

Teachers' Awareness and Ability to Implement NACECE Curriculum in Uasin Gishu County, Kenya

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Abstract

This paper is based on a descriptive survey of the factors influencing the implementation of National Centre of Early Childhood Education (NACECE) curriculum in Kesses Division of Uasin Gishu County, Kenya. The paper explores the teachers' competency and clarity on the NACECE curriculum implementation. The survey involved 32 out of 106 Early Childhood Development (ECD) centres selected using simple random sampling. The respondents included parents and head-teachers from the selected schools, DICECE programme officer (1), Quality Assurance and Standards Officers (QASOs) (4), District Education Officers (DEOs) (1), TAC tutor (1), who were sampled purposively. Data was collected by use of questionnaires, observation schedules, interview schedules and document analysis. Descriptive statistics, percentages and frequencies were used to analyze data. It was found that the Early Childhood Development curriculum by NACECE was not adequately implemented as it was initially designed and conceptualized. This was attributed to lack of clarity and awareness about the curriculum, lack of and poor usage of necessary facilities and materials among others. The study recommended that the quality of teachers to be employed in pre-schools be improved and regular seminars and refresher courses mounted for them to appraise their skills and knowledge.

Keywords: teachers, awareness, ability, implement, NACECE curriculum.

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