

# INFLUENCE OF MENTORSHIP IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CENTRES ON TRANSITION OF COMPETENCE BASED CURRICULUM IN MSAMBWENI SUB-COUNTY – KWALE KENYA

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**Abstract:** Transition of curriculum is the process of changing from a present curriculum and adopts another. The dynamics of life necessitate curriculum that are relevant to the society. Therefore it is imperatively important for a country or state to adopt a curriculum that satisfies cultural and education requirements and expectations. The main objective of the study was to find out influence of mentorship on the transition of Early Childhood Development Education Competence Based Curriculum in Msambweni Sub County. The focus was Head teachers, teachers and BOMS of the sampled schools and the target population was 428 which consist of 107 pre-school head teachers, 214 class teachers and 107 Board of Management Committee chairs. The sample size was 17head teachers, 34 class teachers, 17 BOMS from the sampled pre – schools making a total of 68. It is believed ECDE is faced by challenges in the transition process. A sub county meeting in Msambweni availed that the change was abrupt, inadequate training, lack of resources and lack of proper sensitization to the parents. Participative theory by Donald Trump was the guiding theory of mentorship. The researcher used descriptive method, research instrument used was a questionnaire and data collected was analyzed using descriptive statistics. Tables were used to present findings. The study found that leaders in ECDE centers in Msambweni Sub County exhibited great mentorship in their schools. The study recommends that Head teachers in Msambweni sub county public ECDE centers should enhance their mentorship role by creating more time for teachers. The study also recommends that the Ministry of Education in collaboration with County Governments and Institution of Higher Education should develop and organize trainings for Head teachers, teachers, BOMs and other stakeholders.

**Keywords:** Curriculum, Mentorship, Transition.

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## 1. INTRODUCTION

Transition of curriculum is the process of changing from a present curriculum and adopts another. The dynamics of life necessitate curriculum that are relevant to the society. Therefore it is imperatively important for a country or state to adopt a curriculum that satisfies cultural and education requirements and expectations. Thus transition from one curriculum to

another is a common phenomenon in the field of education (Livingston, Hayward, Higgins & Wyse, 2015). Zhang *et al.*, (2016) state that students can be assisted in problem solving through approaching the curriculum through competence based approach. This approach enhances the skills of the students in mastering knowledge and assists in developing their self-confidence in solving problems. This is an approach which is viewed as one that improves the academic achievements of the pupils. The connection and integration of the different sections of the curriculum within a theme in the teaching and learning is referred to as thematic approach (Baek& Schwarz, 2015). In this approach the pupils are taught academic skills that connect their subjects to real world situations. Thematic units are common in pre-school classes especially, since pre – school children learn through interactive, integrated activities. However Kenya Institute of Curriculum Development embarked on a reform agenda on its curriculum approach. This was informed by the findings of a needs assessment that it carried in 2016. They resolved to approach the curriculum on a competence based approach so as to make learning more meaningful and meet the needs of the learners, society and world of work/job market.

According to Syomwene, Kitainge and Mwaka (2010), Zimbabwe's education sector has seen it dynamically change its curriculum as it searches for quality and relevance in both its structure and organization. This has been ongoing since the mid 80's. The country has plans to localize its A levels after having implemented the same in its O levels, a shift from Cambridge examination. This was to promote a curriculum that is both homegrown and relevant. As a result, the Ministry of Education downsized and decentralized its activities as a short term measure. This led to a reduction of the staff at the curriculum development unit from 56 professional officers to 12 (UNICEF, 2000). Competence Based Curriculum was adopted in the Tanzanian secondary education system in 2005. According to King (2010), this adoption was as a result of a review on the Institute of Education (TIE) which was conducted in 2004 after a survey on the curriculum on secondary education. The survey's findings showed a lack of requirement on the student's competencies on the traditional curriculum at the end of their course. This resulted in it being changed to Competence Based Curriculum from the previously existing Content Based Curriculum (URT, 2004).

