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

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ABSTRACT

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

**AP A CITATION**
Obeywa, H. A., Okoth-Oluoch, T. A., Opiyo, R. A., & Simiyu, A. M. (2022). Efficacy of Professional Documents in Early Childhood Development Education Curriculum Implementation in Kenya *East African Journal of Education Studies, 5*(2), 442-454. https://doi.org/10.37284/eajes.5.2.832.

**CHICAGO CITATION**
Obeywa, Herbert Amunavi, Teresa A. Okoth-Oluoch, Rose Atieno Opiyo and Aggrey Mukasa Simiyu. 2022. “Efficacy of Professional Documents in Early Childhood Development Education Curriculum Implementation in Kenya”, *East African Journal of Education Studies 5* (2), 442-454. https://doi.org/10.37284/eajes.5.2.832.

**HARVARD CITATION**
Obeywa, H. A., Okoth-Oluoch, T. A., Opiyo, R. A., & Simiyu, A. M. (2022) “Efficacy of Professional Documents in Early Childhood Development Education Curriculum Implementation in Kenya”, *East African Journal of Education Studies, 5*(2), pp. 442-454, doi: 10.37284/eajes.5.2.832.

**IEEE CITATION**
H. A. Obeywa, T. A. Okoth-Oluoch, R. A. Opiyo, & A. M. Simiyu, “Efficacy of Professional Documents in Early Childhood Development Education Curriculum Implementation in Kenya”, EAJES, vol. 5, no. 2, pp. 442-454, Sep. 2022.

**MLA CITATION**
Obeywa, Herbert Amunavi, Teresa A. Okoth-Oluoch, Rose Atieno Opiyo and Aggrey Mukasa Simiyu. “Efficacy of Professional Documents in Early Childhood Development Education Curriculum Implementation in Kenya”. *East African Journal of Education Studies*, Vol. 5, no. 2, Sep. 2022, pp. 442-454, doi:10.37284/eajes.5.2.832

**INTRODUCTION**

Education has both instrumentalist and utilitarian values, which is why the world has committed to ensuring that every child gets a chance to receive a quality education (Uwezo, 2020). Early childhood interventions should support four key developmental domains that encompass physical, cognitive, linguistic, and socio-emotional development. It is saddening as revealed by Uwezo Kenya (2021) reports 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 the CBC curriculum.

Uwezo national assessments report of 2015 revealed that, among children aged 9-13, large proportions had not acquired Grade 2 literacy competencies in any of the languages assessed: 31% in Kenya, 46% in Tanzania and 70% in Uganda (Uwezo, 2017). On average, children in school master Primary Grade 2 levels of reading and numeracy only when they have reached Grade 5, while a significant minority of pupils complete 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 ‘Beyond Basics’ 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).

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 plans, Records of work, Progress Records, Daily Programme of Activities, Termly Programme of Activities, Health Records among others. A scheme of work is “a plan for something”. A teacher’s scheme of work is therefore his/her plan of action which should enable him/her to organise teaching activities ahead of time. It is a summarised forecast of work that the teacher considers adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus. A well-
A prepared scheme of work should, among other things: - Give an overview of the total course content, provide a sequential listing of learning tasks, show a relationship between content and support materials, and provide a basis for long-range planning, training, and evaluation of the course (Makokha & Ongwae, 2018; KICD, 2017).

A lesson plan is a document that outlines the content of your lesson step-by-step. It is a list of tasks that students will undertake to help guide the teaching. A lesson plan is usually prepared in advance and can either cover a one-off activity, an entire lesson, a unit or course, a day, or a week. Lesson plans primarily include a schedule of activities that you will deliver in the lesson. Some lesson plans also include additional sections for more thorough planning like; Lesson activities, Lesson materials, Lesson objectives, Lesson goals, Lesson discussion questions, Activity options for multiple group sizes and Lesson feedback.

