EFFICACY OF THE SELECTED PROCESSES IN CURRICULUM IMPLEMENTATION IN PRE-PRIMARY SCHOOLS IN KENYA

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A Thesis Submitted To the School of Education in Partial Fulfillment of the Requirements for the award of the Degree of Doctor of Philosophy in Curriculum and Instruction of Masinde Muliro University of Science and Technology.

December, 2023

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Sign_____ Date_____

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CERTIFICATION

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DEDICATION

I dedicate this thesis to the almighty God.

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ABSTRACT

The purpose of this study was to assess the efficacy of selected Processes in Curriculum Implementation of Pre-Primary Education. The study objectives were;i)To establish the relationship between Professional Documents and learners' readiness for Primary School.ii)To find out the effect of teaching methods in promoting learners' readiness for Primary School.iii)To examine the effect of learning resources in promoting learners' readiness for Primary School iv)To appraise the effect of assessment strategies in Promoting learners' readiness for Primary School. The study was guided by curriculum implementation theory by Gross and Ecological Systems Theory of Bronfenbrenner.The study adopted a descriptive survey design and Mixed (Embedded) research paradigm. The study respondents were CSOs', Section Heads, Centres in Charge and ECDE Teachers. Instruments for data collection were Questionnaires, Interview Schedule and FGDs. A pilot study was conducted from the neighbouring Sabatia Sub-County to ascertain the strength of the reliability and validity of the instruments.A reliability co-efficient of 0.793 was attained using Cronbach's Alpha coefficient. Validity was ensured based on Face, co1tent, consequential, construct, Triangulation and criterion-referenced validity. The study enhanced ethical consideration through anonymity, informed consent, non-malfeasance, beneficence and plagiarism. The study population comprised 6CSO's, 116Section Heads, 130ECDE centres-in-charge and 200 ECDE teachers. A sample size of 212 respondents was calculated by Yamane's formula. Cluster, stratified and simple random sampling was done to apportion individual members of the groups. Qualitative data was analyzed using content analysis and presented in narrative form. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages and findings presented in pie charts, graphs and tables. Inferential statistics was done using Pearson correlation and Ordinal Logical Regression. Tests for normality by both Shapiro-Wilk and Kolmogorov-Sminorv tests was done on the data. Objective one used Pearson correlation test while the rest deployed logistic regression analysis at 5% significance level. The null hypothesis for objective one was rejected and the study concludes that there is statistically significant relationship between preparation and utilization of professional documents and learners' readiness for primary school. For objective two, the study rejected the null hypotheses that utilization of selected pedagogical strategies has no statistical significant effect on learners' readiness for primary school. For objective three the study rejected the null hypotheses that utilization of selected learning resources has no statistically significant effect on ECDE learners' readiness for primary education. For objective four, the study also rejected the null hypotheses that utilization of selected assessment strategies has no statistically significant effect on learners' readiness for primary education. The study concludes that implementation of curriculum in pre-primary is not effective hence recommends for in-service of pre-primary teachers on effective utilization of professional documents, teaching methods, learning resources and assessment strategies. These findings may be used by the County Government in designing,planning,funding to deliver quality ECD services.The National Government may use them in policy formulation and regulation to ensure effective supervision and management of centers to realize learners' readiness for school.

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LIST OF ABBREVIATIONS AND ACRONYMS

ALA	Annual Learning Assessment
APBET	Alternative Provision of Basic Education and Training
ARNEC	Asia-Pacific Regional Network Early Childhood
ASAL	Arid and Semi—Arid Lands
ASERs	Annual Status of Education Report
CBC	Competency Based Curriculum
CECEA	County Early Childhood Education Act
CIES	Comparative International Education Society
CIPP	Context Input Process Product
CSO	Curriculum Support Officer
DFID	Department for International Development
DI	Direct Instruction
DICECE	District Centres for Early Childhood Education
EAQEL	East Africa Quality in Early Learning
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
ECEC	European Compliance and Ethics Conference
EFA	Education For All
EGMA	Early Grade Mathematics Assessments
EGRA	Early Grade Reading Assessment
EPPE	Effective Provision of Pre-School Education
ESSP	Education Sector Strategic Plan
EYE	Early Years Education.
FY	Financial Year
G20DWG	G20 Development Working Group

GOK	Government of Kenya
ICESCR	International Covenant on Economic, Social and Cultural Rights
ID	Instructional Delivery
IDB	Inter-American Development Bank
IEP	Individualized Educational Programme
IT	Information Technology
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KIPPRA	Kenya Institute for Public Policy Research and Analysis.
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
KNESSP	Kenya National Education Strategic Sector Plan
KNT	Kenya National Treasury
KNUT	Kenya National Union of Teachers
KS	Kolmogorov-Smirnov
LTM	Long Term Memory
MDGs	Millennium Development Goals
MLA	Monitoring Learner Achievement.
MOEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
NAC	National Assessment Centre
NACOSTI	National Commission of Science, Technology and Innovation
NASMLA	National Assessment System for Monitoring Learner Achievement.
NCCA	National Council for Curriculum and Assessment
OECA	Office of Enforcement and Compliance Assurance
OECD	Organization for Economic Cooperation and Development

PCIs	Pertinent and Contemporary Issues
PRIMR	Primary Math and Reading Initiative
QECD	Quantum Economic Development Consortium
QUASOs	Quality Assurance and Standards Officers
RLM	Remote Learning Methodology
ROK	Republic of Kenya
RTI	Research Triangle Institute
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SBTS	School Based Teacher Support System
SMART	Specific, Measurable, Achievable, Realistic, Time bound.
SPSS	Statistical Package for Social Science
STM	Short Term Memory
SW	Shapiro-Wilk
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers' Service Commission
TTC	Teacher Training College
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Committee of the Rights of the Child
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Funds
VIF	Variance Inflation Factor
USAID	United States Agency for International Development.
WBG	World Bank Group
WDR	World Development Report
WGRA	Western Government Research Association
WHO	World Health Organization

OPERATIONAL DEFINITION OF KEY TERMS

21st century skills These are the competencies pre-primary learners in Hamisi-Sub-County must achieve to comfortably handle grade one content.

Assessment strategies These are means/approaches of determining if pre-primary learners in Hamisi are achieving the desired competencies to be ready for grade one.

Centre Pay Nations These are third world countries whose economy is performing averagely like kenya where Hamisi Sub-County is found.

Centre-in-charge These are ECDE teachers deployed to oversee the operations at respective pre-primary schools in Hamisi Sub-County.

Curriculum These are organized learning experiences in the pre-primary schools in Hamisi Sub-County.

Curriculum Implementation This is the act of exposing learning experiences to pre-primary learners in Hamisi by teachers as they prepare them to gain requisite competencies necessary for primary school.

Educational Zone This is a geographical region within Hamisi Sub-County comprising a particular number of schools under the supervision of one Curriculum Support Officer.

Efficacy The ability for pre-primary learner to vividly demonstrate basic literacy skills after going through effective curriculum implementation processes in Hamisi.

Language of the catchment area This is the mode of communication used by pre-primary learners in their homes in Hamisi Sub-County.

Learning Resources These are instructional resources in pre-primary schools in Hamisi

Locale This is the Hamisi Sub-County study area.

Natural Observation Assessing the behavior of pre-primary learners in natural environment by watching how they are conducting themselves.

Teaching strategies These are the instructional approaches deployed by Hamisi Sub-County pre-primary teachers in class.

Primary School Readiness This is a phase where pre-primary learner's' language, mental, profound, social, and actual improvement are partaken effectively in grade one without straining himself/herself.

Processes in curriculum implementation These are activities teachers do in pre-primary schools in Hamisi Sub-County like preparation of professional documents, application of teaching methods, utilization of learning resources and adoption of appropriate assessment strategies.

Professional Documents These are the educational records pre-primary teacher in Hamisi Sub-County must have the capacity to prepare and effective utilize them for quality learning.

Readiness Preparedness levels of pre-primary learners as they transit to grade one in Hamisi Sub-Cou

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

The information on this chapter presents background to the study that eventually unfolds to problem statement then purpose of the study. Subsequently objectives are derived to give the study a focus and research hypothesis formulated from the objectives. Furthermore, a justification for the study is presented then significance, delimitation and limitations of the study are presented. Finally, assumptions, theoretical framework, conceptual framework and definition of key terms in that order are given at the end of the chapter.

1.2 Background to the study

Education has both instrumentalist and utilitarian qualities, which is the reason the world has focused on guaranteeing that each child has an opportunity to get quality education (Uwezo, 2020).This implies, education is an enabler, therefore it is prudent for pre-primary learners to receive quality education achieved through effective curriculum implementation which will make these learners realize their personal and societal goals now and in future.

It is worth to note that, over 250 Million (43%) of children under the age of 5 are at risk of not fulfilling their full developmental potential, due to risks of poverty, poor nutrition and a lack of access to basic services and early learning opportunities (UNICEF,

2017).These will make them not to meet their personal goals hence unable to solve day to day problems.

The early interventions at childhood ought to help four key formative spaces that incorporate; physical, mental, phonetic, and socio-emotional development (Theirworld, 2021).This can only be realized if pre-primary curriculum is implemented effectively with certainty by well qualified teachers who are enthusiastic and up to the task. These will make them intrinsically and extrinsically motivated to perform the given duties with zeal and vigor.

When this is done, pre-primary learners' school readiness will automatically be achieved. This is quite important because it affects positively not only learning outcomes in primary school but also school internal efficiency. As postulated by Abadzi (2010), if children cannot master basic literacy skills inside their initial three years of school, they might in all likelihood always be unable to do as such in future. This implies that their lives will have been deliberately destroyed during their early years.

They might be allowed to graduate to the next level because of 100% transition policy (MoEST, 2013).These learners will not have acquired the necessary competencies required for the preceding levels. This policy does not allow for repeating and allow the learners to complete the school in record time yet they will stay ignorant hence undermines the efforts for quality education for all.

It is disheartening as uncovered by Uwezo (2021)Kenya report that only 2 in 5(40%) grade four learners are at least meeting expectations in reading a grade three appropriate English Text. This implies that 60% of grade four learners cannot read grade three English text despite having enjoyed Tusome Programme and being on Competency Based Curriculum (CBC).Yet English is the mode of instruction in upper primary. These learners will not be able to comprehend other learning areas due to language deficit hence the ultimate outcomes will be dismally. This can be alluded to poor foundation in pre-primary education that is meant to give a good start to learners in terms of education endeavors. It is during the early years that a child improves on mental abilities. This implies that children close to home prosperity, social capability and sound physical and psychological wellness fabricates major areas of strength for a success well into the adult years.

In spite of the fact that learning happens over the course of life, in children, learning happens at a speed that won't ever be risen to. The pre-primary training years fall in the young period and establish the groundwork for progress in school to say the very least. Learning is a cycle that joins individual and normal experiences and effects for getting, improving, or transforming one's life in terms of personal capacities, values, points of view, ways of behaving, and world perspectives. Training for Children along these lines, runs a fundamental window for development which sets the foundation for later advancement in school, calling, and life (UNICEF, 2019).This is the window Educators should capitalize on to ensure learners receive quality education achieved through effective curriculum implementation. If this is done, learners shall progress on smoothly

to the subsequent levels of education with a lot of ease hence able to realize personal and societal goals.

Quality Education, training, science and technology has been identified as the essential method for social versatility, public union and financial turn of events (Kenya National Education Sector Strategic Plan, 2018-2022). The pillars to these are vested in effective curriculum implementation of ECDE. It is on this premise that early years' lives have been distinguished to give a basic open door for children to fabricate a significant underpinning of mastering and foster abilities that can assist them with basic competencies in school and throughout their lives (Kenya Basic Education Curriculum Framework, 2017; GoK, 2019).

Pillars towards effective curriculum implementation are vested in Context,inputs,process and products of a program(Staflebeam,2003).Processes in ECDE programmes are the actions that are taken by various stakeholders especially teachers in the pre-primary centres to realize its goals. Process quality contains children associations in pre-primary settings with various children, staff/teachers, space and materials, their families, and the greater surrounding. These collaborations result from exercises proposed by adults in settings including social, close to home, physical, and educational viewpoints while expanding on play and school routines. Some of the activities done by the teachers in pre-primary centres include; preparation and utilization of professional documents, utilization selected teaching methods and learning resources and finally adoption of appropriate assessment strategies that will enhance learners' readiness for transition to grade one.

Process quality is firmly connected with children's turn of events and learning (Pianta, Downer &Hamre, 2016).If quality processes are realized in schools, learners are likely going to achieve greater competencies. As a fact, research has shown that, with more sure teacher-children cooperations or teachers giving greater or more openness to formative and instructive exercises, children have more significant levels of arising proficiency abilities in pre-primary schools, as well as better direct and intuitive capacities (OECD, 2018).This is fixed on the nature of teacher instructive levels since research shows that higher pre-administration schooling among teachers is related with more excellent connections among the teacher and children in ECDE settings (Manning et al., 2017; OECD, 2018).Therefore, expansions in teacher preparing past auxiliary training seem significant for enhancements in children quality education (OECD, 2019)

To capture the opportunities during early years, Pre-primary programs normally utilize a comprehensive way to deal with acquaint small children with coordinated guidance, pointed toward supporting children's; mental, physical, social, and close to home turn of events (KICD, 2017). Teachers likewise assist children with creating a considerable lot of the abilities they need for scholastic preparation and passage into primary schooling (BECF, 2017). Therefore, teachers are key in preparing learners for primary school. If they don't deliver the curriculum effectively, then learners will be under prepared for higher level schooling beginning from grade one.

World over, quality pre-primary instruction has turned into a basic part of ECD, which envelops every one of the fundamental arrangements and projects expected to help the sound improvement of children, including wellbeing, nourishment, security, early learning valuable open doors, and responsive providing care (UNICEF, 2019).This call

for critical and careful re-thinking of processes at the pre-primary level of education, because if it starts wrong it will definitely go wrong but if we start on strong pillars of processes in curriculum implementation, all the desired aspirations shall eventually be achieved.

Despite the myriad of benefits associated with quality early years' education for those who are in school, the quality and relevance of the education provided is in doubt. It is estimated that, for a very large number of children, education's promise is not fulfilled (World Bank 2018; UNESCO 2018). This can be linked to children starting formal school when they are not fully ready for school. It is approximated that 250 million children under age five in low-and middle-income nations cannot meet their basic formative potential (WBG, IDB, UNICEF &G20,DWG, 2018).This is an attribute which can be linked to the individual learner characteristics, resource materials and facilities, the teacher characteristics, interest groups, the school environment, culture and ideology, instructional supervision and assessment.

A concentrate in UK revealed that, nearly 50% of the children showed up to primary schools when not school prepared. The main pressing concerns cited were lack of social skills (79%), delayed speech (78%) and lack of self-help skills and resilience (69%) lack of reading skills (58%), deficit in writing standards (56%) and finally deficit in numeracy skills (55%) (The State of Education Survey, 2016). These skills correspond closely to the ones noted internationally as being important for children of this age. The report identified lack of teacher professional competencies in handling of learners despite improved infrastructure.

A study of literacy achievement in 549 Indian districts established that 47% of class five pupils could not read a class 2 narrative (Pratham, 2010).As such, 31% of third grade adolescents couldn't see direct words (Kremer, Brannen and Glennerster 2013), and in the Dominican Republic, 75% of third grade children couldn't handle fundamental development problems (Berlinski and Schady,2015).This was attributed to poor curriculum implementation in the EYE centers pegged to poor quality teachers as revealed by Worldbank (2017) report, which indicated that only 70 percent of primary education teachers are trained. As a solution for this, India has supported Integrated Child Development Services program that urges states to upgrade children's' school status and all-encompassing turn of events (ARNEC, 2018c).

In Ghana pre-essential enlistment rates are probably the most elevated in the locale (World Bank, 2015); in some peri-metropolitan networks in Accra, it is 94% (Bidwell et al., 2014). While access is high, quality is lacking. Regardless of the public authority endeavors, a new report by McCoy et al. (2016) found that around 32.6 percent of Ghanaian EYE children actually do not meet the school availability pointer limit in terms of basic literacy and numeracy skills due to poor curriculum implementation linked to incompetent teachers.

In Uganda, up to 3.6 million (70%) children somewhere in the range of 3 and 5 years enter grade school ill-equipped to learn. Just 33% of P3-P7 children can peruse and understand an essential story at the P2 level (Uwezo,2019).In expansion, youngsters who didn't go to pre-essential tutoring were over two times as liable to rehash Grade 1 at the elementary school level (UNICEF, 2019).This repetition is linked to wastage in instructional time due to incompetency in teachers (Uwezo, 2019).Teachers that do not

have the capacity in terms of educational and professional qualification, will resort to time wastage in class due to lack of content and the methodology of delivering the little content they have. These teachers normally do not prepare to facilitate learning. They will adopt wrong pedagogical approaches that are teacher centered as opposed to learner centered for example lecture method. They teach without instructional resources and if they have, they use them in-appropriately. They adopt wrong assessment strategies with more focus on summative and not formative assessment (UNICEF, 2019).

In Tanzania, studies have established that CBC curriculum has not been effectively implemented in most of her schools despite its National rollout in 2005 (Komba &Mwandaji, 2015). Hipolite (2019) asserts that, teachers lacked adequate knowledge on how to integrate the aspects of the new curriculum in instruction. The report from Tanzania implies that lack of constant preparing of educators to furnish them with the vital information and abilities on the new educational plan can deter successful curriculum implementation in schools.

In Kenya, 6.7 million children which is equivalent to 14% of the total population are children aged between 0 to 5 years (Meredith, 2021). To ensure these children's early years is optimally utilized, the Constitution of Kenya 2010 commits the state to go to lengths and guarantee that they admittance to progress in years and formatively proper training. This has made the Government of Kenya to sanction the 2015 Sustainable Development Goals. Objective 4 that commits governments to guarantee the arrangement of comprehensive and impartial quality schooling and advance long lasting learning potential open doors for all. Above all, target 4.2 of this objective focuses on guaranteeing that by 2030 every young woman and young fellows approach quality

youth improvement, care, and pre-school preparation so they are ready for fundamental tutoring.

The World Fit for Children Conference in 2002 required each child to have a decent beginning in life that establishes the sound groundwork in anticipation of section into the grade school cycle and for deep rooted learning. The Constitution accommodates the freedoms of each and every child incorporating training as revered in the Bill of Rights. Article 53 of the Constitution features key privileges of the child like the right to a name and identity from birth; free and necessary fundamental schooling; essential nourishment and medical services are to be safeguarded from misuse, disregard, unsafe social practices and all types of viciousness (Kenya National Pre-essential Education Policy,2017).

Kenya Institute of Curriculum Development (KICD) developed ECDE Competency Based Curriculum (CBC) in 2016 which is aligned to the Kenya Vision 2030. The reform focuses on individual learner's potentials, competencies and development (KIPPRA, 2019). This will only be made possible if effective implementation of the curriculum will be realized by the professionally competent teachers. This is affirmed by the fact that, several recent meta-analyses showed an emotional expansion in results from experimental runs programs zeroed in on further developing learning results while likewise utilizing thorough exploration plans (Conn 2017; McEwan 2015; Murnane and Willett,2011).

Teachers Service Commission (TSC) in 2016 introduced Teacher Performance Appraisal and Development (TPAD) for instructors. This is expected to reinforce

educational plan execution and responsibility in the use of assets to further develop learning results. Since its inception, there has been an overall improvement in curriculum delivery (TSC, 2022). However, the manner in which teachers prepare and utilize professional documents, select and utilize pedagogical strategies, learning resources and assessment strategies is questionable.

According to a study by the Kenya National Union of Teachers (KNUT) (2019), implementation of CBC remains a challenge in most pre-primary schools in all the 47 Counties in Kenya, whereby Vihiga County was listed among the counties experiencing difficulties in implementing the Curriculum. The study revealed that there is minimal use of competency-based teaching-learning approaches in majority of the schools in the Counties. There are a number of constraints to this effect facing the provision and development of Pre-primary education in Kenya (KNESSP,2018).

Primary education in Kenya has continued to be of low quality. Studies from learning outcomes results from research appraisals by both the public authority (Ministry of Education) and non-state actors show that learning accomplishment remains very low. The KCPE public mean score remained slightly over 50% for the most recent 7 years, described by horrible showing in English (KNESSP, 2018).This implies that, a significant number of learners cannot comprehend what they are being taught in English as a learning area and by extension other learning areas since English is a mode of instruction.

Literacy Assessment grade three by National Assessment System for Monitoring Learner Accomplishment (NASMLA) demonstrated that more than 85% and north of

90% of students cannot organize sequential request words in English and Kiswahili, separately. 40% can neither spell basic regular words accurately nor might they at any point perceive missing letters in words and utilize recognizable words to finish straightforward ordinary sentences. Near 62% cannot involve right accentuation in straightforward sentences and decipher significance by matching words and expressions. Very nearly 71% cannot peruse for significance in English nor might they at any point surmise importance from short sections. This sorry states of learning outcomes in primary if not corrected through effective curriculum implementation have the potential to span over to subsequent higher levels of learning.

For instance, Form Two assessment of literacy levels by Monitoring Learner Achievement (MLA) uncovered that larger part of Form 2 understudies have not gained imperative education abilities, particularly higher request proficiency abilities like Reading Comprehension. For example, 44.1 percent cannot peruse for significance, that is to say, they cannot surmise importance from short sections and 49.6 percent cannot put themselves out there well recorded as a hard copy (KNESSP, 2018).This can be linked to poor background in primary school brought about by in-effective curriculum implementation by incompetent teachers.

According to Kenya National Pre-Primary Education Policy (2017) endeavors towards improving learning outcomes in various regions have not yielded any critical effect. Among the interventions fronted were;(a)The Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya that called for arrangement of Health and Nutritional help to children going to day care focuses and learning foundations; and Free and Compulsory Pre-Primary Education for all youngsters.(b)The

National School Health strategy (2009) that called for mix of wellbeing and sustenance in Early Childhood Development Education (ECDE). (c) Provision of Community Support Grants to designated regions (ASALs and Pockets of Poverty) to redo the arrangement of Early Childhood Development Education administrations in ASAL.(d) Provision of Capitation awards in FY2012/13 for generally open pre-grade schools that upheld arrangement of educational materials and expanded Early Childhood Development Education educators' compensations (e)Training strategy for Early Childhood Development Education instructors and other staff (f) The presentation of outer assessment and accreditation of Early Childhood Development Education educators by the Kenya National Examinations Council

School-based teacher professional development initiatives as opined by Chege(2011) alongside tablet-based interventions for children as presented in the research of Christia et al.(2014) have revealed decimal impact if any. Consequently, tablet-based school support concentrate by Doykos et al. (2015) and TV based home-room learning programs discoveries by Assefa (2017) reveal no measurable critical effect on educator practice (Jukes et al. 2017), subsequently, such intercessions unimportantly affect understudy learning.

There are various requirements confronting pre-administration educator schooling in Kenya. A portion of these incorporate Inadequate Teacher Training Institutions' framework offices. Various organizations need present day offices equipped for conveying the Competency-Based Curriculum. Some instructor teachers come up short on essential limit with respect to academic abilities. Educator instructors sent in TTCs need sufficient information in educator schooling, particularly abilities in instructing

and tutoring the educator students; lacking approach system on information technology and organization of educator teachers (KNESSP, 2018)

Based on the preceding factors, research has reliably demonstrated that children in lower grade school don't have the essential abilities in education and numeracy as a result of poor quality education in ECDE (Piper& Mugenda, 2012; Uwezo, 2016) yet quality is a key ingredient in effective curriculum implementation of any programme that encompasses structural and process quality (Yoshikawa et al, 2015;Engle et al, 2011).Without adherence to quality standard, investments in ECDE do not result in any meaningful learning (Mugo et al., 2011; NASMLA, 2010).

A study by Uwezo (2015) conducted in 8 regions in Kenya on indicators of school readiness revealed that84% of children nationally aged seven years and below successfully went through pre-primary education curriculum and have since enrolled in grade one. Unfortunately, 9% of those in grade one nationally cannot identify letters ,3.8% in central,7.5% in Coast and Eastern each,1.7% in Nairobi,15.8% in North-Eastern and Western,10.9% in Nyanza and finally 11.7% in Rift-Valley(Uwezo,2015).This revelation indicates that western region inclusive of Hamisi Sub-County is the leading region with Northeastern region where learners cannot identify letters despite them having successfully attended pre-primary school. This shows that learners are graduating from pre-primary to primary without the desired competencies.

Western region comprises of four counties that include Vihiga, Kakamega, Bungoma and Busia. Vihiga County has five sub-counties that include Hamisi, Vihiga, Sabatia,

Luanda and Emuhaya (KNBS, 2019). According to Vihiga County Fact Sheet (2018), the county has an absolute poverty index of 43.2 percent and 17.9 percent of its population above 15 years of age cannot read and write hence impacting negatively on the quality of education in the county since parents are the first teachers of their children. The county has 44,700 children in its pre-primary schools (MoE, 2019).

A portion of these incorporate Inadequate Teacher Training Institutions' framework offices. Various organizations need present day offices equipped for conveying the Competency-Based Curriculum. Some instructor teachers come up short on essential limit with respect to academic abilities. Educator instructors staffed to TTCs need sufficient information in educator schooling, particularly abilities in instructing and tutoring the educator students; lacking approach system on ID and organization of educator teachers.

Tayari (2016) having established that learners were not ready for formal schooling as they transited from ECDE and heeding to suggestions of great philosophers among them; John Amos Comenius, Jean-Jacques Rousseau, and Jean Piaget on learners' school readiness, designed, piloted and tested the cost-effective investments to increase school readiness for children in EYE centers. The study was conducted in Uasin Gishu, Siaya, Laikipia and Nairobi city counties. Their findings reveal that, ECDE learners were not ready for formal school at the time they were transiting to primary education. This position was also taken by Research Triangle Institute (RTI,2018) and Comparative International Education Society(CIES,2018) who both affirmed that, ECDE learners were not ready for school as they transited to grade one and in their report it was recommended that; more attention be given to process quality, less on

structural improvement, prioritize provision of instructional materials ,provide opportunities for teacher ongoing training and finally strengthen classroom supervision and support through coaching.

Guaranteeing admittance to quality pre-primary schooling is a vital procedure for further developing learning and instruction results as well as the productivity of school systems. Thus why there is a need to provide quality, impartial, comprehensive, and pertinent pre-primary schooling administrations to empower learners to accomplish the most noteworthy imperative age-suitable skills in their mental, full of feeling, social-close to home, and psychomotor spaces. To realize these benefits, National Education Sector Plan (KNESP) aims to ensure that at least 25 percent of learners enrolled in ECDE attain at least 80 percent of the skills and knowledge set for their level (GoK, 2016).However, Uwezo has established that learning outcomes are still low and wanting (Uwezo, 2016).The challenges sited to this effect according to KNESSP(2018) were;(a) Quality and Relevance(b) Resources (Financial limitation, Physical/ Infrastructure facilities, Human Resources development) (c) Governance and Accountability(d) Access(e)Legal and Policy Framework(f) Coordination, Linkages and Partnerships(g)Attitudes towards Gender and Special Needs Children (h) Health and Nutrition

It is on this respect that more than twenty six interventions by various renowned organizations have worked innovatively towards fixing the menace with varying degree of success. Among the remedies fronted are;(a)The Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya calls for arrangement of Health and Nutritional help to youngsters going to day care focuses and learning foundations;

and Free and Compulsory Pre-Primary Education for all kids, (b)The National School Health strategy (2009) that calls for combination of wellbeing and sustenance in Early Childhood Development Education (ECDE).(c) Provision of Community Support Grants to designated regions (ASALs and Pockets of Poverty) to redo the arrangement of Early Childhood Development Education administrations in ASAL. (d) Provision of Capitation awards in FY2012/13 for generally open pre-grade schools that upheld arrangement of educational materials and expanded Early Childhood Development Education educators' compensation.(e) Training strategy for Early Childhood Development Education instructors and other faculty particularly the presentation of outer assessment and accreditation of Early Childhood Development Education educators by the Kenya National Examinations Council(RoK,2017),(f) Primary Math and Reading (PRIMR), East Africa Quality in Early learning (EAQEL), (g) Tusome (by bible translation and literacy), Literacy boost (by World vision), (h) School Based Teacher Support (SBTS), (i) Remote Learning Methodologies (RLM) but dismal or no achievements at all have been realized.

Notwithstanding the enormous accomplishments in access and value in pre-essential training, arrangement of value administrations in the area stays a test as portrayed by lack of educational and plays materials, high student educator proportion, and improper showing techniques (RoK, 2017).

In view of thorough proof from past exploration on further developing education results in Kenya (Gove et al. 2017), and subsidized by USAID, Tusome started in January 2015 with a conventional send off by Kenyan President Uhuru Kenyatta. All Tusome

upheld Kenya's Class 1 (grade 1) learners with materials in English and Kiswahili and preparing for educators in 2015, extended to Kenya's Class 2 learners in 2016, and extended again to Class 3 in 2017. This saw competencies in English and Kiswahili improve but dismally.

Prior to Tusome, the Primary Math and Reading (PRIMR) Initiative was a 547-school research review upheld by USAID/Kenya and embraced by the Ministry of Education with specialized help from RTI International. Its plan was to evaluate whether a minimal expense mediation carried out basically through the current foundation could uphold adequate starting take-up by educators to bring about expanded learning results (Piper &Zuilkowski, 2015). Extra pilot conditions were tried in the PRIMR Rural Expansion Program, financed by the UK Department for International Development (DFID) Kenya, in 847 schools, with extra treatment bunches doled out to test different circumstances vital for further developing results (Flautist et al. 2016).

The PRIMR intercession and the resulting Tusome program zeroed in on a specific arrangement of education abilities that can be evaluated orally and generally basically, as opposed to stressing a more extensive meaning of proficiency's capacity to change what is going on even as it changes the individual (Bartlett 2018) or the capability of proficiency to help political opportunity (Friere,2019).If curriculum is implemented as intended by competent teachers, the outcomes of ECDE should be realized.

The inability to realize these outcomes suggests possible ineffectiveness in curriculum implementation. Effective curriculum implementation should take keen emphasis on quality of teachers ‘professional information. An instructor's master data implies their

theme data, curricular data, and enlightening data (Collinson, 2017). This master data is affected by the professional educations obtained by a teacher, the school participated, graduate assessments were embraced, and expected opportunities to attract with hands on getting ready commonly suggested as master new development (Collinson 1999; Rice 2003; Wayne &Youngs, 2003).

Quality in professional teachers' knowledge encompasses among others; preparation and utilization of professional documents to facilitate learning, adapting and effective utilizing quality pedagogical strategy, selection and effective utilization of learning resources and adopting and effective utilization of assessment strategies. In addition, Kremer, Brannen &Glennerster (2013) and Murnane &Gaminian (2014) studies argue that changing pedagogical practices is the key to improving learning outcomes in the developing world. This is affirmed by the fact that, when learners are randomly assigned to teachers with higher-quality interactions, they learn more (Kane &Staiger 2012). When teachers adapt horizontal teaching practices (students working in groups) rather than ''vertical'' (lectures by teachers) foresee contrasts in friendly capital across nations, across schools inside nations, and across study halls inside schools (Algan, Cahuc and Shleifer 2013).

Learning resources help the instructor to really move the substance to the pre-school student (Karaka, 2007; Fabian, 2007). Mwong and Wanyama (2012) uncovered that instructing and learning materials not just upgrades a Child's securing of music and development abilities yet additionally guarantees that the change from pre-primary to primary school is smooth. Consequently the teachers' obligation is to likewise use them.

It was, therefore, important to establish the situation in Hamisi Sub-County to make an informed decision with regards to Vihiga County which is part of the Western region where the Uwezo study was conducted. Past studies have shown a need to recognize the elements that add to instructor concerns (preparation and utilization of professional documents, choice of teaching approaches, selection of assessment strategies and utilization of learning resources) and which barriers prevent powerful educational program execution (Lochner et al., 2015). Hence, research has uncovered that, of all variables heavily influenced by a school, instructors are the most remarkable effect on understudy achievement (Babu and Mendro, 2003; Sanders and Rivers, 1996).

Understanding the hindrances to execution of the educational program could give instruction overseers devices to address instructor concerns and could give imperative preparation to fruitful execution (AIR, 2016). All the more so Ornstein and Hunkins (2009) characterize assessment as movements of every kind connecting with the securing of logical outcomes that permit the chance for people to pursue choices on issues concerning whether educational programs (in current practice) are to be acknowledged, changed, or totally deserted. In view of the above background, this study sought to assess the efficacy of processes in curriculum implementation in pre-primary schools

1.3 Statement of the Problem

Pre-primary education is critical in the realization of EFA-Goals, SDGs and Africa 2063 aspirations. Education acts as an enabler, therefore for them to be effectively realized quality education is needed through effective curriculum implementation

starting from pre-primary schools. Despite all benefits attached to quality start in education, learning outcomes are still low and wanting (Uwezo, 2019; UNESCO, 2018; KNESSP, 2018; KNEC, 2020).This can be linked to, among other attributes the processes undertaken in educational programs.

The challenges so far sited to this effect include Quality and Relevance, Resources, Coordination, Linkages and Partnerships among others. More than 25 interventions and policy frameworks have been deployed at higher levels in total disregard of pre-primary schools like East Africa Quality in Early learning (EAQEL), Tusome, Literacy boost, SBTS, Remote Learning Methodologies (RLM) but the expected outcomes are yet to be realized. This could be that the interventions are wrongly placed and handled without quality element in them.

This study undertook to assess the efficacy of processes in curriculum implementation in pre-primary schools in Hamisi Sub-County with the aim of understanding deeply the actions being undertaken in the centres and their influence on learners' preparedness for school. This study thereafter proposed hypothetically possible recommendations based on the conclusions of data collected that if adapted can lead to improved learners school readiness.

1.4 Purpose of the Study

The purpose of this study was to assess the efficacy of processes in curriculum implementation of Pre-Primary Schools in Hamisi sub-county of Vihiga County- Kenya

1.5 Objectives of the Study

This study was guided by the following four specific objectives;

i. To establish the relationship between professional documents and learners' readiness for primary school.

ii. To find out the effect of teaching methods in promoting learners' readiness for primary school.

iii. To examine the effect of learning resources in promoting learners' readiness for primary school.

iv. To appraise the effect of assessment strategies in promoting learners' readiness for primary school.

1.6 Research Hypotheses

This study was guided by the following null hypotheses as derived from the objectives.

i. H_{01}: There is no relationship between professional documents and learners' readiness for primary school.

ii. H_{02}: Teaching methods has no effect on learners' readiness for primary school.

iii. H_{03}: Learning resources has no effect on learners' readiness for primary school.

iv. H_{04}: Assessment strategies have no effect on learners' readiness for primary school.

1.7 Justification for the Study

In Kenya, pre-primary education focuses exhibit little proof that it sufficiently plans pre-primary school learners for school; subsequently, numerous children join primary school without being intellectually, truly and socially prepared to begin formal schooling (Tayari, 2018; Uwezo, 2019; UNICEF, 2019).If this is allowed to continue

the way it is, general education system shall suffer from efficiency and the outputs/products from this educational programs shall not be able to meet the intended desires.

It is worth to note that, empirical studies have established that quality EYE through effective ECDE curriculum implementation increases children's early development (Currie, 2001; Ramey & Ramey, 2004; Conger et al., 2019) improves health and physical outcomes (Gibb et al., 2012;Waldfogel, 2006; Duncan et al., 2013).improves social development (Li et al. ,2016; Richter et.al, 2012),improves children's adaptive behavior and developmental status(Schaub et al. ,2019) enhances cognitive, language, and socio-emotional development(Rao et al. ,2019), enhancement of social and emotional development (Shonkoff& Phillips, 2000). This affirms the fact that, quality pre-primary education leads to holistic development of learners in all spheres, be it physical, social and mental development.

When children join primary school without the desired competencies that is, without solid foundations and inspiration to learn, children risk going through a pattern of underperformance, reiteration and, in the end, dropout of school prompting monetary strain. A new examination exhibits that in almost 40 nations on the planet, the enrolment rates in Grade 1 surpasses the number of learners in other grades when comparing grade-for-age by 30% or more (UNICEF,2019). This unusually large over-enrolment is largely the result of persistent repetition in the early primary grades. In turn, the unreasonable redundancy prompts significant framework failures and wastage, with assessed costs for certain nations of 1.2 additional long stretches of schooling per

learner and an expected 5-10 percent of the instruction financial plan squandered (UNICEF, 2019).

Vital message in the Bernard van Leer Foundation's Transitions program is that the absolute most ideal way to guarantee that essential tutoring is certainly not a misuse of learners' time and public cash out to put resources into quality education programs (Bernard van Leer Foundation, 2008) acknowledged through powerful educational plan execution. As indicated by meeting paper No.1 of 2019, from the data retrieved from The National Treasury, Ministry of Education, and Kenya National Bureau of Statistics, in the year 2021/2022 Kenya will spend 18.2 million shillings on ECDE (RoK, 2021), therefore, if quality processes are not adhered to, in the event of curriculum implementation, all these funds are bound to be wasted.

If impediments to quality learning through effective processes in implementation of pre-primary curriculum are not addressed, this could negatively affect education of the child, individual development of the child, national development, and livelihood and finally waste of resources. Education for all objectives and vision 2030 social pillar goal might also not be achieved. Provision of quality education is one of the key goals identified in the SDGs (UN, 2015).

