

INFLUENCE OF ADEQUACY OF THE TEACHING AND LEARNING MATERIAL RESOURCES IN PUBLIC PRIMARY SCHOOLS ON THE ATTAINMENT OF THE ECDE CURRICULUM OBJECTIVES IN LAMU-WEST SUB-COUNTY, KENYA

¹*Naom Ndinda Muthiani, ²Benjamin Mwawasi, ³Eric Mathuva

¹Department of education school of arts and social studies, Kenya Methodist University, Kenya

²Lecturer, department of education, school of art s and social studies, Kenya Methodist University, Kenya

³Senior lecturer, school of business, Kenya Methodist University, Kenya

Kenya Methodist University P.O Box 89983-80100

*Corresponding email: naomndinda@gmail.com

Abstract: Early Childhood Development and Education is regarded as the initial stage and the beginning of every young child's formal education. Attainment of Curriculum objectives entails putting into practice the officially prescribed courses of study, syllabus and subject. Teaching learning material resources are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teacher's work and accelerate learning on the part of the student. The study investigated the influence of adequacy of teaching and learning material resources in public primary schools on the attainment of the ECDE curriculum objectives in Lamu-west sub-county, Kenya. Teaching and learning methods formed the intervening variable. The study is based on Systems Approach Theory and Constructivism theories of learning. The study adopted descriptive survey research design. The target population was 123 ECDE centers in the public primary schools in Lamu-West Sub-County. The three administrative divisions of Amu, Witu and Mpeketoni formed the clusters. Simple random sampling was employed to get a sample of 37 ECDE centers. One head teacher and one ECDE teacher from each centre made the study sample; thus, giving a total of 74 respondents. Data was collected using questionnaires, observation checklist and interview schedules. These tools were validated through appraisal from the supervisors and then subjected to a pilot study. The reliability of the instruments was tested using, test-retest technique. Descriptive statistics involving frequencies and percentage was used to analyze the data using the Statistical Package for Social Science (SPSS) programmer version 22. Findings: the teaching and learning material resources in Lamu West sub County ECDE centers were found to be inadequate in most centres. In most centers material like computers, audio tapes, crayons and nature corners are not available. Attainment of curriculum objectives in the Lamu west sub County is 'partial'. Recommendations: In view of the fact that education is a shared responsibility, there is need for the Key stakeholders-county government, the ministry of education, the school administration, quality assurance office, policy makers and publishers to collaboratively avail resources for teachers and learners in adequate quantities. The study suggest that others studies be undertaken in future that involve a larger sample.

Keywords: Adequacy, Curriculum, Objectives, Teaching Learning Material Resources (TLMR).

1. INTRODUCTION

Education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to assist them develop and utilize their potentials (Adeyemi and Adu, 2012). It can also be termed as a central element in development [World Bank 1989]. According to Mosoti, (2015) education is the main equalizer of the gaping inequalities in modern life, more so on the socio-economic facet. The need for holistic development of children is appreciated all over the world. The belief that early learning begets later learning and success just like early failure breeds later failure, has been validated in both economic and educational research (Heckman 1999). According to Singh, (2010) early childhood is defined as the period from birth to 8 years of age. These years in life are widely accepted as the most important period during which children experience cognitive, language, perceptual, socio-emotional and motor development which they need for future achievements and social functioning, for this reason early years should be handled with all special and detailed attention. On the other hand (Oduolowu and Oluwakemi 2014) points out that the early years of children are years of extreme vulnerability and tremendous potentials, during which adequate protection, care and stimulation are essential to provide the foundation for well-being and development.

The first ever conference about early childhood care and education took place in Moscow from September 2010 jointly organized by UNESCO and the city of Moscow. The goals of the world conference on early childhood care and education [WCECCE] were to reaffirm ECDE as a right to all children and a basis for development, promote global exchange of good practices and identity and constrains towards the intended equitable expansion of access of quality ECDE. According to Akgündüz, Ünver, Plantenga and Nicaise (2015), pre-schools in Europe ECE centres were created to provide humanitarian services related to health and welfare to children from poor families and those affected by war and slum conditions. However, though created for the poor, the middle class hijacked pre-school education by taking their children to these pre-schools in most countries except in France and Belgium. Consequently, the provision to the poor diminished, thus affecting access to ECE negatively.