Records of work are a document where all details of the work covered/taught by the teacher are entered on a daily basis. The entries are made by the individual teacher after every lesson. It ensures; i) accountability and transparency of work covered by the teacher, ii) the continuity of teaching of a particular class, iii) a new teacher traces where to start teaching a class, iv) evaluation of schemes of work after a period of time v) uniformity in content coverage in case of several streams. A record of work should have the following components: a) Time frame: It should indicate the day, date, week, and lesson b) Work covered: it takes the form of sub-topics derived from specific objective (s) c) Remarks section; This is a statement reflecting the success and failures of the lesson and recommendations/way forward d) Name/Sign/Initials: This is the identity of the teacher who taught the lesson. It helps in accountability and transparency (WikiEducator, 2009).

An Individualised Educational Programme (IEP) is a written plan that describes what the teacher and other professionals will do to meet the special needs of the learner. Ideally, an IEP should be developed by a multidisciplinary team which may consist of the learner, the regular teacher, a special education teacher, an assessment teacher, and other professionals such as psychologists, speech therapists, occupational therapists, physiotherapists, social workers, and the parents. An IEP focuses on individual learner’s needs and allows each learner to acquire knowledge, skills, attitudes, and values at his/her own pace (KICD, 2017).

A health record shows the health status of the child. This includes immunisation, daily health Progress and any other special need or accidents and interventions thereof. Every single child that is enrolled with the centre should have a profile that indicates all the important information on that child. Health notes should be easily accessible in one place. This is so that every teacher has access to this information and there will be minimal confusion when it comes to things like dietary restrictions or exclusions from certain activities. There are four things to keep track of when it comes to a child’s health: immunisation records, known allergies, ongoing health notes, accidents, and injuries (Carmen Choi, 2019). A number of studies have been conducted regarding ECDE curriculum implementation in Kenya since the promulgation of the new constitution. However, little is known regarding the efficacy of preparation and utilisation of professional documents and ECDE learners’ readiness for primary education hence the purpose of this study.

**METHODOLOGY**

This study adopted a descriptive survey research design inclined towards descriptive status to gain an understanding of the study problem. It blended quantitative and qualitative data collection methodologies that comprised interview schedules, questionnaires, and Focus Group Discussion (FGD) guides. The use of mixed (embedded) methods enabled a better understanding of both quantitative and qualitative data of the research problem.

The study target population comprised the 6 CSOs, 116 Section Heads and 150 centres- in–charge of manning respective ECDE centres who are responsible for curriculum supervision and 500 ECDE teachers entrusted with the actual responsibility of curriculum implementation in preparing ECDE learners for school readiness. A combination of research instruments was used in this study for triangulation purposes to crosscheck.
information collected to produce valid and reliable results. The data was gathered using a questionnaire, Interview schedule and Focus Group Discussion as emphasised by Govender (2018).

RESULTS AND DISCUSSIONS

The objective of this study was to establish the relationship between the preparation and utilisation of professional documents and ECDE learners’ readiness for primary education. Professional documents are used by the teacher in the preparation, implementation, and evaluation of the teaching/learning process. They are meant to make teaching and learning effectively.

Efficacy of Schemes of Work as a Professional Document

To investigate teachers’ competency in the preparation and utilisation 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 with items in Appendix (III) section (C). The findings are summarised in Table 1 below.

Table 1: Efficacy of Schemes of work as a professional document

| Efficacy Indicators                                                                 | Agreement Levels |
|------------------------------------------------------------------------------------|------------------|
|                                                                                   | 1    | 2    | 3    | 4    | 5    |
| Derived from the syllabus/designs.                                                | 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 is to be covered within the required time)      | 43(29)| 46(31)| 11(7)| 21(14)| 29(19)|
| Objectives are precisely defined.                                                 | 23(15)| 18(12)| 5(3) | 38(25)| 66(44)|
| The scheme is appropriate and challenging.                                        | 44(29)| 11(7)| 11(7)| 44(29)| 47(31)|
| Shows the 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 and examination provided are relevant.                        | 51(34)| 47(31)| 23(15)| 16(11)| 13(9) |