Early Childhood Development Education (ECDE) globally and Kenya in particular has been having programmes that are crucial programmes that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs (Njue, 2011). Currently Early Childhood Development and Education is under the care of the County Government due to devolution according to the constitution of Kenya 2010. Parents, community, NGOs (Non-governmental organizations), Religions organization and other private contribute to the Early Childhood Development and Education MOCEDST, 2005). Early Childhood Development and Education has been experiencing challenges of inadequate funding of its policy development; lack of sufficient trainers; facing challenges related to funding policy formulation, low participation rates of target age groups including special learners, lack of schemes of service for educators, rising numbers of orphans among others. To add on the same, Early Childhood Development and Education is faced by the transition process of implementing Competence Based Curriculum. Therefore the researched aimed at finding out the influence of mentorship early childhood development centres on transition of competence based curriculum in msambweni sub-county

#### **Statement of the problem:**

According to the vision and mission of competency based curriculum is to engage, empower and nurture every learner potential and develop ethical citizens. Kenya Institute of Curriculum Development resolved to adopt competence based approach in the Kenyan Curriculum based on the findings of a needs assessment study carried out in 2016 systems and curriculum reforms and desire to make learning more meaningful (Moshia, 2012).

On its introduction there are challenges which are being experienced. Msambweni Sub County is not exempted from these challenges. A meeting with the sub county ECDE teachers availed that the curriculum was introduced abruptly and Msambweni sub county ECDE head teachers and teachers were inadequately trained. Despite the Kwale county initiative of building ECEDE centers and providing the teaching and learning resources are in adequate especially in public schools. Teachers are unable to interpret the curriculum design which they are expected to implement, resources like teachers guidelines and text books which one expected to be supplied by county government are not available in schools especially in centers which the enrolment is high teachers are in adequate

In order to ensure smooth transition and realize the goals of education which leads to learners having competence to be useful citizens and develop skills which are in line with the world job market. However in every institution there is a

leader who is given the mandate to manage the institution. Therefore the role of the head teachers is to lead others, towards the achievement of goals, setting clear vision, motivating employees and guiding them in the work process among others. This is a concern that is why the researcher intends to find out the influence of mentorship on transition of ECDE Competence Based Curriculum in Msambweni Sub County.

#### **Research objective:**

The influence of Mentorship on transition of Early Childhood Development and Education Curriculum in Msambweni Sub County

## **2. LITERATURE REVIEW**

Participative leadership, also known as democratic leadership is one of the four participative choices – influencing styles where bosses positively welcome workers to take a section in authoritative basic leadership. It recommends that perfect administration style is one that considers the contribution of others (Lumbasi, K'Aol&Ouma, 2013). These pioneers support investment and commitments from gathering individuals and help assemble individuals feel more important and focused on the choice – making process. In participative hypothesis notwithstanding, the pioneer holds the privilege to permit the contribution of others. While participative authority comes in a few flavors there is a typical example that is available in the greater part of these sorts. The pioneer encourages the discussion and transparently shares data and learning vital for basic leadership while urging individuals to share their thoughts. The pioneer blends all accessible data and arrangements proposed by the group then think of the most ideal arrangement and imparts it back to the gathering. Lam, Huang and Chan (2015) show participative administration include subordinates into basic leadership which makes them to possess them. It is a fair initiative style which is liked to guarantee concordance at work put. In any case, it has its disservices, for example, basic leadership takes additional time from the issue to arrangement particularly when there are clashing thoughts. It is less compelling with untalented laborers. Participative initiative hypotheses don't chip away at each sort of work environment condition.

#### **Mentorship as a role of leadership:**

Experienced leaders or even teachers find mentoring to be a significant strategy for their support; hence mentorship is an approach that effectively enables leaders to impact learning and practice. A mentor therefore is used in reference to a person highly experienced or positioned to act as a role model, supportive and guiding, and provides direction to an amateurish person with regards to the planning and developing of their career and personal development. In the context of an organization, mentoring is a form of backing offered by a senior staffer to assist in shaping and developing career direction of another staffer with inferior knowledge and experience (Shek& Lin, 2015).

Simoes and Alarcao (2014) conducted a study within Portuguese School-Based Mentoring (SBM) program. The study was to find out if the school performance of mentee's was being influenced by teaching roles and mentoring. Subject to the multivariate analyses of covariance (MANCOVA), mentoring and teaching roles were found to significantly improve their Grade Point Average (GPA) and individual grades in both Math and language (Portuguese) of the mentee's by reducing their absence through excuses. This was in comparison to students who were not mentored. Mentored students basic psychological needs satisfaction levels was also found to be elevated thus promoting improved academic performance compared to students who were not mentored but with similar BPN support. However, mentored students that experienced an increased satisfaction of BPN had marginally significantly worse Grade Point Average (GPA) than the mentored students that perceived less or similar BPN support within SBM.