Inadequate "nurturing care," which includes things like proper nutrition, early stimulation, learning opportunities, care, and protection, can lead to a variety of negative outcomes for children, including difficulties with cognition, language, and social development, poor executive functioning, and poor performance in elementary school and, eventually, dropping out (UNICEF,2017)

There was need to assess the efficacy of curriculum implementation in pre-primary education in a bid to identify the gap that influence effective curriculum implementation thereafter propose the best strategies that can be adopted towards improving learners' preparedness/readiness for primary school.

1.8 Significance of the Study

The outcomes of this study have implications for policy and practice regarding quality preparation and utilization of professional documents, utilization of selected teaching strategies, use of appropriate learning resources and assessment strategies. Policy makers in the education sector in both national and county government would use the findings of this study to organize in-service courses for teachers, quality assurance officers and Curriculum Support Officers on effective preparation and utilization of professional documents, selection of teaching strategies, utilization of learning resources and finally adoption of appropriate assessment strategies.

KICD may find the findings of this study handy since it could use them to re-organize the design of ECDE training courses offered to address the teacher in-competencies as realized by this study. Subsequently, KNEC might use the study to re-evaluate its assessment roles to provide timely report on status of curriculum evaluation in ECDE.

Pre-primary schools are under the management of County Government. This study investigated the efficacy of learning resources. In this respect, the County Government of Vihiga and other County Governments under the established ECDE department in liaison with procurement sectors might use the findings of this study to inform on

quality learning resources to be procured that will eventually motivate learners to learn hence get ready for grade one.

The County Service Public Board might use the findings of this study in the recruitment and replacement exercise to ensure that pre-school teachers they employ they have the highest standards of competencies in terms of preparing and utilizing professional documents, teaching methods, learning resources and assessment strategies.

Pre-primary teachers might find the findings of this study quite informative on their daily duties in school. They must re-think and re-evaluate themselves on processes they normally do in the schools. Is it supposed to be done in the manner they do it. If yes, how comes studies establish that learners graduate to grade one when they are not ready for school.

Pre-primary learners through their parents/guardians might find this study very useful. Learners are the ultimate beneficiaries of quality education brought about by effective curriculum implementation. These learners too have a responsibity to play in order to receive quality education. Under professional documents, learners need to provide valid and reliable information on Health records and actively participate in Individualized Educational Programs. They need to look for learning resources and utilize them as guided by the teacher.

1.9 Scope of the Study

Due to unpreparedness of learners joining grade one; this study undertook to explore the efficacy of selected process in curriculum implementation in pre-primary schools on learners' readiness for primary schools. The processes on focus were; preparation and

utilization of professional documents, teaching methods, learning resources and assessment strategies and their influence on pre-primary learners school readiness. The study was carried out in Hamisi Sub-County, Vihiga County within the larger western region of Kenya. The Sub-County has two educational divisions that are Tiriki West and Tiriki East with six zones that include; Gisambai, Banja, Shaviringa, Shamakhokho, Tambua and Jepkoyai. The target population were; CSO's, Section Head, Centres- in - Charge, ECDE teachers. The study was conducted within the last quarter of third term of the year 2021 in pre-primary schools which were preparing pupils to join the competency-based curriculum system of education from grade one in the year 2022. All these schools used the KICD approved curriculum.

1.10 Limitations of the Study

Due to tough economic times, it was quite challenge to reproduce requisite hard copies of questionnaire for Section Heads and Centres in Charge. To address this, some respondents who are IT compliant and very vast with smart phones agreed to have the questionnaires sent to their email so that they can fill it online. Some schools also have printers and they volunteered to print the questionnaire for free just to support the study.

Some schools are performance oriented and they don't take any value in research work. So when search schools were visited, from reception, you could tell you are not wanted. They so it a waste of time. But dialogue with the Section Heads cooled down the temperatures and they eventually participated in the study willingly.

The geographical terrain of Hamisi Sub-County is hilly and rocky and some roads are impassible coupled with unpredictable weather condition. This posed difficulties to

navigate through. But with the help of motorbike riders, it was very much possible to access all sampled school but at extra cost of transport charges and waiting fee.

Curriculum supervision in pre-primary schools is very tedious and tasking given the high learner-teacher ratios and lack of infrastructure in pre-primary schools in Hamisi Sub-County. The Section Heads and Centres in Charge did not have enough time to fill the questionnaires during normal teaching hours as they had to adhere to the stipulated timetable and attend to other responsibilities assigned them. This implied that the teachers were to be left with the questionnaires which they could fill at their own free time. However, this could create room for the teachers to delegate to their juniors who didn’t know what the study was bout or deliberate on how to fill the questionnaires which could greatly influence their responses. To address this, questionnaires were administered during break time or lunch break, which participants were requested to fill within that time and handed them back.

Financial limitations prevented us from collecting data from every member of the microsystem and mesosystem in this study. However, we are cognizant of the fact that this is a limitation because, throughout psychosocial and cognitive development, these systems can yield valuable insights into changes in the child's abilities and skills, such as their relationships with their parents or siblings, their ability to think critically, their health, their behavior, and their perceptions of their surroundings.

The main data of reference to this study was quantitative which was gathered through questionnaires. This information was obtained from Section Heads and Centres-in-Charge. The tool used was insufficient because it only contained close-ended items.

This tool was distributed to respondents and upon filling, it was returned. So there is a general feeling that some concerns were not addressed by this tool, and the respondents were unable to respond to them since they were not captured. However, the key issues were addressed by the CSOs' through the interviews conducted and FGDs' by ECDE teachers.

The study adopted Yamane's (1967) formula for calculating sample size. This formula just gives a specific number of respondents required given the target population and it does not show how to re-distribute the sample size into respective group. The researcher therefore used proportionate delineation approach in computing the required sample size for each group.

This study adopted a descriptive study design. As much as it showed the level of significance between dependent variables(ECDE learners readiness to school) and independent variables(Processes in curriculum implementation)through Pearson correlation and ordinal logistic regression test. These tests did not reveal the actual causes to the disparities hence the need for experimental studies to establish the actual cause effect.

1.11 Basic Assumptions of the Study

The study had some of the following assumptions; learning readiness in pre-schools in Kenya highly depends on how ECDE learners experienced curriculum implementation. The data obtained about ECDE learners 'school readiness from the respondents was accurate and reliable. That is, the respondents were sincere with the information solicited for the study. The ECDE teachers in pre-schools are all trained similarly, have

equal opportunities for professional development and teaching experience. Every one of the understudies in the example were of good and ordinary physical and psychological well-being and were of the same or approximately the same age for the same duration and have been exposed to comparable educational experiences at school.

1.12 Theoretical Frame Work

According to Kerlinger, (2013), a hypothesis is an explanation that makes sense of a specific portion of peculiarities by determining specific connections. This study was directed by two theories to explain the process. The theories are; Curriculum Implementation Theory by Gross (1971) and Ecological Systems Theory of Bronfenbrenneras postulated by Guy Evans (2020) .The use of two theories was necessitated by insuficience of one theory to address fully the variables in the study hence the need for the second theory to compliment it.As the first theory addressed the tenets in the study(teacher capacity and instructional resources)the second theory addresses how learners learn effectively by demonstrating how variables in the study(learners,teachers and instructional resources) interract and co-relate towards improving learners readiness for school.

1.12.1 Curriculum Implementation Theory

The theory by Robert N. Gross (1971)states that the execution of any educational plan programs depends on the accompanying components; clarity of the innovation to the implementer(teachers ability),availability of resources, capacity of the implementer and management support of facilities.. Teacher’s ability is pegged on his/her academic qualification that provides impetus to effectively implement the curriculum. An academically and professionally qualified teacher will be equipped with the requisite

competencies (knowledge, skills and values/behavior) to have the option to fulfill complex needs by drawing on and preparing psychosocial resources in a specific setting. Accordingly, formal educational program, strategy, and educator preparing rehearses are important to help learners' learning. This means that teacher preparation programs should stress the requirement of paying attention to students and shaping activities according to their schedules. This study aims to assess the competence of pre-primary teachers in Vihiga County in preparing and using professional documents, as well as in evaluating the effectiveness of the teaching methods and assessment strategies used to support students' readiness for school.

Additionally, Gross (1971) suggests that learning resources pertinent to the curriculum being implemented should be readily available. Learners' progress and the quality of their learning are both shaped by the environment in which they are immersed, which in turn determines their fate and the person they become. In addition, because children's development follows a predictable pattern, the classroom setting is an essential part of the learning process, and the role of the teacher, rather than that of the subject matter expert, is to focus on demonstrating knowledge to students. Also, as children learn best via play, it's helpful for educators to provide a set of objects for students to explore under their guidance. Proper direction, heading, and an organized atmosphere are essential for facilitating age-appropriate play experiences. It is equally important to teach students' faculties and then their acumen through the use of learning materials, and the learning environment is just as important as the actual learning itself. Consequently, this study focused on how teachers use learning resources to effectively

apply the curriculum, as the physical environment (learning resources) plays a fundamental role in students' experiences.

1.12.2 Ecological Systems Theory

The theory postulated by Olivia Guy-Evans(2020) of Bronfenbrenner's Ecological Systems known to as the Bio-ecological theory complimented the first theory by addressing the factors influencing individual learner preparedness for school. True to the potent concept of authentic school relationships, this theory provides a thorough methodology that accounts for all of the many frameworks in which students participate (Hayes and O'Toole, 2017). According to the notion, a learner's progress is influenced by both their intrinsic traits and the context in which they are immersed. It follows that a child's pre-school setting influences the degree to which the kid is prepared for school in terms of literacy, numeracy, social-emotional, and executive functioning abilities.In turn, the quality of the pre-school setting, which advocates for trained educators and enough learning materials, determines the success of the pre-primary curriculum's implementation. Habitats, according to the notion, are essentially complex webs of interconnected structures. According to Bronfenbrenner, a learner is often in the center, with several ecological frameworks surrounding them. The micro system (the influence of the family, the preschool, and the school environment) is one of these natural frameworks.These are the individuals with whom the student has regular contact.among them are members of the immediate family, close friends, classmates, instructors, and others.These relationships have a significant impact on the development and behavior of

pre-primary learners due to their close and direct character.The degree to which students are prepared for primary school depends on the quality of their interactions with teachers at the pre-primary level and how they apply the curriculum.Microsystem interactions might take either virtually or in real form.The individual's behavior, learning, values, and beliefs are shaped by the experiences that occur at this level.

The Mesosystem, which is the interdependent web of relationships.All the interconnections and links inside the microsystem are encompassed in this.That is the standard of communication between the home and the classroom.The interplay between these factors can shape a child's maturation and readiness for elementary school.In order to ensure that their students are adequately prepared for primary school, teachers should be aware of the significance of high-quality contact between individuals at this level in relation to their students.

All parts of a child's surroundings, including their social context, community resources, government regulations, and the media, make up what is called the Exosystem.All of this should be on the minds of educators since it will have an impact on students' readiness for elementary school.

Values, social conventions, traditions, beliefs, and practices, as well as larger societal and cultural forces, shape students' readiness for elementary school as part of the Macrosystem. Biological clocks that record the development and evolution of human longevity.Because of this, we can understand how time influences personal growth.Life events, personal experiences, historical occurrences, and cultural shifts all fall under this category.The focus of this study is solely on the micro and meso frames of the

hypothesis, as these are the components that were considered important.This study centered on three micro-system elements: learners, teachers, and learning materials.When it comes to the micro level of the system, the quality of the interactions with the elements depends on the teacher's skill to engage the students and make good use of instructional materials.Students' innate abilities in areas like reading, writing, arithmetic, social and emotional intelligence, and executive functioning will determine how well they do in school.Success in school and behavior in the classroom are directly related to the quality of the teacher-student interaction (Lippard, LA). In 2017, Paro, Rouse, and Crosby

According to the theory, a student's advancement is determined by the characteristics and organic setting in which she or he inhabits. In addition, Bronfenbrenner deduced that there is a two-way street of significant influence between the learner and their environment, and that differences or conflicts in any of these layers impact the climate in a variety of ways. The course of events for the child is determined by how these five frameworks interact with them. The child's development and maturation into a great person are aided by an environment that is nice and supportive. Students' growth, progress, and educational success are explained by this hypothesis. When it comes to the school setting, there are numerous factors that influence pupils' readiness for formal schooling starting in pre-school. These include the learning materials available in the pre-school environment and the quality of the teachers, including their teaching skills, assessment methods, and preparation for instruction delivery.

A child's learning should be dynamic, with active participation in both academic and social activities.In order to facilitate beneficial changes, they should work in tandem

with their friends and take part in substantial growth chances (Evans, 2012).Because it took into account the impact of children' growth, which is not fully determined by their levels of school preparedness, this hypothesis was relevant to this review.

1.13 Conceptual Framework

A calculated structure of examination incorporates ideas, suppositions, assumptions, convictions, and hypotheses that help and illuminate any exploration (Dakwa, 2015).This study had two kinds of variables the dependent variables and the independent variable. The independent variables in this case were the factors that influence the curriculum implementation process. These factors include the preparation and utilization of professional documents to facilitate learning, adoption and utilization of teaching and assessment strategies and utilization of learning resources towards effective curriculum implementation.

The dependent variable in this study was effective ECDE curriculum implementation as it was demonstrated by learners' readiness to transit to primary school from pre-primary centres through mastery of basic literacy skills that encompassed; Recognition of letters, Say sounds from respective letters and finally blend letter sounds to make simple work

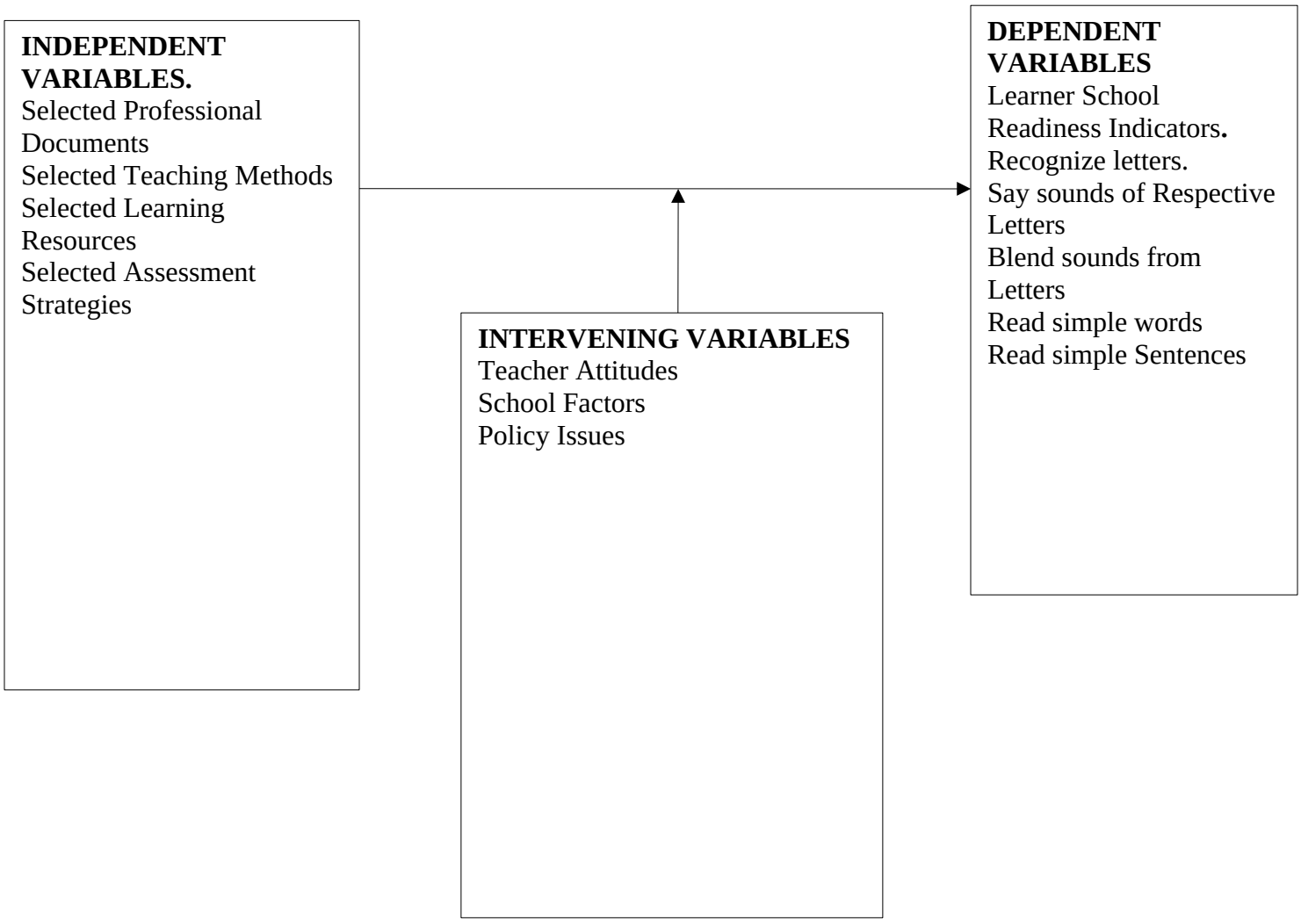

Figure 1.1 Conceptual Frame Work

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter presents reviews of literature on curriculum implementation issues that relate to the core aspects of the study. The researcher focused his review on teacher preparation and utilization of professional documents to facilitate learning, teaching methods, assessment strategies and utilization of learning resources in the centers towards effective curriculum implementation. The purpose of this section was to place the study into context by finding scholarly articles that addresses the issue under investigation in a bid to improve on them or present a different dimension after establishing the gap. This chapter concluded by presenting a strong base on which suggestions adopted towards effective curriculum implementation in pre-primary centers were founded.

2.2 Indicators of Quality Pre-Primary Education

Research has shown that the nature of learning is the main factor expanding students' accomplishment (Marshall, 2009; Marzano, 2009).This implies teachers should be cognisant on how they expose the curriculum to pre-primary learners to ensure they are fully prepared for primary education. The nature of ECDE is typically separated into discrete however interlinked key types of value (NICHD ECCRN, 2002; Pianta et al., 2005): underlying quality, orientational quality and process quality. These types of value can impact instructional method. Primary quality alludes to perspectives that are frequently directed (and that are dependent upon guideline) furthermore, describe the development of a setting, for instance, class size, staff-child ratio, formal staff capacity

levels, materials and size of the environment (Anders, 2015).The more equipped the learning environment is, the more likely learners are able to achieve the desired competencies.

Process quality suggests the cycles that occur in an ECDE setting, in other words, the possibility of the scholastic coordinated efforts between ECDE specialists and learners, the cooperations among learners, and the communication of learners with space and materials (Anders, 2015). The quality of the processes in schools, that is preparation and utilization of professional documents, application of teaching methods, utilization of learning resources and finally adoption of appropriate assessment strategies will eventually translate into learning gaining desired competencies to handle the academic requirements for the next level of education. Orientational quality alludes to the academic convictions of specialists and settings. It can incorporate, for instance, specialists' meaning of their expert job, the staff and setting's instructive qualities, epistemological convictions, instructive needs and learning objectives (Anders, 2015). Directions of ECDE staff can foster over proficient experience, in spite of the fact that they are viewed as very steady.

High-quality ECDE has been related with benefits for learners' turn of events, with the most grounded impacts for learners from hindered foundations (UNICEF, 2019). Research has additionally exhibited that, the qualities of early years education which are generally significant for improving learners' improvement incorporate ;(a) Adult-child communication that is responsive, loving and promptly accessible(b)Well-prepared staff who are focused on their work with children(c) Facilities (instructional resources) those are safeguarded and sterile and open to learners (d) Ratios and social event measures

that grant staff to interface appropriately with youths (e) Supervision that stays aware of consistency(f)Staff improvement that guarantees congruity, security, and working on quality (g) A formatively fitting educational program with instructive substance.

Teacher must possess the desired competencies appropriate in delivering quality ECDE programmes. This will calumniate to learners fully prepared to handle academic requirements for the next level of education. The minimum competencies for pre-primary teachers include among others; (a) Potential to acquire relevant knowledge about learners furthermore, utilizing that information to illuminate course plan and study hall educating, (b)Capacity to adjust the three significant parts of instruction(learning targets, appraisals, and educational exercises(c) Adopting suitable training jobs to help learning objectives(d),Shows creativity in teaching the class v)uses active learning techniques and being a good planner.

All these among others constitute an inspirational teacher who is capable of making a substantial difference to a child, almost regardless of the quality of the environment and resources at hand (Economist Intelligent Unit, 2012). Children will therefore have an opportunity to participate in quality preschool programs that set strong foundation for myriad of benefits that include and not limited to academic, social, political and economic. This will ensure a successful transition to primary level education since children will have gained a solid foundation for learning, more grounded interactive abilities, bigger vocabularies, better number sense and interest to find out more. Further, such youngsters are almost certain to remain in school and to achieve least perusing and math abilities (UNICEF, 2019).Learners stand to benefit from educational achievement (Corta´zar, 2015), enhance learning skills (Conger et al., 2019), work on children's'

language and early science (Li et al.2016), further develops language abilities (Schaub et al. 2019), and improve school steadiness (Conger et al. 2019)

Viable youth educators proactively forestall and divert testing conduct and answer youngsters' requirements with deference, warmth, and compassion. The encounters kids have with educators in their earliest years can likewise establish the vibe for their collaborations with educators in later grades and hence are essential to advancing uplifting outlooks about school and ways to deal with learning (Simon Workman and Rebecca Ullrich, 2017).

In Ethiopia, Save the Children implemented a high impact, quality pre-primary education programme focused on teacher preparation for instruction delivery, selection of pedagogical strategies, effective utilization of instructional resources and assessment strategies that were meant to improve emergent literacy and mathematics skills among learners. Children with the most reduced financial status in the program made practically two-fold the additions in their language and proficiency scores as their good companions, basically shutting the learning gaps between these children by the start of Grade one (UNICEF,2019). Therefore, this reveals that there is a correlation between quality curriculum implementation and learners' learning outcomes.

According to early childhood development service standard guidelines for Kenya (2006), to ensure quality in the ECDE centers, children are to be grouped according to biological years as play group(1-2yrs), baby class(2-3yrs), pre-primary I (3-4yrs) and pre-primary II (4-5yrs).

Quality administrations for the all-encompassing improvement of ECD Pre-school matured learners (4 - 5 years) according to KICD (2017) incorporate among others; (a) Opportunities to foster fine coordinated movements.(b) Encouragement of language through talking, being perused to, and singing (c) Activities that will foster a feeling of dominance(d) Opportunities to learn co-activity, helping, sharing (e) Experimentation with pre-composing and pre-understanding abilities.(f)Hands-on investigation for learning through activity. (g) Opportunities for assuming liability and simply deciding. (h)Encouragement to cultivate tact, support, and vigor in completing tasks.(i)Support their mindfulness worth. (j) Opportunities for self-verbalization. (k)Encouragement of inventiveness

Implementation of any curriculum can be effective if there is quality preparation and utilization of professional documents to facilitate learning, careful selection of teaching methods and assessment strategies and finally quality utilization of learning resources. Acknowledgment of these circumstances is important for accomplishing the predefined learning objectives. Hence, viable educating and learning in ECDE focuses can't accomplish the normal results without accessibility of sufficient and suitable circumstances as expressed previously. These will eventually culminate into quality pre-primary programmes that enhance learners' preparedness for school.

2.3 Preparedness of Pre-Primary Learners for School

Taking children's preparedness into account is crucial because it has a favorable effect on both their learning outcomes in primary school and their internal efficiency, which in turn increases the number of children who complete primary school by decreasing the

rates of repeat and early dropout. (UNESCO, 2023).When children are ready for school, they will enjoy learning since they are able to comprehend what they are learning. This position is also held by Wilber when he said in his study that, society wants their children to learn well, fully participate in life, have a sense of responsibility and enthusiasm, and successfully define the thriving development in life concept (Wilbert, 2019).

Several reports continue to establish that children who have gone to quality pre-primary schools will undoubtedly begin primary school with a strong starting point for learning, more grounded interactive abilities, bigger vocabularies, interest and better sense to find out more (UNICEF,2019). They will gain the 21st century skills that enable them to work cooperatively and delicately in a group, become leaders, plan and deal with their time successfully, pay attention to each other and pick the perfect correspondence procedure at the ideal time (BECF, 2017). These are the basic competencies that an individual must gain for him/her to survive in the current world optimally since he/she will be able to achieve personal goals for individual and community development.

Based on human development perspective, quality ECDE interventions are known to produce multiplier effects. It increases children's early development (Conger et al., 2019) and improves physical and mental health outcomes (Duncan et al., 2013). It improves social development (Li et al., 2016) hence improving children's adaptive behaviour and developmental status (Schaub et al. 2019). Finally, ECDE enhances cognitive, language, and socio-emotional development (Rao et al. 2019).If educators can guide learners towards achieving all these, the society would be a better place to

live in. The education system shall be producing individuals to society who are focused with the capacity to solve societal problems.

According to Bartolo et al (2016) effective implementation of EYE programmes and the teachers' skills have dominated literature as features that lead to strengthening children's memory capabilities, language development, and cultural identity, socio-emotional development, and academic achievement. Highly skilled teachers enable learners to be physically, socially, emotionally and cognitively ready for school (La Paro &Pianta, 2000). They do so by preparing and effectively utilizing professional documents to facilitate learning with a keen focus on learners' individual needs. They carefully select and utilize pedagogical strategies to suit the objective of the lesson. They select assessment strategies in tandem with the lesson objective with a high rating on formative assessment strategy and finally effective selection and utilization of learning resources to meet the lesson objective (KICD, 2017). Effective ECDE curriculum implementation is a requisite in the preparation of learners for transition to primary education. Fully prepared learners will exhibit basic numeracy and literacy skills, social-emotional and executive functioning skills which are the key requirements for one to succeed in the subsequent levels of education.

Enhancing early-grade proficiency is currently a top priority on the worldwide agenda, as seen by a series of recent initiatives and conferences. The World Literacy Summit sparked the Oxford statement (World Literacy Foundation, 2012), which advocated for action in five areas, including the necessity of a robust evidence base to support the importance of universal literacy for both individual and national achievements, as well as evidence on effective strategies and best practices with the greatest impact.

Uwezo national assessments report of 2015 revealed that, children aged 9-13, enormous extents had not obtained Grade 2 capability capacities in any of the vernaculars assessed: 31% in Kenya, 46% in Tanzania and 70% in Uganda (Uwezo,2017).On average, children in school are mastering Primary Grade 2 levels of reading and numeracy only when they have reached Grade 5, while a significant minority of pupils completes primary school without being able to read and comprehend a short story (of Grade 2 level) in one of the languages of instruction (Jones et al. 2014; Uwezo,2017).

The lower primary assessments show similar delays in the mastery of skills intended for Primary Grade 4 (Uwezo 2018a). This pattern of delayed and unequal learning of basic skills has been consistent over time in East Africa (Uwezo, 2017) and is broadly comparable to the findings of AS-ER's assessments in South Asia (Jones et al. 2014). It is also in broad agreement with the results of other assessments done for monitoring purposes in East Africa, such as SACMEQ, EGRA and EGMA2 (Elks, 2016).

The CBC provides for EYE which incorporates Lower-Primary and Pre-primary training is for a very long time (Pre-primary 1 and Pre-primary 2 and will be for learners matured somewhere in the range of 4 and 5 years). The general objective of pre-primary education is to ensure an ECDE learner realize his/her fully developmental potential. These include social, cognitive, spiritual, physical and emotional development as well as aesthetic aspects (GoK, 2017). These envisaged changes will be achieved only if teachers have the right stuff and information to execute educational plans with devotion by guaranteeing that all the learning is adjusted to the particular learning objectives gave in the educational plan (MacDonald, Barton, Baguley, and Hartwig, 2016; Phillips, Ingrole, Burris, and Tabulda, 2017).The teachers' role is key since they

have been provided with learning resources that are not limited to pupil’s books, teachers guide, teaching aids that are aligned to various lesson objectives.

The nature of ECDE relies upon the skill of individuals working with children, families and networks. Capability is regularly connected with the characteristics of a singular specialist, procured through preparing and proficient readiness (that is the combination of information, abilities, mentalities, inspiration). Educators are the main data sources influencing learning in schools (Chetty et al.2014). How the nation sources, creates, conveys, makes due, and upholds educators to a great extent decides the nature of training (NESSP, 2018).

Teachers are a key factor in determining kids' long-term success in school and in life (Chetty et al., 2014; Rivkin et al., 2005; Rockoff, 2004). Consequently, expanding instructor reasonability as a means of modernizing student learning has yielded substantial solid areas.

Students whose teachers are highly effective, as shown by the student progress percentile (SGPs) and respect added measures (VAMs), are more likely to attend class regularly, earn higher wages, live in more financially stable areas, save more for retirement, and delay having children until later in life (Chetty et al., 2014). It is crucial that researchers and method developers appropriately comprehend the factors that contribute to an educator's practicability because of the essentially persuasive educator's ability to fundamentally renew the lives of their students.

Studies have identified low quality of teacher capacity, restricted play, educating and learning materials, low spirit of showing staff, unfortunate implementation of norms in pre-essential organizations, lacking nourishment and wellbeing support administrations as the inhibitors to quality standards in education (GoK, 2019).In any case, Elmore (2016) scrutinized the whole undertaking of zeroing in on efficient educational change given the intricacy of having individual educators decide if to carry out the program away from public scrutiny.

According to Lochner, Conrad, and Graham (2015), educators are fundamental to whether an educational plan is conveyed reliably, successfully, and with viability to empower the help of students' advancement and development. In this manner, concentrates by Zeiger (2018) lay out that educators are the center implementers of the educational plan; hence, they need to have critical information, abilities and capacities to join every one of the parts to establish a learning climate.

KICD (2017) explains that teachers need to put conscious efforts to integrate all the aspects of the CBC in teaching, also, they should be profoundly educated in the utilization of training techniques important to make learning dynamic and successful. As per Jeng'ere (2017), as an imperative for fruitful educating learning in schools, educators require educational information and abilities on the most proficient method to coordinate CBC requirements like the center skills in guidance. This implies that training of teachers is imperative for successful implementation of CBC in schools. Fullan and Quinn (2016) battled that the differentiation among dissatisfaction progress

in educational system still hanging out there by whether interventions base on the permanently set up drivers of progress. They are named "wrong drivers" mediations focused on correctional responsibility, independence, innovation, and divided strategies. Their “right drivers” included pedagogy, systemic policies and capacity building (Fullan& Quinn, 2016). View for showing strategy as the driver of additional created learning results (whether at the little or system level) was rehashed by the revelations of the International Initiative for Impact Evaluation's (3ie's) rundown survey of the effect of instruction programs, which showed that the biggest and most predictable constructive outcomes on gaining came about because of projects that utilized organized ways to deal with further developing teaching method (Snilstveit et al. 2016).

The association with Gauteng Province in South Africa moreover showed the meaning of coordinated ways of managing showing technique, with additional emphasis put on the institutional structure expected to help those strategies (Fleisch et al. 2016). That establishment consolidates a collection of extraordinary learning materials, executed in mix with assistance to teachers (through ceaseless preparation) that engages them to utilize those learning materials and that spreads out an environment of master instructive commitment (Fleisch, 2017).This thought of institutional framework is steady with Pritchett's (2015) thought of a framework that is "sound for learning," in which the key head specialist connections that oversee the activity of the schooling system are adjusted to and strong of explicit enhancements in educating and learning (Pritchett, 2015).

Universally, there is a 9% increment in hourly profit for each extended period of value tutoring (World Bank, 2021).This affirms that, if learners receive quality education

from early years, their future is secure since there will be a return to educational investment. The more quality education a learner gets, the more he/she is sure of financial freedom. Research from neuroscience shows that during the early significant length of a child's' life from birth until around six years old, the cerebrum fosters the phenomenal limit with regards to learning.

When a child is six, a similar time most childhood schooling programs end, their brain has proactively reached around 90% of its grown-up volume (Shuey &Kankaraš, 2018).This call for quality implementation of pre-primary curriculum to ensure optimum achievement by learners. Theirworld has alluded to the fact that great sustenance, medical care, insurance, play and early learning at this critical stage set before children the way to the most ideal future (Theirworld, 2021).

During preschool period, children's language, social-skills and mental capacities are rapidly filling .In this respect, the energy and discoveries that come from play, examining, singing and speaking with companions and caring adults at home and in quality early learning settings are very vital. Quality play in the preschool years engages children to explore and make heads or tails of their overall environmental elements, as well as to use and cultivate their inventive psyche and creative mind. It worth to note that, it takes 18 to 254 days for an individual to gain proficiency with another propensity and 66 days for the new way of behaving figured out how to become programmed (Legg, 2019).Hence if pre-primary learners don't receive quality education, they might end up learning and mastering wrong content which might jeopardize their future life.

Competent systems need to be provided to ensure viable Early Childhood Development Education and Care Services (Urban, Cardini &Romero, 2018) that can sufficiently address the setting of the program, contribution to the program, process inside the program and result of the program to guarantee quality and relevant tenets of education are adhered to. As a result, an official Engagement Group of the Group of Twenty (G20), that is the chief gathering for worldwide financial participation uniting driving worldwide research organizations and examination focuses handed the communique to previous G20 pioneers that included ECD/ECEC as fundamentally important in its proposition 4, in light of the advancement of equivalent open doors for quality education (World Bank,2020).

To actualize the objectives of early year's education, the global community has developed policy frameworks to safeguard holistic growth and development of young children. World over, ECDE is well aligned to all the ten (10) global community convention among them; International Covenant on Economic, Social and Cultural rights(ICESCR) of 1966 , 1989 United Nations Convention on the Rights of the Child (UNCRC) , the 1990 Jomtien World Conference on EFA, the African Children's freedoms Charter of 1990, the system known as the Dakar Framework for Action of 2000, the U.N. Thousand years Declaration of 2000, the Incheon Declaration and Framework for Action of 2015, lastly the 2030 Agenda for Sustainable Development of 2015.All these declarations advocate the right to quality education including early years education and its success wholly depends on the quality of the context,inputs,process and products of the programme towards achieving the desired goals.

ECDE has been aligned to a number of Sustainable Development Goals. In goal 1, ECDE adds to destitution mitigation through the improvement of human resources and abilities that will permit learners to prosper in the 21st century economy. In goal 2, it enhances the impact of nutrition interventions and lays the establishment for long lasting wellbeing. In goal 3, it can decrease the frequency of non-transferable illnesses and lower wellbeing costs over the long haul. In goal 4, it reinforces schooling systems by decreasing dropout rates and reiteration and preparing for ideal learning and further developing efficiency sometime down the road. In goal 5, it promotes women's employment opportunities thus help in reducing gender gaps. In goal 6, it promotes children access to adequate sanitation services and development of lifelong hygiene habits .In goal 8, it provides adequate childcare to facilitate a decent working agenda while in goal 10, it reduces inequalities that can begin at birth. Finally, in goal 16, it leads to low rates of violence in the home and hence greater social cohesion in communities (WBG, IDB, UNICEF, G20DWG, 2018).All these demands for quality implementation of pre-primary education curriculum for them to be realized, otherwise they will turn out to be unfulfilled dreams.

Ibenegbu in his study has established that quality curriculum implementation is said to have taken place if learners acquire the planned skills, attitudes and cognitive abilities which are aimed to enable them effectively fit in the society (Ibenegbu, 2018).The desired competencies at the pre-primary level are basic literacy skills, basic numeracy skills, social emotional skills and executive functioning skills.

Research has revealed that teachers are one of the fundamental school-based resources in concluding learners' future educational accomplishment and lifetime results (Chetty

et al. 2014; Rivkinet al.2005; Rockoff, 2004). Teachers set the energy of their review corridors, manufacture a warm environment, mentor and support understudies, are genuine models, and tune in and look for tough spots. As a consequence, a deliberate effort must be made to improve educator viability as a way to upgrading understudy instructive accomplishment. Goe (2007) depicted teacher plentifulness to the degree that improvement in understudy learning is regularly surveyed by understudy normalized assessment results

Developing nations have gained enormous headway in getting children into the school and more children overall are presently in school. Be that as it may, learning is not ensured since literacy rates have remained low (WDR, 2018). In Sub-Saharan Africa 90% of children failed to reach at the essential bar of capability in perusing and understanding, placing the Sustainable Development Goal 4 focuses in peril (UNESCO, 2019).

Corona virus has made this dim circumstance much drearier since school terminations constrained nations significantly further off course to accomplishing their learning goals. According to the Eastern and Southern African Consortium for Monitoring Educational Quality in Africa, only 1% and 2% of learners in Malawi and Zambia respectively achieve the required competences by the end of class 6 (QECD, 2009). This trend can be traced back to poor curriculum implementation in pre-primary education.

2.4 Preparation and Utilization of Professional Documents

According to early childhood development service standard guidelines for Kenya (2006), to demonstrate quality preparation to facilitate learning, an ECDE teacher should have the following professional documents detailed and well prepared; Schemes of Work, Lesson Plan, Record of Work, Individualized Educational Programme, Health Records, Programme of Activities and finally Rubrics.