Upon analysing the data as shown in Table 1, it revealed that 84(56%) of the respondents disagree that the scheme of work is derived from the syllabus/designs, while 120(80%) of the respondents agree that the scheme of work accounts for pupils’ needs and interests. On the other hand, 104(70%) of the respondents disagree that the scheme of work was clear in its various components (content, instructional media, methods, aims, duration of lessons). The findings of the study show that 92(62%) of the respondents disagree that the scheme of work shows the sequence/order of content drawn from the syllabus. It is noteworthy to mention that 89(60%) of the respondents agree that the scheme of work is clear on scope, that is, how much content to be covered within the required time, while 104(69%) of the respondents disagree that the scheme of work has objectives that are precisely defined. The study findings also revealed that 91(60%) of the respondents disagree that the schemes of work are appropriate and challenging. On the other hand, 93(61%) of the respondents disagree that the scheme of work shows the relationship between content and support materials. The analysis also revealed that 92(61%) of the respondents disagree that the scheme of work provides the basis for long-range planning, training, and evaluation of the course. It is interesting to note that 98(65%) of the respondents agree that the...
scheme of work is in reference to materials and examination provided for relevance.

The findings obtained from the CSOs through the interviews conducted revealed that although some teachers had schemes of work, the majority of them were downloaded from the internet. As a result, it was evident that they were not derived from the current syllabus/designs and they did not account for pupils’ needs and interests. Most of the schemes of work did not demonstrate clarity in various components including content, instructional media, methods, aims and finally, duration of lessons. Since the schemes of work were not drawn from the current syllabus, they did not show the sequence/order of content. Though some were clear on the scope, that is, how much content was to be covered within the required time, the practicality aspect was missing. The objectives were not precisely defined since they were not “SMART” (Specific, Measurable, Achievable, Realistic and Time-bound). All these views were shared by all three CSOs comprised of one female aged 52 years and two males aged 49 and 48, respectively.

From the FGDs, it was established that indeed, teachers do download the schemes of work from the internet. One teacher said:

“I do purchase my schemes of work from the cyber to save on time, I even do not follow the content in the schemes of work, I teach using the textbook” (Teacher 6, female, age 28).

### Efficacy of Lesson Plan as a Professional Document

The respondents were asked to mark according to their level of agreement and the results are presented in Table 2 below.

**Table 2: Efficacy of Lesson plan as a professional document**

| Efficacy 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 stage/aim/procedure/interaction/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 organization/explanation/assessment/examples and 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 the transition from one activity to another.                                |                  | 49(33)| 49(33)| 3(2)| 36(24)| 13(9)|
| Much time for learners’ involvement.                                                |                  | 20(13)| 29(19)| 3(2)| 61(41)| 37(25)|

The data analysis in Table 2 revealed that 81(54%) of the respondents agree that the lesson plan shows the level of class; on the other hand, 88(59%) of the respondents disagree that the lesson plan provides for the length of the lesson. The findings also reveal that 78(52%) of the responses disagree that the lesson plan shows the aim of the lesson. On the other hand, 96(64%) of the respondents agree that the lesson plan shows the assumptions of the lesson. 

The data analysis also shows that 96(64%) of the respondents agree that the lesson plan shows the anticipated difficulties and solutions in the lessons, while 83(55%) disagreed that the lesson plan depicts the stage, aim, procedure, and interaction time of each activity. It is also important to note that 79(53%) of the respondents disagree that the lesson plan shows the board record. From the analysis, the findings show that 77(51%) of the respondents...
agreed that the lesson plan shows the material and resources. The data analysis also shows that 79(53%) of the respondent agreed that the lesson plan shows clarity in the organisation and guided practice. On the other hand, only 86(57%) of the respondents disagree with the lesson plan. Builds upon learners’ prior knowledge. The data also reveal that 78(52%) of the respondents disagree that the lesson plan allows for more flexibility. Furthermore, 98(66%) of the respondents agree that the lesson plan clarifies the transition from one activity to another, while 98(66%) of the respondents disagree that the lesson plan much time for learners’ involvement.

From the interviews conducted, the CSOs revealed that, though we had some lesson plans, they were prepared shoddily. The CBC lesson plan provides for sections like key inquiry questions, core competencies, values, and PCIs, but all these were missing. Those teachers who used commercially generated lesson plans were unable to interpret them effectively and utilise them. The values cited were not in tandem with that sub-theme/sub-strand. One of the CSO confirmed that,

“During my field visit, I realised that most teachers had old system lesson plans. Few who had CBC lesson plans were downloaded, and it was quite disappointing to realise that the course books used were not coinciding with what was indicated in the lesson plans. These 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).

