmentally Appropriate Practices

DICECE: District Centre for Early Childhood Education

ECCE: Early Childhood Care and Education

ECCRN: Early Child Care Research Network

ECDE: Early Childhood Development and Education

ECERS-R: Early Childhood Environmental Rating Scale, Revised

ECD: Early Childhood Development

ECE: Early Childhood Education

FPE: Free Primary Education

GoK: Government of Kenya

KIE: Kenya Institute of Education

MDGs: Millennium Development Goals

MoE: Ministry of Education

NACECE: National Centre for Early Childhood Education.
NGOs: Non-Governmental Organizations

NICHD: National Institute of Child Health and Human Development

OAU: Organization of Africa Union

SAGA: Semi-Autonomous Government

UNICEF: United Nations Children’s Fund