A scheme of work is “a plan for something”. An educator's plan of work is hence his strategy which ought to empower him/her to coordinate showing exercises somewhat early. It is a summed-up piece of work that the educator considers satisfactory and suitable for the class to cover inside a given period from those subjects which are as of now set in the schedule. A completely ready plan of work ought to in addition to other things: - Give an outline of the all-out course work, give a consecutive posting of learning undertakings, show a connection among content and backing materials, Provide a basis for: long range planning, training and evaluation of the course (Asman Makokha & Michaela Ongwae,2018; KICD, 2017)

A lesson plan is a report that frames the substance of your illustration bit by bit. It's a rundown of errands that learners will embrace, to assist with directing the instructing. A lesson plan is typically ready ahead of time and can either cover an oddball movement, a whole illustration, a unit or course, a day, or seven days. A lesson plan designs fundamentally incorporate a timetable of exercises that you will convey in the illustration. Some illustration designs likewise incorporate extra segments for more exhaustive arranging like; Lesson exercises, Lesson materials, Lesson targets, Lesson

objectives, Lesson conversation questions, Activity choices for different gathering sizes and Lesson criticism (Alice Corner,2020)

According to KICD (2017) great lesson plan helps the educator to;(a) Organize the substance to be trained ahead of time zeroing in plainly on the substance to be covered and the manner in which it ought to be educated consequently keeping away from unclearness and immateriality(b)Plan, get ready and collect educating/mastering resources(c) Present ideas and abilities in an efficient way utilizing fitting procedures to accomplish the expressed illustration results (d) Oversee time well during the representation(e) Select and configuration proper appraisal techniques to assess the instructing and growing experience (f) Make associations between components.

An effective lesson plan addresses and coordinates objectives for learners picking up, teaching/learning exercises and systems to check learners understanding (Jemi Sudhakar, 2017). As per Danielson (2007), educators who succeed in arranging and readiness lesson plan guidance that mirrors a comprehension of the discipline they educate, comprehend their learners and their plan is rational in its way to deal with points. As per Okai (2010), an illustration plan is valuable for the accompanying reasons among them: (a) The educator follows right advances and methods in instructing(b)Time isn't squandered in that frame of mind since the time of one lesson plan should be utilized to cover the day's illustration point(c) Significant targets are sought after in the illustration(d)Exercises are connected with the substance and goal(d)Educational materials are satisfactorily chosen and used(e)Legitimate

assessment systems and devices are utilized(f) Substitute instructor can utilize the lesson plan intend to hang on the class

Records of work are a report where all details of the work covered/showed by the teacher is placed consistently. The passages are made by the singular instructor after each illustration. It guarantees; (a) Responsibility and straightforwardness of work covered by the educator (b) The progression of educating of a specific class (c) Another instructor follows where to begin showing a class, (d) Assessment of plans of work after a timeframe (e)Consistency in satisfied inclusion in the event of a few streams.

A record of work ought to have the following accompanying parts as proponed by (WikiEducator, 2009) (a)Time outline: It ought to demonstrate the day, date, week and illustration (b)Work covered: it appears as sub-points got from explicit goals (c)Remarks area; This is an assertion mirroring the achievement and disappointments of the example and proposals/way forward (d) Name/Sign/Initials: This is the personality of the instructor who showed the example. It helps in responsibility and straightforwardness

Subsequently, the record of work tracks the accomplishment of learning results and the skills obtained by the student. The record can be utilized to show the educator whether their showing has been compelling in tending to the advancing necessities of individual students. It, consequently, goes about as an aide for the educator to have the option to concentrate completely on individual students to guarantee the ideal results as expressed in the educational program plans are depicted by every one of the students. The

advancement record can likewise be utilized to give the student and the guardians/gatekeepers data about the student's advancement (KICD, 2017)

An Individualized Educational Program (IEP) is a composed arrangement that portrays how the educator and different experts will meet the exceptional necessities of the student. Preferably an IEP ought to be created by a multidisciplinary group which might comprise of the student, the standard educator, a custom curriculum instructor, an evaluation instructor and different experts like clinicians, language teachers, word related specialists, physiotherapists, social laborers and the guardians. An IEP centers around individual students needs and permits every student to obtain information, abilities, perspectives and values at his/her own speed (KICD, 2017)

Health record shows the health status of the child. This includes immunization, daily health Progress and any other special need or accidents and interventions thereof. Each and every youngster that is enlisted with the middle ought to have a profile that shows all the significant data on that kid. Wellbeing notes ought to be effectively accessible in one spot. This is with the goal that each instructor approaches this data and there will be negligible disarray with regards to things like dietary limitations or rejections from specific exercises. There are four things to screen with regards to learners' wellbeing: vaccination records, known sensitivities, progressing wellbeing notes, mishaps, and wounds (Carmen Choi, 2019). This study looked to fill the information hole by recognizing how well the ECDE educators arranged for educational program execution and from there on prescribe the accepted procedures to be taken on. This was

accomplished by investigating the guidelines and use of expert reports educators have against the set norms.

2.5 Application of Teaching Methods

Methods of instruction relate to the "how" or actual act of instructing. References to "that arrangement of educational methods and techniques which empower figuring out how to happen and give potential open doors to the acquisition of information, abilities, mentalities and manners inside a specific social and material setting" are made. It alludes to the inherent bond between teacher and student as well as the classroom setting (Siraj-Blatchford et al. 2002). The authors Stephanie Wall, Ineke Litjens, and Miho Tagum (2015) highlight that the way things are worked with has an explicit impact on how adolescents learn and make, and that this impacts the "how" of adult-child communication.

Process quality defines interactions with young children in early childhood development and education settings. The term "process quality" refers to the academic partnerships that exist between ECDE teachers and students, as well as the students' interactions with one another and their immediate environment. According to studies conducted by Stephanie Wall, Ineke Litjens, and Miho Tagum (2015), these interactions and collaborations play a significant role in understanding how care and early education affect children's development and learning.

According to studies, the concept of adult-child relationships is crucial in enhancing early learning. Fantastic collaborative efforts involve adults who are genuinely interested in what the teen is doing, who listen, who expand the teen's research and data

(for example, at stage), and who support shared thinking strategies in which the teen and an adult work together to foster implications and understandings of reality. Significantly more developmental growth is observed in environments where supported shared acceptance is more commonly practiced. According to Stephanie Wall, Ineke Litjens, and Miho Tagum (2015), students do better overall when they are placed in system focused learning environments, where the teacher challenges them with tasks that are just beyond their continuous limit, as opposed to when they are placed in more educator coordinated and kid focused environments.

Many believe that play-based learning can have a profound impact on children's academic and social development. For example, when a youngster has the explicit incentive to become acquainted with anything like an enigma or building supplies, play tends to be the most effective means of enhancing learners' progress. According to several studies (Estyn, 2007; Ofsted, 2009; Stephanie Wall, Ineke Litjens & Miho Tagum, 2015), directed free play is often more effective than unguided free play in promoting early advancement.

Various findings from research suggest that an instructive strategy shouldn't be very staff-centric, with a heavy emphasis on staff-began workouts, or overly youth-centric, with youngsters having too much say in the activities they participate in. While research on staff-composed techniques has shown certain benefits, such as improved letter and comprehending success, it has a negative effect on students' desire to study. Research conducted in France indicated that highly coordinated educational techniques had less impact. German research shows that when schools use a student-centered approach, along with teacher-led activities and more support, students not only show signs of

increased success and motivation to learn, but they also show signs of improved proficiency in areas like numeracy. Blended educator and child supervised activities were also associated with letter set and letter-word development in US research (Stephanie Wall, Ineke Litjens & Miho Tagum, 2015), while merely kid supervised encounters, including play, were associated with jargon development.

Different presenting ways that are considered age-appropriate for presenting in the early extended periods of school were produced by the Queensland Government in Australia's division of education (2019). They include a variety of teaching methods, including project-based and inquiry-based learning, event-based learning, direct instruction, play-based learning, and a hybrid approach.

Various approaches involving students, teachers, and parents can be used to improve students' communication skills in early childhood education and care settings (ECDE) classrooms when valued and supported (Bain et al., 2015). Studies have shown that early mediation improves students' phonological awareness and oral language abilities, which in turn supports their understanding (Silke Fricke et al., 2012).

Blackburn and Aubrey (2016) offer proof from their subjective study to be viewed as inside the strategy to-rehearse setting of deferrals and troubles in the securing of discourse, language and correspondence. Their work recommends that language is dynamic and complex, including various aspects, for example, expressive and open abilities and phonological transient memory which oral language projects ought to help.

Göbel et al. (2018) studies on reverberation all-encompassing way to deal with teaching mathematics by featuring the effect of showing which values the linear nature of kids' learning. This is outlined through the spatial-transient portrayals of request, inborn with sharing a book, supposedly impacting youngsters' spatial portrayal of number as considering course rehearses revise perusing heading is noticed. This, they contend ought to make alert against customary methodologies numeracy guidance where this all-encompassing nature of learning can become neglected.

KICD created educational program plans for ECDE that laid out five learning regions containing; Language, science, and natural exercises each having five illustrations of 30 minutes of the week. Psychomotor and innovative exercises have eight examples lastly, strict schooling and peaceful program of guidance each have one illustration. The educational program has obviously recognized center abilities to be obtained by students as they participate in exercises in various learning regions that include: (a) Correspondence and coordinated effort(b) Decisive reasoning and critical thinking(c)Creative mind and imagination (d)Citizenship (e)Computerized proficiency(f)Figuring out how to learn(g) Self-adequacy.

Pertinent and contemporary issues (PCIs) have been coordinated into the educational program plan to get ready students for the steadily changing society explicitly to address the changing necessities of the general public and guarantee the student's well-being. These incorporate fundamental abilities advancement through narrating, living qualities, virtues, and social obligation. This educational plan stresses involved encounters as students control genuine articles and models.

Communication with nature is likewise stressed by which students are urged to notice the residing and non-residing things in their nearby environmental factors as well as during nature walk field outings, or visits to spots of interest. The educational plan stresses the comprehensive improvement of the student. This can be accomplished by embracing the topical coordinated learning approach which is great for showing students in their developmental progressive phase. The subjects are gotten from things and circumstances that students are probably going to collaborate with in regular daily existence. Each subject is supposed to cuts across all the movement regions. Learning at the pre-primary level is supposed to be adaptable subsequently a subject might be interfered with to empower students to involve an arising circumstance as the learning subject for the period (KICD,2017)hence teachers are supposed to engage in practices that will ensure that the envisaged curriculum aspirations are achieved.

According to Perren et al., (2017), learners focused practice is perceived as a training that offers children chances to be pioneers and students in an animating, social and material environment. Murphy (2006) gives cases of child centered learning in some Irish ECEC settings. As indicated by Murphy (2006) kid focused exercises are those that are play-arranged, by which exercises guarantee learning through free play and investigation. Mlinarević (2004) expressed that Croatian ECEC practice depends on a humanistic and formative methodology that considers the children to be proficient student.

Youth settings ought to be coordinated in a manner that empowers the kid to build new information. The youngster ought to have the likelihood to pick materials to play and investigate, as well as time to be engaged with exercises. Be that as it may, on contrast,

most EYE instructors take on Teacher-focused techniques, where students essentially get data from the educator without building their commitment level with the subject being instructed (Boud and Feletti, 1999). This approach is least sensible, more speculative and recalling (Teo and Wong, 2000). It doesn't make any difference activity-based sorting out some way to ask learners to learn veritable issues considering applied data. Since the educator controls the transmission and sharing of data, the instructor could attempt to expand the movement of information while restricting time and effort. As needs be, both interest and appreciation of understudies could get lost. To address such lacks, Zakaria, Chin and Daud (2010) confirmed that instructing shouldn't just zero in on administering rules, definitions and methods for students to remember, however ought to likewise effectively connect with them as essential members.

Instructor student Interactive strategy applies the systems utilized by both teachers focused and understudy focused approaches. The subject data delivered by the students is recalled better compared to a similar data introduced to the students by the instructor (Jacoby, 1978; McDaniel, Friedman and Bourne, 1978; and Slamecka and Graf, 1978). The strategy urges the understudies to look for applicable information as opposed to the instructor hoarding the transmission of data to the students. Thusly, research proof on showing approaches keeps up with that this showing strategy is compelling in working on students' scholarly execution (Damodharan and Rengarajan, 2017).

A study by Odiwuor , Owino and Nyatuka(2018) in Kisumu, Homa Bay, Migori, and Siaya Counties on educator factors in the administration of youth improvement and schooling for quality instruction in kenya .The review embraced a blended exploration plan with an objective populace of 39 sub province overseers and 12 district

authorities ,three from every area containing district leader part responsible for instruction, the Chief Officer in the division of schooling, and the head of ECDE.It was laid out that educators had adequate capabilities to convey ECDE educational programs, with larger part of the educators having declaration level of preparing while undeveloped educators being irrelevant and it further suggested that Ministry of training ought to likewise give a suitable ECDE prospectus, and furthermore provide proper guidance concerning locale of ECDE focuses and the mother grade school. There ought to be further developed record saving for the ECDE programs including reserves assignment, framework, educators and learners' enrolment and instructing/learning materials.

A half and half teaching method is a mix of at least two teaching methods and this approach has been advanced as of late in light of exploration from the EPPE project (Siraj-Blatchford et al, 2012; Taggart et al, 2015) and upheld by ongoing Ofsted reports (Ofsted, 2017).A review of the more recent evidence from this study (Siraj-Blatchford et al, 2012; Taggart et al, 2015) builds up prior proof from the review that a 'adjusted' or 'cross breed' showing approach, mixing grown-up guidance with play-based, youngster drove, social methodologies, and consolidating adult-scaffolded learning goals, successfully upholds numerical, education and correspondence and language improvement, offering a 'mix' between direct instructing and free play in early years classes. The later discoveries show that instructing and learning was best in those early years settings that saw scholarly and social improvement as similarly significant however kept areas of strength for a concentration; had a decent equilibrium of specialist started and uninhibitedly picked play exercises (with around half of

communications being youngster started in 'magnificent' settings contrasted and around 15% in 'great' settings); had grown-ups that lengthy kids' learning valuable open doors and gave on-going developmental criticism; energized 'supported shared thinking' and unassuming addressing to expand youngsters' reasoning, being aware of separation and youngsters' singular requirements; had conduct strategies that upheld youngsters legitimizing and talking through areas of contention; empowered parental commitment with conventional discussion with gatekeepers about their child's progression.

Proof set forward by Chalke (2016), for a situation investigation of an active work mediation program in one school, demonstrated the significance of outside and actual encounters as an empowering climate for language improvement and imagination, especially for young men, where the jargon utilized outside was viewed as more expressive and more extensive running than that utilized in indoor and static learning settings.

Pre-primary teachers need to embrace a responsive way to deal with the utilization of resources and give an education educational plan that is adjusted to learners' necessities (Ellis and Smith, 2017) offering kids chances to foster perusing and composing abilities that are very much matched to their advancing requirements (Pressley et al. 2001). It is additionally obvious that youngsters' spatial and material encounters of homerooms and study hall teaching method shape kids' education rehearses (Lancaster, 2014: Rowe, 2008). Early literacy learning can be seen therefore as an embodied experience (Olsson, 2009).Therefore, this study filled the knowledge gap after identifying the mismatch between the pedagogical approaches in practices and the prescribed pedagogical

strategies. The best recommendations have been drawn that will ensure ECDE learners get quality experiences before transiting over to grade one.

2.6 Utilization of Learning Resources

Instructional resources are the basic components in teaching at all levels of education, especially pre-schools. They help the child to understand what is being taught when they see and handle the object itself(Shankar,2015). They give open doors to kids to expand and extend their insight by giving different firsthand, formatively proper encounters and by aiding youngsters acquire symbolic knowledge through representing their experiences (Electronic Journal of Science Education, 2008).

The MoEVT (2005), suggested a portion of the informative assets for pre-essential training to be utilized during instructing and growing experience which incorporate; cheat sheets, pictures, schedules, toothbrushes, genuine items, coins, natural products, balls, video, tape, cleanser, instruments model drums, sticks, woodwind, whistles, papers and others. As per Croft (2000), a visual show of a thought or an idea utilizing pictures, graphs, and models assists the youngster with creating mental pictures of the item that we are discussing. As an old oriental saying goes, “If I hear, I forget; if I see, I remember; if I do, I understand. “This was further affirmed by Chepkwesis (2015), when he said “Instructional resources are used to aid and facilitate teaching process for better understanding of concepts

Informative resources have held a significant spot in training since Friedrich Froebel's creation of the kindergarten in 1800's Germany (Pacini-Ketchabaw et al., 2017). Steiner, Montessori, and Reggio Emilia training approaches have likewise accentuated

the meaning of tangible rich material resources in supporting creative mind and play (Vecchi and Giudici, 2004).

Jean Piaget's formative way to deal with training examined youngsters' control of actual items through straight phases of mental turn of events. While Piaget recognized the dynamic job youngsters have in learning, he likewise accepted that a person's organic improvement went before the human perspectives expected to investigate objects. This instructive hypothesis thusly expects that organic and mental improvement happens as free forerunners to children collaborations with materials, conveying a consecutive division between body, mind, and materials. Educational assets are additionally viewed as dynamic members in small kids' imaginative learning (Braidotti, 2013; MacLure, 2015).

Materials are not just latent substances for youngsters' self-articulation or control however lively and dynamic elements that work in discourse with individuals to commonly change each other (Barad,2011; Bennett, 2010). Various materials can open up extraordinary and dissimilar learning pathways in small kids (Pacini-Ketchabaw et al., 2016). For instance, play with wooden blocks might open up advancing around plan, equilibrium, and level through stacking, putting, and developing. On the other hand, youngsters' play with enormous paper sheets might welcome advancing around gravity, weight, and shape through development and tossing.

As kids play with materials, they find out about their actual properties and what these materials can do on the planet, for example, how they can be rolled, stacked, or moved. A material's tangible and stylish properties may likewise change as a kid play with it,

producing open doors for additional trial and error. These changes then permit youngsters to broaden and make their learning more perplexing after some time. In workmanship and configuration practice has additionally underscored material's stylish, multisensory and agentic capacities during the time spent making (Barrett and Bolt, 2013; Robertson and Roy, 2017).

The nature of the educational materials students participate in assumes a critical part in what and the amount they learn (Polikoff and Koedel, 2017; Steiner, 2017). The presentation of value educational materials can yield the greater part a time of extra learning for understudies (Kane et al., 2016) and can assist with compensating for any shortfall between fledgling educators and their more experienced partners (Kane, 2016). Besides, while talented instructors can profit from admittance to better educational materials, such materials emphatically affect understudies who have less convincing teachers, a finding with huge ramifications in a nation where generally impeded populaces of understudies are bound to be relegated more fragile instructors (Cowan, Goldhaber, and Theobold, 2017; Jackson and Makarin, 2017).

Educators, perceiving the significance of value materials despite additional thorough principles, have generally searched out better assets to help their instructing (Opfer, Kaufman, and Thompson, 2016). The key components of value preschool instructing and learning practice incorporate efficient and oversaw learning conditions, responsive social and significant sponsorships, and use of instructive plans materials and significant informative cooperations to work with youngsters' reasoning and expertise improvement (Omaiyo, 2013). Educator's job is to establish a climate that welcomes

kids to notice, be dynamic, simply decide, try and thus educational assets support the educator in conveyance of information or assist with stressing explicit information (MacCallum and Morcom, 2008).

Chepkwesis (2015) review was to lay out factors affecting pre-educators' review lobby execution in Kwanza Sub County, Trans-Nzoia County. The survey embraced a review plan. The objective people contained all the seventy (70) ECD centers in Kwanza Sub County with 140 Early Childhood and Development (ECD) teachers, 70 directors of ECD focuses and four DICECE officials hence an objective populace of 200 and fourteen (214). The researcher established that the ECD enrolment, the physical conditions of classrooms and school, supply of teaching/ learning materials, the number of children and hours worked as well as the parents' expectation, type of school, size of class handled, examination stress and library resources influenced performance in class.

Kabiru and Njenga (2007) showed that utilization of assortment and sufficient educational assets in pre-school study halls stimulates kids' consideration and supports their advantage. Students become roused and remain on track in example exercises. Satisfactory informative assets likewise make students to foster an uplifting perspective towards the work at a beginning phase. Educational assets ought to be bounty so every youngster in the study hall can pick what to connect with. Utilization of assortment of assets is significant so all youngsters can be involved and no kid is left inactive during number work examples.

Ogwa (2002) saw that "an instructor that utilizations helping help to convey their illustration will cover a bigger number of realities at short stretches than one who

involves just oral talks for example conveyance." So when informative materials are utilized, understudies can see and conceptualize what is being shown a lot more straightforward than nothing is utilized of when it are not used to educate materials.

Azikiwe (1998) in Doublegist (2013) frames four different ways by which educational materials ought to be used;(a) Be connected with the subject of the example. (b)Be inside the age and maturational level of the students striking and brilliant regions at pre-school level. (c) Preview by the educator before the real example to find out that everything is all together (d) Be precise in happy and adequate in other set for same illustration.

Compelling utilization of Realia can make the growth opportunity more essential and make associations among articles and jargon words or other language ideas (Camille Turner, 2020) subsequently making it simpler to review data. More so, for online classes, it provides a visual aid to engage students

From the perspective of recreating the realia**,** young students who loves art and craft and specialties, and inspiring them to make their own rendition of a paper, train ticket, or other realia that they have learnt is an incredible method for hardening the illustration. It helps make language basic and gets students to apply what they have understood. This ought to be conceivable in both an in-person class and an electronic class. (Camille Turner, 2020)

One of the most loved approaches to utilizing realia is to give learners bearings to do with the items. For example, on the off chance that you're showing relational words, have learners take out the things from their pencil sacks, and give bearings like, "Put the

pencil under the eraser" or, "Put the eraser in the pencil pack." Or, for an illustration on looking at objects say, "Hold the pencil higher than the eraser." It's an extraordinary method for making learners dynamic members in the illustration. Once more, this game can without much of a stretch be played in both the physical or virtual study hall (Camille Turner, 2020).

Concurring Harmer (2002), objects that are inherently fascinating can give a decent methodology highlight an assortment of language work and correspondence. Realia likewise make educational experience more pleasant. Likewise, Ngaroga (2006), avowed that, the upsides of utilizing realia is to rouse, it implies they give the student the kind of direct experience that can't be acquired through different media of learning regardless of how well imagined (planned), to permit learners to apply different faculties and in this manner make learning compelling, to be accessible in enormous amounts and to be efficiently acquired.

According to Davies et al. (1975) (as referred to in Fauziati, 2002,) gives itemized data about training techniques to be utilized with Situational language educating. To show jargon by utilizing realia, instructor can do the following accompanying method;(a)The educator utilizes signal word to get the learners to make reference to the word.(b)The educator asks one learner to answer (c)Educator request that the learners rehash the words mention(d)Instructor asks the entire learners express the words.

The principal components for thought prior to embracing any print materials incorporate the idea of text, idea of book, the possibility of directionality, mechanical

highlights, and letter set information. Ideas of print are significant for eminent perusing and composing (Clay, 2013; Justice and Ezell, 2004; Piasta et al., 2016).

From an extremely youthful age learners participation are recorded as a hard copy and attracting to address genuine articles (Bradford and Wyse, 2010). Children can recognize drawing, composing, and numbers in light of how they might interpret the ideas they address (Lancaster, 2007; Wells Rowe and Neitzel, 2010). Using verbal and non-verbal prompts to coordinate learners consideration during perusing influences their later print information and education abilities (Justice and Ezell, 2004).

Pointing out learners' the sound design of words during perusing advances their phonological mindfulness (Piasta et al., 2016). Imparted perusing to inserted jargon guidance additionally assists kids with making importance from print, particularly while perusing is combined with expansion exercises (Piasta et al., 2016).

According to Howard Gardner's (1983) Theory of Multiple Intelligences, learners learn in a wide range of ways including through tuning in or hear-able info. A few learners are preferable hear-able students over others and may see more scholarly improvement when sound guides are utilized in the classroom. Educators serve understudies best by training to all scholastic levels in the homeroom. With understudies learning at various rates and through various techniques, utilizing sound guides in educating is one approach to accomplishing commitment and better maintenance of thoughts. Instead of depending entirely on discourse through direct guidance, educators can likewise incorporate listening exercises centered around music, clamors and intelligent listening tasks (Julia Klaus, 2018)

Benefits of sound guides are significantly more evident in curiosity educating strategies. Oddity sound guides can be utilized in the homeroom as an enticing methodology and furthermore as a method for expanding understudy contribution. While encountering something new that draws in his detects, an understudy is bound to be participated in the undertaking and to recollect the experience and introduced data. Involving sound surprisingly can add curiosity to an illustration and possibly flash scholarly improvement. Instructors can have a go at starting an illustration with a tune or use accounts of unknown dialects while showing different societies. The more unforeseen the sound movement is, the more original that action is for the understudies (Julia Klaus, 2018)

Involving music and mental helpers as sound guides in educating has likewise been demonstrated to assist understudies with retention. Memory helpers are expressions or rhymes that individuals use to retain data. At the point when understudies learn appointed melody verses or mental aides, the retained data stays with them longer and can work on their exhibition on related subject tests (Julia Klaus, 2018)

2.7 Utilization of Assessment strategies

Appraisal is associated with assessing the adequacy of a youth program or school (Bowman, et al. 2001). Youth assessment is a course of social event information about a youngster, investigating the information, and a while later using the information to plan educational activities that are at a level the young person can grasp and can acquire from. Assessment is an essential piece of a superb, youth program. Exactly when teachers do an assessment, they notice a youngster to get information about what he

knows and what he can do (Catherine, Snow &Hemel,2008; Judy. Jablon and Dombro ,2007).For compelling evaluation, it should be socially, semantically, and exclusively fitting and ought to address all kids' turn of events, progress, qualities, and requirements (NAEYC, 2005; Sandall, McLean and Smith, 2000). NAEYC likewise suggests that the appraisal interaction consider factors that might impact youngsters' exhibition, like yearning or absence of rest.

Assessment gives teachers, caregivers, and families with fundamental information about a child's new development and improvement. According to various scholars like Catherine E., Snow, Susan B. Van Hemel (,2008); Judy R. Jablon, Amy Laura Dombro and Margo L. Dichtelmiller,(2007) quality assessment can perform the following functions;(a)Provide a record of advancement in each and every developmental locale: mental, physical/motor, language, social-significant, and ways of managing learning. (b)Identify youths who could need additional support and conclude whether there is a prerequisite for intervention or sponsorship services(c)Help educators plan individualized direction for a youngster or for a get-together of children that are at a comparable moderate stage. (d) Identify the characteristics and deficiencies inside a program and information on how well the program meets the goals and necessities of the youths,(e) Provide a common conviction among educators and watchmen or families to go through in joining on a system to help their child

Strategies for learners examination can be easy going (coordinating normal insights, gathering data and young people's work for portfolios, using teacher and instructor assessments) and formal (using assessment gadgets like reviews and state endorsed

testing). The two methodologies (formal & informal) are feasible and can help with enlightening teachers and caregivers about a youth's progression. As fronted by scholars like Catherine E., Snow, Susan B. Van Hemel(2008) Judy R. Jablon, Amy Laura Dombro and Margo L. Dichtelmiller(2007) the following inputs are keenly considered during assessment.(a)Observations can be made with unimportant or no interference into children's activities. Instructors can see all highlights of progress, including insightful, etymological, social-significant, and real new development, reliably. (b)Portfolios are a record of data that is accumulated through the work youths have conveyed all through some indistinct time period. The grouping clearly shows the progression of a youngster's new development. Portfolios can be a huge gadget in working with an association among teachers and gatekeepers.(c)Educator Ratings are useful in studying adolescents' psychological and language limits as well as their social-significant development. These examinations can be associated with various procedures for assessment, for instance, state endorsed testing or other assessment instruments. (See the accompanying request under.) (a)Parent Ratings coordinate gatekeepers into the evaluation association. Gatekeepers who are asked to notice and wait there patiently, standing by listening to their child can help distinguish and target critical accomplishments and approaches to acting in their adolescent's new development.(b)Standardized Tests can't avoid being tests made to fit a lot of testing rules. These tests are overseen and scored in a standard manner and are habitually used to review the introduction of youths in a program

Methodical perceptions have been demonstrated to be powerful in evaluating execution errands (Gareis and Grant, 2015; Kifer, 2001; Miller et al., 2013; Popham, 2014;

Waugh and Gronlund, 2013). Learners participate in a movement, for example, a science research center test or development of a diagram for social examinations during an exhibition evaluation (Waugh and Gronlund, 2013). There are three parts to execution errands: information, abilities, and influence (Miller et al., 2013; Waugh and Gronlund, 2013). Information parts are content explicit, like notable dates, utilization of science ideas, syntax, and jargon. The abilities' part "includes doing instead of simply knowing about" (Miller et al., 2013). Mill operator et al. (2013) featured a distinction between evaluating information parts and abilities parts utilizing the relationship of a software engineer who knows the capability of orders yet can't make a functioning project. The influence parts are the manners by which understudies approach learning and their perspectives toward learning (Guskey, 1997; Kifer, 2001; Popham, 2014; Waugh and Gronlund, 2013).

Observational appraisals assess multi-layered learning errands that can't be surveyed with different apparatuses (Miller et al., 2013; Popham, 2014; Waugh and Gronlund, 2013).Perception works on occurring in an Early Childhood Education and Care (ECEC) setting are quite possibly of the most widely recognized practice in checking individual staff quality in OECD nations (OECD, 2012a). This incorporates seeing whether the staff part (educator, teacher, guardian or educator) applies sufficient practices for small kids in the ECEC setting. This may be surveyed as per existing norms or not (Isoré, 2009). Perceptions for the most part occur as examinations or companion audits (OECD, 2012a).

Self-assessments are utilized where staff individuals assess their own presentation (OECD, 2012a). These can happen as a component of companion surveys or as a singular activity. Self-assessments are most frequently finished using self-revealed polls (overviews about an individual's instructing and caring abilities and practices filled in by staff themselves), self-reflection reports, diaries or sheets, portfolios, as well as video criticism. The self-reflection process empowers an expert to know about their own assets and shortcomings, and to recognize their requirements for development, proficient turn of events or training (Isoré, 2009). Self-assessments of instructive practice were viewed as an integral asset for consistent help to the impressive skill of youth schooling professionals in Italy (Picchio et al., 2012).

The reviewed literature reveals that, factors affecting levels of preparedness of ECDE learners in terms of basic literacy, numeracy and social-emotional skills as they transit to primary education lies in effective ECDE curriculum implementation. Pillars to effective curriculum implementation are enshrined in strict adherence to theoretical perspectives. These theories advocate for; (a) Effective preparation and utilization of professional documents(b)Careful selection and utilization of pedagogical strategies(c) Keen selection and utilization of appropriate learning resources(d) Keen adoption and utilization of assessment strategies

The theory further posits that, whatever is selected should be in tandem with the learning area and pupils characteristics. Waswa (2020) directed a concentrate on preschool qualities and learning status among 5-6-year-old in open pre-schools in Kimilili Sub-County-Bungoma. He zeroed in on Teacher qualities that included

educating and learning assets and sustenance programs on learning status. Waswa's review was directed by the Education Production Function Theory (EPFT) hypothesized by Coleman.

An example of 356 pre-schoolers and 18 pre-school head instructors were drawn from the populace utilizing delineated and straightforward irregular inspecting methods. A pre-school learners check list and pre-school head teacher questionnaire and document analysis were used to generate data for the study. The findings generated from regression analysis established that teacher characteristics, teaching and learning resources and nutrition support programmes are significant in explaining variations in learning readiness among preschoolers.

Amunavi (2018) conducted a study on institutional variables influencing early literacy among lower primary pupils in Hamisi sub-county. The concentrate just highlighted impact of schools' actual foundation, educational materials, educator in-administration preparing and oversight by Head educator and Tac's. The review utilized a cross-sectional study research plan to test 2 Curriculum Support Officers, 14 head instructors, 28 educators and 56 students. The instruments utilized were surveys, understanding tests and perception agenda. The review uncovered that actual offices in some of the schools are lacking and thus the review reasoned that ampleness of educating and learning assets in school affected understudies' proficiency accomplishment in open grade schools. Greater part of the educators consistently went to in-support preparing on the best way to show perusing something like once per term. The review suggests that the public authority ought to expand the subsidizing to schools to cater for the fundamental instructing/learning helps. The Ministry of Education Science and

Technology ought to consider evaluating its administrative help to instructors and backing to schools.

Wangila (2017) conducted a study in Bungoma County to assess factors influencing the implementation of ECDE policy. The study focused on the human resource capacity, nature of resources available, nature of monitoring and evaluation. The review depended on the Contextual Implementation Theory (CIT) whose defender is Toole. The review utilized a blended examination configuration grounded inside the realism philosophical worldview. The example size of the review included 9 QUASOs, 27 head educators, 81 instructors of ECDE and 27 non-showing staff from chosen public grade schools. The apparatuses for information assortment contained the survey, centered bunch interview plan and the perception and record investigation plans. The review recognized various difficulties that thwarted arrangement execution that included deficiency of educating/learning assets, financial factors, for example, soundness of youngsters, monetary limitations and absence of government kindness.

Akuku (2015) led a concentrate on school factors impacting execution of youth improvement and training educational program in Kisumu focal sub-district. The review zeroed in on educating and learning materials, educator qualities, student qualities and educational technique. The example size of the review contained 19 ECDE focuses, 19 head-instructors and chiefs, 57 ECDE educators, 190 ECDE students and 4 DICECE. The discoveries of this study uncovered that, few variables influence legitimate execution of ECDE educational program in ECDE places for instance; absence of fundamental instructing and learning materials, unseemly instructing and learning

materials. However, the study did not establish how effective these variables are being utilized in the centers which the current study aimed to fill that knowledge gap.

Research by Lonyuduk (2018) on focus related factors impacting execution of educational plan in youth improvement programs in Turkana County zeroed in on actual offices, educating learning materials, taking care of projects and educator kid ratio. The test size was 55 instructors and 55 ECD centres. The information was gathered through perception and interview schedules. The concentrate on laid out that almost 66% of the ECDE focuses in Turkana focal didn't have actual offices and showing learning materials however it didn't lay out the adequacy levels which the flow review meant to do.

Wanjiru (2017) led a concentrate on educators' information on the execution of comprehensive schooling in youth habitats in Mwea East Sub-County. The study focused on knowledge and skills of teachers, teacher training on practicing teachers, instructional adaptations, learning/ teaching environment and teachers' attitudes towards learners with special needs. The study applied pedagogical content knowledge theory. The sample of the study was 40 teachers from the sampled schools. The discoveries showed that educators were not exceptional and ready to deal with students with assorted needs in ECDE homerooms. Studies on teacher-practices that focus on child-centred methodology have been conducted by various scholars, viz.Perren et al (2017), Campbell-Barr (2017), Payler et al (2017), Haley et al (2017), Aslan (2016), UNESCO (2015).

Studies on the use of instructional resources include; Sitabkhan &Platas (2018), Tayari (2018), Omaiyo (2013), Montessori (1966), Chepkwesis (2015), Karaka (2007), Fabian

(2007), Mwong &Wanyama (2012). They brought up the requirement for improvement of abilities by instructors going through their preparation so they might utilize a wide assortment of educational materials effectively. However, the efficacy of instructional materials has not been investigated which this study aimed to do.

Tayari (2016) in partnership with RTI International, Ministry of Education, Science and Technology (MoEST), and four counties in Kenya namely: Laikipia, Nairobi, Siaya and Uasin Gishu investigated the implementation of ECDE curriculum. The review meant to foster a financially savvy, versatile model of ECDE that guarantees kids who are planning to join essential training are intellectually, genuinely, socially and sincerely prepared to begin, and prevail in grade school. The program zeroed in on further developing school availability as characterized by students' proficiency, numeracy, psychosocial and leader capability abilities and targets pre-elementary schools in both public and Elective Provision of Basic Education and Training (APBET) centers. The discoveries uncover that by far most of the educators in both public and APBET focuses had accomplished basically auxiliary school training and had essentially declaration level of expert capability but the ECDE learners' readiness levels were still low and wanting.

This study as it recognizes the efforts of Tayari, sought to assess the efficacy of ECDE curriculum implementation. The study aimed to provide strategies that will enhance effective ECDE curriculum implementation. If findings of this study are fully adopted it is assumed that, levels of preparedness of ECDE learners shall increase as they transit to primary education. These learners will demonstrate ready for school characteristics especially mastery of basic literacy skills hence standing to gain from the myriad of

benefits associated with ECDE.Elective Provision of Basic Education and Training (APBET) centers. The discoveries uncover that by far most of the educators in both public and APBET focuses had accomplished basically optional school training and had essentially authentication level of expert capability

Research on various academic foci shows that both staff-started and youngster started rehearses comprise of components that can be utilized to foster complete and successful youth training and care programs (Barnett et al., 2010; Eurydice, 2009; Laevers, 2011). Scholastic, staff-started practices and approaches work on kids' scholarly results, including IQ scores, education and numeracy abilities, and explicit subject information and can have transient results. Kid focused rehearses can possibly further develop a kid's socio-close to home and delicate abilities, for example, inspiration to learn, imagination, freedom, self-assurance, general information and drive, and have long haul results. A Finnish report took a gander at kindergarten (6-year-olds) showing practices and youngsters' advantage in perusing and math. It observed that kids were keen on arithmetic and understanding when kid focused guidance was utilized actually. Essentially, guidance that mixed youngster started and staff-guided guidance prompted more elevated levels of school preparation and early school accomplishment (Graue et al., 2004).

2.8 Synthesis of the Literature Reviewed

The studies by Waswa (2020); Lonyuduk (2018); Wangila (2017); Akuku (2015) on pre-school learners readiness focused on availability of teaching learning resources. This study has identified a knowledge gap on effectiveness of utilization of the resources and their influence on learners’ school readiness.

In their review to assess the degrees of reading abilities among Grade three students, Ngure, Mwoma, and Yattani (2019) found that most of the students' assessed from public primary schools had extremely low word acknowledgment scores. The concentrate likewise showed that most of the students attempted to unravel sounds and letters and were sub optimal in perusing. Most of the learners in the review couldn't recognize letters and sounds, making understanding words, expressions and passages testing and, accordingly making cognizance hazardous. This demonstrated that reading levels among third-graders were low. Therefore; this study established a knowledge gap to investigate the efficacy of processes in curriculum implementation in pre-primary schools.

