

**EFFECTIVENESS OF SERVICE STANDARD GUIDELINES POLICY ON
THE IMPLEMENTATION OF EARLY CHILDHOOD DEVELOPMENT
EDUCATION CURRICULUM IN WEST POKOT COUNTY, KENYA**

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DECLARATION

Declaration by the Student

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DEDICATION

I wish to dedicate this thesis to the University of Eldoret for its immense facilitation towards the acquisition of quality education, wisdom, research knowledge and skills. I would like to thank my research supervisors namely Professor Patrick Acleus Kafu and Doctor Agnes Oseko for their immense academic support, supervision, motivation and corrections. I would like to recognize my former Supervisor Doctor Jacob Lolelea and Doctor Hosea Kiplagat for their assistance during the initial proposal development stages.

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ABSTRACT

The Service Standard Guidelines Policy was established to guide the implementation of Early Childhood Development Education (ECDE) curriculum in Kenya (GoK, 2007). The previously advanced reports over this education sector revealed that the implementation of the ECDE curriculum in West Pokot County has been facing immense challenges which included inappropriate use of teaching methods, reluctance and low attitudes by policy implementers at the county and national government, poor classroom facilities, inadequate teaching and learning resources. The focus of this study was to unravel the challenges that affected the implementation of ECDE curriculum at the Pre-Primary school level in the county. The objectives of the study included; to assess the consequence of ECDE policy on the implementation of early Years' education curriculum, to examine the effect of teacher's qualification on the implementation of ECDE curriculum, to evaluate the influence of supervisory activities on the implementation of ECDE curriculum to find out the effect of pedagogical practices used on the implementation of ECDE curriculum and to determine the influence of monitoring and evaluation on the implementation of ECDE curriculum in the county. The study was guided by two theoretical perspectives namely; Consumer-Oriented Evaluation Approach (COEA) by Scriven (1967) and the Human Capital Theory by Heckman (2000). The constructivist philosophical paradigm was adopted for its stance that 'all knowledge's is objective and product of construction or creation by independent man. The triangulation research design that provided a procedure for analyzing quantitative and qualitative separately and later integrating, converging and interpreting the two strands of results was adopted. The target population included 1920 ECDE teachers and 8 County Quality Assurance and Standards (CQAS) personnel. The study adopted Yamane (1973) level of precision formula to determine the sample size for teachers and purposive sampling for the 8 CQAS personnel. The study sample size included 331 ECDE teachers and 8 CQAS personnel making a total of 339 respondents. A proportionate stratified random sampling technique was used to determine the sample size of teachers for each Sub-County for study. The study utilized three types of data collection instruments namely questionnaire for teachers, interview schedule for CQAS personnel and observation checklist. Reliability was measured by Cronbach's alpha coefficient and validity tested through expert judgments. The qualitative data was analyzed qualitatively and presented using narratives. Quantitative data was analyzed quantitatively with the use of descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS) computer program version 22. The overall results of the study revealed that the EDCE policy was irresponsible on the implementation of ECDE curriculum in the county. The multiple regression results revealed that the policy accounts for 82.8% of the implementation of ECDE Curriculum. These findings indicated that an increase in adherence to policy leads to improved implementation which in turn leads to improved achievements towards Kenya's vision 2030. As such, the ECDE Policy implementers should address the revealed challenges that are facing the implementation of the Pre-Primary school curriculum so that this education sector can be able to deliver successfully quality products in the County.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
CEB	County Education Board
CESQAS	County Education Supervisory and Quality Assurance and Standards
CM	County Commissioner
COEA	Consumer- Oriented Evaluation Approach
CQAS	County Quality Assurance and Standards
CRC	Convention on the Rights of the Child
DCSF	Department for Children School and Families
DICECE	District Centre for Early Childhood Education
DQAS	Directorate of Quality Assurance and Standards
ECDE	Early Childhood Development Education
ECDEC	Early Childhood Development Educational and Care
ECE	Early Childhood Education
EYFS	Early Years Foundation Stage
GoK	Government of Kenya
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute Education
MICS	Multi-indicator Cluster Surveys
MoEST	Ministry of Education Science and Technology
NACESE	National Centre for Early Childhood Education
NEB	National Education Board
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission

UK	United Kingdom
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
USA	United State of America
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents introduction of the study, the background of the study, statement of the problem, purpose of the study, research objectives, research questions, justification of the study, scope and limitations, study variables, theoretical framework, conceptual framework, operational definitions of terms and chapter summary based on the global, regional and the local literature.

1.1 Background of the Study

Curriculum refers to the contents and methods that substantiate children's learning and development. It answers the "What to teach?" questions. "and "how to teach that?" "That " (NIEER, 2007). In fact, in ECEC, it is a dynamic term comprising many elements, such as ECEC priorities, material and pedagogical methods (Litjens and Taguma, 2010). Not a single state phenomenon is the demand for uniform program adoption, but it is part of the growing trend to control Early Year's Education Policy statements that appear to have the interest of children in the heart and mind (Follari, 2011).

In the United States of America (USA), Early Childhood Education (ECE) Policy is written in language that is crafted with political skill, for example 'Take, No Child Left Behind, if you dare disagree with children education, one is accused of not wanting the best from children and the future nation' (US Department of Education, 2001). Unlike the global trend, there is little commitment on the part of the government to support and regulate the ECDE guidelines Policy so to deliver quality curriculum implementation in Kenya. The study found out that there was no strong

mechanism in place to accelerate success indicators like the monitoring, evaluation, coordination and the execution of the ECDE guidelines Policy on the ECDE curriculum implementation in West Pokot County. This study has viewed that the ECDE guidelines Policy should be strictly executed in order to enhance quality supervision and implementation of the sector programs in the county.

In US, Early Childhood Development Education and Care (ECDEC) Policies and research have consistently viewed ECDEC through economic and social class paradigm lenses. Save US, argues that: "Children who have enrolled in ECE services relative to children who are not likely to enroll in kindergarten, prepare their families, become more responsible adults and educate their own children. It is less likely that they will repeat a grade, drop out of school or participate in illegal acts". As a matter of fact, this study accepted and borrowed the US ideals that the ECDEC strategy must be properly adjusted to suit the weakly sponsored Kenyan context.

The state should see to it that there is sense and need to own and regulate the implementation of ECDE guidelines Policy as case of US, where the ECDEC Policy has declared the early year's education as compulsory type of education for all young children. It has strong political will, pressure and high support including financial resources for work mobilization. This scenario was not the case in West Pokot County given that there was lack of robust government funding and support on teaching and learning resources, teacher education and employment. Good quality early education through the successful application of the preschool program is a prerequisite to educational efficiency, according to France and Utting (2003).

Before entering the formal education system, children gain the fundamental skills, principles and behaviors needed for good learning and growth, thus reducing the

likelihood of failure and laying a basis for life-long learning. As expressed in many official records, such as the findings of the Gachathi and Kamunge Education Commission (Republic of Kenya 1976, 1988), the government is keenly aware of investing in quality care and education for pre-school children through detailed monitoring of curriculum implementation. This study felt that the exposed messes on execution of ECDE guidelines Policy in the county should be corrected as soon as possible and introduce some robust changes that would promote the growth and improvements of the sector. As such, the results revealed that there were high degree of reluctance or ignorance on the part of the CQAS personnel on the execution and implementation of the ECDE guidelines Policy and the curriculum.

The study also acknowledged and affirmed the problems which were fronted by Andiema (2016) that there is poor application of teaching methods on the implementation of ECDE curriculum in West Pokot County were highly persistent and still unresolved. Equally, the issues that were raised by Kangethe & Wakhahiu (2015) that there were negligence or reluctance by the senior MoEST staff on the supervision, monitoring and evaluation of the ECDE sector programs were found to be in existence in the study area. Given this scenario, this study viewed that the unresolved needs urgent mitigation and best solution is to ensure that there is need for execution and supervision of the ECDE guidelines Policy so as to enhance the implementation of the sector programs in the county.

Further, the ECDE Policy literature acquired from the United Kingdom (UK) statutory framework for Early Years' Foundation Stage (EYFS) enriched has helped to create similar relational believes and inspirations of this study. Further, the Statutory framework on EYFS an written with inspiring wordings as "Setting the

standards for learning development and care for children from birth to five” (DCSF, 2008). Its purpose and contents were aimed at making the lives of all children change, grow and develop. The UK Department for Children School and Families (DCSF, 2008) was an institution that was charged with responsibility of ensuring that the statutory Frame-work is implemented so that every child is enabled to have the best possible start in life and support to fulfill their potential. It ensures that, there shall never be a child left behind or denied quality opportunity or discriminated against or disadvantaged because of his or her ethnicity, culture or religion, home language, family background, learning difficulties or disability.

The Policy was meant to provide a link or partnership between parents and professionals and setting stage for the child to attend. As such, this scenario should be replicated upon Kenyan context for in early education there is positive change, growth and development in the child. Nevertheless, the Kenya’s ECDE guidelines Policy was found out to be out of public view, the professionals, the ECDE teachers and the parents. This study proposes that there is need for the National Education Board (NEB) through the CQAS personnel to coordinate and provide monitoring and evaluation of the ECDE sector programs which is currently is lacking in West Pokot County. As such, there should be more regular supervision to have the picture of the of the Policy of the ECDE standards or general performance in the county.

A functional knowledge sharing was established from the pivotal role that was played by the World Bank towards promoting and encouraging other donors to support Early Childhood Development Education (ECDE) programs globally and so Kenya to be specific (Van Lee, 2007) financially. This global funding institution has been continuously laboring to improve ECDE in the world (Van Lee, 2007). It is guided by

its rationale for Early Childhood Education and Care (ECEC) entitled: *A Sevenfold Return on Investment* claims that; every dollar invested in ensuring early years education, assures good returns to the children, their families and tax payer and also helps to develop human capital and catalyzes economic growth (Van Lee, 2007). It asserts that early childhood education should be funded it is an investment that exposes young children with high profile business leadership in their life time.

Though the UNICEF has emphasized the need to scale up the support of this sector of education, this study discovered that there is little to appreciate in West Pokot County. For instance, the ECDE guidelines Policy was found to be a foreign information or idea in the area of study Nation Media Group (Jan 7, 2019) that the beneficiaries of Competency Based Curriculum lacked idea of the new educational innovation which is currently the way to go in the country. This study suggests that there is need create intensive awareness among the consumers of ECDE guidelines Policy to enable them to be aware and embrace the emerging changes to the Pre-School sector of education in the County.

The National ECD Policy Structure and the Children Act (2001) are operationalized by the Service Level Guidelines by offering detailed Service Standard Guidelines to ensure that all ECD service providers, including parents, families, CBOs, FBOs, government ministries, multi-lateral and bi-literal stakeholders, universities and the private sector, provide open and equal ECD service quality.

The Service Standard Guidelines recognize the Ministry of Health (MOH), the Ministry of Home Affairs (MOHA), the Ministry of Ethnicity, Sports, Culture and Social Services (MGSC&SS), the Ministry of Local Government (MOLG), the Ministry of Finance (MOF) and the Office of the President (OP) as the governing

agency of the National Council for Children's Services, the MOE as the lead ministry, and other main ministries. Strict adherence to the guidelines by all ECD service providers is expected to guarantee the survival, care and holistic development of children from conception to 8 years old.

The critical indicators of non-functional ECDE sector programs were revealed by the previous advanced complains by UNESCO (2008, 2009), UNICEF (2012) and Kanga'ethe, Wakahiu & Karanja (2015) that the Ministry of Education Science and Technology (MoEST) has been playing a led down on the implementation early years' education. Equally the arguments that were fronted by CQAS personnel and teachers were found out to be castigating the MoEST for failing to budget for funds to support monitoring and evaluation of the ECDE sector programs so as to inform about the successes or challenges facing the sector in the county.

This position was later on castigated as pointed by the Nation Media Group (Jan 6, 2019) which alleged that the ECDE parents in West Pokot, have been left alone to tackle the payment of ECDE teachers and even left to provide for critical learning resources for the Pre-School centers. This scenario was earlier on blanked by Kafu (2017) during the Inaugural Public lecture that the implementation of educational activities in Africa is still faced with difficulties such as lack of classrooms, furniture, lack of trained teachers and learning materials. As matter of fact, this study suggests that the Kenyan government should fund, support and coordinate the execution and implementation of ECDE guidelines Policy in West Pokot County.

A relational position was established from the Organization of Economic Co-operation and Development (OECD, 2008), United Nations International Children Emergency Fund (UNICEF, 2008) and United Nations Education Scientific and

Cultural Organization (UNESCO, 2009) that early year's education is facing serious problems in areas related to equity, governance and outcomes in the global north or south informed this study. They mention that Africa is one of the world's continents which have been ranked as the lowest in global ECDE sector rating in the world helped to provoke the need to unfold the challenges facing the sector in West Pokot County.

The position held by OECD (2008), UNICEF (2008) and UNESCO (2009) was exactly mirrored in the study area. The study established that the majority of Pre-School centers in West Pokot County were operating minus the use of ECDE guidelines Policy and there were irregular visits made by the CQAS personnel to the ECDE centres. As such, this study recommends that for quality implementation of ECDE sector programs to succeed, the CQAS personnel must be encouraged and given incentives so as to carry out regular assessments and inform teachers accordingly in the county.

The study recognized the ideas embodied in the Convention on the Rights of Children (CRC) that young children have the right to basic services, security, provision and active involvement in the lives they lead (OECD, 2005). The CRC values note that access to basic services such as schooling, health care, housing, water and sanitation should be accessible to all children. This study has concurred with this view; however, the actual practices are lacking in the county. This is because the children were lacking conducive learning structures and facilities. Nevertheless, this position held by CRC was not near the reality in the study area. The actual learning environment was punctuated with the scarcity of learning resources, lack of

classrooms and low attendance. There were also lack of enough toilets, seats, benches, chairs, cupboards and tables.

The conditions exposed in what was later confirmed by the Nation Media Group (may, 2019) reports that majority of ECDE children in West Pokot County were being denied basic rights such as access to ECDE programs because their parents have converted them into baby sitters and do other errand duties. The findings also affirm the UNESCO (2007) report on early year's education that approximately 60% of the world's children are denied basic rights to access facilities that are deemed necessary for ordinary everyday life in the global north and south of Sahara. Gordon, *et al.*, (2003) who expressed that little is being done in Africa to promote the implementation of ECDE curriculum. This study opines that the government should uphold the implementation of the ECDE guidelines Policy so as the young child can attain quality early year's education as emphasized by Convention on the Right of Children resolutions.

In the most recent times, Kafu (2017) categorically argued that there are numerous challenges facing and affecting the growth and the progress of Pre-school and primary sector of education in Africa. For example, he exposed that most of the Pre-Schools and Primary education are faced with inadequate learning structures, lack of teaching staff and poor curriculum supervision leadership. These detrimental challenges were found related and deeply rooted up in most of the Pre-School Centers in West Pokot County. Therefore, this study points out that these problems must be eradicated by enabling the sector to acquire funds to solve the problems urgently to mitigate and manage these problems adequately in the county successfully.

The fundamental questions that were emphasized by the children's educational debate on the fundamental questions of equity also influenced this study. For example, one of the questions was; "What could we have done here and there to make a difference, especially when the gap between the rich and the poor is so great?" (UNESCO, 2007). This question happens to emphasize about educational matters that concerns with equity and quality implementation of ECDE curriculum, but according to this study the answers comes out as a result of strong support and proper execution of ECDE guidelines policy at the Pre-school centers. However, the outcome of the study revealed that there is poor application of the Policy in the implementation of the sector programs which obviously translate to mean that the achievements of the ECDE sector program are substandard in the county. Therefore, there is need to reinforce the ECDE Policy so as to attain fair educational equity and equality and difference among the young children from their early life in county.

Further, the South Africa Child Education Policy literature has helped to strengthen the understanding and the treatment of the ECDE policy on the implementation of its early year's education curriculum. The policy treatment regarded the young child as image of the nation and early year's education assist to create and shape in the young child a good character and the personality. But, UNESCO (2007) report castigated the treatment that was accorded to the young education for majority of them had been denied rights to facilities deemed necessary for everyday life such as learning resources and also even the teaching staff with poor remuneration. This position was encountered and found to be more elaborate in West Pokot County.

The study observed that learners sit on stones, bare ground full of dust and lack chalkboard. The teachers were found complaining bitterly over the terms of service on

the job and the treatment accorded on the salary payments. The scenario also in West Pokot County was earlier under scored by UNICEF (2012) sentiments that majority of the Pre-School population in Arid and Semi-arid are not engaged and empowered with the needs of early year's education. It is also in agreement with the sentiments reported with the NMG (September 2018) which alleged that there is no constant checking, monitoring and evaluation of ECDE curriculum to inform challenges, meet children's needs and career interest at the early age in West Pokot County. As a matter of fact, there is the need for the government of Kenya to support and equip all the pre-Schools in the county.

Rosseter (2016) acknowledged that the Ethiopian Sector Development program (ESDP) Policy has failed completely to address the challenges facing the ECDE physical environment, school teachers, funding, supervision, development, implementation, monitoring and evaluation adequately. The results hinted that most of Pre-Primary schools were discovered to be implementing the ECDE curriculum without being guided by the ECDE guidelines Policy. This situation was earlier on faulted by the KICD (2016) that the Kenyan education system that the ECDE curriculum was poorly conducted with teachers with inadequate pedagogical skills and with lack of correct application of teaching methods on the appropriate learning content at the Pre-school level.

As such, this study suggests that the government of Kenya should insist on providing close supervisory leadership in order to promote quality implementation of the ECDE Policy in West Pokot County. Ejuu (2012) emphasized that the Uganda ECDE policy has failed to promote the implementation of Uganda ECDE curriculum helped to strengthen the need to establish the challenges that Kenya's ECDE guidelines Policy

encounter to enable comparison. As alleged the report informed that the Uganda ECDE Policy has been experiencing foul play over funding by government, lacked coordination mechanism, lacked equity and uniformity. He also criticized it for failure to declare the pre-primary education as compulsory preparatory stage for all children before they enter primary one.

As explained by Ejuu (2016) similar situation was witnessed happening to the ECDE sector of education in West Pokot County. There was no single ECDE guidelines document in each of the visited Pre-School center meaning that the execution of ECDE curriculum implementation in the county were carried out haphazardly at the Pre-School centers. The study further discovered that there were inadequate records and data, lack of learning structures and inadequate supervisory support reports at the centers. As such, there is need to put in to practice the implementation of ECDE guidelines Policy in order to realize and promote quality teaching and learning at the Pre-School centers in the county.

The Kenya's 2010 Constitution (Fourth Schedule) and the Ministry of Education Basic Education Act (2013) are the public documents that were established to guide and direct the implementation of education in Kenya. Nevertheless, what were found out at the Pre-School centers were pathetic problems which do not augur well with the tenets of the sustainable development goals and the Kenya's Vision 2030. This study has found that none of the ECDE teachers could articulate premier purpose of the policy which can be equated with school syllabus or course outline showing the roadmap of teaching and learning processes in education. As a result, this study emphasizes that the ECDE guidelines Policy must be used to inform the

implementation of ECDE sector programs in West Pokot County for the sector to deliver knowledgeable and productive citizens.

This study is acknowledging the ideas raised by Kanga'ethe, Wakahiu & Karanja (2015) that the ECDE sector of education in Kenya is experiencing several challenges ranging from inadequate concrete plans, negative attitudes by the senior Ministry of Education staff and poor financial support for the programs. This scenario was found out to correspond to the actual occurrence in West Pokot County where the CQAS personnel revealed that there is lack of infrastructure in terms of finance for mobilizing for regular visits to various ECDE centers in the county. The ECDE teachers were found to be lacking awareness of the need to adhere to the use of ECDE guidelines Policy. As such, this study opines that the government should support and declare the application of ECDE guidelines Policy as mandatory public guidelines for use in all the ECDE centers in the county.

Relational ideals that were emphasized in the Kenya's Vision 2030 (GoK, 2007) that education was considered as one of the means of transforming the Kenya's economy into middle income economy by 2030 influenced this study. The established vision was pegged on education as the ultimate flagship of higher regard for the realization of the aspirations and inspirations of the national collective purposeful agenda. As such, this study held that the ECDE policy should be proactive to deliver in the young the needed attitudes and values that can flame in the child the aspects of the Kenya's dreams. It held that the genesis of the dream rests squarely on the quality implementation of ECDE curriculum in the county. Nevertheless, the results of this study showed that there were lack of adequate provision of learning structures and

resources necessary for the facilitation of the ECDE curriculum practices in the county.

This study as well established that there were numerous challenges in most Pre-Primary schools such as lack of toilets, classrooms, furniture and infamous use of poor application of teaching methods in the county. Despite the national need's assessment report (KICD, 2016) exposing acute social and economic challenges facing the country, there were no elaborate mechanisms which were established to address them at the Pre-School level in West Pokot County. Therefore, this study suggests that, the only way to achieve the Vision 2030 dreams squarely rests on the effectiveness of the quality implementation of ECDE guidelines Policy which in turn causes an improvement of curriculum delivery at the Pre-school centers in the county.

The views expressed by (KICD, 2016) after carrying out the needs assessment analysis on education in Kenya faulted the nature of education system in Kenya. The KICD institute has raised up a red flag over several faults or failures affecting the entire basic education in the country. The most pertinent of them was the claim that the 8.4.4 system of education has done more harm than good to country's expectations. The exposed challenges lack harmony between ECDE sector and the basic education sector. There is disengagement between the learning experiences and teacher competency in the sector. There is lack of sound connectivity from the lowest level of education to the university in the country.

Despite the KICD (2016) exposing major loopholes in the 8.4.4 ECDE curriculum, the rush for Competency Based Curriculum was not adequately informed by insight of the main reasons behind failed to pinpoint the main cause that failed the curriculum from yielding the most improved performance. As such, the KICD has failed to fault

the lack of effectiveness of the ECDE Policy on the implementation of the curriculum in the counties. This implies that the policy has failed to guide and nurture young children's talents, interests, world of work, career progression and sustainability. The KICD was not informed well by such critical success indicators such supervision, monitoring and evaluation which only becomes realistic when the policy is effectively implemented adequately.

There is a need to address the bottom line of these challenges by ensuring that there is prompt Policy supervisory leadership provided to the implementation of the sector policy and the sector programs at the County and at the Pre-School level. Kafu (2017) exposed that teaching and learning in some parts of Africa are being transacted under unfavorable environment. He categorically pointed out that teaching and learning activities in Africa were being conducted in the open-air, under trees, under inadequate furniture, dust classrooms, make-shift structures and even in caves. These deplorable challenges were found out to be real also in West Pokot County. As such, this study suggests that the government should come in to reinforce the implementation of ECDE policy effectively in West Pokot County.

This study also was influenced by the ideas of Andiemba (2016) that the implementation of ECDE curriculum in West Pokot County was inadequately addressed. She pointed that the ECDE curriculum was handled by teachers with little in-service training and less pedagogical teaching skills. This view agreed of Education of All (2015) that the implementation of ECDE programs was far below the international threshold or benchmarks in Kenya. Similar, the study was influenced by the sentiments raised by Uwezo (2012) that the early year's education in West Pokot County has been encountering performance decline in the learning standards.

They pointed that half of school children up to grade 3 in the county, were incompetent in reading in simple English or add or subtract a simple mathematical activity on the own. This position was found out by this study to be the true scenario in the county. The ECDE teachers were found to be inadequately trained and the majorities were in short of the policy teacher qualification requirements. As such, this study suggests that the MoEST should affect the policy positively on teacher qualification and training so as to equip them with the appropriate teaching techniques for the implementation of Pre-Primary school curriculum in the county successfully.

1.2 Statement of the Problem

Early Childhood Development Education (ECDE) policy as envisaged in the service standard guidelines (GoK, 2006), Kenya Vision 2030 (GoK, 2007), the Constitution of Kenya 2010, (GoK, 2010) and the Ministry of Education Basic Education Act (2013), are the Republic of Kenya public documents that were developed to guide, coordinate and ensure delivery of efficient and effective quality services in various sectors that include Pre-Primary school education sector. Specifically, the ECDE guidelines policy is a public document that was established to inform and guide the establishment, registration, management and implementation of early years' education programs in Kenya.

As a requirement, the ECDE Policy was developed to guide the CQAS personnel and the ECDE teachers to enforce the policy effectively and to accelerate quality implementation of ECDE curriculum in all the 47 counties of Kenya. As a matter of fact, this study had held that an increase in adherence of ECDE guidelines Policy causes positive improvement on the implementation of early year's education and standards in the county. This implied that when the ECDE policy was effectively

enforced could lead to children learning standards improved and so to their achievements in life. The learners are believed to experience significant change in key areas of learning such as communication, collaboration and self-efficacy.

Further, the learners will be able to encounter significant change in different fields that enable them to become critical thinkers, creative, perform problem solving effectively, become very speculative, imaginative and embrace digital literacy. Despite the immense benefits that are highly associated with the quality implementation of ECDE Policy to young children, previously advanced reports have faulted its implementation, standards and outcomes of this sector in Kenya. UNICEF (2008) and UNESCO (2009) have persistently complained that Africa has the highest gini-coefficient (inequality) rating in the world on the implementation of ECDE curriculum. They further pointed that young children in Africa were being denied main basic rights such as access to early year's education with little support by their governments.

Rosseter (2016) complained that the Ethiopian ECDE Policy has failed to guide and influence the Pre-school teachers' promotion, supervision, monitoring and evaluation. Equally, Ejjuu (2012) argued that Uganda ECDE Policy has failed to support and even declare the Pre-school education as compulsory preparatory stage for all children before they enter primary one. Uwezo (2012) exposed that the ECDE education sector in West Pokot County was experiencing notable decline in standards from the Pre-school level all the way to lower Primary school level as the learners were incompetent in literacy and simple arithmetic's.

Education for All (2015) complained that the implementations of ECDE programs in Kenya were far below the expectations when compared and benchmarked with the

international standard policy requirements. Kang'ethe, Wakahiu and Karanja (2015) revealed that the ECDE curriculum implementation in Kenya is encountering negative attitudes among the senior Ministry of Education staff and even being neglected by researchers. This study was also influenced by KICD (2016) which argued that the ECDE sector has failed to deliver in the young children with the desired knowledge, skills, attitudes necessary for self-fulfillment, self-reliant and self-efficacy in the young children's life.

KICD (2016) in as complained that the products that emanates from the early year's education curriculum are not pleasing for young children cannot even perform problem-solving activities or apply the learnt experiences on various activities given at home effectively. This study was in particular influenced by ideas raised by Adiema (2016) complaints that the implementation of ECDE curriculum in West Pokot County was not adequately addressed. She argued that the ECDE curriculum delivery in West Pokot County was poorly handled by teachers with little in-service training and less pedagogical skills in teaching young children.

The President Uhuru Kenyatta (Daily Nation October 2018) sentiments that the ECDE education sector in Kenya is inadequately addressed by researchers and the ministry concerned. He stressed that Kenya's researchers have failed to carry out intensive academic search on this education sector. As a matter of fact, this study sought remedies for the sector to grow and develop progressively in West Pokot County.

1.3 Purpose of the study

The purpose of this study was to investigate the effect of the Kenya's service standard guidelines policy on the implementation of the early year's education curriculum in West Pokot County.

1.4 Objectives of the study

This study was powered by one main objective, to investigate the effect of the Kenya's Service Standard Guidelines Policy on the implementation of early year's education in West Pokot County. This main objective was further split into five specific objectives as specified below.

1.4.1 Main objective

The main objective of this study was to investigate the effect of the Kenya's ECDE Policy on the implementation of early years' education curriculum in West Pokot County.

1.4.2 Specific Objectives

This study was further guided by five specific objectives which included the following;

1. To assess the effects of ECDE Policy adherence on the implementation of ECDE curriculum in West Pokot County
2. To examine the effect of teacher's qualification on the implementation of ECDE curriculum in West Pokot County.
3. To evaluate the influence of supervisory activities on the implementation of ECDE curriculum in West Pokot County.
4. To find out the effect of pedagogical practices used on the implementation of ECDE curriculum in West Pokot County.

5. To determine the influence of monitoring and evaluation on the implementation of ECDE curriculum in West Pokot County.

1.5 Research Questions

This study was guided by one main research question and five other specific questions that were in compliant with each research objective. All the questions were developed to fit and facilitate the data collection and interrogations in the process of establishing the effects of the policy on the implementation of early years, education in West Pokot County.

1.5.1 Main Research Question

What is the effect of the ECDE Policy on the implementation of the ECDE curriculum in West Pokot County?

1.5.2 Specific Research Questions

The study was guided by five specific research questions as expressed as follows;

1. Does ECDE guidelines Policy adherence affect the implementation of ECDE curriculum in West Pokot County?
2. To what extent does teacher qualification influence the implementation of ECDE curriculum in West Pokot County?
3. How do supervisory activities influence implementation of ECDE curriculum in West Pokot County?
4. What is the influence of the pedagogical practices used on the implementation of the ECDE curriculum in West Pokot County?
5. Does monitoring and evaluation influence the implementation of ECDE curriculum in West Pokot County?

1.6 Hypotheses of the study

This study sought to test the following hypotheses

H0₁: There is no relationship between ECDE Policy adherence and implementation of ECDE curriculum in West Pokot County

H0₂: There is no relationship between teacher qualification and the implementation of ECDE curriculum in West Pokot County

H0₃: There is no relationship between supervisory activities and implementation of ECDE curriculum in West Pokot County

H0₄: There is no relationship between pedagogical practices used and implementation of the ECDE curriculum in West Pokot County

H0₅: There is no relationship between monitoring and evaluation and implementation of ECDE curriculum in West Pokot County

1.7 Justification of the Study

This study on the effectiveness of ECDE Policy on the implementation of early years' education curriculum was highly justified to be conducted in more than one point of view. First, the study was justified because the ECDE sector is universally framed as a genesis of enhancing the social and economic wellbeing of young children which translate to mean that they are the best beneficiaries of quality policy implementation. The revealed findings of the study will be used to address the challenges facing the entire sector adequately as advanced by previous researchers and institutions such as UNICEF (2009) and UNESCO (2008) that Africa has the highest Gini-coefficient inequality rating in EYE in terms of accessing basic rights such as education.

The findings are believed to offer solutions to the numerous challenges that were raised by previous advanced challenges exposed by Rosseter (2016) that Ethiopian

ECDE Policy has failed to support and control deteriorating standards in Pre-Primary teachers' education, supervision, monitoring and evaluation. Further, the revealed outcome of the study will assist to eradicate the falling teaching standards. Andiemba (2016) argues that the implementation of ECDE curriculum was poorly handled by incompetent teachers who lacked ability to apply the use of desired pedagogical skills in the implementation of ECDE teaching programs in the county.

