

Teachers' Training, Terms of Service and Head Teachers' Awareness of ECDE Policy Framework in Bungoma South District, Kenya.

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Abstract

This paper is based on a descriptive survey of the relationship between policy framework governing ECDE and actual practices in Early Childhood Development Centres (ECDCs) in Bungoma South District, Kenya. It examines the training that teachers of ECDE underwent, the terms and conditions of their work, and head teachers' level of awareness on ECDE policy. A sample size of 40 ECDCs was used. 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 District. 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 QASOs. 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.

Keywords: teachers' training, terms, service, head teachers' awareness, ECDE policy framework, bungoma south district, Kenya

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