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 in Table 3 on the efficacy of Records of work as a professional document show that 98(65%) of the respondents agree that records of work are authentic, while 102(68%) agreed that it is reliable (have an accurate representation of facts it attests). Additionally, 98(65%) of the respondents agreed that the record of work is keeping to the tenets of integrity. Furthermore, 97(65%) of the respondents agreed that information in the record of work came from the original source and was not distorted. Lastly, 89(59%) of the respondents agreed that the information gathered in the records of work was comprehensive.

| Efficacy Indicators                                      | Agreement Levels |
|--------------------------------------------------------|------------------|
| It is authentic (present what it purports to present).  | 57(38) 41(27) 8(5) 14(9) 30(20) |
| It is reliable (have an 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 the original source and is 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) |

In addition, information gathered from the interviews revealed that a significant number of records of work were not authentic and reliable. Some showed learners could recognise letters and say the respective sounds, but in contrast, when the same learners were called upon during our sport check, they were unable. (CSO 1, Female, Age 52). The information in the records demonstrated the work coverage, but we were lacking the mastery element from the learners on the said work coverage. This demonstrated a lack of integrity in the information displayed.

Efficacy of Health Records as a Professional Document

The findings in Table 4 on the efficacy of Health records as a professional document show that 108(72%) of the respondents disagreed that information provided by health records is accurate,
while 101(67%) disagreed that the information was easily accessible. Additionally, 123(82%) of the respondents disagreed that the data collected was comprehensive, while 111(74%) disagreed that the information was consistent. Furthermore, 90(60%) of the respondents disagreed that the records are well organised, and 108(72%) disagreed that the timelines of information were considered.

Table 4: Efficacy of Health records as a Professional Document

| Efficacy 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-organised.                     | 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)|

From the interviews with the three CSOs, it was established that the ECDE centres were not keeping any health records. However, these teachers knew the pupils suffering from chronic diseases based on family backgrounds and history. The ECDE centres were not attached to any health centre. If a kid falls sick, the parent or guardian is 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 kids maybe for fear of stigmatisation. 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).

Efficacy of Individualised Educational Programme (IEP) as a professional document

The respondents were asked to mark according to their level of agreement from items on the efficacy of the Individualised Educational Programme (IEP) as a professional document. The data is summarised in Table 5 below.

Table 5: Efficacy of Individualised Educational Program (IEP) as a professional document

| Efficacy 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 (parents, teachers, psychologists, medics,)           | 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)|
| A child’s annual goals depending on the challenges faced are shown.                 | 27(18)| 10(7)| 6(4)| 51(34)| 56(37)|
| Progress towards how a 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) |
The finding reveals (Table 5) that 86(57%) of the respondents strongly disagreed that Individualised Educational Programme (IEP) have evidence of screening. On the other hand, 75(50%) of the respondents disagreed that all the stakeholders were involved (parents, teachers, psychologists, medics), while 78(52%) strongly disagreed that diagnostic test is conducted. Additionally, 107(71%) of the respondents disagreed that the IEP show the current performance and skills in all areas of concern is done and 107(71%) strongly disagreed that it shows the child’s annual goals depending on challenges faced. 55(37%) disagreed that the IEP showed how progress towards a child’s goal is measured, while 60(41%) disagreed that IEP clearly describes the pupil’s special education program and how it has been designed to suit their needs. Additionally, 56(37%) of the respondents strongly disagreed that IEP includes the projected beginning and end date of any services the IEP team proposes, while 51(34%) strongly disagreed that IEP shows how the child can join the general, mainstream classroom environment. Lastly, 59(39%) of the respondents strongly disagreed that IEP shows the testing accommodations that were used for learners, while 58(39%) disagreed that IEP has transitional goals and services.

