

**INFLUENCE OF LEADERSHIP ROLES IN PUBLIC EARLY CHILDHOOD
DEVELOPMENT EDUCATION CENTERS ON TRANSITION TO
COMPETENCE BASED CURRICULUM IN MSAMBWENI SUB-COUNTY**

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**A THESIS SUBMITTED TO THE KENYA METHODIST UNIVERSITY
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
CONFERMENT OF MASTERS IN LEADERSHIP AND MANAGEMENT IN
EDUCATION, KENYA METHODIST UNIVERSITY**

SEPTEMBER, 2019

DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and has not been presented in any other University for the award of masters.

Signature.....

Date.....

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Recommendation

I/we confirm that the work reported in this thesis was carried out by the candidate under my/our supervision.

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DEDICATION

I dedicate this work to God Almighty, My family and friends for their love and support which has enabled me to come this far

ACKNOWLEDGEMENT

I wish to express my sincere appreciation to every person whose assistance and co-operation led to the success of this work. I am much grateful to our Vice Chancellor, Dean School of Education Kenya Methodist University, my supervisors Mr. Eric Mathuva and Kennedy Mzae for the support, advice, suggestions and criticism which made me come this far. I extend my gratitude to Mr. Benjamin Mwandoe Mwawasi for his advice and encouragement, the typist Madam Christine may the Almighty God bless them all.

ABSTRACT

The study intended to find out influence of leadership roles on the transition of Early Childhood Development Education to Competence Based Curriculum in Msambweni Sub County. The focus was Head teachers, teachers and BOMS of the sampled schools. Countries which transcended from one curriculum to the other have been discussed in the background of the study. Theories guiding the study were contingency theory by Fielder, participative theory, management theories by Henri Fayol and Trait theory of leadership. The theories discussed about leadership roles and effectiveness in an organization empirical literature on mentorship as the role of the leader, planning, commitment and motivation has been discussed in conceptual frame work of leadership roles. The research design used was descriptive and the parameter was Msambweni Sub County. The target population was 107 ECDE head teachers 214 class teachers and 107 Board of Management Committee making a total of 428. The sampling procedure was cluster sampling. A sample of 68 respondents comprising 17 head teachers, 34 class teachers and 17 members of Board of Management was arrived at. The research instrument used was a questionnaire and data collected was analyzed using descriptive statistics. 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. The study found out that the leaders in ECDE centers in Msambweni Sub County exhibited great mentorship in their schools. Leaders were good in their planning role of leadership but had poor commitment. Leaders in ECDE centres in Msambweni Sub County were found to have motivated their teachers and members of staff to a moderate extent. Chi-square tests showed that mentorship, planning and motivation roles of a leader were significant. Going by the Cramer's V values motivation was the most influencing followed by mentorship, planning and commitment in that order. All Cramer's V values were positive indicating that mentorship, planning commitment and motivation roles of a leader lead to improved transition of competence based curriculum. The study therefore concluded that leadership influences transition of Competence Based Curriculum in Msambweni sub county public ECDE centers. Specifically, good leadership enhances transition of Early Childhood Development and Education curriculum.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
C2005	Curriculum 2005
CBC	Competence Based Curriculum
CBE	Competence Based Education
CAPS	Curriculum and Assessment Policy Statement
COME	Computation Mechanics curriculum
CRT	Cognitive Retroactive transfer (scientific research)
ECDE	Early childhood Development Education
KICD	Kenya Institute of Curriculum Development
SDGS	Sustainable Development Goals
IBE	International Bureau of Education
OBE	Outcome Based Curriculum
NCS	National Curriculum Statement
RMCS	Revised National Curriculum and Assessment Policy Statements
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation International Children Emergency Fund
TIE	Tanzania Institute of Education
WEF	World Education forum

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, the problem statement, research objectives and research questions. The significance, assumptions, limitations, delimitations of the study are enumerated.

1.1 Background of the Study

Curriculum transition is defined as a changeover period of from the current curriculum to embracing another curriculum. The changes in life warrants an applicable curriculum to the society. Consequently, it is essential for a nation or republic to embrace a curriculum that meets its expectations in regards to educational and cultural needs and presumptions. Thus transition from one curriculum to another is a common phenomenon in the field of education (Livingston, Hayward, Higgins & Wyse, 2015). Zhang, Wang, Min, Chen and Huang (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 assertiveness in the skills of solving problems. This is a technique 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 KICD embarked on a reform agenda on its curriculum approach. This was informed by the findings of a needs assessment that was 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.

In the international scene, the education system has always applied competence based curriculum. The concept was greatly influenced by a desire for accountability in the education system in relation to involving the community in judgements (Sanders & Makotsa, 2016). The origin of Competence Based Education (CBE) can be linked to the 1970's in the United States as part of the teacher education curricula (Schilling & Koetting, 2010). The dynamics of the changing society influenced the CBE movement which required a change in the curriculum. The society was characterized by changing issues and problems. The Competence Based Education approach was renamed in the 1960's to Performance Based Teacher Education. This change in approach was informed by the incorporation of aspects of behavior analysis in performing professional tasks (McGee, 2017). Best practices in performing tasks was also influenced and as a result of the need by the industry to improve efficiency and increase productivity. Vergel, Quintero, Isaza-Restrepo, Ortiz-Fonseca, Latorre-Santos and Pardo-Oviedo (2018) assert that Competence Based Education became primarily associated with behaviorism, mastery learning and modular teaching. The growth of the Competence Based Education was as a result of a dissatisfaction of programs that were being offered by universities and

colleges. These institutions were offering post education programs that were not linking its objectives to the trainee student's needs.

In Latin America and the Caribbean Competence Based Education (CBE) is an Agenda for vision 2030. It originated from the World Education Forum (WEF) 2015 held in luncheon, Republic of Korea (UNESCO, 2015), and positions education as one of the fundamental tools for the sustainable, inclusive, fair and cohesive development of a country. Continuous education changes were noted in South Africa. These changes experienced in the 1990's were stimulated by the changes in the political climate that abolished apartheid. The end of apartheid brought democracy to South Africa.

According to Duggan (2015), to build a new South Africa, it was important to completely overhaul the system of education that existed during apartheid. This was a priority because apartheid had been officially institutionalized in the education system in South Africa for many decades. The integration of lifelong learning with pedagogy systems was therefore a vision in the education sector. South Africa therefore embarked on a radical shift in the system of education. What culminated in 1997 was uninterrupted shift by South Africa's curriculum policy which was then introduced. Curriculum 2005 (C2005) was introduced in 1997, Revised National Curriculum Statement (RNCS) in 2002, National Curriculum Statement (NCS) in 2007 and currently Curriculum and Assessment Policy Statements (CAPS) which was introduced in 2012. The education curriculum therefore undergoes continuous revision. To increase learning mobility, the sector adopted an Outcome Based Education (OBE) system. This approach was responsible for prior learning being

pronounced within education and training. The CBE was not only introduced as a change in the education system but also as a way in which the society can be transformed by giving the parents and learners a voice in their children's education. The approach transformed the education system by putting a value on learners within the institution and by holistically contributing to the development of the nation.

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).

Maina (2015) indicates that the first African pre-school institutions were initially started as feeding centres in restricted camps in the area affected by emergency. After independence, the Kenya Government was directly involved in Early

Childhood Education. The responsibility was undertaken by the Ministry of Home Affairs and the Ministry of Health. The two ministries in Kenya were responsible for ensuring nursery schools and care centers were inspected to enable a safe and healthy environment for the children. The enrollment levels throughout the nation's 4,800 day care centers stood at approximately 200,000 children. The quality and competence in education and the nutrition care givers was not considered putting into question the quality of care giver to the children. Following the Presidential Committee No 1 of 1980 the responsibility of Early Childhood Development and Education was transferred to the ministry of Education, this led to rapid development of the pre-schools in Kenya by October, 1982; there were 400,000 children 3-6 years of age who were registered in eight thousand pre-pre-schools.

It recommends the partnership to development of Early Childhood Development and Education with very partners like the Local Authority, Church Organizations and individual among others. Nyabuto (2012) suggested that parent or households with low educational levels are found to doing low paying jobs and not participating in various Early Childhood Educational programs and services which is also a challenge to date. Nyabuto also observed that 30% attended pre-school by that time. Several studies done in Kenya show that there is demand for such early childhood services. According to KIE (KICD) (2012), Early Childhood Development and Education centres had risen to 250,000 with a population of 1,096,080 children and 42,609 teachers by the year 2001. This is an indicator that the teacher – pupil ratio is high compromising the quality of education. The Associating for Childhood Education Interactional World Organization for Early Childhood (1979) opined that the 21st century guidelines has seen a global shift in prioritizing the realization of the

importance of Early Childhood Care and Education. It is considered as a foundation for learning and development in later years. These efforts are predicted to be as a result of a number of intricate socio-economic issues and trends. Murungi (2012) refers to these factors as “complex farming stresses”. They include: individualization which is caused by changes in the society; the labor market experiencing an increase in women with young children; single parent’s phenomena resulting in families with two parents; the collapse of Conventional Child Care and extended support systems.

Early Childhood Development Education (ECDE) globally and Kenya in particular has been having programmes that are crucial programmes that sets the cornerstone for the youngsters comprehensive enlightenment that encounters the analytic, physical, civic, virtuous, poignant and advancing requirements (Njue, 2013). 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), Religious 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; is hindered by financing of formulation of policy, low levels of groups targeted to take part such as learners with special needs, educators lack access to scheme of service increasing 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.

Since independence the Kenya Curriculum has experienced several changes; 7-4-2-3 to 8-4-4 whereby seven years primary level, four years secondary level, 2 years advance level and three years university to eight years primary level, four years secondary level and four years university. Currently the curriculum change is from 3-8-4-4- to 2-6-3-3-3 translating to two years pre-primary, six years primary level, 3 years lower secondary, 3 years upper secondary and 3 years university (Kaviti, 2018). In its transition, the transition has been faced with challenges. Msambweni Sub County is in Kenya within Mombasa which is a region in the coast. It is in Kwale County along Mombasa Lungalunga road bordering Tanzania. Economically it is not stable since it depends on tourism and fishing which is seasonal. The community depends on working at the beach and small businesses parents are not able to contribute due to low income. After introduction of competence based curriculum the parents were sensitized on the same but still they have not yet understood the curriculum, Board of management in public ACDE centres have not been trained while teachers were hurriedly trained. The resources and teachers are inadequate posing a challenge in the transition of competency based curriculum implementation process.

A meeting with sub county Early Childhood Development and Education teachers reviewed that the curriculum was abruptly introduced, Teachers were not equipped with Competence Based Curriculum, Delay in delivery of the Competence Based Curriculum Design and instructional materials and manpower whereby teachers and leaders were hurriedly trained (Mwania, 2013). Head teachers of the Early Childhood Development and Education centres are not able to interpret the curriculum in use in order to guide other teachers on the same. Head teachers were taken by

circumstances to download from the internet and print while other schools were not able due to lack of funds. Despite the county initiative in building pre –schools and providing resources it has not been easy, in some schools sensitization on parents has not been done leading to parents being confused and always at school with lots of questions especially on assessment of learners now that there are no examinations. Due to the situation the researcher intended to examine the influence of leadership on the transition process. For any transition to be smooth leadership is a high consideration. The roles of the leader when well administered there can be a surety of a smooth transition process despite the challenges (Maina, 2015).

In Msambweni Sub – County, some Early Childhood Development and Education teachers have opted to go back to the old system while others opted to use both thematic approach and Competence Based Curriculum. Some parents are confused about the curriculum and after sensitization are always at school to ask teachers the reason as to why there are no exams at pre-school level. This is evident that there are challenges being faced by stakeholders on the transition of the curriculum change. The old system was 3 years at the Early Childhood Development and Education level while the Competence Based Curriculum is 2 years. (UNESCO IBE, 2017). Enrolment has also gone down at the Early Childhood Development and Education centre in an alarming way after the introduction of the new curriculum. All this characteristics associated with the new curriculum lead to the need of the researcher to find out influence of leadership on the transitional process at the pre-schools.

1.2 Statement of the Problem

According to the vision and mission of competency based curriculum is to engage, empower and nurture every learners potential and develop ethical citizens (Livingston *et al.*, 2015). 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 (Mosha, 2012). In this manner Curriculum is the vehicle through which a nation engages its subjects with the essential information, abilities, states of mind and qualities that empowers them to be enabled for individual and national improvement. (UNESCO, IBE, 2017). Amid Curriculum change there must be a smooth progress from one educational modules outline to the next. The Kenya educational program is on change in ECDE from topical to Competence Based Curriculum.

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 reviewed 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 inadequate especially in public schools, (Msambweni ECDE Sub County officer). Teachers are unable to interpret the curriculum design which they are expected to implement, resources like teachers guidelines and text books which are expected to be supplied by county government are not available in schools especially in centers which the enrolment is high teachers

are in adequate (Sub County office). These problems are exacerbated by the low socio-economic status of the residents since they rely on meagre income from tourism activities. This means that majority of parents are not able to meet some of their financial obligations. Despite some of these public ECDE centers recording high enrolment there was a drop in 2018 compared to 2017 in the sub-county of Msambweni which constitute to the table below.

Table 1.1

ECDE enrolment in wards

Ward	2017	2018	Differences
Gombato	1,953	1,463	489
Kinando	2,364	1,463	901
Ramisi	3,241	3,204	37
Ukunda	1,354	1,010	344
Total	8,911	7,140	1,771

Source: Msambweni ECDE Sub county office, Kwale County (2018)

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 KICD adopted Competence Based Curriculum. 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 a vision that is understandable, inspiring staff and leading them in the work process among others. The researcher intended to explore

how leadership influenced transition of ECDE Thematic Approach to Competence Based Curriculum in the sub-county of Msambweni.

