

Early Childhood Development Education Implementation Challenges in Teso South, Busia County, Kenya.

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Abstract

Following devolution of ECDE as a result of promulgation of Kenyan constitution 2010, scanty information exists regarding the status of ECDE in various counties in Kenya. This paper therefore examines the ECDE implementation challenges in Teso Sub County. The study used a cross sectional descriptive research design utilizing both qualitative and quantitative techniques. The population of this study consisted of all ECDE centers in Teso South Sub County. The Sub County has 77 ECDE centers with two zones. A total of 64 teachers and 12 head teachers were selected to participate in the study. Multi-stage sampling techniques were adopted with stratified, simple random, census and purposive sampling being utilized. A questionnaire and an interview guide were the major tools used in collecting the information from teachers and head teachers respectively. Both qualitative and quantitative approaches were adopted utilizing thematic and descriptive analysis techniques respectively. Findings indicate that most ECDE centres have inadequate trained teachers; inadequate teaching and learning materials; inadequate school physical facilities and poor parental support. The study recommends that the county government of Busia to conduct a situational analysis on the status of ECDE centres not only in Teso South but in the entire county.

Key Terms: Challenges, Early Childhood Development Education, Implementation

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