The revealed findings of this study may be used to provide necessary solutions to challenges exposed by Kafu (2017) that the implementation of Pre-Primary and Primary school education in Africa is facing numerous problems that were ranging from poor learning facilities; lack of teaching staff, poor learning structures such as classes being conducted in open-air, under trees and even caves. The established results of this study will be used to influence the achievements of Kenya's Vision 2030 dreams given that education was regarded as one of the greatest pillars and the best selected means of achieving the intended goals of the vision.

This study was in compliant to the complaints that were raised by Uhuru Kenyatta (Daily nation, October 2018) that the ECDE sector of education in Kenya is neglected, unsupported and inadequately addressed by educational researchers in Kenya. It was justified on the fact, there was need to be part of the global working team that offer solutions to the challenges raised by previous studies. Ejuu (2012) alleged that Uganda ECDE policy has failed to support the implementation of Pre-Primary education policy and failure of the policy to declare ECDE sector as a compulsory preparatory stage for all the children before joining primary one. Similarly, it was important to study as it was believed provide best options of mitigating the challenges such as the ones raised by Uwezo (2012) that half of young

children up to grade 3 in the West Pokot County were incompetent in literacy and working out simple additions or subtraction on their own.

1.8 Significance of the study

This study was concerned with the investigation of the effectiveness of ECDE Policy on the implementation of ECDE curriculum in West Pokot County. The results that were yielded by this study will be useful in several numbers of ways on the implementation of the policy and the curriculum. First, the established results can be used to address the problems affecting the implementation of ECDE guidelines Policy in all the Pre-Primary schools in the county. Second, the revealed findings of the study can be useful for the Ministry of Education Science, Technology, Kenya Institute Curriculum Development, County Education Board, National Education Board, County Quality Assurance Standard personnel, teachers and parents in their quests for persistent adherence to policy and the curriculum implementation.

This position implies that these results will influence the stakeholders to read, interpret and enforce the policy effectively in the county. and collective for them to build an opinion in readiness for action. Third, the knowledge that was gained can be useful for causing some new changes and approaches for effecting the implementation of ECDE Policy in the county. Fourth, the knowledge acquired can be useful for enhancing teacher in-school education service training to equip them with the contemporary knowledge, skills and attitudes. Finally, the results that were obtained may be used to influence or create open dialogue between the government policy implementers and the consumers of ECDE curriculum products to develop teamwork, corporation and unity for the purpose of successes in the county.

1.9 Scope and Limitations of the Study

The scope and the limitation of this study were concerned with the effectiveness of the early childhood development education service standard guidelines policy on the implementation of ECDE curriculum in West Pokot County. The study was focused and guided by the statement of the problem, the purpose of the study, the objectives, area of study, and the research methods.

1.9.1 Scope of the study

This study was involved on the investigation of the effectiveness of the ECDE Policy on the implementation of early year's education in West Pokot County. The target population was the Pre-Primary school teachers and the CQAS personnel who were in service in the county. The study was timed to commence as from January 2019 and end as in early July 2019.

1.9.2 Limitations of the Study

The study of the effectiveness of ECDE Policy on the implementation of Pre-Primary curriculum in West Pokot County was influenced by number of challenges that were ranging from either technical or environmental or man-made. The most notorious challenge was fear of abduction, conned, frustrated, banditry and cultural influences. The other serious feared hurdle was the factor of accessibility from the Kapenguria town to the farthest Pre-schools, transportation, dusts storms, hot and cold climatic conditions and the accommodation. Nonetheless, these challenges were wisely managed them through the consideration of two research assistants who were the area residents who had literacy competence.

They were adequately trained and advised accordingly on the procedures the conducting the exercise including upholding considerable ethical concerns of the

respondents, rights of respondents and their security. The problem or the fear of the potent-effect that could arise from the acts of none willing respondents to cooperate or fail to fill or submit the questionnaire was feared and considered as one of the technical challenges that this study could encounter in the county. However, these challenging conditions were successfully controlled when the study respondents were requested to cooperate, fill the questionnaire and submit after completion.

1.10 Assumptions of the study

The study assumed that all public ECDE centres have management committees who are aware of management and the implementation of early years education curriculum policy guidelines. It was also assumed that they are well conversant with the operations such as assessment, supervisory activities and application of correct use of pedagogical practices in all ECDE centres in Kenya. It was also assumed that respondents gave true information pertaining effectiveness of service standard guidelines policy on the implementation of early childhood development education curriculum in west Pokot County. The outcome of this study provided a true reflection of the real situation at ECDE centers in West Pokot County.

1.11 Theoretical Frame-Work

This study was powered by the ideals of two relational theories namely Consumer-Oriented Evaluation Approach (COEA) developed by Scriven in 1967 and expanded in 1974 and the Human Capital (HM) theory that was developed by Heckman (2000) to strengthen the need for conducting the study on the effectiveness of ECDE policy on the curriculum implementation. The reason that underlying the adoption of these two theories was based on their close relations which emphasize the importance of ensuring that there should be need to uphold quality of a product either inform of a

good, service or human capital. The two theories further happen to emphasize of the need to determine the processes and stages of the product development to improve its performance and maintain the desired standards of the commodity.

The two theories were established to be in concurrence with the intents of the effect of the policy and the ECDE curriculum implementation in the county. Further the two theories were found to be useful in that their intents on various aspects of the study like the research topic, the statement of the problem, purposes of the study, objectives, variables, justifications and the research methods. The COEA theory can exactly correspond with intents of Kenya's ECDE service standard guidelines policy (independent variable) while that of the Human Capital theory was associated with the ECDE curriculum implementation (dependent variable).

In this context, when the COEA theory (ECDE policy) is adequately applied on the human capital (curriculum) the consequences will lead to improved child's educational development in various areas such as intelligence, creativity, perform problem solving which in turn moderates the learner to become more productive investor member of the society at the later life. Scriven (1967, 1974), explained that the COEA theory is quite useful for provision enables this study to borrow the ideals of a product checklist or a criterion which provides that the performance of an educational processes or systems programs success depends on the influence of supervision, monitoring and evaluation.

The Scriven's theory also was selected for it emphasizes that there is need to provide for evidence of an achievement of any educational programs or objectives to enable understanding and for decision purposes. The theory was seen to be the most fit for this study because it provides strong ground for examining the performance of ECDE

guidelines Policy for the sake of achieving quality standards from the Pre-Primary school curriculum. Also, the theory was worth important for its intents that the consumers of early years' educational activity are supposed to be informed of the performance and achievements because they are the principle beneficiaries of the educational products.

As such, this theory was useful for it emphasize to investigate, examine, establish and determine the effectiveness and successes of the ECDE policy in the county. The theory provides the need to find out the influence of the policy on teacher's qualification, supervision, pedagogical practices, monitoring and evaluation in West Pokot County. The Human Capital theory was chosen because of its credentials and stance that a child who interacts with well planned, organized, implemented and supervised educational program becomes more productive to self, the family and the society.

Heckman explained that the Early Childhood Development Education (ECDE) is an educational activity which when fully implemented will help to unfold and nurture the child's personality, talents and abilities at the early stage in life. He pointed out that quality implementation of educational program enables a young child to acquire knowledge, skills and values that drives the child to become successful organizer and investor at adulthood. As explained, the two theories played a cardinal role that inspired and strengthened the need to investigate and reveal the challenges that disenable the effectiveness of the policy on the implementation of the ECDE curriculum. These theories inspired the need to foster need for the search for unfolding and mitigating apparent challenges that affect the performance and the

products that were associated with the Pre-Primary school curriculum in West Pokot County.

1.12 Conceptual Framework

This study on the effectiveness of the ECDE Policy on the implementation of ECDE curriculum was grounded by the constructivist philosophical paradigm and strengthened by two theories namely the Consumer-Oriented Evaluation Approach (COEA), Sciven (1967) and the Human Capital by Heckman (2000). The constructivist paradigm and the two theories were chosen for the purpose of their intent which emphasis that there is need to investigate and evaluate the process and the performance of any established educational program to ascertain its achievements and inform the beneficiaries.

Further, the two relational and pertinent aspects were found to have strengthened each other interchangeably on various grounds during the process of investigations as far as data collection, analysis, comparison and interpretation of the phenomena in West Pokot County. The key measurable variable for this study was ‘effectiveness of the ECDE Policy’ (independent variable) and the key dependent variable was ‘improved implementation of ECDE curriculum’. The falsifying variables of this study included rampant cultural practices, cattle rustling and fights, political pressure, scramble for resources, illiteracy, environmental challenges and corruption.

The key measurable and major determine of the study was “the effectiveness of the ECDE Policy,” (independent variable) together with other five related variables which included to examine the effect of ECDE Policy on ECDE curriculum implementation, influence of the policy on teacher qualification, the effect of the policy on supervisory activities, the influence of the policy on the pedagogical practices used, the effect of

the policy on monitoring and evaluation of ECDE curriculum at the ECDE centers. These variables were measured and yielded information that highly informed that there is need to enforce the ECDE policy to enhance quality delivery of the ECDE curriculum implementation in West Pokot County.

The conceptualized independent variable was realized to have provided the valid measures which shade light on the actual performance of the policy on the early years' education curriculum. The main dependent variable for this study was "successful implementation and improved achievements of ECDE curriculum in West Pokot County. The other dependent variables for this study were responsive ECDE Policy on the teacher qualification, on supervision activities, on the pedagogical practices and on improved monitoring and evaluation of ECDE curriculum implementation in West Pokot County. The conceptual framework indicates the broader vision of the study.

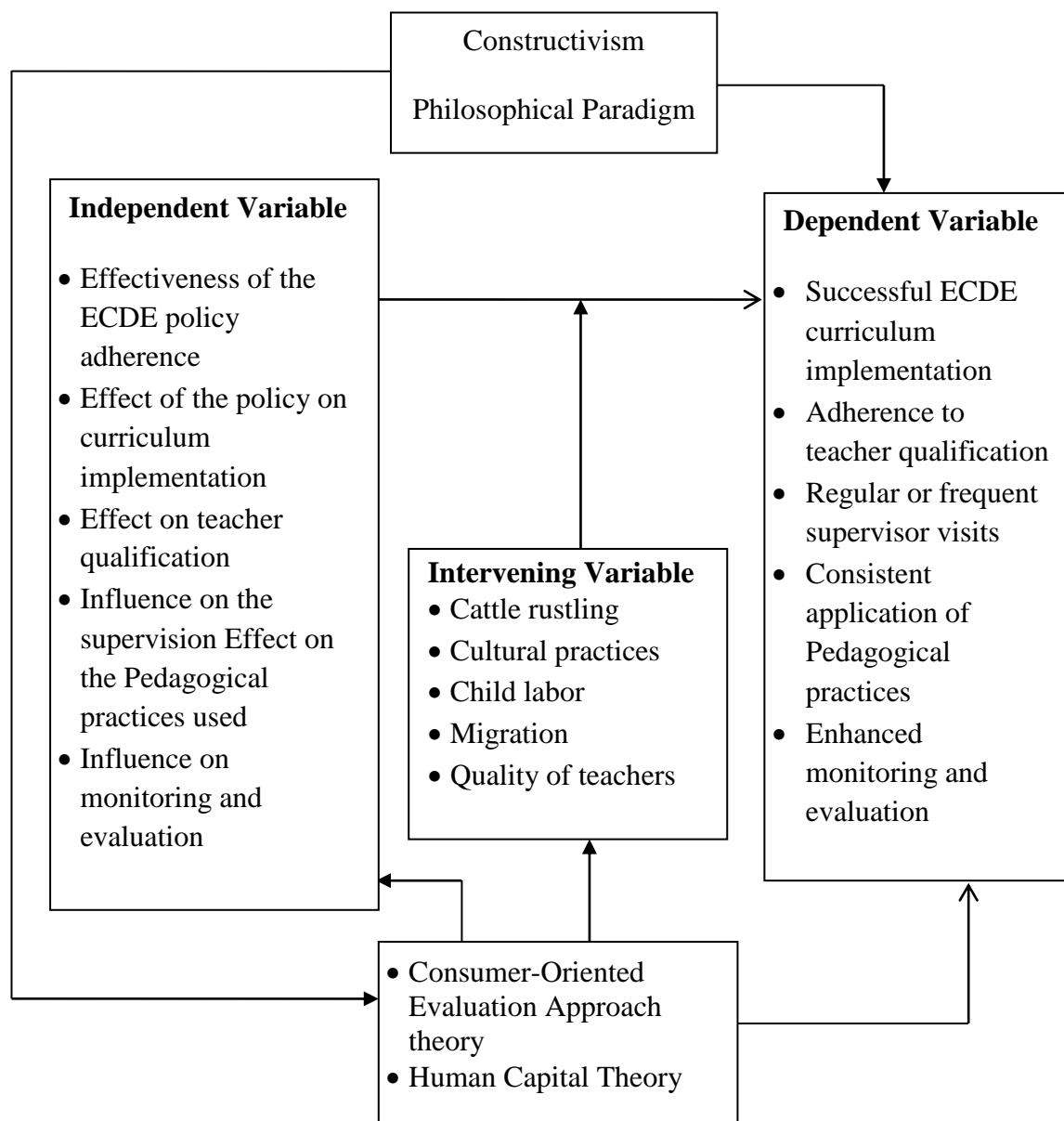
It is comprised of five critical important components namely the constructivism philosophical paradigm, independent variable, intervening variable, dependent variable and the theoretical framework. The philosophical paradigm helped to justify the significance of research study, ground the purpose of the study, shape the research objectives, the variables and justify the knowledge or the outcomes that were realized from the study. The two theories in this context inspired the need to evaluate the educational activity so as to gauge its performance and determine the standards.

The two theories were also incorporated because they were found inspiring and their emphasis for quality implementation of ECDE curriculum in order to produce quality products. For example, the Human Capital theory put great emphasis that the ECDE curriculum is purely educational investment which the society should provide for

young children in order to prepare them for their future roles. The COEA theory was adopted because it put more emphasis on the need to examine critically the performance of an educational activity so that various disabling challenges can be easily be identified and controlled right as from their initial stages all along to the final stages so that the system can attain quality products at the end.

The model helps to justify the fact that, for the ECDE curriculum implementation to become more successful, requires responsive policy implementation to roll out the conceptualized components of the study as shown in the Figure 1.1 below into practice and coordinated. This model has presented the ECDE Policy as key independent variable and successful implementation of ECDE curriculum as the key dependent variable. Other important independent variables of this study included to examine the effect of the policy on curriculum implementation, effect of the policy on teacher qualification, on supervision, on pedagogical practices, on monitoring and evaluation.

The dependent variables included increased performance, improved supervision, pedagogical practices and monitoring and evaluation of the sector programs. Model further provides intervening variables which include the effects of cultural practices such as cattle rustling, child labor (baby-sitting), migration (food and water shortage) periodically. The key intervening variables of the study qualified as quality teacher's education, banditry, cultural practices, child labor and migration.



Source: Researcher, (2019)

Figure 1.1. Conceptual framework

1.11 Operational Definition of Terms

This study has offered the operational definition of commonly used terms so that to enable the understanding of their uses and application in the conducted study. These operational terms include the following: Early Childhood Education Curriculum and Care (ECEC), effectiveness, Early Childhood Development Education (ECDE), ECDE Service Standard Guidelines Policy, Early Childhood Curriculum Implementation and policy.

Early childhood Education Curriculum and Care (ECEC): means all that is planned and offered at the ECDE Pre-school centers to enable young children to access early year's education to grow, develop and acquire desired social, physical and emotional credentials in life. In this study, it refers to all the planned and programmed ECDE activities provided to the young children at the Pre-school centers by a qualified ECDE teacher or care taker in Kenya.

Effectiveness: refers to the ability and extent to which the ECDE service standard guidelines policy is useful in influencing the success of ECDE curriculum implementation. In this proposed study, refers to the art of being efficient, useful and successful in producing desired result during the implementation of the ECDE curriculum.

Early Childhood Education (ECE): it refers to early year's education curriculum programs that were designed to handle the needs of young children from birth to at least pre-school level. The rationale is to ensure that young children grow and thrive physically, mentally, emotionally, spiritually, morally and socially. In this study, refers to educational needs established for young children at the age of 2 to at least 8

years of age, so as to develop and acquire desired social, thinking, creativity, tolerance, skills and character that is worth living in the society.

ECDE Service Standards Guidelines Policy: refers to the established early year's educational framework by the government to guide the implementation of ECDE curriculum for young children aging between 2 to at least 8 years of age in Kenya. In this study, refers to a specific government interventional strategy policy statement that is intended to guide the planning, development, implementation, supervision, monitoring, evaluation and feedback of early year's education curriculum.

Early Childhood Curriculum Implementation is the art of discharging the early year's education curriculum at the per-school level by qualified educational practitioners. In this proposed study, refers to the act of putting into practice the ECDE curriculum at the Pre-school level by qualified teachers in collaboration with the CQAS and even by DQAS.

Policy is a broad statement of goals or objectives that are meant to guide explicit decisions and inform plans, structures, procedures, expectations and standards. In this study, refers to the guidelines that were preordained to guide the plans, development, implementation, supervision, monitoring and evaluation of ECDE curriculum at the Pre-school centers by qualified educational practitioners. Refers to officially authorized government legal document to guide the entire ECDE operations of early year's education programs in Kenya.

1.12 Summary

This chapter has presented the introduction of the study, background of the study, the statement of the problem, the purpose of the study, the main objective of the study, specific objectives of the study, the main research Question, Subsidiary research Questions, Justifications of the study, scope and limitations of the study, theoretical framework, conceptual framework, definitions of terms and chapter summary. The next chapter presents and discusses the literature that relates to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature in relation to the study. It discusses the literature under the sub-headings emphasizing the existing gaps on the effectiveness of early childhood development service standard guidelines policy in enhancing quality ECDE curriculum implementation in West Pokot County. The entire chapter discusses the contributions that were advanced by various scholars and researchers towards the implementation of Pre-Primary school curriculum Policy and the ECDE curriculum at the global world, Africa, Eastern Arica and Kenya. The aim of this chapter was to provide an understanding of the challenges and identify the gaps that were not addressed by the previous studies in order to offer appropriate answers.

2.2 The Global Perspectives of Early Childhood Education

Early childhood development (ECD) is a very critical step of a child's development and development. Indeed, several of the pioneers of Early Childhood Development and Education (ECDE), such as Heinrich Pestozzi, Johann Froebel, and John Dewey, among others, have stressed this (Nuugwedha, 2014). Early childhood is, in reality, a very critical period in the physical, psychological, emotional and intellectual growth of the infant. The development of a child's physical and mental ability takes place at an outstanding pace, and shortly after birth to the age of six years, an extraordinarily high percentage of learning abilities occur.

In fact, this is also the moment that the infant needs both the personal attention and learning experience of a high-quality child. In addition, the World Conference on Education for Everyone (WCEFA), held in Jomtien, Thailand, in March 1990,

highlighted the value of the early years in the life of the child as the basis for every individual's life. This has been endorsed by studies on a person's brain growth (Chabbott, 2013), which argues that a person's first six years of life are very important in human life.

In addition, Lancet Series (2016) encourages the need for comprehensive parental help to support the infant as well as the facilitation of caregivers and the capacity of teachers to establish a supportive condition in day care and early childhood centers. This has primarily stressed both quality and family support through parental empowerment, treatment and diet recommendations, and even child safety. The Lancet Series (2016) further notes that, along with health services as an entry point, it is important to provide multi-sectoral programs so they are best positioned to reach out to children early with services that can assist families in supplying and nurturing treatment. This preserve, encourages, and even promotes the centers of early childhood growth.

The initiatives in the promotion of nurturing treatment are thus capable of being feasibly installed at very low costs within the current diet and health systems. Therefore, cooperation of education is needed to facilitate literacy and, in combination with social and child security, to expand the reach of the most vulnerable communities (Lancet Series, 2016). In recent years, much has been done internationally in New Zealand in order to enhance the standard of early childhood education at the Early Childhood Education Centres (ECE). The strategic strategy for the ECE within the ministry of education has improved the standard of education and is one the targets in a ten-year plan cycle as of the start of 2002 (Ministry of Education, 2015).

As the key factor contributing to improving the quality of education, a successful leadership style has been established (Tim Post, 2013). Indeed, the New Zealand Institute of Education proposed that professional leadership be accomplished by effective teaching across the entire portion of education that contributes to students' effective learning. It also contributes to around 25% of the overall centres, or rather the influence of the kindergarten. Similarly, through the Caribbean Committee (CARICOM), which is also sponsored by the International Development Bank (IDB), regional initiatives have been placed in place in the Caribbean to define, enforce and then govern ECD standards and policies (Lunenburg, 2010).

Maria Montessori, cited in (Povell, 2007), has left a long-lasting mark on education around the world. She is regarded as one of the most famous educators of her time. She pioneered the establishment of methods of teaching the so called 'degenerate' children in society'. She had a wide knowledge base on child psychology, anthropology and child development which allowed her to examine problems that were affecting the development of children. She pushed the societal early years education limits by opening a school and developed an educational philosophy centered on the natural development of children in controlled environments (Povell, 2007).

Montessori raised concern that children who are left alone to manipulate the environment without learning how to understand the meaning of the senses led them to low intellectual life. The strategic strategy for the ECE within the ministry of education has improved the standard of education and is one the targets in a ten-year plan cycle as of the start of 2002 (Ministry of Education, 2015). As the key factor contributing to improving the quality of education, a successful leadership style has

been established (Tim Post, 2013). Indeed, the New Zealand Institute of Education proposed that professional leadership be accomplished by effective teaching across the entire portion of education that contributes to students' effective learning. It also contributes to around 25% of the overall centres, or rather the influence of the kindergarten.

Similarly, through the Caribbean Committee (CARICOM), which is also sponsored by the International Development Bank (IDB), regional initiatives have been placed in place in the Caribbean to define, enforce and then govern ECD standards and policies (Lunenburg, 2010). This study of West Pokot County has agreed with the views raised by Maria Montessori that young children who are guided and nurtured by the society through planned early year's education become useful members of the society. This view is also provided for in the ECDE guidelines policy of Kenya but it was not fully enhanced at the Pre-Primary school level in West Pokot County in Kenya.

This is because the study has observed that there is little support accorded to the ECDE sector when compared to primary, secondary and Universities. The study also established that there were few educational forums called to discuss the challenges facing the ECDE sector of education at the county. Further, this study discovered that there was little written about early year's education in general in the county. This study held that the sector is not informed by researchers and government. The position of this study is that the ECDE sector policy should not be left unimplemented for the greatest loss to the child, the family and the society.

Again, this study was inspired by Maria Montessori's theory of value (Povell, 2007) where she yearned for development of ECDE curriculum that utilized experiences and

hands-on manipulations of materials versus instructional materials at the ECDE centers. She pushed into the society limits, the concept that teaching children to experience the world the around using five senses and extending the input into thought process. Montessori claims that, the thought movement and manipulation of the senses that children would gain knowledge of language abstract thought, critical thinking, and problem-solving skills, mathematics' skills, independence, practical life skills and discipline. This study had concurred with the views raised by Montessori as cited in (Povell, 2007) that ECDE learners should be given quality early year's education to prepare young children for their future roles.

There is nothing tangible to show that an ECDE child in West Pokot County is accessing quality early year's education for their teachers were inadequately prepared. This scenario also negates the Maria Montessori view that good life comes into play as a result of the experience when the child is enabled to manipulate the environment and analyze using senses about the world around. The findings also contradict the Montessori's curriculum view which requires that every ECDE learner should be enabled to interact and manipulate real life tools to gain understanding of the world (Povell 2007). Actually, this study found out to be lacking in West Pokot County. The study learnt that there were insufficient learning resources, classrooms, toilets and playgrounds which are facilities for quality ECDE curriculum implementation to take place in the county.

The suggestions rose by Hainstock (1997) that the ECDE environment is the nurturing place that awakens the child's senses in order to train hearing, vision and communication skills were found to be intolerable for the needs of young children learning. The revealed learning environment was observed to lack facilities that could

influence the learners to acquire the correct knowledge of the physical world through their sensory sense and experiences, senses of touch, taste and smell and senses of hearing. As observed, the majority of the Pre-Primary schools were lacking playgrounds and playing materials that were necessary for quality implementation of ECDE learning activities. As such, the study opines that the ECDE guidelines policy needs to be implemented effectively so that the child acquired standard knowledge, skills and behavior at early age.

Similarly, UNESCO (2007) alleged that the Pre-Primary school education in Africa is facing a lot of weaknesses in the implementation ECDE curriculum in Africa. This scenario was evident in majority of the Pre-Primary schools in West Pokot County. The study established that there were shortages of learning resources, teaching staff, poor remuneration and untrained personnel for ECDE centers in the county. There were lack of learning of inspiring resources like color cards, spoon rods, sandpaper, numbers and resources of 3 dimensional shapes which could facilitate sight, hearing and senses of smell among the learners. This shows that the teaching and learning at the Pre-Primary level was poorly supervised and not guided by the ECDE guidelines policy in the county.

Further, Reynolds and Temple (2008) stressed that the dynamic feature of human capital accumulation has implications on investments and human skills which can be distributed over the life cycle. They alleged that Pre-Primary education is the means of ensuring that all children develop to their full potential in life and that can be achieved through effective ECDE implementation. This study has established that there was poor learning environment and persistent lack of learning resources in West Pokot County. There was under provision of enough learning equipments and

presence of under staffing. This position was enough to affect the provision of quality holistic services at the Pre-school centers in the county.

The implementation of ECDE curriculum implementation was poor and this indicates that the ECDE policy was not applied appropriately during implementation. As outlined, the ECDE Policy was document that was carefully prepared to guide all the Pre-Primary school stakeholders in the county to adhere to it so as to realize improved standards and products. This study suggests that these negative impacts should be solved by way of adhering and regulating the ECDE guidelines Policy effectively. This should be done by providing prompt feedback after assessment so that the child will benefit as alleged by Engle *et al.* (2011) that quality implementation of ECDE curriculum will transform the child significantly that can be able to return more greatly to the society in terms of behavior and in dollar at a later age.

Similarly, Anderson *et al.*, (2003) and Rae *et al.* (2013) explained that high-quality ECDE programs improve children's cognitive functioning, readiness for school and school performance inspired the need to establish the performance of Pre-Primary schools in West Pokot County. Nevertheless, the apparent position as established revealed that the sector programs were not guided by the ECDE guidelines policy. There were no records and assessment reports to inform about the learner's academic achievements, reduction of grade repetition and drop-out management. This situation cannot allow any understanding of the learner's learning and learners' challenges in the county.

Woldehanna and Gebremedhin (2012) asserted that there is need to reflect whether the ECDE children are scoring high or low in cognitive tests and other related activities. This study opines that the sector policy must be put into practice the county

and supervised by the national government effectively. In Ethiopia still, Rosettes (2017) criticized the ESDP policy for having failed to inform about poor standards for pre-school physical environment, supervision, monitoring and evaluation. Similarly, views forwarded by Gertler *et al.*, (2014) and Norse & Barnett (2010) stress the need to have interventional measures on ECDE sector programs, to check upon the challenges facing the implementation of ECDE sector.

This study steadily encountered that the ECDE Policy has failed to guide the implementation of ECDE curriculum in West Pokot County. The study found that teachers were complaining of lack of classrooms, toilets, meals and learning materials. The lack of food has forced many children to drop out of Pre-Primary school because lunch was inconsistent. This view reflects UNICEF and UNESCO (2012) that ECDE children in Kenya have been denied access to early years' education in West Pokot County. This position agrees with the views raised by the local leaders and media houses reports that the majority of ECDE children in West Pokot County were out of pre-school education program in Kenya (Nation Media Group, Aug, 2018).

This scenario confirms that the ECDE policy is poorly implemented in the county and therefore is needs to implement the ECDE Policy so that the ECDE child will benefit from the sector purposes and improvements. Further, the information propagated by Siraj-Blatchford and Woodhead (2009) and Engle (2011) regarding the benefits being accrued from ECDE programs to young children, inspired the need to investigated effectiveness of ECDE guidelines policy in the county. The views held by Bernard van Lee Foundation (2011) and Woodhead *et al.*, (2014) who said that while expanding the coverage of ECDE programs the needs of the vulnerable or

disadvantaged learners were found to be insufficient and could not meet the needs of special needs at the Pre-school centers.

The building structures, footpaths, toilets, playing grounds were badly designed for special needs children. There were no plans to at place to improve these challenges as the centers lacked sufficient data or facts to be used to cause decisions that promote its improvements in the county. Significantly, other very critical challenges about the ECDE sector were captured from the ideas of Multi-indicator Cluster Surveys (MICS) that Africa has the highest and consistent inequalities in access to ECDE services across 36 countries (UNICEF 2012). They reflected that the most affected country among them all was the South Africa with as many as 60% of its children from the poorest families receive lower quality education (Department of Basic Education and Department of Performance, Monitoring and Evaluation of South Africa 2014).

The UNICEF (2012) report had it that the quality of early year's education in SA is being affected by the social and economic class. In Kenya, Early childhood education centers developed as early as 1942. Churches, parents and missionaries closely co-ordinated the running of this institutions. Organized pre-school for Africans started in the 1950's where various churches welfare organization and local communities were the main sponsors. This was in response to the quality education that was in large demand by then.

In 1960s the Ministry of Housing and Social Services took the initiative of coordinating preschool education as part of community development. Its main activities included; training of teachers, development of the ECD curriculum, development of teaching/ leaning materials and supervision of ECD institutions (Basic education bill, 2012). With financial support from UNICEF, the Ministry

established 5 national pre-school training centers (Gakuru, 1992). By 1984, there was approximately 405,000 children enrolled in 1973 pre-school institutions in Kenya (Gachie, 2003).

In record there were 2500 trained Teachers and 3700 untrained teachers to handle these children (MOEST, 2008). To date the Kenyan government has so far developed a guideline on early childhood development quality service standards. This is meant to guide on effective and efficient delivery of Education in both public and private ECD Institutions (Basic education bill, 2012). However, the implementation of these guidelines has been a problem due to many challenges these institutions are facing. So far very few of such institutions have attained full implementation of such services.

Early in medieval times, children were seen as “Miniature adults” (Evans E.D 1975), they received little attention and were expected to grow up quickly. Later Humanists Educators advocated for basic education for children (Gordon and Browne, 1993). In East Africa early childhood education was not in focus till 1974 when there was a recommendation to establish a Basic Education Resource Center (BERC) sponsored by UNICEF. It was established at Kenyatta University College in Nairobi and was to be used as a forum for the exchange of ideas and experiences on basic education throughout East Africa.

Developmental philosophy of early childhood education has it that teachers establish Goals before planning programs. Suggested goals for the young children are stated in terms of developmental task (Corsaro, W 2005). Goals are accomplished by proper preparation and organization of centers at which the child can practice on a self-selected basis while he uses the materials and facilities. In a way that leaves space for individual growth, repetitive tasks are arranged (Bowlby, 1988). By signing different

global policy structures, e.g. united nations, the Government of the Republic of Kenya has shown its contribution to the well-being of young children.