1.3 Purpose of the Study

The purpose of the study was to find out the influence of leadership on transition from Thematic to 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. These were the specific expected outcomes of the learner and competences.

1.4 Research Objectives

The specific objectives for this study were to:

- (i) Find out the influence of Mentorship on transition of Early childhood Development and Education Curriculum in Msambweni Sub County
- (ii) Investigate the influence of planning on transition in Early childhood Development and Education Curriculum in Msambweni Sub County
- (iii) Determine the influence of commitment of leadership of Msambweni Sub County on transition of the curriculum
- (iv) Determine the influence of motivation on transition of Early Childhood Development and Education in Msambweni Sub County.

1.5. Research Questions

The study adopted the use of the following questions to meet its set objectives:

- (i) How does Mentorship influence transition of Early Childhood Development and Education Curriculum in Msambweni Sub County?
- (ii) Does planning influence transition of ECDE curriculum in Msambweni Sub County?
- (iii) What determines the commitment of ECDE heads of Msambweni Sub County on transition process?
- (iv) Do ECDE Heads of Msambweni Sub County motivate employees to ensure smooth transition?

1.6 Significance of the Study

The finding of the study may furnish convenient information on smooth transition on the application of the latest curriculum to ECDE officers, teachers, BOM committee and parents in the sub-county of Msambweni. The survey has highlighted influence of leadership in smooth transition during implementation of CBC in pre-schools and provided possible solutions to the challenges thereof in order to ensure smooth transition. The study may be valuable to educational planners in helping them assess the resources available and their appropriateness. This will assist in setting goals and objectives that are more realistic in making more accurate estimates and allocation to various requirements in the implementation of the CBC approach bearing in mind that resources are always scarce. County Government staff from the Ministry of Education from National Government may benefit from this study especially on both

transition and application of the CBC for purposes of having standard education and realize the expected competencies.

1.7 Assumptions of the Study

The investigation was guided by the assumptions stipulated as follows:

- i. All public ECDE centers in Msambweni Sub County were transcending from Thematic Approach to Competence Based Curriculum.

1.8 Limitations of the Study

The study was geographically limited to Msambweni Sub County. Conceptually the study was limited to mentorship, planning, commitment and motivation as aspects of leadership. Administration of the data collection tool (questionnaire) posed a challenge due to fear of exposure. However the research established a report before presenting the questionnaire to the respondents.

Culture and beliefs was a challenge which contributed to under presentation of the male teachers. The belief that ECDE teachers are female. Therefore the profession is joined by few teachers who are male and they were not ready to give information. In order to overcome the challenge the researcher utilized the male available in the sampled population through encouragement that it is a profession like any other and the returns were generally good 91%.

1.9 Delimitation of the Study

Data was collected from public ECDE centers the sub-county of Msambweni and the target population was ECDE Head teachers, class teachers and Board of Management Committee members of Msambweni Sub County pre-schools to ensure that the study covered the views of all stakeholders. A 15% sample size was used to justify generalization of findings and the researcher established a rapport with respondents before data collection by pre-visiting the sampled schools.

1.10 Operational Definition of Terms

Commitments	The state or quality of being dedicated to a cause, activity.
Competence	The ability to do something successfully or effectively
Curriculum	The subjects comprising a source of study in a school or college
Leadership	The action guiding individuals or a team within an institution.
Planning	The process of making plans for, decide on and make arrangements for in advance.
Mentorship	A professional relationship in which an experienced person (the head teacher) support the other (the preschool teacher) in advancing their expertise and mastery that increases the teachers' specialization and individual advancement.
Motivation	The energizer to do something, the reason for peoples actions, desires and needs.
Transition	In education it is the changing process from a present curriculum to a new curriculum.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A step by step review of literature was formed in this chapter to guiding the study on a journey of enquiry on the role played by school leaders. It was reviewed within the context of what other scholars and researchers had formulated in relation to educational leadership. The literature included was both empirical and theoretical in nature.

2.1 Overview of Leadership

Leadership is put into perspective by Kythreotis, Pashiardis and Kyriakides (2010) as targeting successful school performance. This is so due to its lack of specificity to the accomplished tasks and person performing them but to augmented attributes such as salaries, compulsion, working environment and recognition. Leadership is thus an achievement of responsibilities which are required by the organization and employee satisfaction which is the requirement of human resources. Karadağ, Bektaş, Çoğaltay and Yalçın (2015) contend that, a school cannot benefit from effective performance if a proper leadership style is missing. Without teachers and students undergoing proper training and guidance, they will not be in a position to effectively make use of the instructional materials despite a school having the available financial capacity and instructional materials available. Gates *et al.*, (2014) characterize initiative as impact, control and the honest to goodness expert obtained by a pioneer to have the ability to change successfully the relationship using the human resource course that

are the most essential sequential resources, encouraging the achievement of wanted reason. According to Isundwa (2015) this can be realized by articulating every minute the mission and vision and ensuring the capacity of the staff is aligned to that vision.

Educational program is the vehicle through which a nation engages its natives with the important learning, abilities, and states of mind and qualities that empower them to be enabled for individual and national advancement (Gervedink, Pieters & Voogt, 2015). Educational modules should accordingly address the issues of the individual residents and country. On account of this guideline and as per the reasonable advancement objectives (SDGS), educational modules change was believed to be important in the Kenyan instruction framework. Fitness is the disposition of ability, the achievement a person requires in term of behavior and learning in order to undertake or perform at school and at different work environments (Mosha, 2012). Livingston *et al.*, (2015) characterize ability as the ability to acquire and relate similar styles of learning, aptitudes and states of mind with the objective of applying it in a particular surrounding. Within this study, skill is applied as potential to accomplish a certain duty or assignment to a recommended quality highlighting less on what they know and more on what they do. In so doing, fitness – based is a sort of instruction that looks to create in students the capacity to learn and perform exercises to a recommended standard. A capacity based program of education can in this way, contain particular outcome articulations that outline the abilities to be accomplished (Mosha, 2012). Critical thinking is to understand experience the process (Brookfields, 2012). He approaches critical thinking as a way of living but not only an academic skill. In education creativity and innovation because is not only

sustainable, superb and comprehensive but also must perpetually continue developing to be in touch with the unpredictable and quickly paced world. Serdyukov (2017) state that one has to pinpoint the challenges to innovation and highlight the likely future for effective innovations. He further states that for the progress and survival of a nation, human kind and individual it is essential to pursue innovation.

A curriculum defined as rigorous is one that who's content is ambitious in terms of academics and has core academic subjects that is made available to all students. The schools performance is therefore a quality issue that is set high, a role played by school leaders. The high academic quality should therefore be transferred into the curriculum through the ambitious academic content and be experienced by the students. Marzano, Water and McNulty (2005) noted that productive schools have school leaders who well informed and extremely engaged in the schools curricular programme. A curriculum programme that is rigorous is thus ensured through teamwork among colleagues and their leaders (Germinario, 1995). They also ensure high quality programmes for students (Newmann, 1997). All the academic subjects are therefore learnt by students through a rigorous content learning opportunity that is ensured by the leaders through a learning centered process (Boyer, 1983).

To facilitate the development of school based teachers, the principal is expected to give direction as one of the role of guiding and guaranteeing the implementation of the curriculum reform process (Lai, Wang & Shen, 2017). According to Loeser, O'Sullivan and Irby (2007), stage one in changing curricular involves determining a convincing reason for change; haste is required of the leaders to work together in a

coalition to attain accomplishments. The second stage of reforming the curriculum involves imagining an outstanding new curriculum; a vision is to be developed by leaders and broadly disseminated. The third stage is about curriculum design and seeking require consent; actions that are broad-based will be required from leaders as well as successes in the short-term. The fourth stage involves developing particular courses within the new curriculum, actions that are broad-based continually being empowered by the leaders, successes in the short-term, integration of achievements and showing of more changes. In the fifth stage which is the implementation and evaluation stage, the achievements are further integrated by the leaders, more changes are shown, and the institution is now anchoring the perspectives.

According to Hoffman and Holzhter (2012), innovation is similar to the biological process of mutation which maintains species for their survival. Innovation is therefore regarded as a necessary instrument for a positive change any institution needs constant innovation to remain sustainable. The educational innovation is acute hence need to allow all stakeholders in the institution to be innovative in order the goals of education may be realized. It is believed that the country's economy and social well-being depend on the quality of their citizen's education. For the society to acquire knowledge there is need for transformation of information and calls for high skill profiles and levels of knowledge that requires the innovation. There is need for efficiency and effectiveness in the current systems of education in order to attain those goals that have been deliberately established for them, in order to best utilize the available resources (Cornali, 2012). A qualitative study was conducted by Shilling (2013) to establish the views and encounters of educators who take part in the initiative of mapping the curriculum through the process and actions that promote

or hinder the implementation of curriculum mapping. The study made use of 12 respondents. Collection of data was done through observation of classrooms, studying maps of curriculum, scrutinizing test reports among other documents and semi-structured interviews. The study found a strong correlation between factors identified in the study as those initiating successful implementation and also that they have not been discussed widely despite being important aspects. The study thus identified various strategies that can be used to implement the mapping of curriculum successfully: supervising the process of implementation, leadership that is stable and supportive, initiative be constantly communicated about, offering incentives, availing assistance and resources that are adequate and providing adequate and sufficient mapping training. According to an Organization for Economic Cooperation and Development (OECD) report, there is a global push to revamp educational end results and increase fairness for students. Vieluf (2012) notes that in the USA, the push to innovate emanates from technological, political, demographic forces from both outside and inside the country. United States of America seems to acknowledge that all levels of education need renewal critically. Innovation is needed more at higher education. The success of the United States of America has mainly innovation driven and depicts capabilities of growth (Zeihan, 2014). Innovation is the new method of doing something or successfully doing something new. According to Brewer and Tierney (2012), education innovations are intended for improving the quality of learning in an efficient and productive manner. Educational innovation concerns all stakeholders such as head teachers, teachers, parents, learners, researchers, policy makers' educational planners and requires their active

participation. The effects of innovation can be estimated through the outcomes of learning.

Hunkins and Ornstein (2004) opine that studies on principals often establish that they prioritize on the curriculum and allocate activities related to it more time because they consider these two areas as technical and requiring development. Instructions and curriculum development should ideally be devoted more time by many principals. Relying on the findings by Drake and Roe (2003) that among the fourteen most common duties, the development of curriculum is rated second. It is reported by Hunkins and Ornstein (2014) that it's not just ideal that the leaders of the curriculum are the principals but rather a fact due to their position as go-betweens from staff of the school to parents to the central office. In addition to that, instructional and curricular expertise is sorely lacking among several school principals. Ali and Baig (2012) sought to establish basis in the implementation delay of the COME curriculum and to evaluate the comprehension of the partners on COME. The implementation was found to be delaying due to different reasons among them being a lack of adequate infrastructure to implement the COME infrastructure; unwillingness by the administrators to avail financial resources, lack of political will, uncoordinated efforts and a lack of a united front by the faculty on the ability of COME to enhance the general health system of the nation.

Critical thinking is according to Brookfield (2002) to understand and experience the process. He approaches critical thinking as a way of living but not only an academic skill. In education creativity and innovation because is not only sustainable, superb and comprehensive but must also steadily develop to meet the world that is fast

changing and unpredictable. Sierdyukov (2017) states that one has to recognize the obstacles to innovation and highlight possible future points where to innovate effectively. He further states that for a nation, human kind and individual to survive and progress innovation are essential. Cheung and Kong (2010) examined the implementation phase of the curriculum reform progress that took place from 2001 to 2006 in Hong Kong. The study was supported and agreed upon by teachers and their heads. The study having based itself on learning and teaching as reform items, found there was significant progress if they were supported and agreed upon by teachers and school heads. It also found that those teachers who agreed with the items of reform changed the strategies of teaching and learning, accommodating variety in learning, learning evaluation, managing the proficiency of the student's language, teacher multi-role play, learning in cross-curricula and getting ready for the curriculum for new senior secondary. It is the finding of this study therefore that changes in education and innovation can only be success if teachers and school heads support and agree to their implementation.

2.2 Mentorship as a role of the leader on transition of curriculum change

Experienced leaders or even teachers find mentoring to be a significant strategy for their support. According to Thornton (2014), 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). Mentors are positioned where teaching of children and their care occurs, where the education and training of care providers and teachers takes place, and where policies are developed. This puts a mentor in a candid position to experience firsthand and to monitor the progress of their protégés.

In a study in New Zealand, Thornton (2014) conducted an explorative study on the capacity of educational leadership in regards to mentoring. The study's aim was to identify factors that supported mentors that worked with teachers and the challenges they encountered in the development of their leadership capacity. It was observed that mentors were in a position to identify factors that enabled and challenged them as educational leaders in developing leadership capacity. The identified enablers were: their mentor's experience and selection capabilities, their preparedness and support to continuing professional development, the backing and inspiration of expert programs leaders. The schools culture and its geographical location were identified as the core challenge to the mentors.

In an American study, Smith (2013) argued that it was beneficial to incorporate mentorship as a degree program in schools. The participants of the study never found the location of the mentor or their form of contact to matter. Instead, mentors who were responsive were appreciated for their ease of contact and for the experience and advice they provided. The study findings provided evidence to support the instrumental mentorship role in which librarians in degree programs developed skills

in leadership, accustoming trainee librarians to the profession, and nurturing them to become mentors to future new librarians.