UNESCO (2010) reports that Africa's diverse countries vary drastically in size, economic structure, level of development and the type of education system. These countries embrace the fundamental importance of education, for without education there can be no meaningful development. (Mwamwenda 2014) deputy chairperson of the African union commission asserts that Africa has for some time now decided to anchor its development on education. Kadar Asmal, former Minister of Education in South Africa addressing African Ministers of Education, argued that education is not only critical but also a solid foundation for both reconstruction and development of Africa. A number of countries have made different achievements in ECDE, for example in Ethiopia it began in early 1900 for French children whose parents worked as railway consultants in the country (Woodhead, Rossiter, Dawes and Pankhurst, 2017). This was followed by English and German schools intended to affluent families in Addis Ababa. By 1972 ECE schools for children aged 4-6 years were piloted by Sweden and American piece crops volunteers for a population of 3.5 million with most schools in urban areas. In south Africa (education white paper section 5 on ECD, 2001) is a comprehensive approach to policies and programmes for children from birth to nine years of age with the active participation of their parents and caregivers. It purposes to protect the child's rights, to develop his or her full cognitive, emotional, social and physical potential (Ebrahim, 2012). In South Africa most of the children between birth and six years do not attend early childhood education mostly because of poverty.

The Kenyan government attaches special significance to the provision of education to all children in all parts of the world (Engle 2008). Ministry of Education (2006) attests that development of any country depends on accessibility to knowledge, information and communication. Early childhood education in Kenya can be traced to 1942, when a school was opened for European and Asian (Nganga, 2009). At the same time the colonial government established early childhood care centres for Kenyan children whose parents were working on the tea, coffee and sugarcane plantations. ECDE was more felt in Kenya after independence in 1963, as more schools opened to meet the existing demand of such education. To date Kenya is the only African country with an established early childhood program, and the initiative has had a significant impact on its citizen. This has led to substantial increase in enrolment. To meet and maintain this increase, more teachers are being trained to serve the learners. Certain standards have been set and are observed by all types ECDE of learners. The government also recognizes ECDE as an important pillar for accelerating the attainment of Education for All (EFA) and the Millennium Development Goals-MDGs (Republic of Kenya, 2006).

The early childhood education sector in Kenya does not receive direct funding from the government like the primary and secondary sectors. This undermines the school's ability to avail appropriate resources in the schools. The purpose of this study was to establish the influence of adequacy of teaching and learning material resources on attainment of curriculum objectives in Lamu West Sub County Kenya.

Problem statement:

In Lamu West sub County, attempts have been made to attain the curriculum objectives in public primary ECDE centers. That is, to provide education geared towards development of the child's mental capability and physical growth. Provide children with learning experiences that facilitate their intellectual and physical development, the child enjoy living and learning through play and develop the child's self-esteem and self-confidence, the child's exploration skills, creativity, self-expression and discovery. Enrich the child's experiences to enable him/her to cope better with school life and develop the child's aesthetic and artistic skills. However it has been observed that the entry behavior of the ECDE learners to the primary level of learning does not measure the expected standards (Michael 2017). In this case the learners display low levels of the expected skills which include listening, speaking, reading and writing among others. Though many factors contribute to the above scenario this study focused on the adequacy of the teaching learning materials to find out whether there was an influence to the attainment of curriculum objectives.

