

ECDE Teachers Training and Its Effect on Learning in Selected Pre-Schools Centres in West Pokot County, Kenya

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Abstract

The purpose of the study was to investigate the effect of Early Childhood Development (ECD) teacher training on learning process in classrooms in Kanyarkwat Zone, West Pokot County, Kenya. A descriptive survey research paradigm was used. The study was conducted in 14 ECD centres within the division. A sample size of 42 ECDE teachers was selected. All the head teachers of the selected ECDCs participated. The teachers were selected through simple random sampling. Data was collected using questionnaires, interview and observation schedules. Data analysis was done using descriptive statistics and presented thematically. It emerged that policy framework governing ECDE programme in Kenya was not being fully practiced in the zone. Most teachers had a certificate while a few had a diploma in ECDE. The training content was sufficient to make teachers competent. However, majority had never attended refresher courses since training. Moreover, most teachers did not enjoy harmonized terms and conditions of services, though the conditions of services were emphasized during inspection by DQASOs. The study recommended facilitation of ECDE teachers by educational officers, cooperation of parents, administration, community leaders and MOE to improve the working conditions of ECDE teachers.

Key words: ECDE pre-school, Training, Learning

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