Convention on the Freedom of the Child (1989), the 1990 World Jomtien Conference on EFA, the World of 2000. Education Forum, Dakar Senegal and Millennium Development Goals (MDGs) 2000 These forums highlighted the value of ECD and described problems facing the ECD sector (MOEST, 2008). As a matter, whereas the ECDE policy as stipulated that every ECDE child should access quality education fully supported by quality provision of well-developed learning resources, the established scenario in the West Pokot County was quite different in contrary.

The study established that teaching learning practices were conducted in open air, under trees, seats were stones and classroom floor was infested with active termites. This indicates that the ECDE policy was not responsive to the needs of early years' education and as such the situation can be equated to that of South Africa as reported by UNICEF (2012). This situation has to managed in order improve the implementation of holistic services for the Pre-primary education in the West Pokot County.

The findings of this study have established that the ECDE policy is not fully enforced and as such has failed to bring out quality adherence on the implementation of early years' education in the county. This has negated the global desire that all countries in the world should have children's education at heart and mind. As such the findings established by the study showed that the ECDE guidelines policy was poorly supported and again neglected. Therefore, there is need for the county and national government to develop to communication and corporation approaches to be informed

by established assessment portfolio that can help to guide the unfulfilled ECDE policy standards and tasks in West Pokot County.

2.3 The characteristics of effective ECDE policy Systems

The Early Childhood Development (ECD) program to be adopted by the Ministry of Education was initiated by the government of Kenya in 2006. A Detailed Early Childhood Development (ECD) Policy Structure and Service Level Recommendations have been established according to the Government of Kenya's Sessional Paper No.1 of 2005 on A Policy Framework on Schooling, Training and Science. To ensure that quality services are provided efficiently and effectively at all times in ECD centers/institutions in Kenya, the Service Level Guidelines have been established. These guidelines set the criteria required for setting up, registering, administering and supervising ECD programs. These will ensure that ECD services are successfully enforced for the purposes of these rules, from conception to eight years, an ECD infant is a human being.

Each child shall have the right to life, survival and growth, parental care, name and nationality, birth register, non-discrimination, protection from all types of violence, schooling, privacy, recreation and leisure, early gratification, housing, proper and sufficient nutrition, health care and spiritual direction for parents. Any young kids need special assistance and support. Training for special needs targets vulnerable and disabled students. This child includes children with disabilities and children in particularly tough conditions, such as those living on the streets, children's staff, children who have been raped, those in correctional facilities, children from nomadic/pastoral communities, and children who have been displaced/refugees.

As they are the current and future of our nationhood, children are important members of society. It would improve competitiveness in the social economic position of the child and our nation by engaging in the early years of child growth and development. The government of Kenya implemented an early childhood development program in 2006 (ECD). The legislative document outlines a systematic structure that covers early childhood services initiatives and children's activities from conception to eight years of age. It further defines the regulatory structure for the ECD which offers a reference framework for the provision of care to babies and youth. In addition, it provides a framework for improving, establishing and updating health and nutrition, transportation, water and sanitation, and social care policies.

According to the 2006 policy paper, sectoral policies of the Republic of Kenya are central to the provision of requirements and guidance to ensure that adequate services are offered to all children in their earliest years. This appraisal research identifies main aspects of education that are incorporated in the ECD policy system. The report explores the degree to which the initiative has been implemented, obstacles, and lessons learned at national and grassroots levels from the process. A meaningful analysis would be of importance to all parties in the assessment protocols.

In this regard, a number of stakeholders from the Ministry of Education (MOE) at both national and regional levels were involved in this evaluative study. The MOE is divided into numerous functions that are responsible for formulating policies and implementing them. At the national level, there are two main positions that are primarily involved in policy formulation and enforcement. They are the Directorates and Policy and Preparation in Quality Assurance. The directorates have devolved powers at the regional level. Created in 2006, the ECD Policy Structure offers a

coordinating process that specifically identifies the role of parents, families, different government ministries and agencies, development partners and other stakeholders in delivering ECD services (Republic of Kenya 2006).

As a separate document aimed at organizational zinging of the ECD policy system, a service level guidance was created. The ECD policy structure architects understood the vital role of investing in young children as a mechanism for decreasing poverty, compulsory attendance in schools, reducing infant mortality and morbidity, maternal mortality and creating gender equality. The policy structure stresses child survival, growth and development to accomplish this. This is also in accordance with the resolution of the African Union (AU) to reinforce and promote the duty of families as primary caregivers of their children to ensure their survival, growth and development.

As articulated in international literature, the characteristics of good ECDE policies include the following six characteristics that include equal and comprehensive access to the curriculum; teaching and learning materials; teachers and school leaders; encouragement and involvement of parents and communities; standards, supervision and learning; and finance, administration and leadership of programs. It is recognized as a standard guideline for universal service, created to harness current school structures with set priorities, goals, strategies and goals. This study has considered the six features expressed in the international literature on policy as important for quality implementation of ECDE curriculum in West Pokot County.

Nonetheless, the policy implementation scenario that was encountered in the county could not match the features of the successful global ECDE policy standards. The Kenya's ECDE policy was not adhered to on the implementation of holistic services in the county appropriately. There was very limited adherence given to the policy

implementation by the responsible implementers in the county. It was established in 2006 survey that young mothers' caregivers did not send their children to Pre-primary education because there was no service close-by to attend (Orkin *et al.*, 2012) and lack of evidence of quality from the ECDE programs to African communities (Britto *et al.* 2013). The report further revealed that, there is lack of infrastructure to enhance the delivery of ECDE services for children and their families for either short- or long-term use (Richter *et al.*, (2014).

As such, this study findings were agreement to what Orkin *et al.*, (2012) and Britto *et al.*, (2013) alleged that there is lack of evidence to inform quality standards and delivery services at the majority of Pre-Primary schools in Africa society. This position was found to be true in the area of study as the ECDE teachers alleged that young mothers in the county have converted their ECDE aged children to become baby sitters at the expense of their education. This indicated the government has failed to enforce the ECDE Policy for the benefit of the child's education.

As pointed by Woodhead (2006) and UNESCO (2007), the policy is said to be effective when it rotates around the ECDE Curriculum, teaching, learning materials implementation, supervision, monitoring and evaluation. The policy is effective when it is a Child-Centered in nature and becomes successful if it focuses on the advancement of Pre-school children from age 2 to School entry age. The policy is also regarded as effective when it ensures that teachers make use appropriate teaching pedagogies that promote children's developmental capacities, ways of learning, the social, language and cultural contexts. Nevertheless, the results obtained by this study revealed that, majority of ECDE teachers in West Pokot County were not guided by

the ECDE policy in their selection of correct use of teaching practices at the Pre-School centers.

This indicates that the ECDE Policy was not appropriately applied to guide the selection and application of correct teaching and learning methods on the implementation of ECDE curriculum adequately in the county. As Vargas-Barron (2009) observed, 'the success of ECDE programs depends with the level of preparedness by ECDE providers' this study discovered that the teachers were not guided ECDE guidelines policy which is baseline for setting teaching standards for the improvement of the sector programs. As a matter, fact there is a need to encourage teachers to adhere to the sector policy for successful implementation of the Pre-Primary school curriculum in the County.

As explained by Lombardi (2011) the ECDE policy is the comprehensive guidelines for ECDE standards, physical environment; the knowledge and experience of staff; the nature and organization of the educational process, management, administration and the work environment. The policy helps to link and enhance relationships with the family, the child, teachers, the community, the health needs, safety needs and protection (Myers 2006). Nonetheless, the findings of this study revealed that most the implementation of ECDE curriculum progress not adequately addressed by supervision, monitoring and evaluation implying that whatever wrong within the sector can continue ruining it for long in the county.

Myers (2006) emphasizes that, the ECDE parents, teachers, educational authorities, researchers and funders should be informed about the sector development, progress, support and for inclusivity. The uncovered challenges contradict Okengo (2011) view that the ECDE guidelines policy should be more vibrant to attain quality

implementation of the sector programs successfully. As Siraj-Blatchford and Woodhead (2009) said, there is a general imbalance in the ECDE sector. They alleged that the challenges facing the ECDE sector are not fundamentally exposed well. As alleged, this study concurs with this sentiment for what was revealed from the Pre-Primary schools that there was poor curriculum planning, development and implementation. The sector programs were observed to have lacked close supervision and assessment by the CQAS personnel for long period of time.

It was learnt the organization, monitoring and evaluation of the sector programs were rarely conducted. This state of events has left the sector to be run by sheer luck on the implementation of the curriculum in the county. This view confirms Engle *et al.*, (2011) who alleged that the majority of the world's countries have their pre-school educational programs operates under unsupported implementation. In the nutshell, the Kenya's ECDE Policy has failed to be effective in the rural parts of West Pokot County. Generally, the policy national goals and its governance were poorly supported and implemented in the county. As such, this opines that there is need for the CQAS personnel to affect the implementation of the policy so that the curriculum for young children can yield desired products in West Pokot County.

2.4 Evolution of ECDE Policy in Kenya

Globally and especially in Kenya, Early Childhood Development Education (ECDE) has been recognized as a key curriculum that lays the framework for the comprehensive and integrated education of a child that meets cognitive, social, moral, ethical, emotional, physical and developmental needs. ECDE is currently under the care of parents, society, NGOs, religious organisations and other private providers (MOEST, 2005). ECDE, the first structured socialization agent (Kibera & Kimokoti,

2007), attracts the attention of all stakeholders to resolve the issues of participation, equity, efficiency and importance of ECDE programmes in a crucial way.

Relative to the state, the private sector seems to have monopolized 16 of most ECDE canters. Therefore, ECDE's public education sector opportunities are lacking, but available evidence reveals that well over 90 percent of Kenya's school age is officially catered for later. ECDE is currently facing difficulties related to the following: funding, policy formulation, poor enrollment rates of target age groups including special learners, lack of research-based curriculum material, insufficient trained teachers, lack of support systems for teachers, increasing numbers of orphans, education dispute, and others. The lack of realistic approaches to educating parents and lack of support and implementation measures from the Ministry of Education further complicates the distribution of ECDE (Magoma, 2013).

Early Childhood Development Schooling plays a vital role because it represents the initiation of mankind's infinite continuum of education. The overarching aim is to educate the child holistically through the provision of comprehensive resources, expertise and information to allow the child to be mindful of himself and the world surrounding him. While the Government of Kenya (Gok) has attempted to strengthen Kenya's Early Childhood Education and Development (ECDE) programmes, there are still many barriers to pre-school education in the provision of quality services.

Despite all the benefits that may accrue from ECDE there is still weak output of ECDE sub-sector marked by low enrolment of children and high rate of dropouts caused by school factors (Varld, 2008). It should be remembered that the strategies of Early Childhood Education and Development (ECDE) emphasize the use of a wide range of sufficient educational tools to develop the whole child (Gok, 2006).

However, it is unfortunate that the situation is troubling in most centers in Bungoma County with regard to the affordability, adequacy, selection and use of educational services for quality education. Learning has remained low in numerous centres, and learners have failed to master reading, listening, manipulative, numerical and behavioral skills that can be learned by the successful use of a well-chosen set of learning materials.

Most inspection findings have found that teachers teach without the use of suitable teaching materials (DQASO Report, 2010), indicating a decline in the quality of education. Teaching and learning has become more formal and technical in the orientation of most centres, putting strain and tension on the tender ones, but school days are expected to be the best moments of the learner. As noted in a study by Jotia and Matlale (2011), the use of instructional resources by teachers was quite insufficient and this invariably had an effect on the success of the student in the review of the certificate leaving primary school.

Abdo and Semela (2010), who reported low use of educational media in primary schools of the Gedeo region in Southern Ethiopia, reported similar results. Our senses are the gates to understanding, according to the Montessori Approach to early childhood education. By effective contact with a chosen range of concrete components, children at six years and below have absorbent minds and very strong senses for learning. Psychologists have found that at this point, the way children are molded influences the kind of people they become in the future when learning is processed by the human brain at its best. In the education of children, ECDE plays a critical role because it lays the basis on which all other subsequent stages of education are based.

The introduction of ECDE systems is still not adequate, considering the crucial position ECDE plays in learning. Many children in Bungoma appear to have difficulties when they are accepted to grade one, and some typically drop out of kindergarten. As educators and parents continue to doubt the efficacy of pedagogical problems of teacher education and thus accuse the Government of Kenya (Gok) for this bad situation, this has brought some ECDE centers under increasing scrutiny. This is the time where the brain of the infant is most malleable, evolving rapidly and opening up vital windows of opportunity. Therefore, this condition, if allowed to persist, would not guarantee the holistic growth of the child in and beyond the 21st century.

Against this context, the research published in this paper aimed to examine the difficulties facing teachers in the use of educational tools to adopt the ECDE curriculum. Kenya has made great strides in policy formulation for Service Standard Frame-works in education and training since 1963. The evidence of policy implementation can be reflected in the growth of a good number of EDC learning institutions, increased ECDE enrolments, increased transition rates, increased number of teachers, enhancement of equity and inclusivity, improved gender equity, improved relevance and quality across all levels (Sectional Paper No.14 of 2012).

There are no circulars or records showing that the established commissions, committees and taskforces on education were communicating their recommendations to the ECDE centers for implementation. These commissions have failed to establish the challenges that were affecting broadly the implementation of ECDE policy in West Pokot County. This study is of the view that, the government has failed to look critically into the problems affecting the implementation of guidelines Policy ECDE matters. Therefore, this study recommends that the government should rely like

Sectional Papers and the working educational rather than lean shallow reports which might come into existence through guesswork.

The study established findings concurs with Ngangia (2009) in his assertion that the ECDE sector of education will only become more relevant when the KICD become responsible for development of ECDE curriculum, take responsibility of training ECDE trainers, research and evaluation. The study observed that that the implementation of ECDE curriculum was handled by persons with little knowledge and skills on the implementation the sector programs in the county. As such, the ECDE curriculum is not professionally managed. Further, this study has established that there has not been a national seminar and recommendations that informed the implementation and standards of ECDE sector.

Though the DQAS is charged with the responsibility of maintaining professional standards through inspection, supervision and coordination and make recommendations, there is no tangible evidence to tell about the success of the sector policy in the county. Despite being one of the devolved functions of the MoEST (County Education Board): Fourth Schedule of Kenya Constitution 2010) the mandate of policy formulation and implementation remained the core activity of National Education Board (Basic Education Act, 2013).

Nevertheless, the established facts from the Pre-Primary schools in West Pokot County revealed that there is little to show that the ECDE policy was active and supervised. There were no records for monthly or quarterly supervision and assessment reports indicating challenges, recommendation and feedback reports in the county. As a matter of fact, this study found that the ECDE teachers were not adequately prepared for the implementation of ECDE curriculum as the majority were

not guided by the policy, tools of instruction such as schemes of work, lesson plans, lesson notes, records of work covered and learners progress records. This showed that teaching and learning at the Pre-Schools was badly conducted by strangers who lacked sufficient technical skills for teaching that include the art of planning, developing, implementing and evaluation of curriculum in the county.

At the nutshell, the teachers were found to incompetent and incapable transforming the sector programs progressively in the county. Again, this study regrets to inform that that the senior most top county education sector management was not trained to handle the ECDE sector programs. The sector programs were found to be headed by mere political appointees who happen to lack an understanding of technical aspects of early years' education such theories, philosophies, policies and the sector curriculum leadership.

They lacked ECDE critical basics that concerns the holistic expectations as proposed by EDCE experts like Maria Montessori who alleged that every learner should be given unequal opportunity to explore and acquire knowledge, skills, values and attitudes guided by trained sector experts as cited in (Povell,2007) and Kenya's Vision 2030 flagship (GoK, 2007). As such, this study opines that the uncovered challenges should be urgently corrected by applying the policy so as the right thing get done well as provided on the ECDE guidelines policy in the county

2.5 ECDE Policy on County Education Board (CEB)

The 2010 constitution of Kenya provides for devolution of ECDE services to the county governments. This constitution states that education will continue to be a primarily national responsibility despite having been decentralized to the County Education Board (CEB). However, this constitution provided that, the national

government was to formulate policies, allocate national education budget, supervise and regulate education system and establish County Education Board (Sectional paper No.14 of 2012). Nonetheless, this study established that the ECDE policy that was unveiled by the government 12 years ago appeared to be foreign information to the ECDE sector in the county.

From this context, this study suggests that there is need to create public awareness targeting ECDE teachers, the CQAS personnel, the parents and the local leaders for them to own and work towards the policy implementation success in the county. The information provided in the MoEST Basic Education Act (2013), section 17(2) had it that, the County Education Board shall be an agent of the National Education Board, Section 18(1) subsection a, b, c, d, e, and f. and also will help to oversee the operations and management of youth Polytechnics and the Pre-primary education programs. The Act also provided that the CEB has to interpret the national policies and apply appropriately. As such, the CEB will be responsible for identifying the county education needs, coordinating, monitoring and training on behalf of the national government.

The act also hints that that the CEB should initiate proposals for policy reforms, plans, promote, develop and co-ordinate education with provisions of this act. This study has discovered that even the Basic Education Act 2013, has failed influence the adherence of ECDE guidelines Policy on the implementation of curriculum activities despite having been in the county for the last 6 years. This shows that there is a problem with the execution of public legalized policy directives right away from the top office to Pre-Primary school level. As a result, this study suggests that there is need to affect the execution of public guiding policies to promote quality

implementation of the policies and curriculum activities successfully in West Pokot County. The view held by this study is that, most County governments of Kenya have never established training institutes to train their ECDE teachers to date. They have never showed interest to collaborate to partner with higher learning institutions for appropriate sharing of ideas pertaining the sector basically on areas that include research, technical advice, training and sustainability.

Nonetheless, the outcome from this study revealed that there is lack of interest among the CQAS personnel and the ECDE teachers on the implementation of the ECDE sector programs. They claimed that, the County government is not supportive and they rarely access funds for transport and communication from one Pre-school center to another one in the county. Therefore, this study recommends that the national government should see the need to budget for funds independent from county budget to facilitate the implementation of ECDE guidelines Policy in West Pokot County.

2.6 Policy in Meeting Diverse Needs and Expectations

The ECDE guidelines policy should be effective so as to influence the implementation of early year's education (Gödel, 2016). Codec (2016) expresses that education is the only means of helping the young people to become relevant members of society. He reiterates that in enabling youth get educated is like transforming the country, investing in the country's individuals, families, the nation, Africa and the world. This study concurs with this opinion given that Godec (2016) was reacting to problems that included the shortages of learning structures, personnel, learning resources and poor enrolment of ECDE children in Samburu County.

This state of affairs as described by Codec (2016) mirrors exactly what was observed happening at the Public Pre- Primary schools in West Pokot County. This sentiment

implies that the government is reluctant to impose the ECDE guidelines Policy despite being an active member of a global community where education is placed at the centre stage for humans' economic developments. As such, more or over the criticism originated from a mere foreigner on his ambassadorial duties, one may wonder whether the government of Kenya is really mindful of its early years' education in the country. This study suggests mess should be corrected by the government so that the intentions of the policy will yield positive result in the county.

This research is further supported by opinions shared by both Corsaro (1997) and Vincent *et al* (2008), who suggest that the fluidity of the cultural identity of young children is influenced by the ECDE curriculum in relation to shifting environments, power dynamics and differences in social systems and institutions. They emphasized that the Early Years Education ECDE strategy follows a similar path and transfers the emphasis to the accomplishments and comprehension of learning activities of children as results of cultural replication and transition. They proposed that the key theme of ECDE policy is to create and improve the effectiveness of services for professional learning and investigate how cultural norms conflict with parents' and practitioners' standards.

Despite Corsaro (1997) and Vincent *et al.*, (2008) appreciated the fact early years' education helps to shape the fluidity of young children's cultural identify, what was established at the Pre-Primary schools in West Pokot County practiced teaching and learning in poor learning environment that lacks classrooms, seats, blackboard and books. This situation shows that the ECDE educational goals and learning outcomes at the Pre-School has never been successful because of unfriendly learning environment the child in the county.

As such, this study opines that the implementation of ECDE Policy should be affected so that the problems bedeviling the sector like the shortages of learning structures, personnel, learning resources and poor enrolment of ECDE children in West Pokot County can be eradicated. There is need to visit and meet with ECDE curriculum implementers and dialogue with them so that challenges affecting the sector programs at the Pre-Schools can be discovered and mitigated in at right time in West Pokot County.

2.7 Purpose and goals of ECDE Policy

The Pre-Primary education sector was aimed at building on the basic values of the society. This study believes that the basic values of society have been enshrined in the ECDE guidelines policy. The policy was established to convey the aims; goals, purpose, and the objectives of ECDE program sector. The various global literatures, legislations, international declarations and their recommendations from research or convention have stressed the need to actualize the themes of the early year's education programs to benefit the ECDE child. The 2010 constitution of Kenya has recognized and declared Pre-Primary education as a basic right which every young child should access regardless of tribe, race, religion and status in Kenyan community.

The priorities of Kenya's ECDE policy recommendations include: enhancing pregnancy conditions, reducing child and maternal mortality and elevated fertility rates through the increased use of family planning; pre-conception programs; preventive and treatment services for HIV and reproductive education; health and nutrition services. Increased use of medically attended births and enhanced neonatal treatment to expand the awareness, expertise and capabilities of parents and legal

guardians to promote the wellbeing of their offspring, with a focus on babies and children up to 6 years of age, to ensure adequate care and educational services are given to infants and toddlers.

In order to avoid and minimize stunted growth and to improve child development outcomes for the most disadvantaged infants and children with special needs, young children from the age of 3 to primary school are well integrated and prepared for success in school and life. Reducing malnutrition and infant mortality and morbidity for children under the age of 5 by prevention initiatives and basic maternal-child health and nutrition programs, with an emphasis on neonatal and postnatal treatment and maternal-child nutritional recovery services, reducing the prevalence of childhood diseases and diseases related to unclean water, inadequate sanitation and disposal of unhygienic waste.

The strategy further strives to provide high-quality, integrated ECD programs through the creation of culturally acceptable and state-of-the-art curricula, instruction manuals, instructional resources, teaching aids, and pre-and in-service instructor training, group facilitators, and ECD program and service managers. To ensure that all children are able to start school at the correct age, and this can include the particular provision of Rapid School Readiness Initiatives, to facilitate coordination, supervision and assessment of all ECD-related procedures, programs and facilities, and to encourage the planning of research studies on key issues of child development, to raise awareness among local authorities, opinion leaders.

In Kenya, the Ministry of Education, Science and Technology is responsible for the ECD (MOEST). The fact that the new Education Act does not even include ECD in its legislative provisions is of interest here. The current situation in Kenya is that the

only policy structure that guides the MOEST provision for ECD growth is provided by the Cooperation Policy. This proposal is the first ECD policy which was set down in the 1988 Sectional Paper No. 6 and the 1989/1993 National Development Plan. The 2001 Children's Act protects children's rights and security from early infancy to puberty (UNESCO, 2005).

In a letter sent in 1996 by the Government of Kenya to the International Development Association (IDA) on Sub-Sector Policy outlining policies to be enforced as a result of a planned Early Childhood Development Programme, the Government of Kenya proposed that the expenditure allocation for ECD in the budget of the Ministry of Education should be increased to at least 1% of the recurring MOE budget at the expiry of the MOE budget. The step in 1983 to decentralize the government under the District Oriented Plan for Rural Growth was one of the significant events. The planning focus was moved to the level of the district.

The consequence of this transition is that the primary responsibility for continued funding of pre-school education has been borne by district and state governments. The MOE is currently involved in the formulation of policy guidelines for early childhood programmes, registration of preschools, coordination of government grants and funds from external donors and the provision of early childhood personnel at all levels. When the Preschool Education Curriculum was reviewed in 1982, the project's activities were recommended to be pursued. This was accomplished by the development of a National Centre for Early Childhood Education (NACECE), founded in 1984 to harmonize early childhood education progress, appraisal and oversight.

The introduction in 1985 of the District Centers for Early Childhood Education (DICECE) was eventually adopted in order to promote the decentralization of ECCE funding. In the Gachathi and Kamunge educational commissions of 1976 and 1988, respectively, the institutional and organizational system of early childhood care and education is acknowledged. These commissions played important roles in generating greater awareness of preschool programs within the MOE. Thus, the government has done a lot to expand Early Childhood Education through its policies. From the point that the ECD was not included in the budget of the nation to the point that certain funds for the extension are set aside of this education.

The revealed problems from the Pre-Primary schools in West Pokot County showed that there is little improvement of the ECDE sector programs, existence of incompetent teachers and poor curriculum implementation in West Pokot County. Uwezo (2012) position confirms that children in lower primary in West Pokot County are incapable of reading a simple paragraph in English or perform simple mathematical activities involving that include additions and subtractions. Also, EFA (2015) alleges that the implementations of ECDE curriculum in Kenya are far below the global benchmarks in standards.

The views by Kang'ethe and Karanja (2015) that there is reluctance by the senior MoEST staff towards the implementation of ECDE Policy. This scenario was encountered equally the same in West Pokot County as the CQAS personnel were who alleged that the sector has been neglected by the County government and the National government to support it financially. This study has established that the MoEST Basic Education Act (2013) has faulted the implementation of ECDE of

being handled by persons with low educational background and even some of them are untrained.

This fact was again revealed by research of a dilemma (2016) that indicated that teaching and learning in Pre-school centers in West Pokot County are conducted by teachers with little in-service training and who cannot apply the thematic methods of teaching appropriately. Nonetheless, the problems unfolded by this study are capable of imparting negative effect on the child's education in the county. As a result, the government and stakeholders must come into their conscience and agree to address the challenges affecting the policy adherence so that child can be enabled to become shaped, transformed and well-mannered member of the society in the county.

2.8 Policy on the implementation of Pre-school Curriculum

This study was set to focus on strengthening the means of effecting the implementation of ECDE guidelines policy for quality enhancement of Pre-school curriculum in West Pokot County. Implementation is a key step in the implementation of preparation (Ornstein & Hunkins, 1998). Therefore, execution of the program relates to how the teacher transforms the anticipated or formally developed course of study into syllabuses, job schemes and lessons to be given to pupils. Any of the main metrics of the successful execution of the school programme include levels of completion, levels of drop-out and survival, levels of transfer, levels of absenteeism and levels of repeat.

Completion level, which gives the number of enrolled children who achieve a certain grade level, is a significant measure of a school system's ability to recruit and retain students (Aga, 2002). Hitherto, curriculum developers all over the world under different governments go into great length to come up with approved syllabi for use in

RCDE Centres. Established countries such as Sweden, New Zealand and Norway have an ECDE approach to holistic child development. This provides an interactive ECDE program that is; well balanced, with age-appropriate material addressing cognitive and social emotional areas; stresses the value of play; understanding the role of parents and communities in child development; mapping or identifying the needs, progress and learning speed of children; communication skills of employees; and leadership and teaching management for child development.

Despite the aforementioned initiatives, Sweden, New Zealand and Norway also face various difficulties in the adoption of ECDE curricula relating to the concept of priorities and content, continuous growth curriculum coordination and successful communication and implementation and structured assessment and appraisal (Taguma, Litjens & Makowieckicki) (2013). The socio-cultural history of people in Sub-Saharan Africa has profoundly influenced children's schooling. A UNESCO (2010) study shows that the population, economic structure, level of growth and form of education systems of Africa's diverse countries differ drastically.

Though attempting to solve the issues of delivering basic education, the continent faces similar difficulties. In Africa, more than 46 million children are not in kindergarten, representing over 40 percent of the world's out-of-school children (UNESCO, 2010). In Zimbabwe, Chirozva (2008) observed that the Early Childhood and Care Classroom designed by Nyoka group in Chiwundura circuit would be abandoned. This indicates that the application of Early Childhood Learning programmes has been influenced by undiscovered causes. In addition, Kenya's Early Childhood Development services in rural areas were initiated in 1980, although it was

not yet a regulation at the time of the report that ECD programs were to be attended by pupils who enrolled for grade one.

Also, parents have not yet been allowed to enroll their children in ECD services (Sarah, 2013). The government has formed a well-established National Early Childhood Care and Development system in Ghana. This is distinguished by free resources for private ECDE centres, expanded funding and the provision of facilities for these ECDE centres. National Early Childhood Treatment and Development in Ghana, though, has faced a lot of difficulties in a similar manner. Any of the problems include: high child ratio; poor teacher qualification; and lack of suitable facilities and unfavorable wages and conditions of services for teachers (Education International, 2010).

The Government in Kenya acknowledges the importance of ECDE as the most important lever for the acceleration of basic education attainment. By signing numerous global policy structures, such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the 1990 Jomtien World Conference on EFA, the 2000 World Education Forum (Dakar, Senegal), and the 2000 Millennium Development Goals, the government has also demonstrated its contribution to the well-being of young children (MDGs). These forums emphasized the value of the EFA (Republic of Kenya, 2006).

The Early Childhood Development and Education (ECDE) program in Kenya is used to teach the method of learning in ECDE schools. The ECDE curriculum shows many of the activities taught at this level, such as english, arithmetic, social sciences, astronomy, artistic activities, indoor and outdoor play, music and dance, religious education and life skills activities (Republic of Kenya, 2008). One of the main

benchmarks for meeting the goal set for achieving universal primary education has been the completion of a prescribed time for learners to be in kindergarten (i.e., MDG 02). This means that learners have effectively finished the loop and have also successfully applied the program.

Learners who are unable to complete a schooling period are a sign of an inability to execute the program (Aga, 2002). The key goal of ECDE is for learners to complete the duration of ECD schooling, which helps them to explore primary education further (GoK, 2012). Useful metrics of the internal performance of school programs would be the drop-out and survival rate. Although dropping out is not inherently an indicator of individual students' incompetence, high drop-out rates may well suggest that the curriculum does not fulfill the clients' needs. When students learn basic skills during their study period, dropping out of school is a waste of human and financial capital (KIPRA, 2001).

Low levels of transfer mean waste of schooling, as most students who finish one stage of education do not progress to the next. In Kenya, the transfer rate from primary to secondary school has varied between 39 and 46 percent since 1991. When just 38.40 percent of those who finished standard 8 in 1992 entered Type 1, the year 1993 saw the lowest transfer rate. Boys had a higher transfer level than girls over the same time (KIPRA, 2001). Attendance is a significant element in the progress of children and young people in schools.

Studies suggest that better attendance for students of all backgrounds, but particularly for children of lower socio-economic status, is connected to greater academic achievement (Ready, 2010; Epstein and Sheldon, 2002). Starting in kindergarten, children who attend school consistently perform better on exams than their

classmates, who are mostly absent (Epstein and Sheldon, 2002). In comparison, the existence and usage of the ECDE syllabus in ECDE centres practically defines the curriculum's adoption (Australian Education & Quality Care Authority for Infants, 2011).