An evaluation was conducted in Northeast Georgia School District by Palmer (2010) on how beginning teachers were being impacted by mentoring. The data analysis yielded the following findings: 1) in the areas of discipline, curriculum and communicating with parents, new teachers found mentoring to be quite supportive. 2) The mentoring experience success rate was high based on the time spent with the mentor. 3) The success of the mentoring program was hinged on how the administration and the mentor varied in their attitude. These findings therefore positively support mentoring beginning teachers. A significantly positive correlation was found by Polikoff *et al.*, (2015) which showed there existed better interaction in mentoring between mentors and new teachers who often meet during the day

### 3. RESEARCH METHODOLOGY

The researcher used descriptive method aiming at describing influence of mentorship on transition of ECDE thematic approach Competence Based Curriculum. The target population was 428 which consist of 107 pre-school head teachers, 214 class teachers and 107 BOM chairs. The 17 head teachers of the sampled ECDE centers were purposively selected the fact being they are the head teachers gives them a chance, 34 class teachers, 17 BOMS from the sampled pre – schools making a total of 68. A standard set of self-administered questionnaires were used to gather pertinent information concerning the variables in the study. The questionnaires were individually handed to the respondents within their work place to be filled and returned. An introductory letter was attached with the questionnaire which guided the respondents on how to appropriately answer the questions. The data collected was quantitative and was measured using percentages, frequencies and mean. Chi-square tests with Cramer’s V were used to find out the influence of leadership on transition of Competence Based Curriculum. Tables were used to present findings.

### 4. RESULTS AND DISCUSSION

#### Influence of Mentorship on Transition of ECDE Curriculum:

The findings are presented in Table 4.1

**Table 4.1: Mentorship as a Role of a Leader**

Statement	N	Min	Max	Mean	SD
Mentorship is an important strategy for supporting and inspiring teachers and students	62	1	5	1.33	0.471
Mentorship is an effective leadership approach that enhances professional learning and practice	62	1	5	1.47	0.619
The school leadership is competent in mentorship	62	1	5	1.78	0.782
School heads are always available for mentorship	62	1	5	2.12	0.441
School heads are resourceful in mentorship	62	1	5	2.38	1.321
<b>Average</b>				<b>1.82</b>	<b>0.727</b>

Findings in the study (Table 4.1) shows that majority (M=1.33, SD=0.471) of respondents agreed that mentorship is an important strategy for supporting and inspiring teachers and students. Majority (M=1.47, SD=0.619) also agreed that mentorship is an effective leadership approach that enhances professional learning and practice. The findings also shows that majority (M=2.12, SD=0.441) of the respondents agreed that their school leadership is competent in mentorship. Majority (M=2.38, SD=1.321) agreed that school heads are always available for mentorship.

**Table 4.2: Transition of Early Childhood Development and Education**

Statement	N	Min	Max	Mean	SD
Communication and networking of leaders	62	1	5	3.69	1.193
Inclusion and collaboration of stakeholders	62	1	5	2.41	1.511
Leaders responsibility	62	1	5	2.42	1.338
Leaders accountability	62	1	5	2.96	0.651
Centre harmony and conducive learning environment	62	1	5	4.33	0.470
<b>Average</b>				<b>3.16</b>	<b>1.03</b>

In Table 4.2 Communication and networking of leaders was rated as fair (M=3.69, 1.193), inclusion and collaboration of stakeholders was highly rated (M=2.41, SD=1.511). Leaders responsibility (M=2.42, SD=1.338) and accountability (M=2.96, SD=0.651) was both highly rated. Centre harmony and conducive learning environment was poorly rated at (M=4.33, SD=0.470). The average mean (M=3.16, SD=1.03) shows that items on transition of early childhood development and education were rated as fair. This implies that transition of early childhood development and education in ECDE centers in Msambweni Sub County was conducted to a moderate extent.

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Chi-square tests with Cramers' V were conducted to find out the influence of mentorship on transition of competence based curriculum in Msambweni Sub County public ECDE centers. The findings are presented in Table 4.4.