From the interviews, the CSOs’ revealed that IEPs were not being prepared in the ECDE centres. On further interrogation, it was established that these teachers do not have the academic capacity to prepare and effectively utilise the IEPs. One of the CSO said that,

“We heard about IEPs from our colleagues from the primary section; since they sound to be good documents, we purchased some from cybers. Though we are filling them, we do not understand what we are doing since we have not been in-serviced on the same” (Teacher 2, Male, Age 42).

**Efficacy of Programme of Activities as a Professional Document**

From data presented in Table 6, 67(45%) of the respondents strongly disagreed that children are actively involved in learning, while 54(36%) disagreed that programmes of activities are an opportunity to confront misconceptions. Additionally, 57(38%) of the respondents disagreed that there are provisions for multiple representations of concepts, while 56(37%) disagreed that iterations are provided to enhance the opportunity to reflect. With reference to the incorporation of technology, 63(42%) of the respondents strongly disagreed that there is an appropriate use of technology, while 67(45%) disagreed that the programme of activities demonstrates real-world relevance. Though 65(43%) disagreed that the activities are complex and sustained to enhance learning, 54(36%) disagreed that the activities involve multiple perspectives. Subsequently, 65(43%) disagreed that there is collaboration in the activities, while 90(60%) of the respondents agreed that the activities are value-laden. Lastly, 69(46%) of the respondents disagreed that activities are
interdisciplinary in nature, while 102 (68%) disagreed that the activities are authentically assessed.

Table 6: Efficacy of Program of Activities as a Professional Document

| Efficacy Indicators                                           | Agreement Levels |
|--------------------------------------------------------------|------------------|
| Children are actively involved in learning.                  | 33(22) 21(14) 7(5) 22(15) 67(45) |
| Opportunities are provided 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 (an 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 and 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) |

From the interviews, the CSOs agreed that we have evidence of the program of activities pinned on the class walls. However, the fidelity of the programs is questionable. One of the CSO 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 are poorly conducted in the centres. It is more worrying that this program of activities is just being recycled from a 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, the majority of them do not meet the intended purpose. One of the teachers said that,

“We have a program of activities in our centres, but we fail to follow them because we do not have enough manpower 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 confusion. So, we request for more in-service and the government to construct more classes in addition to employing more qualified teachers” (Teacher 9, Female, Age 46)

Efficacy of Rubrics as a Professional Document

The data in Table 7 show that 99 (66%) of the respondents disagreed that rubrics have a 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, 89 (59%) of the respondents strongly disagreed that data rubrics have performance descriptions of quality and 105 (70%) disagreed that rubrics have descriptors displaying continuity. Likewise, 92 (61%) disagreed that rubrics are reliable to be used by various teachers, while 107 (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.
Table 7: Efficacy of Rubrics as a Professional Document

| Efficacy Indicators                                                                 | Agreement Levels |
|------------------------------------------------------------------------------------|------------------|
| It has a 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/scales 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 use 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 the 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 are clear guidelines and expectations from the outset of the school year.    | 11(7) 42(28) 8(5) 47(31) 42(28) |

From the findings, it is clear that the schemes of work being utilised in Hamisi Sub-County are not prepared and utilised effectively. This can be linked to a lack of teachers’ competency in the preparation and utilisation of schemes of work. These explain the reason for the unpreparedness of ECDE learners as they transition to grade one. These findings affirm Ndung’u (2014) study, which considered teachers as a vital source of learning for preschool learners. Ndung’u’s study established that teaching experience and academic qualifications collectively correlate with high levels of motivation to learn among preschool children.

It is worth noting 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 did not know how to plan for instruction. These were 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 & Mudziwelwa, 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 Ibarra (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 short- and long-term benefits and affects the overall achievement of educational objectives. Quality records of work are handy in; Accountability, Decision Making, Guiding Counselling, Information Bank, Information for parents, Student academic achievement and behaviour, Subject time table and finally for supervision (Ololube, 2013)

These findings on health records in the 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 getting all stakeholders on the same page (Carmen Choi, 2019). Efficacy in health records comprises;(a) immunisation records from an approved health professional, (b)
emergency accident documentation procedures, (c) Notes on allergies, (d) Daily health documentation, and (e) Infection control of hygiene procedures (Carmen Choi, 2019). The Child Health Development unit has purposed to lead initiatives that call for stronger investments in services that promote children’s healthy growth and development and address noncommunicable diseases in childhood (WHO, 2021).