The basic essence of our instruction of how we teach and where we teach, according to Soudien (2006), is influenced and endorsed by the principles expressed in the curricula used to direct resources. In both developed and developing countries, there are common program types used in early childhood education. Moyo, Wadesango and Kurebwa (2012); Erden (2010) point out that the world's well-known early childhood curriculums include curriculum models such as Montessori, Reggio Emilia, Head Start, and High/Scope.

The existence of an approved ECDE syllabus was a significant starting point as it told the researcher during the preparation and actual execution of the program whether all schools had it, but also whether they adopted or related to it or not. The ECDE syllabus outlines all courses or subjects to be taught or covered in ECDE classrooms and in Kenya, the Kenya Institute of Curriculum Development (KICD), formerly the Kenya Institute of Education, is the body appointed to oversee its development (KIE). It not only demonstrates the national educational objectives/goals and goals, but also the subject matter to be addressed, the period or time span during which it should be achieved, the age of the learner, the tools to be used and the procedures for evaluation. It is structured precisely according to the physical and mental degree of maturation of learners.

In order to boost the academic, physical and psychological growth of the ECDE students, it applied to all the components placed in place. The following fields of

curriculum practice or subjects to be taught in ECDE Centers are identified by KICD (2018) language, mathematics, indoor/outdoor play, physics, social sciences, painting, design, music, religious education and life skills practices. Chronic absence, however, is increasingly recognized (regardless of reason) as a significant "early warning sign" that a pupil is at risk of school failure and early dropout. Many variables will lead to student absenteeism.

Among the conditions that are frequently correlated with a child's frequent absence from school are family health or financial difficulties, bad school environment, substance and alcohol usage, transportation issues, recurrent motions or deprivation and diverse neighborhood attitudes towards education (Teasley, 2004). The proportion of repeaters is determined by the total number of pupils studying in the same grade as the previous year, calculated as a percentage of the total primary education enrolment.

Progression is not considered to be seamless because students have to repeat one or two years of study or interrupt their engagement for a period of time (KIPRA, 2001). Grade repetition remains an important impediment to schooling productivity, and high levels of repetition are a waste of finite capital, especially in educational systems where demand for education outstrips supply. Degree duplication has historically been seen as a measure of educational inefficiency (KIPRA, 2001).

Pupil/teacher ratios are commonly perceived to be tests of the level of education. The pupil/teacher ratio is a planning measure, and a low pupil/teacher ratio will give a pupil a greater chance of engaging the teacher, thereby enhancing the teaching or learning process (quality). A lower pupil/teacher ratio, however, raises the overall cost of schooling, as the wages of teachers form a significant proportion of the overall cost

of education (Deolalikar, 1999). The pupil teacher ratio offers an example of the use of teachers, that is, whether teachers are overused or underused.

The study holds that the government should be the one which provides for resilient learning structures that foster quality implementation of early year's education, innovations and sustainability in the count as shown by the MoEST Basic Education Act (2013). However, this study has established that there were lack of resilient learning structures and learning resources at the majority of the Pre-Primary schools in West Pokot County. The curriculum was observed to be handled with teachers of low academic background when compared with policy standard requirements.

This position should not be encouraged and must be corrected to respond to the policy demands in order for child to benefit holistic early years' education services successfully in the county. Despite the necessary suggestions prevailed by the MoEST Basic Education Act (2013) that the ECDE providers should cooperate with pupil's homes to assure quality development and leaning, were established to be deplorable in West Pokot County. The study discovered that there were inadequate learning facilities, high drop-outs and poor remuneration. These exposed problems have negated the intents of the policy which was scaled to promote quality delivery of Pre-school curriculum and moderate the standards.

As such, this study established that majority of the ECDE teachers were ignorant of the availability and the use of ECDE guidelines Policy to guide all matters concerning the implementation of ECDE curriculum in the county. The CQAS personnel on the part alleged that the guidelines policy document was inadequate in the county because the government has failed to supply or budget for them to be purchased for all Pre-Primary schools for the county.

As such, this study further has established that the ECDE guidelines Policy has failed to inform about the contributions of teacher at individual level at the ECDE center in terms of engagement, empowerment, opinion, productivity and challenges as required of them for planning and for decision purposes. The guidelines policy provides that the pre-school teacher should content mastery of ECDE curriculum, mission, and vision and be able to give clear description of the learning environment, learning objectives and the pedagogical practices used. The teacher should be one who has knowledge in the implementation of ECDE in combined groups as 2-3 years, 4-5 years and 6-7 years old in day care or in combination with the lower primary curriculum.

This requires the ECDE teachers to provide monitoring and assessment of each individual child's development, competence other activities as provided in the guidelines policy (2006). As a matter of fact, this study established that the ECDE policy was not adherence on qualifications, assessments, application of pedagogical practices at the Pre-Primary schools in West Pokot County, as no recent data or facts informing the sector performance. The gaps exposed by this study are believed to be harmful that can challenge and damage to the aims, goals and objectives set for the young children to achieve and flourish in their education. This study suggests that, there is need to manage them candidly by adhering to the implementation of the early year's education guidelines policy in West Pokot County.

2.9 Policy on Children's Holistic Enforcement

This study was focusing on the interface between the effectiveness of the service standard guidelines policy and ECDE curriculum implementation practices in West Pokot County. It aimed at examining the effect of the guidelines policy in enforcing

the children's holistic development services at the pre-school centers as shown below on Table 2.1.

Table 2.1: Policy on grouping of children

Years	½ -2	3	4	5	6	7	8
Group	Play group	Baby class	Pre-primary 1	Pre-primary 2	Standard 1	Standard 2	Standard 3

Table 2.1 presents children's holistic development groupings based on their physical ages and behavior characteristics (GoK, 2007). The information in the table indicates the physical groupings in ages of ECDE children out of whom the ECDE Policy was established to serve effectively. Also, based on this grouping, the ECDE teachers must select appropriate teaching and learning activities most fit for each category at the Pre-Primary school level in West Pokot County. However, this study has revealed that teachers who effect the ECDE curriculum implementation in West Pokot County were inadequately prepared to deliver holistic services for young children.

The study established that majority of teachers were incapable of understanding, preparing, handling and balancing the pre-school activities according to the child's physical age and emotional needs and emotions. Further, this study has revealed that majority of the teachers were very incompetent because they possessed low academic standards against the stipulated policy requirements teacher education and employment. As a matter of fact, this study regrets to inform that, the implementation of holistic services for young children at the Pre-school centers were being handled by unqualified teachers.

As such, the revealed state of affairs on teacher education and qualification this study proposes that the government should reconsider retraining the ECDE teachers on

child's psychology, pedagogy, development and implementation as quickly as possible in West Pokot County. This study as well established that there is low supervisory frequency provided by the CESQAS personnel at the Pre-Primary school centers for the implementation of early years' education curriculum in West Pokot County contrary to what was provided in the policy (GoK, 2006) and MoEST Basic Education Act (2013).

This study as matter of fact has revealed that the ECDE Policy has been deliberately failed by the CQAS personnel and the ECDE teachers which can be translated to mean they have denied the young children their right to access quality holistic services in the county. It was found out that there is a poor criterion for rating the learners' achievements. The study observed that teachers were giving out written examination papers to all the ECDE learners to respond to all questions as per the instructions. After marking the scripts, they score them starting from highest score to lowest score.

This definitely shows that teachers and the CQAS personnel were ignorant of the ECDE guidelines Policy requirement for determining early years' education standards for young children. This study charges that the government has failed to provide induction courses to all teachers and CQAS personnel on how to assess or gauge the performance of ECDE children. This view reflects Yelland's (2010) suggestions that the ECDE teachers and caretakers in Africa should be facilitated to have understanding in observing the general definition, observable behaviors, and keep education quantifiable and accountable. The key areas to be focused for improvement include the adherence to the policy so as enable the learner to develop in areas of cognitive, emotion, social and physical potential to their fullest.

The supervision aspect should be appropriately enhanced to increase number of observational assessments and recommended use of pedagogical practices so as to enforce the implementation of ECDE curriculum successfully. This study has established that the ECDE teachers and the CQAS personnel were poorly equipped with knowledge of assessing early years' education holistic services in West Pokot County. As such, the government should provide in-service course that target approaches that are appropriate for conducting evaluation of ECDE in West Pokot County.

2.10 Policy on Teacher Qualifications

Globally, many policymakers have struggled to come up with uniform teacher credentials, but it appears to be a nightmare to meet the defined threshold. The Chinese government, for instance, required that all kindergarten teachers possess at least an associate degree. 47 percent of teachers hold associate bachelor's degrees, while 43 percent of teachers had high school experience or less, according to 2012 figures from the Ministry of Education Official Website (Sun *et al.*, 2015). Jung and Hasan (2014) observed in Indonesia that ECCE institutions were typically staffed by voluntary teachers with little to no experience, as very few institutions had early childhood teacher training.

But the flow of expertise into the classroom remained uncertain, and there was a shortage of quality assurance mechanisms, except in situations when there were appropriate training institutions. To maintain quality learning opportunities for young children, pre-primary teacher values and real pedagogical strategies are two important dimensions. Rao, *et al* (2014) found that in an early childhood context, teacher attitudes and views on children's growth and quality learning environments can

influence the organization and activities and affect the quality and learning outcomes of students. Accessible research in both developing and developed countries demonstrate the value of the awareness and capacity of teachers to translate their understanding of child development in order to form warm, sensitive and sustainable relationships (Gialamas *et al.*, 2013; Naudeau *et al.*, 2011).

In the US, Pianta, *et al.* (2005, Raikes, 2015) found that "child-centered" values are retained by successful teachers that stress the role of the child in decision-making and de-emphasize compliance and adult power. There is a growing emphasis on child-centered methods in curricula and teaching, especially those that encourage children's play as a way of improving quality, and qualified teachers have continued to change their practices (Banu, 2014; Thao & Boyd, 2014).

In the African region, research based on ECDE quality do not seem to have examined the provision of ECDE quality under the lenses of preparation, competence, expertise and skills. In their classrooms in South Africa, Schneider (2013) discussed what two Grade R teachers perceive literacy to be and how it is applied. The results revealed that teachers perceive literacy in a nuanced way: literacy is about creating and expressing meaning. Youth Save Data in Ghana was used by Gina, Chowa, Masa, Ramos, and Ansong (2013) to collect a survey of 4,993 young people and 89 schools to explore how students and school characteristics affect the academic success of youth.

Student characteristics, including intellectual self-efficacy and loyalty to education, have been shown to be favorably correlated with math and English grades. A survey of 40 centres and 46 ECDE teachers was used by Ndani and Kimani (2010) to examine factors affecting the commitment of early childhood development teachers in

Thika County, Kenya. The discovery that the morale rate of more than 50 percent of the teachers were poor was among the main findings. The qualification frame-work for ECDE teachers is provided in the policy. The policy was designed to provide a procedure for recruiting and the minimum academic requirements and the professional qualifications for teachers and the CQAS personnel (GoK, 2006).

Biersteker (2008) work that suggested that for rapid expansion of ECDE provisions to be enhanced, requires a progressive model for the Pre-school training certificate for short term and long term. He stresses that there is need to upgrade teachers' status over time to improve their capabilities and skills. According to Orkin *et al.*, (2012 and Biersteker (2010) the assistant teacher should have at least the standard Grade eight level of education visa vise trained holder of education/health certificates (Orkin *et al.*, 2012). As such, this study has established that the teaching force and the personnel manning the implementation of ECDE curriculum activities were unqualified when compared with the ECDE Policy requirements.

The subject of teachers' professional competence is the expertise that they acquire through academic as well as further training they endeavour to acquire with the intention of making themselves better in their task to implement the curriculum. It may thus be understood to mean knowledge that they bring with them when they enter the classrooms and thereafter and was an important subject under scrutiny. Teacher proficiency and competence are vital quality components with regard to curriculum implementation and may include their academic as well as professional grades, subject matter, certification and coursework as (Ferguson & Hellen, 1996) reveal. Teacher quality is a significant concern towards the implementation of curriculum

(Wilson, 2001) be it in lower or upper levels of education i.e. pre-schools, primary and secondary level.

To some level, teacher credentials are effective in recognizing teachers that promote children's achievement. In unique subject areas, certain instructor credentials are consistently correlated with improved student accomplishment. The delivery phase of the curriculum involves multiple main actors to perform their positions properly. Schools, head students, teachers and children are the main actors in the development of the program for early childhood education. To improve the effective execution of the Early Childhood Education Curriculum, these primary actors need to conduct their positions efficiently. In introducing any program, teachers play a very significant role. Teachers should be prepared, according to Brandt (2012) and Koskei, in order for effective curriculum implementation to take place (2013).

Teacher certification literature shows that pre-school centers do not suffer from a shortage of trained teachers in more industrialized countries like Germany, the Netherlands and Finland. This is because the governments of these countries have invested extensively in teacher training at their own expense. As such, in these countries, educators are capable of implementing the curriculum in pre-school settings. With regard to the introduction of the ECDE program, the aim of this analysis was to determine the professional expectations of teachers. In order to improve themselves and to keep up with the latest or technological innovations that affect the education sector, following the initial professional preparation that teachers receive in teacher training colleges, they need to show signs of taking part in continuing learning.

Ferguson and Hellen 1996) point out that this can be achieved by way of additional instruction and services for professional advancement. Rutha's (2013) empirical findings in the United States of America focusing on pre-school teachers with a college degree have been found to be more successful in applying curricula than those lacking qualification in college teaching. In a research conducted in Italy on the strengths and shortcomings of pre-service general educators participating in a curriculum infusion teacher learning program focused on Maria Montessori.

Cook (2002) reported that pre-school teachers with background experience in early childhood methods helped promote highly productive pre-school learner education. While the government acknowledges the importance of teacher preparation in developed countries, such as India, the exercise stands out as a significant challenge, with many pre-school teachers having insufficient teaching credentials. Therefore, they are not in a position to successfully embrace and enforce the curriculum for early childhood education (UNESCO, 2010).

Data from the Ministry of National Education (2010) in Indonesia reveal that over 60 percent of early childhood educators have only or less high school credentials. As a consequence, the introduction of the Early Childhood Education Program has become troublesome for teachers. A research undertaken by Allinder (1995) showed that the learning of verbal as well as scientific self-concepts by students was conditioned by the awareness and experience of the instructor in the implementation of science subjects. Other features that Jacob (2007) has explored in the past include subject matter, test results, teaching college, advanced degrees, qualification, induction and mentoring, career development, pedagogical skills dependent on experience and substance.

However, the consequences associated with the acquisition of an advanced degree by teachers are remarkably counterintuitive; in fact, given the compensation benefits provided to motivate teachers to obtain graduate degrees (Rowan, 2002). In addition, Jacob (2007) shows that teacher certification as a signal of teacher competence has been tested at 24 different levels with findings revealing that complete certification is. In the other hand, a study by Ballou and Podgursky (2000) showed that emergency certification is usually irrelevant to student success or adversely linked to it. Teacher's subject area of certification or authorization is one of the qualifications most consistently and strongly associated with improved student achievement.

Results such as those of (Ryan & Copper, 2011) led the researcher to believe that higher-quality services for early childhood education are those where lead instructors have higher credentials such as Bachelor's degree, with majors in child development or related fields. Some analysis, however, suggests that teacher preparation or qualification is not reliably connected to higher-quality classrooms or improved pre-academic skills for children, so more research has been found important in the current report. In a similar study in Tennessee (Howes, 1996), it was discovered that the least successful instructor was likely to teach African American students almost twice.

Any state attempts to decrease class size were put in motion, but the recruiting of more unqualified and untrained teachers was required to do so, thus reducing the future advantages of smaller class size. In a report evaluating the level of instruction and instructional efficiency of teachers in six state-funded pre-kindergartens, Early, Sweller and Clark (2006) found that teachers with more than a Bachelor's degree earned higher scores on the Early Childhood Experience Rating Scale (ECERS) teaching and engagement subscales than those teachers with an Associate's degree.

The kids had major improvements in math skills in these schools, but not in other fields. A study by Early, Sweller and Clark (2006) of seven longitudinal data sets showed similar findings.

The authors similarly emphasize that these results can be viewed carefully because of the present study's weaknesses within these reviews. There are numerous studies in Sub-Saharan Africa that relate insufficient teacher skills in early childhood to poor execution of the program. Moyo *et al.*, (2012) examined factors that affect the implementation of early childhood development in Zimbabwe. The study used a descriptive survey design with a sample of 12 early childhood teachers and 12 head teachers. The findings indicated that 33.3% of teachers had primary education, 44.4% had not passed O level examinations and 22% had O level certificate. Moreover, none had teacher training professional qualifications. The study was however based on a smaller sample and did not consider other forms of in-service training.

The role of the teachers in curriculum implementation is crucial since their academic qualifications, professional accomplishments, knowledge, skills and attitudes count a great deal (Brandt, 2012). The teachers should be qualified, welcoming and engage children with learning activities and experiences that help them to acquire the dominant education norms (Kilgallon, 2006). For example, the ECDE guidelines policy has provided that every eligible ECDE teacher must have a minimum KCSE certificate of D+ or C- for certificate courses, C for diploma and C+ and above for certificate courses. The policy further provides that the qualification for CQAS personnel is a master's degree and above.

However, the findings revealed qualifications by this study were contradicting. The study showed that there were more unqualified teachers and CQAS personnel

practicing teaching and supervisory activities against the ECDE Policy requirements in West Pokot County. This condition disempowers the sector from producing desired standards. This study agrees with the ideas of Steiner (2005) that young children must be made to interact with the services and guidance of a qualified ECDE teacher and the QAS personnel. It shares the view that the attributes of children who have been reared in a careless educational social environment become inexperienced personnel in life.

As such, this study has unfolded that most ECDE teachers were incapable of implementing early years' education holistic services because they have not made ECDE qualification requirements and worst lacked appropriate teacher education training. This study suggests that the government must uphold minimum teacher qualification as provided in the policy (GoK, 2007). The study is in support of the views of Waldorf Kindergarten (1994) that ECDE teachers should have knowledge and experiences to guide children to absorb and appreciate their surroundings. It shares the sentiments which stress that the ECDE teachers and with the practitioners are ideal models in action at the Pre-school centers.

It agrees with the fact that the ECDE teachers are responsible for protecting children's innocence and provide sheltered environment. This study has realized that most of ECDE teachers undertaking teaching learning at the Pre-School centers in West Pokot County were untrained. The study also established that some teachers were politically recruited by the County government, yet they were qualified to teach, create or improvise learning for the benefit of the learners in the county. The study again revealed that there were few in-service courses provided by the County government to ECDE teachers which have helped to refresh and equip the teachers with the current

contemporary information. The County government should not be left to muddle with the ECDE Policy requirements by National government to save the sector from collapsing or deteriorating in standards.

This study agrees with the sentiments of Oberske, *et al* (2007) that the ECDE teachers should be trained in the philosophical and psychological underpinnings in order to equip them with creative and implementing skills for modeling the children's behaviors and competencies. It shares the view that ECDE teachers should be professionally prepared before entrusted with the task of teaching young children at their Pre-school centers. It concurs with the ECDE guidelines Policy (GoK, 2007) that the ECDE teacher should be a person with good communication skills to children, parents and other members of society.

This study has found out that most of the teachers implementing holistic services for young children had a low grade of less than the minimum requirement of KCSE D+ and above for teachers and with the Master degree in early childhood education for CQAS personnel. This study has realized that none of teachers was registered with the TSC as provided in the ECDE Policy. As such, this study has observed that there is no ECDE teacher training college that was established to provide teacher education and development in West Pokot County. The study has revealed that there are insufficient structures laid down to foster teacher education and remuneration. This study further revealed that there is a wide gap that exists between the ECDE teachers with the County government which translates to mean that that there are poor channels of communication and relations among sector players in the county.

As a result of these inhospitable teacher qualifications in the county, this study opines that the County governments should establish and equip ECDE Teachers' Training

College to address the matters of teacher incompetency and help to safe the child from being ruined educationally in the county. The County government also is advised trough this study to embrace application of ECDE Policy to address under adherence and improve channels of communication to bring board the entire team to feel part and parcel of the important of education in the West Pokot County.

2.11 Policy on supervision of Children's Holistic Services

Supervision plays an important role in facilitating the implementation of ECDE programs at the Pre-school level for the purpose of promoting the quality implementation of children's services at the Pre-school centers. The supervisory activity also helps to address the underperforming areas of ECDE curriculum activities so as to uncover the problems affecting the system. Supervision is an essential part of ECDE programme delivery. It seeks to track events on a daily and continuing basis to ensure that the goals of the program are fulfilled (KIE, 1995).

ECDE curriculum monitoring is carried out by the Quality Assurance and Standards Directorate in conjunction with DICECE coaches and managers who are directly responsible for supervising the ECDE curriculum, e.g. pre-school head teachers. In order to collect data from infants, caregivers, parents, neighborhoods, and the general ECDE community, supervision is necessary. This can be used to correct mistakes, change and inspire procedures where appropriate, as well as promote all ECDE members. The changes arising from supervisory activity improve the ECD programmes. Supervision is the ongoing supervision of ECDE events to ensure that the approved ECDE curriculum is successfully applied. This contributes to children's holistic development, motivates, enriches and encourages the personal and professional growth of all those involved.

Supervision is important because it aims to guarantee that the needs of children are addressed, allows for the successful execution of ECDE programs, tests whether the goals of the programmes have been accomplished, facilitates the preservation of minimum expectations, recognizes difficulties and constraints, and identifies successes and accomplishments. The Ministry of Education's Early Childhood Development Department, the Directorate of Quality Assurance and Standards, is responsible for maintaining and developing education standards in all pre-schools operated by the government and private sectors. The QASO has the power to access and audit every school without warning at any time and report their reports to the Director for quality assurance and standards (MoEST, 2000).

DICECE coaches and zonal QASO and TAC tutors based at the District level conduct the majority of oversight. The supervisors track the process of teaching and studying and audit pre-school facilities and programs (MoEST, UNESCO/OECD, 2005). A research by Clark (1995) on how teaching affected the success of supervisors in their positions in Lusaka, Zambia, showed that supervisor skills associated favorably with their performance. It was recognized that trained administrators contributed greatly to the achievements of teachers both in and outside the classroom. He believed that teaching played a major role in how their tasks were conducted by the supervisors. He pointed out that their efficiency was greatly increased by managers and head teachers who attended lectures and seminars on their managerial positions.

Respondents admitted that the seminars they attended had a positive effect on their schools' administration and management. Supervision carried out in the fields of inspection of lesson plans, job registration systems and other administrative records had a positive effect on student academic success. The standard of education was

increased by monitoring. Supervision has since made schools proud of their programs, which have offered a wide variety of educational, intellectual, realistic and athletic opportunities. In spite of the long and busy school day, a higher level of employee attendance further increased the standard of education.

Wanga (1988) undertook supervisory case studies to see how oversight increased the quality of education. Findings suggested that the school has undergone many modifications in the field of teaching after inspection was carried out in sampled schools. Recommendations on overly didactic training, the need for a more formalized organizational style and the rationalization of personnel roles were included in the previous inspection. Data revealed that teaching methods had changed, but there was also a need for more diversity, new systems had been successively implemented, the administrative framework was in the process of re-organization, and a new mentor scheme was available.

The report also stated that further consideration and action taken to supervise teachers in the execution of ECDE systems involved the rationalization of personnel roles. This study believes that a regular supervisory service accelerates quality implementation of holistic services at the Pre-school centers in West Pokot County. The regular supervisory underpins underperforming activities transforming the young child to become what Canella and Viruru (2004), Smith (2006) and Duncan (2001 & 2008) description that supervision enables young children who are our national treasures and symbolic symbols of our culture or society to access quality early years' education.

Also, in agreement with views raised by Rinandi as quoted in Nyland and Rockel (2007) that regular visits made to the Pre-school centers helps to enhance learners'

educational needs, curiosity and their world of wonder and amazement. Nevertheless, this study has established that most the Pre-school centers in West Pokot County are experiencing under supervision early years' education. This study further established that there is irregular supervisory conducted by the CQASO and the DQAS personnel in the county.

As such, this study opines that the government has erred by abandoning its core duty of ensuring that there is consistent enforcement of supervisory services on the teacher competency, teacher preparedness, learner's participation, challenges, and way forward recommendations. The take of this study is that there should be regular supervision of ECDE curriculum implementation in West Pokot County. This study also agrees with the ideas of Smith, as quoted in wood *et al* (2008) that 'Children are not little bundles of innocence, rather, they are little bundles of depravity. Unless supervised, trained and disciplined they fall victims of Selfishness, lying, cheating, shifting blame, stealing and rebellious.

Again, the study concurs with the ideas of Dahber *et al.*, (2007) that there is no such thing as the child or childhood rather a product of planning, supervision, development and influence that is provide consistently organized s systems. Further, Dahber *et al.*, (2007) stresses that supervisory activity helps to expose what is happening behind a young child's world of education. He reiterated that unless proactive supervision is regularly provided, there is nothing can be achieved from the sector and the child. This study has established that there is inconsistent provision of supervisory services in most Pre-schools in West Pokot County. As such, it is the opinion of this study that the government should correct this mess by enforcing the ECDE guidelines effectively in the county.

From the suggestions of Duncan (2009) this study holds that; an individual child is multidimensional and the policy should aim at improvements in all dimensions. He reiterated that ECDE Policy should be affected and supervised at the Pre-school center for the child to access enhanced basic services. Nonetheless, this study has established the Directorate of Education Supervision and Quality Assurance Council (DESQAC) have failed to provide supervisory services and detect the challenges affecting the implementation of the ECDE Policy on supervision in West Pokot County. This is study suggests that the government should provide a supervisory frame-work to guide the CQAS personnel on the normal routine supervisory visits at the Pre-school centers in the county.

This is study shares the ideas of MoEST, Basic Education Act (2013) that the County Education Board is responsible for providing supervisory leadership, coordination and interpretation of national policies and applies them in the implementation accordingly. Specifically, the CEB was charged with the responsibility of facilitating plan ing, supervision, coordinating, training and conducting of research in the county. Further, the Act provides that the CEB must provide supervision of ECDE curriculum implementation at the Pre-Primary centers in the county.

This study has ascertained that there are little supervisory services provided by the CQAS personnel for they given not by merit but on political grounds by the serving County government. This translates to mean that the CQAS personnel were incompetent in implementing supervisory services on the ECDE Policy and the curriculum in West Pokot County. As such, this study recommends that the County government should forced by the National government to employ qualified CQAS

personnel who deserve to supervisory services at the Pre-Primary schools in West Pokot County to achieve quality standards.

2.12 Policy on Pedagogy of Early Years' Education

An instructor is seen as the central organizer of the learning process; thus, the use of educational resources by the teacher is paramount. Wasiche (2006) notes that using a range of educational approaches is the easiest way to coordinate teaching and learning. Factors connected to teaching are often described as affecting the program delivery process and the learning environment. Language and literacy are evolving simultaneously and influencing each other. What kids learn by listening to stories and communicating refers to their abilities to read and write.

The phonological comprehension of young children, for example, is 20, a significant predictor of their future progress in learning to decipher print. With engagement in rhyming activities and chants, shared book encounters and lengthy conversations with adults, both phonological and vocabulary learning starts early (Dina, 2005). During program implementation, instructional methods are essential factors, and it is expected that the instructional technique can change as the curriculum evolves (MoE, 2011).

Consequently, the present research sought to assess the effect of teaching approaches on the application of the ECDE curriculum. Yelland *et al.* (2008) stress that growing up in the 21st century requires modern ways of learning with guiding concepts to move beyond personally oriented cognitive, social and emotional learning. However, this study has established that most teachers were incompetent in the application of various teaching methods such as hands-on and mind-on teaching approaches on the implementation of holistic services in West Pokot County.

The study finding agreed with the ideas of Andiemba (2016) that there is inadequate application of child-centered methods on the implantation of ECDE curriculum in West Pokot County. It also confirms the views of Uwezo (2014) and Jerop *et al.*, (2009) that learners who were joining class one in the county were experiencing challenges such as recognizing numbers, reading, writing and speaking in county. This study has observed that the ECDE teachers were inadequately trained on how to select appropriate teaching methods for teaching holistic services at the Pre-school centers in the county.

This study also appreciates the fact that Andiemba (2016), Uwezo (2014) and Jerop *et al.*, (2009) for establishing the challenges facing the implementation of ECDE curriculum from various approaches. Despite the efforts of these authorities to uncover various problems bedeviling the implementation of holistic services, this study has established that the government has never bothered to appreciate and react to the recommendations for improvement. As such, this study also agrees with the ideas of Waldorf Kindergarten Association (1993) that the ECDE teacher should create works of water color art to enrich aesthetic beauty surrounding the classrooms. The study agrees with the view that ECDE teachers should be equipped with the variety of skills such as knitting, weaving, sewing and creating pictures using pieces of fluffy colored wools (handicraft) and caked feelings.

Nevertheless, this study has revealed that most of the ECDE teachers who were serving the implementation of ECDE curriculum in the county were inadequately trained and ill prepared on various teaching skills for holistic services in the county. Further, it appreciates with the ideas of Fenner and Rivers (1995) that successful early childhood teacher is one who can employ correct teaching techniques which embody

the ideal parental persona; loving, deliberate, careful, watchful, supportive and present but not imposing. They asserted that teaching methods helps the learner to display delight and inner satisfaction as they engage in day to day activities that can mimic home life, gardening, baking, and woodworking, caring for classroom space and interacting meaningfully with children. But shockingly, this study has established that there is no established ECDE teaching methods course, specifically meant for training the teachers adequately.

Again, the ideas of Kang'ethe and Karnja (2015) that there is negative attitude among the senior MoEST staff on the implementation of the guidelines policy were encountered and found to be more routed in West Pokot County. As such, the conditions reported match with the uncovered problems that were discovered in West Pokot County. Also, it shares the ideas of Booker (2002) that children are individuals who need play, whose appropriate environment is a playroom and whose disposition is to be playful and also agrees with Bodrova (2008) that not just any kind of play but play that meets specific criteria for early years' education holistic services at the Pre-school level.

The study further concurs with Stephen and Brown (2004) that pedagogical practices of early years' education should be ordered and structured to enhance systematic teaching and learning of holistic services at the Pre-school centers. As a matter of fact, this study has confirmed that there is poor application of teaching methods. This poor state of having ill prepared teacher for holistic services is just like denying young children access to quality acquisition of holistic services at the Pre-Primary schools in West Pokot County. Again, this study agrees with the ideas of Kafu (2017) that the implementation of education in Africa is conducted by ill prepared teachers and mores

on an environment learning environment that lacks learning facilities and with inadequate classes. He pointed out even the teaching activities were conducted in poor conditions such as open-air, under trees, and caves (Kafu, 2017).

