

Efficacy of Professional Documents in Early Childhood Development Education Curriculum Implementation in Kenya

Abstract

Scientific research affirms that there is general unpreparedness of ECDE learners as they join grade one due to a myriad of factors, among them resources, quality, and relevance. The purpose of this study was to assess the efficacy of processes in ECDE curriculum implementation. The study objective was to establish the relationship between preparation and utilisation of professional documents in promoting learners' readiness for primary education. The study adopted a descriptive survey design. The study population comprised CSOs, Section Heads, ECDE centres-in-charge and teachers. A sample size of 178 respondents was calculated by Yamane's formula. Cluster, stratified and simple random sampling was done to apportion individual members of the groups. Data was collected using an interview schedule, questionnaire, and Focus Group Discussions (FGD). Qualitative data was analysed using content analysis and presented in narrative form. Quantitative data was analysed using descriptive statistics such as frequencies and percentages and findings presented in pie charts, graphs, and tables. Inferential statistics were done using parametric and non-parametric tests. Normality test by both Shapiro-Wilk and Kolmogorov-Sminorv tests was done on the data. The Chi-square test was used to test the hypothesis. The null hypothesis was rejected ($p = 0.001$), and the study concludes that there is a statistically significant relationship between the preparation and utilisation of professional documents and learners' readiness for primary education. These findings may be used by the County Government in designing, planning, and funding to deliver quality ECD services. The National Government may use them in policy formulation and regulation to ensure effective supervision and management of centres to realise learners' readiness for school. Teachers may find these findings quite informative since it has provided various strategies for effective implementation of the ECDE curriculum to enhance learners' preparedness for school.

Authors

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