Ingersoll and Strong (2011) critically empirically examined studies which administered in the mid 1980's. The fifteen studies examined how beginning teachers were affected by their induction by assessing the support, guidance and orientation programs. Empirical evidence from most of the reviewed studies supported claims that there was a positive correlation between the assistance and accompanying support provided to beginning teachers and three sets of outcomes: the commitment and retention of teachers, the teacher's instructional practices in the classroom, and the achievement of the students. Most of the studies that considered commitment and retention showed positive impacts on beginning teachers who underwent the induction sessions. Most of the studies which considered classroom instructional practices showed better performance by beginning teachers in various teaching aspects including allocating student to various tasks, applying proper students questioning tactics, keeping students interested through adjusted classroom activities, preserving a positive classroom environment and proper management of the classroom. The studies that concentrated on student achievement showed an achievement of higher grades in academic tests for students who attended classes of beginning teachers who had gone through induction. However, these reviewed studies had an exception to the overall findings pattern. The observations when made random large samples subjected in a controlled induction environment within an urban, low income school. The study did not show any positive correlation retention of teachers or classroom practices by teachers. It did show a positive correlation on the achievement of students.

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 basic psychological needs (BPN) assistance. Nevertheless, students who were mentored had experienced an upward trend in contentment of basic physical needs had slightly notably poor GPA compared to students who were mentored but less appreciated or had indistinguishable basic psychological need within School-Based Mentoring.

An evaluation was conducted in Northeast Georgia School District, USA 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. In another American study, a significantly positive correlation was found by Polikoff, Desimone, Porter and Hochberg (2015) which showed there existed better interaction in mentoring between

mentors and new teachers who often meet during the day. The findings are supported by interviews conducted with teachers. The interviewed teachers pointed out that when the mentors are located within the same school as they are, then the outcome of the mentoring experience becomes better because they can be evaluated. This points out to the importance of proximity in relations to mentors providing new teachers with quality support.

Maphalala (2013) conducted a study at University of South Africa (UNISA). The study focused on the perception and understanding of the role of mentor teachers towards student teachers. The investigation was conducted on student teachers during the period of their teaching practice. The study made the following findings: the mentoring teacher knew of their roles that included enabling the social environment of student teachers in the profession; the mentors assisted student teachers gain knowledge in various aspects of the functioning of the school such as planning of lessons and developing presentations; managing the classroom and use of resource and strategies to teach appropriately. The mentoring concept was also understood by the teaching mentors. The teaching mentors required UNISA to give feedback if the institutions expectations were being met through the assistance of student teachers. More was therefore expected from UNISA to assist mentor teachers achieve their role and responsibility of providing support to student teachers. In a Norwegian study, Lejonberg, Elstad and Christophersen (2015) argued that there existed a negative antecedent concerning university based mentoring. This was a belief that is compatible with judge mentoring (Hobson & Malderez, 2013).

Judge mentoring and the notion of beliefs (analysis or judgmental mentoring) is presented as a quantitative construct adopted as a dependent variable. Folk mentoring is a notion that is presented to hypothesize how mentoring is confronting the beliefs of mentors and the questions about mentor education. Mentor education was found by the study to be the lower the levels of the contributor's beliefs compatible with judge mentoring. It also found that the awareness of the mentors was strengthened in terms of their responsibilities as mentors. Self-efficacy levels were found to be high and were affiliated to the responsibilities of the mentors in relation to their strong beliefs which was compatible with judge mentoring. The experience of mentoring was not strongly related to any variable that it was tested against.

Borden (2014) conducted a study in USA to examine how understanding mentoring is influenced by training and how the performance of teacher candidates is impacted by the support of mentoring. The study found significant impact of training on mentor understanding. It was noted that other factors were also in play. Another finding was that all the desired mentor behavior could not be achieved because of inadequacy of the current training provided. In relation to strategies used by mentors guide teacher candidates, findings of this study established that a multifaceted role was being played by mentors, continuous feedback was being relayed and several approaches were implemented during mentorship. According to the findings, teacher candidates were therefore capable of seeing their performance through the eyes of an experienced educator. An improvement on the teacher candidate was also noted that it was due to the modeling and coaching. The study suggested that the teacher candidate and the mentor develop a relationship that is positive and professional. This includes providing feedback to each other in an open environment.

A multi country survey by Moore and Wang (2017) found that coaching top pioneers emphatically identifies with their apparent creativity of the association and that the relationship is interceded by these pioneers' impression of mental wellbeing inside the association. Our discoveries likewise affirm that the relationship is adversely directed by these pioneers' psychological versatility. The unwavering quality and legitimacy of the outcomes have been demonstrated by utilizing corroborative factor investigation and propelled relapse examination. Thus, this work shows the benefit of coaching top administration and backers the significance of setting up a mentally safe condition to motivate top initiative to attempt new roads as well as for every one of those inside the association to talk up and stand up. Also, discoveries urge associations to proactively and specifically organize tutoring among top initiative, considering their varying levels of intellectual versatility.

2.3 Planning as a role of the leader on transition of curriculum change

The importance of planning can be applied in the sector of education and training worldwide. This is because there has been mounting pressure for the development of more and provision of better services. According to Herschbach (2017), the dynamic global economy and limited resource have compelled policy makers in many regions to restructure the approach taken by adults and youth alike when preparing and seeking for employment. This is in relation to their quest to alleviate themselves from poverty and tackle their skill set. Planning is therefore fronted by policy makers as a means of utilizing the programmes that have been developed together with allocated resources in a manner that aligns it with the objectives of social development and the job market. A school, just like any other organization has a

mission and vision to guide it. These are guidelines to an organization and serve as its strategy. Organizations develop mission and vision statement to effectively guide them towards meeting their objective and therefore lead to the development of strategic plans (Taiwo, Lawal & Agwu, 2016).

To an organization, a mission statement signifies its purpose condensed in a statement. The organizations decisions are therefore guided by it. It helps the employees of an organization align the tasks and decisions they make with the organizations mission (Taiwo *et al.*, 2016). A school or institution gets insight in its mission statement. It is common to synonymously use or confuse mission statement with vision statement. The vision statement is a representation of the organizations perspective and direction in regards to its core values. An institutions direction over 5 to 10 years can be regarded to as its vision. Its promise of integrity, transparency, openness and other values too can fall under an organizations vision. These help shape an employee's sense of purpose.

Strategic planning is therefore a fundamental strategy for an organization if it intends to achieve set objectives. Setwong and Prasertcharoensuk (2013) indicate that strategic planning is the process of developing educational targets, approaches, and schemes to attain the schools mission. The school utilizes the mission statement to develop its objectives both mid and long term. These targets can range from improved students' performance, developing learning structures, satisfying students and parent's needs, enhancing learning among others. Customer satisfaction can be achieved through training of its teachers, providing feedback to stakeholders and effectively monitoring academic achievement (Alam & Ahmad, 2017). A study was

conducted by Hsiao, Chen and Yang (2008), on vocational high school principals. This was done in an attempt to understand their behavior and characteristics as they implement curriculum reform. The study interviewed three vocational high school principals. The purpose was to establish the roles of leadership of the principals and their duties in successfully reforming the curriculum of their schools. The findings categorized the curriculum leadership roles as: feedback provider, caretaker, mentor, consolidator, coordinator, navigator and advocate.

The principal's tasks for the leadership of the curriculum can be classified into finding solutions to problems of implementation, ensuring staff embrace the culture of specializing in the curriculum, promoting, harmonizing and reporting, modeling the vision of the school, establishing the culture of the organization, availing and merging resources, directing the design of the curriculum, building the organizational operations, overseeing and championing for the evaluation of the curriculum.

Institutions require that all its resources are put into optimal use during the process of planning. This helps in the reduction of wastage and duplication of resources. The aim of this process is to ensure that the organization achieves the highest rate of returns at the lowest possible cost. An institution that plans is able to foresee related risks and put measure to mitigate them. Institutions that plan are also capable of cautiously avoid risks and prepare in advance for the future. They are able to efficiently coordinate the short and long term plans that it puts into place. Planning makes it possible to effectively and efficiently coordinate tasks and functions. Proper planning enables an organization to manage the resources available and those required (Lineburg, 2010). Planning is therefore an important aspect of organizing

the organization efficiently. It is impossible for an organization to be successful without planning because planning helps manage what is available, helps assign duties and instructs on timing. Planning gives an organization direction. An organization that doesn't plan cannot claim to be in control of itself. Planning is therefore a necessary tool in controlling an institution and assists it in achieving its aims and avoid doing things randomly.

A study was conducted in South Africa by October (2009) to establish the experience principals had in changing the education system. The study was in relation to their roles and responsibilities as leaders and manager in the changing curriculum. The literature reviewed by the study showed that the principles were challenged to change their leadership and management style to create a climate of change. They were to initiate change through being agents of change or be leaders of change. The biggest role principals have to play in the curriculum change is to offer direction and set a tone for it. They are also to provide leadership for others to follow and assist the school in building democracy. To manage change in the curriculum shift, the principals are urged to positively demonstrate leadership, be professional and supportive of the new curriculum and acquire skills that can drive the needed change. The principal needs to have a better understanding of the required change and offer direction to the staff by properly guiding and offering support that enables them to accept the change. A sense of purpose and direction is an important leadership skill that is required for these leaders. The challenge leader's face is developing knowledge and being sensitive of the direction and knowing when to delegate duties and responsibilities to others. They must also know when to collaborate with the others. The study established that principals as educational leaders were executing

the acquired roles and responsibilities but they faced the challenge of not being able to pinpoint adequate approaches. The principles were also not able to develop and grow themselves both professionally and individually. It was the conclusion of the study that the principal be accorded more support to exercise the duties in certain areas. This was necessary despite the principals being curriculum leaders and therefore being capable of executing their roles and performing their responsibilities.

Huber, Tulowitzki and Hameyer (2017) examined how the curriculum was being influenced by the leadership role in the school. The study was conducted in Germany and established that school leaders asserted themselves as education professionals. The leaders preferred to develop a culture of improved collaboration and tasks that involved around instructions and pedagogy. They perceived administrative certain management tasks as strenuous. In Germany, the concept of educational leadership was positively aligned to the knowledge base of instructional leadership. Sebastian and Allensworth (2012) conducted a study in Chicago, USA on how influential principal leadership was on the student's achievement and the instructions they got in the classroom. The study considered the factors directly affecting the institution such as the learning climate in the school, the professional capacity of the teachers and the connection between the community and the parents. According to the study the difference in the instructions strategies in the classroom is related with the way the principal leaders are professionally developed and how they have mastered the education program. Concerning the schools, the study established that there was a relation between the principal leadership only in as far as the climate of learning in the school is concerned. These findings therefore suggest that it is important to

promote the schools achievement throughout with emphasis on establishing a safe environment that is focused on the student's college ambitions.

Tucci, Tong, Chia and DiVall (2017) evaluated coverage of leadership-related competencies in a PharmD curriculum and the impact of co-curricular and extracurricular experiences on students' leadership perceptions and self-efficacy in Boston, USA. The study's Curriculum Mapping revealed that at the introductory stage, at least one course covered all the competencies. Three hundred sixty two students (68% of all PharmD students) completed the survey. When responses from students who outlined agile participation in organizations of pharmacy students (defined as e-board member or chair of committee, N=142 or 39% of respondents) were differentiated with the other group, statistically consequentially with a perspective that is optimistic and effective were observed in seven of the eleven competencies. Perceptions and self-efficacy of the seventy two learners (19.9%), who indicated active participation in non-pharmacy organizations, did not significantly differ from those not actively involved in any organizations. Leadership competencies curriculum mapping exercise was useful in identifying gaps in coverage and depth of coverage, inconsistencies in course objectives accurately reflecting coverage of leadership topics and competencies, and considerations that should be given to co-curricular leadership development.

Tong (2010) conducted a study to examine how schools were implementing curriculum reforms. Lessons learnt by schools from previous reforms and how they handled challenges from current reforms formed the basis of this investigation. The study was conducted within Hong Kong and focused on the subject of English

language on its New Secondary School Curriculum (NSSC). The historical background reflects a grim picture of policy makers with weak leadership and management skills over the decades. This is in relation to the school leaders and the teachers. The study highlighted the key areas of weakness as: school leaders poor change management skills, teachers not being able to comprehend the changes, poor teacher collaboration. These came out as an impediment and resulted in minimal curriculum change. The study further investigated if these identified challenges also affected the implementation of NSSC. The study target nine secondary schools and made use of semi-structured interviews to acquire data. The study findings showed that the schools had learnt from previous curriculum reform implementation processes. It suggested that during curriculum planning, the capacity of the school should be considered in terms of its history in learning from previous experiences.

An organization through its employees and managers benefit from a good plan through incentives that are both financial and non-financial. The organization also benefits from these incentives by the motivation of its staff which propels them in giving more for and achieving the organizations objectives (Sebastian, Allensworth & Huang, 2016). The organization therefore benefits through planning how best to incentivize its employees. Planning assists the organization through the creativity of the managers and their eventual satisfaction which enhances performance. The organization benefits from the decision that managers make, of which go through a process of planning. Planning is therefore significant to an organization irrespective of its size for it to function effectively and efficiently in achieving its objectives.

2.4 Commitment as a role of the leader on transition of curriculum change

Curriculum change is one of the many change strategies that can be used to restructure schools. This is a path that many countries are currently pursuing. Other strategies of change in the education sector include; making decisions, school restructuring, teacher empowerment, cooperation between parents and teachers, management of schools sites, redefining classroom instructions and a shift in leadership style. Education has moved past being considered to be about academic results, or reading, knowing how to write and calculations. Education is about stimulating learning and satisfying curiosity and nurturing learning. According to UNESCO (2017), education is about confidently asking questions, and answering the “why”, “how” and “why” through desire. Teaching, which is an old profession, requires a lot of commitment. This commitment should be manifested by leaders and educators to their students and the profession. According to Janelle (2018), this includes embracing the professions rules and regulation and what is required of a teacher. The head teacher of any school is considered as an instructional leader. The instructional leader therefore shows commitment within the school by implementing the new curriculum as a way of smoothening the process of transition. In the learning institutions, the growth of the students and the delegation of tasks by the head teacher are some of the actions reminiscent of an instructional leader.