The alleged condition also contradicts the ideas of Edward (2005) that learning of holistic services should be conducted in hospital social and cultural environment to allow for legitimate participation. Further, it agrees with the views of Rudolf (2003) that children learn through pedagogical practices that build mutuality and offer children the kind of authentic and personal meaningful ways. However, this study has revealed that the ECDE teachers were inadequately prepared for curriculum implementation for most of them were found to have failed to complete or attend ECDE courses and yet they were still teaching holistic services to young children. This study as such is not in acceptance of this position and directly blames this on poor implementation of ECDE guidelines Policy in the county.

As a social agent, the ECDE teacher should be given opportunity to access enhanced teacher education training on the implementation of early years' education particularly on teaching methods and on how to enhance, shape and improve learning environment. Therefore, this study opines that all the ECDE teacher should be enabled to acquaint themselves with such learning pedagogies as child-centered play, role play, simulation, demonstration, songs, debate, field trip, thematic, manipulation and hands-on and mind-on activities in the county.

As an implementer of young children's early years education holistic services, the Pre-Primary school teachers must be enabled to access regular Public Teachers' Training College to train consistently without breaking so that they can master the

pedagogies of teaching early years' education curriculum effectively at the Pre-Primary school level in the county.

2.13 Policy on Monitoring and Evaluation

Monitoring and assessment is a concerted method requiring rigorous knowledge collecting and analysis (UNDP, 2006). The implementation of frameworks and processes for monitoring and evaluation (M&E) is frequently related to public sector improvement efforts in budgeting and oversight. For different purposes, M&E is important. It is also important that M&E should be identified to employees, school administrators, neighborhood groups and school stakeholders. As policymakers have considered their higher education policy in most parts of the world over the past few decades, quality assurance and quality improvement issues have received a significant focus of concern.

Despite disparities in the scale and growth stage of their higher education markets, several governments have agreed that conventional academic controls are insufficient to address the demands of today and that more explicit quality assurance is required. Organizations such as the European Commission or the OECD, through their own demands for new frameworks and new approaches to quality assurance, have intensified this pattern (El- Khawas, 1998). The idea of enhancing or improving quality stresses the pursuit of continual growth and is based on the premise that achieving quality is fundamental to the learning tradition and that it is academics themselves who decide what quality is better at any point in time.

A technique for evaluating consistency was developed by Harvey and Green (1993). Focusing on the recognition of such requirements to determine the quality of teaching and learning rather than administrative matters, they aimed at redefining the policy on

quality. Students, teaching personnel, non-teaching staff, employers, accreditation organizations, quality 13 insurers, quality assessors and the government are the classes of stakeholders they discussed. They find that the majority of the groups agree on the following criteria through a set of various data collection techniques including polls, in-depth interviews and discussion seminars: adequacy of human resources, specificity of priorities and expectations for all participants, importance of the program material to the award presented, objectivity in assessment, continuity between evaluation and co-operation.

Information generated through M&E provides leaders and staff with a clear basis for decision-making. From the information obtained through M&E, future school planning and development is improved when guided by lessons learned from previous experience. Monitoring and evaluation provides a full picture of the school performance as per that particular time. M&E therefore enables school managers to put strategies that can redirect the school towards desired results. M&E provides information that helps in ascertaining whether the key milestones were made and thus measuring the progress of the school. It helps in comparing our school with other schools and helps us to see what has been achieved; makes work more effective and finally, M&E helps us approve evaluation methods.

The introduction of the program offers a rare opportunity for teachers, schools and boards of management to participate in career development to optimize learning outcomes and train children for the demands and opportunities of the future. The role of the implementation of the program is complex: it needs in-school management committees, principals and management boards to lead the implementation as an entity in the school. The execution of the curriculum takes place in the classroom and

includes teachers translating curriculum manuals into reality, introducing instructional programs and methodologies, and presenting their students with a wide variety of learning opportunities.

Monitoring and assessment is a tool that allows policy implementers to make rational decisions on program operations, service quality and program efficacy, using empirical facts (Ballard *et al.*, 2010). It includes the continuous and repetitive collection of data used to ascertain whether the program has made successful use of resources and is on schedule (monitoring) and to decide to what degree the program has accomplished its goals in terms of outputs (program activities) and outcomes and effects (whether the expected benefits to the target population were reached).

Sponsors and other stakeholders also need monitoring and assessment to provide proof that improvement in a program has been worthwhile or whether alternate methods can be considered to increase performance. In focusing on the practice of surveillance by the Office for Standards and Education (OFSTED) UK, according to Clegg and Billington (1994), a major aim of monitoring is to gather a collection of data, mark the evidence against a statutory set of requirements, arrive at decisions and make those judgments available to the public. This also suggests that the general public has the right to know if educational institutions provide acceptable levels of professional education.

In the USA, the Federal Elementary and Secondary Education Act of 1965 ignited the need for supervision and appraisal in the educational sector. However, there is earlier documentation of evaluation-like behaviors such as (Sanders, 1986). Second, in the 1930s, the development of accreditation criteria and processes replaced school examinations, which in turn focused on inputs and processes (Sanders, 1986). The

seminal work on curriculum assessment by Ralph Tyler in the 1930s has emphasized the importance of defining concrete goals against which to measure program effectiveness.

The theories of Michael Scriven about the role that formative and summative evaluation could play in education were another landmark in this discipline. The categories discussed in educational appraisal courses included evaluation history and theory, alternate approaches (responsive, CIPP, use-focused), strategies and strategies (including data collection and analysis methods and techniques) as well as evaluation problems and special topics (standards, meta evaluation and evaluation context, evaluator position, etc) (Sanders,1986). One educational initiative deserves special attention here - Head Start. This was to become one of the longest federally funded initiatives in the US, incongruously made possible by the unsatisfactory early results of the Collective Action Programme.

The project's initial vision was to increase disadvantaged children's academic ability and school performance. The dedication of the federal government to this initiative is clear in the numerous additions that occurred as the project progressed (Riley & Epps, 1967). In terms of school administration in the United States, assessment improved implementation in increasing operational performance and management decision-making directly related to utility concerns: the 3 input of the program evaluation was originally based strictly on programmatic issues, such as clarity of objectives, analysis of program design and determination of outcome As the area of program appraisal progressed, utility concerns continued to gain greater attention, leading to the advancement of other modes of assessment, such as management assessments and cost benefit assessments.

According to Perloff and Rich (1986), part of the assessment's contribution to the management realm was as follows: in terms of organizational design in which decision-making processes and monitoring mechanisms are explained, budgeting and resource distribution to be done in terms of cost gain and cost effectiveness assessments, targeting the right people that enhances personality. Under existing national agreements, all schools are expected to produce plain language updates on pupil success and accomplishment to parents and caretakers twice a year, using grades A-E or an analogous scale, specifically specified against the requirements of Australian Curriculum achievement. The Australian Curriculum describes what learners are supposed to learn and an expectation of academic success. The introduction of the Australian Curriculum is the responsibility of each educational authority in Australia.

Curriculum implementation supervision and assessment in Nigeria is a mandate of inspectors who are instructional officers qualified in the field of education. They are abundant in the Federal and State Ministries of Education's Inspectorate Department and also in the Teaching Service Board, Region Education Offices, Local Government Education Authority (LGEA), and State Universal Basic Education. They are concerned with the introduction of curricula, the optimal use of grants and materials provided to students, the encouragement of teachers, and ensuring that schools specifically conform with government curriculum priorities, requirements and policies (Badare, 2007).

In Nigeria, some teachers and students are absentees and chronic latecomers (Achimugu, 2005), while some teachers are drivers and businessmen/women at the detriment of their main assignment (Ajayi & Shofoyeke, 2003; Famade, 2001). This

means that some teachers in Nigeria are inefficient, embodied in a weak pattern of examination deficiencies (Federal Ministry of Education, 2007; Punch, 2010, 17March), malpractices of exams (Awe, 2004; Olatubosun, 2009), and poor standard of secondary school outputs (Adeyemi & Ige, 2002). Monitoring and reviewing the application of the program in Tanzania is a crucial exercise in ensuring that quality education is delivered, adhering to policy laws and regulations. Through a Legislative Act, the Inspectorate Department is empowered to oversee the application of the 1995 Educational and Training Strategy (ETP) and the new 2014 ETP.

In doing so, it tracks and assesses the provision of quality educational facilities in accordance with the norms, procedures and guidance set out by the government (URT, 2000). It gives input to education partners on the state of the adoption of the basic education program, regulates and recommends good governance practices in public sector secondary schools. Monitoring as a part of the educational system is basically a quality management tool for maintaining standards in schools and the curriculum they offer (Galabawa, *et al.*, 2000). A broad inspectorate that is obligated to guarantee and sustain consistency of resource distribution, curriculum implementation, and educational standards is greatly influenced by teaching in classrooms.

Kabunduguru (2013) adds that, over the years, testing has become a practice aimed at enhancing the standard of school education. In Kenya, the Ministry of Education, Science and Technology is responsible for the supervision and assessment of the education system. The Kenyan education ideology embraces "the inculcation of high-quality teaching" (Republic of Kenya, 1999). According to the Republic of Kenya, a

high level of quality education has been equated with a series of standards against which an institution or framework is measured.

Among the determinants of quality on education, Republic of Kenya noted, are the availability of trained and motivated teachers, a favorable atmosphere for curriculum delivery, including the curriculum, equipment, the means available for their provision, and the tools for assessment. The Education Standards and Quality Assurance Council (ESQAC) is required by the Basic Education Act (2013) to ensure standards and preserve the quality of basic education institutions, supervise and manage the implementation and execution of curricula, track and assess standards and quality in basic education. It was inaugurated in November 2014.

As such, they have recognized that monitoring and evaluation of early years' education helps to eradicate the pervasive and perplexing problems affecting the achievement of this education sector and have decided to resolve them through the funded models of evaluation. However, this study has also established that there is under monitoring and evaluation of Pre-school schools because there were no previous assessment record files and no evidence of recent assessment sign-in in the visitors' book by the CQAS personnel. This indicates that it takes a length of time to identify and resolve a crisis bedeviling the implementation the early years' education in West Pokot County. Therefore, have intensified and the society has to resolve them through close monitoring and evaluation of ECDE programs guided by effective policy.

This study as well agrees with views of Wolthem *et al*, (1997) that the problems facing the Pre-Primary School Policy implementation and the curriculum should be resolved and corrected collectively at the local, regional and at the national for the

sector to progress effectively. However, this study has established that there are no monitoring and evaluation mechanism structures in West Pokot County to guide the processes of ECDE Policy implementation in all stages of curriculum development such as planning, design, development and implementation evaluation and maintenance.

This study suggests that there is need to handle the crisis urgently through the provision of regular monitoring and evaluation of ECDE programs by the CQAS personnel in conjunction with the DQAS. The study further recommends that that the DQAS should network with the CQAS personnel to foster close assessment so as to expose, enhance, check, correct and eliminate functional ignorance affecting the pre-school sector in time in the county. This study is also highly disagreed with the views of UNICEF (2012) that there are consistent inequalities in access across 36 countries especially for children from the poorest families compared from wealth class and the poor handling of ECDE curriculum implementation.

Again, the study is disenchanted of the fact that Africa has been accused for failing to respect the international educational commitments and conventions that require that every state to tackle threats affects the implementation of early years' education in their country. As a matter fact, the revealed problems by this study in West Pokot County bear strong witness to the accusations leveled against poor handling of ECDE curriculum implementation in Africa. For example, there were lack of learning facilities, resources, toilets, play grounds and the education was not compulsory. The class attendance register indicated learners were being sent home to bring money for porridge and the teacher salary in WEST Pokot County. This study has further established that the provisions of African charter on the rights and welfare of the child

Article 11 that articulate the right to free and compulsory basic education has not been into practice in West Pokot County.

This is because this has never come across established the sector charter developed to guide ECDE teachers and the CQAS personnel on the implementation, monitoring and evaluative model in the county. For example, the Africa on the rights and welfare of the child Article 11 is implementation is guided by the following checklist; Which programs are working well? What are the programs relative costs and benefits and which perform poorly? What can be done to improve the programs that are not contributing what they should? Have all the aspects of the program planning effective, or is more planning needed? What adaptations would make the program more effective? The above strands of questions are helpful situational which can impart positively to the implementation of ECDE sector program. These questions can guide and promote the implementation of monitoring and evaluation of EDCE curriculum progress and sustainability either by the national or county governments.

As such, this suggests that the County Education Board of West Pokot County should be guided by the evaluation checklist questions as prevailed above to deliver evaluation so as to uncover and resolve the problems affecting the sector adequately in the county. This study again, agrees with the ideas of Shadish (1994) and Fetterman (1994) that evaluation enables explanation of concepts, techniques, point areas of strengths or weakness or elucidate the programs progresses. They further pointed out that evaluation should be seen as a means of judging the progress of education performance in school curricula in specific content areas and for accreditation standards.

Others included Screven (1967) who defined evaluation as a means of ascertaining quality of an educational product or a project or activities. The observational study feedback showed that the evaluation of ECDE sector programs in West Pokot County were inadequately addressed indicating that it is difficult to determine the performance and standards of the sector. This translate to mean that the ECDE sector is lacking sufficient data or facts to inform the performance or standards of the sector programs and provide feedback to the child, the family, the society and the country. And from this angle, this study opines that the County Education Board should foster and enhance the monitoring and evaluation of ECDE curriculum regularly in the county.

This study is also encouraged by the views raised by Ejuu (2012) that there are inadequate teaching and learning resources suitable for ECDE programs at ECDE centers in Uganda and there is low attitudes in regard to the implementation of ECDE programs. Further, the study is motivated by the ideas of Rosseter (2016) that the Ethiopian government has failed to implement its ECDE policy adequately, leaving the sector inadequately addressed, letting it to face numerous and unresolved challenges. These sentiments were echoed by Andiema (2016) that there is poor application of teaching methods in the teaching of ECDE programs in West Pokot County.

As such, all these exposed problems by ECDE researchers, can be associated to a failed government support of the implementation of ECDE curriculum policy. Most African states are e unwilling to budget for the implementation of early years' education in their countries effectively. This may inform that the government is very ignorant of the brutal consequences arising from a failed policy and the curriculum

implementation leaving young children to grow uncorrected and full of vices such as corruption, bandits, thieves, bullying, abuse, cheating and violent in their future adulthood life in the society. This view confirms the ideas of Mtunga (Nation Media Group, Jan, 2016) that that Kenya is a country is being run by criminal cartels working with politicians who corrupt systems including judiciary and whose economy is attacked by economic bandits.

Again, in agreement with ideas of Uhuru Kenyatta (Nation Media Group, Feb. 25, 2016) that Kenyans are experts in whining and perpetuating socio-economic crimes and tribalism. It concurs with the ideas of Obama (Nation Media Group, July, 2015) that Kenya's corruption levels has surpasses anything that we have in Kenya. And in a Gospel mission to Kenya, Pope Francis (Nation Media Group, Nov. 2015) described corruption a cancer and a way of death that which was eating the Kenyan society. This study opines that the implementation of ECDE curriculum policy should be declared compulsory and be rolled out in West Pokot, County in order to shape and mould the child in his or her early life in County.

2.14 Knowledge Gaps of the Study

The review established that there are a number of factors that were not exposed through the critique of existing literature. A major gap that emerged prominently is the lack of studies on the effectiveness of Kenya's ECDE guidelines policy for the implementation of early years' education in West Pokot County. Another critical gap established is over emphasis by several studies on the Effects of Child Centered methods, failing to consider that there is lack of Public Teacher Training College in the county to prepare the ECDE teacher adequately for methods of teaching.

The review revealed that most studies have over used survey designs that emphasize mixed research designs that lead to a single based analysis of data or facts opposed to the triangulation approach adopted in this study which involve separate analysis of data or facts based on the three data collection instruments and the converging the results. Further, the review established that most of the studies that were carried out in West Pokot County have failed to submit a research copy for the county CEB, CQAS personnel, MoEST, teachers and stakeholders to read, comprehend and react and make decisions based on the given recommendations.

2.15 Chapter Summary

The study reviewed general literature regarding the pertinent concepts of the effectiveness of the Kenya's ECDE guidelines Policy for the implementation of early years' education in West Pokot County. The key areas that were emphasized included; the chapter, introduction, contemporary perspectives on global policy, evolution of ECDE policy in Kenya, characteristics of effective ECDE Policy, purpose and expectations of ECDE policy, policy on teacher qualification, policy on the supervision of ECDE curriculum, policy on the pedagogy of Early Years' Education, knowledge gaps and summary.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the type of research design and methodology used in the study based on the following sections; introduction, philosophical paradigm, the research design, study area, target population, sampling procedures, sample size, study variables and data collection instruments. Other sections include; validity, reliability, research instruments, data collection procedure, procedure for analyzing and interpreting data, ethical consideration and the chapter summary. The purpose of the chapter was to provide vivid procedures for the investigation of the effectiveness of ECDE guidelines Policy on the implementation of ECDE curriculum in West Pokot County.

3.2 Philosophical Paradigm

This study adopted the constructivist epistemology that was proposed by Michael Crothy (1998) who alleged that the properties of this world are the representations of the conscious mind when our conscience is directed towards that object or subject. He asserted and maintained that no object can be adequately described in isolation from the consciousness being experiencing it. This position was further strengthened by Creswell (2012) and Humprey (1991) who emphasized that “Consciousness always assigns a rational meaning, with which the object would not be an object or concept.”

The chosen paradigm was considered necessary and relevant for its stance that all kinds of knowledge are objective and a product of construction or creation by independent man or mind.

Specifically, it was selected for its claim that meaning emerges as a result of construction when conscious mind engages with reality in day to day life. As a matter of fact, the paradigm chosen has helped to provide the vivid justification of the purpose, objectives, methods, shape and ground the entire research process. Again, the paradigms' intents have assisted, strengthened and justified the procedures of data collection, data analysis and interpretation and presentations of the study.

Similarly, the ideals of this constructivist were chosen because of their stand that attempts to oppose, discount and reject both subjectivism and objectivism epistemologies views that human knowledge exist such a part from interaction and operations of any consciousness. Also, this study has established that the chosen paradigm was able to complement the theoretical frame-work and justify the conceptual frame-work. In general, the constructivist paradigm chosen influenced the study process, enhanced thinking, plans, methods, investigations, and data collection procedures, organization of data, analysis, interpretations and conclusions of the study.

3.3 Research Design

The research designs are procedures for collecting, analyzing, interpreting and reporting data in research study (Morse, 1991). Similarly, Crotty (1998) described the research design as the approaches used to conduct and handle the research work, its organization and collection of facts or data. He further describes it as a strategy, a plan of action, process or a design lying behind the choice and use of methods to facilitate the study. Further Blackstone (2012) explained it as a way of figuring out how to conduct the research study. The study adapted the convergent triangulation mixed method design which applies when concurrent implementation of the

qualitative and quantitative studies is done during the same phase (Creswell & Plano Clark, 2011).

According to Creswell and Plano-Clark, the convergent triangulation design allows both qualitative and quantitative approaches to play complementary roles in addressing the research problem. Under the triangulation design, quantitative and qualitative or facts are separately analyzed and thereafter the results are converged, compared, interpreted and presented as a whole. Therefore, this study has used this design to address the collection, analysis, interpretation, comparison and presentation of either quantitative and qualitative data or facts in West Pokot County.

The data that were obtained from the interview guide were categorized into the related themes and made count of each related theme as it emerged or appear from the responses given. The frequencies of each theme were compared and described with the use of descriptive statistics. The questionnaire scores were analyzed quantitatively to arrive at the statistical result. The qualitative and quantitative databases was merged and compared. They were further consolidated or combined to form new variables. Under this design, this study has ensured that there was systematic fidelity on the study procedures such as the organization, collection, analysis various research data or facts, concurrent convergence of separate results, integration of the results, comparison and description and presentation.

3.4 Study Area

The study area was the West Pokot County. It is one of the 47th Counties and located to the North West in the map of Kenya. The Pokots are the majority while the Sengwer and Sabaot are the minority. The land size is roughly 8418.2km²with population over 512000 as per the 2009 census. Administratively, it has been

subdivided into four sub-Counties namely North Pokot, Central Pokot, South Pokot and Pokot west. The capital city is Kapenguria. It is bordered by Elgyo-Marakwet to the south, Trans-Nzoia to the south West, Turkana to the north east and the Baringo county to the south east.

The purpose of describing the place was to facilitate the location and to provide estimates for the county's targeted population. The main valued service is education. Education is considered as an investment and mainly transacted in Pre-Primary schools, Primary, Secondary and colleges. The main economic investment is livestock keeping, trade, honey keeping and farming. The landform is uneven with adverse climatic conditions. Apart from the highlands that receives relief rainfall, the rest of the county experience long drought and famine periods.

The main problems encountered in the county include, low rainfall, cattle rustling activities, livestock diseases, drought and famine, poor transport and communication. The reason that prompted the description of the valued services and the environmental challenges was purposely to shade lighter and also to provide clear understanding of the actual scenario of the study area. As such, the described phenomena were seen necessary for in one way or another might influence the effectiveness of ECDE policy on the implementation of early years' education in West Pokot County.

3.5 Target Population

Cochran (2007) defines target population as, "the total number of units from which data are potentially collected. Haber (2014) describes it as those elements that make up the focus of the study with fixed criteria. According to Blackstone (2012), Population is the cluster of people, event or other phenomena that one is interested in and wants to say something about at the end of the study. This study was agreement

with the definitions expressed by Cochran (2007) and Haber (2014) about the target population only to differ in the context as matter of principle.

The target population for the study was strictly limited to those personnel who were only responsible for the implement of the ECDE guidelines policy on the implementation of ECDE curriculum in West Pokot County. They include the Ministry of Education Science Technology staff both at the national and county level, County Education Board Personnel, County Quality Assurance Science personnel and the ECDE teachers in West Pokot County.

Further, the study target population was narrowed down to the CQAS personnel and the ECDE teachers in the county. The reason for narrowing down the target population to the CQAS personnel and the teachers was because they directly responsible for the enforcement and implementation of the policy at the Pre-school centers. They were also directly involved on the supervision, monitoring and evaluation of ECDE curriculum. They were responsible for the development of the rubrics that are used gauge the standards at the pre-school centers in the county. The study established the population of 1920 teachers manning all the ECDE centers in the county as its target population and the 8 CQAS personnel that provide policy guidelines enforcement and implementation in the county as critical respondents.

This translated to mean that the actual target population for this study was 1928 persons. This target population was used to draw the sample that was specifically involved to participate during the research study. Generally, the study settled at the CQAS personnel and the ECDE teachers for their critical role they play on policy implementation directly in the classrooms and being capable of assessing and keeping assessment portfolio of events that has been taking place at the Pre-school centers in

the county. They were also selected on the fact that majority can be to prescribe the challenges or idea or consequences that may arise from the failed adherence of professional preparation and implementation in West Pokot County.

3.6 Sampling Procedures of the Study

The sample procedures for this study was guided by the ideas of Blackstone (2012) and Kumar (2005) that there are three types of sampling designs namely probability, non-probability and mixed sampling designs that can be used to determine a sample for study. Under this background, this study has decided to adapt mixed sampling design provided a procedure for selecting concurrently sample from the population of the ECDE teachers and the CQAS personnel in the county.

The study specifically adapted mixed sampling design to carry out the selection of the ECDE teachers and the CQAS personnel who were the key study target population. As such, the non-random sampling design approach was used specifically to select all the eight CQAS personnel that worked in the county. Further, random sampling design approach which allow for randomization was used to a draw sample from among the 1920 ECDE teachers in the entire county. Therefore, a stratified sampling technique was used to zone the population in to four respective sub-counties.

The rule of thumb was used to select the CQAS personnel across the entire four stratum for study. The study employed the simplified formula for proportions that was developed by Yamane in 1973 at 95% confidence level, $P = 0.5$, to calculate the population sample for ECDE teachers from among the 1920 county teacher population. Thereafter, a stratified proportionate ratio technique was used to work out the sample ratio for each sub-county for inclusion. Finally, the simple random

sampling technique was used to reach for individual participants at the ECDE center for the study.

3.7 The Sample Size and sampling technique

The sample size of the study was achieved with application of Mutai (2014) rule of thumb which emphasize 100% percentage ratio selection across all the stratum for a small population and adoption of simplified formula for proportionate that was developed by Yamane in 1973 to calculate the teachers' sample size. The rule of thumb was used to include all the small sample size of the CQAS personnel to the study.

Further, Yamane's (1973) sample size formula at 95% confidence level, $P = 0.5$, was used to calculate the teachers' sample size for participation. Table 3.1: presents the sample size of two sets that emphasized qualitative and quantitative data generated from a list from the West Pokot County ECDE Statistical returns report (2016). This study adopted the ideas of Mason (2010) that in case of qualitative data, the entire small population should be selected for study.

Table 3.1: Sampling

Sub-County	Target Pop				Sample size	
	CQAS	No. pre-sch	Teachers	%	CQAS	Teachers
North Pokot	2	211	548	29	2	94
Central Pokot	2	101	227	11	2	40
South Pokot	2	90	366	19	2	63
West Pokot	2	225	779	41	2	134
Total	8	627	1920	100	8	331

Source: West Pokot County Statistics Education Report (2016)

As such all the eight CQAS personnel were selected for participation. For the quantitative data, this study adopted a formula developed Yamane's (1973) sample size formula at 95% confidence level, $P = 0.5$, was used to calculate the teachers' sample size for participation. As shown, among the 1920 ECDE teachers' population in the county, the sample size of 331 teachers were obtained. This study used the stratified proportionate ratio formula, to calculate the ratio sample size for each of the four sub-counties for proportionate distribution and fair representation. The final sample size of 339 participants which consisted of 331 ECDE teachers and 8 CQAS personnel from the four sub-counties were actively involved in the study West Pokot County.

3.8 Study Variables

A variable is any entity that can cause some effect or change of an object or situation. It may also imply to mean anything that can vary and assume different values. A variable can assume different values either in form of quantitative or qualitative value. In this study, the key independent variable is the effectiveness of the ECDE service standard guidelines policy. Other independent variables included the effect of policy to the curriculum implementation, effect of the policy to the teacher qualification, effect of the policy to the curriculum supervision, effect of pedagogical practices on curriculum and the effect of the policy on the monitoring and evaluation of the curriculum.

The variables were manipulated to determine their effect on the implementation of ECDE curriculum in the county. These independent variables were qualitatively and quantitatively measured and the revealed challenges were identified and described

accordingly. The key dependent variable was ‘effective implementation of ECDE policy and the curriculum’.

Other dependent variables included increased adherence to policy, improved ECDE curriculum implementation, improved supervision, and correct application of teaching methods, increased monitoring and evaluation at Pre-Primary school centers in the county. The main intervening variables included insecurity, poverty, poor parental support, negative cultural practices, low motivation, corruption and political pressure. These intervening variables were effectively controlled and maintained consistently at bay by adhering to the purpose and the objectives of this study in West Pokot County.

3.9 Data Collection Instruments

The pertinent data collection instruments for this study included the questionnaire, interview guide and the observation checklist. These instruments were briefly described so as to ensure their understanding and uses. Bryman (2001) explained that data collection instruments are structured techniques for collecting primary data in a social study survey like educational activity. This study has decided to use three types of data collection instruments namely questionnaire for teachers, interview guide for CQAS personnel and observation checklist for general purposes in all the Pre-school centers.

3.9.1 Questionnaire

Questionnaires are set of questions which gave answers of the research participants in a set of ways. Kombo and Tromp (2006) explained that a questionnaire is a research instrument that gathers data over a large sample. In this study, a structured questionnaire was used to collect primary data among the ECDE teachers in the county. The questionnaire was designed by this study to respond to the specific

objectives that were consistent to purpose of this study of West Pokot County. The designed questionnaire was made up of closed ended items that were consistent to the requirements of the mixed research design adopted.

The closed ended questions were elicited on 5 point Likert rating scale that ranged from 1 signifying strongly disagree, 2 disagree, 3 undecided, 4 agree and 5 strongly agree. The study enlisted the services of 2 research assistants to hand deliver the questionnaire to the sampled respondents and thereafter collect the completed questionnaire. The research assistants were briefed on what was considered important and the need to uphold ethical standards while in the process of delivering and collecting the questionnaire in the Pre-schools in the county.

The data that were yielded by this instrument were analyzed quantitatively and the results were merged with that of interview guide and observation checklist, compared and described accordingly. As such, the findings that resulted through the questionnaire instrument were integrated concurrently with the results that were obtained from the interview guide and observation checklist accordingly. The results obtained from each of the instrument were converged compared, described and presented in a single-phase approach to enable the description and the conclusion of phenomena.

3.9.2 Interview Guide

The interview guide was the second instrument that was developed to gather the incisive ideas of the CQAS personnel that were in charge of the ECDE guidelines policy and curriculum implementation in West Pokot County. The use of interview guide was meant to access in-depth and personal view on the implementation of the early years' education policy in the county. The interview guide consisted of 5 open-

ended items that were designed to probe the CQAS personnel with the regard to their role in effecting the implementation of ECDE guidelines Policy and the curriculum in the county.

The study conducted face to face interview with all the CQAS personnel. The questions were specifically designed to explore the attitudes, views, feelings and opinions in regard to sector performance in the West Pokot County. The data or facts that were obtained through the interview guide instruments were qualitatively analyzed and the results were merged together with that of questionnaire, compared and described. In matters concerning study ethics, the interviewer briefed the interviewee to be free to participate and also in liberty to withhold information he/she feels not necessary.

3.9.3 Observation Checklist

The third instrument developed for this study was observation checklist. This tool was used to gather information based on the critical educational activities that were practiced in all the Pre-Primary school centers in the West Pokot County. In the words of O'Leary (2008) requires the use of sight to gather information and to Mutai (2014) art of gathering information on an entity or an activity. This instrument contained 15 structured items that briefly describe the performance and their availability at the center. The pre-test of this tool was earlier on tested together with the questionnaire and the interview guide in Elgeyo-Marakwet before was rolled it outlines Pokot County. The data obtained was analyzed qualitatively and the results were merged, compared, interpreted and described.

3.10 Validity and Reliability of the Research instruments

O’Leary (2008) explained that validity is premised in the supposition that what is being studied can be measured or captured. He added that validity is an aspect that seeks to confirm the truth and accuracy of what is measured or captured to enable the conclusion. In ideas of Creswel (2013) there should be clear relationship between the reality that is studied and that the reality that is reported.