Research objective:

The influence of the adequacy of the teaching and learning material resources in public primary schools on the attainment of the ECDE curriculum objectives in Lamu-West Sub-County, Kenya

2. LITERATURE REVIEW

The study adopted the Constructivism theory and systems approach theory. Constructivism is a theory of knowledge with roots in philosophy, and psychology of learning. The founders of this theory are: Piaget, ygotzky, Brunner and John Dewey. This is a theory of learning that is developed from the principle of children's thinking. It states that children learn through adaptation as they are not passive in knowledge, but active at making meaning, testing out theories, and trying to make sense out of the world and themselves. In other words, "learning involves constructing one's own knowledge from one's own experiences."

According to social constructivists, as the learners socialize by sharing individual results they construct understanding together that wouldn't be possible alone. Basing the study on influence of adequacy of teaching learning material resources in attainment of ECDE curriculum objectives, the theory emphasizes on the use of concrete learning materials which will arouse the learners to use most of their senses to construct their own knowledge.

The systems approach theory treats an organization as a system. Kerzner and Kerzner, (2017) points out that it can either be closed or open, but most approaches treat an organization as an open system. An open system interacts with its environment by way of inputs, throughputs, and outputs. As a system, an organization is composed of a number of sub-systems. This approach pays more attention towards the overall effectiveness of the system rather than the effectiveness of the sub-systems. The interdependence of the sub-systems is taken into account. All these sub-systems operate in an interdependent and interactional relationship.

Adequacy of Teaching and learning material resources:

Adequacy is the state of being sufficient for the purpose concerned. This can also be defined as the number of pupils in ECDE centres in Lamu West Sub County against the number of teaching learning material resources such as playing materials, textbooks, exercise books, toys among others. Black et al (2017) point out that adequate instructional material means a sufficient number of learners or sets of materials which have intellectual content that by design serve as the major tool for assisting in the instruction of a subject or course. It can also be referred to the idea that the resources are enough to serve both teachers and learners, example text books. A teaching learning material resource is also termed as adequate when it engages the learner's prior knowledge, experience and current thinking which promote learners participation. It can also be defined as the quality of being good enough or great enough in amount to be acceptable. A study by Mutisya (2010) points out that availability of varied resources and other teaching and learning materials is crucial for inclusion in curriculum attainment process. Due to challenges experienced by educators such as inadequate resources, among others,

curriculum attainment has proved problematic to the culture of teaching and learning in various South African schools,(Badugela, 2012) .When learners and teachers are provided with adequate materials, they are able to improve in their performance and also increase their morale. Student’s enthusiasm, involvement and willingness to learning process greatly rely on the material that the teacher uses in the classroom. This study aims at examining how adequacy, quality and relevancy of the teaching and learning material resources influence the attainment of ECDE curriculum objectives. Erde(2010) reveals that physical facilities are key issues in the attainment of ECDE programmes. In support of this view is a study conducted by Leong and Bodrova(1996) on factors influencing attainment of ECDE curriculum that establishes that ECDE physical facilities, teachers, teaching and learning resources play a key role in the preparation of learning environment and play materials in ECDE centres.

Benjamin and Orodho (2014) in their study of teaching and learning resource availability and teachers’ effective classroom management in Rwanda found a positive and significant correlation between most of the teaching and learning resources and level of classroom management and content delivery at the level of statistical significance. Another study by Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and curriculum attainment. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed. A mug and a bucket of water too may be kept outside the classroom to ensure that learners maintain basic hygiene by washing their hands after playing outside. Eleweke and Rodda (2002) noted that social facilities to accommodate learners with special needs are often non-existent or inadequate in many institutions. Few facilities may be within the urban centers but none in rural areas.

3. METHODOLOGY

The study adopted a descriptive survey research design. The target population was 123 ECDE centers. Each school head teacher and the 354 ECDE teachers in the sub county formed the target population. This made that a total of 477 people comprised of the target population in this study. The unit of analysis of the study was the ECDE centers in Lamu West sub County. The unit of observation was the ECDE teachers and head teachers of the public schools with ECDE centres. Thirty Percent of the centres were sampled (37). The actual centres were identified using simple random sampling. Questionnaires, an observation checklist and an interview guide were used . To test for validity for questionnaires, Orodho and Kombo (2003) stated that questionnaires must be tried before they can be used in the actual study and all the vague questions reviewed. To enhance instruments validity the research instruments was appraised by the supervisors and before experts in education and during piloting to evaluate the applicability and appropriateness of the content clarity and adequacy of the construction of the instruments from a research perspective. The questionnaires will be then modified before the final distribution. The reliability of the instruments was tested using test-retest technique.