The study by Wanjiru (2017) on teachers' knowledge on the implementation of ECDE focused on knowledge and skills of teachers, instructional adaptation and learning teaching environment. This study founds a knowledge gap and assessed how effective ECDE curriculum is implemented through effective utilization of learning resources, teaching strategies, assessment strategies and professional documents.

Various examinations have been performed to resolve the issue of low perusing take-up among learners at different degrees of school. Talley (2017) directed one such review, discoveries in the review uncovered that when various educational systems are utilized, the perusing results of battling pursuers increment fundamentally. The investigation additionally discovered that utilizing games, bunch exercises, and sonnets can further develop perusing results for these learners yet didn't address how compelling the educational methodologies were being used. Hence this study identified the gap and went ahead to investigate.

Machira (2017) found that the educator's ability and use of instructing/learning materials expanded the students' perusing availability in her review to decide factors that influence pre-elementary younger students' understanding status. Kids ought to figure out how to peruse all through their initial school years, as per the Tusome Evaluation Report on early grade perusing mediation in Kenya. Just 18% of kids in lower essential could peruse messages in English smoothly, as per the review. The evaluation likewise saw that as, while students had gained critical headway in all language subtasks, cognizance stayed a test, with the most minimal exhibition levels (Government of Kenya, 2017).Therefore, this study established a knowledge gap, and investigated efficacy of selected processes in curriculum implementation in pre-primary schools.

According to Uwezo (2014), just 14 percent of grade 3 youngsters in Hamisi Sub County could peruse a grade 2 English story, while 21% could peruse a grade 2 Kiswahili story, contrasted with 17% in English and 22 percent in Kiswahili in Emuhaya Sub-County. In the two dialects, this was below the public normal of 32%. While this is valid, the analyst found that no exploration has been finished on efficacy of processes in ECDE curriculum implementation and learners' readiness for primary education. As a result, this study identified knowledge gap, hence assessed the efficacy of processes in ECDE curriculum implementation in Hamisi sub-province, Vihiga County-Kenya. Dominance of fundamental education abilities have been featured in examinations as a reason for good execution in essential, optional, and tertiary establishments.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter Overview.

The present chapter provides a comprehensive account of the study's experimental design, research methodology, geographical scope, target population, sampling strategy, data collection, data analysis, study validity and reliability, ethical considerations, and data collection and analysis. Approaches to collecting data from a specific population in order to comprehend a phenomenon and extrapolate findings to a larger population are referred to as methodology in research, according to Cohen, Manion, and Morrison (2007). Approaches to ethics, data analysis, and interpretation are all included in methodology, along with the research design, population, and instruments used for data collection.

3.2 Research Design

The aim of a research design is to provide credible results (Ferreira, 2018). This study adopted a descriptive-survey research design. This is because the study aimed to accurately and systematically describe the situation as pertains to pre-primary school curriculum implementation in Hamisi Sub-County of Vihiga County in Kenya. To do so, a survey was conducted that allowed collection of large volumes of quantitative and qualitative data.

Qualitative data was obtained from CSOs' through interviews and from ECDE teachers through FGDs that allowed the study to have an in-depth understanding of status of curriculum implementation in pre-primary schools in Hamisi Sub-County. Quantitative

data was obtained from Centres-in-charge and Section Heads through questionnaires that allowed the study to obtain large volumes of data on views of practitioners from the sector in Hamisi-Sub-County about curriculum implementation in pre-primary schools.

The descriptive research design was chosen because it enabled to conduct a survey hence collecting data from many respondents within a short time. The respondents also contributed their opinions, attitudes, preferences and perceptions on the efficacy of processes of curriculum implementation in pre-primary schools and its influence on learners' readiness for primary school (Creswell, 2012). The hypothesis that guided this study was tested using Pearson correlation and ordinal logistic regression tests using the test statistic. Pearson correlation coefficient help the study to calculate T-Score and Critical value while Ordinal logistic regression provided Wald and significant values and against which they were compared to alpha value of 0.05 as proponed by Finger(1925) upon which the verdict on null hypothesis was made.

3.3 Location of the study

The study was conducted in Hamisi sub-county in Vihiga County, Western region of Kenya. It lies at a latitude of 0.09°N and a longitude of 34.85°E and its daily temperatures average a low of 12 °C (53.6 °F) and a high of 24 °C (75.2 °F) The average altitude is 1740 m above sea level(KNBS,2019). Hamisi Sub-County has seven administrative wards, namely Shiru, Gisambai, Shamakhokho, Banja, Muhudu, Tambua and Jepkoyai (KNBS, 2019). It has 150 pre-primary schools that comprise of 120 public ECDE centres and 30 private ECDE centres. The Sub-County has 500 ECDE teachers

(Hamisi Sub-County Education Office,2020). The sub-county was selected owing to its poor rankings in school readiness indicators that includes basic literacy and numeracy levels that hinders smooth transition to grade one (Uwezo, 2010 & 2011; Uwezo,2015; RTI,2018).

As stated in the Vihiga County Fiscal Strategy Paper (2018), the county has encountered difficulties in ensuring the availability of affordable, high-quality education. At all levels, the quantity of educational facilities does not correspond to the expanding learner population. The situation is additionally complicated by the scarcity of instructional personnel and resources. Due to the relatively high cost of education, the expanding requirements of intelligent and disadvantaged students have not been adequately met.

In 2003, the Kenyan government altered its policy to mandate the installation of ECDE centers in all primary schools. Early Years' Education was designated as a human right and placed directly under the jurisdiction of county governments in the 2010 Constitution. County administrations are provided with adequate funding in order to offset the heightened level of responsibility. Enhanced financial support for county governments, including Vihiga, which accommodates Hamisi Sub-County, ought to facilitate greater enrollment in high-quality education, thereby preparing pre-primary students for first grade. However, this outcome has not materialized.

3.4 Target Population

The study target population comprised of the CSOs, ECDE Centres, Section Heads, centres- in- charge and ECDE teachers. Centres-in-Charge are qualified ECDE teachers manning respective pre-primary education centers .These teachers are responsible for day to day curriculum implementation in their respective schools. ECDE teachers are deployed to pre-primary schools either by the county government or the local community with the actual responsibility of curriculum implementation geared towards preparing ECDE learners for school.

CSO's were included in the study because of supervisory and monitoring roles as pertains to curriculum implementation hence they have vital information concerning the objectives of the study. Their participation in this study was handy and quite informative.

Section heads and centre in charges are responsible for day to day running of individual centers. By the virtue of duties assigned to section heads and centre in charge it is deemed that they enough experiences hence information they gave was valid and reliable to address the objectives in this study.

ECDE teachers are the actual implementers of the curriculum. Their roles have been drawn from TSC Code of Regulation and reinforced by Vihiga County Public Service Board(2021). Therefore these teachers were quite informative in addressing the tenets of this study.

3.5 Sampling

A sample is a smaller group obtained from accessible population of similar characteristics or traits the study is investigating (Best & Kahn, 2016). The sample was drawn from ECDE Centres, Section Heads, Centres- in-Charge and ECDE teachers all from Hamisi Sub-County.

3.5.1 Sampling Procedure

The study utilized the existing six educational zones as clusters. Since there were only six CSO'S.The study took all of them to participate in the study because they were few to warrant sampling. Curriculum Support Officers are responsible for manning respective educational zones.

At each cluster, the study utilized stratified sampling to divide the population into subgroups (strata) that comprised of ECDE centres, Section Heads, Centres in Charge and ECDE teachers. In each stratum, the study used Yemen's formula for sample proportionate stratification approach to arrive at the sample size for each stratum followed by simple random sampling in picking of individual members in each stratum.

3.5.2 Sample Size

Hamisi Sub-County has a total of 130 ECDE centres both public and private (Hamisi Sub-County Education Office, 2020). The study target population was 452 respondents which comprised of 6 CSO's, 116 Section Heads, 130 Centers-in-charge and 200 ECDE teachers as shown. This study drew a sample size using Yamane's formula (Yamane, 1967) since the study qualifies the two conditions for Yamane formulae which are: it must be a survey research with a finite Population (Chanuan Uakarn,Kajohnsak Chaokromthong,& Nittaya Sintao,2021)

$$n = \frac{N}{1 + N(e^2)}$$

n = the desired sample size

N = the total population

e = the level of statistical significance (0.05)

Using the formula, the sample size was.

$$n = \frac{452}{1 + 452(0.05^2)} = 212.2 \approx 212$$

The sample size for each group was then determined using sample proportionate stratification approach. With proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. Strata sample sizes were determined by the following equation

$$n_h = \frac{N_h}{N} \times n$$

Where

$n_h = samle\ \ size\ \ for\ strata$
$N = the\ total\ \ population\ size$
$n = the\ total\ \ sample\ size$
$N_h = population\ \ size\ \ for\ \ strata$

$$n_h = \frac{6}{452} \times 212 = 2.8 \approx 3$$

$$n_h = \frac{116}{452} \times 212 = 54.4 \approx 54$$

$$n_h = \frac{130}{452} \times 212 = 60.9 \approx 61$$

$$n_h = \frac{200}{452} \times 212 = 93.8 \approx 94$$

The sample size for each stratum is given in Table 3.

Table 3.2: Sampling Frame.

Population name	Target population size	Sample size Percentage
CSOs	6	6 100%
ECDE Centres	130	61 46.9
Section Head	116	54 46.5%
Centres- in-charge	130	61 46.9%
ECDE Teachers	200	94 47%
Total	**452**	**212 46.9%**

Source: Researcher (2021)

3.6 Research Instruments.

This study acquired data using a variety of instruments, which were also utilized for triangulation purposes to ensure the validity and dependability of the results. As Govender (2018) emphasizes, the data were gathered via questionnaire, interview schedule, and focus group discussion.

3.6.1 Interview schedule for the CSOs.

An interview schedule is basically a list containing a set of items that have been prepared, to serve as a guide for interviewers in collecting information about a specific topic or issue (Martin Luenendonk, 2019).This tool was chosen in order for this study to have a better understanding, opinions, experiences pertaining processes in curriculum implementation in pre-primary schools in Hamisi Sub-County. That is, this tool enabled an in-depth collection of information. The items in this tool were carefully prepared as shown in Appendix(II) to serve as a guide for collecting information about efficacy of ECDE curriculum implementation .

3.6.2 Questionnaire for Section Heads and Centres-in-Charge

A questionnaire is a research instrument featuring a series of questions used to collect useful information from respondents (Feedough, 2021).This tool was chosen because it offered a fast, efficient and inexpensive means of collecting large amounts of information from sizeable sample volumes. The questionnaire contained items as shown in Appendix (III) for section heads and centre in-charges. The items in the questionnaire were designed to ensure that responses from respondents' elicited information on the main issues involved as established by Sekaran (2013). Each item of the questionnaire was developed to address specific objectives of the study. This tool used Likert type of scale.

Validation of the questionnaires was performed prior to their implementation in the field. Validity pertains to the degree to which a researcher's desired constructs or elements of information are sufficiently captured; this is occasionally termed a specification error. This is typically a broad error, whereas the measurement error pertains to the degree to which a construct is accurately captured by a measure, such as a query posed to the respondent. As the conceptual and practical framework, I evaluated and reflected on ways to enhance the quality of the questionnaire and its results, as well as to reduce the likelihood of errors, using the Total Survey Error Framework (Pennay, 2014) (Whiteley, 2015). Both errors of representation and sampling errors, as well as errors of measurement and non-sampling errors, are present in the framework. The aforementioned occurs during the sample selection process from the sampling frame. The latter transpires during the survey's design and execution phases. The researcher

thus employed a combination of expert evaluations and cognitive interviews to ensure the questionnaires' validity.

3.6.3 Focus Group Discussion Guide

A Focus Group Discussion (FGD) is a form of group discourse facilitated by a moderator or facilitator, wherein participants engage in unrestricted dialogue regarding a predetermined subject matter within a group setting. The inquiries utilized in this research were formulated in accordance with Appendix (IV) within an interactive group environment consisting of twelve ECDE instructors. A total of six cohorts of ECDE instructors were selected from the six educational zones (clusters) situated within Hamisi Sub-County. The inclusion of focus group discussions was essential in order to capture the varied perspectives of the participants and acquire additional information that could not have been obtained through questionnaires and interviews. Participants were permitted to engage in conversation with one another. Notations were made and crucial elements that were considered significant by the group were documented. The members provided additional insight by probing and elucidating regarding the implementation of policies and the obstacles encountered during the ECDE curriculum implementation process.

3.7 Pilot Study

The term ‘pilot study’ refers to mini versions of full study also called feasibility studies. It entails conducting thorough pre-testing of a designated research instrument, such as an interview schedule or questionnaire. A larger investigation is preceded by and closely associated with a pilot (Eldridge et al., 2016).Hence, prior to commencing the research, it was critical to conduct a feasibility study in order to ascertain the suitability

of the proposed methodologies and to identify any confounding variables that could compromise the reliability of the results, as recommended by Van Teijlingen and Hundley (2001).

The participants of the pilot study were selected from the adjacent Sabatia Sub-County and belonged to the identical target population: four ECDE instructors, two CSOs, two section heads, and two centers-in-charge. All of these were excluded from the study's primary sample because they were located beyond the study locality; that is, the research was carried out in Sabatia sub-county, whereas the pilot study was conducted in Hamisi sub-county.The interview guides, questionnaires, and FGD guide that were utilized in the pilot study were ultimately implemented in the primary investigation. The objective of this preliminary investigation was to assess the appropriateness of the items in an effort to enhance their validity and reliability. The foreseen issues were identified in the methodologies and appropriate modifications were implemented prior to commencing the large-scale investigation. Mugenda and Mugenda (2013) assert that piloting constitutes a pivotal phase within the realm of research. This facilitated the researcher in ascertaining the instruments' validity and reliability, as well as in identifying potential challenges that respondents might face during the information provision process. The organization of the instruments utilized for data collection in the primary research was thus influenced by the results obtained from the pilot study.

During the pilot study, it was established that, the language used was quite confusing to the respondents; this was later checked and moderated. The questionnaires was too long hence consuming a lot of time responding to it. It was then agreed that questionnaires should be responded too in the afternoon after the normal classes. The conducive venue

for FGDs posed a challenge, however a solution was found since the local church hauls were used and provided a conducive environment for the exercise.

3.8 Validity of the Instruments

The validity of a research instrument refers to its ability to accurately assess the construct for which it was originally intended. Subsequently, this facilitates the accurate interpretation of the results or scores acquired through the instrument with respect to a particular concept or construct (Creswell, 2012). To enhance the validity of the interpretations in this study, the research team, similar to McCotter (2001), referred to Lather's (1986) recommendations regarding the bare minimum requirements that should be incorporated into research designs: Criteria-Referenced Validity, Face Validity, Content Validity, Consequential Validity, Construct Validity, and Triangulation of sources and methods of data

The validity of the instruments was assessed using content validity, which incorporated sampling validity and item validity. This was accomplished by ensuring that the instrument items comprehensively addressed all the variables and objectives of the study. By ensuring that every item on each instrument was pertinent to the measurement of the intended content area or variable of interest, the item validity was increased. The sampling validity was improved by assuring that an adequate sample of the entire content area under test or measurement was obtained using the test or instrument. In order to assess literacy preparedness, the KICD curriculum was applied. Furthermore, in collaboration with experts in the respective domain, the researcher conducted an item analysis of the variables in order to verify their faithful representation of the factors under investigation (Robson, 2002).

To ensure construct validity, short and straightforward close-ended questions were used. The questions were made simpler and easier to understand by using short and simple sentences. They were arranged from simple to complex. They allowed the respondent to approximate the exact response as close as possible. In addition, detailed verbal descriptions and clear instructions were provided during the group administration, where the researcher conducted the interview personally. To ensure validity of the questions, expert judgment of lecturers of the university was sought and recommendations incorporated in interview schedule.

3.9 Reliability

Reliability is defined as the extent to which repeated trials of a research instrument yield consistent data, assuming all other factors remain constant. Four methods of assessing the reliability of a questionnaire are universally accepted among researchers: test-retest, equivalent form, divided half, and Cronbach's alpha coefficient of internal consistency (Ritter, 2010). The internal consistency coefficient of Cronbach's alpha was utilized in this study due to its practicality, utilization of all items in the research instrument, and convenience in comparison to alternative methods requiring only one test administration approach (Tavakol & Dennick, 2011). Even if the domain is heterogeneous, Cronbach's measures how well the scores on the specified items predict the expected scores for the entire domain. Internal consistency is quantified by Cronbach's alpha (the degree to which the elements are related as a group). On queries pertaining to the same subject matter, it is anticipated that participants will achieve comparable scores for each question.

The four independent variables (Preparation and utilization of Professional Documents, Utilization of selected pedagogical strategies, utilization of selected learning resources and Utilization of selected assessment strategies) and the dependent variable (learner readiness for school after demonstration of basic literacy skills and learners not ready) were subjected to reliability test. The alpha was computed using data obtained from the questionnaires pilot testing as

$$\alpha = \frac{\left[\frac{k}{k-1}\right]}{\left[1-\left(\frac{1-\sum_{i=1}^{n} S_i^2}{S_x^2}\right)\right]}$$

where

k = *the number of items on the test*

S_i^2 = *the obtained variance for item i*

S_x^2 = *the variance of the total test scores*

Different researchers use different cut-off values for alpha which according to Tavakol and Dennick (2011) range from 0.7 – 0.95. George and Mallery (2003) made the following interpretation of the values of alpha coefficient as a rule of thumb i.e. > 0.9 – Excellent, > 0.8 – Good, > 0.7 – acceptable, > 0.6 – questionable, > 0.5 – poor and < 0.5 – Unacceptable. This interpretation was applied to this study. Using SPSS, the results for reliability are presented in Table 3.3

Table 3.3: Cronbach's alpha coefficients

Variable	Cronbach's alpha	
Utilization of professional documents	0.776	
Utilization selected learning resources	0.835	0.793

Utilization of pedagogical strategies	0.729	
Utilization of Assessment strategies	0.782	
Learner readiness for school after demonstration of basic literacy skills	0.811	
Learners not ready for school	0.824	

Source: (Researcher's Pilot survey, 2022)

The findings presented in Table 3.3 indicate that Cronbach's alpha is 0.793. This value suggests that the questionnaire's reliability test was satisfactory in relation to our scale and the particular sample under consideration.

A comparison was made between the data obtained from interviews and the data obtained from questionnaires. These comparisons revealed that, with a few minor exceptions, the data were essentially consistent. Due to the absence of notable deviations in the questionnaire data, the information gathered through interviews was deemed reliable.

3.10 Data Collection procedure

Through the Directorate of post graduate studies, an introductory letter was given by Masinde Muliro University of Science and Technology .This aided in processing of a research permit from National Commission of Science, Technology and Innovation (NACOSTI) which was granted. Thereafter, Permission from County Education office and County Commissioner's office allowing him to conduct the study was sought. A pre-visit to the target respondents was conducted for familiarization and removal of any

anxiety and development of trust. A prior arrangement on the time and date of the study was made to avoid disruption of lessons.

3.11 Procedure of Data Analysis

Data processing entails the transformation of unprocessed data into a format that is legible by a computer. This is accomplished via data cleansing, coding, amending, and data entry. After and during data acquisition, editing was performed, particularly during coding. Upon completion of each instrument, the questionnaires underwent a thorough verification process to eliminate any errors or omissions. Each tool underwent additional scrutiny to identify any potential issues, including the presence of multiple responses to a single item, ambiguous answers, or inconsistent responses; any such tools were eliminated. The subsequently cleansed quantitative data provided by Centres-in-Charge and Section Heads were summarized per item into frequencies and percentages before being presented in tables. The qualitative data collected through interviews with CSOs and focus group discussions with ECDE instructors were thematically organized and presented.

Welman et al. (2005) state that the utilization of statistical methods for data analysis enables the examination of variables, including their impact, correlation, and patterns of engagement in our society. The Pearson Correlation test was employed to analyze the data pertaining to objective one. Logistic regression was utilized to analyze the data concerning objectives two, three, and four. Since logistic regression predicts a binary (response/dependent) outcome in accordance with one or more other variables, known as predictors, it was selected. Specifically, the relationship between one dichotomous variable and one or more (categorical or continuous) independent variables is

investigated via logistic regression analysis. Ordinal logistic regression, a statistical analysis technique that can be used to model the relationship between one or more explanatory variables and an ordinal response variable, was utilized in this study. Ordinal variables are categorical variables in which the category levels are clearly arranged in a particular order. Continuous or categorical explanatory variables are possible (StatNews#91, 2020). Computerized quantitative analysis software, more particularly the Statistical Package for the Social Sciences (SPSS), was employed to conduct all of this analysis efficiently. The package utilized to compute the tabulated data was Mugenda & Mugenda (2003). This program was selected due to its capacity to provide the researcher with flexibility regarding the manipulation of their data.

3.12 Ethical Considerations.

The researcher followed ethical principles that govern research, such as the preservation of anonymity, in accordance with the standards for social science research established by Neuman (2014) (Babbie & Mouton, 2014; Sotuku & Duku, 2015). This was accomplished by prohibiting the inclusion of respondents' names and centers on the questionnaires. The results obtained did not have a direct correlation with the participants. The data collection process offered considerable flexibility, allowing respondents to select convenient locations and times.

Obtain informed consent from participants by providing them with a comprehensive explanation of the study's objectives and asking them to sign an informed consent form if they are prepared to take part. By affixing their signature to the form, they indicated that their participation in the study was not coerced, but rather voluntary. Additionally, the research considered the recommendations of Wasunna, Tegli, and Ndebele (2014)

regarding informed consent requirements, which stated that the informed consent documents should not only be written in a layman's language but also adhere to the informed consent criteria. The participants were duly notified of their prerogative to withdraw from the research at any point without incurring any adverse consequences (Neuman, 2014).

The research was conducted in strict adherence to the ethical principles of beneficence and non-maleficence. Non-maleficence denotes that participants suffered no avoidable harm. The researcher ensured that participants were treated fairly and did not cause injury to any of the respondents (Bertram & Christiansen, 2015; Fischer, 2004). The principle of beneficence dictates that research should yield positive and advantageous results (Murphy & Dingwall, 2001).

The issue of plagiarism was addressed in this research through the implementation of proper citation practices, effective quote utilization, and accurate paraphrasing. In order to ensure academic integrity, the content was reviewed using Turnitin, an online service that verifies originality (Turnitin.com, 2018; Bruton & Childers, 2016).

Ethical standards were adhered to throughout the entirety of the thesis preparation process. When determining the research problem, the investigator chose a matter that would be beneficial to the subjects under investigation (Punch, 2005). In pre-primary education, processes pertaining to curriculum implementation must be effective.

Consent to conduct research was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI) and the Directorate of Postgraduate Studies as an ethical precaution. Attached was a copy of the revised proposal that included the

research instruments. An authorization permit was obtained and subsequently granted by the County Commissioner (CC) and County Director of Education (CDE) subsequent to the acquisition of the research permit from NACOSTI. Notification of the CSOs, Section Heads, Centres in command, and ECDE instructors of the chosen ECDE Centers subsequently ensued. The participants were urged to maintain sufficient cooperation throughout the duration of the study, with the assurance that any information they provided would be kept confidential.

Throughout the process of data collection, ethical standards were maintained. None of the respondents were at risk. Sieber (2000) is the source. The individuals' consent was obtained, as stated by Sarantakos (2005). Constraint-setting information that could be detrimental to an individual's reputation was withheld due to the findings of this research. The identities of the respondents to the questions in this investigation were withheld. No data falsification occurred. Ultimately, the research design was incorporated into the public publication of the study's results during reciprocity, enabling readers to assess the study's credibility independently. (Neuman, 2000)

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents data analysis of results from questionnaires, interviews and FGDs' with a view to answer research hypothesis. This study sought to assess the efficacy of processes in curriculum implementation in pre-primary education in Kenya. Data was analyzed using both descriptive and inferential statistics. Kuzma (1984) posits that statistics comprises a collection of methodologies and processes pertaining to the acquisition, arrangement, evaluation, interpretation, and depiction of data that can be expressed in numerical form.

The chapter provides findings according to the following study objectives:

i. To establish the relationship between professional documents and learners' readiness for primary school.

ii. To find out the effect of teaching methods in promoting learners' readiness for primary school.

iii. To examine the effect of learning resources in promoting learners' readiness for primary school.

iv. To appraise the effect of assessment strategies in promoting learners' readiness for primary school.

This study sought to test the following research hypotheses as derived from the objectives.

i. H_{01}: There is no relationship between professional documents and ECDE learners' readiness for primary school.

ii. H_{02}: Teaching methods has no effect on learners' readiness for primary school.

iii. H_{03}: Learning resources has no effect on learners' readiness for primary school.

iv. H_{04}: Assessment strategies have no effect on learners' readiness for primary school.

The independent variables of the study were; professional documents, Teaching Methods, learning resources and finally assessment strategies and how they affected the dependent variable, which is the nature of the implementation of curriculum pre-primary education which is demonstrated on levels of ECDE learners' preparedness for primary school in terms of mastery of basic literacy skills. The quantitative data of this study are presented in form of tables, figures, and discussed in the context of objectives after the demographic data and description of the variables used in the study. The qualitative data are presented in narrative form per objective.

4.2 Questionnaire Return Rate

There was need to establish if the tools returned were within the scientific limits to enable the drawing of valid and reliable conclusion. Only correctly filled tools were considered for analysis. The study used questionnaires to obtain information from section heads and Centres-in-charge from Hamisi Sub-County.

A total of 212 questionnaires were distributed to responders. A response rate of 74% (156 questionnaires) was obtained. Six of these (8.1%) were excluded from the total due

to substantial response disparities for the variable items. For data analysis, 150 questionnaires were utilized in total. This accounted for 71% of the total surveys returned. Kothari (1993) posits that a return rate exceeding 60% is deemed acceptable for a survey study of this nature. Bryman and Bell (2015) hypothesized that for analysis and reporting, a response rate of 50% is sufficient, 60% is satisfactory, and 70% or higher is exceptional. Fincham (2016) argues that for results to be widely applicable to the intended population, a response rate of 75% or higher is deemed outstanding. Hence, the response rate obtained was sufficient for the purposes of analysis, reporting, drawing conclusions, and formulating recommendations concerning the effectiveness of curriculum implementation processes in early childhood development education in Kenya, as determined by the particular variables examined in this study.

4.3 Basic tests of statistical assumption

Diagnostic tests were conducted to assess the data's compliance with the fundamental statistical assumption tests.

4.3.1 Test for Normality

A test for normality was conducted with a confidence interval of 95%. The null hypothesis is rejected and evidence suggests that the data under investigation do not originate from a normally distributed population if the p-value is less than 0.05. The null hypothesis, which posits that the data originated from a normally distributed population, is accepted when the p-value exceeds 0.05. The hypothesis was examined using the Kolmogorov-Smirnov (KS) goodness-of-fit test and the Shapiro-Wilk (SW) test for normality.

H_0 : *the data is not drawn from a normal distribution*

H_1 : *the data is drawn from a normal distribution*

The findings are as shown in Table 4.1

Table 4.1: Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Utilization of Professional Documents	.296	150	.080	.722	150	.125
Utilization of Learning Resources	.212	150	.156	.883	150	.095
Utilization of Pedagogical Strategies	.219	150	.091	.853	150	.104
Utilization of Assessment strategies	.279	150	.559	.282	150	.156
Learner readiness for school after demonstration of basic literacy skills	.269	150	.239	.751	150	.219
Learner not ready for school for failure to demonstrate basic literacy skills	.384	150	.134	.511	150	.173

a. Lilliefors Significance Correction

The findings presented in Table 4.5, as determined by the Kolmogorov-Smirnov (KS) test, reveal significant relationships among the following variables: learner readiness for school following demonstration of basic literacy skills (df = 150, p = 239); utilization of learning resources (df = 150, p = 0.156); pedagogical strategies (df = 150, p = 0.091); assessment strategies (df = 150, p = 0.282); and learners not prepared for failure to

demonstrate basic literacy skills (df = 150, p = 0.13). Based on the obtained results, it can be concluded that the data follows a normal distribution and the null hypothesis that it does not is rejected. Conversely, Table 4.5 presents the Shapiro-Wilk (SW) outcomes, which indicate that the datasets obtained for the following variables were within the expected range: learner readiness for school following demonstration of basic literacy skills (df = 150, p = 0.219); learning resources (df = 150, p = 0.095); pedagogical strategies (df = 150, p = 0.104); assessment strategies (df = 150, p = 0.156); and learners not prepared for failure to demonstrate basic literacy skills (df = 150, p = 0.173). Based on the obtained results, it can be concluded that the data follows a normal distribution and the null hypothesis that it does not is rejected.

The SW results validated the KS results that the data originated from and followed a normally distributed population. This indicates that the normality tests yielded significant results, thus justifying the use of parametric tests for the subsequent analysis.

4.3.2 Multicollinearity Tests

Multicollinearity occurs when predictor variables are highly correlated with one another. This can lead to an increase in the standard errors associated with the beta coefficients, impose a constraint on the value of R, and complicate the assessment of the relative significance of individual predictors within the model. Multicollinearity was evaluated through the utilization of the Variance inflation factor (VIF) and the tolerance value. The tolerance value is in the interval of 0 to 1, where a value less than 0.1 signifies a significant multicollinearity issue. The VIF statistic, which is the inverse of

the tolerance value, lacks specific cut-off points. However, multicollinearity does not exist if the VIF value falls within the range of 1 to 10. Multicollinearity exists when the VIF value is above 10 or below 1 equivalent. The outcomes of the test for multicollinearity are displayed in Table 4.2.

Table 4.2: Multicollinearity Tests

		Tolerance	VIF
1	(Constant)		
	Professional Documents	.548	1.824
	Utilization of learning resources	.526	2.348
	Utilization of Teaching Methods	.582	2.076
	Utilization of Assessment strategies	.579	1.985

Multicollinearity is not present, as evidenced by the fact that all tolerance values are greater than 0.5 and approach the maximum value of 1 rather than the minimal value of 0. This is shown in Table 4.6. Conversely, the VIF values exhibit a tendency towards values near 1 rather than 10, which signifies the lack of collinearity and bias in the regression model.

4.3.3 Correlation Analysis

The observed variables were subjected to bivariate correlation, which quantifies the relationship between two variables, through the utilization of the Pearson product-moment correlation coefficient (r), which assesses the strength of the linear association between variables. The value of r specifies the degree to which two variables are related in a linear fashion. Its range begins with zero correlation and ends with perfect correlation. The correlation analysis results are displayed in Table 4.7.

Table 4.3: Correlation analysis

		Utilization of professional documents	Utilization of learning resources	Utilization of Teaching strategies	Learner readiness for school after demonstration of basic literacy skills	Learner not ready for school for failure to demonstrate basic literacy skills
Professional Documents	Pearson Correlation	1	.646**	.584**	.466**	-.355**
	Sig. (2-tailed)		.000	.000	.000	.000
Utilization of Learning Resources	Pearson Correlation	.646**	1	.699**	.278**	-.470**
	Sig. (2-tailed)	.000		.000	.001	.000
Utilization of pedagogical strategies	Pearson Correlation	.584**	.699**	1	.432**	-.574**
	Sig. (2-tailed)	.000	.000		.000	.000
Learner readiness for school after demonstration of basic literacy skills	Pearson Correlation	.466**	.278**	.432**	1	-.308**
	Sig. (2-tailed)	.000	.001	.000		.000
Learner not ready for school for failure to demonstrate basic literacy skills	Pearson Correlation	-.355**	-.470**	-.574**	-.308**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

In Table 4.7, the results shows positive correlation between the study variables and the predictor variables are significant at 0.01 level of significance.

4.3.4 Heteroscedasticity/ Homoscedasticity

Homoscedasticity refers to a circumstance in which the variance errors for the predictor variable are identical at all levels, whereas heteroscedasticity denotes the absence of homoscedasticity, where variance errors differ among all observations. Neglecting to address heteroscedasticity renders statistical tests of significance, including regression analysis, invalid and heightens the likelihood of erroneous conclusions. The present study employed the Levene statistic to examine the null hypothesis that the variance of the variable being explained is identical at every level of the explanatory variables. The findings are illustrated in Table 4.4.

Table 4.4: Test for Heteroscedasticity/ Homoscedasticity

		Levene Statistic	df1	df2	Sig.
Utilization of Professional Documents	Based on Mean	1.384	1	148	.241
Utilization of learning resources	Based on Mean	.047	1	148	.828
Utilization of Teaching Strategies.	Based on Mean	.043	1	148	.836
Utilization of Assessment strategies	Based on Mean	.546	1	148	.672

The significance level of the Levene statistic is 0.05, at which point the null hypothesis is rejected ($p < 0.05$). However, acceptance of the null hypothesis occurs when $p > 0.05$. It is noteworthy to mention, from the findings presented in Table 4.8, that the test statistic for teacher preparation and utilization of professional documents, as determined by Levine's test on the mean, is 1.384. The corresponding p-value (Sig.) is 0.241. The

calculated test statistic for the utilization of the chosen learning resources is 0.047, with an associated p-value of 0.829. The p-value associated with the test statistic for utilization of instruction strategies is 0.836, while it is 0.043. The p-value associated with the test statistic of 0.546 for assessment strategies is 0.672. Given that p is greater than 0.05, it follows that the null hypothesis is accepted (it is not rejected). This indicates that the available evidence is insufficient to establish a statistically significant difference in the variance of dependent variables among independent variables; that is, the variances of the three independent variables are equivalent. As a result, we reach the conclusion that the variances of the dependent variable differ significantly across various levels of the explanatory variables, thus contradicting the homogeneity of variance assumption.

4.4 Efficacy of professional documents on learners' readiness for primary school.

The first objective of this study was to establish the relationship between preparation and utilization of professional documents and ECDE learners' readiness for primary school. The teacher utilizes professional documents throughout the stages of planning, executing, and assessing the teaching and learning process. Their purpose is to facilitate effective instruction and learning. Schemes of Work, Lesson Plans, Work Records, Individualized Educational Programs, Health Records, Activity Programs, and Rubrics were the primary documents examined. The information was collected from Centre-in-Charge and Section Heads via questionnaires featuring a five-point Likert scale: Strongly agree (1), Agree (2), Neither agree nor disagree (3), Disagree (4), and Strongly disagree (5).Further information was also sought through interviews with CSOs and focus group discussions led by ECDE instructors.

4.4.1 Efficacy of Schemes of work as a professional document.

An adequately organized course outline should: (a) Provide a comprehensive synopsis of the entire curriculum. (b) Present a series of learning assignments in a sequential fashion. (c) Illustrate how the content is connected to the supplementary materials. (d) Establish a foundation for the course's long-term planning, training, and evaluation.

To investigate teachers' competency in preparation and utilization of schemes of work as per the ECDE guidelines, a questionnaire was provided to Section Heads and Centres-in-Charge. The respondents were asked to mark according to their level of agreement from items in Likert type of scale (See Appendix (III) section 1). The findings are summarized in Table 4.5.

Table 4.5: Efficacy of Schemes of work as a Professional Document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
Derived from the syllabus.	18(12)	9(6)	39(26)	30(20)	54(36)
Account for pupils' needs and interests.	46(31)	74(49)	5(3)	13(9)	12(8)
Clear in its various components (content, instructional media, methods, aims, duration of lessons	14(9)	27(18)	5(3)	40(27)	64(43)
Shows the sequence/order of content drawn from the syllabus.	18(12)	31(21)	9(6)	40(27)	52(35)
Clear on scope (how much content to be covered within the required time)	43(29)	46(31)	11(7)	21(14)	29(19)
Objectives precisely defined.	23(15)	18(12)	5(3)	38(25)	66(44)
Scheme is appropriate.	44(29)	11(7)	11(7)	44(29)	47(31)
Shows relationship between content and support materials.	15(10)	29(19)	13(9)	46(30)	47(31)
Provide the basis for long range planning, training and evaluation of the course.	23(15)	26(17)	9(6)	63(42)	29(19)
Reference materials provided are relevant.	51(34)	47(31)	23(15)	16(11)	13(9)

Upon analyzing the data as shown in Table 4.5, it revealed that 84(56%) of the respondents disagree that scheme of work is derived from the syllabus/designs. This is quite unfortunate because it is from the syllabus that the teachers make schemes of work according to the grade and lesson to be taught. From schemes, teachers make a lesson plans according to the ability of the students, It's where he/she decides what method and teaching aids will be used to teach. Therefore, if schemes are not derived from the syllabus, perceived outcomes in learners might not be realized at all. Hence the scheme of work won't be achieving what it was initially designed to achieve. This suggests that the effectiveness of work schemes implemented in pre-primary schools within the Hamisi sub-county is not being achieved, as the majority of these schemes do not originate from the syllabus or design. Effective teaching is impossible without schemes of work, and even less so without syllabi and lesson plans. The syllabi-derived schemes of work serve as the teacher's guiding light as they adhere to the educational curriculum established by the society to impart knowledge to its constituents. The scheme is the syllabus decomposition into teachable units for a specified period of time; therefore, you are undoubtedly instructing something else if you deviate from the design. Such as the weeks, months, or terms. Put simply, it refers to the quantity of instructional materials that an instructor prepares and plans to deliver within a designated time frame. The reflective educator is required to proactively devise a lesson plan that addresses the subjects, concepts, or topics outlined in the syllabus. It is essentially the teacher's personal blueprint of what, why, and how they intend to teach throughout a given period of time; thus, it includes objectives, methodologies, and activities.