Whereas reliability is premised on the notion that, there should be some sense of uniformity or standardization in what is being measured (O’Leary, 2008 and Polit *et al.*, 2013). In this study, the effect of ECDE guidelines policy in the implementation of pre-school curriculum is believed to be measurable and gave the true reality of its performance in West Pokot County. Nevertheless, this study took considerable efforts to develop the data collection instruments to meet the validity and the reliability threshold as explained as follows:

3.10.1 Validity of the Instruments

The validity of the data collection instruments for this study were achieved after the research supervisors and fellow student comrades to critically examine each question item whether the content could measure the specific objective and deliver evidence that justify the purpose of the study in West Pokot County. As such, the various suggestions for correction that were made, were used to improve the three types of data collection instruments namely questionnaire, interview guide and observation schedule. Then, they were piloting in Elgyo-Marakwet and after which they were rolled out in West Pokot County.

3.10.2 Reliability

Bolarinwa (2015) viewed that reliability as the extent at which a measure produces similar results after repeated trials. The reliability of this study research instruments was established by way of test-retest method. The three instruments were pre-tested more than ones within a time interval of two weeks in Elgeyo-Marakwet. Cronbach's alpha reliability coefficient was used to test the reliability of the questionnaire and observation schedule as expressed in the ideas of Sekaran (2006).

A Cronbach's alpha coefficient of all the variables was established to be above 0.7, indicating that the measures were reliable and was dependable. Interview guide, was purely qualitative in nature, reliability was focused on the credibility of information given through multiple accounts made by the CQAS personnel during the piloting. This study has established go-togetherness between the first and the second interview guide sets of scores and this again confirmed that the instrument was reliable and dependable for the study.

3.11 Data Collection Procedure

Prior to, permission was sought from University of Eldoret for a letter of authority to gather research data from West Pokot County. The authority letter obtained from the University was further used as an introductory letter for application of the research permit from the National Council for Science, Technology and Innovation (NACOSTI). The permit acquired was used to gate pass into the relevant offices of West Pokot County for a letter of authority to gate pass the entire county pre-primary schools.

Data collection was undertaken after obtaining letter from the relevant educational offices for the purpose of seeking informed consent from the respondents to

participate. The participants were advised to conceal their identities for confidentiality purposes. The questionnaire materials were collected immediately after the respondent completed filling the questions. The return rate of the questionnaire instruments from the respondents was 94.3%. This implied that the information that was generated from the questionnaire instrument was reliable and most fit to be used to establish conclusions and valid for making decisions.

3.12 Data Analysis Procedure and Interpretation

The analysis procedure and interpretation of the study was informed by the mixed research design chosen. As such, the study addressed the analysis of data oriented on qualitative and quantitative data separately. The results obtained from each technique used were integrated, compared, interpreted and described as a whole.

3.12.1 Qualitative Data Analysis

The data collected through interview guide were analyzed qualitatively. They were first transcribed into themes to enable the association of recurrent of codes and then followed by consolidation into specific themes to enable description. The overall themes were consolidated and described and linked to the results that were obtained from the quantitative technique for integration, comparison and interpretation.

3.12.2 Quantitative Data Analysis

The data that was collected through questionnaire and observation schedule were first coded and entered into Statistical Package for Social Science (SPSS) version 22. The data was screened and cleaned for missing values and outliers. Next, data was tested for normality, linearity, homoscedasticity, autocorrelation and multicollinearity. The influence of each independent variable on the dependent variable was determined

with use of a multiple linear regression model (Vatcheva, Lee, McCormick, & Rahbar, 2016).

In such a situation, the regression model includes many factors that correlated with not only the dependent variable but also among themselves. The assumptions of multiple regression identified as of primary concern in the research included; linearity, homoscedasticity, normality, and collinearity. Normality assumption is based on the shape of normal distribution and gives the researcher knowledge about what values to expect (Keith, 2006). The researcher tested this assumption through several pieces of information: visual inspection of data plots, skew and kurtosis (Osborne and Waters, 2002). Normality was further checked through histograms of the standardized residuals.

Linearity was established using multiple regressions to estimate the relationship between dependent and independent variables when the relationship is linear in nature (Osborne & Waters, 2002). Examination of the residual plots showing the standardized residuals versus the predicted values was useful in detecting violations in linearity (Stevens, 2009). Residual plots showing the standardized residuals and the predicted values were used to establish linearity. The analyzed results yielded from the quantitative and qualitative data were integrated, compared, interpreted and presented inform of tables, frequencies and percentages together with the themes into a text of the study.

3.13 Ethical Considerations

Before the issuance of the research instruments, the study ensured that there was a brief and precise opening remark in relation to the exercise at hand and to create understanding and friendliness between the study and the respondents. The study

respondents were assured of freedom from intimidation and instead at liberty to respond to the questionnaire and submit them at their convenient time. They were informed they possess' autonomous rights. They were assured of privacy and their wishes or opinions are paramount.

The respondents were advised not to write the name, the phone or identity number or course any mark on the particular research questionnaire for the purpose of upholding anonymity. They were also requested and encouraged to complete filling the questionnaire and submit at their convenience. The interviewee was advised to be free to communicate and cooperate and be at liberty to uphold any information they felt unethical. They were highly assured that the information given will be used only for the academic purposes. As a requirement, this study exercised maturity, respect, appreciation, honest, integrity, openness and thankfulness during and after the study in West Pokot County.

3.14 Summary

This chapter on the research design and methodology has presented and described the procedure that was used in the process of conducting the investigation of the effectiveness of ECDE guidelines Policy on the implementation of ECDE curriculum in West Pokot County. In summary, the studies highlighted the introduction of the chapter and described the study area, philosophical paradigm, research design, the target population, sampling procedures, the sampling size, study variables, data collection instruments, validity and reliability of the instruments, data collection procedure, procedure for analyzing and interpreting data, ethical considerations and finally summary.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presented the findings that were obtained after analyzing the data from the three data collection instruments in West Pokot, County. These data collection instruments included the questionnaire for ECDE teachers', interview schedule for CQAS personnel and observation check list for recording observed critical items and services at every visited center in the county. The findings were presented with the use of descriptive and inferential statistics.

The chapter was focused on presenting the data collected, analyzed, interpreted and discussed on the effectiveness of the service standard guidelines policy on the implementation of ECDE Curriculum. The study analysis and overall results were scaled upon the research objectives which included to assess the consequence of ECDE policy on the implementation of early Years' education curriculum, to examine the effect of teacher's qualification on the implementation of ECDE curriculum, to evaluate the influence of supervisory activities on the implementation of ECDE curriculum to find out the effect of pedagogical practices used on the implementation of ECDE curriculum and to determine the influence of monitoring and evaluation on the implementation of ECDE curriculum in West Pokot County.

4.2 Background information of the respondents

This section presents the analysis of the background information of the respondents that was sought during the study. The information included their sex, age, highest education level and teaching experience as shown in Table 4.1.

Table 4.1: Sex of Respondents

	Frequency	Percent	Cumulative Percent
Male	132	42.3	42.3
Female	180	57.7	100.0
Total	312	100.0	

The sex of the respondents was sought out because issues of gender affect teaching and learning activities. It is the view of this study that there should be 50-50 teaching force in all the ECDE centers in the county to attain complete parental representation at the center. However, this was not the case in most Pre-Primary centers as the results from the analyzed data revealed that there was gender disparity or imbalance as shown on table 4.1.

Most of the ECDE teachers 180 (57.7%) were female and while 132 (42.3%) were male. This indicates that there is a serious disparity or imbalance between the female teachers and the male teachers in the county. This study suggests that there is need to correct the imbalance by increasing male teacher employment in the subsequent years attain teacher equity and harmony in West Pokot County.

4.2.1 Age of respondents

Table 4.2 presents the analyzed data on the age bracket of respondents.

Table 4.2 Age of respondents

	Frequency	Percent	Cumulative Percent
18 -23 years	90	28.8	28.8
24 -29 years	162	51.9	80.8
30-34 Years	18	5.8	86.5
35-39 Years	18	5.8	92.3
40 and above	24	7.7	100.0
Total	312	100.0	

From table 4.2 majority of the ECD teachers 162 (51.9%) were between age bracket of 24 and 29 years, with 90 (28.8 %) were between 18 and 23 years, and 7.7% aged above 40 years and 18 (5.8%) had between 30 and 34 years and 35 and 39 years respectively. These findings indicated that the majority (51.9%) of ECD teachers were below 29 years of age. This implies that that majority of the staff was within their youthful world with fewer experiences despite being vibrant; there is likelihood that they cannot deliver more effectively due to lack of experience of handling young children basic rights and needs.

This study has established that as ages of teachers' advances, their population declines, which may imply that there is lack of consistent motivation and promotion of teachers leading to abandon and forgo for other rewarding ventures in the county. Nevertheless, this study positions that the CEB and NEB should address the issues that causes teachers wastage within the sector so that teachers remain for long in the service and deliver quality curriculum implementation in the county

4.2.2 Teaching experience

The analyzed data on teaching experience is presented in table 4.3

Table 4.3 Teaching Experience

	Frequency	Percent	Cumulative Percent
1-3 years	78	25.0	25.0
4-6 years	168	53.8	78.8
7-9 years	18	5.8	84.6
10 and above	48	15.4	100.0
Total	312	100.0	

From table 4.3 study has established that most of the ECD teachers involved in teaching in West Pokot County had teaching experience of between 4 and 6 years (53.8%), 1and 3 years (25%) and (15.8%) had between 7 and 9 years of teaching

experience. This implies that most of the teachers (53.8%) were excessively inexperienced and which implies that they were incompetent in delivering the implementation of ECDE curriculum in West Pokot County. These results indicate that the implementation of ECDE curriculum is causally handled by inexperienced persons in the county. This study suggests that there is need to enumerate and offer pension facilities to the ECDE teachers so as to get motivated and remain in teaching for long time in West Pokot County.

4.2.3 Caliber of ECDE Centre

The analyzed data on the caliber of ECDE centre is presented in table 4.4

Table 4.4 Caliber of the ECDE center

Frequency	Percent	Cumulative Percent	
Mixed	312	100	100
Total	312	100	100

The results presented on the caliber of ECDE center as indicated in table 4.4 showed that 312 (100%) Pre-schools visited were mixed day public learning institutions. However, this study has established that there were several feeder ECDE centers that were attached to a nearby Public Primary schools in the county. This shows that some feeder public ECDE centers were in isolation and could be difficult to access and unravel the long or short terms challenges affecting the particular Pre- school center in the county. This study suggests that the government should establish an educational office within every Zone to consolidate and provide frequent awareness and in-school training to induct teachers with knowledge and skills of implementation ECDE programs in West Pokot County.

4.2.4 Format of Grouping ECDE learners for instruction

The analyzed data on the Format of Grouping ECDE learners for instruction is presented in table 4.5

Table 4.5 Format of grouping ECDE learners for instruction

Criterion	Frequency	Percent	Cumulative Percent
Age/sex	129	41.35	41.35
Interests	26	8.33	49.68
Ability	157	50.32	100
Total	312	100.0	

Table 4.5 presents the results of the analyzed data collected on the mode of grouping ECDE learners at the Pre-Primary schools in West Pokot County. The results revealed that the majority 157 (50.32) of teachers could group learners according to sex variable, 129 (41.35) group according to age and with 26 (8.33) group according to interests. This implies that sex grouping mode is the most predominant in use at most ECDE centers and the interest grouping is the least approach in the county. This revealed result informs that most ECDE teachers in West Pokot County requires an induction to equip them with understanding of grouping out learners for appropriate skills of grouping learners for instruction at the Pre-school centers.

4.2.5 Adequacy of Classrooms

The results of analyzed data on the adequacy of classrooms are presented in table 4.6 on the adequacy of ECDE classrooms in West Pokot County. The overall results revealed that the majority 162 (51.67%) of the ECDE centers had inadequate classrooms, with 72 (23.1%) adequate and while 79 (25.32%) were undecided. This implied that there is acute shortage of classrooms and teaching and learning were

being conducted in unfavorable atmosphere that was not good for young children to learn in the county.

This result reveals that the NEB and CEB were reluctant to provide adequate classrooms as articulated by the ECDE guidelines policy. The findings of this study point out that the county and the national governments should see the need embrace the implementation of ECDE policy by way of budgeting for enough funds to build adequate classrooms for Pre-Primary schools to comply with the policy well.

Table 4.6 Adequacy of ECDE Classrooms

Statement	Frequency	Percent	Cumulative Percent
Adequate	72	23.1	23.1
Inadequate	162	51.67	74.77
Others	79	25.32	100
Total	312		100

4.2.6: Policy on Class population

From table 4.7, 84 (26.9%) of the teachers agreed that the class population of in between 31- 40 learners, 78 (25%) had between 11- 20 learners, 78 (25%) had between 21- 30 learners, 54 (17.3%) had had between 1-10 and finally 18 (5.8%) had between 41 and above learners in the county. The results of this study revealed that most the class population in West Pokot County exited the population limit of in between 15-20 (GoK, 2006) so that teachers can be able to attend all children needs and make teaching and learning more effective.

As such, this study suggests that the ECDE Policy should be adhered to and put into practice. As exposed by the findings, the high teacher learner ratio opposed to the policy guidelines ceiling point. This high learner population affects quality curriculum implementation, standards and products from the sector. As a result, there is need expand classes and increase resources to gather for high learner population in the county. There is need to employ more teachers to handle the needs and interest of all

learners appropriately in the county. Table 4.7 presents the results of the analyzed data collected on the effect of Policy class size in West Pokot County.

Table 4.7 ECDE Class Population

	Frequency	Percent	Cumulative Percent
1-10 children	54	17.3	17.3
11-20 children	78	25.0	42.3
21-30 children	78	25.0	67.3
31-40 children	84	26.9	94.2
41 and above	18	5.8	100.0
Total	312	100.0	

4.2.8 Policy on ECDE Toilets

The results showed on table 4.8 presents that 120 (38.5%) of the teachers agreed that there were 2 toilets at their Pre-school center, 96 (30.8%) had 3 toilets and while 96 (30.8%) had only 1 toilet. These results show that there were acute shortages of toilets in the county, much far below the policy expectations and the requirements. The policy candidly provides that there should be sufficient toilets enough for all the young children to avoid discomfort in them. However, the findings revealed that majority of the ECDE centers were operated with inadequate toilets implying that learners experience stress during call of nature.

There were ECDE centers with only on or two toilets with high learner population showing that there was under involvement of the policy on the provision of the center toilets. This condition is unfavorable for young children learning environment. As such, this study recommends that the county government should support all ECDE centers with enough toilets to relieve the shortages and enable learners to feel comfortable in the learning environment in the county. The study further suggests that the ECDE teachers should be encouraged to advise the stakeholders to support their ECDE centers with funds or in service to build toilets for their young children in county.

Table 4.8 Toilets at the Pre-school Center

	Frequency	Percent	Cumulative Percent
One	96	30.8	30.8
Two	120	38.5	69.2
Three and above	96	30.8	100.0
Total	312		100

4.2.9 Policy on Feeding Program

The results indicated in table 4.9 shows that the majority 144 (46.2%) of the teachers agreed that feeding program was reliable, 132 (42.3%) in disagreement and while 36 (11.5%) were undecided. The results show that school feeding program in the county was unpredictable despite the benefits associated to relief food to access, concentration, retention and health growth of the child among others in the county. However, the results showed that relief food supply was unreliable in the county.

This position implies that young children learning in Arid and Semi-Arid areas of the county only attend their learning centers when there is food reliability. This study recommends that the county government of West Pokot County should establish a supplementary budget to gather food shortages. The county government should provide for food storage facilities to enhance the food security at the Pre-primary level in county.

Table 4.9 Effect of the Policy on feeding program in West Pokot County

	Frequency	Percent	Cumulative Percent
Reliable	144	46.2	46.2
Unreliable	132	42.3	88.5
None	36	11.5	100.0
Total	312		100

4.3 Effect of the Policy on the Curriculum implementation

The effectiveness of the policy was conceptualized as independent variable and successful ECDE curriculum implementation was conceptualized as dependent variable of the study. This study had used six questionnaire items to measure the

effectiveness of ECDE guidelines policy on the implementation of early years' education curriculum in West Pokot County. The key independent variable was effective policy implementation and main dependent variable was successful implementation of ECDE curriculum.

The overall objective of the study was to investigate the effectiveness of early years' education policy on the implementation of ECDE curriculum in West Pokot County.

The teachers were requested to rate the extent of agreement or disagreement upon the several statements that describe the implementation of ECDE curriculum in west Pokot County using a five-point Likert scale questionnaire as presented in table 4.10.

As shown on table 4.10, the results of the analyzed data on the effectiveness the ECDE guidelines Policy on the curriculum revealed that the majority 211 (67.67%) of the teachers disagreed that they have read and applied the ECDE guidelines policy on the implementation of ECDE curriculum, 68 (21.73%) agreed while 33 (10.6%) were undecided.

This study had viewed that the ECDE guidelines Policy had failed to influences teachers to read, understand and apply the policy adequately on the implementation of holistic services for young children. As such this study proposes that the policy implementers should encourage teachers to enforce the policy effectively so that learning will be of higher benefit to the young children in the county. The results of the analyzed data on whether the ECDE teachers are adequately trained and qualified showed that the majority 162 (51.51%) agreed that most ECDE teachers were trained and qualified, 60 (19.2%) disagreed, 90(28.8%) were undecided. This implies that though majority of the ECDE teachers are adequately trained and qualified teach.

There were those who opposed this view that they were not adequately trained on implement the sector programs as supposed by the policy. This implies that the government should review ECDE teacher education curriculum and closely provide manage and supervise its execution in the county. The results of the analyzed data on whether teachers are competent on implementing ECDE curriculum indicated that the majority 162 (51.9%) of the teachers agreed that they were competent in implementing the ECDE curriculum, 90 (28.8%) disagreed and while 60 (19.2%) were undecided. This implies that there are some teachers in the county who needs in-school training service to equip them with sufficient knowledge and skills of teaching young children in the pre-school centers.

The results of the analyzed data on the effect of supervisory activities on ECDE curriculum revealed that that the majority 174 (55.7%) of the teachers disagreed that ECDE programs and activities were supervised, 60 (19.2%) were undecided and while 78 (25%) agreed. The overall teachers' position was that there is under supervision of ECDE programs and activities in the county. As such, there is a need for the policy implementers to scale up the supervision of ECDE curriculum implementation in the county.

The results of the analyzed data on the effect of policy on pedagogical practices used at ECDE centers showed that 108 (34.7%) of the teachers disagreed that they could apply the ECDE teaching methods correctly, 60 (19.2%) undecided and while 144 (46.1%) agreed. The overall results on the teaching methods showed that most teachers in the county were incompetent in the correct use of pedagogical practices and this position affects negatively the implementation of EECDE curriculum and the standards. However, this study suggests that there is need for CQAS personnel and the CEB to retrain ECDE teachers on pertinent general methods of implementing the

early years' education holistic services correctly at county level or at the actual Pre-school centers in the county.

Further, the results of the analyzed data on the effect of monitoring and evaluation of the ECDE curriculum revealed that the majority 126 (40.4%) disagreed that monitoring and evaluation of ECDE curriculum is regularly carried out, 102 (32.7%) were undecided with 84 (26.9%) agreed. The overall result shows that there is under monitoring and evaluation of ECDE curriculum implementation in the county. As such, there is need for the CEB and NEB to focus on the enforcement of the policy on monitoring and evaluation so that teachers and the CQAS personnel can be able to unravel and mitigate the challenges which may be faced in the course of policy and curriculum implementation in West Pokot County.

In summary, the overall results of the study showed that the ECDE guidelines Policy is not well responsive to the Pre-school curriculum implementation in West Pokot County. The findings indicate that the policy had failed to enhance the adherence on teacher qualification, supervision, correct application of teaching methods, monitoring and evaluation of early years' education programs. This study has established that further there is lack of necessary infrastructure to facilitate, support and nurture effective implementation of policy adherence at the Pre-school centers in the county.

The results of the analyzed data on observation checklist on the items observed showed that there was no persistent negligence of the policy implementation as revealed by inadequate provision of ECDE toilets, furniture, professional records for persistent reference, lunch and play grounds to promote learning. The results indicated that there lack of learning infrastructure which are important for offering opportunities for moderating learning, relations and performance at the Pre-school level.

Therefore, the findings indicate that the ECDE Policy is not responsive and has failed to offer adequate opportunities for implementing and delivering quality ECDE curriculum implementation and standards in the county. This implies that the sector policy has consistently facing problems which go unresolved in all organizational processes of the curriculum implementation in all the Pre-schools of in West Pokot County. This position points out that the most affected and the greatest loser of the failed policy implementation is the immediate child and the future society.

Table 4.10 Policy on the ECDE Curriculum

	SD		D		UN		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers have read and applied the guidelines policy	132	42.33	79	25.34	33	10.6	32	10.4	36	11.33
Teachers are trained and qualified to teach	24	7.7	30	9.6	96	30.8	66	21.2	96	30.8
Teachers' are competent on implementing curriculum			90	28.8	60	19.2	78	25.0	84	26.9
Programs and activities are frequently supervised	84	26.9	90	28.8	60	19.2	24	7.7	54	17.3
Pedagogical practices are correctly applied during implementation	42	13.5	66	21.2	60	19.2	72	23.1	72	23.1
Monitoring and evaluation is frequent and effective	42	13.5	84	26.9	102	32.7	24	7.7	60	19.2

As such, the findings of this study also is in agreement with the views of Kang'ethe, Wakahiu and Karanja (2015) that the implementation of early years education is

facing negative attitudes among curriculum policy implementers such as the Senior Ministry of Education staff, the researchers and government. This study suggests that the public policy implementers should stop underrating matters concerning the implementation of ECDE policy, for doing so is like they don't want good to come from the child and future nation.

The government should take charge of enforcing and supporting the implementation of the policy for the ECDE curriculum delivery to succeed in the county. For example, the government should authorize of budgeting for ECDE sector, direct TSC register, employ and post teachers, KICD to generate curriculum master plan for teacher training for the country , that the MOEST and the County government to effect the policy and conduct monitoring and evaluation to maintain the sector standards in the county.

4.4 Effect of ECDE Policy adherence on the curriculum

The first objective of this study sought to examine the effect of the ECDE guidelines Policy on the implementation of ECDE curriculum in West Pokot County. Descriptive analysis of teachers responds were based on the twelve questionnaire items as presented in Table 4.11. From table 4.11, the findings revealed that the majority 204(65.4%) of the teachers disagreed that the ECDE policy documents are available at the ECDE centers, 84 (26.9%) agreed and while 24 (7.7%) were undecided.

The analysis further revealed that 132 (43.3%) of the teachers agreed that the children needs are under prioritized, with 147 (47%) in agreement and while 30 (9.6%) were undecided. Further, the results revealed that 144 (46.1%) of teachers agreed that children receive adequate nutrition and health care, 126 (40.4%) disagreed and while 42(13.5%) were undecided. The study established that as many as 96 (30.8%) of

teachers disagreed that children may respond well to the environmental signals and explore more, 162 (51.9%) agreed and while 54(17.3%) were undecided.

The analyzed results indicated that 150 (48%) of the teachers disagreed with the fact that children can care and control their own behavior, 96 (30.7%) agreed and while 54 (17.3%) were undecided. Further, the findings indicated that as many as 108 (34.6%) of the teachers disagreed that children have developed fine motor skills, talking, reading and scribble nicely, 174 (55.7%) agreement and while 30 (9.6%) were undecided. The study also established that 186 (59.6%) of the respondents agreed that young children can make choices, complete projects or activities when given opportunities, 78 (25%) disagreed and while 48 (15.4%) were undecided. Analyzed item also showed that 126 (40.4%) of the teachers were disagreement of the fact that children can display self-worth and creativity, 114 (36.5%) were agreement and while 72 (23.1%) were undecided.

The results of the analyzed item also revealed that 132 (42.3%) of the teachers disagreed that children can display self-worth in personal care, 126 (40.4%) agreed and while 54 (17.3%) were undecided. The findings revealed that 120 (38.4%) of the teachers disagreed that the leaning facilities are child-friendly to special needs, 150 (48.1%) agreed and while 42 (13.5%) were undecided. The results of the analyzed item unfolded that 132 (42.3%) of the respondents disagreed that the available indoor or outdoor play materials at the centers could conform to the disability Act, 2003, 144 (46.1%) were agreement and while 36 (11.5%) were undecided.

Table 4.11 Adherence to the ECDE Guidelines Policy at the Pre- School Level

	SD		D		UN		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Guidelines policy document is available and on use	84	26.9	120	38.5	24	7.7	72	23.1	12	3.8
Needs of all children cases are highly prioritized	84	26.9	48	15.4	30	9.6	42	13.5	108	34.6
Children access adequate nutrition and health care	24	7.7	102	32.7	42	13.5	90	28.8	54	17.3
Children may respond to environmental signals and can explore more	30	9.6	66	21.2	54	17.3	90	28.8	72	23.1
Children can care and control their own behavior	60	19.2	90	28.8	54	17.3	36	11.5	72	23.1
Children have developed fine motor skills, talk, read and scribble adequately	60	19.2	48	15.4	30	9.6	114	36.5	60	19.2
Guided can share, co-operate and assist each other in times of need	24	7.7	78	25.0	36	11.5	96	30.8	78	25.0
Guided can to make choices and complete projects or activities	48	15.4	30	9.6	48	15.4	126	40.4	60	19.2
Can display self-worth and creativity	78	25.0	48	15.4	72	23.1	60	19.2	54	17.3
Can display self-reliant in personal care	72	23.1	60	19.2	54	17.3	60	19.2	66	21.2
Facilities on use are child-friendly including those with special needs	36	11.5	84	26.9	42	13.5	78	25.0	72	23.1
Indoor and outdoor play materials conform to disability Act, 2003	54	17.3	78	25.0	36	11.5	60	19.2	84	26.9

The results of the analyzed data on interviews of 8 (100%) CQAS personnel on the effect of ECDE policy adherence on ECDE curriculum was presented qualitatively based on the recurrent themes on the question asked during the interview. As such, the

results revealed that 8 (100%) of the CQAS personnel that there is under implementation of ECDE Policy because they are not financially enabled to move and enforce the policy effectively at Pre-school level. Further 8 (100%) of the CQAS personnel responses revealed that there was lack of necessary infrastructure that would support the enforcement of the policy, alleging that roads to the ECDE centers were in poor hence making transportation very difficult for them to access in the county.

Majority 8 (100%) of them revealed that there is persistence lack of adequately trained teacher for ECDE curriculum implementation because the ECDE policy guidelines was not followed in training and employing the teachers for teaching in the county. The results of the analyzed data on the observation checklist items showed 4 (100%) of the sub-counties had ECDE policy document to guide the implementation of ECDE curriculum implementation in the county. Also, majority 4 (100%) of the Sub-Counties showed that none of the Pre-school had adequate classrooms, furniture, toilets, professional records lunch and playground.

The results of the study from the three analyzed data instruments on the effect of ECDE policy on the ECDE curriculum were in concurrence or in agreement. As such, the overall findings revealed from the results of ECDE teachers, responses of CQAS personnel and the observation checklist results agreed that the ECDE Policy was not responsive on the implementation of early years' education programs in West Pokot County. Further, the results showed that there was lack of necessary policy documents to be referred or guide the ECDE teachers and the CQAS personnel in implementing the sector programs in the county. The results also revealed that the enforcement of the ECDE Policy was poorly implemented because the enforcement and support was consistently neglected.

4.5 Effect of the ECDE Policy on Teacher Qualifications

The second objective of the study sought to examine the effect of the Policy on teacher qualifications on the implementation of ECDE curriculum in West Pokot County. The descriptive analysis of teacher's responses as revealed, were presented as shown on the following sub-headings below;

4.5.1 Level of professional Qualifications

Table 4.12 presents the findings on respondents' level of professional qualification. The results of the analyzed data on the level of professional qualifications showed that 132 (42.3%) of the teachers had professional certificates, 103 (33%) had ECDE diploma, 23 (7.4%) had bachelors degree and while 54 (17.3%) were untrained. As such, 258 (82.7%) of the teachers were trained. This implies that there was inconsistent adherence to the teacher qualification in the county which translates to mean that the ECDE policy requirement for teacher education was not followed.

This study suggests that the government should insist on the application of the ECDE policy on teacher recruitment, training and employment in West Pokot County. There is need for the county government to persistently adopt the use of the policy and stop the current practice of employ ECDE teachers in disregard of the policy. This poor state of events affects the policy adherence and the quality implementation of ECDE curriculum in the county.

Table 4.12 Level professional Qualifications

Certificate	Frequency	Percent	Cumulative Percent
Certificate	132	42.3	42.3
Diploma	103	33	75.3
Bachelor	23	7.4	82.7
Untrained teacher	54	17.3	100.0
Total	312		100

4.5.2 Teacher Entry Grade to ECDE Colleges

Table 4.13 shows the results of the analyzed data on teacher entry grade to ECDE college. The analyzed data on this item revealed that 118 (37.8%) of ECDE teachers had CPE/KCPE certificate, 127 (40.7%) had grade D in KCSE and while 67 (21.5%) had grade D+ certificate. This implies that as many as 245 (78.5%) of the teachers were unqualified to teach or implement the ECDE curriculum because they have not made the policy guidelines minimum academic qualification of D+ for one to qualify as a teacher for young children education.

This informs candidly that teaching and learning practices in West Pokot County is handled with teachers with inadequate knowledge and skills to conceptualize and transmit information effectively at the ECDE centers in the county. It also indicates that the county government is insensitive about the policy guidelines adherence and quality standards. This contradicts the (GoK, 2006 & MoST Basic Education Act, 2013) that the act and the policy frame-work should be adhered to deliver quality standards in all the learning centers in Kenya. This study suggests that there is need to uphold the teacher minimum entry grade to ECDE training college for foster for quality teaching and learning in the county.

Table 4.13: Minimum teacher Entry Grade to ECDE College

Qualification	Frequency	Percent	Cumulative Percent
CPE/KCPE	118	37.8	37.8
KCSE D	127	40.7	78.5
KCCSE D+	67	21.5	100
Total	312		100

4.5.3 Type of Training Institutions.

Table 4.14 shows the results that were obtained about the type of teacher training college attended by ECDE teachers for teacher education in the county. The findings of the analyzed data showed that 202 (64.7%) of ECDE teacher attended Private

registered training college and certified, 64 (20.6%) of them attended School-based government training college and certified and while 46 (14.7%) untrained or undergoing training and certified. This result indicates that there is none of the training college established by the government to gather for ECDE teacher education in the county. This results hints that the government is reluctant when it comes to issues concerning to early years' teacher education.

The county government has also failed to initiate an established ECDE teacher training college to facilitate production of knowledgeable and skillful teachers who are competent in handling needs of the young ones education in the county. As such, the policy implementers should encourage the establishment of the ECDE teachers training college in the county to gather for teacher education needs and produces qualified teachers that can handle implementation of ECDE curriculum effectively in the county.