There is a direct and positive effect by instructional leaders on the student’ academic achievement. The role of the head teacher is to ensure there exists a conducive environment for teaching and learning. In a study conducted in three Asian countries: in Australia, Malaysia, and South Korea, Ham and Kim (2015) argued that by being

an instructional leader, the head teacher's role includes helping fellow teachers understand, interpret and implement the curriculum. It is the role of the head teacher to design an instructional program that is effective, ensure a conducive climate in the school, implement good management practices, have solutions to community challenges and effectively factor in communication from the community. Instructional leadership and supervision are two concepts that are related and so are often confused to have similar meaning. It is important to clarify on the two concepts to separate them because they are different. According to Fancera and Bliss (2015) in a UK study, supervision is one task in instrumental leadership. It connects behavior to approaches, centers on the basis, subscribes to reinforces actions of a firm, harmonize exchanges, gives room for development and continuation of instructional programs and evaluation of attained goals. In as much as the two ideas sound similar, instructional leadership is an administrative engagement executed within the pedagogical condition involving people numbering two or more. In any situation of work involving two or more people then supervision can be applied. In a school, the head teacher is the supervisor, which means that for it to achieve goals the heads need to be committed in dispensing of their duties as an instructional leader. Direction is delivered by an instructional leader to the set and motivates it towards the path of curriculum shift. He energizes them, provides needed motivation and mediates policies, offers mentorship and supports the progress of the curriculum change (Bendikson, 2011).

The study further indicated that the Management Team and the Head Teacher who form the Instructional Leadership need to supervise the planning of the curriculum at the school level. They also need to utilize its planning techniques, ensure availability

and management of learning resources, advocate for a learner paced and centered activities in the classroom, ensure effective time management in teaching and learning and adopt assessment strategies. In a study conducted in Florida, USA, Rew (2013) recognizes the being of representatives of the school management team and their collaboration in the schools administration. According to Rew (2013), the sharing of power and the process of making decisions should involve the participation of colleagues. This is known as participatory leadership. The findings by Hilton, Dole and Goos, (2015) points towards a positive correlation between the participation of leaders of a school on professional development of a teacher and the ability of the teacher to develop and implement new knowledge and practices. The leaders were also positively influenced into growing professionally. The capacity, capabilities and roles of the middle level leaders was also found to be directly influenced by their leader's attitude. Some of the middle level leaders if supported and developed were expected to grow into being leaders who influenced teaching and learning. This is despite teachers at this level lacking in their expectations of becoming leaders with key responsibilities and roles. Many teachers at this level have the ability to lead teaching and learning, while some often lack the capacity to influence teaching and learning.

Gurr and Drysdale (2013) for the first time linked three research studies in this area. The studies were conducted in Australia on middle level leaders within Victoria's secondary schools. The studies progressively showed considered the development of middle level leadership roles over a decade. The studies used multiple perspective interviews approach to consistently gather data from middle level curriculum and subject leadership in both government and Catholic secondary schools in Melbourne,

Victoria, Australia. Interviews were conducted on teachers, principals, leaders at the middle and senior levels to understand how they perceived leadership at middle level of the school. School documents supplemented the conducted interviews. A study was conducted in Queensland, Australia by Niesche and Jorgensen (2010) to establish the leadership challenges that influenced the application of the new curriculum. The study showed differences of views in relation to how the principal and the teachers perceived the process of implementation. The study found out that the change in the leadership practices positively affected school that exhibited productive leadership style. This was the biggest difference noted when implementation strategies and leadership approaches were paired.

Johnson, Bird, Fyffe and Yench (2013) Australian thought about portrayed view of inserted instructing and learning administration groups dealing with educational programs change in science educating offices. The groups joined a formally perceived pioneer, School Director of Learning and Teaching, with a task based, more junior scholastic, Curriculum Fellow, to more readily use bolster for educational modules change. Groups were built up on the standards of confining help and expanding believability with teach staff. The center groups were upheld by a bigger Faculty group of Associate Dean Academic, scholarly engineer, instructive originator, first year organizer and venture administrator. Key subjects rising up out of the gathered information were the reciprocal parts of individuals from the group, diverse view of authority between the School Directors of Learning and Teaching and the Curriculum Fellows, the significance of acting locally inside the orders and the synergistic estimation of working in a group. The mix of formal and casual

authority accumulated into the FSTE School groups offers a model to help supportable change in science instructing and learning in advanced education.

The spirit of sharing among each other needs to be encouraged while head teachers exemplify and acknowledge educators. The head teachers need to encourage professional growth through providing feedback that identifies good teachers (Naidoo & Petersen, 2016). According to Cruickshank (2017), essential beliefs need to be communicated to the staff by the head teacher. This includes the ability of the learners to learn and have successful experiences, the learners outcomes can be improved if the school defined the instructional programs and decisions and that success builds upon success. The head teachers must use the schools vision to develop visible models that reflects the day to day activities and behaviors. Using the education program, the head teacher needed to assign supervision to ensuring meeting of these objectives. In a Nigerian study, Adu, Akinloye & Olaoye (2014) opine that the objectives that guide supervision must guide the behavior of the supervisor in terms of selection, implementation and evaluation. As an instructional leader, it is required of the Head teacher to be at the fore front in the application process of the Competence Based Curriculum by showing direction, through opine mentorship and providing support to both teachers and students. The Head teacher and other educators should work together to forge a working relationship in defining the schools goals and approaches that can be used in implementing the curriculum goals through instructional guidance. The role of the Head teacher as an instructional leader needs to be prioritized to enable the schools core purpose of teaching and learning (Taiwo *et al.*, 2016) to be adequately addressed. The Head teacher must have the knowledge to enable the training and development of staff and in providing

professional growth opportunities. For the smooth transition of the competence based curriculum, the head teacher needs to possess knowledge that can assist the other teachers and stakeholders in the implementation process.

2.5 Motivation as a role of the leader on transition of curriculum change

The biggest challenge that principals are faced with is that of motivating staff in the management of curriculum change. Some staff are always against change and resist any chance to introduce change to an organization. According to Ocham and Okoth (2015), motivation should be considered a management strategy. Motivation is important as it assists in bringing out the trapped potential by staff that can help improve teaching and learning. Motivation also helps satisfy an individual's psychological needs hence benefiting both the school and individual. Motivation is an individual's innermost situation or conditions that energizes, sustains and directs person's behavior allowing them to please their own need. In Slovakia, PISOŇOVÁ (2012) defines motivation as a force that emanates from the inside to direct and sustain behavior over time. Motivation is challenging to outline due to the complex characteristic that stimulates the inner forces of a person to do something. This is a force that catapults a person into action and is particular to the needs of each individual. The needs of a human are directly linked to their actions. A person will do what is in their power to satisfy their need and as such, they will be motivated to satisfy that need until they achieve that satisfaction.

In a Malaysian study, Wahab, Hamid, Zainal and Rafik (2013) describe motivation as the forces acting on or within an organization to kick start and guide behavior. They therefore project motivation as a difference and persistence in a person's

behavior. When a person is highly motivated then their behavior is as a result of high intensity. In this study motivation is considered as a strategy in management that stimulates people to consider achieving the institutions goals to be a personal driving force within them. Head teachers can consider the given definition as they drive the curriculum change agenda and motivate their staff. Head teachers have a duty to explain how the changes in the curriculum will be of benefit to the institution and the individual staff. It is only after knowing how the curriculum changes will benefit the individuals will they accept them. It is imperative to remember that people understanding of their opinions correctness and level of understanding is important to them.

Brown and Owusu (2014) argue that staff members are motivated when the head teacher allocates them new duties that are challenging. The allocated duties have to be within the framework of the policy to allow them make decision relating to the raw materials of education, learning material and when to prepare the materials. The tasks can only have meaning if the head teacher defines their goals. The tasks cannot be stimulating if they lack meaning and are not creative. To create meaning, the principal can influence the staff to be creative, be energetic in their work, and encourage cooperation, collaboration and coordination. When looking at the behavior of the supervisor, it important to establish their goals during the selection process. Without the setting of goals, an institution will be left to make decisions and judgment purely on instinct.

The head teacher will find it hard to determine the needs of all the staff in the school. This is a complex duty that cannot be achieved. The head teacher therefore needs to

identify needs of some of the staff and bind them with the institution's needs. It is through this that the member of the school will identify with the changes. According to Mubita (2015), a group will move in harmony if individual perspectives are harmonized with the others. The harmony can be achieved if the organizations goals are clarified to all. It is the proposal of Lourmpas and Dakopoulou (2014) that biological instincts are what stimulate people into action. They identify the basic human needs as survival needs, belonging with others and the need to get along with others, self-esteem need, and the need for sustainable and perceive one and be different to others. They recognize the fundamental human needs as survival needs, having a place with others and the need to coexist with others, confidence required, and the requirement for consistency and recognize one and be diverse to others. In spite of the fact that these necessities are not in a various leveled arrange, they are the similar as the requirements in Maslow's Hierarchy of requirements. These needs might not be arranged in a particular order but they are similar needs to those in the Hierarchy of Maslow. Needs in Maslow's hierarchy are satisfied at one lower lever then it opens up for satisfaction for the next set of needs in a higher level. In the needs of humans, we have shelter, water and food which are referred to as basic physiological needs. These are in the lowest order. A feeding program, clean water, furniture in good condition, adequate teaching and learning resources, together with teacher pupil ratio can be considered by the schools management as well as a comfortable environment (Eyal & Roth, 2011). The teachers and learners can also be assured of their security and safety from harm. It is important for the head teacher to provide a safe and threat free environment that is conducive for teaching and learning. Affinity and endearment needs, like the need to part of a family or category

and get subconscious connections (Dybowski, Sehner & Harendza, 2017). Groupings that are peer affirmed at work for the educations should be encouraged by the head teachers. The leader will be required from time to time to assess progress of educators and offer praise and appreciation to educators who have excelled in subject mastery and academic achievement (Heystek & Terhoven, 2015). This is for purposes of raising self-esteem and approval from peers.

Self-actualization in regards to human needs falls at the highest level for example the desire to personnel and spiritual growth. Continuous learning and training should be supported by the head teacher so as to help support both personal and professional growth on the individuals. They should first make available chances for responsibility then consider anatomy (Dybowski *et al.*, 2017). As per Daniels (2017) in a USA study, the head instructor ought to distinguish situational components that are essential in the brains of teachers. A few instructors work on a timetable of exactness. To them, the components of accuracy in the aggregate school activity are more vital than some other part of the school task. Different teachers might be less worried about accuracy and be substantially more worried about the adjustments of curricular contributions as they at some point influence the result of the school (Federici & Skaalvik, 2012).

A Chinese study by Wang and Wang (2015) found that preschool instructors interest achievement inspiration scored above to stay away from disappointment inspiration; diverse sexual orientation and showing age preschool educator huge contrasts in the quest for progress; distinctive level of preschool educator exists noteworthy contrasts as far as accomplishment inspiration. In conclusion: preschool instructors'

accomplishment inspiration in Shandong region in general is offered need to the quest for progress; there is the contrast between sexes, showing age, instructive foundation.

Ndungu and Kibui (2016) conducted a study in Starehe district, Nairobi County, Kenya to establish how the learning of the English language by preschool children was being influenced by the characteristics of teachers on motivation. The study findings showed that long time professional teachers better motivated preschool children as compared to fresh graduate teachers. The influence was on both boys and girls in activities involving the language of English. Certificate holder teachers were found to lack concept pragmatism concept and were not flexible enough to achieve that level of motivation which leads to children's good achievements. The conclusions drawn from the study were that there was need to have regular in service training for the preschool teachers in order to equip them with new teaching methodology.

2.6 Theoretical Framework

The study was anchored in the contingency, participative leadership, management theories and trait theory of leadership. These theories were selected on the basis that are related to the principles of leadership such as mentorship, planning, commitment and motivation.

2.6.1 Contingency Theory

Contingency theory basically state that fairness of administration which depends on the situations which are several such as, the type of the undertaking, initiative identity and cosmetics of the propelled gathering (Amaro, 2018). Fiedler's possibility supposition underscores the affinity of the pioneer's or psychological airs is a

primary element in the pioneers ability to guide, the undertaking incorporated and anyhow the pioneer can basically impose dominance over the gathering and the three guideline factors that decide how fruitful the pioneer-focused track of action can be. These are the standards from the minimum favored co-specialist (LPC) and attached after that found the middle value of to create the score (Islam, 2012).

An elevated outcome of LPC as observed from the illustration, show a pessimistic initiation in regards to the relations to humans as they coexist with others. The notion of tasks is less vital and matters in embarking on it can be modified greatly in relation to humans. At the juncture where the condition is with final goal when each gathering unit is free, for instance, a rational setting, and undertaking may not be all that round distinguished and a pioneer must rely more hard on this affinity to achieve targets. Notwithstanding the expected outcome on their side, the low LPC score, the respondent wealth on the idea of the assignment to drive initiative (Harash, 2014). The assignment must be very much characterized or sensible or what the pioneer can or survival circumstance, duties are not basically all around distinguished or well organized. A perfect example is shown in Williams Golding's *Lord of the Flies*, in which children are grounded on an abandoned tropical island and at last start conflicting with one another. Despite them being young, they show various vital human elements that develop under pressure. Subsequently the circumstance pioneer acts relying upon the current status (Dropulic, 2013).