Notably, 120 (or 80%) of the respondents concur that the scheme of work takes into consideration the requirements and interests of the students. This is in accordance with the qualities of effective lesson plans, which include considering the needs and interests of the students and providing them with a variety of engaging activities that are appropriate for their age, level of cognitive development, and experiences. Typically, students within a classroom setting lack rigid and specific screening criteria; instead, they exhibit varying degrees of learning proficiency, ranging from sluggish to average to fast. The instructor must then provide an assortment of learning activities to accommodate these differences.

However, 104 respondents (or 70%) hold the differing opinion that the scheme of work was unambiguous with regard to its constituent parts, including instructional media, content, methods, objectives, and lesson duration.This suggests that the effectiveness of the scheme will not be achieved in accordance with this metric. The various components of the schemes—including lesson content, instructional media, methods, objectives, and duration—must be crystal plain. The initial page of the schedule typically includes details regarding the number of students, including their gender and age bracket. Page two serves as the index, listing all subjects in the sequential order in which they are organized.The introductory page of each subject or discipline typically includes the index, which includes the subject's name, the topics to be covered, and the overarching objectives to be accomplished. A strong aim comprises expressions that encapsulate the subject's philosophy, i.e., it establishes the distinctive point of reference

that the subject endeavors to explore, as in the case of social science: To foster students' interpersonal skills within the context of the family, school, and community.

Evaluations are typically provided at the conclusion of the week, at the conclusion of the period for which each topic has been scheduled. The evaluation ought to objectively assess the performance of the lessons, encompassing both successes and failures, as well as the strengths and weaknesses of the lessons pertaining to the same subject matter. Subsequently, the instructor ought to provide potential extensions or remedial assignments as potential resolutions for the identified issues.

According to the study's results, 92 (62% of the respondents) are in disagreement with the notion that a scheme of work represents the syllabus-derived sequence or order of content. Learners are intended to be exposed to a range of experiences, from the familiar to the unfamiliar. Learners are not Neutrals; they possess some knowledge; therefore, the content must be presented in an orderly fashion to maximize retention. It is important to highlight that 89 of the respondents (60%) concur that the scope of the scheme of work is unambiguous regarding the amount of material to be completed within the designated timeframe. This will assist teachers in preventing learners from being overburdened with unnecessary material or undernourished. By carrying out this action, the scheme will achieve its intended effectiveness with regard to this indicator.

Conversely, 104 respondents (69%) hold the view that the objectives of the scheme of work are not precisely defined. The objective serves as a blueprint for lesson intentions

and projects them. Errors may result from a lack of precise definition. Every objective should possess the SMART qualities—Specific, Measurable, Attainable, Realistic, and Time-bound—in order to be considered "SMART." Precise denotes an understanding of the intended results of the course as well as the methods and strategies that will be utilized to attain them. A goal that lacks specificity is analogous to a physician prescribing medication to a patient without conducting laboratory tests and a diagnosis to determine the underlying cause of the illness.

Additionally, 91 (or 60%) of the respondents disagree that the work schemes are suitable and challenging, according to the study's results. In order to achieve effectiveness, the schemes must be suitable for the learners' skill levels while also presenting them with opportunities to investigate diverse possibilities. However, 93 respondents (61%) hold the opposite view, stating that the scheme of work fails to illustrate the connection between the content and support materials. To achieve the lesson objective, the learning experiences must correspond with the supporting materials. In addition, the analysis revealed that 92 (61% of the respondents) are opposed to the notion that schemes of work serve as the foundation for the course's long-term planning, training, and evaluation. It is noteworthy that 98 (65%) of the respondents concur that the provided reference materials and examination are pertinent. The schemes ought to clearly delineate the pertinent supplementary materials in order to facilitate seamless teaching.

The results derived from the interviews with the CSOs indicated that while a subset of the instructors possessed the work schemes, the vast majority of them were obtained via

internet download. Consequently, it became apparent that they were not derived from the existing curricula or designs and failed to consider the requirements and interests of the students. The majority of the work schemes lacked clarification in a variety of components, including lesson duration, instructional media, content, methods, and objectives. The lack of alignment between the schemes of work and the current syllabus resulted in the omission of the content sequence or order. While certain individuals understood the purview, or the amount of material that needed to be covered in the allotted time, the practical application aspect was absent. The objectives lacked specificity as they failed to meet the criteria of being "SMART" (specific, measurable, achievable, realistic, and time-bound).The aforementioned perspectives were held by all three CSOs, consisting of a 52-year-old female and two 48-year-old males.

As determined by the FGDs, it is true that instructors do download work schemes from the internet."To save time, I purchase schemes of work online; however, I do not adhere to the content outlined in the schemes of work; instead, I teach from the textbook" (Teacher 6, female, age 28).It is undeniably a revelation that strategies are failing to achieve their intended effectiveness. Efforts must be made deliberately to ensure that pre-primary educators prepare work schemes in accordance with the specified criteria in order to attain the intended effectiveness. When educators opt to acquire work schemes intended for a different cohort of students to implement with their own students, it is either because they lack the necessary expertise to create them themselves or because the working environment prohibits such an action. The efficacy of lesson delivery is

contingent upon the level of preparation that goes into the schemes of work, which function as an indicator of anticipated achievement.

4.4.2 Efficacy of Lesson plan as a Professional Document

The respondents were asked to mark according to their level of agreement from items in Appendix (III) section (2) and the results presented in table 4.6

Table 4.6: Efficacy of Lesson plan as a professional document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
Shows the level of the class.	56(37)	25(17)	14(9)	24(16)	31(21)
The length of the lesson is provided.	41(27)	14(9)	7(5)	39(26)	49(33)
Shows the aim of the lesson.	15(10)	48(32)	9(6)	28(19)	50(33)
Shows the assumptions.	42(28)	54(36)	6(4)	28(19)	20(13)
Shows the anticipated difficulties and solutions in the lesson.	43(29)	53(35)	11(7)	31(21)	12(8)
Depict the time of each activity.	30(20)	20(13)	17(11)	54(36)	29(19)
Shows the board record.	25(17)	38(25)	8(5)	52(35)	27(18)
Shows the materials and resources.	35(23)	42(28)	6(4)	35(23)	32(21)
Shows clarity in guided practice.	34(23)	45(30)	3(2)	28(19)	40(27)
Builds upon learners' prior knowledge.	27(18)	28(19)	9(6)	66(44)	20(13)
Allows for more flexibility.	21(14)	37(25)	14(9)	39(26)	39(26)
Clarify transition from one activity to another.	49(33)	49(33)	3(2)	36(24)	13(9)
Allots time for learners' involvement.	20(13)	29(19)	3(2)	61(41)	37(25)

According to the findings presented in Table 4.6, 81 (54% of the respondents) concur that the lesson plan should indicate the class level. This is encouraging because the level indicates that the requirements of specific students will likely be met, allowing the lesson plan to effectively achieve its objectives. Following this, 88 (or 59%) of the respondents are in disagreement that the instruction duration is specified in the lesson plan. Students in pre-primary are immature and have an inadequate capacity for sustained attention. Consequently, the lesson plan must specify the time interval during which each activity will be conducted. This will result in the students being actively involved, and consequently, they will accomplish much. However, if learners engage in a single activity for an extended period of time, they will become fatigued and lose focus, which will prevent any learning from occurring. In addition, 78 (or 52%) of the respondents are opposed to the notion that the lesson plan explicitly states the objective of the lesson. The lesson plan ought to specify the ultimate results and the criteria for evaluation.If this is not provided for, it becomes difficult to concentrate because there is no clear direction in which to move. Conversely, 96 (64%) of the respondents concur that the lesson plan should include the lesson's underlying assumptions. Additionally, the data analysis reveals that 96 (64% of the respondents) concur that the lesson plan should include a breakdown of anticipated challenges and corresponding solutions.This is crucial because, as the lesson progresses, contingency plans must have been established in anticipation of emergent challenges in the delivery of the lesson. It is possible that a digital lesson has been scheduled that relies on power. Therefore, in the event of a power outage or machine malfunction, contingency plans must have been established to ensure that the lesson delivery remains uninterrupted.

It is noteworthy to mention that 83 individuals (55 percent) expressed disagreement with the notion that the lesson plan explicitly specifies the stage, objective, procedure, and interaction time of each activity. In order to achieve the effectiveness of the instruction plan as measured by this indicator, it is imperative that this be accounted for. Notably, 79 (53% of the respondents) are opposed to the notion that the board record is displayed on the instruction plan. The lesson outline should specify the teacher's intended use of the board in order to provide direction for the actual lesson delivery. If this is not accomplished, then there will be no effectiveness. The analysis reveals that 77 (51% of the respondents) concurred that the lesson plan should include a list of the necessary materials and resources. Additionally, the analysis of the data reveals that 79 (53% of the respondents) concurred that the lesson plan's organization and guided practice are clear. In contrast, 86 (or 57%) of the respondents hold the opposing view that the lesson plan capitalizes on students' pre-existing knowledge. Educators should develop the ability to capitalize on learners' prior knowledge and experiences, rather than introducing novel material that they may ultimately decide not to study. Additionally, 78 (52% of the respondents) disagree that the lesson plan permits greater flexibility, according to the data. This is quite a challenge, Miss Norma, because each day is different and you never know what your students might accomplish that day; therefore, you must account for the possibility that things will not transpire according to plan. In addition, 98 (66% of the respondents) concur that the lesson plan facilitates the transition between activities, whereas the same number of respondents (98/66) disagree that the lesson plan provides sufficient time for student participation.CBC offers

practical, hands-on activities. Determining the effectiveness of instruction becomes challenging in the absence of learner practice.

Based on the interviews that were undertaken, the CSOs ascertained that while certain lesson plans are accessible, they fail to satisfy the necessary criteria for adequate preparation.The CBC lesson plan includes components such as PCIs, core competencies, and critical inquiry questions; however, these elements were entirely absent. Instructors who utilized commercially produced lesson plans encountered difficulties in accurately interpreting and applying them. The values mentioned were inconsistent with the specific strand, sub-theme, or sub-strand in question. One of the CSO confirmed that, *"During my field visit, I realized that most teachers were having old system lesson plans. few who had CBC lesson plans were downloaded, it was quite disappointing to realize that the course books used were not coinciding with what was indicated in the lesson plans. This teachers could not explain some sections in the lesson plans life PCI's.A single lesson plan was used by both PP1 and PP2 since they were in the same stream."*(CSO 3 Male Age 48).According to these revelation, it is clear that not unless teachers change the approach in the centres.Pre-primary learners will be graduating to grade one when they don't have the basic competencies they deserve to handle grade one with ease.

4.4.3 Efficacy of Records of work as a Professional Document

A record of work ensures accountability and transparency of work covered by the teacher. The findings from the field have been summarized in Table 4.7 as shown .

Table 4.7: Efficacy of Records of work as a Professional Document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
It is authentic (present what it purports to present).	57(38)	41(27)	8(5)	14(9)	30(20)
It is reliable (have accurate representation of facts it attests).	39(26)	63(42)	7(5)	27(18)	14(9)
It is keeping to the tenets of integrity.	54(36)	43(29)	7(5)	37(25)	9(6)
The information comes from original source and not distorted.	37(25)	63(42)	7(5)	28(19)	15(10)
The information gathered is comprehensive	57(38)	32(21)	5(3)	14(9)	42(28)

The results regarding the effectiveness of work records as a professional document indicate that 98 (or 65 percent) of the respondents concur that work records are genuine.This will facilitate transition in the event of a teacher changeover, and problematic areas can be readily identified for remedial actions, as opposed to having inaccurate information in records. 68% of the 102 respondents concurred that it is reliable (it attests to facts that are accurate). Furthermore, it was found that 98 (65%) of the participants concurred that the work record adheres to the principles of integrity. This is crucial, as integrity concerns have impeded learning in institutions where grades do not accurately reflect actual performance. Additionally, one hundred (67%) of the respondents concurred that the information contained in the work record is authentic and has not been altered. Finally, 89 of the respondents (or 59% of the total) concurred that the information contained in work records was exhaustive.

Furthermore, insights obtained from the interviews unveiled that a considerable quantity of work records lacked authenticity and dependability. While certain learners

demonstrated the ability to identify letters and articulate their corresponding sounds, they were unable to do so when called upon during our sport check.(52% female, CSO 1).The records contained information regarding the work coverage; however, the learners' mastery of the aforementioned work coverage was lacking. This exhibited a deficiency in the integrity of the presented information.

4.4.4 Efficacy of Health Records as a Professional Document

Schools are obligated to maintain specific health-related records pertaining to every student. These records comprise diagnoses and results of hearing and vision and growth assessments, immunization records, preschool health screening data, and tuberculosis screening information. Health records contain unprocessed data that facilitates the formulation of judicious, objective, and consistent judgments regarding matters including staff and student discipline, academic performance, and promotion. Furthermore, school health data offers the opportunity to identify the most efficacious interventions that promote children's wellbeing. This data has the potential to be analyzed at both the individual and population levels in order to comprehend the relationships between education and health, as well as interventions and outcomes; thus, the preparation of these records must be effective.

The results presented in Table 4.8 regarding the effectiveness of health records as a professional document indicate that 72% of the respondents (108 individuals) disagreed with the statement that the information in health records is accurate and therefore can be used as a basis for decision making; conversely, 67% (101 individuals) disagreed with

the statement that the information was easily accessible. When information is readily retrievable, it provides actors with a greater advantage in times of need. Moreover, 123 (82% of the respondents) are opposed to the notion that the collected data is exhaustive.111 (74%), which is insufficient to facilitate learners' in-depth comprehension and consequently weak decision making, were not persuaded that the information was consistent.In addition, ninety percent (60%) of the respondents refused to concur that the records are well-organized.Information retrieval will be difficult if records are not well organized; consequently, the primary purpose for having these records accessible will not be fulfilled. Additionally, 108 respondents (72%) disagreed that timeliness of information was taken into account. Information that is recorded belatedly may not contribute to the process of making profitable decisions.

It was determined through the interviews conducted by the three CSOs that the ECDE centers did not maintain health records.However, these educators were acquainted with the students who were afflicted with chronic illnesses due to their familial histories and personal experiences. No health center was affiliated with an ECDE center. When a child becomes ill, the onus was placed on the parent or guardian to assume accountability.

From the FGD, one teacher was heard lamenting that, *"During the admission, the parents normally do not give us clear information about the health status of their kids maybe for fear of stigmatization. If a kid falls sick in school, the teachers take the responsibility of taking him/her to the hospital. if the parents are called upon, they fail*

to come and teachers are left to meet the hospital bill."(Teacher 7, Female, Age 34).There is need for sensitization of parents on need to give accurate information concerning their learners for purpose of future decision making. Without accurate information recorded, in case of emergency, it is unfortunate that, what could be provided.

Table 4.8: Efficacy of Health records as a Professional Document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
The information provided is accurate.	14(9)	22(15)	7(5)	73(49)	34(23)
The records are easily accessible.	12(8)	32(21)	6(4)	46(31)	54(36)
The data collected is comprehensive.	8(5)	15(10)	5(3)	61(41)	61(41)
The information provided is consistent.	11(7)	23(15)	4(3)	68(45)	44(29)
The records are well-organized.	11(7)	46(31)	3(2)	44(29)	46(31)
The timeliness of information is considered.	7(5)	27(18)	7(5)	59(39)	50(33)

The findings in Table 4.8 on efficacy of Health records as a professional document show that 107(72%) respondents disagreed that information provided by health records is accurate while 100(67%) disagreed that the information was easily accessible. Additionally, 122(82%) of the respondents disagreed that data collected is comprehensive while 112(74%) disagreed that the information was consistent. Furthermore, 90(60%) of the respondents disagreed that the records are well organized and 109(72%) disagreed that the timelines of information was considered.

From the interviews with the three CSO's it was established that the ECDE centres were not keeping any health records.However,this teachers knew the pupils suffering from chronic diseases based on family backgrounds and history. The ECDE centers were not attached to any health center. If a kid falls sick, the parent or guardian was called upon to take responsibility. From the FGD, one teacher was heard lamenting that," *During the admission, the parents normally do not give us clear information about the health status of their children maybe for fear of stigmatization. If a child falls sick in school, the teachers take the responsibility of taking him/her to the hospital. If the parents are called upon, they fail to come and teachers are left to meet the hospital bill."* (Teacher 7, Female, Age 34).Pupils health record is vital documents to be prepared with accuracy.Pre-primary schools falls in ages where developmental stage is critical. Any illness which is not attended to at an early stage will definitely interfere with the developmental progress of the learners. Teachers are too close to these young individuals, therefore in a good position to detect any abnormality and seek remedy with ease. This can only be achieved if health records are well captured and organized.

4.4.5 Efficacy of Individualized Educational Programme (IEP) as a Professional Document

Evaluating students in all domains associated with their identified disabilities, taking into account their capacity to engage with the general curriculum, the impact of the disability on their academic progress, establishing goals and objectives that align with their needs, and placing them in the least restrictive environment feasible are all essential components of an effective Individualized Education Program (IEP)

development and implementation (Tamika & La Salle, 2013).Wright (2010) hypothesized that an Individualized Education Program (IEP) is a written declaration for a child with a disability that is formulated, evaluated, and modified during a team meeting. The IEP delineates the child's specific educational requirements and identifies the required special education and related services to fulfill those requirements.

The participants were requested to indicate their degree of concurrence with respect to specific statements concerning the effectiveness of the Individualized Educational Programme (IEP) as a formal document (refer to section C of Appendix III). Summary of the data appears in Table 4.9.

Table 4.9: Efficacy of Individualized Educational Programme (IEP) as a Professional Document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
Evidence of screening is provided.	8(5)	26(17)	2(1)	28(19)	86(57)
All stakeholders are involved	5(3)	22(15)	5(3)	75(50)	43(29)
Diagnostic test is conducted	9(6)	29(19)	2(1)	32(21)	78(52)
Pupils current performance and skills in all areas of concern are shown.	9(6)	27(18)	6(5)	60(40)	47(31)
Child's annual goals depending on challenges faced are shown.	27(18)	10(7)	6(4)	51(34)	56(37)
Progress towards how child's goals will be measured is shown.	12(8)	31(21)	3(2)	49(33)	55(37)
It clearly describes the pupil's special education program and how it has been designed to suit their particular needs.	8(5)	26(17)	5(3)	60(41)	50(33)
It includes the projected beginning and end date of any services the IEP team proposes.	12(8)	26(17)	2(1)	54(36)	56(37)
It shows how the child can join the general,	13(9)	32(21	4(3	50(33	51(34

mainstream classroom environment.		)	)	)	)
It shows the testing accommodations that were used for learners.	13(9)	21(14)	2(1)	55(37)	59(39)
It is having transitional goals and services.	11(7)	30(20)	3(2)	58(39)	48(32)

A total of 114 respondents (76%) expressed disagreement with the statement that Individualized Educational Programmes (IEPs) include screening evidence. In order to ascertain the precise nature of the issues that learners are experiencing, it is imperative that they undergo screening by experts. 118 (or 79%) of the respondents, however, were of the opinion that not all stakeholders (including parents, educators, psychologists, and medical personnel) were engaged.A multisectoral approach is required to achieve efficacy because each sector contributes expertise in its area of specialization; consequently, quality decisions are made; however, 110 (73%) respondents disagreed that diagnostic tests are performed. Neglecting to diagnose learners can result in minor maladies escalating significantly and uncontrollably. In addition, 107 (71%) of the respondents were opposed to the notion that the IEP reflects the child's current performance and skills in all areas of concern, and 107 (71%) were opposed to the notion that it adjusts the child's annual objectives in light of obstacles encountered. Out of the total respondents, 104 (70%) expressed disagreement with the notion that the IEP elucidates the means by which progress towards the child's objective is assessed. Conversely, 110 (74%) disagreed with the assertion that the IEP unambiguously delineates the student's special education program and its customization to accommodate their unique requirements. In addition, 101 (67%) of the respondents disagreed that the IEP should specify how the child can transition into the general,

mainstream classroom environment, while 110 (73%) disagreed that the IEP should include the projected beginning and end dates of any services proposed by the IEP team. In conclusion, 106 (71% of the respondents) disagreed that the IEP includes transitional objectives and services, whereas 114 (76%) disagreed that the IEP reflects the testing accommodations used for students.

From the interviews, the CSOs' revealed that, IEPs' were not being prepared in the ECDE centres. On further enquiry, it was established that, these teachers do not have the academic capacity to prepare and effectively utilize the IEPs.One of the CSO said that, *"when we organize for CBC seminars in our respective zones as directed by TSC,we normally don't include our ECDE teachers, as a result they are disadvantaged in terms of gaining new knowledge on how to conduct activities in the centres including the preparation and utilization of these IEPs"*(CSO 2,Male,Age 49).The ECDE teachers must be a priority in any educational program innovation because they the entry point that receive learners from homes for formal education.

During the FGD, teachers agreed that they don't have the capacity to prepare the IEPs but they buy some already prepared forms from the cyber to fulfill the requirements. One of the ECDE teachers said that, *"we heard about IEPs from our colleagues from primary section, since they sound to be good documents, we purchased some from cybers. Though we are filling them, we don't understand what we have been doing since we have not been in serviced on the same"*. (Teacher 12, Male, Age 42).This calls for immediate action by stakeholders to train pre-primary teachers on preparation and use

of IEP and other relevant professional documents for efficacy to be realized. All learners as they join pre-primary school they should be subjected to an IEP because they are coming from varying social economic background and diverse environmental conditions. It is only through IEP that a teacher is able to establish the characteristics of that learner and provide the necessary assistance required. It is not in order to group a poor kid with those from well off families because this poor one even communication might be a problem because of exposure.

4.4.6 Efficacy of Programme of Activities as a Professional Document

While considering the interests, strengths, experiences, culture, and individual requirements of each child, preschool curricula facilitate the development of social and learning-related competencies in children. Social skills include the capacity to empathize with one's peers, interact effectively with them, and establish rapport with adults without difficulty. Literacy refers to the capacity to communicate effectively in a language that enables individuals to take advantage of opportunities that promote their intellectual, scholastic, and interpersonal growth. The capacity to manipulate information in the brain, plan and regulate one's behavior, solve problems, and be creative are all components of executive functioning skills. Self-regulation pertains to the capacity to delay immediate gratification in order to achieve long-term objectives, maintain concentration, exhibit perseverance, and maintain focus. A program designed for preschool-aged children that emphasizes the expansion of knowledge and abilities in the areas of science, mathematics, writing, and reading, while building on foundational

skills. The development of these skills occurs via programs that are meticulously designed, center around play, and prioritize the interests of the children.

The data gathered from the field was summarized quantitatively in frequencies and percentages and presented in Table 4.10 as shown

Table 4.10: Efficacy of Programme of Activities as a Professional Document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
Children are actively involved in learning.	33(22)	21(14)	7(5)	22(15)	67(45)
Opportunities are provided for to confront misconceptions.	9(3)	27(18)	5(3)	54(36)	50(33)
Provisions for multiple representations of concepts are available.	10(7)	33(22)	4(3)	57(38)	46(31)
Iteration is provided (opportunity to reflect on the critiques, make adjustments and try again)	6(4)	36(24)	6(4)	56(37)	46(31)
Appropriate use of technology is shown	6(4)	39(26)	1(1)	41(27)	63(42)
There is a demonstration of real-world relevance.	11(7)	28(19)	1(1)	67(45)	43(29)
Activities are complex but sustained to enhance learning.	31(21)	6(4)	8(5)	50(33)	55(37)
Activities involve multiple perspectives.	9(6)	34(23)	5(3)	54(36)	48(32)
There is collaboration in the activities.	27(18)	54(36)	5(3)	33(22)	31(21)
Activities are value laden.	55(37)	34(23)	4(3)	40(27)	17(11)
Activities are interdisciplinary.	27(18)	49(33)	6(4)	34(23)	34(23)
Activities are authentically assessed.	12(8)	28(19)	8(5)	52(35)	50(33)

As evidenced by the data in Table 4.10, 89 (60% of the respondents) were in opposition to the notion that children are actively engaged in the learning process, whereas 104 (69%) were in disagreement with the notion that activity programs provide an opportunity to dispel misconceptions. Furthermore, 102 (68%) of the respondents disagreed that iterations are provided to increase the opportunity to contemplate on criticisms, make adjustments, and attempt again, whereas 103 (69%) disagreed that provisions are made for multiple representations of concepts. In regard to technology integration, 104 (69%) of the participants expressed disagreement regarding the appropriateness of technology use, whereas 110 (74%) disagreed that the program of activities effectively showcases practical relevance in the real world. Following this, 102 (68% of the respondents) disagreed that the activities incorporate multiple perspectives, whereas 105 (70%) disagreed that the activities are sustained but complex in order to enhance learning. Consequently, 89 (60%) of the respondents agreed that the activities are value-laden, whereas 64 (43%) disagreed that collaboration exists in the activities. Recently, 102 (68%), not 68 (46%), of the respondents disagreed that the activities are authentically assessed, while 68 (46%), disagreed that the activities are interdisciplinary in character.

The CSOs concurred, based on the interviews, that we have proof of an activity schedule affixed to classroom walls.. However, the fidelity to the programs is questionable. One of the CSO's said that, *"during my routine checks at the centres, I witnessed availability of program of activities, but they are not being adhered to. Especially the health check activities and psychomotor activities are not done or poorly conducted in the centres. It is more worrying that, this program of activities are just*

being recycled from year in and year out hence not focusing on learners characteristics"(CSO 3,Male,Age 48)

During the FGD, it was observed that, the programs of activities are in place. However, majority of them do not meet the intended purpose. One of the teachers said that, *"we have program of activities in our centres, but we fail to follow them because we do not have enough man power and skills to perform some of the activities, like psychomotor. Instead of centres having two separate rooms for PP1 and PP2, we just have one room one teacher hence creating a confusion. So we request for more in-services and the government to construct more classes in addition to employing more qualified teachers*"(Teacher 9,Female,Age 46).This points to a worrying trend that makes it impossible for the program of activities to realize its efficacy levels.

4.4.7 Efficacy of Rubrics as a Professional Document

A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades. Effective rubric must possess a specific list of criteria, so students know exactly what the teacher is expecting. There should be gradations of quality based on the degree to which a standard has been met. Rubric should have descriptions to enable student performers to verify and comprehend their scores. All descriptors should model and reflect the consistent levels of continuity. It should demonstrate reliability by being able to be used by various

teachers and have them arrive at similar scores. The data obtained from the field from Section Heads and Centres in charge has been summarized in Table 4.11

Table 4.11: Efficacy of Rubrics as a professional document

QUALITY INDICATORS	AGREEMENT LEVELS				
	1	**2**	**3**	**4**	**5**
It has specific list of criteria for learners to know exactly what the teacher is expecting.	13(9)	31(21)	7(5)	61(41)	38(25)
It has gradations/scale of quality based on the degree to which standards have been met.	22(15)	35(23)	5(3)	51(34)	37(25)
It has performance descriptions of quality.	17(11)	42(28)	3(2)	30(20)	58(39)
Descriptors are displaying continuity.	13(9)	26(17)	6(4)	49(33)	56(37)
It is reliable to be used by various teachers.	13(9)	41(27)	5(3)	46(31)	45(30)
The scores in the rubric are valid.	14(9)	25(17)	4(3)	62(41)	45(30)
It has feedback in narrative.	15(9)	37(25)	1(1)	51(34)	46(31)
It has clearly delineated points for assessments.	15(10)	32(21)	4(3)	46(31)	53(35)
Expectations are clarified.	9(6)	23(15)	7(5)	55(37)	56(37)
There is clear guidelines and expectations from the outset of the school year.	11(7)	42(28)	8(5)	47(31)	42(28)

The data in Table 4.11 show that 99(66%) of the respondents disagreed that rubrics are having the specific list of criteria for learners to know exactly what the teacher is expecting and 89(59%)disagreed that rubrics have gradations/scale of quality based on the degree to which standards have been met. Additionally, 88(59%) of the respondents disagreed that data rubrics are having performance descriptions of quality and105 (70%) disagreed that rubrics have descriptors displaying continuity. Likewise, 91(61%)

disagreed that rubrics are reliable to be used by various teachers while107 (71%) disagreed that scores in the rubric are valid. Furthermore, 98(65%) disagreed that rubrics have a feedback narrative and 47(31%) agreed that rubrics have clearly delineated points for assessment and only 32(21%) agreed that the expectations are clarified in the rubrics. Lastly, 89(59%) of the respondents disagreed that from the rubrics there are clear guidelines and expectations from the outset of the school year.

More information from qualitative data was also gathered by the researcher through the Focus Group Discussions. The respondents were the ECDE teachers responsible for actual curriculum implementation in the centers. The main focus was to address the issues about efficacy of professional documents. The findings indicated that, ECDE teachers indeed prepared some professional documents like schemes of work and a few lesson plans. However, none of the teachers noted that they gave detailed attention on quality preparation and utilization.

Teachers agreed that they prepare some professional records as a requirement by the employers (mostly schemes of work). Majority of them affirmed that due to lack of adequate skills in preparation, they just download or purchase from cyber just to be in right books with the authority. Even the few documents they posses, they get recycled and they don't have the knowhow of effective utilization of the documents**.**

"We don't have time. Our focus is on the content knowledge that these learners must get." (ECDE teacher 1, female, age 42).

'We do lesson preparation, but it is not done in depth' (ECDE teacher2, male, age 36) *'I just have to ensure that I have basic professional documents as demanded by my immediate boss hence I don't prepare health records, rubrics and IEP'* (Teacher 3, female, age 32)

Interviews with the CSO's established that they advised teachers how to effectively implement curriculum to ensure ECDE learners are fully prepared for primary education. However, during routine supervision; they are shocked with what goes on in the schools. Most teachers demonstrate lack of competency in the preparation and utilization of these professional documents **(**CSO 1, female, age 52**)**

'*Most teachers depend on commercially prepared professional records which they can't even interpret and they were not prepared with reference to the approved designs hence failing to meet the efficacy standards'*(CSO 2, Male, age49)

'Quite a number of the teachers do not have the professional documents and they teach without following any guidelines. This is linked to poor academic and professional qualification' **(**CSO 3, Male, age 48)

From the findings, it is clear that the schemes of work being utilized in Hamisi Sub-County are not prepared and utilized effectively. This can be linked to lack of teachers' competency in preparation and utilization of schemes of work. These explains the reason for unpreparedness of ECDE learners as they transit to grade one.These findings affirm Ndung'u (2014) study which considered teachers as a vital source of learning for

pre-school learners.Ndung'u's study established that teaching experience and academic qualifications collectively correlate with high levels of motivation to learn amongpre-school children. Furthermore, the UK education standards inspectorate,Ofsted,has noted the link between lack of quality planning has lead to poor educational experiences received by learners(Ofsted,2014). More so, in assessing educational provision as being effective, Ofsted suggested that we must have schemes of work that are: i) Coherent and build effectively on learners' baseline knowledge and skills,ii) reflect the teacher's responsibility for their students learning.iii) allow for differentiation and for learners to have their individualized learning monitored,iv) be consistent in planning other related activities (Ofsted,2014)

The findings of this study also agree with Tayari (2018) study which was conducted in four counties namely Laikipia, Nairobi, Siaya and Uasin Gishu. Tayari study established that, more than 70% of the teachers in both public and APBET ECDE schools kept schemes of work and lesson plans but the quality of their preparation and utilization was questionable. However, in both public and APBET ECDE schools about 45% of teachers maintained records to monitor the health of learners and only 38% kept records to monitor learners' progress. Public ECDE schools in Nairobi had the highest number of available records in the classroom compared to ECDE schools in other counties.

It is worth to note that, the findings of this study are closely related to a study conducted by Charley and Jordan (2012) .In their study, it was established that teachers didn't know how to plan for instruction. These was attributed to the fact that, courses offered within teacher preparation programmes do not adequately prepare student teachers to

plan for effective instruction(Duncan,2010;Maphosa & Mudzielwana,2014).Hence did not support student teachers in their development of the skills to plan and prepare effectively and coherently(Holm & Horn,2003;Jones,Jones & Vermette,2011).This is because, a strong relationship exists between teacher planning and learner achievement. Therefore, ineffective planning practices learnt in teacher preparation programme courses may manifest once student teachers begin teaching within their own classrooms(Jones et al.2011).The use of micro-teaching as a practice is negligible in ECDE teacher training colleges (Reed,2014).Student teachers ability to deliver developmentally appropriate instruction depends on their ability to plan coherent and cohesive lessons.

The findings on records of work as established by this study contravene the aspirations of quality records of work. As postulated by Ibara (2010), without quality records, there can be no accountability. He further maintains that, quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities. All these depend on the accessibility of usable records. According to Ololube (2013), the importance of good record keeping transcend into short and long term benefits and affects the overall achievement of educational objectives. Quality records of work are handy in; Accountability, Decision Making, Guiding Counseling, Information Bank, Information for parents, Student academic achievement and behavior, Subject time table for supervision (Ololube, 2013)

These findings on health records in Hamisi sub-county do not conform to the efficacy standards hence contradicting the literature reviewed on the quality of health records. Having a consistent way to communicate and track each child's health in the ECDE

centre is crucial to get all stakeholders on the same page (Carmen Choi, 2019).According to Carmen Choi(2019) for a health record to achieve efficacy status, it should comprise of;(a) Immunization records from approved health professional (b)Emergency accident documentation procedure(c)Notes on allergies(d) Daily health documentation(e) Infection control of hygiene procedures.

The Child Health Development unit has purposed to lead initiatives that calls for stronger investments in services that promote children's health growth and development and address non-communicable diseases in childhood(WHO,2021).This will go along way if fully adopted to ensure learners achieve their optimal full development without any medical condition interferences.

The findings on IEP depict that the manner in which they are prepared and utilized in Hamisi Sub-County by ECDE teachers is not effective. This goes against the aspiration of researchers when they were proposing the adoption of quality IEP in schools. Quality IEPs should address students' individual strengths and needs, and include timeline(Jung et.al 2008) for meeting objectives that are specific(Jung,2007),observable, and easily connected to classroom activities(Smith &Slattery,1993).However, IEPs have tended to include inadequate descriptions of present performance(Gartin & Murdick,2005),goals that were neither specific nor measurable(Michnowicz et al.1995),and expectations that were unrealistic and misaligned with children's abilities(Johns et al.2002).Further, many contained placement recommendations that appeared to be based upon eligibility criteria rather than performance(Johns et al.2002)

Finally the finding on Rubrics as adopted in Hamisi sub county ECDE Schools establishes that they are not prepared and utilized effectively. This will end in learners' unpreparedness as they transit to grade one. Rubrics are coherent set of criteria for students' work that include descriptions of levels of performance quality on the criteria(Brookhart,2013).More broadly, effective rubrics are evaluation tools that have three distinguishing features: evaluative criteria, quality definitions, and scoring strategy(Popham,2000).Fewer studies analyze teachers 'perceptions and attitudes about rubrics, and they conclude that teachers mainly view them as more objective grading tools, but with limited formative value(Bennete,2016;Chan & Ho,2019;Grainger & Weir,2016).Through a study involving focus groups with educators and students about levels of achievement, and involving students in the development of rubrics, students achievement improved tremendously(Chan & Ho,2019).Strudwick and Day(2015) describe how ,through an action research project ,which involved students and staff, improvements were made to a marking tool for essays by revising criteria and introducing weighted criteria.

4.4.8 Pearson Correlation on Professional Documents

The study sought to establish the relationship between preparation and utilization of professional documents and ECDE learners' readiness for primary school. To establish this, correlation analysis test was used. The Pearson correlation coefficient is a descriptive statistic which summarizes the characteristics of a dataset and measures the intensity of the association between variables. Specifically, it describes the strength and direction of the linear relationship between two quantitative variables as depicted in this objective. This test was chosen because; (a) Both variables are quantitative(b)The

variables are normally distributed (c)The data had no outliers: Outliers are observations that don't follow the same patterns as the rest of the data, (d)The relationship is linear: "Linear" means that the relationship between the two variables can be described reasonably well by a straight line.

This test assigns a value between − 1 and 1, where 0 is no correlation, 1 is total positive correlation, and − 1 is total negative correlation. This is interpreted as follows: a correlation value of 0.7 between two variables would indicate that a significant and positive relationship exists between the two. A positive correlation signifies that if variable A goes up, then B will also go up, whereas if the value of the correlation is negative, then if A increases, B decreases. The strength of a relationship is indicated by the correlation coefficient **r** which is measured by the coefficient of $\mathbf{r}^2$.The significance of the relationship is expressed in probability levels **p** (0.05) which tells how unlikely a given correlation coefficient **r** will occur given that no relationship exists in the population. It must be noted that the larger the correlation **r**, the stronger the relationship, whereas a smaller p-level indicates more significant relationship. The study utilized the following null hypothesis which was tested at 0.05 level of significance.

H_o: There is no relationship between preparation and utilization of professional documents and ECDE learners' readiness for primary education.

The results are shown in Table 4.12.

Table 4.12: Correlation Test

		Professional Documents	Learner readiness for school after demonstration of basic literacy skills
Professional Documents	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	150	150
Learner readiness for school after demonstration of basic literacy skill	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.05 level (2-tailed).