Table 4.14 Type of teacher education training College

Type of training College	Frequency	Percent	Cumulative Percent
Private based college	202	64.7	64.7
Public school-based	64	20.6	85.6
None	46	14.7	100.0
Total	312	100.0	100

4.5.4 Registration with the Teachers Service Commission

Table 4.15 shows the analyzed results on the teacher registration with the Teachers Service Commission (TSC). It is provided in the policy that the ECDE teachers should with the TSC to comply with the policy guidelines and employment. Nonetheless, the findings revealed that 312 (100%) of the ECDE teaching force were not registered with TSC as stipulated in the ECDE guidelines Policy in the county. This may imply the government is not only serious on what it establishes to guide the

ECDE programs but also reluctant in authorizing the county government to adhere to it. As matter of fact, this study suggests that the government should declare the registration and employment of ECDE teachers by TSC as compulsory and mandatory function of the commission. There is need for the county government to establish in the county a register of Employed and unemployed teachers to enable planning and employment to be effective.

Table 4.15 Teacher Registration with TSC

Opinion	Frequency	Percent	Cumulative Percent
Yes	0	0	0.0
No	312	100	100.0
Total	312	100	100

4.5.5 ECDE Teacher Employer

Table 4.16 shows the results of the analyzed data on teacher employer in the county. The findings indicated that 268 (85.9%) of teachers agreed that their employer is the County government of West Pokot and with 44(14.1%) were to indicate that they were not employees of the county government. The showed the chief ECDE teacher employer in the county is the county government of West Pokot County.

This position also implies that the ECDE policy was not adhered for the Kenya's Constitution (2010) on education provides that issues concerning teacher employment are the sole responsibility of the TSC. As such, this shows that the TSC has failed to perform its main duty for employing the ECDE teachers as provided in the Kenya's constitution and the policy guidelines (GoK, 2007). This study suggests that the TSC should employ and post all the ECDE teachers to the deserving learning centers as provided in the policy.

Table 4.16 ECD Teacher Employer in West Pokot County

	Frequency	Percent	Cumulative Percent
County government	268	85.9	85.9
Other stakeholders	44	14.1	100
Total	312	100	100

4.5.5 ECDE Teacher's Terms of Service in West Pokot, County

The analyzed data on the teacher terms of Service in West Pokot County is as shown in table 4.17. The findings indicated that majority 312 (100%) of teachers were on agreement that they were not employed on permanent basis rather employed or contracted by the county government. This shows that majority of them not contended on the job and may translate to mean their attitudes on the job is low.

It shows that there is no job satisfaction derived from the teaching the ECDE children. As such, may translate to mean that they teach as long as there is no near opportunity and when the fortune comes they abandon for green pasture. This situation disadvantages greatly the learners and to stopped by county government by employing the ECDE teachers on permanent basis to manage the teacher attrition in the sector in the county.

Table 4.17 Teacher's Terms of Service at the county

Nature of employment	Frequency	Percent	Cumulative Percent
Permanent	0	0	0
Contract	312	100	100
Total	312	100.0	

4.5.6 Teacher Educational Development in the County

Table 4.18 shows the results of the analyzed data on teacher educational Development in the county. The findings showed that 254 (81.4%) of teachers disagreed that there is In-School Education Training at the ECDE centers and with as few as 58 (18.6%)

agreed. This implies Majority of the ECDE teachers lacked information for necessary for improving the teaching career in the county.

Further, the results obtained from the analyzed data on the observation checklist on teacher qualification revealed that 4 (100%) from the Counties revealed there was under involvement of ECDE policy on the teacher qualification in West Pokot County. For example, the results showed that there was under application of the policy on the teacher recruitment for ECDE teacher training college, employment, registration with TSC and lack of In-school service training for teacher development in the county.

Further, the popular results of the analyzed data on the interview responses revealed that 8 (100%) of the CQAS personnel agreed that ECDE teachers lacked the necessary educational training requirements that was needed for quality implementation of holistic services. The findings depicted that the effectiveness of the ECDE policy was rendered dormant due to confusion that arose from the devolved functions that were not clearly explained or defined. As such, the government should emphasize on the application of the policy on teacher qualification in the county. There is need for the county to emphasize teacher education by encouraging in-school education training for teachers to enhance their knowledge and teaching skills.

In summary, the popular results of the analyzed data from the three types of data collection instruments agreed. The overall result revealed by this study on teacher qualification indicates that the impact of ECDE Policy on teacher qualification is excessively irresponsive in several dimensions that included lack of adherence on teacher academic minimum recruitment requirements, registration by TSC, employment, training and teacher education.

This irresponsible adherence to policy agrees with the ideas of Andiema (2016) that the implementation of ECDE curriculum in West Pokot County was handled by teachers with poor application of teaching methods and with limited in-service training. The results is in agreement with the sentiments raised by Kafu (2017) that the implementation of pre-primary and primary education in Africa has deteriorated because there is poor educational support by their governments on the implementation of educational programs in their actual learning environment. The analyzed data on ECDE Teacher Educational Development in West Pokot County is as shown in table 4.18.

Table 4.18 Teacher Educational Development in the County

Opinions of teachers	Frequency	Percent
In-School education training is often organized	58	18.6
	Disagree 254	81.4
Total	312	100

4.6 Effect of Supervisory Activities on ECDE Curriculum

Table 4.19 shows the analyzed results on the effect of supervisory activities on ECDE curriculum based on the third objective. The results of the of findings on the effect of the supervisory on the implementation of ECDE curriculum in West Pokot County indicated that, 198 (63.5%) of the teachers disagreed that there is no effective supervision of holistic services in the county, 82 (22.8%) of the teachers were agreement and while 32 (13.5%) were undecided. Further, the majority 180 (57.7%) of the teachers disagreed that the CQAS personnel conduct regularly supervisory visits to the ECDE centers to offer supervisory activities, 90 (28.8%) agreed and while 42 (13.5%) were undecided.

The findings also indicated that 180 (57.7%) of the teachers agreed that there were lack of consultative or dialogue between the teachers and the supervisors or joint staff meeting to open up and agree on challenges facing the implementation, 72 (23.1%) agreed and while 60 (19.2%) being undecided. The results also revealed that 150 (48.1%) of the teachers disagreed that there is a supervisory coordinating mechanism in place to guide the policy implementers and teachers effectively on the curriculum implementation, 120 (38.4%) agreed and while 42 (13.5%) were undecided.

The results of the analyzed data from the interviewee responses revealed that 8 (100%) of the CQAS personnel agreed that there was low supervisory activity level on the supervision for the holistic services in the county. They argued that the sector was faced with numerous supervisory challenges including the fact that there is lack of internal functional infrastructure that could help to guide and nurture the policy implementation in the county. Further, 8 (100%) of them revealed that there is low level of supervision from the fact there is lack of financial support to facilitate and mobilize for facilities or infrastructural that enhance transport and communication and accommodation in the county. These exposed challenges indicate that the ECDE policy was poorly performing and this is against the background under which it was established.

The findings also inform that the county government was not inducted conducted on matters of policy guidelines before the commencement of the Pre-Primary curriculum implementation and its importance. As such, this study recommends that the county government of West Pokot County should enforce effectively the implementation of supervisory activities and use the feedback to improve the performance of the sector programs. The CQAS personnel should be given sufficient funds to travel across the county doing supervisory activities to for foster improved performance in the county.

The results of the analyzed data from the observation checklist items revealed that 4 (100%) of the Sub-Counties were agreement that there was lack of policy documents in the first place in all the Pre-Primary schools. This implies that the policy was not responsive to the implementation of the ECDE curriculum in the county. The results further showed that 4 (100%) of the four Sub-Counties were in lack of supervisory assessment reports which translates to mean that the majority of the ECDE learning centers were in short of assessment portfolio records to facilitate assurance and for referencing purposes at the Pre-Primary schools in the county. This scenario is also unfavorable for quality curriculum implementation at the Pre-Primary school in the county.

In summary, the results of the analyzed data upon the three data collection instruments on supervisory activities revealed that there is low supervision activities level for early years' education programs in West Pokot County. As such, this study translates these defects to mean that the ECDE policy was not responsive on the supervision of the implementation of holistic services in the county. These exposed problems inform that the ECDE sector of education is experiencing poor standards as challenges go unnoticed and unresolved during the process of curriculum implementation in the county. This study suggests that the ECDE sector should be supervised by CQAS personnel on regular basis so as to open up dialogue with teachers so as to iron out facing the implementation of the curriculum and provide mitigation appropriately in the county. As such, the results of the analyzed data upon the six question items as presented in the Table 4.19 below.

Table 4.19 Effect of Supervisory Activities on the Curriculum Implementation

Statements	SD		D		UN		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Curriculum implementation is being supervised by CQAS personnel regularly.	102	32.7	96	30.8	32	13.5	43	10.3	39	12.5
Assessors visit the centers to affect the implementation of the guidelines policy.	48	15.4	132	42.3	42	13.5	55	17.6	35	11.2
Staff meetings are often held to deliberate on guidelines policy implementation.	72	23.1	108	34.6	60	19.2	39	12.5	33	10.6
Adequate policy coordinating mechanism.	66	21.2	84	26.9	60	19.2	65	20.8	37	11.9
Adequate instructional tools for curriculum implementation	30	9.6	120	38.5	42	13.5	81	26	39	12.5
Supervisory report is provided immediately after the exercise for review and improvement.	40	12.8	102	32.7	48	15.4	98	31.4	24	7.7

4.7 Effect of Pedagogical Practices used on ECDE Curriculum

Table 4.20 shows the results of the fourth objective that sought to find out the influence of the pedagogical practices used on the implementation of ECDE curriculum in West Pokot County. The descriptive analysis of teacher's views were based on the nine question items. The results as such revealed that as many as 162

(51.9%) of the teachers agreed that thematic approach was commonly used to facilitate content delivery, 132 (42.3%) disagreed and while 18(5.8%) were undecided.

The results also indicated that 156 (50%) of the teachers agreed that there was free-choice or free decision among the learners to practice one's choice of interests on the child's own environment, 138 (44.3%) disagreed and while 18(5.8%) were undecided.

Further, results also revealed that the majority 168 (53.9%) of the teachers agreed that there was elaborate opportunity or room for each learner to manipulate their learning environment, 126 (40.4%) disagreed and while 18(5.8%) were undecided.

Also, the results showed that 156 (50%) of the teachers agreed that individualized learning approaches were adequately used, 114 (36.6%) disagreed and while 42(13.5%) were undecided. The findings also revealed that 150 (48.1%) of the teachers agreed that resource person technique was adequately embraced, 114 (36.5%) disagreed and while 18(5.8%) were undecided. The results further indicated that as many as 126 (40.4%) of the teachers agreed that discovery or curiosity form of teaching approaches were adequately practiced and applied appropriately during the teaching and learning process, 144 (46.2%) were disagreement and while 42 (13.5%) were undecided.

The findings further revealed that 132 (42.3%) of the teachers agreed that children can adequately role play or imitate their parental or teachers' common practices or activities successfully, 120 (38.4%) disagreed and while 60 (19.2%) were undecided.

The findings also revealed that 150 (48.1%) of the teachers agreed that learners can explore, or improvise objects of their choices and even establish a portfolio in the classroom if given opportunities, 38 (44.3%) disagreed and while 24 (7.7%) were undecided. The results of the item unfolded that 138 (44.2%) of the teachers agreed

that peer group technique was used to facilitate learning activities, 114 (36.5%) were disagreement and while 60(19.2%) were undecided.

The results of the analyzed data from the interviewees' responses were captured thematically over the effect of the pedagogical practices used in West Pokot County. The findings as such revealed that 8 (100%) of the CQAS personnel agreed that majority of ECDE teachers in the county cannot adequately select and apply appropriately correct thematic approaches on the implementation of early years' education in the county.

Further, they explained that most of the ECDE teachers were incompetent in applying the correct teaching methods on the specific learning outcome and also incompetent in developing pertinent key inquiry questions during teaching and learning process. They revealed that most ECDE teachers were ill equipped to handle the implementation of the early years' education curriculum because of the fact that their low academic qualifications. They alleged that the county government is entirely to blame for it has failed to effect and enforce the policy effectively.

Whereas the policy has specified the minimum requirements for recruitment candidly, the county governments has turned blind eye to it and began to recruit and employ teachers without pegging it to the policy requirements. This implies that the County government is not appropriately applying the ECDE policy correctly and instead seems to apply the jungle law which is opposed to the Kenya's ECDE guidelines policy norm referenced for quality instruction and measure of standards and assessment in the county.

Table 4.20 Effects of pedagogical practices used in the curriculum implementation

Statements	SD		D		UN		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Thematic approach embraced	42	13.5	90	28.8	18	5.8	84	26.9	78	25
Resource persons complement teaching and learning activities	112	35.9	84	26.9	48	15.4	30	9.6	38	12.2
Discovery and Curiosity embraced regularly	61	19.6	84	26.9	48	15.4	30	9.6	38	12.2
Free-choice approach embraced	92	29.5	66	21.2	22	7.1	116	37.2	48	15.4
Learners allowed to manipulate the learning environment	89	28.5	74	23.7	18	5.8	76	24.3	52	16.7
Learners allowed to role play	74	23.7	78	25.0	23	7.4	53	16	67	23.2
Learners allowed to Improvise	80	25.6	71	22.6	38	12.2	68	21.8	61	19.7
Learner-centered is practiced	48	15.4	76	24.4	24	7.7	68	21.8	64	20.5
Peer group and teamwork is embraced	48	15.4	66	21.2	42	13.5	90	28.8	66	21.2

As a matter of fact, this implies that the implementation of ECDE curriculum in West Pokot County is being conducted with teachers who have not made the policy standard requirements and as such they are therefore incompetent in handling the implementation of ECDE curriculum in the county. The findings of the analyzed data on the observation checklist showed that 4 (100%) from the four Sub-counties were in lack of necessary strategies for providing for in-school education service training for teacher education development and improvement in areas such as instruction and correct selection of teaching methods.

Further, 4 (100%) of the Sub-Counties depicted that rote learning method was rampantly used by teachers as medium of instruction during actual teaching and learning process in the county. This implies that the ECDE teachers were not guided by the policy when planning for instruction in the county. It reveals also that the ECDE teachers were not adequately prepared to implement the early years' education appropriately.

The overall findings from the quantitative analysis from the teachers' questionnaire results, the interview results and the observation checklist results revealed that there is low application of the pedagogical practices used on the implementation of early years' education curriculum in the entire county. This situation translates to mean that the ECDE teachers are incompetent in selecting and applying appropriate teaching methods when planning for instruction. The results of the study from the three analyzed data instruments on the effect of ECDE policy on the ECDE curriculum were in concurrence or in agreement.

The overall findings revealed from the results of ECDE teachers, responses of CQAS personnel and the observation checklist results agreed that the ECDE Policy was not responsive on the implementation of early years' education programs in West Pokot County. Further, the results showed that there was lack of necessary policy documents to be referred or guide the ECDE teachers and the CQAS personnel in implementing the sector programs in the county. The results also revealed that the enforcement of the ECDE Policy was poorly implemented because the enforcement and support was consistently neglected.

4.8 Effect of monitoring and evaluation on ECDE curriculum

Table 4.21 shows the analyzed results of the fifth objective of this study which sought to examine the effect of the policy on the monitoring and evaluation on the

implementation of ECDE curriculum in West Pokot County. The descriptive analysis of teachers was based on the six items. The findings of the analyzed item revealed that 162 (51.9%) of the teachers disagreed that there was a steady working baseline survey in place that help to guide the monitoring and evaluation of the ECDE curriculum implementation, 78 (25%) agreed and while 72(23.1%) were undecided.

The results also unfolded that 168 (53.8%) of the teachers disagreed that the ECDE policy was effectively informing the policy implementers about the sector performance and standards, 72 (23.1%) were agreement and while 72 (23.1%) were undecided. Further, the results also revealed that 150 (48.1%) of the ECDE teachers disagreed that assessments were being carried out to gauge or track the learners' talents, abilities, creativity and manipulations, 78 (25%) agreed and while 84(26.9%) were undecided.

The finding on the analyzed item showed that 138 (44.3%) of the teachers agreed that learners were examined with the use of timed examination questions for appraisal, 102 (32.7%) were undecided and while 72(23.1%) disagreed. The result on the analyzed item showed that 132 (42.3%) of the teachers disagreed that learners were being appraised on the basis of their talents and abilities 66 (21.1%) were agreement and while 14 (36.6%) were undecided. Further, the findings revealed that 150 (48.1%) of the teachers disagreed that the sector performance was guided by established evaluation checklist structure meant for upgrading the curriculum implementation and standards, 96 (30.7%) agreed and while 66(21.2%) were undecided.

The results that were revealed from the interviewees' responses on this objective informed that 8 (100%) of the CQAS personnel agreed that the ECDE Policy was not guiding the monitoring and evaluation of ECDE curriculum in the county. Also, the 8 (100%) of the CQAS personnel informed that there was lack of common formative

evaluation model to guide the policy implementers on the curriculum assessment in the county. This indicates that there is lack of data to inform about the true curriculum implementation processes in the classroom such as the teacher competence, learning resources and learner performance in the county.

As such, this scenario signifies that the policy has failed to guide and enforce the monitoring and evaluation of the sector programs. This study suggests that this mess can be eradicated if the policy implementers enforce the policy to the maximum for quality implementation to be achieved at the Pre-school centers in the county. The results of the analyzed data obtained from the observation checklist over this objective showed that 4 (100%) of the four Sub-Counties were in short of consistent monitoring and evaluation exercises in the county.

The results of the analyzed item revealed that the ECDE teachers were ignorant of early years' assessment rubrics as observed forms of assessment revealed that learners were evaluated by means of quantitative methods majorly already drawn diagrams to shade, already fixed wall charts and maps, tests and written exercises. The observed classrooms indicated that learners were evaluated through the mastery to remember and articulate was being emphasized in the class such as naming pictures, making drawings, counting numbers and selecting correct choices among multiple choices items already given and awarded a score.

Again, the results also indicated that 4 (100%) of the four Sub-counties showed that there were lack of assessment portfolio, progressive records of work that help to inform about the strengths, weaknesses and challenges encountered for ultimate eradication in the county. This scenario still informs that the policy implementers have not inducted well the ECDE teachers on the forms of evaluations and the possible rubrics for determining the standards and products for yearly years'

education. The results hint that formative evaluation particularly on areas of creativity, exploration and discovery on the part of the learner was not reflected qualitatively and continuously on the individual learner as expected. This area needs to be improved significantly.

In summary, the revealed results of the analyzed data from the three data collection instruments over this objective showed that there was low monitoring and evaluation activity level in West Pokot County. This position shows that there is low monitoring and evaluation activities level in the county translates to mean that the county and the national government have failed to monitor and evaluate the ECDE sector programs persistently in the county. This also indicates that the application of the policy on monitoring and evaluation in West Pokot County is inadequate. This position also informs that the teachers lacked assessment feedback to gauge their teaching prowess, weaknesses and main areas of corrections in the process of instruction and curriculum implementation in the county.

For example, the study found out that there was lack of formative evaluation checklists or model that provide rubrics for determining the ECDE standards and for specific actual tasks that were performed by learners at the learning centers in the county. This situation translates to mean that the performance and the standards of the ECDE learners are not reflective and therefore cannot be used to define the institution of the learner self-efficacy. As such, this negative trend of events revealed by this study arose as a result of failure by the policy implementers to cause the adherence to ECDE guidelines to be highly responsive on the implementation of the curriculum in the county.

The policy implementers should encourage organizing for In-School Seminar or workshop to induct or train all the ECDE teachers on importance of monitoring and

evaluation, forms of assessments and significance, assessment portfolio, assessment records and storage. As such, this study suggests that the county and the national government should be proactive on the need to appraise the sector financially so that the ECDE Policy and the curriculum activities go on uninterrupted in the county

Table 4.21 Effect of monitoring and evaluation of ECDE implementation

Statements	SD		D		UN		A		SA	
	F	%	F	%	F	%	F	%	Fr	%
Monitoring and evaluation model guide assessments	87	27.9	82	26.3	36	11.5	66	21.2	41	13.1
Policy guide standards	61	19.5	95	30.2	34	10.9	70	22.4	52	16.8
Assessments inform decisions	76	24.4	98	30.3	39	12.5	45	14.6	54	17.5
Written examinations offered	67	21.5	95	30.5	34	10.9	81	26	55	17.6
There is counter-checking of professional credentials	86	27.6	74	23.7	47	15.1	64	20.5	41	13.1
There is evaluation checklist for making decisions	77	24.5	91	28.2	54	17.3	49	16.3	40	13.1

Also, the policy implementers should be proactive on matters of assessment in the county so as issues concerning the policy and the curriculum implementation becomes real, perfect and successful in the county. The county government should embrace the use of the ECDE guidelines policy in order to deliver to the society already molded young children who are capable for taking up their future responsibilities with less difficulties and being more resourceful member of family, the society, county, the country and the global world of man.

4.9 Data Obtained from the Checklist

The results of the analyzed data from the observation checklist were based on the data that was obtained from the four Sub-Counties of West Pokot County as presented in the Table 4.22. The findings revealed that 4 (100%) of the Sub-Counties ECDE centers had inadequate classroom size of 8m by 6m. The results further revealed also that 4(100) of the Sub-Counties learning centers lacked adequate toilets, furniture, assessment reports individual teacher assessment report and inadequate playgrounds.

The results depicted that 4 (100) of the Sub-Counties ECDE centers lacked adequate health and nutritional services and relief food and the cooks were medically unfit for they had no certified medical permits to handle all types food for children and the teachers as the policy demands for health purposes in the county. In summary, the results obtained from the analysis of items on the observation checklist reveals that there was lack of adequate records showing the entries or activities proactively held dear for the purposes of persistent referencing in times of need.

The policy has failed to inform the teachers and the parents on the challenges being experienced by system during the implementation of the curriculum such as lack of enough learning facilities, lack of records, poor storage of previous records and system minutes. As such, this study blames these problems that are facing the sector on poor execution of policy by the key policy implementers like the NEB, CEB, CQAS personnel and on the lighter note upon the ECDE teachers.

Therefore, this result suggests that the government has failed also to establish whether the statutory policy frame-work is proactive and being enforced at the Pre-Primary schools in all counties for the benefit of the child. As such, this points out that there is need for government to encourage the policy implementers at the county level to

enforce the policy so as the curriculum for the young children becomes successful and transformative agent of change to the child and the country at large.

Table 4.22: Analyzed data results from the observation Checklist

Statements	Adequate		Inadequate	
	Freq	%	Freq	Percent
Policy document is adequate	0	0	4	100
Classroom size is 8m x6 m.	0	0	4	100
Adequate toilets for teachers, boys and girls.	0	0	4	100
Furniture are adequate	0	0	4	100
Curriculum assessment reports are adequate	0	0	4	100
Professional instruments records are adequate	0	0	4	100
Teacher assessment reports are adequate	0	0	4	100
Playground is adequate and secure	0	0	4	100
Play materials are sufficient and friendly	0	0	4	100
Stakeholders meeting minutes is adequate	0	0	4	100
Health and nutrition services are adequate	0	0	4	100
Lunch and porridge is adequate	0	0	4	100
Cooks have hygiene certificates	0	0	4	100
Lunch is served at the right time	4	100	4	0

4.10 Data obtained from interview schedule

The data or facts that were obtained by means of interview guide were analyzed qualitatively. They were first transcribed into themes which could facilitate the discovery of recurrent codes. The themes were associated and described based on the objectives of the study and merged with the results obtained from the teacher's questionnaire and observation checklist. As such, the first objective sought to examine

the effect of ECDE guidelines Policy on the implementation of early years' education in West Pokot County.

The examination of the CQAS personnel on the effect of the policy was conducted using three question items. First, they were asked to give their view on the availability of ECDE guidelines policy document in the county. The major narrative that emerged revealed that 8(100%) of the CQAS personnel responded that they were not adequately trained to handle in particularly matters that pertains to enforcement of ECDE Policy on the implementation of Pre-school school curriculum. When asked 8 (100%) whether the ECDE guidelines Policy is of any help in guiding the programs responded that the ECDE policy really of great help to the sector for it provides guideline for systematic adherence to the policy and the ECDE curriculum implementation in the county.

They revealed that that the MoEST was not supporting the sector financially in that there are funds to buy even a copy of the policy for use in the county. When asked 8 (100%) to give a reason as do why the CEB and NEB are not responsive or caring to equip the Pre-Primary schools with copies of the policy, they reasoned that both county and the national government are reluctant in enforcing and supporting the implementation of policy on the curriculum in the county.

As such, the second objective of the study sought to examine the effect of the ECDE Policy on the teacher qualification for the implementation of early years' education in West Pokot County. Exploration of the CQAS personnel views on the effect of the policy on the teacher qualification and employment was conducted using two question items. First, they were asked to give their view on the effect of the policy on the nature of teacher qualification and employment in the county.

The results from their responses revealed that 8 (100%) of the CQAS personnel explained that the Policy is not adequately followed on merit in the county. They expressed that the curriculum implementation is inadequately addressed in the county on the ground that the implementers were had low academic level of education in comparison with the policy minimum academic recruitment requirements. They discussed that most teachers implementing the curriculum at the Pre-Primary schools were inadequately trained during the teacher education at the colleges. They revealed that there is poor curriculum implementation and there is always high wastage that arose from the poor approaches towards the implementation sector programs in the county.

The third objective sought to evaluate the effect of supervision on the implementation of holistic services in West Pokot County. Examination of the analyzed data of the CQAS personnel views on the effect of the policy on the supervision of ECDE programs was based on the three question items. First, when they were asked to give their view on the nature of the supervisory visits to Pre-schools, 8 (100%) of the CQAS personnel revealed that there was low supervisory activities levels in the county.

There were irregular supervisory visits as a result of lack of funds to mobilize transportation and communication activities from the head office to nearest or the farthest Pre-Primary schools in the county. The results of the interview revealed that in the lack of the necessary infrastructure to facilitate curriculum supervision, teachers and learners were negatively affected for they would not access consultation, motivation and appraisals on the implementation services. As such, lack of

supervision has rendered the ECDE teachers helpless if in case they encounter difficulties during the process of executing curriculum implementation in the county

The fourth objective sought to determine the effect of ECDE Policy on the pedagogical practices used for the implementation of holistic services in West Pokot County. Exploration of the CQAS personnel responses on the effect of the policy on the pedagogical practices was based on analysis of two question items. First, when they were asked to give their view on whether the ECDE teachers were capable of applying correct teaching methods on the implementation of holistic services, 8 (100%) of the CQAS personnel revealed that most of them were incompetent for they were ill equipped with the appropriate teaching methods coupled with low academic backgrounds hence lacked appropriate teaching abilities for the implementation of the curriculum in the county.

When further asked 8 (100%) whether teachers are willing to better their education in readiness for improving implementation, they responded that no unless they availed with facilitating infrastructure and encouraged to learn and promised promotions. They asserted that ECDE teachers are not motivated on the job because low and irregular salary payments given by stakeholders or the County government.

The fifth objective sought to determine the effect of ECDE Policy on the monitoring and evaluation of holistic services in West Pokot County. Assessment of the CQAS personnel views on the effect of the policy on the monitoring and evaluation of holistic services implementation were guided by two question items. First, when they were asked to explain their sure means of determining the products of holistic services, 8 (100%) of the personnel agreed that they reach by means of teachers tools

of instructions, teacher's records, learner's report cards, and on class lesson observation activities and previous records at the Pre-Primary school level.

The overall result revealed that the low monitoring and evaluation activities level for holistic services implementation at the Pre-school centers in the county. When prevailed to explain whether they make prompt follow ups upon the recommendations after evaluation, 8 (100%) of the CQAS personnel revealed that there less assessment activities being conducted as result of such difficulties as lack of trained personnel on the job, shortages of staff and funds to support regular assessment visits to the Pre-school centers for valuation and advise.

In summary, the results reveled from the interview of CQAS personnel points that there is low monitoring and evaluation activities level for the ECDE curriculum implementation in the county. This implies that there is persistent lack of adequate adherence to policy on the implementation of holistic services in the county. The study results also revealed that there is under involvement of CQAS personnel on policy implementation, policy on teacher qualification and employment, supervision of holistic services, pedagogical practices used and the monitoring and evaluation of early year's education in West Pokot County. This study suggests that there is need by the county and the national government to enforce the policy effectively so as there shall be improved implementation and standards of ECDE curriculum for the young children education in West Pokot County.

4.11 Correlation Analysis of the Variables

Before running the regression analysis, this study ran the correlation matrix in order to check whether there was association between variables and also checked whether there was multicollinearity within the variable. Pearson product moment correlation

coefficient (r) was used to aid in establishing the correlation between the independent variables to establish their influence on the achievements of the sector programs in West Pokot County. Pearson's moment correlation was used because all the variables were in interval scale. The results are indicated in table 4.23.

From table 4.24, results depicted that there is a significant positive relationship between adherence to service guidelines standards ($r=0.676$, $p =0.000$) and implementation of ECD curriculum. The findings also show that there is a significant negative relationship between qualification of teachers ($r=-0.154$, $p=0.006$) and implementation of ECDE curriculum. This implies that a low professional qualification leads to consistent decline on the implementation of ECDE curriculum in county. The results of the correlation showed that there was a significant positive relationship between supervisory activities ($r=0.876$, $p=0.00$) and implementation of ECDE curriculum. This indicates that an increase in supervisory activities causes an improvement on the implementation of ECDE curriculum.

The results also revealed there was a significant positive relation between the pedagogical practices used ($r=0.770$, $p=0.00$) and the implementation of ECDE curriculum. This shows that an increase in the correct use of pedagogical practices causes an increase on the implementation of ECDE curriculum in county. The results of the correlation showed that there was a significant positive relation between monitoring and evaluation ($r =0.881$, $p=0.000$) and the implementation of ECDE curriculum. This indicated that an increase in monitoring and evaluation led to improvement on the implementation of ECDE curriculum in West Pokot County.

As such, this study has established that monitoring and evaluation, supervisory activities and pedagogical practices are the most influential factor in relation to

implementation of ECDE curriculum in West Pokot County. This is because these factors showed the highest correlation coefficients. As a matter of fact, the results show that the ECDE policy as a key independent variable correlate highly and in a positive way with quality ECDE curriculum implementation and achievements.