Pioneers exhibiting an LPC with a low score (errand arranged) are feasible, paying little attention to elements that are very good or not. Also, they behave in a more emphatic manner with an LPC score that is high (Least favored co-specialist/core

worker) scenes (connection – situated are more successful when the three components are center- of – the street (Vidal, Campdesuñer, Rodríguez & Vivar 2017). Defender asserted the use of a score of LPC to recognize the appropriate pioneers in a situation. In the event that that a pioneer can direct the awaiting engagement, the pioneer can then guide the situation of doing the assignment and make the situation for doing it ideal. Rasit and Ismail (2017) show that the ambivalence of the elements in the scale used in LPC has rendered them open to understanding and they lack setting. For example “strong” could be taking in any context to mean a number of things. Providing reactions can be challenging. Likewise, with any reviews, it begs to question how unique they say they are. Affinity and decision making for them change one time and with conditions. This hypothesis is appropriate in that the CBC was presented unexpectedly educators were insufficiently prepared and assets not accessible or are constrained. In possibility hypothesis pioneers acts as per the current circumstance accordingly it can help the pioneers of ECDE in Msambweni Sub County to guarantee smooth progress of the educational programs.

Anyway scientists regularly find that defender's possibility hypothesis omits the point on adaptability. They additionally saw minimum favored associate grade can omit to resemble the congruent element they should mirror. Defender's possibility hypothesis received reactions ever since it deduced that the basic possibility for an unalterable circumstance is changing the pioneer (Alves, Lopes de Sousa Jabbour, Kannan & Chiappetta Jabbour, 2017). The credibility of the model has likewise been questioned, regardless various constant trials. The possibility demonstrate doesn't contemplate the degree of "halfway support capacity" situations vis a vis "to a great

degree positive or troublesome circumstance" eventually does not give a total photo of a relationship with regards to low minimum favored collaborator pioneers and high slightest favored colleague pioneers. Varying opinions regarding the technique of estimating authority approach through the minimum favored collaborator stock and the idea of the supporting proof (Islam, 2012). Fiedler and his affiliation have dedicated several years of studies to assist and revise the possibility hypothesis. Possibility investigate hypothesis (CRT) changes Fiedler's fundamental possibility demonstrate by including qualities of the pioneer. Subjective asset hypothesis strives to discriminate the circumstances under which pioneers and gathering individuals can use their academic assets, aptitudes and learning viably. While it has been by and large accepted that cleverer and more experienced pioneers can achieve better than those with less knowledge and expertise, this supposition isn't upheld by Fiedler's examination. Possibility hypothesis breaks down the inner changes of the association for instance Basic Leadership Process, composition, advancement, enlightening approaches, as it embarks on move to encounter the pleas of its outer or inward situations (Harash, 2014). Consequently, this model can impact partners to cooperate in training with a particular end target to guarantee instructive objectives.

2.6.2 Participative Leadership Theory

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 proposes that an exemplary style of management is one that welcomes other people’s contributions (Lumbasi, K'Aol & Ouma, 2013). These pioneers support investment and dedications from gathering

people and assisting assemble them bears more important and are concentrated on the process of choice – making. In participative hypothesis notwithstanding, the pioneer has the benefit to allow other to contribute. In as much as participant can participate in different ways, there is a basic example of what usually happens in a normal basis. Debate is inspired by the pioneer as well as data sharing and learning, which is vital fundamental leadership, while urging people to make known their ideas. All the data that is accessible is blended by the pioneer including the groups proposed arrangements, they then think of perfect arrangement and transmit 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.

Institutions with a large number of human resources may encounter the challenge of getting in contact with the decision that the organization has decided such as equitable authority style or worker who needs assemble aptitudes probably won't have his voice heard simultaneously (Xu, 2017). This administration style works best in littler gatherings like a school. Chiefs probably won't condemned in enlightening every representative regarding delicate business data. This may trade off security and can prompt a contention among specialists. Participative initiative is relevant in training and can aid smooth progress of an educational modules change. This is on the grounds that all employees from the organization feels needed and responsible.

The team therefore performs better in regards to the fact that individual employees are more committed to performing their targets and destinations of the association (Zhang, Wang & Fleenor, 2011). The team accomplishes better despite when the pioneer is truant in light of the expanded gathering spirit and diminished aggressiveness. Anyway the individuals then again may feel social strain to comply with gather knowledge and choice - making may take some time to accomplish. It might likewise cause high superfluous expenses, inability, uncertainty and ineffectiveness.

2.6.3 Management Theory

They are also referred to as transactional theories. These theories are centered on the supervisor's role in relation to the performance of the group and the organization (Rodrigues, Ferreira, Rodrigues & Ferreira 2015). Hamstra, Van Yperen, Wisse and Sassenberg (2011) indicates that these theories are applied in organizations through rewarding of staff when they succeed and by being punished or reprimanded when they fail. Fayol advocates for division of work where by any group or individual has reduced effort or attention. They therefore end up developing work familiarity and practices. Responsibility therefore forms the basis of reference before any order is issued when considering authority, while agreements between staff and the organization whether informal or formal forms the outward mark of respects in cases of discipline should be accorded. The leader should be seen as the superior within a unified command structure. According to Abuorabl (2012), all workers should work in one direction and the general good outweighs the interests of a group or an individual. The organization (school) and the employees should agree on fair terms

of remuneration and this should be adhered to throughout the organizations line of authority. Orderliness and equity in the organization should be embraced and harmony to be the greatest strength to the organization by encouraging teamwork.

The organizations formal structure is described by Fayol in the absence of scrutiny to matters like the interests of the general *Vis a Vis* an individual, salary and fairness. Fayol considered staff as *condescendence* and defined them to be employed to serve their interest. Centered on employee –task productivity in a workforce with the purpose of productivity Frederick Taylor, Taylorism (1856-1915) institution of rules and quality function processes to ensure that every worker is working towards the goal (Xenikou, 2017). It also improves staff accomplishments by acquiring employees with skill, propensity and experience that equal the responsibilities and by setting targets. However it has its flaws since it requires increased performance using the same workers and for the same pay. Fewer positions created which leads to more work load leading to employee dissatisfaction. In the education sector, this theory applies well because of the set command structures that clearly place a superior within a group that is set to meet the goals of the school. Therefore this management theory can be used to ensure smooth transition in a curriculum change.

2.6.4 Trait Theory of Leadership

Trait theory is the way to deal with, consider a human identity that recognizes and weigh the level to which persuaded identity attributes; frequently repeating examples of musings and conduct of any human, similar to nervousness, timidity, cynic thought, self-assured person thought, receptiveness to new things that exist from one person to the other (Kanodia & Sacher, 2016). Comparative in other perspectives to "Extraordinary Man" suppositions, attribute hypothesis agrees that a person obtains

precise attributes and standards that enhance them making the suitable to initiative. Quality hypotheses frequently differentiates certain affinities or social attributes common among pioneers (Cherry, 2014). The attribute hypothesis of administration relates the execution of a pioneer to his or her identity. It has had a teeter-totter history that gives knowledge into implicit suppositions that were misdirecting. Its direction gives comprehension of numerous downsides that likewise undermine other authority ideal models (Rabstejnek, 2010).

The attribute based viewpoint of administration has a long however checkered history. Quality methodologies overwhelmed the underlying many years of logical initiative research. Afterward, they were despised for their inability to provide clear qualifications amongst pioneers and none leaders and for their inability to represent situational difference in authority conduct. (Zaccaro, 2007). Prue *et al.*, (2015) demonstrates that the Trait Theory of Leadership includes deciding the fundamental qualities of pioneers in view of the attributes of past fruitful and unsuccessful pioneers, and utilizing those discoveries to foresee the viability of pioneers. The quality approach recognizes identity attributes, for example, extraversion, that frequently line up with pioneer rise and viability. The quality hypothesis of authority is regularly not utilized alone because of the way that great administration does not just emerge from acquired hereditary characteristics without thought of inspiration and activity.

While investigation reveal that the possessors of certain attributes only do not guarantee accomplishing initiative, confirmation exists that pioneers who are powerful are different from other people who in specific key positions (Fleenor,

2011). Vital qualities for pioneers are: drive (an expansive term which encompasses accomplishment, motivation, dreams, zeal, industriousness and duty), administration motivation (the longing to guide nonetheless considering control as a means to an end), trustworthiness and respectability, fearlessness (which is related with enthusiastic steadiness), intellectual capacity and information of the business. There is less clear proof for qualities, for example, allure, innovativeness and adaptability (Kirkpatrick & Locke, 1991).

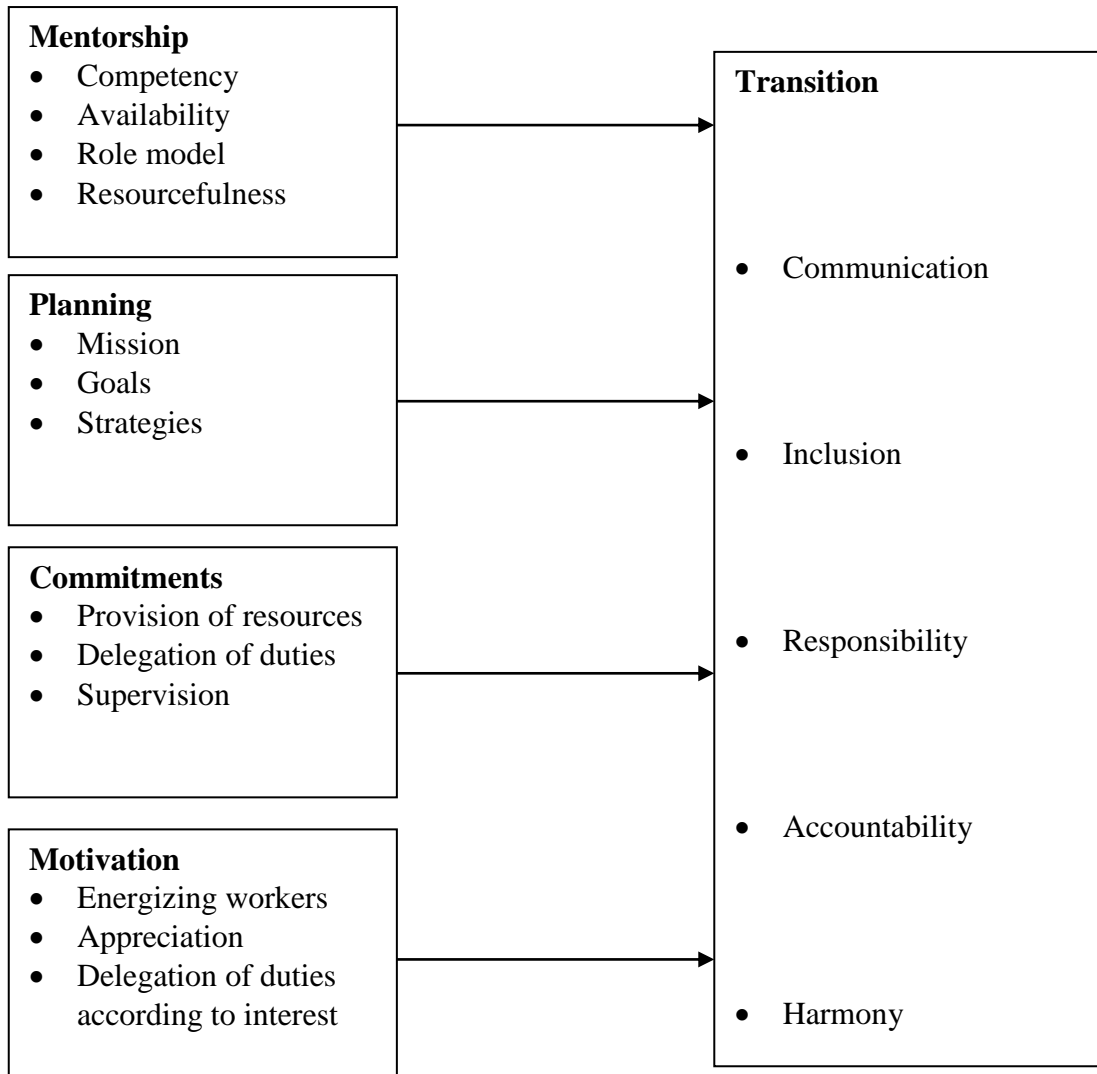
Attribute Theory of Leadership depends on the supposition that individuals are conceived with acquired qualities and a few characteristics are especially suited to initiative. Gleitman, Fridlund and Reisberg (2011) states that the presumption that a person in authority would exhibit a larger number of characteristics in relation to those in junior positions. By any means these are passably couples of attributes that recognize the two. Pioneers have a tendency to be higher in things, such as, extroversion, self-assurance, and tallness, while the distinctions have a tendency to be little. Attribute hypothesis accept that pioneers share certain physical, mental and sociological qualities which decide their adequacy. Stature and appearance are cases of physical administration qualities. Cases of mental qualities incorporate insight or magnetism, and sociological attributes incorporate training level or financial class (Travis, 2017).

Impediments to characteristic hypothesis would incorporate a considerable measure of emotional judgment because of the way that there are many diverse qualities that have been recognized. Travis (2017) shows that not all characteristics recognized as administration markers assist in every instance. For example, tallness might be a

marker of initiative accomplishment in the military or other industry which relies upon physical quality, however may not convey as much impact in business. At long last, the measure of a specific attribute is likewise questionable. Every one of the attributes are not indistinguishable with respect to the basic qualities of a pioneer. A few attributes can be obtained via preparing and may not be acquired. The attributes required to accomplish administration may not be same as that are required to maintain initiative, it neglects to clarify the numerous authority disappointments regardless of the required qualities. It overlooks the natural elements which may vary from circumstance to circumstance (Judge, Bono, Ilies & Gerhardt, 2002).

2.7 Conceptual Framework

The conceptual framework shows the variables in the study.



Independent Variables

Dependent Variable

Figure 2.1 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter focuses on research design, target population and sampling procedures, research instruments used data collection, data analysis techniques and ethical issues.