In Table 4.12, a Pearson correlation coefficient was run to determine the relationship between preparation and utilization of professional documents and learners' readiness for primary education. The 2-tailed hypotheses concerning r was done since it would state that if there is a significant correlation between two variables. The two-tailed statistical test of significance is used when the null hypothesis is non-directional (Goldsman, 2010; Kpolovie, 2011) From the results, there was a strong positive correlation between preparation and utilization of professional documents and learners' readiness for primary education which was statistically significant ($r = 0.766$, $N = 150$, $p < 0.001$). We can conclude that for ECDE learners, there is evidence that quality preparation and utilization of professional documents by ECDE teachers is related to ECDE learners' readiness for primary education. In particular, it seems that the more quality preparation and utilization of professional documents, the greater the ECDE learners are prepared for primary education ($r = 0.776$, $p < 0.001$).

To test the null hypothesis, there was need to calculate the T-value and Critical value. The t-value was determined using the following scientific formulae.

$$T = r / (\sqrt{(1-r^2)/n-2})$$

Using the above formulae with **r** as 0.766 and **n** as 150,the t-value came to **14.5.**Subsequently,to establish the critical values from of t(t^*) in a t-table using the degrees of freedom (df) for Pearson correlation test; df=n-2;which implies 150-2 which gave us 148.The significance level (α) was 0.05 and two-tailed correlation.Therefore,α=0.05; df=148 and the corresponding Critical value t (t^*) is **1.9761.**Since the t-value (14.5) is greater than the Critical value(1.9761) therefore the data from the study in respect to objective one allows us to rejects the null hypothesis and provides support for alternative hypothesis to concludes that there is a statistical significant relationship between quality preparation and utilization of professional documents and learners readiness for primary education. More precisely from the Pearson's correlation coefficient r = .766 with N of 150 is statistically significant at 0.05 level (p = 0.000), which of course is also significant at 0.01 level. Thus, the null hypothesis that "There is no relationship between preparation and utilization of professional documents and ECDE learners' readiness for primary education." is not accepted. In other words, there is a significant relationship between quality preparation and utilization of professional documents and ECDE learners' readiness for primary education.

Partial correlation is a measure of the strength and direction of a linear relationship between two continuous variables whilst controlling for the effect of one or more other continuous variables (also known as 'covariates' or 'control' variables or intervening variable). The researcher sought to find out whether there is a statistically significant linear relationship between preparation and utilization of professional document and

learners readiness for school after demonstration of basic literacy skill. Furthermore, the researcher wants to know whether this relationship remains after accounting for a quality of inputs, teacher attitude, school context and policy issues. Therefore, the researcher uses partial correlation to determine whether there is a linear relationship between preparation and utilization of professional document and learners' readiness for school after demonstration of basic literacy skill, whilst controlling for quality of inputs, teacher attitude, school context and policy issues.

Table 4.13: Partial correlation

Control Variables			Preparation and utilization of professional documents	Learner readiness for school after demonstration of basic literacy skills	Quality inputs	Teacher attitude	School context	Policy issues
-none-[a]	Preparation and utilization of professional documents	Correlation	1.000	.466	-.035	.435	.546	-.141
		Significance (2-tailed)	.	.000	.673	.000	.000	.085
		Df	0	148	148	148	148	148
	Learner readiness for school after demonstration of basic literacy skills	Correlation	.466	1.000	.142	.420	.506	.111
		Significance (2-tailed)	.000	.	.082	.000	.000	.175
		Df	148	0	148	148	148	148
	Quality inputs	Correlation	-.035	.142	1.000	-.261	-.070	.626
		Significance (2-tailed)	.673	.082	.	.001	.398	.000
		Df	148	148	0	148	148	148
	Teacher attitude	Correlation	.435	.420	-.261	1.000	.558	-.399
		Significance (2-tailed)	.000	.000	.001	.	.000	.000
		Df	148	148	148	0	148	148
	School context	Correlation	.546	.506	-.070	.558	1.000	-.095
		Significance (2-tailed)	.000	.000	.398	.000	.	.245
		Df	148	148	148	148	0	148
	Policy issues	Correlation	-.141	.111	.626	-.399	-.095	1.000
		Significance (2-tailed)	.085	.175	.000	.000	.245	.
		Df	148	148	148	148	148	0
		Correlation	1.000	.247				

Quality inputs & Teacher attitude & School context & Policy issues	Preparation and utilization of professional documents	Significance (2-tailed)	.	.003
		Df	0	144
	Learner readiness for school after demonstration of basic literacy skills	Correlation	.247	1.000
		Significance (2-tailed)	.003	.
		Df	144	0

a. Cells contain zero-order (Pearson) correlations.

In Table 4.13, the Partial Correlations table is split into two main parts i.e. the Pearson product-moment correlation coefficients for all the variables and the results from the partial correlation where the Pearson product-moment correlation coefficient between the dependent and independent variable has been adjusted to take into account the control variable(s). From the table, the results shows that there was a low, positive partial correlation between preparation and utilization of professional document and learners readiness for school after demonstration of basic literacy skill, whilst controlling for quality of inputs, teacher attitude, school context and policy issues which was statistically significant ($r(144) = 0.247$, $N = 150$, $p = 0.003$). However, zero-correlations showed that there was a statistical significant, low positive correlation between preparation and utilization of professional document and learners readiness for school after demonstration of basic literacy skill ($r(148) = 0.466$, $N = 150$, $p = 0.000$) indicating that quality of inputs, teacher attitude, school context and policy issues had very little influence in controlling for the relationship between preparation and utilization of professional document and learners readiness for school after demonstration of basic literacy skill.

4.5 Efficacy of Selected Teaching Methods on Learners' School Readiness

The second objective of this study was to assess the utilization of the selected teaching strategies in promoting learners' readiness for primary school. The null hypothesis tested was that utilization of selected teaching strategies has no effect on ECDE learners' readiness for primary school. This study therefore modeled the effect of utilization of selected teaching strategies on ECDE learners' readiness for primary school using ordinal logistic regression analysis.

Data was gathered from section heads and centres-in-charge using questionnaires in addition to interviews conducted with CSOs and Focus Group Discussions by ECDE teachers. Teaching strategies are set of instructional techniques which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It also refers to interactive process between teacher and learner and to the learning environment. The teaching strategies of great concern were; integrated technology, child centred, play based and direct instruction. To assess if they are used effectively, a 5-point Likert type of scale that is; Strongly Agree (1), Agree (2), Neither Agree nor Disagree (3), Disagree (4) and Strongly Disagree (5) was used and the findings are presented below.

4.5.1 Efficacy of Integrated Technology

Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally to an authentic audience. The technology should become an integral part of how the classroom functions. The findings from the field are presented in Table 4.14.

Table 4.14: Efficacy of Integrated Technology

Integrated technology	**1**	**2**	**3**	**4**	**5**
Educational technology tools are accessible.	4(3)	4(3)	16(11)	95(63)	31(21)
Key screens are well designed and pupils can move from one activity to another.	5(3)	5(3)	8(5)	54(36)	78(52)
The graphics are meaningful and not fancy.	5(3)	4(3)	9(6)	80(53)	52(35)
It is easy for pupils to exit specific tasks.	3(2)	7(5)	9(6)	52(35)	79(53)
It is intelligent interactivity.	5(3)	4(3)	7(5)	100(67)	34(23)
The operation speed is recommendable.	3(2)	4(3)	8(5)	50(33)	85(57)
Feedback loops are provided.	3(2)	6(4)	9(6)	87(58)	45(30)
The tools are providing information together with instruction.	3(2)	6(4)	6(4)	86(57)	49(33)
Pupils are meaningfully engaged by the tool	3(2)	4(3)	8(5)	49(33)	86(57)
The technology is helping pupils with different learning styles.	3(2)	7(5)	5(3)	89(59)	46(31)
The technology prepares pupils with life	2(1)	2(1)	13(9)	48(32)	85(57)

From the data presented in Table 4.14, it has revealed that, 126(84%) of the respondents disagreed that educational technology tools were accessible.CBC provides for hands on, and in the 21st century that we are living in, learners need to be exposed to this gargets

but with guidance. Failure to do so, we shall be disadvantaging them hence they will not be able to compete with the rest favourably.It is only in school that learners from poor economic background can access this tools. At their respective homes, parents/guardians will choose to provide food and not these technological gargets.

Surprisingly, 132(88%) disagreed that key screens well designed and pupils can move from one activity to another. Pupils in pre-primary are young, hence the key screens need to be attractive to allow them navigate through without the tendency to destroy the gargets. On the other hand, 132(88%) disagreed that the graphics are meaningful and not fancy. The graphics on this technology should solely meant for educational purposes and not entertainment and fancy activities.Upto this far, we shall be guiding this learners how to search information individually for learning.132(88%) disagreed that it is easy for pupils to exit specific tasks. Easier navigation should be ensured to get these learners motivated and not get stuck at a particular point. In relation to interactivity, 135(90%)of the respondents disagreed that integrated technology has intelligent interactivity and 135(90%) disagreed that the operation speed is recommendable. Information displayed on these tools should be interactive to realize maximum outcomes from the learners. If it is not interactive, learners will get bored and switch off since no learning shall be taking place.

Additionally, 132(88%) of the respondents disagreed that feedback loops are provided. As the pupils get interacted with the gargets, there should be feedback for them to realize if they are moving on well with the said tasks. Furthermore, the item on tools providing information together with instruction was disagreed by 135(90%) of the respondents. The technologies keeping pupils meaningfully engaged was disagreed by

135(90%) of the respondents. Additionally, 135(90%) of the respondents disagreed that technology is helping pupils with different learning styles. Lastly, 134(89%) of the respondents disagreed that the technology prepares pupils with life skills. These technologies should be carefully designed to allow meaningful learning with or without the presence of the teacher. If this is achieved, then the efficacy status shall have been realized. Therefore, learners will get motivated to learn more.

Interviews conducted reveal that the government of Kenya through the ministry of education has procured digital devices to boost the technological endeavours. These devices include laptops and tablets. However, they are not utilized effectively to realize the intended aspirations. Those ECDE centres attached to primary schools have an advantage to use them while private and feeder schools are not priviledged.It is worth noting that most ECDE teachers are not ICT compliant. One of the CSO's noted that, *"when I visited some primary schools, I realized that the ICT gargets are not shared with the ECDE section. Due to lack of competency in usage, some schools heads have locked them in their cupboards. Access to these gargets is quite difficult. Some heads have even leased them to prestigious private schools at the expense of their own public schools.*"(CSO2, Male, Age 48)

On the other hand, information gathered through FGD on integration of technology established that ECDE teachers do not have the capacity to effectively utilize the digital devices. More so, primary school teachers do not allow them to use the devices since they are not accountable for them. One of the teachers noted that, *"we could love to use these devices but we do not know how to use them, we have not been in-serviced as our counterpart in primary section. In case we go and borrow them to give to our kids we*

are denied, even if you are given, if it breaks you are forced to repair, so we are afraid of asking for them. We rather just teach theoretically to maintain peace in our centres. (Teacher 8, Female, Age 40)

From the above findings, it is clear that integration of technology in Hamisi sub-county during the implementation of ECDE curriculum is not done effectively. This explains why ECDE learners graduate to grade one unprepared to tackle the content. Knowledge on how to integrate technology in the classroom has been reported by various researchers(Gu et al.2013;Mishra & Koehler,2006;Orlando & Attard,2016).Understanding technology use within preschool has been an important concern for early childhood education researchers and practioners(Danby et al.2018;Stephen & Edwards 2018).The critical components of the twenty-first-century skill framework ,which includes collaboration,communication,critical thinking and problem –solving capitalize on teachers appropriate use of technology and holds enormous promise to help foster these critical skills in young children(World Economic Forum,2019).More so, studies of Arnott,Palaiologou and Gray (2019); Mascheroni and Holloway (2019) have described the in-depth pros and cons of integrating technology in early childhood education and subsequent influences on children's cognitive learning and effective engagement with their everyday world. Research has shown that teachers' ability to use technology to plan and implement child-centred learning activities and effective communication with parents can enhance children's learning (OECD,2010,Wake & Whittingham,2013;UNESCO,2011).Although we are living in a technology-dominated society, the school might be the only place for some children to use digital technology since they have different family backgrounds and

cultures(OECD,2010).The school culture affected the teachers attitude towards technology integration(Apeanti,2016).When the teachers were respected and valued for their work, they were motivated to use technology more often(Tondeur et al.2016).For supportive school culture, digitally competent leaders, technical help and encouragement were required to integrate technology(Kim & Keller,2011;Omwenga & Nyabero,2016;Tezci,2011).Hsu and Kuan(2013) found that the amount of time allocated to training and the teachers perceived support from the school ,were the two most influential factors to technology integration.Further,when teachers collaborated and shared their projects more ideas were developed (Tondeur et al.2016)

4.5.2 Efficacy of Child-Centred Teaching Method

In a child-centered education, the curriculum begins with the needs and interests of the child and responds to the unique characteristics of childhood. Teachers use their knowledge of how children develop to structure learning experiences that facilitate children's learning through play. Teachers who champion this approach are those who wish to promote in their students a love of learning, provide a safe and caring environment, and work towards perfecting their craft in active way. This constructivist approach relies on continuous evaluation and growth monitoring to help students think about themselves as agents of their own learning. The findings from the field obtained from Section Heads and Centres in Charge have been summarized and presented in Table 4.15 as shown.

Table 4.15: Efficacy of Child-Centred Teaching Method.

Child-centered	**1**	**2**	**3**	**4**	**5**

Pupils are engaged in the hard, messy work of learning.	8(5)	33(22)	21(14)	73(49)	15(10)
There is a demonstration of explicit skill instruction. (i.e., pupils are taught how to think and solve problems)	5(3)	22(15)	34(23)	25(17)	64(43)
Pupils are given an opportunity to reflect on what they are learning and how they are learning it.	8(5)	32(21)	20(13)	67(45)	23(15)
Pupils are given some control over learning process.	4(3)	20(13)	33(22)	33(22)	60(40)
Collaboration is encouraged.	10(7)	30(20)	20(13)	59(39)	31(21)
The dignity of the child is unheeded.	4(3)	28(19)	29(19)	35(23)	54(36)
Evaluation procedures are continuous and remedial measures instituted in progressive manner.	4(3)	28(19)	26(17)	61(41)	31(21)
Learning experiences are designed to challenge children in their zone of proximal development.	6(4)	23(15)	30(20)	37(25)	54(36)
Learners are provided with meaningful choices about what to learn and how to demonstrate their knowledge and skills.	8(5)	28(19)	28(19)	51(34)	35(23)
Real-world and authentic learning experiences is created.	10(7)	21(14)	31(21)	40(27)	48(32)
The child develops an understanding of self and the surrounding world.	11(9)	27(18)	24(16)	52(35)	38(25)
The child is able to make decisions and solve problems.	9(6)	20(13)	31(21)	40(27)	50(33)
The child is able to develop confidently and independently.	7(5)	28(19)	23(15)	53(35)	39(26)

The study findings as presented in Table 4.15, showed that 88(59%) of the respondents disagreed that the pupils engaged in the hard, messy work of learning If this is not done, then no meaningful learning is taking place. Essence of a school is to engage learners through which learning will automatically take place.90 (60%) disagreed that there is a

demonstration of explicit skill instruction that is, Pupils were taught how to think, solve problems, evaluate evidence, analyze argument, generate hypothesis. Learners go to school solely to learn, they copy what the teachers' do, if by any chance, no demonstration is provided, and these pupils will not have any opportunity to learn any new information.

On the other hand, 90(60%) disagreed that the pupils are given an opportunity to reflect on what they are learning and how they are learning it .To reflect means you recall, it is through this opportunity that learners will realize the value of learning. If one has not learned anything so far, he/she will have a chance to ask questions or be guided further till he/she masters what the objective stated hence the learning outcomes shall be realized. 93(62%) disagreed that pupils are given some control over learning process. Child centred teaching method implies that learners are in control of their learning hence they must be given some control and teachers roll is just to guide in areas they experience difficulties. 90(60%) of the respondents disagreed that collaboration is encouraged.Basically,no individual is compete in himself, so collaboration is very important because this is when learners have the opportunity to learn from each other. 88(59%) disagreed that the dignity of the child is unheeded. For meaningful learning to be taking place, the dignity of learners should not be compromised at all. These learners will feel secure and eager to learn. In relation to procedures, 93(62%) of the respondents disagreed that evaluation procedures are continuous and remedial measures are instituted in progressive manner while 91(61%) disagreed that learning experiences are designed to challenge children in their zone of proximal development. Learning

experiences must be challenging to motivate learners to try out new opportunities. This will make them innovative and maximize their learning abilities.

On the other hand, 85(57%) disagreed that learners are provided with meaningful choices about what to learn and how to demonstrate their knowledge and skills .Varying choices need to be provided for, hence giving pupils chance to learn more and more by trying different choices as provided and further demonstrating the learning outcomes. 88(59%) disagreed that real-world and authentic learning experiences are created. The essence of learning is to solve societal problems both at personal level and community level, so whatever experiences provided to learners it must be authentic in nature so that learners can easily relate hence making learning meaningful. Lastly, 90(60%) and 91(61%) disagreed that children are able to make decisions and solve problems and develop confidently and independently respectively. When student are given an opportunity to make their own decision, and by chance the decision made work out positively, these learners will definitely develop confidence and be intrinsically motivated to learn more since they will be making decision which are positively impacting on their lives.

Surprisingly, these findings are contravening the goals of great educational philosophers like Jean Rousseau, John Dewey, Jean Piaget, Lev Vygotsky and Maria Montessori who advocated and utilized child centred pedagogies. More so, Kyriacou (2009) affirmed that learning should be engaging and active from the learner perspective. If the child is allowed the freedom to pursue their own interest ,they will enjoy learning hence leading to a productive and long educational journey(Spangler et al.2016).Many developing countries are embracing quality child centred pedagogy because they perceive it as the

solution to a myriad of societal and educational inequality in Africa(Nykiel-Herbert,2004)or poor student performance(Altinyelken,2010).However, social cultural beliefs in Africa about classroom relations ,knowledge and knowledge construction are perceived to be incompatible with child centred pedagogy (Tabulawa,2013;Guthrie,2018).Some scholars argue that, due to incompatibility, developing countries should not opt for child centred pedagogy at all(Guthrie,2018;Tabulawa,2013).Other scholars have valued the potential of child centred pedagogy (Tikly,2019)They have pleaded for local adaptations or transformations that provide for acknowledgement of context and the wider system of which education is part.

4.5.3 Efficacy of Play-Way Method

A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through interactions that aim to stretch their thinking to higher levels. Play can be in the form of free play (activity that is spontaneous and directed by the child), and guided play (also child-directed, but the teacher is involved in the activity as a co-player).Involvement in play stimulates a child's drive for exploration and discovery. This motivates children to gain mastery over their environment, promoting focus and concentration. It also enables the child to engage in the flexible and higher-level thinking process deemed essential for the 21st century learner. These include inquiry processes of problem solving, analyzing, evaluating, applying knowledge and creativity. Play also supports positive attitudes to learning. These include imagination, curiosity, enthusiasm and persistence. Hence the need to effectively utilize it in the implementation of ECDE curriculum towards

learners preparedness for transition to grade one. The findings obtained from Section Heads and Centres in Charge are presented in Table 4.16.

Table 4.16: Efficacy of Play-Way Method

3. Play-based	**1**	**2**	**3**	**4**	**5**
The play is educationally meaningful.	8(5)	33(22)	16(11)	70(47)	23(15)
The play is joyful and fun(children learn through experiences that are fun and joyful)	4(3)	23(15)	30(20)	32(21)	61(41)
The play is iterative.	7(5)	31(21)	20(13)	64(43)	28(19)
The play is socially interactive.	4(3)	19(13)	35(23)	27(18)	65(43)
The play is actively engaging.	5(3)	30(20)	23(15)	53(35)	39(26)
The play is adventurous and risky(children are able to explore unknown or new concepts)	8(5)	34(23)	19(13)	65(43)	24(16)
The play is communicative.	6(4)	25(17)	24(16)	33(22)	62(41)
The play is symbolic(children tests out roles, feelings, behaviors, relationships to make sense of them)	7(5)	25(19)	29(27)	59(39)	30(20)
The play is therapeutic (relieve stress and work through different emotions and experiences)	3(2)	20(13)	30(20)	35(23)	62(41)
The play is voluntary.	6(4)	29(19)	21(14)	58(39)	36(24)

The data in Table 4.16 showed that 93(62%) of the respondents disagreed that play is educationally meaningful .Any play in pre-primary school must be geared towards promoting learning and not pushing time. These play must be teacher guided to correct both language errors or any other learning are that learners are getting it wrong during play activities.93(62%) disagreed that play is joyful and fun (children learn through experiences that are fun and joyful). If play is boring, learners will get discouraged to play hence learning will not take place. So teachers must be very careful on the choice

of play that conforms to both gender and cultural demands. On the other hand, 93(62%) disagreed that play is iterative while 92(61%) disagreed that the play is socially interactive. The essence of play is to build team spirit hence it must be interactive and socially, without which the learning outcomes might not be achieved.

Shockingly, 91(61%) of the respondents disagreed that play is actively engaging while 88(59%) disagreed that play is adventurous and risky (children are able to explore unknown or new concepts).Play should be engaging to both learners physical and cognitive abilities to facilitate effective learning process. Additionally, 95(63%) of the respondents disagreed that play is communicative while 88(59%) disagreed that play is symbolic. It is through play that language is developed and enhanced so any play chosen must meet the tenets of communicative and symbolic. Lastly, 96(64%) and 94(63%) disagreed that play is therapeutic and is voluntary respectively. Play heels individuals hearts that are compounded by sorrow and grief that is why the play chosen must be therapeutic and allow the learners to be able to join voluntarily and not forcefully. If one is forced to do something, the mental capacity is blocked hence no learning shall be taking place.

From the interviews conducted, the respondents had decenting views on how play-based pedagogy is being conducted in schools. One of the CSOs said that, *ECDE teachers are not quite aggressive when it comes to play-based. Most of the time, pupils are allowed to be alone doing their own plays which is not directly linked to educational. Centres that are attached to primary schools, we have a conflict arising between older pupils and pre-schoolers. Their play materials are easily snatched away and some of these teachers cannot help at all. Some teachers do not have the capacity to innovate the*

current motivational plays which can stimulate learners and cause learning."(CSO 3, Male, Age 48).To increase learning outcomes, play areas of pre-primary should be well distinct from primary section and teachers should be physically present to monitor the progress of play activities.

From the FGD, it was established that, in the endeavor to adapt effective play, teachers are challenged by inadequate infrastructure. One of the teacher said that," *the field of my school is too small and rocky hence quite unsafe to fully support play. Most of the activities are done indoors which is not conducive*.(Teacher 6,Male,Age 40).This calls for immediate intervention since the growth of learners is being compromised. Children must be offered enough fields which is also safe for play. Play materials should also be safe and sound.

A critical look at the table indicates that the pillars to efficacy as established in study tools have not been realized in Hamisi sub-county as pertains to the utilization of play-based strategy in teaching. This has a negative effect on learners' preparedness for transition. It is through effective play based pedagogy that children demonstrate; (a)Enjoyment in new skills,(b)What they have accomplished, (c)Find out things that can be wilder and interest them and show enthusiasm to share them with others, (d)Monitoring others activities and try to join them in learning environment,(e)The use of parts of the body to learn,(f) Use of gestures or verbal expressions to show what they are willing to do or know.

Play based learning engages young students in intentional, structured and developmentally appropriate play that supports specific learning goals. This child-

centered and self –directed approach gives students more choice to discover what they enjoy, encourages active participation in learning and can benefit young students 'cognitive, physical and social emotional development' (Lugo-Gil &Dang,2020). Subsequently, research has demonstrated that, children in play-based programs score better on measures of self-regulation, cognitive flexibility and working memory (Diamond et al.2007) while teacher-led learning can dampen creativity and curiosity (Fuller et al.2017).

4.5.4 Efficacy of Direct Instruction Teaching Method

The aim of using direct teaching/instruction is to take local variation and teacher/child idiosyncrasy out of instruction (Luke, 2014) and for children to learn through imitation. Students who are taught using the direct instruction method perform better in reading, maths, and spelling since the teacher give explicit, guided instructions. The role of a teacher during direct instruction is that of a controller, organizer, and expert. Three main components of direct instruction are program design, instructional organization and student-teacher interactions. Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.Correntlyapplied DI can improve academic performance. The results from Section Heads and Centres in Charge are presented in Table 4.17 as shown

Table 4.17: Efficacy of Direct-Instruction Teaching Method

4. Direct-Instruction.	**1**	**2**	**3**	**4**	**5**
The instruction is tailored to learners needs.	4(3)	4(3)	24(16)	83(55)	35(23)
The teacher demonstrates an understanding of the strengths and challenges of the learners.	2(1)	5(3)	26(17)	63(42)	54(36)
The teacher set the stage for learning.	4(3)	3(2)	24(16)	81(54)	38(25)
The teacher model the expected learning outcomes by providing clear explanations and examples.	1(1)	7(5)	24(16)	67(45)	51(34)
The teacher monitors and engages pupils with assigned learning tasks.	2(1)	3(2)	34(23)	58(39)	53(35)
The teacher brings the lesson to a conclusion by highlighting what was covered.	3(2)	3(2)	33(22)	57(38)	54(46)
The teacher provides learning tasks that are independent of teacher's assistance.	4(3)	2(1)	29(19)	73(49)	42(28)
The teacher assesses pupils' progress.	2(1)	6(4)	23(15)	62(41)	57(38)
Scripted lesson plans are provided.	2(1)	3(2)	33(22)	67(45)	45(30)
There is appropriate pacing.	4(3)	3(2)	19(13)	76(51)	48(32)

The data in Table 4.17 shows that 117(78%) of the respondents disagreed that direct instruction is tailored to learners needs .For it to be effective, this strategy should conform to learners needs and aspirations.117 (78%) disagreed that teacher demonstrates an understanding of the strengths and challenges of the learners. For any

qualified teacher to have an effective lesson delivery, he/she must be in a position to know the strength and challenges of the learners.

On the other hand, 118(79%) disagreed that the teacher sets the stage for learning. Teachers must motivate the learners to learn and want to learn more after being intrinsically motivated. 118(79%) disagreed that teachers model the expected learning outcomes by providing clear explanations and examples. As an expert, the teachers roll is to guide by showing clearly the relevant examples and explanation for the learners to follow through. 111(74%)of the respondents disagreed that teachers do monitor and engage pupils with assigned learning tasks while 126(84%)disagreed that teachers do bring the lesson to a conclusion by highlighting what was covered. In relation to teachers' assistance, 115(77%) of the respondents disagreed that teachers provide learning tasks that are independent of teacher assistance while 118(79%) disagreed that teachers assess pupils' progress. Lastly, 112(75%) disagreed that scripted lesson plans are available .Scripted lesson plans provide a blue print on what and how the teacher intends to cover in the lesson. He will get the prior opportunity to look for and organize the learning materials and think through the lesson well in advance.124 (83%) of the respondents disagreed there is appropriate pacing. Time span and intonation should be provided within the lesson to allow the learners digest the materials and if possible ask questions for clarification. Time must be provided so that what has been learned is transferred from Short Term Memory(STM) to Long Term Memory(LTM) so that it can ne remembered for long and easily retrieved when need arises.

The qualitative data demonstrated that the current pedagogical practices as used in Hamisi Sub-County ECDE centres were ineffective. During Focus Group Discussions, the researcher found teachers guided children with teacher-centred approaches (Direct-Instruction). All teachers from Focus Group Discussions mentioned the difficulties in using child-centred Play-Based and Integrated Technology pedagogy due to overcrowded classes with a single teacher, lack of instructional resources, children sharing one class room for two streams (PP1 & PP2) due to lack of classrooms and lack of qualified teachers. Teachers confirmed themselves that they did not have the capacity in teaching pre-school classes. Teachers claimed they are not aware of learner-centred pedagogies as they never attended in-service professional development or orientation courses as their counter parts in primary section as revealed during TUSOME and CBC trainings. In addition, children were not doing play-based activities as teachers had no time for supervision as they also taught Grade one pupils in primary school. For example, the following two quotes illustrate the views of classroom teachers:

> I teach using non-participatory strategies. I write alphabets, words and sentences on the blackboard and I guide them on reading as a whole class thereafter if time allows I pick one by one to read a letter or say sounds written on the blackboard. The number of children in my class is 120 children and I am also teaching Grade one at primary school. The Head Teacher informed us to use learner-centred pedagogy but it is hard to apply it due to the poor teaching and learning environment and no orientation has been taken on how to use the new strategies [Classroom teacher, Female, age 42, an urban centre/FGD].

> The common way of teaching here is teacher centred approach; I made songs of alphabets, so they sing in order to remember alphabets and numbers. Play-based activities are not used here because teachers have no time to supervise; even my fellow teacher in her stream has a big number of children. Children need to keep in the classroom quiet when I prepare lesson and/or marking their works, so we need more teachers here [Classroom teacher, Female, age36, rural area/FGD].

In addition, the researcher interviewed Curriculum Support Officers to get their views regarding the efficacy of pedagogical strategies as utilized in the classroom situation. They reported the situation in the classroom context was alarming with big classes with some having untrained teachers, and limited professional development. The following quote illustrates CSOs' views:

> Teachers still use the traditional way of teaching; children were limited in demonstrating their abilities through activity-based play. Instead, teachers taught through teacher-centred pedagogies which were not friendly to children's learning and development. In this situation it may become difficult to identify the individual talents of children as they have no chance to reveal them. Child-centred pedagogy has the potential for promoting children's creativity, problem-solving skills, critical thinking skills, learning dispositions as well as socio-emotional development skills only if it is utilized well [CSO2].

Based on the above findings, it is clear that, there is no effective curriculum implementation in the ECDE centres by ECDE teachers in Hamisi Sub-County. This has negatively impacted on the efforts injected by various stakeholders towards

preparing ECDE learners for transition to primary education. Effective direct instruction teaching method has six main steps according to Lucie Renard (2019)(a) Introduction/review,(b) Presentation of the new material through lecture or demonstration (c) Guided practice,(d)Feedback and correctives)Independent practice, (e)Evaluation and review

However, all these steps geared towards quality have been overlooked by ECDE teachers in Hamisi sub-county during the curriculum implementation for English language activities. The approach is based on the assumption that, if explicitly taught specific basic skills, children will generalize these to new learning experiences (Gossen,2005).The skills must be clearly ,simply and directly taught in a carefully sequenced manner that breaks bigger skills into smaller component tasks that children can master quickly. A school culture empowering quality teacher training allowing teachers to work collaboratively, reflecting on the process and sharing the new knowledge enhances effective direct instruction (Hsu & Kuan, 2013; Tondeur et al.2016).In Rosenshine's(2008) review of research on direct instruction yielded a summary of its major components to enhance efficacy :i)Reduce the difficulty of the task during initial practice by stating lesson goals and dividing the task into smaller components,ii)Use scaffolds and guidance to support students during initial practice,iv)Provide supportive feedback including systematic corrections,checklists,models of the completed task, and fix-up strategies. John Hattie (2020) has documented the "effect size" that 250-plus influence (specific conditions in teaching environment) has on student achievement. He found the average effect size of any "influence" on achievement is 0.40; but the effect size for using direct instruction is

0.59, well above the average. However, it is best when using direct instruction to incorporate dialogic instruction, guided instruction, and collaborative learning among peers round out well –conceived instructional program for excellent results.

This study coincides with the findings of Tayari (2018) that revealed that ECDE teachers deployed teaching methods that focused on the whole-class, taking up more than half the lesson time for literacy lessons. Methods that focused on individual learners took about 20% of the lesson time, while about 6% and 15% of the lesson time was used in other engaging methods such as group work and role play for literacy lessons respectively. Moreover, about 10% of the classroom time was spent on activities where the teacher was not focused on learners. Teachers may however be challenged in varying classroom activities due to lack of adequate play and learning materials to vary teaching styles.

More so, this study concurs with Kemboi and Nabwire (2017) findings in North Rift region of Kenya which investigated on teachers' competence in pedagogical knowledge in teaching in schools. The study findings showed that majority of the teachers did not use learner centered approaches like inquiry, discussions and demonstrations. The study concluded a significant number of the teachers were not competent in pedagogical knowledge for implementation of school curriculum. This implies that if educators do not receive adequate training in pedagogy, they will not have the ability to implement a curriculum.

4.5.5 Logistic Regression for Teaching Method on Learners School Readiness

The study sought to assess the utilization of the selected teaching strategies in promoting learners' readiness for primary school. To establish this, logistic regression test was used because Logistic regression is used to describe data and to explain the relationship between one dependent binary variable and one or more nominal, ordinal, interval or ratio-level independent variables. For this objective, Ordinal Logistic Regression was used since there were five categories that is; strongly agree, agree, neutral, disagree and strongly disagree with a natural ordering to the levels, but the ranking of the levels did not necessarily mean the intervals between them are equal. The study utilized the following null hypothesis which was tested at 0.05 level of significance.

H_o: Utilization of selected teaching methods has no effect on ECDE learners' readiness for primary school. The results are shown in Table 4.18.

Table 4.18a: Model summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	133.109[a]	.553	.635

Table 4.18b: Classification Table

Observed		Predicted: Basic literacy skill		
		Learner not ready for school for failure to demonstrate basic literacy skills	Learner readiness for school after demonstration of basic literacy skills	Percentage Correct

Step 1	Basic literacy skill	Learner not ready for school for failure to demonstrate basic literacy skills	0	33	.0
		Learner readiness for school after demonstration of basic literacy skills	0	117	100.0
	Overall Percentage				78.0

a. The cut value is .500

Table 4.18c: Variables in the Equation

		B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	Quality of inputs, teacher attitude, school context and policy issues	.317	.204	2.403	1	.012	1.372	.920	2.048
	Utilization of the selected teaching methods	.128	.069	3.489	1	.042	1.137	.994	1.300
	Constant	-.647	.959	.456	1	.500	.524		

A logistic regression was performed to ascertain the effect of utilization of the selected pedagogical strategies and the intervening variables (quality of inputs, teacher attitude, school context and policy issues) on the basic literacy skill. The logistic regression model was statistically significant, $\chi^2(8) = 2.602, p < 0.05$. The model explained 63.5% (Nagelkerke R^2) of the variance in the basic literacy skill and correctly classified 78% of cases. The exponentiated regression coefficient represents the strength of the association of the independent variable with the outcome. More specifically, it represents the increase (or decrease) in of the outcome that is associated with the independent variable. Therefore, odds of learner readiness for school after demonstration of basic literacy skill is 1.372 times more likely to exhibit when incorporated with intervening variables (quality of inputs, teacher attitude, and school context and policy issues) than just utilization of the selected pedagogical strategies.

The Wald and Sig columns provide the Wald chi-square value and two tailed p-value used in testing the null hypothesis that the coefficient (parameter) is 0. Since the Sig is .012 and .042 for intervening variables and utilization of selected teaching methods respectively which are less than the alpha(α) coefficient of .05 the study reject the null hypothesis that utilization of selected teaching methods has no statistical significant effect on ECDE learners readiness for primary education.

4.6 Efficacy of Learning Resources on Learners' School Readiness

The third objective of this study was to determine the extent to which learning resources were used in promoting learners' readiness for primary school. The null hypothesis tested is Utilization of selected learning resources has no effect on ECDE learners' readiness for primary school. Data was obtained from Section Heads and Centres-in-Charge using questionnaires in addition to information gathered through interviews with the CSOs' and FGD from the ECDE teachers.

Learning resources are materials provided by the teacher to facilitate the process of learning for both the teachers and learners by ensuring learners are being engaged and they meet their learning needs, their preferred learning styles and for them to achieve their learning outcomes. To determine how effective learning resources are being utilized, a 5-point Likert type of scale that is Strongly Agree(1), Agree(2), Neither agree nor Disagree(3), Disagree(4) and Strongly Disagree(5) was used as shown in the subsequent section per learning resource category.

4.6.1 Efficacy of Usage of Realia

Realia are real objects that one uses in the classroom to teach a specific concept. Realia enables children to make connections to their own lives as they try to make sense of

new concepts and ideas. They reinforce language skills and appeal to both visual and kinesthetic senses of learners of all ages. Realia help to make English lessons memorable by creating a link between the objects and the word or phrase they represent. In addition, realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learners' material and the object of the lesson. They are best utilized for simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student object interaction. The data collected has been summarized and presented in Table 4.19 that follows.

Table 4.19: Efficacy of Usage of Realia

Indicators of Quality	**1**	**2**	**3**	**4**	**5**
The realia is recreated.	60(40)	41(27)	6(4)	34(23)	9(6)
Evidence of scavenger hunt is available (pupils learn through collecting materials in the environment)	81(54)	19(13)	16(11)	5(3)	29(19)
The pupils able to follow direction.	53(35)	26(17)	16(11)	51(34)	4(3)
The realia is able to supply flesh and blood mental images to what could be otherwise abstract words.	50(33)	25(17)	42(28)	30(20)	3(2)
The learners is able to authenticate an object or experience.(By seeing,handle,taste)	55(37)	35(23)	29(19)	1(1)	30(20)
The realia is able to save instruction time by reducing length of abstract explanations.	56(37)	43(29)	27(18)	2(1)	22(15)
The realia is able to bring realism when distinguishing between the characteristics of objects.	48(32)	36(24)	39(26)	4(3)	23(15)
The realia is able to transfer learning by reducing the gap between learning and application.	61(41)	25(15)	24(16)	38(25)	4(3)
There is good time management considered in the use of realia.	5(3)	19(12)	20(13)	52(35)	54(36)
The realia adopted is readily available for	5(3)	32(21)	41(27	45(30)	27(18)

further use by pupils.			)		
The objects are readily accessible.	4(3)	24(16)	21(14)	67(45)	34(23)
The safety of learners is considered in the use of realia.	3(2)	30(20)	27(18)	45(30)	45(30)

The data in Table 4.19 shows that 101(67%) of the respondents agreed that realia are recreated. Realia needs to be transformed into different forms to suit the lesson demands of different lessons and appeal to different levels and needs of learners. On the other hand, 100(67%) of the respondents agreed that there is evidence of scavenger hunt (pupils learn through collecting materials in the environment).Pupils must be actively engaged in collection and assembly of this realia for diversity and to create a sense of responsibility in the learners.