**Table 4.3: Chi-square tests**

Variable	$\chi^2$	df	p-value	Cramer's V
Mentorship	20.711	6	0.002	0.419

The findings in Table 4.3 shows that there was a significant relationship ( $\chi^2=20.711$ ,  $df=6$ ,  $p=0.002$ , Cramer's  $v = 0.419$ ) between mentorship and transition of competence based curriculum.

### Discussions:

The study sought to find out influence of mentorship in transition of Early Childhood Development and Education curriculum in Msambweni Sub County. Descriptive analysis showed that leaders in ECDE centers in Msambweni Sub County exhibited great mentorship in their schools. There was a significant relationship ( $\chi^2=20.711$ ,  $df=6$ ,  $p=0.002$ , Cramer's  $v = 0.419$ ) between mentorship and transition of competence based curriculum. The respondents agreed that mentorship is an important strategy for supporting and inspiring teachers and students and mentorship is an effective leadership approach that enhances professional learning and practice. The findings showed that the school leadership was competent in mentorship, School heads were always available for mentorship and school heads were resourceful in mentorship. This shows that mentorship enhanced transition of early childhood development and education curriculum. This is in agreement with findings of Thornton (2014) that mentoring is an important strategy for supporting new and aspiring teachers, as well as experienced leaders. It is also an effective leadership approach that enhances professional learning and practice. The findings are consistent with findings of Smith (2013) who found that mentors are an important aspect of school education that is beneficial when incorporated into degree programs. The findings are also consistent with findings of Moore and Wang (2017) who found that mentoring top leaders positively relates to their perceived innovativeness of the organization and that the relationship is mediated by these leaders' perception of psychological safety within the organization.

## 5. SUMMARY

A country uses the curriculum as a driving force to empower its citizens. The citizens are thus personally and national empowered through acquisition of relevant skills, knowledge, attitude and necessary values. It is through leadership that schools are able to achieve the required performance. Leadership is not only about accomplishing tasks and allocating staff to perform them. It also involves encouraging recognition, improving working environment, building morals, encouraging coercion and improving remuneration. During Curriculum change there has to be a smooth transition from one curriculum design to the other. The Kenya curriculum is on transition in ECDE from thematic to Competence Based Curriculum. Despite the Kwale county initiative of building ECEDE centers and providing the teaching and learning resources are in adequate especially in public schools. Teachers are unable to interpret the curriculum design which they are expected to implement, resources like teachers guidelines and text books which one expected to be supplied by county government are not available in schools especially in centers which the enrolment is high teachers are in adequate .

The purpose of this study was to find out the influence of mentorship on transition of Competence Based Curriculum in Msambweni Sub County public ECDE centers in order to ensure smooth transition and realization of the goals, mission and vision and learning outcomes. Specifically the study sought to find out the influence of mentorship in the transition of early childhood development and education in Msambweni Sub County

The study found that leaders in ECDE centers in Msambweni Sub County exhibited great mentorship in their schools. In particular, mentorship role of a leader is found to be the most important. However, leaders face certain challenges such as lack of resources and poor cooperation from parents. It was recommended that head teachers in Msambweni sub county public ECDE centers should enhance their mentorship role by creating more time for teachers. The head teachers should make it known to teachers that they are available for consultation. Head teachers can also organize group meetings to serve as peer mentoring sessions in their schools and enhance social cohesion which is important for holistic development of the individual teachers, learners and the center in curriculum delivery.

## 6. CONCLUSION

The study concludes that mentorship influenced transition of Early Childhood Development and Education curriculum in Msambweni Sub County. ECDE centers whereby leaders who practice mentorship were found to have better transition than those who didn't. Mentorship enhanced transition of early childhood development and education curriculum through inspiration of teachers that enhances professional learning and practice. The leaders were also always available for mentorship and resourceful in mentorship.

## 7. RECOMMENDATIONS

The study recommends that head teachers in Msambweni sub county public ECDE centers should enhance their mentorship role by creating more time for teachers. The Head teachers should make it known to teachers that they are available for consultation. Head teachers can also organize group meetings to serve as peer mentoring sessions in their schools and enhance social cohesion which is important for holistic development of the individual teachers, learners and the center in curriculum delivery.

Head teachers in Msambweni sub county public ECDE centers should cultivate a system of core values that they work with. This will enable them be an inspiration to teachers and other stakeholders alike which is important on transition of Early Childhood Development and Education curriculum.

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