3.1 Research Design

The researcher used descriptive research design aiming at describing influence of leadership on transition of ECDE thematic approach to Competence Based Curriculum. They are mentorship, Planning, commitment to change and motivation – This is by interpreting Goals, mission, objectives and formulating strategies of implementation of the curriculum .Commitment in provision of resources, delegation of duties, supervision and monitoring. The role of motivation which energizes teachers, appreciation and delegation of duties according to interest.

3.2 Location of the Study

The research was conducted in 107 public ECDE centres in Msambweni Sub County. Msambweni Sub County is at the coastal region of Kenya in Kwale County along Mombasa - Lungalunga road. Economically it depends on fishing, Tourism and small businesses.

3.3 Target Population

Target population is the group of individuals under study. The target population consisted of pre-school head teachers, class teachers BOM chair persons. There are 107 ECDE centres in Msambweni Sub County. Head teachers are the leaders of the institution; class teachers are managers of their classes and Board of management assist in the management of the institutions making them to be the target population. Head teachers of the ECDE centers are the leaders of the institution therefore have information which can be useful to the researcher. Class teachers are the class leaders therefore are in position to provide information about leadership while BOMs assist in the management of institution hence able to give responds to the research questions.

Table 3.1

Target Population

Ward	Schools	Head teachers	Class teachers	BOM	Total
Bongwe	20	20	40	20	80
Gombato					
Kinondo	26	26	52	26	104
Ramisi	46	46	92	46	184
Ukunda	15	15	30	15	60
Total	107	107	214	107	428

3.4. Sample Size and Sampling Procedure

Sample is a considerable part or quantity intended to show what the whole is like. It is a representative of a whole population. According to Mugenda and Mugenda (2012), when a population is less than 10,000 a population of 10 to thirty percent is regarded as sufficient to portray the population that is being targeted for analysis. Therefore the researcher used 15% of the target population. Sampling procedure was the technique utilized in selection of representation to ensure that each person has a zero chance of not being selected.

The researcher used cluster sampling. This refers to a type of sampling method whereby the researcher divides the population into separate groups called clusters. Msambweni Sub County is divided into geographical sections called Bongwe Gombato, Kinondo, Ramisi and Uunda which formed the clusters. For schools simple random sampling was adopted. The researcher selected representatives of the schools then wrote numbers on papers and every number two were selected to represent 107 Pre- schools.

The researcher used cluster sampling because it is applicable when dealing with groups of people. Purposive sampling was used to select the 17 Head teachers, 34 teachers and 17 BOM chair persons of the sampled pre - schools making a total of 68. The researcher used purposive sampling because Head teachers are the leaders of the ECDE centers, class teachers are the managers of their classes and BOM chair persons assist in the management of the ECDE centers thus all are leaders at the ECDE centers which gave them a chance to be selected.

Table 3.2

Sampling Frame

Sample	Ward	Schools	H/teachers	Class teachers	BOM	Total
Cluster	Bongwe	3	3	6	3	12
	Gombato					
	Kinondo	4	4	8	4	16
	Ramisi	7	7	14	7	28
	Ukunda	3	3	6	3	12
	Total		17	17	34	17

3.5 Data Instruments

To collect data from Head teachers, teachers and BOMS chair questionnaires were used. This is because all are able to read and write given that BOMS currently are expected to be Diploma holders and above although in some ECDE centres are having form four and class 8 leavers. This is an indicator that they are able to respond to the questions accordingly.

3.6 Validity and Reliability of Instrument

This section describes how the researcher ensured validity and reliability of the research instrument.

3.6.1 Instrument Validity

Validity is described by Cohen, Manion and Morrison (2011) as the degree to which a tool of research determines its setup purpose. Generally it is the degree at which

data can be accurately collected from the sample. According to Mugenda and Mugenda (2012), instrument validity can be achieved by a researcher by subjecting the research to an expert in the field to look at it and give an opinion on areas to improve. The said professionals were used to assess the instrument and gave views. The changes were effected on the research tool before it is was subjected to the field to acquire needed data. The study supervisor was thus granted the opportunity to interact with the research instrument for comments and adjustments made on the content and the structure. The instrument of research thus achieved validity through this process. The research instrument was thus revised by the researcher and modified to enable it meet the set research standards thus improving content validity.

3.6.2 Instrument Reliability

Reliability is argued by Cohen, Manion and Marrison (2011) to be similar to dependability. It is thus the ability to reproduce similar results under similar condition over a period of time. Reliability is focused on generating resemblance and accuracy. A research instruments reliability is founded on its capacity to be generated on a homogenous population under similar situations. This study characteristics makes it replicable. The researcher conducted a pretest on the study instrument to ensure it's replicable. A score of 0.74 was achieved in the study indicating adequate reliability.

3.7 Data Collection

The study gathered pertinent information relating to the various variable through the deployment of a questionnaire which was standardized and self-administered. The

respondents were handed the questionnaires at their place of work where they were duly filled and collected by the researcher. Attached to the questionnaire was an introductory letter which guided the respondents on how the questions were to be appropriately answered. The researcher then administered the questionnaires to the participants. The researcher assured the respondents of strict confidentiality in dealing with the responses. Data collection took a period of one week.

3.8 Data Analysis and Presentation

Creswell (2009) argues that data analysis is the reorganization of raw data for purposes of making sense of it. The end product in this process is information that is relevant to the data provided. Data analysis involves a set of activities that begins with the collection of data and ends with a detailed presentation of the findings. The collected data was assessed and bits of information compiled in the entire process. Shamo and Resnik (2013) opines that there exist several steps of analysis. Data collected from the field in raw form is difficult to interpret such data was cleaned, locked, key pinched into computer using SPSS version 24.

The researcher used descriptive statistics to analyze data. The data collected was quantitative and was measured using percentages, frequencies and mean. Mean and standard deviation was used to analyze likert scale data. Mean was used as a measure of central tendency while standard deviation was used to indicate the variability of the data. The greater the standard deviation of a question, the greater the variance in responses which shows a divergence in views of responses. Using the “compute variable” of SPSS Likert scale data was added into one variable which was used for chi-square analysis.

Chi-square tests with Cramer's V were used to find out the influence of leadership on transition of Competence Based Curriculum. Chi-square tests were preferred because of its robustness with respect to distribution of the data, its ease of computation and the detailed information that can be derived from the test (McHugh, 2013). Cramer's V was used as a post-test to determine strengths of association after chi-square has determined significance. Tables were used to present findings.

3.9 Ethical Considerations

The researcher sought permission from the university in form of a letter and obtained a certificate to collect data from NACOSTI. The researcher sought permission from the schools and respondents. Participation in the study was voluntary. Informed consent was acquired before interview. Anonymity and confidentiality were also assured to respondents. The data provided was used for the purpose of research and ensured confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The interpretation and discussion of findings is also done in this section. It includes the response rate, findings on socio-demographic characteristics of respondents and findings on the five study variables. Findings are analyzed by descriptive and inferential statistics and presented in form of tables.

4.2 Response Rate

Table 4.1 shows the response rate.

Table 4.1

Response Rate

Population	Number of questionnaires distributed	Number of questionnaires returned	Response rate (%)
Head teachers	17	14	82
Class teachers	34	31	91
Members of BOM	17	17	100
Total	68	62	91

Table 4.1 shows that out of 68 questionnaires distributed, 62 were returned filled and fit for analysis. This represents a response rate of 91. This response rate is considered high and adequate for the generalization for findings as it is higher than the 70% threshold recommend by Mugenda and Mugenda (2012).The researcher visited the sampled schools before administering the questionnaires and established a rapport, distributed the questionnaires and collected them after three days at the respective schools which contributed to high return rate.

4.3 Socio-Demographic Characteristics of Respondents

Socio-demographic characteristics assed in this study included gender, age, teaching experience and leadership experience. The findings are presented in Table 4.2.

Table 4.2

Socio-Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage	Mean
Gender	Male	13	21%	
	Female	49	79%	
	Total	62	100%	
Age (years)	<25	5	8%	36
	25-30	12	19%	
	31-35	25	40%	
	36-40	10	16%	
	>40	10	16%	
	Total	62	100%	
Teaching experience (years)	<10	16	36%	14
	11-15	21	47%	
	16-20	3	7%	
	>21	5	11%	
	Total	45	100%	
Leadership experience	<10	40	65%	9
	11-15	18	29%	
	>21	4	6%	
	Total	62	100%	

Table 4.2 shows that majority (79%) of the respondents in the study were female. This shows that there was a great gender disparity among head teachers, class teachers and board of management of ECDE centers in Msambweni Sub County whereby men were underrepresented. The findings show that 40% of the respondents were aged between 31 and 35 years while 19% of the respondents were aged between 25 and 30 years. The mean age was 36 years. This shows that head teachers, class teachers and board of management of ECDE centers in Msambweni Sub County comprised of persons of various ages with majority being middle-aged meaning are able to respond to the statements in the questionnaire.

The findings showed that 47% of respondents (head teachers and teachers) had a teaching experience of between 11 and 15 years while 36% had a teaching experience of less than 10 years. The mean teaching experience was 14 years. This shows that participants in the study had acquired adequate teaching experience to enable them respond to the study questions. The findings further showed that majority (65%) of the respondents had less than 10 years of leadership experience while 29% had between 11 and 15 years of leadership. The mean leadership experience was 9 years. This shows that majority of respondents had acquired adequate leadership experience to enable them give information on the influence of leadership on transition of competence based curriculum in Msambweni Sub County public ECDE centers.

4.4 Mentorship Role of a Leader on transition of curriculum change

The study sought to establish mentorship of leaders in ECDE centers in Msambweni Sub County. The findings would enable the study find out the influence of Mentorship on transition of Early Childhood Development and Education curriculum in Msambweni Sub County. The findings are presented in Table 4.3

Table 4.3

Mentorship as a Role of a Leader

Statement	N	Min	Max	Mean	SD
Mentorship is important in supporting and inspiring teachers and students	62	1	5	1.33	0.471
Mentorship enhances professional learning and practice	62	1	5	1.47	0.619
The school leader is competent in mentorship	62	1	5	1.78	0.782
The school heads is always available for mentorship	62	1	5	2.12	0.441
The school heads is resourceful in mentorship	62	1	5	2.38	1.321
Average				1.82	0.727

Findings in the study (Table 4.3) shows that majority (M=1.33, SD=0.471) of respondents agreed that mentorship is a significant approach for reinforcing inspiring teachers and students. Majority (M=1.47, SD=0.619) also agreed that mentorship is an leadership strategy that effectively increases learning and practice professionally.

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.

The mean 1.82 indicates that majority of respondents agreed to the statements put to them. The average standard deviation 0.727 implies that there was convergence of views. The findings therefore suggest centers of ECDE within Msambweni Sub County have leaders who manifest great guiding character within their schools. This finding is consistent with findings of Thornton (2014), experienced leaders and pursuing teachers need to consider mentorship as a strategy of supporting them. Mentoring is also considered a strategy in leadership that increases the process of professional learning and practice. The findings are consistent with findings of Smith (2013) who found that the degree programme in school education benefits from crucial aspects of mentoring. The findings are also consistent with findings of Moore and Wang (2017) who found the organizations perceived innovativeness is related to the positive mentoring of the top leaders and that organizations psychological safety is therefore a perception of these leaders mediated relationship.

4.4.1 Influence of Mentorship on Transition of ECDE Curriculum

The study sought to find out influence of mentorship on 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 essential approach for guiding and inspiring teachers and students and mentorship is a strategy that effectively increases the learning and practice in a professional way. 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 essential approach for guiding new and pursuing teachers and also leaders with experience. Mentoring also is a strategy that leaders effectively apply to increase learning and practice in a professional manner. The findings are consistent with findings of Smith (2013) who found that the school education consider mentors as essential elements when included into the degree programme. The findings are also consistent with findings of Moore and Wang (2017) who found the organizations perceived innovativeness is related to the positive mentoring of top leaders and that the organizations psychological safety is mediated by the leaders mediated relationship.

4.5 Planning Role of a Leader on transition of curriculum change

The study sought to find out planning practices of leaders in ECDE centers in Msambweni Sub County. The findings would enable the study investigate the influence of planning on transition in Early childhood Development and Education Curriculum in Msambweni sub county. The findings are presented in Table 4.4.

Table 4.4***Planning Role of a Leader***

Statement	N	Min	Max	Mean	SD
The school leader has the ability to restructure and redesign	62	1	5	1.54	1.031
The school leaders built collaboration internally	62	1	5	1.90	0.923
The school leaders is good at interpreting values and visions to achieve set goals	62	1	5	1.84	0.732
The school leaders are ready to learn from others.	62	1	5	2.38	1.496
The school leaders have a system of core values that they work with.	62	1	5	2.50	1.415
School heads are resourceful in mentorship	62	1	5	1.97	0.763
Average				2.02	1.060

The findings in Table 4.4 shows that majority (M=1.54, SD=1.031) of respondents agreed that school leaders have the ability to restructure and redesign to ensure better learning. Majority (M=1.90, SD=0.923) agreed that school leaders built collaboration internally. Majority (M=1.84, SD=0.732) agreed that school leaders are good at interpreting values and visions to achieve set goals. Majority (M=2.38, SD=1.496) also agreed that school leaders are ready to learn from others. The findings also show that majority (M=2.50, SD=1.415) of respondents agreed that leaders have a system of core values that they work with. Majority (M=1.97, SD= 0.763) also agreed that leaders reshape conditions to enhance learning.

The mean (M=2.02, SD=1.060) shows that majority of respondents agreed on the items under investigation. This shows that leaders in ECDE centers in Msambweni

Sub County were good in their planning role of leadership. This is in agreement with Herschbach (2017) findings that planning is vitally importance in the world of education and training. The finding is in agreement with findings of Setwong and Prasertcharoensuk (2013) that for any institution to develop and achieve its objectives should engage strategic planning in its organization. The findings are also in agreement with findings of Alam and Ahmad (2017) that better training of teachers, leaders and all stake holders for better performance and monitoring of feedback scores are strategies to achieve higher customer satisfaction.