78(52%) agreed that pupils are able to follow direction. When teachers give guidance, the only sure way of knowing that learning is taking place is for pupils to be able to follow direction as guided in performing various learning activities. Additionally, 75(50%) of respondents agreed that realia are able to supply flesh and blood mental images to what could be otherwise abstract words. When a teacher uses realia to deliver his lesson, what he could have otherwise used a millions words in explaining ,the learners are able to see the real object hence the knowledge got is directly transferred into LTM.Not forgetting that realia makes the learners very much attentive and focused to the lesson .

90(60%) agreed that learners are able to authenticate an object or experience. Due to transfer of knowledge in LTM,learners at their own time are able to retrieve it back and make similar authentic objects as they had learnt in class.99(66%) agreed that Realia was able to save instruction time by reducing length of abstract explanations. This is quite true because learners are able to relate what they are being taught hence making learning meaningful.

84(56%) agreed that realia are able to bring realism when distinguishing between the characteristics of objects. Reality of various models can be easily achieved through the incorporation of realia in the lesson. Additionally, 84(56%) of the respondents agreed that realia are able to facilitate transfer of learning by reducing the gap between learning and application, while 106(71%)strongly disagreed that good time management is considered in the use of realia. 72(48%) of respondents disagreed that realia adopted are readily available for further use by pupils. Lastly, 102(68%) of the respondents disagreed that objects are readily accessible. This makes learners to interact with them easily at their own free time hence allowing learning to go on spontaneously. 90(60%) disagreed that safety of learners is considered in the use of realia. As much as usage of realia has been advocated for, safety of learners is paramount. When learners are safe, learning goes on simulasly.Teachers to ensure that whatever realia they intend to use it must meet the basic minimum requirements for safety standards.

Based on the above findings, it can be concluded that, realia in Hamisi sub-county ECDE centres are not effective in preparing ECDE learners adequately for primary

school. Much is needed to be done in order to achieve the desired efficacy status. Realia is a link between what is taught in class and the actual reality on the environment from the society where these learners came from. Teachers should be proactive in designing realia that will definitely create great impact in terms of learning. If realia are utilized effectively, learning outcomes shall be realized with ease then society we live in shall be a nice place to stay.

4.6.2 Efficacy of Usage of Print Materials

Print materials consist of all written material, which convey planned course information. They include textbooks, flyers, calendars, alphabet posters, workbooks, reference books, newspapers, journals and magazines. They are extremely portable, cost effective, readily available and comfortable to use. They serve as the primary source of instruction, or they may be supplemental. The findings obtained from Section Heads and Centres in Charge from the field have been summarized in Table 4.20.

Table 4.20: Efficacy of Usage of Print materials

Quality Indicators	1	2	3	4	5
They are accessible.	5(3)	36(24)	10(7)	42(28)	57(38)
They are clear.	6(4)	16(11)	17(12)	82(55)	29(19)
They are organized in a useful way.	3(2)	35(23)	21(14)	47(31)	44(29)
The materials are appropriate to the learners and the course.	7(5)	26(17)	41(27)	53(35)	23(15)
The text is readable.	2(1)	46(31)	18(12)	37(25)	47(31)
The vocabulary and content is appropriate.	3(2)	27(18)	23(15)	74(49)	23(15)
The materials are accurate and free from bias in	5(3)	34(23)	32(21	46(31)	33(22)

terms of sex, race, religion and ethnic background.			)		
The materials are easily portable.	5(3)	25(17)	29(19)	64(43)	27(18)
The materials are distributed well in advance	5(3)	20(13)	34(23)	65(43)	26(17)
There is clear instruction for use of materials given.	5(3)	30(20)	27(18)	62(41)	26(17)
The required interaction is designed.	6(4)	23(15)	28(19)	62(41)	31(21)

The data in Table 4.20 shows that 99(66%) of the respondents disagreed that print material are accessible while 111(74%) disagreed that they are clear. When materials are not accessible and those few that are accessible are not clear, this eventually compromises learning. Materials should be meant available so that learners can access them with ease and interact with them from time to time. When materials are not clear, we shall have misconception of information hence hindering effective learning.

On the other hand, 90(60%) of the respondents disagreed the print material are organized in a useful way while 75(50%) disagreed that materials are appropriate to the learners and the course. Organization of materials should be intendem with the syllabus and design. Poorly organized materials interfere with the chronological flow of information. At the same time, materials must be relevant to the needs and levels of learners so that they are motivated to interact with them.

Additionally, 84(56%) and 96(64%) disagreed that the text of the print material is readable and the vocabulary and content appropriate respectively. The materials must be in a font that pre-primary learners can read comfortably and should consider the vocabulary used in them.79(53%)of respondents disagreed that Print material were

accurate and free from bias in terms of sex,race,religion and ethnic background while 91(61%) disagreed that the print material is easily portable.Materias for effective usage they should be portable and be free from any form of biasness. Additionally, 90(60%) of the respondents disagreed that the print material are distributed well in advance, while 87(58%) disagreed that clear instruction for use of materials is given. If materials are available in schools early enough, teachers will have the opportunity to plan well in advance and if need be look for other supportive materials or resource person to aid in lesson delivery. Lastly, 93(62%) of the respondents disagreed that the print material required a designed interaction. The only sure way for materials to meet their objective is for them to be interactive in nature.

Based on the above findings, it can be concluded that, print materials in Hamisi sub-county ECDE centres are not effective in preparing ECDE learners adequately for primary school. These are because the manner in which they are designed and utilized does not guarantee any meaningful learning from them. Since print materials are cheaply obtained, it is prudent that they meet the needs of learners through strict adherence to font, color, vocabulary, and length of words among others so that the efficacy status is achieved for optimal learning outcomes.

4.6.3 Efficacy of Usage of Audio Resources

Audio is sound within the acoustic range available to humans. Audio instruction involves using audio technology to provide educational opportunities for students. Audio has the power to leave a greater impact on the learner as compared to print

media. The data collected from Section Heads and Centres in Charge has been summarized in Table 4.21 as displayed below.

Table 4.21: Efficacy of Usage of Audio Resources

Quality Indicators	**1**	**2**	**3**	**4**	**5**
There is clarity of voice.	4(3)	12(8)	46(31)	37(25)	51(34)
It is relevant to the topic.	7(5)	23(15)	18(2)	75(50)	27(18)
There is clear pitch of the audio.	10(7)	29(19)	22(15)	45(30)	44(29)
The length is appropriate.	8(5)	30(20)	44(29)	14(9)	54(36)
The language is appropriate.	4(3)	37(25)	29(19)	59(39)	21(14)
The content is appropriate.	3(2)	35(23)	18(12)	55(37)	39(26)
It is able to add, maintain and stimulate interest.	3(2)	27(18)	39(26)	29(19)	52(35)
It is able to stimulate creative thinking and increase imagination.	3(2)	42(28)	17(11)	17(11)	71(47)
The distance between the media and the learners is appropriate.	3(2)	35(23)	33(22)	45(30)	34(23)
The acoustical room modification is made to cater for background noise.	2(1)	39(26)	30(20)	63(42)	16(11)

The data in Table 4.21 shows that 88(59%) of the respondents disagreed that audio resources used have clarity of the voice while 102(68%) disagreed that they are relevant to the topic. Any audio resource adopted for use, its voice projection must be clear and the content relevant to the level of learners. This will make the pupils as much as they are able to get what is being said, they are also able to make meaning out of it hence effecting learning. Clarity of voice improves the language development of the learners. After the lesson, this learners will be imitating what was said and how it was said hence developing their communication skills.

On the other hand, 88(59%) of the respondents disagreed that audio resources have clear pitch of the audio while 67(45%) disagreed that audio resources length is appropriate. The pitch and length of audio is very important since if not checked, the pitch might interfere with the ear drums of the learners and if the length is too long, the concentration span shall reduce thereafter no learning will be taking place.

Additionally, 79(53%) and 94(63%) respectively disagreed that the language and content is appropriate. The vocabulary levels that constitute the language should be to the level of the learners and the content appropriate for them to make meaning out of it hence effecting learning. 81(54%)of the respondents disagreed that Audio resources were able to add, maintain and stimulate learners' interest while 87(58%) disagreed that the audio resources are able to stimulate creative thinking and increase imagination. Audio resources selected should be able to motivate the learning to learn, if not so, and then the very need of their usage becomes questionable.

Additionally, 79(53%) of the respondents disagreed that the distance between the media and the learners is appropriate. The proximity to the media from the learners will builds into concentration. If the media is too far, backbenjers will not be attentive hence no learning shall be taking place. On the other hand, if too close, high sound shall break or damage the ear drums of learners leading to serious medical condition which could have been avoided if correct measures were put in place. Lastly, 79(53%) of respondents disagreed that there is acoustical room modification made to cater for background noise. If the room is not sound proof, measures should be taken so that echo or outside noise interference does not disrupt learning. The room should be aerated and well ventilated to avoid suffocation during the lesson. Learners should not be crowded at a point just to get the clarity of the voice. Based on the above findings, it can be concluded that, audio resources in Hamisi sub-county ECDE centres are not effective in preparing ECDE learners adequately for primary school. Audio resources if well planned and utilized, can be used to stand in when the teacher is absent from school. Learning will just continue. If a teacher my any chance has challenge in pronunciation of certain words, it is prudent he adapt audio resources for assistance so that the learners are not also affected by mother tongue influence. Audio resources are handy in diagnosing the hearing abilities of learners, if issues are noted, diagnostic and screening measures are taken for appropriate remedy to be effected.

4.6.4 Efficacy of Usage of Audio-Visual Resources

Audiovisual education is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention. Audio-visual aids are educational materials directed at both the sense of

hearing and the sense of sight. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple, effective and easy to understand so as to enhance effective learning. These materials make learning more permanent since students use more than one sense. The findings from Section Heads and Centres in Charge obtained from the field have been summarized in Table 4.22 below.

Table 4.22: Efficacy of Audio-Visual materials

Audio-Visual materials	**1**	**2**	**3**	**4**	**5**
The materials are relevant to the topic and learners.	7(5)	37(25)	30(20)	55(37)	21(14)
The materials are accurate as intended by the lesson objective.	10(7)	30(20)	22(15)	63(42)	25(17)
The materials are comprehensible by learners.	6(4)	31(20)	32(21)	49(33)	32(21)
The materials motivate learners.	5(3)	29(19)	40(27)	56(37)	20(13)
The materials develop realism in the learners mind.	6(4)	33(22)	28(19)	62(41)	21(14)
The materials challenge the attention of the pupils.	3(2)	36(24)	23(15)	56(37)	32(21)
The materials stimulate the imagination and develop the mental imagery of pupils.	3(2)	40(27)	35(23)	37(25)	35(23)
The materials facilitate the understanding of the	7(5)	24(16)	27(18	70(47)	22(15)

pupils.			)		
The materials provide incentive for action in pupils.	5(3)	29(19)	30(20)	53(35)	33(22)
The materials develop the ability to listen in pupils.	7(5)	33(22)	43(28)	44(29)	23(16)

The data in Table 4.22 shows that 76(51%) of the respondents disagreed that materials used are relevant to the topic and learners while 88(59%) disagreed that materials used are accurate as intended by the lesson objective. When materials are not relevant, it implies that no design or syllabus was consulted in coming up with them hence the desired outcomes will not be realized due to irrelevancy and inaccuracy of the materials used for teaching.

On the other hand 81(54%) disagreed that materials are comprehensible by learners. 75(50%) of the respondents disagreed that materials motivate the learners while 82(55%) disagreed that materials develop realism in the learners mind. Quality materials must be comprehensible by learners, they must be able to motivate then intrinsically to learn and finally be able to develop a sense of reality in learners.Failutre to realize this qualities, learning will not take place and efficacy of the materials might not be realized at all cost.

Additionally, 87(58%) of the respondents disagreed that materials challenge the attention of the pupils while 72(48%) disagreed that materials stimulate the imagination and develop the mental imagery of pupils. Schools are places where learners are exposed to new experiences and therefore learn new things. So it is through this materials that new things are learnt through provision of challenging opportunities,

materials should stimulate imagination and developmental imagery. Furthermore, 93(62%) of the respondents disagreed that the Audio-Visual materials facilitate the understanding of the lesson by the pupils. Lastly, 85(57%) and 67(45%) disagreed respectively that materials provide incentive for action in pupils and materials develop the ability to listen in pupils. If visual materials adapted do not facilitate effective learning through understanding of content and provide incentive to learn, then these materials are not suitable since the efficacy status might not be realized.

According to these findings, it can be concluded that, Audio-Visual materials are not effective in preparing ECDE learners adequately for primary school. This explains why ECDE learners are transiting to grade one when not school ready. According to Daniel (2013), effective teaching through audio-visual materials avoids excessive, empty and meaningless verbalization in teaching. Research has confirmed that, using AV technologies for teaching and learning effectively has positively affected pupils performance (Lari,2014;Mathew & Alidmat,2013;Ode,2014).

4.6.5 Logistic Regression on Learning Resources and Learners' Readiness for School.

The study sought to determine the extent to which selected learning resources were used in promoting learners' readiness for primary education. To establish this, logistic regression test was used. The study utilized the following null hypothesis which was tested at 0.05 level of significance.

H_o: Utilization of Selected learning resources has no effect on ECDE learners' readiness for primary school.

The results are shown in Table 4.23

Table 4.23a: Model summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	148.106[a]	.564	.599

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

Table 4.23b: Classification Table

Observed		Predicted Basic literacy skill		
		Learner not ready for school for failure to demonstrate basic literacy skills	Learner readiness for school after demonstration of basic literacy skills	Percentage Correct

Step 1	Basic literacy skill	Learner not ready for school for failure to demonstrate basic literacy skills	0	33	.0
		Learner readiness for school after demonstration of basic literacy skills	0	117	100.0
	Overall Percentage				68.0

a. The cut value is .500

Table 4.23c: Variable in the equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	Quality of inputs, teacher attitude, school context and policy issues	.273	.173	2.503	1	.011	1.314	.937	1.844
	Selected learning resources	.178	.102	3.055	1	.030	1.195	.979	1.459
	Constant	-.539	.969	.310	1	.578	.583		

a. Variable(s) entered on step 1: Quality of inputs, teacher attitude, school context and policy issues, Selected learning resources.

A logistic regression was performed to ascertain the effect of selected learning resources and the intervening variables (quality of inputs, teacher attitude, school context and policy issues) on the basic literacy skill. The logistic regression model was statistically significant, $\chi^2(8) = 5.865, p < 0.05$. The model explained 59.9% (Nagelkerke R^2) of the variance in the basic literacy skill and correctly classified 68% of cases. The odds of learner readiness for school after demonstration of basic literacy skill is 1.314 times more likely to exhibit when incorporated with intervening variables (quality of inputs, teacher attitude, and school context and policy issues) than just selected learning resources.

The Wald and Sig columns provide the Wald chi-square value and two tailed p-value used in testing the null hypothesis that the coefficient (parameter) is 0. Since the Sig is .011 and .30 for intervening variables and utilization of selected learning resources respectively which are less than the alpha(α) coefficient of .05 the study reject the null that utilization of selected learning resources has no statistical significant effect on ECDE learners readiness for primary school.

4.7 Efficacy of Assessment Strategies on Learners' School Readiness

The fourth objective of this study was to evaluate the effectiveness of the selected assessment strategies in promoting learners' readiness for primary education. The null hypothesis tested was that utilization of selected assessment strategies has no effect on ECDE learners' readiness for primary school. Information was gathered from Section Heads and Centers-in-Charge using questionnaires in addition to interviews conducted with CSOs' and FGD by ECDE teachers.

Childhood assessment is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at the level the child can understand and is able to learn from. To evaluate efficacy of assessment strategies, a 5-point Likert type of scale that is Strongly Agree (1), Agree(2), Neither agree nor Disagree(3), Disagree(4) and Strongly Disagree(5) was used.

4.7.1. Efficacy of Application of Natural Observation

Natural observation involves observing spontaneous behaviour of pupils in natural surroundings. The observation process involves tracking children's behaviour over a

period of time. Through meaningful and detailed documentation, teachers are able to see patterns and plan age-appropriate activities, gain insight into how a child thinks about the world, and provide opportunities for teachers to change the environment to promote growth and development. The data obtained from Section Heads and Centres in Charge on efficacy of natural observation of ECDE learners using questionnaire in Hamisi Sub-County has been summarized in Table 4.24 as shown.

Table 4.24: Efficacy of Application of Natural Observation

Quality Indicators	**1**	**2**	**3**	**4**	**5**
The observation is systematic/planned.	5(3)	62(41)	15(10)	20(13)	48(32)
The observation is specific/directed to particular aspects.	4(3)	25(17)	30(20)	80(53)	11(7)
The observation is objective/free from bias	1(1)	27(18)	17(11)	63(42)	42(28)
The observation is quantitative.	1(1)	29(19)	37(25)	51(34)	32(21)
The aim of the observation is defined.		37(25)	23(15)	66(44)	24(16)
The records of observation are made immediately.	4(3)	26(17)	23(15)	61(41)	36(24)
The observation is verifiable with criteria of reliability, validity and usability.	4(3)	38(25)	42(28)	39(26)	27(18)
The observation has a naturalistic inquiry.	3(2)	31(21)	25(17)	66(44)	25(17)
Inductive analysis is realized(observer get immersed into the group)	1(1)	48(32)	31(21)	40(27)	30(20)

Personal contact and insight is considered.	2(1)	36(24)	41(27)	54(36)	17(11)
The observer is aware of context sensitivity.	4(3)	28(18)	24(16)	65(43)	29(19)
The observer demonstrates empathic neutrality.	2(1)	31(21)	20(13)	54(36)	43(29)

From the study findings, it has been revealed that, 68(45%) of the respondents disagreed that the observation is systematic or planned, while 90(60%) of the respondents disagreed that observation is specific/directed to particular aspects. For there to be reliable results from observation, it must be systematically done after a well thought plans have been put in place. The observation must be specific and directed to a particular aspect of learning area or child growth and development.

In terms of bias, 105(70%) of the respondents disagreed that observations are free from bias, while 82(55%) disagreed that observation is quantitative. During observation, observers (teachers) should adhere to basic tenets of integrity that will hinder them from being bias. It is also prudent that what is observed should be expressed quantitatively, or be able to be measured scientifically.

On the other hand, 90(60%) and 97(65%) of the respondents respectively disagreed that the aims of the observation is defined and that the records of observations are made immediately. The objective of observation should be well stated in advance and all actors made known of what is bound to happen and be updated from time to time. Also after observation, the records should the made available to the relevant stake holders for decision making purposes.

Though, 42(28%) of the respondents were neutral when asked whether the observation is verifiable with criteria of reliability, validity and usability, 91(61%) disagreed that

observation is a naturalistic inquiry. To achieve the best results, observation should be verifiable on the basis of reliability, validity and usability.

On the other hand, 49(33%) of the respondents agreed that inductive analysis is realized, while 70(47%) of the respondents disagreed that personal contact and insight is considered. Lastly, 93(62%) and 97(65%) of the respondents respectively disagreed that observer is aware of context sensitivity and observer does demonstrate empathy. During observation, teachers should make sure that inductive analysis is realized, personal contact and insight is considered and they should be aware of context sensitivity.

From the above findings, it can be concluded that, natural observation is not done effectively by ECDE teachers in Hamisi sub-county. This will lead to unreliable information about learners who are graduating to grade one. Observation is the best strategy to assess pre-primary learners' behavior and character if well planned and applied.

4.7.2 Efficacy of Application of Portfolios

The portfolio is a record of the child's process of learning. It shows what the child has learned and how she has gone about learning, how she thinks, questions, produces, and creates. Furthermore it gives information on how she interacts intellectually, emotionally and socially with others. It also contains a collection of organized, purposeful information about an individual child. They include observations, photographic records, learning stories, conversations, reflections, descriptions, questions and analysis. The findings from the field are summarized in Table 4.25.

Table 4.25: Efficacy of Application of Portfolios

Quality Indicators	**1**	**2**	**3**	**4**	**5**
It is continuous and ongoing, providing both formative and summative opportunities for monitoring learners' progress towards achieving essential outcomes.	2(1)	57(38)	44(29)	25(17)	22(15)
It is multidimensional that is reflecting various aspects of learners learning process.	79(53)	26(17)	16(11)	29(19)	
It provides for collaborative reflection, including ways for learners to reflect about their own thinking process and metacognitive introspection as they monitor their own comprehension, reflect upon their approaches to problem-solving and decision-making, and observe their emerging understanding of subjects and skills.	2(1)	37(25)	27(18)	40(27)	44(29)

It clearly defines purpose and learning targets.	4(3)	25(17)	31(21)	59(39)	31(21)
There is systematic and organized collection of learners' products.	5(3)	33(22)	18(12)	64(43)	30(20)
It identifys pre-established guidelines for what will be included.	2(1)	40(27)	41(28)	56(37)	11(7)
The criteria for selecting and assessing the portfolio contents are made clear to the teacher and learner at the beginning of the process.	4(3)	27(18)	24(16)	65(43)	30(20)
The content in the portfolio is relevant.	5(3)	33(22)	32(21)	43(29)	37(25)
The variables of authenticity are demonstrated in the portfolios(content to be original and true reflection of pupils learning)		32(21)	36(24)	44(37)	27(18)
The portfolios are demonstrating integrity by showing some consistency in theme, be well-designed and show cohesiveness.	5(3)	36(24)	31(21)	48(32)	30(20)

From the data in Table 4.25, 58(39%) of the respondents agreed that portfolio are continuous and ongoing, providing both formative and summative opportunities for monitoring learners progress towards achieving essential outcomes. These will allow for timely feedback if need be. The trends of the learner are easily monitored. Though 105(70%) of the respondents agreed that portfolios are multidimensional, 84(56%)disagreed that it provides collaborative reflection, including ways for learners to reflect about their own thinking process and metacognitive introspection as they monitor their own comprehension, reflect upon their approaches to problem-solving and decision-making, and observe their emerging understanding of subjects and skills.

90(60%) and 94(63%) disagreed respectively that it clearly defines purpose and learning targets and have systematic and organized collection of learners products. The portfolios should by all standards clearly define the purpose and learning targets. Subsequently, 66(44%) and 94(63%) of the respondents respectively disagreed that portfolios identify pre-established guidelines for what will be included and criteria for selecting and assessing the contents is made clear to the teacher and learner at the beginning of the process. 80(54%) of the respondents disagreed that the contents of the portfolio is relevant but 82(55%) of the respondents disagreed that the variables of authenticity were demonstrated in the portfolios. Lastly, 93(62%) of the respondents disagreed that the portfolios demonstrate integrity by showing some consistency in theme, be well-designed and show cohesiveness.

From the interview conducted, it was agreed that we do have portfolios in place. The main disconnect was the facts in the portfolios. The information seems not be true and to the level of learners hence it did not cause any learning. One of the CSO said that, *"I have noticed that, the graphics and writings in the portfolios are above the intellectual levels of the learners. This is because, when teachers give homework to kids, instead of the parents or guardians guiding their kids to do the work, they do it and give their kids to take to school. So when the teacher is marking this work, he/she end up assessing the parent instead of the pupil. Seminars need to be conducted so that parents are made aware of their roles so that actual learning is achieved through these portfolios*" (CSO 2, Male, Age 49).When parents assist learners to do assignments in portfolios, it poses difficulties in knowing who actually takes credit. At the end of the day, what the portfolio was meant to achieve is not realized hence efficacy of portfolio is jeopardized.

From the FGD, it was established that majority of the teachers have portfolios in their centres. The main issue is the cost implication. One of the teachers said, *"some of our learners don't have the portfolios since their parents are to buy them, this makes them not to perform exercises others are doing*"(Teacher 7,Female,Age 32).As the government issues text books and other learning materials, portfolios should be included so that less privileged learners are not affected by lack of the portfolios.

The findings reveal that, portfolios as used in Hamisi sub-county are not effective. As postulated by Beyhan(2013),"No matter how carefully have the content and objectives of the program been prepared, the ones that will determine its efficiency are definitely the teachers to implement the program" Effective use of portfolios has been shown to be valid way to document student progress, encourage greater student involvement in the learning process, showcase work samples and provide a method of learning outcomes assessment and curriculum evaluation (Buzzetto-More,2006).Effective use of student portfolios will display checklists, cutting portraits, writing samples,audiotapes,videotapes,logging activities, interviews and parental input(Myers,2015).In ECDE classroom, the recommended portfolio are known as three-folio system. This type of assessment has three different portfolios that present ongoing work, current work and permanent work effectively prepared as per the efficacy standards (Beaty, 2014)

When using portfolios, Merrit (2015) suggests we exercise caution since portfolios have a narrow domain of assessment, lack uniform standards and clear objectives. They also have stronger reliance on subjective judgments and are expensive and time consuming. In addition, it can be difficult to find space to store all products and materials needed for

portfolios as postulated by Beyhan(2013)hence cannot be a standalone assessment tool.

According to studies by Beyhan(2013),many teachers did not know how to grade the material to include in portfolio assessment to be appropriately applied, therefore, teachers need to be in serviced to gain high skills and knowledge about portfolio assessment.

4.7.3 Efficacy of Application of Teacher Ratings

Teacher ratings allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Teacher ratings of student behaviors have been reported to have greater validity in relation to parents ratings, specifically in areas such as school outcomes and their ratings were stable, even when data was being collected over various school years and were on assorted cohorts of students (Pas & Bradshaw, 2014).The data obtained from Section Heads and Centres in Charge from the field has been summarized in Table 4.26.

Table 4.26: Efficacy of Teacher Ratings

Quality Indicators	**1**	**2**	**3**	**4**	**5**
The assessment is congruent with the instructions.		60(40)	37(25)	36(24)	17(11)
The assessment is based on authentic tasks.		30(20)	35(23)	61(41)	24(16)
The ratings are valid(measures what is supposed to measure)	1(1)	35(23)	25(17)	49(33)	40(27)
The ratings are fair.	5(3)	27(18)	37(25)	47(31)	34(23)
The ratings are transparent.	5(3)	33(22)	22(15)	64(43)	26(17)
The ratings are reliable.	2(1)	26(17)	28(19)	64(43)	30(20)
The rating scale or checklist is available.	1(1)	28(19)	33(22)	59(39)	29(19)
The standard of excellence is demonstrated.	1(1)	32(21)	27(18)	55(37)	35(23)
It clearly identifies the value judgment of	3(2)	38(25)	24(16)	58(39)	27(18)

the traits.					
It is flexible to judge the level of performance.	2(1)	31(21)	37(25)	51(34)	29(19)

From the data in Table 4.26, 60(40%) of the respondents agreed that the assessment was congruent with the instructions while 85(57%) disagreed that teacher ratings assessment is based on authentic tasks. What is assessed should be in line with what was learnt and the ratings should be realistic. Additionally, 90(60%) and 81(54%) of the respondents respectively disagreed that teacher ratings are valid and are fair. Subsequently, 90(60%) and 93(62%) of the respondents respectively disagreed that teacher ratings are transparent and reliable. Likewise, 87(58%) and 90(60%) of the respondents respectively disagreed that rating scale or checklist is available and standard of excellence is demonstrated. Lastly, the teacher ratings were disagreed by 85(57%) of respondents for clearly identifying the value judgment of the traits and 79(53%) disagreed that teacher ratings are flexible to judge the level of performance.

From the interviews, it was established that, the scores from teacher ratings were valid and reliable. This was affirmed by one of the CSO who said that," *during our sport check in schools, if we called upon a teacher to rate a particular learner based on a particular parameter like social aspect, literacy, psychomotor etc, the ratings could be verified since when the learner was called we could affirm what the teacher had said"* (CSO1, Female, Age 52)

Based on the above findings, it can be concluded that the Teacher Ratings are not being utilized effectively. These will in-turn compromise learners' readiness for primary

education. Moreover, a teachers' ability to accurately rate a student's characteristics is thought to facilitate adaptive teaching (Sudkamp et al.2014) and to effect each student's personal and academic development(Machs et al.,2016).

4.7.4 Efficacy of Application of Standardized Test

Standardized test requirements are designed to hold teachers, students and schools accountable for academic achievement and to incentivize improvement. They provide a benchmark for assessing problems and measuring progress, highlighting area for improvement. The intent in standardized testing is to have large numbers of students write a single test, then to compare any single score against all others to see how an individual's score compares to the large sample. The findings from the field have been summarized in Table 4.27.

Table 4.27 Efficacy of Standardized testing

Quality Indicators	**1**	**2**	**3**	**4**	**5**
The test items are valid and usable.	3(2)	24(16)	33(22)	30(20)	60(40)
The test items are reliable in terms of consistency of scores obtained.	2(1)	32(21)	21(14)	68(45)	27(18)
The tests items are constructed by test experts or specialists.	1(1)	34(23)	28(19)	57(38)	30(20)
The test items are as per the objective covered.	3(2)	41(27)	24(16)	55(37)	27(18)
The scoring key is provided.	2(1)	33(22)	19(13)	69(46)	27(18)
The content is standardized (item selection done by competent judges.	4(3)	41(27)	34(23)	53(35)	18(12)
The method of utilizing the test is meeting the ethical and professional considerations.	3(2)	29(19)	14(9)	74(49)	30(20)
The use of scores obtained are clearly	1(1	41(27)	19(13)	57(38)	32(21)

specified(intelligence, social skills)	)				
Systematic procedure in administration, scoring, and interpretation is clearly explained.	2(1)	50(33)	28(19)	54(36)	16(11)

From the data in Table 4.27, 90(60%) of the respondents disagreed that test items in standardized testing are valid and usable while 94(63%)disagreed that the test items are reliable in terms of consistency of scores obtained. When designing the tests, teachers should make sure that they are valid and ready to be used. In addition,87(58%) of the respondents disagreed that the test items are constructed by test experts or specialists. Teachers should learn the act of developing their own test items and not rely on commercially developed tests which are not standardized. On the other hand, 82(55%) and96(64%) of the respondents respectively disagreed that test items are as per objective covered and scoring key is provided for.Subsequently,70(47%) of respondents disagreed that content is standardized(item selection done by competent judges). Additionally, 103(69%)of the respondents disagreed that the method of utilizing the test meets the ethical and professional considerations. Also 88(59%) of respondents disagreed that the use of scores obtained was clearly specified (intelligence, social skills). Lastly, 70(47%) of the respondents disagreed that there are systematic procedure in administration, scoring, and interpretation clearly explained.

From the interviews, it was revealed that, there is a huge problem in the manner standardized testing is conducted. All the CSOs agreed that there must be a paradm shift since examination is not allowed at this level. One of the CSO said that, *"when we visit this centres during examination period, we find that, teachers depend on commercially*

procured exams which are normally above the levels of the learners. Also teachers force learners to do a lot of exams in a single day. Some of the papers are not marked but kids are just awarded marks (CSO 2, Male, Age 49)

Based on these findings, it can be reported that, standard testing strategy as used in Hamisi sub-county is not done effectively. Standardized testing does not directly affect reading achievement (Im, 2017) but only if accompanied by effective reading instruction. The main argument in the literature is that standardized tests improve overall performance (Bol et al., 2014).

4.7.5 Efficacy of Application of Performance

An effective performance is determined by the achieved skills and competency of the learner. Competency is the combination of motives, traits, self-concepts, attitudes, cognitive behavior skills (content knowledge) that helps the learner to perform activities with excellence. The findings from the field from the questionnaire filled by Section Heads and Centres in Charge are summarized in Table 4.28 below.

Table 4.28 Efficacy of Performance

Quality Indicators	**1**	**2**	**3**	**4**	**5**
Clear targets are provided.	6(4)	43(29)	33(22)	51(34)	17(11)
There is a focused purpose for the assessment.	3(2)	30(20)	24(16)	74(49)	19(13)
Proper method of assessment used.	5(3)	31(21)	21(14)	52(35)	41(27)
Sound sampling is done.	3(2)	19(13)	34(23)	60(40)	34(23)
There is accurate assessment free of bias and distortion.	1(1)	37(25)	28(19)	65(43)	19(13)
There is call for application of knowledge	2(1)	30(20)	30(20	65(43)	23(15)

and skills, and not just recall or recognition.			)		
They are open-ended and typically not yielding a single, correct answer.	3(2)	41(27)	28(19)	44(29)	34(23)
They establish novel and authentic contexts for performance	27(18)	33(22)	72(48)		18(12)
Learners provide evidence of understanding via transfer.	2(1)	35(23)	27(18)	47(31)	39(26)
The tasks are multi-faceted (assess several outcomes)	1(1)	26(17)	34(23)	60(40)	29(19)
The tasks are able to integrate more disciplines as well as 21st century skills.	3(2)	31(21)	23(15)	63(42)	30(20)

From the results in Table 4.28, 68(45%) of the respondents disagreed that clear targets are provided in the performance while 93(62%) disagreed that performances are having a focused purpose for the assessment. Performance objective needs to be set prior to the actual performance and this must include how scores will be awarded. This will guide on judging the best performance and will eventually avoid biasness. In terms of assessment, 93(62%) of the respondents disagreed that the method used was proper.

94(63%) of respondents disagreed that sound sampling is done while 84(58%) disagreed that they were having accurate assessment free of bias and distortion. Before performance is done the best sample must be demonstrated to the learners so that they are made aware of what to do and how to do it. Additionally, 88(58%) disagreed that performances were done by calling for the application of knowledge and skills, and not just recall or recognition.

Though 78(52%) of the respondents disagreed to performances being open-ended and typically not yielding a single, correct answer, 72(48%) were neutral on the opinion that

performance can be established through novel and authentic contexts. Additionally, 86(57%) of the respondents disagreed that learners provide evidence of understanding via transfer while 89(59%) disagreed that tasks are multi-faceted (assesses several outcomes). Lastly, 93(62%) disagreed that the tasks describing the performances are able to integrate more disciplines as well as 21st century skills.

These findings reveal that performance as adopted in Hamisi sub-county ECDE centres are not utilized effectively. This will continue to compromise preparedness of ECDE learners before transitioning to grade one. Much time of training and preparation is required to acquire skills and put them into practice, a process that involves not only the technical dexterity, but also the ability to regulate one's learning activity and control emotional factors (Hallam, 2002).Personal motivation and the context in which learning takes place also exert a pivotal influence on learning (Lehmann & Kristensen, 2014; Hallam et al., 2016)

4.7.6 Efficacy of Application of Interviews

An interview is a procedure designed to obtain information from a person through oral responses to oral inquiries. It serves as a basis for assessing learners' knowledge, skills and abilities. Effective interview is based on a definite purpose known to both the parties and structured questions to be asked in a defined manner. The data obtained from the field has been summarized in Table 4.29 below.

Table 4.29: Efficacy of Interviews

Quality Indicators	**1**	**2**	**3**	**4**	**5**
The interviewer is curious and open-minded.	1(1	17(11	40(27	35(23	57(38

	)	)	)	)	)
The interviewer is empathetic and patient.	1(1)	24(16)	27(18)	79(53)	19(13)
The interviewer demonstrates the required ethics		36(24)	23(15)	47(31)	44(29)
The pupils are made comfortable for the interview.	1(1)	34(23)	26(7)	56(37)	33(22)
The questions are clear.	4(3)	37(25)	29(19)	54(36)	26(17)
The purpose for the interview is expressed clearly.		21(14)	26(17)	65(43)	38(25)
The interviewer plan adequately for the interview.	2(1)	36(24)	35(23)	55(37)	22(15)
There is a good rapport build before the interview commenced.	2(1)	37(25)	28(19)	55(37)	28(19)
The interviewer concentrates during the session.	1(1)	34(23)	21(14)	57(38)	37(24)
The recordings of the information are being gathered.	3(2)	32(21)	28(19)	54(36)	33(22)

From the data in Table 4.29, 92(61%) of the respondents disagreed that the interviewers are curious and open minded. Purposive interview should be curious and conducted with open minded to obtain maximum and reliable information which can be fruitful in decision making. On the other hand, 98(66%) disagreed that interviewer is empathetic and patient. It is imperative for teachers as they conduct interviews assume they are in the shoe of their learners, if that is complied with, teachers will be patient enough to wait for responses from learners as they think through various questions asked. Some educators hurriedly ask pupils questions, without giving them time to respond, in the event, they dismiss them for not being able to respond to queries adequately.

91(60%) of the respondents disagreed that the interviewer demonstrates required ethics, while 89(59%) disagreed that the pupils were made comfortable for the interview. Before any interview is conducted, it should be clear in the mind of teachers to observe ethics since the information they can get from learners if poorly handled, the said learners can even drop out of school or lead to breaks of family. With reference to the clarity of the questions, 80(53%) of the respondents disagreed that the questions given to the pupils were clear. If questions asked are not clear, definitely the response give will not be clear.

As for the purpose for the interview, 103(68%) of the respondents disagreed that the purpose for the interview was expressed clearly. One should not just conduct an interview without clear objectives. Specific outcomes must be defined so that questions posed are directed towards the said purpose. In terms of planning, 77(52%) of the respondents disagreed that interviewers plan adequately for the interview, and 83(56%) disagreed that a good rapport is built before the interview commenced. Interview needs privacy, so adequate prior planning is key and acclimatization among the parties is very important without which the interviewee could decide to keep quite hence sabotaging the interview process.