Data that collected was either categorical or numerical. The most appropriate way to present categorical data is by use of frequencies. In this regard, data relating to age, number of years and gender was descriptively presented in frequencies and percentage and presented in frequency distribution table.

4. RESULTS AND DISCUSSION

Table 1: adequacy of TLMR in Lamu West Sub County

	Adequate	Inadequate	Not available
text books	12.5%	68.8%	18.8%
Charts	34.4%	64.1%	1.6%
Computer	3.1%	23.4%	73.4%
Pictures	14.1%	60.9%	25.0%
Nature corners	18.8%	46.9%	34.4%
Play materials	18.8%	62.5%	18.8%
Crayons	15.6%	68.8%	15.6%
Tables	32.8%	50.0%	17.2%
Chairs	45.3%	43.8%	10.9%
Chalkboard	75.0%	25.0%	0.0%

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Play ground	64.1%	29.7%	6.2%
Syllabus	65.6%	29.7%	4.7%
Counters	54.7%	35.9%	9.4%
Clean drinking water	48.4%	34.4%	17.2%
Audio tapes	0.0%	4.7%	95.3%

The material resources needed for attainment of curriculum objectives in the ECDE centres in Lamu west were assessed for their adequacy and the results presented in table 4.4. Based on the results by the respondents, the following items were classified as 'inadequate'; textbooks, charts, pictures, play materials, crayons and tables. Those classified as 'adequate' are; chalkboard, playground and counters. However, audio tapes (95%) and computers (73%) are not available in a significant number of ECDE centres.

5. DISCUSSIONS

The findings revealed that in a significant proportion of schools materials are not sufficient (textbooks, charts, pictures, play materials, crayons and tables), and in others, materials are not available (computers and audio tapes). The results suggest that curriculum attainment objectives get a challenge of resource inadequacy. Given the critical role resources play teachers innovate or teach without these resources. According to the interview result with teachers, it was unanimous that the resources are inadequate

6. CONCLUSIONS

Some centres in Lamu West sub County lack the benefits of using TLMR in teaching and learning activities. Based on theory and empirical findings, this study concludes that teaching learning material resource inadequacy noted in schools in Lamu West sub County ECDE centres undermined the level of curriculum attainment in the sub County. The result suggests proper coordination of the resource users (teachers) and the resource providers to work in such way as to maximize the available resources in classroom delivery and pedagogy. The resource providers have a duty to examine the resource policies with a view to implement them. The overall conclusion is that resource inadequacy of the TLMR in the sub County of Lamu west, means that the young children are denied the very crucial learning opportunities at the age and time when they needed them most. They are not fully exposed to quality early childhood education. This is because there is limited active learning by use of inadequate material. The quality of ECDE has both short and long term effects.

The short term effect is that children do not enjoy the learning, they get bored and resentful. This has the long term negative effect in both the individual child and the society in general. Individually, a child loses out on the continued benefits that accrue over the lifetime of the child. Some of the benefits a child loses later in life is the he is not economically active. Again, inadequately prepared child in early childhood education undermines the achievement of education for all (EFA) and the millennium development goals

7. RECOMMENDATIONS

There is need for teaching learning material resource providers to ensure adequacy of these resources in ECDE centres that have insufficient resources. They should also ensure required teaching learning resources are available in all the centres. As studies show, adequate resources are key to enable children get quality and enjoyable education for their preschool- primary journey. The resource providers and resource users, especially classroom teachers, need to work on their relationships with a view of maximizing the use of available resources.

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