4.5.1 Influence Of Planning on Transition Of ECDE Curriculum

The study sought to investigate the influence of planning on transition in Early childhood Development and Education Curriculum in Msambweni Sub County. Descriptive analysis showed that leaders in ECDE centers in Msambweni Sub County were good in their planning role of leadership. The respondents agreed that the school leaders have the ability to restructure and redesign to ensure better learning. The findings showed that school leaders built collaboration internally, were good at interpreting values and visions to achieve set goals and were ready to learn from others. The findings also showed that leaders had a system of core values that they work with and leaders reshaped conditions to enhance learning. There was a significant relationship ($\chi^2=21.102$, $df=9$, $p=0.012$, Cramer's $V =0.345$) between planning and transition of Competence Based Curriculum. This is in agreement with Herschbach (2017) findings that planning is vitally importance in the world of education and training. The finding is in agreement with findings of Setwong and Prasertcharoensuk (2013) that for any institution to develop and achieve its

objectives should engage strategic planning in its organization. The findings are also in agreement with findings of Alam and Ahmad (2017) that better training of teachers, leaders and all stakeholders for better performance and monitoring of feedback scores are strategies to achieve higher customer satisfaction.

4.6 Commitment of Leaders on transition of curriculum change

The study assessed the commitment of leaders in ECDE centers in Msambweni Sub County. The findings would enable the study determine the commitment of leadership of Msambweni Sub County on transition of the curriculum.

Table 4.5

Commitment of Leaders

Statement	N	Min	Max	Mean	SD
The school has adequate learning materials as per the enrolment	62	1	5	4.47	0.619
The school has a Curriculum design	62	1	5	3.34	0.645
All parents support the curriculum change	62	1	5	4.50	0.719
The school leaders enrich the Curriculum with innovative ideas	62	1	5	3.69	0.987
The school leaders are committed in provision of resources	62	1	5	4.02	0.782
The school leaders have a clear communication channel.	62	1	5	3.65	1.088
The school leaders have built a relationship outside school community.	62	1	5	1.78	1.077
Average				3.49	0.845

Findings in Table 4.5 shows that majority (M=4.47, SD=0.619) of respondents disagreed that the school has adequate learning materials as per the enrolment. Slightly above half (M=3.34, SD=0.645) disagreed that their school had a curriculum

design. Majority (M= 4.50, SD=0.719) disagreed that all parents supported the curriculum change.

Slightly above half also disagreed (M=3.69, SD=0.987) that the school leaders enrich the Curriculum with innovative ideas. Majority of respondents (M=4.02, SD=0.782) disagreed that the school leaders are committed in provision of resources. Slightly above half (M=3.65, SD=1.088) disagreed that the school leaders have a clear communication channel. Majority (M= 1.78, SD=1.077) agreed that school leaders build relationship outside school community.

The mean (M=3.49, SD=0.845) implies that majority of respondents disagreed with the statements on commitment of leaders in their schools. This implies that leaders in ECDE centers in Msambweni Sub County had poor commitment. The finding is in contrast to Janelle (2018) who found that an effective leader and educator needs to be committed not only to their students but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principals of the teaching profession as well as the requirements. The finding is also in disagreement with Bendikson (2011) who stated that an institutional leader provides curriculum guidance for the group, motivates and vitalize the group, and moderates policy of education and report the team's progress.

4.6.1 Influence of Commitment on Transition Of ECDE Curriculum

The study sought to determine the commitment of leadership of Msambweni Sub County on transition of the curriculum. Descriptive analysis showed that leaders in ECDE centers in Msambweni Sub County had poor commitment. The respondents disagreed that the school has adequate learning materials as per the enrolment and

the school has a Curriculum design. The respondents also disagreed that all parents support the curriculum change. It was disagreed that school leaders enrich the Curriculum with innovative ideas, school leaders are committed in provision of resources, have a clear communication channel and school leaders build relationship outside school community. There was no significant relationship ($\chi^2=0.897$ $df=2$, $p=0.638$, Cramer's $v= 0.123$) between commitment and transition of competence based curriculum. The finding is in contrast to Janelle (2018) who found that an effective leader and educator needs to be committed not only to their students but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principals of the teaching profession as well as the requirements. The finding is also in disagreement with Bendikson (2011) who stated that an institutional leader provides curriculum guidance for the group, motivates and vitalize the group, and moderates policy of education and report the team's progress.

4.7 Motivation Role of a Leader on Transition of Curriculum change

The study sought to find out how leaders in ECDE centers in Msambweni Sub County motivated their teachers and members of staff. The findings would enable Determine influence of motivation on the transition of Early Childhood Development and Education in Msambweni Sub County.

Table 4.6***Motivation Role of a Leader***

Statement	N	Min	Max	Mean	SD
The school leaders enhance teacher quality	62	1	5	3.50	1.415
The school leaders provide a conducive environment for teaching and learning	62	1	5	3.65	1.088
The school leaders are open minded	62	1	5	2.69	1.195
The school leaders are flexible	62	1	5	3.69	0.763
The school leaders allow diversity of teaching methodologies	62	1	5	1.97	0.996
The school leaders delegate duties according to interest and competence	62	1	5	1.54	1.031
The school leaders motivate workers	62	1	5	3.38	1.496
Average				2.92	1.141

Findings in Table 4.6 shows that slightly above half (M= 3.50, SD=1.415) disagreed that school leaders are good at enhancing teacher quality. Similarly, slightly above half (M=3.65, SD=1.088) school leaders provide a conducive environment for teaching and learning. Majority (M=2.69, SD=1.195) agreed that school leaders were open-minded. Slightly above half (M=3.69, SD=0.763) disagreed that school leaders are flexible while majority (M=1.97, SD=0.996) agreed that school leaders allow diversity of teaching methodology. The findings show that majority (M=1.54, SD=1.031) agreed that school leaders delegate duties according to interest and

competence. Slightly above half ($M=3.38$, $SD=1.496$) disagreed that the school leaders motivate workers

The mean ($M=2.92$, $SD=1.141$) shows that there was a fair agreement among respondents on the items on motivation role of a leader. This implies that leaders in ECDE centers in Msambweni Sub County motivated their teachers and members of staff to a moderate extent. The findings are in tandem with findings of Ocham and Okoth (2015) that principals are finding it challenging to inspire staff to accept change of curriculum which is part of expected change in management. The findings are however different from those of Heystek and Terhoven (2015) finding that the head teacher should an environment for team up and be pronounced with their peers. The findings are different from those of Brown and Owusu (2014) that the head teacher should influence members of the staff by assigning new duties that are challenging to enable them to be guided by policies in their decision making for example in education providing raw materials to the teachers and let them make learning materials and decide when they want to prepare the materials. The findings are also in contrast to those of Eyal and Roth (2011) who indicated that the head teacher, board of management committee should provide a feeding programme for the school, water and classes to create a comfortable environment such as good classrooms, furniture, teaching learning resources and teacher-pupil ratio.

4.7.1 Influence of Motivation on Transition Of ECDE Curriculum

The study sought to determine the influence of motivation on the transition of early childhood development and education in Msambweni Sub County. Leaders in ECDE centers in Msambweni Sub County motivated their teachers and members of staff to

a moderate extent. The findings showed that school leaders were open minded, delegated duties according to interest and competence and allow diversity of teaching methodology. The respondents however disagreed that school leaders are good at enhancing teacher quality, school leaders provide a conducive environment for teaching and learning, school leaders are flexible and that school leaders motivate workers. There was a significant relationship between motivation ($\chi^2=111.516$, $df=81$, $p=0.014$, Cramer's $v=0.774$) and transition of competence based curriculum. The findings are in tandem with findings of Ocham and Okoth (2015) that principals are finding it challenging to inspire staff to accept change of curriculum which is part of expected change in management. The findings are however different from those of Heystek and Terhoven (2015) that the head teacher should provide an environment for team up and be pronounced with their peers. The findings are different from those of Brown and Owusu (2014) that the head teacher should influence members of the staff by assigning new duties that are challenging to enable them to be guided by policies in their decision making for example in education providing raw materials to the teachers and let them make learning materials and decide when they want to prepare the materials. The findings are also in contrast to those of Eyal and Roth (2011) who indicated that the Head teacher, Board of Management Committee should provide a feeding programme for the school, water and classes to create a comfortable environment such as good classrooms, furniture, teaching learning resources and teacher-pupil ratio.

4.8 Transition of Early Childhood Development and Education

The study sought to describe transition of early childhood development and education in ECDE centers in Msambweni Sub County. The findings would enable the study find out the influence of leadership 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.

Table 4.7

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
Average				3.16	1.03

In Table 4.7 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. This finding is in agreement with findings of Njue, (2013), Murungi (2012) and Nyabuto (2012) who in similar studies found that transition of early childhood development and education in ECDE centers was not adhered to and face a myriad of challenges.

4.9 Influence of Leadership on Transition of Competence Based Curriculum

Chi-square tests with Cramers' V were conducted to find out the influence of leadership on transition to Competence Based Curriculum in Msambweni Sub County public ECDE centers. A composite score of each of the four variables was computed and ran against transition. The findings are presented in Table 4.8.

Table 4.8

Chi-square tests

Variable	χ^2	df	p-value	Cramer's V
Mentorship	20.711	6	0.002	0.419
Planning	21.102	9	0.012	0.345
Commitment	0.897	2	0.638	0.123
Motivation	111.516	81	0.014	0.774

The findings in Table 4.8 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. There was a significant relationship ($\chi^2=21.102$, $df=9$, $p=0.012$, Cramer's $V =0.345$) between planning and transition of competence based curriculum. There was no significant relationship ($\chi^2=0.897$ $df=2$, $p=0.638$, Cramer's $v= 0.123$) between commitment and transition of competence based curriculum. There was a significant relationship between motivation ($\chi^2=111. 516$, $df=81$, $p=0.014$, Cramer's $v= 0.774$) and transition of competence based curriculum. To get a better understanding of the relationships cross tabulation of variables was conducted as shown in Table 4.9.

Table 4.9

Cross Tabulation

		Transition of ECDE Curriculum			Total
		Good	Poor		
Leadership	Mentorship	High	5	1	6
		Fair	3	1	4
		Low	4	3	7
		Total	12	5	17
	Planning	High	6	0	6
		Fair	5	3	8
		Low	1	2	3
		Total	12	5	17
	Commitment	High	2	0	2
		Fair	4	0	4
		Low	6	5	11
		Total	12	5	17
	Motivation	High	1	0	1
		Fair	8	2	10
		Low	3	3	6
		Total	12	5	17

Findings in Table 4.9 show positive relationships. That is, ECDE centers that had high mentorship, planning, commitment and motivation also had good transition of curriculum. Conversely, ECDE centers that had low mentorship, planning, commitment and motivation also had poor transition of curriculum. The findings therefore show that mentorship, planning and motivation roles of a leader were significant. Going by the Cramer's V values motivation was the most influencing followed by mentorship, planning and commitment in that order. All Cramer's V values are positive indicating that mentorship, planning, commitment and motivation roles of a leader lead to improved transition of Competence Based Curriculum. This shows that leadership influences transition of Competence Based Curriculum in Msambweni Sub County public ECDE centers. This finding is in agreement with Fiedler's contingency theory which emphasizes that the leader's personality or psychological dispositions are a main variable in the leader's ability to lead. This finding is also in agreement with the participative leadership theory which postulates that democratic leadership enhances performance of organizations and processes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of findings is presented. The researcher's conclusion and recommendations are also presented. The purpose of the study was to find out the influence of leadership on transition from Thematic to 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 on transition of Early childhood Development and Education Curriculum, investigate the influence of planning on transition in Early childhood Development and Education Curriculum, determine the influence of commitment of leadership of Msambweni Sub County on transition of the curriculum and determine the influence of motivation on transition of Early Childhood Development and Education in Msambweni Sub County.

Theories guiding the study were contingency theory by Fielder, participative theory, management theories by Henri Fayol and Trait theory of leadership. The research design used was descriptive and the parameter was Msambweni Sub County. The target population was 107 ECDE head teachers 214 class teachers and 107 Board of Management Committee making a total of 428. The sampling procedure was cluster sampling. A sample of 68 respondents comprising 17 head teachers, 34 class teachers and 17 members of Board of Management was arrived at. The research instrument

used was a questionnaire and data collected was analyzed using descriptive statistics. 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.

5.2 Summary of The Study

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 are 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 leadership 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, planning, commitment and motivation on the transition of early childhood development and education in Msambweni Sub County.

The researcher used a descriptive research design. The research was conducted in public ECDE centres in Msambweni Sub County. The target population was pre-school Head teachers, class teachers and BOM chairs. The researcher used cluster sampling. The Head teachers of the sampled ECDE centers were purposively selected the fact being they are the head teachers gives them a chance. Class teachers and BOMS from the sampled pre – schools were sampled the fact being the class teachers are leaders of their classes and BOMs assist in center management. To collect data from Head teachers, teachers and BOMS chair questionnaires were used. The researcher used descriptive statistics. 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. This is because they are easy to interpret and make meaning of the findings.

The study found that leaders in ECDE centers in Msambweni Sub County exhibited great mentorship in their schools. Leaders were good in their planning role of leadership but had poor commitment. Leaders in ECDE centers in Msambweni Sub County were found to have motivated their teachers and members of staff to a moderate extent. Chi-square tests showed that mentorship, planning and motivation roles of a leader were significant. Going by the Cramer's V values motivation was the most influencing followed by mentorship, planning and commitment in that order. All Cramer's V values were positive indicating that mentorship, planning,

commitment and motivation roles of a leader lead to improved transition of Competence Based Curriculum.