During the session, 94(62%) of the respondents disagreed that interviewer concentrates during the session. During the session, it is in order to give time for the interviewee to respond and not just interviewer dominating the whole session just letting the interviewee to respond “Yes” and “No”. Lastly, during recording, 87(58%) of the respondents disagreed that recording of the information gathered is done. It is quite unfortunate that teachers goes on conducting an interview without keeping record of

what is being said. After the session is over, no proof can be provided to show what was discussed. Then when it comes to take a decision per the information from the interview, no record is available hence whatever decision is made can be challenged.

According to these findings, it can be concluded that, assessment of ECDE learners through interviews is not done effectively in Hamisi sub-county ECDE centers. This will culminate to unpreparedness of ECDE learners as they transit to grade one. Perolli-Shehu (2019b) postulates that, social relationships and interactions play an important role in the healthy development of the child. Furthermore, researchers have found that very young children (ages 3-6) not only hold their own opinions and views but also are capable of expressing valuable perspectives regarding their contexts and worldviews (Clark & Statham,2005; Dayan& Ziv,2012). This calls for need to effectively conduct their interviews since children are now perceived as social actors (Elden,2013). In addition, Einarsdóttir (2007) describes effective interviews as the common form of data collection for children, although it can be complex and challenging task (Clark,2010).

4.7.7 Logistic Regression on Assessment Strategies for Learners' School Readiness.

The study sought to evaluate the effectiveness of selected assessment strategies in promoting learners' readiness for primary school. To establish this, logistic regression test was used. The study utilized the following null hypothesis which was tested at 0.05 level of significance.

Ho: Utilization of selected assessment strategies has no effect on ECDE learners' readiness for primary school.

The results are shown in Table 4.30

Table 4.30a: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	149.662[a]	.555	.584

a. Estimation terminated at iteration number 6 because parameter estimates changed by less than .001.

Table 4.30b: Classification Table

			Predicted Basic literacy skill		
	Observed		Learner not ready for school for failure to demonstrate basic literacy skills	Learner readiness for school after demonstration of basic literacy skills	Percentage Correct
Step 1	Basic literacy skill	Learner not ready for school for failure to demonstrate basic literacy skills	0	33	.0
		Learner readiness for school after demonstration of basic literacy skills	1	116	99.1
	Overall Percentage				77.3

a. The cut value is .500

Table 4.30c: Variable in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	Quality of inputs, teacher attitude, school context and policy issues	.315	.173	3.304	1	.049	1.370	.976	1.925
	assessment strategies	.117	.090	3.708	1	.011	1.124	.943	1.340
	Constant	.084	.829	.010	1	.919	1.088		

a. Variable(s) entered on step 1: Quality of inputs, teacher attitude, school context and policy issues, assessment strategies.

A logistic regression was performed to ascertain the effect of assessment strategies and the intervening variables (quality of inputs, teacher attitude, school context and policy issues) on the basic literacy skill. The logistic regression model was statistically significant, $\chi^2(8) = 2.821, p < 0.05$. The model explained 58.4% (Nagelkerke R^2) of the variance in the basic literacy skill and correctly classified 77.3% of cases. Odds ratios that are greater than one indicate that the event is more likely to occur as the predictor increases. Therefore odds of learner readiness for school after demonstration of basic literacy skill is 1.370 times more likely to exhibit when incorporated with intervening variables (quality of inputs, teacher attitude, and school context and policy issues) than just assessment strategies which stand at 1.124.

The Wald and Sig columns provide the Wald chi-square value and two tailed p-value used in testing the null hypothesis that the coefficient (parameter) is 0. Since the Sig is .049 and .011 for intervening variables and utilization of selected assessment strategies respectively which are less than the alpha(α) coefficient of .05 the study

reject the null that utilization of selected pedagogical strategies has no statistical significant effect on ECDE learners readiness for primary education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introductions

This chapter presents a summary of the findings per objective, a conclusion is made and finally recommendations are presented on the best practices .The objectives of the study were to

i. To establish the relationship between professional documents and learners' readiness for primary school.

ii. To find out the effect of teaching methods in promoting learners' readiness for primary school.

iii. To examine the effect of learning resources in promoting learners' readiness for primary school.

iv. To appraise the effect of assessment strategies in promoting learners' readiness for primary school.

5.2 Summary of the Process

This section presents the summary of research findings. The findings are presented per objective. To arrive at these findings, the researcher used interviews, questionnaires and Focus Group Discussions to gather information from the respondents. The sample size was 212 respondents drawn proportionally from the target population which comprised

of the Curriculum Support Officers, Section Heads, Centres-in-charge and ECDE teachers all drawn from Hamisi sub-county.

5.2.1 Efficacy of Professional Documents

The study sought to establish the relationship between quality preparation and utilization of each professional document and learners' readiness for primary education. The quantitative findings from respondents based on each professional document have been compressed and presented. The hypothesis derived from the objective was that there is no relationship between preparation and utilization of professional documents and ECDE learners' readiness for primary school. Pearson correlation coefficient was run to determine the relationship between preparation and utilization of professional documents and learners' readiness for primary school. From the results, there was a strong positive correlation between preparation and utilization of professional documents and learners' readiness for primary education which was statistically significant ($r = 0.766$, $N = 150$, $p < 0.001$).

5.2.2 Efficacy of Teaching Methods

The second objective this study investigated was the efficacy of utilization of the selected teaching methods. The strategies under investigation were; child centred, play-based, direct instruction and integrated technology. The study sought to find out the utilization of the selected teaching strategies in promoting learners' readiness for primary school in Hamisi Sub-County. A logistic regression was performed to ascertain

the effect of utilization of the selected teaching methods and the intervening variables (quality of inputs, teacher attitude, school factors and policy issues) on the basic literacy skill. The logistic regression model was statistically significant, $\chi^2(8) = 2.602$, $p < 0.05$. The model explained 63.5% (Nagelkerke R^2) of the variance in the basic literacy skill and correctly classified 78% of cases. The odds of learner readiness for school after demonstration of basic literacy skill is 1.372 times more likely to exhibit when incorporated with intervening variables (quality of inputs, teacher attitude, school factors and policy issues) than just utilization of the selected teaching methods.

The Wald and Sig columns provide the Wald chi-square value and two tailed p-value used in testing the null hypothesis that the coefficient (parameter) is 0. Since the Sig is .012 and .042 for intervening variables and utilization of selected teaching methods respectively which are less than the alpha(α) coefficient of .05 the study reject the null hypothesis that utilization of selected teaching methods has no statistical significant effect on ECDE learners readiness for primary school.

5.2.3Efficacy of Learning Resources

The third objective was to examine the usage of learning resources in promoting learners' readiness for primary education in Hamisi Sub-County. A logistic regression was performed to ascertain the effect of selected learning resources and the intervening variables (quality of inputs, teacher attitude, school factors and policy issues) on the basic literacy skill. The logistic regression model was statistically significant, $\chi^2(8) = 5.865$, $p < 0.05$. The model explained 59.9% (Nagelkerke R^2) of the variance in the

basic literacy skill and correctly classified 68% of cases. The odds of learner readiness for school after demonstration of basic literacy skill is 1.314 times more likely to exhibit when incorporated with intervening variables (quality of inputs, teacher attitude, and school context and policy issues) than just selected learning resources.

Since the Sig is .011 and .30 for intervening variables and utilization of selected learning resources respectively which are less than the alpha(α) coefficient of .05 the study reject the null that utilization of selected learning resources has no statistical significant effect on ECDE learners readiness for primary school.

5.2.4. Efficacy of Assessment Strategies.

The fourth objective was to appraise the selected assessment strategies in promoting learners' readiness for primary education in Hamisi Sub-County. A logistic regression was performed to ascertain the effect of assessment strategies and the intervening variables (quality of inputs, teacher attitude, school context and policy issues) on the basic literacy skill. The logistic regression model was statistically significant, $\chi^2(8) = 2.821, p < 0.05$. The model explained 58.4% (Nagelkerke R^2) of the variance in the basic literacy skill and correctly classified 77.3% of cases. The odds of learner readiness for school after demonstration of basic literacy skill is 1.370 times more likely to exhibit when incorporated with intervening variables (quality of inputs, teacher attitude, and school context and policy issues) than just assessment strategies.

Since the Sig is .049 and .011 for intervening variables and utilization of selected assessment strategies respectively which are less than the alpha(α) coefficient of .05 the

study reject the null that utilization of selected pedagogical strategies has no statistical significant effect on ECDE learners readiness for primary school.

5.3 Conclusions.

The study sought to investigate the efficacy of curriculum implementation in pre-primary education in Hamisi sub-county. Four variables were investigated, namely; preparation and utilization of professional documents, utilization of teaching methods, utilization of learning resources and finally utilization of assessment strategies and their influence on curriculum implementation in pre-primary schools as revealed from learners preparedness for primary school. The idea of encouraging children readiness aims at making a smooth transition from early childhood, pre-primary and primary school, and to enable children to gain competencies which could help them to be more prepared to learn and understand basic education.

This study therefore should serve as a starting point for reflection and campaigning for effective curriculum implementation in pre-primary schools to realize its mandate that will bring about efficacy. Policies, pre-primary curriculum implementation plans, teacher training plans, resource allocations and quality assurance strategies should reflect the growing evidence that effective curriculum implementation in preprimary schools provide the most developmentally appropriate critical foundation for success in primary school and beyond.

5.3.1: Efficacy of Professional Documents on Learners School Readiness

The Pearson correlation coefficient results showed that selected professional document (Schemes of Work, Lesson Plan, Records of Work, IEP, Health Records, Programme of Activities and Rubrics) was significantly associate with pre-primary learners' school readiness. It was concluded that pre-primary learners' school readiness in Hamisi Sub-County, Vihiga County-Kenya is positively correlated(r=.766) to selected professional documents.

5.3.2: Efficacy of Teaching Methods on Learners readiness for Primary School

The ordinal logistic regression analysis results showed that selected teaching methods (Integrated Technology, Child Centred, Play-Way and Direct Instruction) were significantly associated with pre-primary learners' school readiness at the 95% confidence level. It was concluded that pre-primary learners' school readiness Hamisi Sub –County, Vihiga- Kenya was predicted positively by selected teaching methods.

5.3.3 Efficacy of Learning Resources on Learners readiness for Primary School

The ordinal logistic regression analysis results showed that selected teaching methods (Realia, Print Materials, Audio Resources and Audio-Visual Resources) were significantly associated with pre-primary learners' school readiness at the 95% confidence level. It was concluded that pre-primary learners' school readiness Hamisi Sub –County, Vihiga- Kenya was predicted positively by selected learning resources.

5.3.4 Efficacy of Assessment Strategies on Learners readiness for Primary School

The ordinal logistic regression analysis results showed that selected teaching methods (Natural Observation, Portfolios, Teacher Ratings, Standardized Test, Performances) were significantly associated with pre-primary learners' school readiness at the 95% confidence level. It was concluded that pre-primary learners' school readiness Hamisi Sub –County, Vihiga- Kenya was predicted positively by selected assessment strategies.

5.4 Recommendations.

Based on the findings drawn from the field and conclusions made, the following recommendations are made.

A board of multy-agency expert be established at the educational zonal level under the leadership of CSO.This mandate of the board is to visit school and conduct needs assessment through diagnosis and screening. Thereafter come up with clusters of learners. While in the office, using the design, prepare scheme of work and lesson plan according to the needs of learners. Retool the teachers practically in their respective school how to do this. Provide the necessary learning resources and demonstrate how to expose the learning experiences to the learner. The desired outcomes shall be observed in learners. At this end efficacy of the processes shall be achieved. Going forward, the team at the zone shall do the preparation and monitoring while ECDE teachers expose learners to various learning experiences as advised by the team.

Use quality professional development initiatives to provide pre-primary teachers with knowledge and skills that build capacity to effectively implement the pre-primary curriculum across settings and for all children

Periodic screen assessment and diagnostic evaluation should be conducted to individual learner by experts that include educators, counselors, psychologists, sociologists and medical practitioners in case the learner exhibit characteristics of not showing any change in behavior as a result of learning. These will help detect any early childhood problem and provide informed remedy.

Ensure that teachers have access to implementation guides, equipment, and other hands-on resources and materials that are essential for young children's learning and explorations

Ensure that the value of effective curriculum implementation for children's development and learning is widely understood and enacted in pre-primary sub-sector plans and policies and reflected in resource allocations

In-service teacher education and sensitization workshops should be conducted for teachers on the need to effectively prepare and utilize professional documents, effectively utilize the pedagogical strategies, effectively utilize the learning resources and finally effectively utilize the assessment strategies to enhance learning. More so the government should adequately train pre-service teachers and equip them with the relevant literacy readiness skills and knowledge.

Each educational zone should have trained ICT personnel to offer technical support in effective integration of ICT in learning for schools in his jurisdiction. Subsequently, teachers should use instructional resources adequately to provide pre-primary schoolers with activities to improve their reading literacy. Teachers should use a variety of teaching and learning materials easily found in the locality

5.5 Suggestions for Further Research.

This study was conducted in ECDE centres in Hamisi Sub-County only and the results cannot be generalized to all regions in Kenya. Similar studies should be replicated in other regions similar to study area of this study and also in Arid and semi-Arid region with an aim of establishing the Efficacy of ECDE curriculum implementation that influence learners' preparedness for primary education. More so other studies need to be conducted on other elements of learner preparedness that includes numeracy skills, socio-emotional skills and executive functioning skills as impacted by efficacy in ECDE curriculum implementation.

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APPENDICES

APPENDIX I

LETTER TO THE PARTICIPANT

Masinde Muliro University of Science and Technology
Department of Curriculum and Instructional Technology
P.O.BOX 190-50100 Kakamega
Dear Sir/Madam

RE: REQUEST FOR YOU TO PARTICIPATE IN MY STUDY

I am a PhD student at Masinde Muliro University of Science and Technology, I Am carrying out a study on "Assessment of Processes in Curriculum Implementation in Pre-primary Education"**.** Please you have been chosen to participate in this study owing to your experience in your respective position. Kindly respond by giving correct information on the questions asked. Information given will be treated with utmost confidentiality. Your honesty and cooperation in giving the right responses to the questions will be most appreciated.
Thank you in advance.
Yours faithfully

HERBERT AMUNAVI OBEYWA
PHONE: 0712186049

APPENDIX II

INTERVIEW SCHEDULE FOR THE CSO's.

SECTION A: GENERAL INFORMATION.

1. How long have you served in the current position
2. What is your level of education?
3. Do you normally supervise ECDE curriculum implementation?
4. Do you have any training in ECDE?
5. How often per term do you do the physical supervision of curriculum implementation?
6. Are you satisfied with the levels of curriculum implementations?
7. In your view, are ECDE learners fully prepared to transit over to grade one?

SECTION B: PILLARS TO EFFECTIVE CURRICULUM IMPLEMENTATION

Effective curriculum implementation depends on quality of learning strategies as demonstrated by preparation and utilization of professional documents and adoption of appropriate teaching approaches, learning resources and assessment strategies. Kindly give some information best on your experiences from the field to ascertain if the pillars to effective curriculum implementation are adhered to in the centres or not.

1) What are some of the professional documents utilized in the ECDE centres?
2) How frequently are these professional documents being prepared?
3) How effective are these professional documents in curriculum implementation to enhance ECDE learners' preparedness for primary education?
4) What are some of the teaching methods utilized in ECDE centres?

5) How effective are these teaching methods in curriculum implementation to promote ECDE learners preparedness for primary education.
6) What are some of the learning resources utilized in ECDE centres?
7) How effective are these learning resources in curriculum implementation to enhance ECDE learners' preparedness for primary education.
8) What are some of the assessment strategies utilized in ECDE centres?
9) How effective are these assessment strategies in curriculum implementation to enhance ECDE learners' preparedness for primary education?
10) What are some of the strategies in terms of; professional documents, pedagogical strategies, learning resources and assessment strategies can be employed to enhance effective curriculum implementation in ECDE which shall eventually promotes learners preparedness for Primary Education.

APPENDIX III

QUESTIONNARE FOR SECTION-HEADS AND CENTRES- IN-CHARGE

SECTION A: GENERAL INFORMATION.

1. How long have you served in the current position? Less than 5 years [ ] between 5 and 10 years [ ] Over 10 years[ ]
2. What is your age bracket? Less than 30yrs[ ],Les than 40yrs[ ] Less than 50yrs[ ] less than 60yrs[ ]
3. What is your gender? Male[ ],Female[ ]
4. What is your level of education? Certificate [ ] Diploma [ ] Bachelors' degree [ ] Masters' degree [ ] PhD degree [ ]
5. Do you normally supervise ECDE curriculum implementation? Yes[ ] No[ ]
6. Do you have any training in ECDE? Yes [], No [ ]
7. How often per term do you do the physical supervision of curriculum implementation? Ones [], Twice [ ] More than twice [ ]
8. Are you satisfied with the levels of curriculum implementations? Yes [ ] No[ ]
9. In your view, are ECDE learners fully prepared to transit over to grade one? Yes [ ] No[ ]

SECTION B: PILLARS TO EFFECTIVE CURRICULUM IMPLEMENTATION

Effective curriculum implementation depends on quality of learning strategies as demonstrated by preparation and utilization of professional documents and adoption of appropriate pedagogical approaches, learning resources and assessment strategies. Kindly respond to the following items to ascertain if the pillars to effective curriculum

implementation as stated above are adhered to in the centres or not. The scale provided is Never(1),Rarely(2),Sometimes(3),Often(4),Always(5)

SECTION C: EFFICACY OF PROFESSIONAL DOCUMENTS.

Professional documents are used by the teacher in the preparation, implementation and evaluation of teaching/learning process. They are meant to make teaching and learning more effective. Kindly respond to the following items to ascertain how effective the documents are being utilized in the centres. The scale provided is; Strongly Strongly Agree(1),Agree(2),Neither agree nor Disagree(3),Disagree(4),Strongly Disagree(5)

VARIABLE	**QUALITY INDICATORS**	**AGREEMENT LEVELS**				
		1	**2**	**3**	**4**	**5**
1.Schemes of work	i) Derived from the syllabus/designs.					
	ii) Accounts for pupils needs and interests.					
	iii) It is clear in its various components(content, instructional media,methods,aims,duration of lessons.					
	iv) Shows the sequence/order of content drawn from the syllabus.					
	v)It is clear on scope-how much content to be covered within the required time.					
	vi) Objectives are precisely defined.					
	vi) Schemes are appropriate and challenging.					
	vii)It shows relationship between content and support materials.					
	viii) It provides the basis for long range planning, training and evaluation of the course.					
	ix) It is cognizant with preceding and succeeding syllabus content.					
	x) The reference materials and examination provided are relevant.					
2.Lesson plan	i) It shows the level of the class.					
	ii) The length of the lesson is provided for.					
	iii) It shows the aim of the lesson.					
	iv) It shows the assumptions.					

	v) It shows the anticipated difficulties and solutions in the lesson.					
	v) It depicts the stage/aim/procedure/interaction/time.					
	vi)It shows the board record.					
	vii) It shows the materials and resources.					
	viii) It shows clarity in organization/explanation/assessment/examples and guided practice?					
	ix) It builds upon learners prior knowledge.					
	x) It allows for more flexibility.					
	xi) It clarifies transition from one activity to another.					
	xii) It allots time for learners involvement.					
3.Records of work	i)It is authentic(be what it purports to be).					
	ii)It is reliable(have accurate representation of facts it attests)					
	Iii It keeps to the tenets of integrity.					
	iv)It is valid(information to come from original source and not distorted)					
	v) The information gathered is comprehensive.					
4.Health records	i)The information provided is accurate.					
	ii) The records are easily accessible.					
	he data collected is comprehensive.					
	iv) The information provided is consistent.					
	v) The records are well-organized.					
	vi) The timeliness of information is considered.					
5.Individualized Educational Programme(IEP)	i)There is evidence of screening.					
	ii)All the stakeholders are involved(parents,teachers,psychologists,medics,)					
	iii)Diagnostic test is conducted.					
	iv)It shows the pupils current performance and skills in all areas of concern.					
	v)It shows the child’s annual goals depending on challenges faced.					
	vi)It shows how progress towards child’s goals will be measured.					
	vii)It clearly describes the pupil’s special education program and how it has been designed					

	to suit their particular needs.					
	viii)It includes the projected beginning and end date of any services the IEP team proposes.					
	ix)It shows how the child can join the general, mainstream classroom environment.					
	x) It shows the testing accommodations that were used for learners.					
	xi)It is having transitional goals and services.					
6.Programme of Activities.	i) Children are actively involved in learning.					
	ii) There is an opportunity to confront misconceptions.					
	iii) There are provisions of multiple representations of concepts.					
	iv)Iteration are provided for (opportunity to reflect on the critiques, make adjustments and try again)					
	v)There is appropriate use of technology.					
	vi)They are demonstrating real-world relevance.					
	vi)The activities are complex and sustained to enhance learning.					
	vi)The activities are involving multiple perspectives.					
	vii)There is collaboration in the activities.					
	viii)The activities are value laden.					
	ix)The activities are interdisciplinary.					
	x)The activities are authentically assessed.					
7.Rubrics	i)It is having the specific list of criteria for learners to know exactly what the teacher is expecting.					
	ii) It is having gradations/scale of quality based on the degree to which standards have been met.					
	iii) It is having performance descriptions of quality.					
	iv) Descriptors are displaying continuity.					
	v)It is reliable to be used by various teachers.					
	vi) The scores in the rubric are valid.					
	vii) It is having feedback narrative.					
	viii) It is having clearly delineated points for assessments.					
	ix) The expectations are clarified.					

	x) There are clear guidelines and expectations from the outset of the school year.					

SECTION D: EFFICACY OF TEACHING METHODS

Pedagogical strategies are set of instructional techniques which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. Please respond to the following statements expressing views on how effective the said strategies are being utilized in the centres. 1- SA- Strongly Agree(1); Agree(2); Not Sure(3); Disagree(4) and Strongly Disagree(5).

	Integrated technology	1	2	3	4	5
i.	The educational technology tools are easily accessible.					
ii.	The key screens are well designed and pupils can move from one activity to another.					
iii.	The graphics are meaningful and not fancy.					
iv.	It is easy for pupils to exit specific tasks.					
v.	It is an intelligent interactivity.					
vi.	The operation speed is recommendable.					
vii.	Feedback loops are provided.					
viii.	The tools are personalized for pupils to be able to log into a system under their own name and retrieve their previous scores.					
ix.	The tools provide information together with instruction.					
x.	The technologies are keeping pupils meaningfully engaged.					
xi.	The technology is helping pupils with different learning styles.					
xii.	The technology prepares pupils with life skills.					

	Child-centred	1	2	3	4	5
i.	The pupils are engaged in the hard, messy work of learning.					
ii.	There is a demonstration of explicit skill instruction? i.e, were pupils taught how to think, solves problems, evaluate evidence, analyze argument, generate hypothesis.					

iii.	The pupils are given an opportunity to reflect on what they are learning and how they are learning it.					
iv.	The pupils are given some control over learning process.					
v.	Collaboration is encouraged.					
vi.	The dignity of the child is unheeded.					
vii.	Evaluation procedures are continuous and remedial measures instituted in progressive manner.					
viii.	Learning experiences are designed to challenge children in their zone of proximal development.					
ix.	Learners are provided with meaningful choices about what to learn and how to demonstrate their knowledge and skills.					
x.	Real-world and authentic learning experiences are created.					
xi.	The child develops an understanding of self and the surrounding world.					
xii.	The child is able to make decisions and solve problems.					
xiii.	The child is able to develop confidently and independently.					

	3**. Play-Way**	1	2	3	4	5
i.	The play is educationally meaningful.					
ii.	The play is joyful and fun?(children learn through experiences that are fun and joyful)					
iii.	The play is iterative.					
iv.	The play is socially interactive.					
v.	The play is actively engaging.					
vi.	The play is adventurous and risky(children are able to explore unknown or new concepts)					
vii.	The play is communicative.					
viii.	The play is symbolic(children tests out roles,feelings,behaviors,relationships to make sense of them)					
ix.	The play is therapeutic(relieve stress and work through different emotions and experiences)					
x.	The play is voluntary.					

	4.Direct-Instruction.	1	2	3	4	5
i.	The instruction is tailored to learners needs.					
ii.	The teacher demonstrates an understanding of the strengths and challenges of the learners.					
iii.	The teacher sets the stage for learning.					

iv.	The teacher model the expected learning outcomes by providing clear explanations and examples.					
v.	The teacher monitors and engages pupils with assigned learning tasks.					
vi.	The teacher brings the lesson to a conclusion by highlighting what was covered.					
vii.	The teacher provides learning tasks that are independent of teacher assistance.					
viii.	The teachers assess the pupils progress.					
ix.	There are scripted lesson plans.					
x.	There is appropriate pacing.					

SECTION E: EFFICACY OF LEARNING RESOURCES

Learning resources are materials provided by the teacher to facilitate the process of learning for both the teachers and learners by ensuring learners are being engaged and they meet their learning needs, their preferred learning styles and for them to achieve their learning outcomes. Kindly respond to the following items to ascertain how effective the learning resources are being utilized in the centres. Strongly Agree(1); Agree(2); Not Sure(3); Disagree(4) and Strongly Disagree(5).

	Realia	1	2	3	4	5
i.	The realia is recreated					
ii.	There is evidence of scavenger hunt(pupils learn through collecting materials in the environment)					
iii.	The pupils are able to follow direction.					
iv.	The realia is able to supply flesh and blood mental images to what could be otherwise abstract words.					
v.	The learners are able to authenticate an object or experience(By seeing,handle,taste).					
vi.	The realia is able to save instruction time by reducing length of abstract explanations.					
vii.	The realia is able to bring realism when distinguishing between the characteristics of objects.					
viii.	The realia is able to transfer learning by reducing the gap between learning and application.					

ix.	There is good time management considered in the use of realia.					
x.	The realia adopted is readily available for further use by pupils.					
xi.	The objects are readily accessible.					
xii.	The safety of learners is considered in the use of realia.					

	Print materials (newspapers, magazines, books, photographs, drawings, flyers,	1	2	3	4	5
i.	They are accessible.					
ii.	They are clear.					
iii.	They are organized in a useful way.					
iv.	The materials are appropriate to the learners and the course.					
v.	The text is readable.					
vi.	The vocabulary and content is appropriate.					
vii.	The materials are accurate and free from bias in terms of sex,race,religion and ethnic.					
viii.	The materials are easily portable.					
ix.	Are the materials distributed well in advance?					
x.	There is clear instruction for use of materials given.					
xi.	The required interaction is designed.					

	Audio resources (tape recorders, mp3's, ipods,radio,cassettes,audio CD's and conferencing	1	2	3	4	5
i.	There is clarity of voice.					
ii.	It is relevant to the topic.					
iii.	There is clear pitch of the audio.					
iv.	The length is appropriate.					
v.	The language is appropriate.					
vi.	The content is appropriate.					
vii.	It is able to add, maintain and stimulate interest.					
viii.	It is able to stimulate creative thinking and increase imagination.					
ix.	The distance between the media and the learners is appropriate.					
x.	Audio amplification system is provided for.					

	Audio-Visual materials	1	2	3	4	5
i.	The materials are relevant to the topic and learners.					
ii.	The materials are accurate as intended by the lesson objective.					
iii.	The materials rises the interest of the learners.					

iv.	The materials are comprehensible by learners.					
v.	The materials motivate the learners.					
vi.	The materials develop realism in the learners mind.					
vii.	The materials challenge the attention of the pupils.					
viii.	The materials stimulate the imagination and develop the mental imagery of pupils.					
ix.	The materials facilitate the understanding of the pupils.					
x.	The materials provide incentive for action in pupils.					
xi.	The materials develop the ability to listen in pupils.					

SECTION F: EFFICACY OF ASSESSEMENT STRATEGIES

Childhood assessment is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at the level the child can understand and is able to learn from. Kindly respond to the following items to establish how effective the assessment process is being conducted in the centres.

Strongly agree(1); Agree(2); Not Sure(3); Disagree(4) and Strongly Disagree(5).

	Natural observation	1	2	3	4	5
I.	The observation is systematic/planned.					
II.	The observation is specific					
III.	The observation is objective/free from bias.					
IV.	The observation is quantitative.					
V.	The aim of the observation is defined.					
VI.	The records of observation are made immediately.					
VII.	The observation is verifiable					
VIII.	The observation is a naturalistic inquiry.					
IX.	Inductive analysis is realized(observer get immersed into the group)					
X.	Personal contact and insight is considered.					
XI.	The observer is aware of context sensitivity.					
XII.	The observer demonstrates empathic neutrality.					

	Portfolios	1	2	3	4	5
I.	It is continuous and ongoing, providing both formative and summative opportunities for monitoring learners' progress towards achieving essential outcomes.					
II.	It is multidimensional i.e reflecting various aspects of learners learning process.					
III.	It provides for collaborative reflection, including ways for					

	learners to reflect about their own thinking process and metacognitive introspection as they monitor their own comprehension, reflect upon their approaches to problem-solving and decision-making, and observe their emerging understanding of subjects and skills?					
IV.	It clearly defines purpose and learning targets.					
V.	There is a systematic and organized collection of learners products.					
VI.	It identifys pre-established guidelines for what will be included.					
VII.	Criteria for selecting and assessing the portfolio contents is made clear to the teacher and learner at the beginning of the process.					
VIII.	The content in the portfolio is relevant.					
IX.	The tenets of authenticity are demonstrated in the portfolios(content to be original and true reflection of pupils learning)					
X.	The portfolios are demonstrating integrity by showing some consistency in theme, be well-designed and show cohesiveness.					

	Teacher Ratings	1	2	3	4	5
I.	The assessment is congruent with the instructions.					
II.	The assessment is based on authentic tasks.					
III.	The ratings are valid(measures what is supposed to measure)					
IV.	The ratings are fair.					
V.	The ratings are transparent.					
VI.	The ratings are reliable.					
VII.	The rating scale or checklist is available.					
VIII.	Standard of excellence is demonstrated.					
IX.	It clearly identifys the value judgement of the traits.					
X.	It is flexible in judging the level of performance.					

	Standardized Testing	1	2	3	4	5
I.	The test items are valid and usable.					
II.	The test items are reliable in terms of consistency of scores obtained.					
III.	The norms are devised to help in comparison and interpretation of results.					
IV.	The tests items are constructed by test experts or specialists.					
V.	The test items are as per the objective covered.					
VI.	The scoring key is provided.					
VII.	The content is standardized (item selection done by competent					

	judges?					
VIII.	The method of utilizing the test is meeting the ethical and professional considerations.					
IX.	The use of scores obtained is clearly specified(intelligence, social skills)					
X.	There is a clearly explained systematic procedure in administration, scoring and interpretation clearly.					

	Performance	1	2	3	4	5
I.	Clear targets are provided.					
II.	There is a focused purpose for the assessment.					
III.	There is proper method of assessment used.					
IV.	Sound sampling is done.					
V.	There is an accurate assessment free of bias and distortion.					
VI.	They are calling for the application of knowledge and skills, and not just recall or recognition.					
VII.	They are open-ended and typically not yielding a single, correct answer?					
VIII.	They establish novel and authentic contexts for performance.					
IX.	Learners provide evidence of understanding via transfer.					
X.	The tasks are multi-faceted(assess several outcomes)					
XI.	The tasks are able to integrate more disciplines as well as 21st century skills.					

	Interviews	1	2	3	4	5
I.	The interviewer is curious and open-minded.					
II.	The interviewer is empathetic and patient.					
III.	The interviewer is demonstrating required ethics.					
IV.	The pupils are made comfortable for the interview.					
V.	The questions are clear.					
VI.	The purpose for the interview is expressed clearly.					
VII.	The interviewer plans adequately for the interview.					
VIII.	There is a good rapport build before the interview commenced.					
IX.	The interviewer is concentrating during the session.					

APPENDIX IV

FOCUS GROUP DISCUSSION GUIDE FOR ECDE TEACHERS

The topic "Efficacy of Curriculum Implementation in ECDE in Hamisi Sub-County "Please you have been chosen to participate in this study owing to your experience as ECDE teachers. Your honest discussion is highly appreciated.

1) How long have you served in the current center? …….
2) What is your level of education?.....
3) Do you have any training in ECDE? ……..
4) How often per term are you being physically supervised for curriculum implementation by section heads and CSO?
5) How does the CSO and Section Head support you to ensure effective curriculum implementation?
6) What are some of the gaps have they found that affect effective curriculum implementation?
7) Are you satisfied with the levels of curriculum implementations?
8) Are ECDE learners fully prepared to transit over to grade one? If NO, What are some of the obstacles you are facing? ……
9) What are some of the professional records do you have in your centres?
10) How often do you prepare them?
11) During your preparation and utilization do they meet the efficacy standards?
12) What are some of the Pedagogical strategies do you deploy in your centres?
13) How effective do you use child centred, play based, direct instruction and integrated technology?

14) How effective do you utilize the following learning resources in your centres; Realia, Audio visual, Print materials and Audio resources?

15) How effective do you use the following assessment strategies in your centres; Interviews, performances, teacher ratings, standardized testing, portfolio and natural observation

APPENDIX V

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email: vihigacc1992@gmail.com
Telephone: Vihiga0771866800
When replying please quote

COUNTY COMMISSIONER,
VIHIGA COUNTY,
P.O. BOX 75-50300,
MARAGOLI.

REF: VC/ED.12/1 VOL.III/49

15th June, 2021

Deputy County Commissioner
Hamisi Sub County.

RE: RESEARCH AUTHORIZATION – HERBERT AMUNAVI OMBEYWA.

This is to introduce to you Mr. Herbert Amunavi Ombeywa of Masinde Muliro University to carry out research on ***"Assessment of the efficacy of Early Childhood Development Education Curriculum Implementation"*** in Hamisi Sub County.

Kindly accord him the necessary assistance.

Ochillo J. Oyugi
COUNTY COMMISSIONER
VIHIGA COUNTY.

COUNTY GOVERNMENT OF VIHIGA

DEPARTMENT OF EDUCATION, SCIENCE, TECHNICAL AND VOCATIONAL TRAINING

Telegraphic address CO Vihiga County
Email: vihigaeducation@gmail.com
Or education.v@vihiga.go.ke
Our Ref: VCG/EDU/ADMN/VOL 1/331

Chief Officer
Early Childhood Development and Education
P.o BOX 344-50300
MARAGOLI
26/7/2021

TO WHOM IT MAY CONCERN.

RE: AUTHORITY TO CONDUCT RESEARCH

HERBET AMUNAYI OMBEYWA.

The above subject matter refers.

This is to inform you that the above named person from Masinde Muliro University of Science and Technology has been granted permission by the County Government of Vihiga -Department of Education (Directorate of Early Childhood development & Education) to conduct research on ***Assessment of the efficacy of Early Childhood Development Education Curriculum Implementation*** in Hamisi Sub county.

Kindly accord him the necessary assistance.

Thank you.

COUNTY GOVERNMENT OF VIHIGA
CHIEF OFFICER
ECDE
26 JUL 2021
P.O. BOX 344 - 50300 MARAGOLI
SIGN.....

Pamela Mahila.
Chief Officer,
Early Childhood Development and Education.

COMMISSIONER

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email: vihigacc1992@gmail.com
Telephone: Vihiga0771866800
When replying please quote

COUNTY COMMISSIONER,
VIHIGA COUNTY,
P.O. BOX 75-50300,
MARAGOLI.

REF: VC/ED.12/1 VOL.III/49

15th June, 2021

Deputy County Commissioner
Hamisi Sub County.

RE: RESEARCH AUTHORIZATION – HERBERT AMUNAVI OMBEYWA.

This is to introduce to you Mr. Herbert Amunavi Ombeywa of Masinde Muliro University to carry out research on ***" Assessment of the efficacy of Early Childhood Development Education Curriculum Implementation"*** in Hamisi Sub County.

Kindly accord him the necessary assistance.

Ochillo J. Oyugi
COUNTY COMMISSIONER
VIHIGA COUNTY.

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **991739**

Date of Issue: **11/June/2021**

RESEARCH LICENSE



This is to Certify that Mr.. Herbert Amunavi Obeywa of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Vihiga on the topic: ASSESSMENT OF THE EFFICACY OF EARLY CHILDHOOD DEVELOPMENT EDUCATION CURRICULUM IMPLEMENTATION IN HAMISI SUB- COUNTY, VIHIGA COUNTY- KENYA. for the period ending : 11/June/2022.

License No: **NACOSTI/P/21/11164**

991739

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: .....
Telephone: (056) 51450
When replying please quote

COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 640,
MARAGOLI.

REF: CDE/VC/ADM/VOL.3/100/42

14th June, 2021

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH
HERBERT AMUNAVI OMBEYWA

Reference is made to your letter **Ref No. NACOSTI/P/21/11164** dated 11TH June 2021.

Permission is hereby granted to the above named person from Masinde Muliro University of Science and Technology, to conduct research on "**Assessment of the efficacy of Early Childhood Development Education Curriculum Implemantation** " in Hamisi Sub county-Vihiga County to enable him write a thesis as required by his Institution.

Kindly note, in order for the office to be informed a copy of the same be shared with the County Education office for intervention purposes upon completion of the research.

THE COUNTY DIRECTOR OF EDUCATION
14 JUN 2021
P. O. Box 640-50500,MARAGOLI
Sign:.....

Hellen Nyang'au
County Director of Education
VIHIGA COUNTY

Cc
County Commissioner
VIHIGA

APPENDIX VIII

HAMISI SUB-COUNTY MAP