The findings on IEP depict that the manner in which they are prepared and utilised in Hamisi Sub-County by ECDE teachers is not effective. This went against the aspiration of researchers when they were proposing the adoption of quality IEPs in schools. Quality IEPs should address students’ individual strengths and needs and include a 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 School establishes that they are not prepared and utilised effectively. This will end in learners’ unpreparedness as they transit to grade one. Rubrics are a 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 analyse 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.

**Efficacy of Preparation and Utilisation of Professional Documents.**

There was a need to conduct advanced statistical analysis on this data. This will enable a clear understanding of the topic at hand. Before the inferential statistics were carried out, a normality test was done to determine whether the data followed the normal distribution or not. This will guide on whether to use a parametric test or a non-parametric test for inferential analysis. Both Shapiro-Wilk and Kolmogorov-Smirnov tests were used to test for the normality of the data. When using the test, if the p-values in the significant column are below 0.05, then the non-parametric test should be used for analysis.

**Table 8: Tests of Normality for data on the efficacy of professional documents**

| Variables                      | Gender          | Kolmogorov-Smirnov | Shapiro-Wilk |
|--------------------------------|-----------------|--------------------|--------------|
|                                | Stat  | Df  | Sig.  | Stat  | Df  | Sig.  |
| Schemes of work                |       |     |       |       |     |       |
| Male                           | .299  | 71  | .000  | .789  | 71  | .000  |
| Female                         | .294  | 79  | .000  | .770  | 79  | .000  |
| Lesson plan                    |       |     |       |       |     |       |
| Male                           | .223  | 71  | .000  | .850  | 71  | .000  |
| Female                         | .195  | 79  | .000  | .854  | 79  | .000  |
| Records of work                |       |     |       |       |     |       |
| Male                           | .237  | 71  | .000  | .800  | 71  | .000  |
| Female                         | .275  | 79  | .000  | .790  | 79  | .000  |
| Health records                 |       |     |       |       |     |       |
| Male                           | .227  | 71  | .000  | .785  | 71  | .000  |
| Female                         | .265  | 79  | .000  | .734  | 79  | .000  |
| Individualised educational programme |   |     |       |       |     |       |
| Male                           | .251  | 71  | .000  | .757  | 71  | .000  |
The Chi-square test was used to test the null hypothesis that there is no relationship between quality preparation of professional documents and effective ECDE curriculum implementation in Hamisi Sub-County since the data was non-normal. From Table 9, the results show that the relationship is significant at a 0.05 level. Therefore, the null hypothesis with respect to this objective is rejected since the P-value (.001) was less than the alpha value (.05), and the study concludes that there is a statistically significant relationship between quality preparation of professional documents and effective ECDE curriculum implementation in Hamisi Sub-County.

Table 9: Chi-square Test

| Schemes of work | Lesson plan | Records of work | Health records | Individualised educational programme | Programme of activities | Rubrics |
|-----------------|-------------|-----------------|----------------|--------------------------------------|-------------------------|---------|
| Chi-Square      | 239.360     | 125.627         | 177.840        | 166.800                              | 179.333                 | 218.480 |
| Df              | 30          | 31              | 17             | 19                                   | 24                      | 27      |
| Asymp. Sig.     | .001        | .001            | .001           | .001                                 | .001                    | .001    |

CONCLUSION

The study sought to establish the relationship between quality preparation and utilisation of professional documents and learners’ readiness for primary education. The study established that the manner in which teachers prepared and utilised professional documents was not effective. This can be linked to a teacher’s incapacity in terms of professional knowledge and skills. This explains why a significant number of ECDE learners are transitioning to grade one without the mastery of basic literacy skills.

This study, therefore, recommends in-service training and sensitisation workshops should be conducted for teachers on the need to effectively prepare and utilise professional documents, effectively utilise the pedagogical strategies, effectively utilise the learning resources, and finally effectively utilise the assessment strategies to enhance learning. More so, the government should adequately train pre-service teachers and equip them with relevant literacy readiness skills and knowledge.

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