The study concluded that leadership influences transition of Competence Based Curriculum in Msambweni sub county public ECDE centers. Specifically, good leadership enhances transition of Early Childhood Development and Education curriculum. In particular, mentorship, planning and motivation roles of a leader are 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.

5.3 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.

The study concludes that planning influenced transition of Early Childhood Development and Education curriculum in Msambweni Sub County. ECDE centers were found to have good transition of Early Childhood Development and Education curriculum where leaders had good planning practices. The leaders were able to achieve this through restructuring and redesigning to ensure better learning, building collaboration internally and interpreting values and visions to achieve set goals. The leaders were also able to reshape conditions to enhance learning thereby ensuring good transition of early childhood development and education curriculum

Commitment did not emerge as an influence in transition of Early Childhood Development and Education curriculum in Msambweni Sub County. Schools where leaders exhibited commitment showed better transition of early childhood development and education curriculum albeit to a very small extent. This could be attributed to the fact that many schools did not have adequate learning materials as per the enrolment and did not have a curriculum design. In addition, majority of leaders were not committed in provision of resources. It was found that some parents did not support the curriculum change. These challenges among others retarded the process of transition of Early Childhood Development and Education curriculum

The study also concludes that motivation influences transition of Early Childhood Development and Education curriculum in Msambweni Sub County. In fact motivation was the most influencing of the four factors under investigation. Schools where leaders motivated their teachers yielded better transition of Early Childhood Development and Education curriculum albeit to a very large extent. This can be attributed to leaders allowing diversity of teaching methodology, delegating duties

according to interest and competence and being open indeed to new ideas. This enables a smooth transition of Early Childhood Development and Education curriculum.

In summary, the study concludes that leadership influences transition of Competence Based Curriculum in Msambweni sub county public ECDE centers. Specifically, good leadership enhances transition of Early Childhood Development and Education curriculum. In particular, mentorship, planning and motivation roles of a leader are found to be the most important. However, leaders face certain challenges such as lack of resources and poor cooperation from parents.

5.4 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 in transition of Early Childhood Development and Education curriculum.

The ministry of education as well as Non-Governmental Organizations should support preschools with resources to enhance transition of Early Childhood Development and Education curriculum. Resources such as teaching and learning materials are vital and their shortage is a challenge to the transition processes and learning activities in general. Head teachers of Msambweni Sub County to organize material development days and venues so that they can be meeting to make materials and exchange ideas and skills.

The ministry of education in collaboration with County Government and Institution of Higher Education should develop and organize trainings for Head teachers, teachers, parents and stakeholders. Such trainings should seek to impart leadership knowledge to the Head teachers class teachers and Board of Management Committee. This will enable them in enhancing teacher quality and motivate the teachers and other stakeholders, which is an important element in transition of Early Childhood Development and Education curriculum.

5.5 Recommendations for Further Research

The researcher recommends a wider study comprising of more preschools in a bigger geographical area to deepen understanding on predictors of transition of Competence Based Curriculum. A study on training and knowledge of leaders on their leadership roles is recommended. A study utilizing other methods such as observations to collect data is also recommended.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR ALL RESPONDENTS

Introduction

My name is Josephine Mumbua Mulandi pursuing Masters in Leadership and Management in Education at Kenya Methodist University (Mombasa Campus). I am currently carrying out a research on influence of Leadership in transition of Early Childhood Development and Education Thematic approach to Competence Based Curriculum in Msambweni Sub County. Kindly assist by filling in the questionnaire. This questionnaire consists of questions with opinions some questions are open and closed ended. The blank space is provided for use. For the closed ended show your response by the use of a tick (✓). Confidentiality is assured and information used for research only.

A: Socio-Demographic Characteristics

1. What is your gender?

Male [] Female []

2. How old are you?

Below 25 years [] 25 – 30 years [] 31 – 35 years []

36 – 40 years [] Above 40 years []

3. How many years of teaching experience do you have?

Below 10 years [] 11 – 15 years [] 16 – 20 years []
] Above 21 years []

4. How many years of experience do you have as a leader?

Below 10 years [] 11 – 15 years [] 16 – 20 years []
] Above 21 years []

B: Mentorship as a role of a leader

5. Indicate your agreement or lack thereof to the questions in the table using the scale provided below by ticking in the appropriate box:

1= Strongly agree, 2= Agree, 3 = Uncertain, 4 = Disagree and 5 = Strongly

Disagree

Statement	1	2	3	4	5
Mentorship is important in supporting and inspiring teachers and students					
Mentorship enhances professional learning and practice					
The school leader is competent in mentorship					
The school heads is always available for mentorship					
The school heads is resourceful in mentorship					

C: Planning as a Role of a Leader

6. Indicate your agreement or lack thereof to the questions in the table using the scale provided below by ticking in the appropriate box :

1= Strongly agree, 2= Agree, 3 = Uncertain, 4 = Disagree and 5 = Strongly Disagree

Statement	1	2	3	4	5
The school leader has the ability to restructure and redesign					
The school leaders built collaboration internally					
The school leaders is good at interpreting values and visions to achieve set goals					
The school leaders are ready to learn from others.					
The school leaders have a system of core values that they work with.					
The school leaders reshape conditions to enhance learning					

D: Commitment as a role of a leader

7. Indicate your agreement or lack thereof to the questions in the table using the scale provided below by ticking in the appropriate box :

1= Strongly agree, 2= Agree, 3 = Uncertain, 4 = Disagree and 5 = Strongly Disagree

Statement	1	2	3	4	5
The school has adequate learning materials as per the enrolment					
The school has a Curriculum design					
All parents support the curriculum change					
The school leaders enrich the Curriculum with innovative ideas					
The school leaders are committed in provision of resources					
The school leaders have a clear communication channel.					
The school leaders have built a relationship outside school community.					

Motivation as a role of a leader

7. Indicate your agreement or lack thereof to the questions in the table using the scale provided below by ticking in the appropriate box :1= Strongly agree, 2= Agree, 3 = Uncertain, 4 = Disagree and 5 = Strongly Disagree

Statement	1	2	3	4	5
The school leaders enhance teacher quality					
The school leaders provide a conducive environment for teaching and learning					
The school leaders are open minded					
The school leaders are flexible					
The school leaders allow diversity of teaching methodologies					
The school leaders delegate duties according to interest and competence					
The school leaders motivate workers					

Transition of Early Childhood Development and Education

7. Indicate your rating of transition of early childhood development and education in your school based on the scale below:

1= Very High, 2= High, 3 = Fair, 4 = Low and 5 = Very low

Statement	1	2	3	4	5
Communication and networking of leaders					
Inclusion and collaboration of stakeholders					
Leaders responsibility					
Leaders accountability					
Centre harmony and conducive learning environment					

APENDIX: II DATA ANALYSIS

Population	Number of questionnaires distributed	Number of questionnaires returned	Response rate (%)
Head teachers	17	14	82
Class teachers	34	31	91
Members of BOM	17	17	100
Total	68	62	91

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	13	21.0	21.0	21.0
Valid Female	49	79.0	79.0	100.0
Total	62	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
<25	5	8.1	8.1	8.1
25-30	12	19.4	19.4	27.4
31-35	25	40.3	40.3	67.7
36-40	10	16.1	16.1	83.9
>40	10	16.1	16.1	100.0
Total	62	100.0	100.0	

Leadership Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
<10	40	64.5	64.5	64.5
11-15	18	29.0	29.0	93.5
>21	4	6.5	6.5	100.0
Total	62	100.0	100.0	

Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
<10	16	35.6	35.6	35.6
11-15	21	46.7	46.7	82.2
Valid 16-20	3	6.7	6.7	88.9
>21	5	11.1	11.1	100.0
Total	45	100.0	100.0	

Mentorship_Role_Statistics

	Mentorship_I mportant	Mentorsh ip_profes sional_L earning	School_Lead er_Competen t	School_ Head_Aa vailale	School_Head _resouceful
N Valid	62	62	62	62	57
Missing	0	0	0	0	0
Mean	1.33	1.47	1.78	2.12	2.38
Std. Deviation	.471	.619	.782	.441	1.321
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

Planning_Statistics

	Ability_to_Reuse	Collaboration	Interpreting_Values	Ready_to_learn	Sytem_of_core_values	Resourcesful
Valid N	62	62	62	62	62	62
Missing	0	0	0	0	0	0
Mean	1.54	1.90	1.84	2.38	2.50	1.97
Std. Deviation	1.031	0.923	0.732	1.496	1.415	0.763
Minimum	1	1	1	1	1	1
Maximum	5	5	5	5	5	5

Commitment_Statistics

	Adequate_Materials	Curriculum_Design	Curriculum_Change	Innovative_Ideas	Provision_of_Resources	Clear_Communication	Relationship
Valid N	62	62	62	62	62	62	62
Missing	0	0	0	0	0	0	0
Mean	4.47	3.34	4.50	3.69	4.02	3.65	1.78
Std. Deviation	0.619	0.645	0.719	0.987	0.782	1.088	1.077
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5

Motivation_Statistics

	Teacher_quality	Conducive_env	Open_Minded	Felxible	Diversity	Delagtion	Motivation
Valid N	62	62	62	62	62	62	62
Missing	0	0	0	0	0	0	0
Mean	3.50	3.65	2.69	3.69	1.97	1.54	3.38
Std. Deviation	1.415	1.088	1.195	0.763	0.996	1.031	1.496
Minimum	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5

Transition_Statistics

	Communication	Inclusion_Collaboration	Responsibility	Accountability	Harmony
Valid N	62	62	62	62	62
Missing	0	0	0	0	0
Mean	3.69	2.41	2.42	2.96	4.33
Std. Deviation	1.193	1.511	1.338	0.651	0.470
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

Mentorship*Transition

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.711 ^a	6	.002
Likelihood Ratio	45.252	6	.002
Linear-by-Linear Association	4.562	1	.033
N of Valid Cases	62		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.419	.002
	Cramer's V	.419	.002
N of Valid Cases		62	

Planning*Transition

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.102 ^a	9	.012
Likelihood Ratio	38.122	9	.012
Linear-by-Linear Association	.728	1	.394
N of Valid Cases	62		

Symmetric Measures

	Value	Approx. Sig.
Nominal by Phi	.526	.012
Nominal Cramer's V	.345	.012
N of Valid Cases	62	

Commitment*Transition

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.897 ^a	2	.638
Likelihood Ratio	6.363	2	.638
Linear-by-Linear Association	3.028	1	.072
N of Valid Cases	62		

Symmetric Measures

	Value	Approx. Sig.
Nominal by Phi	.315	.705
Nominal Cramer's V	.123	.638
N of Valid Cases	62	

Motivation*Transition

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	111.516 ^a	81	.014
Likelihood Ratio	99.480	81	.014
Linear-by-Linear Association	10.532	1	.001
N of Valid Cases	62		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.901	.014
	Cramer's V	.774	.014
N of Valid Cases		62	

APPENDIX III: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. JOSEPHINE MUMBUA MULANDI
of KENYA METHODIST UNIVERSITY,
0-80400 UKUNDA, has been permitted to
conduct research in Kwale County

on the topic: INFLUENCE OF
LEADERSHIP IN PUBLIC EARLY
CHILDHOOD DEVELOPMENT EDUCATION
CENTRES ON TRANSITION OF
COMPETENCE BASED CURRICULUM IN
MSAMBWENI SUB-COUNTY

for the period ending:
17th August,2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/55323/24603
Date Of Issue : 20th August,2018
Fee Recieved :Ksh 1000




Director General
National Commission for Science,
Technology & Innovation

APPENDIX IV: AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2211471
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: nc@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyake Way
P.O. Box 3082/308100
NAIROBI-KENYA

Ref No: **NACOSTI/P/18/55323/24603**

Date: **20th August, 2018**

Josephine Mumbua Mulandi
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of leadership in public early Childhood Development Education Centres on transition of competence based curriculum in Msambweni Sub-County"* I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **17th August, 2019**.

You are advised to report to the **County Commissioner and the County Director of Education, Kwale County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

Approved: Commissioner for Science, Technology and Innovation on 14/08/2018. (Signed) General Secretary

APPENDIX V: LETTER OF INTRODUCTION



KENYA METHODIST UNIVERSITY MOMBASA CAMPUS

P O Box 89983-80100 MOMBASA, Kenya
Tel: +254-715120282

Fax: 041-2495946
E-mail:mombasa@kemu.ac.ke

Date: 03-8-2018

TO WHOM IT MAY CONCERN

Reg. No: EDU-3-7290-3/2016

Name: JOSEPHINE MUMBUA MULANDI

This is to confirm that the above named person is a bona fide student of this University pursuing a **Master of Education Leadership and Management** as part of the degree requirements the student is required to undertake research and write a thesis in the area of specialization.

The student is undertaking research on **"Influence of leadership in public early childhood development education centres on transition of competence based curriculum in Msambweni Sub-County"** and is currently proceeding to collect field data.




Any assistance given towards attaining this goal will be highly appreciated.

Yours faithfully


Eric Mathuva
For Coordinator, Postgraduate Studies



APPENDIX VI: CERTIFICATE OF PUBLICATION

	INTERNATIONAL JOURNAL OF NOVEL RESEARCH IN EDUCATION AND LEARNING	
Certificate of Publication	ISSN 2394 - 9686 (online)	
Manuscript ID: 017092018C	Date: 15/10/2018	
This is to Certified that JosphineMumbua Mulandi		
has published his/her manuscript entitled "INFLUENCE OF MENTORSHIP IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CENTRES ON TRANSITION OF COMPETENCE BASED CURRICULUM IN MSAMBWENI SUB-COUNTY - KWALE KENYA"		
Year: 2018	Volume: 5 (Five)	Issue: 5 (Five)
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