

Effectiveness of Early Childhood Education Programme in Preparing Preschool Children in their Social-emotional Competencies at the Entry to Primary One.

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Abstract

The foundation of an individual's optimum or less than optimum development is laid down during the early years of life, particularly during the age between birth and six years. This age covers pre-school education. This study was designed to investigate the effectiveness of Early Childhood Education programme in preparing Pre-school children in their social-emotional competencies at primary one entry. Simple random sampling was used to pick on three provinces: Rift Valley, Central and Eastern and then three districts, Nakuru, Nyeri and Embu. Proportionate sampling was used to select sample schools which were then picked using random numbers. The total number of subjects for the study was 378 (240 pre-school teachers, 120 Pre-school Managers 18 Pre-school Trainers). Questionnaires, focus group discussion and document analysis were used for data collection. The data was analyzed using descriptive statistics and inferential statistics. Descriptive analysis showed that majority of teachers felt that the Pre-school children were not as prepared in social-emotional skills as they were in academic skills. Analysis of variance results indicate significant variations in the perceptions of the pre-school staff on social-emotional importance ($F=5.078$ $p<0.05$), Social-emotional preparedness ($F=6.175$ $p<0.05$) and academic preparedness ($F=7.250$ $p<0.05$). The pre-school staff unanimously agreed that academic skills were important for pre-school children at primary one entry. It was recommended that readiness instruments for primary one entry should include both academic and social-emotional competencies.

Key words: Social-emotional skills, academic, skills, competencies, preparedness, Pre-school, education, early childhood

Full text:

https://wikieducator.org/images/d/df/Effectiveness_of_early_childhood_education_programme.pdf