Table 4.23: Correlation Analysis of the Variables

		1	2	3	4	5	6
Implementation	Pearson	1					
	Correlation						
Adhere	Sig. (2-tailed)						
	Pearson	.676**	1				
Qualification	Correlation						
	Sig. (2-tailed)	.000					
Supervisory	Pearson	-.154**	-.317**	1			
	Correlation						
Pedagogical	Sig. (2-tailed)	.006	.000				
	Pearson	.876**	.766**	-.228**	1		
Monitoring	Correlation						
	Sig. (2-tailed)	.000	.000	.000			
Monitoring	Pearson	.770**	.851**	-.135*	.788**	1	
	Correlation						
Monitoring	Sig. (2-tailed)	.000	.000	.017	.000		
	Pearson	.881**	.718**	-.286**	.894**	.792**	1
Monitoring	Correlation						
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

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

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

N=312

4.12 Results of tests of hypotheses

The study used multiple regression analysis to test the five null hypotheses. A multiple regression model was used to test the hypotheses upon the five study variables to explore the effectiveness of the ECDE Policy on the implementation of the Curriculum in West Pokot County. The idea was to examine the influence of the key variables as shown in Table 4.24. The R² represented the measure of variability in implementation of ECDE Curriculum.

Table 4.24 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.910 ^a	.828	.825	.44739	.828	294.530	5	306	.000

a. Predictors: (Constant), Monitoring, Qualification, Adhere, Pedagogical, Supervisory

As indicated in the model, ($R^2 = .828$) shows that the effectiveness of the service standard guidelines policy account for 82.8% variation on the implementation of ECDE Curriculum. The service standard guidelines policy predictor used in the model captured the variation in the implementation of ECDE Curriculum in West Pokot County. The change statistics were used to test whether the change in adjusted R^2 is significant using the F-ratio. The model caused adjusted R^2 to change from zero to .828 and this change gave rise to an F- ratio of 294.53, which is significant at a probability of .05.

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome using the mean as shown in (Table 4.25). The regression model with the ECDE policy as a predictor was significant ($F=294.53$, $p =0.000$) shows that there is a significant relationship between ECDE guidelines Policy and implementation of ECDE Curriculum in West Pokot County. This implies that an increased in adherence of policy, leads to persistent enforcement of the policy on teacher qualification, education and employment, supervision, pedagogical practices, monitoring and evaluation which in turn affects positively the implementation of the ECDE curriculum in the county. Table 4.25 shows the analysis of variance of the hypothesized effect of the ECDE policy on the curriculum implementation in West Pokot County.

Table 4.25: The ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	294.764	5	58.953	294.530	.000 ^b
	Residual	61.249	306	.200		
	Total	356.013	311			

a. Dependent Variable: Improved implementation

b. Predictors: (Constant), Monitoring, Qualification, Adhere, Pedagogical, Supervisory

In addition, the β coefficient for the effective ECDE Policy as an independent variable was generated from the model, in order to test the hypotheses under the study. The t-test was used as a measure of determining the effectiveness of the policy as predictor as presented on Table 4.26 which shows the estimates of β -value and gives contribution of the predictor to the model.

Table 4.26 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.228	.162		1.406	.161		
	Adhere	-.096	.049	-.101	-1.958	.051	.211	4.742
	Qualification	.096	.040	.065	2.391	.017	.761	1.315
	Supervisory	.522	.071	.429	7.349	.000	.165	6.070
	Pedagogical	.149	.051	.161	2.889	.004	.181	5.531
	Evaluation	.529	.067	.461	7.855	.000	.163	6.122

a. Dependent Variable: Implementation

The β -value for qualifications, supervisory activities, pedagogical practices and monitoring and evaluation had a positive coefficient, depicting positive relationship with implementation of ECDE Curriculum, while adherence had a negative effect as presented in the model as:

$$Y = .228 - 0.096X_1 + .096X_2 + .522X_3 + .149X_4 + .529X_5 + \epsilon \dots \dots \dots \text{Equation 4.1}$$

Where: Y = Implementation, X_1 = adherence, X_2 =qualification, X_3 =supervisory activities, X_4 =pedagogical practices, X_5 = monitoring and evaluation = error term.

These findings indicate that the adherence of ECDE Policy has imparted negatively on the implementation of ECDE curriculum. As a result, the other determinants have been negatively affected which in turn had affected the implementation of the curriculum. This also means that the moderating variables that included the teacher qualifications, supervision, pedagogical practices, monitoring and evaluation have failed to enhance quality implementation of the curriculum in the county.

The hypothesized results showed that there is a significant negative effect in adherence to the ECDE Policy ($\beta_1=-0.096$, $p=0.051$) and implementation of ECD curriculum. This shows that a decline in adherence to policy will lead to a decrease on the implementation of ECDE curriculum in West Pokot County. As such, the results revealed by study match the ideas raised of UNESCO (2008 & 2009) that the ECDE sector of in Kenya is facing serious problems in terms of implementation, governance and outcomes.

The findings also confirm the ideas expressed Kafu (2017) that Pre-primary and primary education sector in Africa is currently facing deplorable problems in areas such learning structures, learning materials, planning and implementation. The findings as well mirrors the views raised by Ejju (2012) that the Uganda government has been failing to budget and support the implementation of pre-primary sector of education altogether.

The study findings also depicted that there was a positive significant relationship between qualification ($\beta_2=.096$, $p=0.017$) and implementation of ECDE curriculum. This indicates that a rise in professional qualification leads to an increase in implementation of ECDE curriculum in West Pokot County. The findings revealed by this study correspond to ideas of alleged by Andiemba (2016) that the implementation of ECDE curriculum in West Pokot County was handled by teachers with less pedagogical skills and with limited in-school education training in.

The findings also confirm the sentiments raised by Kafu (2017) that the implementation of pre-primary and primary education in Africa is faced with poor delivery of teaching and learning activities in the poor learning environment. The results uncovered agrees with the arguments stressed by Uwezo (2012) and Jerop *et al.*, (2009) that most of the ECDE children in lower primary school in West Pokot County were incompetent in reading and even work out simple additions and subtractions in mathematics. The revealed results match exactly and therefore in support of the views emphasized by Yelland *et al.*, (2010) that the ECDE teachers in Africa are inadequately trained to focus and maintain steadfast understanding of child's cognitive, social and emotional dimensions.

Further, the results showed that there was a significant positive relationship between the supervisory activities ($\beta_3 =.522$, $p=0.000$) and the implementation of ECD curriculum. This illuminates that an increase of supervisory activities at the Pre-school centers leads to a rise in the implementation of ECDE curriculum in county. This indicates that among the five conceptualized study variables, effect of supervisory activities acts as the best predictor of improved standards for Pre-Primary schools in the county. These results of the study are consistent with the ideas of

Dahber *et al.*, (2007) that there should be frequent supervisory visits to ECDE centers to consult with teachers on the identified areas of weaknesses in the process of curriculum implementation.

The results of coefficients depicted that there was a positive significant relationship between pedagogical practice ($\beta_4=.149$, $p=0.004$) and implementation of ECDE curriculum. This implies that an increase in the correct use of pedagogical practice used leads to improved implementation of ECDE curriculum. As conceptualized, pedagogical practices used can acts as the best predictor of quality implementation of ECDE curriculum in West Pokot County.

The findings agree with similar sentiments raised by Jerop *et al.*, (2009), Uwezo (2012) and Andiema (2016) who argued that there was poor application of literacy skills and teaching methods in the teaching and learning activities for the young children's education in the West Pokot County. This study alleges the consistent poor application of pedagogical practices used can improved adversely as long the government the implementation of early years' education policy effectively in the county.

The study further has hypothesized that there is a significant effect of monitoring and evaluation on implementation of ECD curriculum ($\beta_5 =.529$, $p=0.000$). This also means that an increase in monitoring and evaluation of the sector programs, lead to a rise in the implementation of ECDE curriculum in county. This informs this study that there is a significant relation that exists between the ECDE guidelines Policy and the implementation of ECDE curriculum in West Pokot County. This finding of this study was established to be in agreement with the ideas raised by Kafu (2017) that the pre-

primary and primary educational sector programs in African are unsupported and poorly addressed by their governments.

The results revealed by this study match with sentiments that were agreed by Rosseter (2016) that the Ethiopian government has failed to affect the ECDE policy on the implementation of ECDE Sector Development Plans. She asserted that the ECDE policy of Ethiopia has also failed to effect teacher education, promotion, monitoring and evaluation and leaving the sector of poorly unsupported. This situation helps to inform out that an increased in adherence of ECDE guidelines policy can lead to consistent improvement of the ECDE curriculum implementation in the Pre-school centers in the county.

This position was not the real scenario in West Pokot County, as the results revealed that there was poor policy implementation on the ECDE curriculum in the county. These results agreed with the ideas that were reiterated by Ghana and Pence (2004) that whenever there is absence of a comprehensive operational policy tentative master plan programs fail to succeed. The study is also in agreement with their suggestions that there should be a systematic training program for ECDE coordinators, head teachers and teachers of Pre-schools to attain the overall and specific outcome from the early years education sector programs.

4.13 Summary of the Results

In summary, the results of the data or facts that were separately analyzed quantitatively and qualitatively were integrated, compared and described. The idea was routed on the triangulation research design chosen which embraces separate data or facts collection, analysis but afterwards the results are converged together for comparison, interpretation and description. This approach was employed during the

process of data analysis procedure for this study on the effects of the policy on the ECDE curriculum implementation in West Pokot County. The results of the analyzed data from the three data collection instruments revealed after analysis of each separate data instrument were integrated, interpreted, compared and concluded in accordance to the study's five objectives in West Pokot County. The first objective was focused on assessing the effect of ECDE Policy on the ECDE curriculum implementation in West Pokot County.

The popular result that emerged was that the ECDE policy was not adequately responsive to the implementation of early years' education in county. This implies that results from the three types of data collection instruments revealed that the policy was not applied adequately by the CQAS personnel and ECDE teachers on the implementation of holistic services at Pre-school level for the benefit of the learners in the county. As a matter of fact, this study suggests that the NEB and CEB should influence and enforce its adherence on the policy which in turn influence the implementations and standards for the benefit of young children in the county.

The second objective was aimed at establishing the effect of ECDE Policy on the teacher qualification for quality implementation of ECDE curriculum in West Pokot County. The overall result that emerged after integrating the three data collection instrument showed that there was under involvement of ECDE Policy on teacher qualification and employment in West Pokot County. This implies that the teachers who transmit ECDE services to the young children are incompetent in the job. By failing to follow the guidelines policy, the county government has left the child with unqualified personnel to teach. As such, this study posits that the ECDE Policy should

be used to guide the CEB when they want to employ ECDE teachers who want to teach at the Pre-Primary school level in the county.

The third objective was to determine the consequences of supervisory activities on the implementation of ECDE curriculum in West Pokot County. The popular findings that emerged after integrating the three data collection instrument results revealed that there was low supervisory activities level in the county. The results revealed there was irregular provision of supervisory leadership on the implementation of ECDE curriculum in West Pokot County. This implies that teachers in particular would not easily access supervisory services in times of crisis at the ECDE centers in the county. As a matter of fact, this study opines that there should be regular supervisory services provided to enable teachers to dialogue or consult the supervisor for any challenge beyond their limit in time for mitigation purposes.

The fourth objective of this study was to determine the effect of pedagogical practices used on the implementation of ECDE curriculum in West Pokot County. The overall findings that emerged after integrating the three data collection instrument results indicated that there was persistent use of incorrect teaching methods on the implementation ECDE curriculum in West Pokot County. The results of this study revealed that the ECDE programs were being poorly executed with people who lacked adequate teaching techniques for young children education in the county as result it has imparted negatively on the ECDE curriculum implementation in the county. This revealed result also indicates that the DQAS personnel must be visiting and appraising teachers during the curriculum delivery for the purposes of diagnosing areas of their weaknesses and also perform corrections where applicable to manage and mitigate the problems.

The fifth objective of this study was to determine the effect of monitoring and evaluation on the implementation of ECDE curriculum in West Pokot County. The main result that emerged after integrating and comparing the three data collection instrument results, showed that there was low monitoring and evaluation activities level on the implementation ECDE curriculum in West Pokot County. The results showed that there was irregular organization of evaluation visits to the ECDE centers by the DQAS personnel to diagnose and uncover challenges facing the Pre-Primary schools in the county. The study results further indicated that most ECDE teachers felt the most neglected teachers for nobody can listen to their problems such as lack of promotion and being employed on permanent basis as other fellow Kenyans in the county and the country.

4.14 Summary of the Chapter

This chapter presented chapter introduction, background information of the respondents, effectiveness of the policy on ECDE on the curriculum, effect of policy on the ECDE curriculum, effect of the policy on teacher qualification, effect of supervisory activities on the ECDE curriculum, effect of pedagogical practices used on the ECDE curriculum, effect of monitoring and evaluation on the ECDE curriculum, results of the data obtained observation checklist, results obtained from the interview schedule.

Correlation analysis of variables, results of tests of hypotheses, summary of results and the summary of the chapter. As a matter of fact, this study has established that there is low policy activity level on the implementation of ECDE curriculum in West Pokot County. It also implies that the policy is not responsive to the early years' education holistic services at the Pre- school centers in the County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summarized results of the study together with the conclusions and recommendations of the effect of ECDE Policy in West Pokot County. The study therefore examined the views obtained from the ECDE teachers and the CQAS personnel responses on the effect of the policy on the implementation early years' education curriculum for young children education in West Pokot County. The findings were based on the triangulation research design in that the three strands of results from each data collection instrument were integrated, compared interpreted and described in a single phase upon the effect of the policy on the implementation of ECDE curriculum in West Pokot County.

5.2 Summary of Findings

The overall objective of the study was to investigate the effectiveness of ECDE Policy on the implementation of ECDE curriculum in West Pokot County. The findings revealed that the ECDE policy imparts most positively and significantly the implementation of early years' education curriculum in the county. The results revealed that when the policy is enforced effectively, the ultimate result is effective early years' education curriculum implementation. The results also informed that when the policy is fully involved in holistic services delivery, the learners acquire quality knowledge and skills necessary to transform their careers positively.

In general, the findings of this study revealed that the ECDE Policy was not responsive on the implementation of early years' education curriculum for young children in West Pokot County. The results showed that there was low application of

ECDE policy activities levels on teacher qualification, supervisory activities, and pedagogical practices used, monitoring and evaluation. As such, this study recommends that the ECDE Policy should be enforced by both the county and the national governments so that the goals can be achieved successfully in the county. The summaries that follow entail the results of the analyzed data from each specific objective of the study outcome.

5.2.1 Effect of adherence to the ECDE policy on the Pre-school curriculum

The first objective of the study sought to examine whether the effect of ECDE policy adherence can influence the implementation of ECDE curriculum in West Pokot County. The results that were obtained from the three analyzed data collection instruments were merged, integrated, compared and interpreted. The overall finding of this objective revealed that there were low ECDE Policy application activities levels on the implementation of ECDE curriculum in the West Pokot County. This also implies that the policy was not responsive on matters that were concerned with the provision of ECDE infrastructure and achievements.

For instance, the information that was obtained from the qualitative analysis of CQAS personnel interview responses, quantitative analysis of teachers' questionnaire and the observation checklists showed that none of Pre-schools centers in the county had a copy ECDE Policy documents for use. The results further revealed that most of the Pre-Primary schools in the West Pokot County lack adequate classrooms, toilets, play grounds and learning resources which are vital for effective early years' education curriculum for young children's education.

Further, the multiple regression model results showed that there is a significant positive relationship between adherence to service guidelines standards ($r=0.676$, p

=0.000) and implementation of ECD curriculum. This position implies that an increase in adherence of ECDE guidelines Policy will lead to an improvement on the implementation of ECDE curriculum and vice versa. This study recommends that the revealed weakness on the effectiveness of the policy on early years' education curriculum needs urgent intervention so as to realize improved performance and standards in the county. As such, the government should declare the implementation of the ECDE policy as compulsory for all the Pre-Primary schools so that the tenets that were intended for the holistic services are achieved successfully.

5.2.2 Effect of ECDE Policy on teacher qualification

The second objective of the study was to establish the effect of ECDE policy on teacher qualification on the implementation of ECDE curriculum in West Pokot County. The results obtained from the three analyzed data collection instruments were merged, integrated, compared and interpreted. The overall result that was revealed on this objective indicated that the ECDE Policy was irresponsive on the qualification and employment of the teacher's and the CQAS personnel. The analyzed results showed that the policy was not used to guide teacher recruitment for ECDE teachers training college and employment in the county.

The results also unfolded that most teachers had inadequate qualification to teach young children for they possess neither mere KCPE nor KCSE certificate level of education in the county. The multiple regression results model for this study revealed that there was a significant negative relationship between qualification ($r=-0.154$, $p=0.006$) and implementation of ECDE curriculum. This implies that most of the teachers teaching the young children were incompetent in transferring information correctly for benefit of the child in the Pre-Primary schools in the county. As

explained, this study views that all the ECDE teachers should be vetted again based on the guidelines policy to give room to most correct and qualified teachers to implement the ECDE curriculum in the county.

5.2.3 Effect of supervisory activities on curriculum implementation

The third objective of the study was to determine the effect of supervisory activities and its influence on the implementation of ECDE curriculum in West Pokot County. The results of the analyzed data from the three analyzed data collection instruments were integrated, compared and interpreted. The popular result that emerged after analyzing the three types of data collection instruments revealed that there was under supervision of early years' education programs in West Pokot County.

The qualitative analysis of the CQAS personnel showed that there were irregular visits to the ECDE centers to enable them to advise the teachers on areas of weaknesses on the implementation of ECE curriculum in time because of financial implications. Although the multiple regression results revealed that there was a significant positive relationship between supervisory activities ($r=0.876$, $p=0.00$) and implementation of ECDE curriculum, the actual supervisory activities on the ground showed lack of consistent supervisory activities in the county.

5.2.4 Effect of pedagogical practices used on the curriculum implementation

The fourth objective of the study was to determine the effect of pedagogical practices used on the curriculum implementation in West Pokot County. The results obtained from the three analyzed data collection instruments were converged, integrated, compared and interpreted. The popular result that emerged from this objective revealed that there was low application of pedagogical practices activities used on the implementation of ECDE curriculum in West Pokot County. Qualitative

analysis of the CQAS personnel responses revealed that most of the ECDE teachers were ill equipped with the adequate teaching skills for transmitting various thematic themes for holistic services in Pre-schools in the county.

The multiple regression results revealed that there was a significant positive effect on pedagogical practices used ($r=0.770$, $p=0.00$) and the implementation of ECDE curriculum. This implies that an increase in application of correction use of teaching methods at the pre-school level leads to improved implementation of ECDE curriculum. However, this was not the case in West Pokot County as the analyzed data revealed that revealed that there was poor application of teaching methods on the implementation of early years' education curriculum.

This is because the policy has indicated the level of teacher education which unimplemented in the county. As such, this study recommends that both the county and the national governments should ensure that each and every Pre-Primary school center must have well trained teachers that are adequately equipped with the appropriate pedagogical practices for young children's education in the county.

5.2.5 Effect of monitoring and evaluation on curriculum implementation

The fifth objective of this study was to determine the effect of monitoring and evaluation on the early years' education curriculum implementation in West Pokot County. The results of the analyzed data of the three data collection instruments findings were combined in a single-phase manner that enabled integration, comparison and interpretation and then leading to the emergence of the overall findings. The main result therefore revealed that there was under involvement of monitoring and evaluation on the implementation of ECDE curriculum in the county.

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The qualitative analysis results of the CQAS personnel responses showed that there were lack of well-established base line survey to guide the policy implementers in the course of executing their mandate on monitoring and evaluation of the curriculum implementations and achievements in the county. The multiple regression results revealed that there was a significant positive effect between the monitoring and evaluation ($r = 0.881$, $p = 0.000$) and the implementation of ECDE curriculum, the actual results at the Pre-school level showed that there was under monitoring and evaluation of ECDE curriculum implementation in West Pokot County.

As matter of fact, this study posits that there is little being done by the CEB and the NEB to better the monitoring and evaluation of early years' education implementation in West Pokot County. Therefore, the study recommends that the CQAS personnel should be supported with adequate infrastructure and motivation to affect the monitoring and evaluation of ECDE curriculum implementation in the county.

5.3 Conclusions

In conclusion, this study has established that the ECDE guidelines policy is the best predictor for quality implementation of early years' education curriculum for young children's education. The overall view of the study is that, the ECDE policy can influence the standards and achievements of the Pre-Primary school education curriculum from which will ultimately lead to the realization of the Kenya's vision 2030 dream.

As a matter of fact, this study has established that there is a low application of policy activities level on the implementation of early years' education curriculum in West Pokot County. The results further revealed that most of the Pre-Primary schools in the county had inadequate policy documents to guide the teachers and CQAS personnel

during the all stages of curriculum planning, preparation and implementation and for their own reference. The results also showed that there were inadequate learning resources in most of the Pre-school centers which showed that teachers have a lot of difficulties to access desired and appropriate content. This condition reveals that the county government is very reluctant in equipping adequately the Pre-Primary schools with sufficient learning resources. The results of the study showed that there were inadequate learning classrooms, toilet, books, play grounds, nature corners, wall charts, snacks, porridge and lunch.

The results of this study informed that the ECDE policy was not adequately involved on the teacher qualification, education and employment in the county. The findings as well showed that the guidelines policy was not used to guide appropriately the vetting and recruitment of teachers and selection of appropriate CQAS personnel for service in the county. This position informs that most of the Pre-school teachers were ill equipped with the correct teaching competencies leading to poor production of services, standards and achievements. The outcomes of the study unfolded that the CQAS personnel were not involved in the vetting and recruitment of ECDE teachers for training colleges and for deployment.

The results also illuminated that there was lack of in-school education training activities to improve the teachers' education at the Pre-schools and for letting them enlightened on the emerging trends or changes related to this education sector in the county. The overall results on the supervision of early years' education in West Pokot County revealed that there was a low supervisory activities level on the implementation of curriculum in the county. The findings indicated that there were lack of regular visits to the Pre-school centers by the CQAS personnel the purpose of

establishing the conduct of curriculum implementation in the county. The findings have revealed that there was irregular contact and participation between the CQAS personnel and the teachers at the ECDE centers.

This indicates that there is high magnitude of negligence accorded to the sector by the policy implementers hence exposing it with numerous problems that underwent unresolved in the county. It was further established that most of the teachers were lacking access to consultative and dialogue services necessary for ironing out challenges affecting the curriculum implementation in the Pre-Primary school level. As such, this implied that the low supervisory activities level has affecting the systematic planning and organization of the Pre-schools in terms of schemes of work preparation, lesson plans, class register, records of work, progress records in most Pre-Primary schools in the county.

This study has established that ECDE curriculum implementation to becomes successful, when correct application of pedagogical practices are used to transmit the holistic services at the Pre-school levels in the county. The multiple regression results revealed that there is a strong significant relation between the pedagogical practices used and the curriculum implementation. This implies that an increase in the correct use of pedagogical practices used leads to improved curriculum implementation in the county. However, this study has established that there was under involvement of the thematic approaches on the curriculum implementation. This also implies that teachers were incompetent to facilitate content delivery and apply the free-choice activities effectively.

The findings as well revealed that there was underutilization of child-centered or individualized learning approaches that were appropriate for promoting individual one

on one based on the adverse areas of talents, interests and needs in most Pre-Primary schools in the county. The study further observed that there were shortages of critical learning resources and learning areas such as nature corner or creativity zone, lack of supportive playing equipments, lack of wall charts, inadequate chalkboard, pictures, recording and records, and storage facilities all of which are important for effective curriculum implementation in the West Pokot County.

This study has established that there was low monitoring and evaluation activities levels on the ECDE curriculum implementation in West Pokot County. The multiple regression results showed that there was a significant positive relation between the monitoring and evaluation which in this context implies that an increase in the effectiveness of the policy leads to improved curriculum implementation and the achievements. As such, this study has established that there was no steady baseline survey to guide the monitoring and evaluation of the ECDE sector programs. Further, the results have revealed that there was no strong evaluation mechanism that validates the continuous determination of learners' achievements on areas of talents, abilities, interests and creativity. These results as well informed that there was lack of criterion that could validated the use of correct learners' appraisals based on areas of their competencies in most Pre-school centers in the county.

5.4 Recommendations of the Study

This study was concerned with the investigation of the effectiveness of the ECDE Policy on the early years' education curriculum implementation in West Pokot County. The results of this study revealed that there are several problems that affect the ECDE policy from yielding desirable products at the Pre-Primary school level. As such, this study has sought to give the following recommendations as the best

remedies of tackling out the exposed problems that affect the effectiveness of the ECDE policy on the ECDE curriculum implementation in West Pokot County as explained below;

The West Pokot County government should adhere to the ECDE policy by enabling the provision of adequate infrastructure such as classrooms, toilets, play grounds and learning resources in Pre-Primary schools. The county government should equip all the ECDE with sufficient copies of ECDE guidelines policy to facilitate guidelines, reference and adherence at the Pre-Primary level.

The county government of West Pokot and the national governments should make ensure that each and every Pre-Primary school center should have a well-trained and qualified teacher. The county government should also establish and equip at least on ECDE Teachers training college to gather for teacher education in the county. The CEB should make sure that the policy is used where teachers' recruitment and employment in the county is concerned.

The County Quality Assurance Supervisor should make sure that there are frequent supervisory visits and provision of consultations, dialogue and advice to the ECDE teachers on challenges affecting teachers in the course of ECDE curriculum implementation in the county. As such, the county government should initiate a working supervisory frame-work guideline that informs the minimum number of supervisory visits to every Pre-Primary school in the county by the County Quality Assurance and Standards personnel.

The West Pokot County government should provide for retraining of all the ECDE teachers on the correct use of pedagogical practices for the implementation of holistic services for all the Pre-Primary schools adequately. There is need for the County government to come up with the appropriate general thematic approach's modules for

every Pre-Primary school teacher to help them to learn or refer for their own developmental education teaching approaches in the county.

The ECDE policy implementers of the West Pokot County should be enabled to have a budget that helps to support the facilitation of their means of transport, communication and motivation in the entire. The sector should be enabled to acquire very strong vehicles in order to move and reach the most inaccessible areas away from the county headquarters. They should be availed with the workable assessment frame-work guidelines that show the minimum number of assessments required from each and every Pre-School center in the county.

5.5 Suggestions for Further Studies

This study was concerned with the investigation of the effectiveness of the ECDE Policy on the implementation of the early year's education curriculum in West Pokot County. First, this study recommended that there is need to carry out similar research in other Counties to enable comparison. Second, this study recommends that there is need to examine the level of teacher preparedness on the implementation of P1 and P2 curriculum implementation in West Pokot County. Third, there is need to investigate the implications of the P1 and P2 curriculum on the learning resources in West Pokot County.

5.6 Chapter Summary

In summary, this chapter presented the research findings as follows; the introduction to the chapter, effect of the policy on adherence, effect on the teacher qualification, effect on supervisory activities, effect on pedagogical practices used, effect on monitoring and evaluation, conclusion, recommendations for further studies and chapter summary.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR ECDE TEACHERS

Dear ECDE Teachers,

I am Joseph Kiptoo a PhD candidate from the University of Eldoret, school education carrying out a study on the Effectiveness of the Service Standard Guideline Policy in the Implementation of Early Childhood Education Curriculum in West Pokot County, Kenya. The purpose of this questionnaire is to enable the collection of data on the effectiveness of ECDE guidelines policy in the implementation of ECDE curriculum. Your knowledge, experience and contributions is highly welcomed to respond to this purely academic study. Please rest assured that the information you will give was highly treated with utmost confidentiality and meant only for the purpose of this study. You are kindly requested not to write your name or phone number on this questionnaire. Feel free to answer all the questions.

Thanks in advance.

Yours Faithfully

Joseph Kibor Kiptoo

School of Education

University of Eldoret

Cellphone +254721538418

E.mail: too.chin@yahoo.com

Instructions

Please answer each question by putting a tick (✓) on the blank spaces provided.

SECTION 1: BACKGROUND INFORMATION

1. Indicate your gender. Male () Female ()
2. Indicate your age bracket. 18 -23 years () 24 -29 years () 30-34 Years ()
35-39 Years () 40 and above ()
3. Your responsibility at the ECDE center. Head Teacher () Teacher ()
4. Indicate the category of your ECDE centre Boys () Girls () Mixed ()
5. Indicate your teaching experience in the ECDE center; 1-3 years ()
4-6 years () 7-9 years () 10 and above ()
6. Indicate mode of grouping at the ECDE center;
By age () by sex () By abilities ()
7. Indicate the number of streams in your center;
1 stream () 2 streams () 3 and above ()
8. Number of children per stream in the centre.
1-10 children () 11-20 children () 21-30 children () 31-40 children () 41 and
above () Number of Toilets in the centre: One () Two () Three and above ()
9. Nature of feeding program in the centre Reliable () Unreliable () None ()

SECTION II: EXTENT TO WHICH THE ECDE CENTER ADHERE TO THE SERVICE STANDARD GUIDELINES POLICY

10. The following statements are possible indicators of adherence to the ECDE guidelines **policy** by pre- school centers in Kenya. Please use the following **five likert scale** items to respond to each statement by ticking (✓) the answer that represents your own view. **Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (U), 2=Disagree (D), 1=Strongly Disagree (SD).**

Statement	1	2	3	4	5
Teachers have read and applied the guidelines policy					
Needs of young ones including special groups are prioritized					
There is adequate provision of nutrition and health care services					
Young ones can explore and respond to environmental signals					
Children can control their own behavior and care for themselves					
There is development of motor skills, talk, reading and scribbling					
They can share, co-operate and assist each other in times of need					
Are given opportunities for making choices and complete projects					
They are able to display self-worth and creativity					
They are able to display self-reliant and personal care					
Learning resources are child-friendly including for special needs					
Indoor and outdoor play materials conform to disability Act, 2003					

SECTION III: QUALIFICATION OF THE ECDE TEACHERS

- 1) What is your level of academic qualification?
 Certificate in ECDE () Diploma in EDCE () Bachelor in ECDE ()
 Untrained teacher () None ()
- 2) Indicate your entry grade to ECDE College? CPE () KJCE () KCPE ()
 KCSE D+ and above () KCSE D and below () None ()
- 3) Indicate your highest professional qualification;
 Certificate in ECDE () Diploma in ECDE () Graduate teacher ()
 Masters in ECDE () Untrained ()
- 4) Indicate the category of ECDE College you trained in?
 Private certified college () Public certified college () None ()
- 5) Are you registered with the TSC as a teacher? Yes () No ()
- 6) Which is your current employer?
 TSC () County Government () Church or NGO () Volunteer ()
- 7) Indicate your terms of service in the employment;
 Permanent () Impermanent ()
- 8) Have you attended ECDE in-service courses in the recent times?
 Yes () No ()
- 9) If yes, list the most recent courses:_____
- 10) Are you familiar with the language of the catchment area? Yes () No ()
- 11) Have you been trained on young child's rights, health, nutrition, security and special needs education? Yes () No ()

SECTION IV: EFFECTIVENESS OF SUPERVISORY ACTIVITIES

12) The following are statements relating to effectiveness of supervisory activities.

To what extent do you agree with the following statements using a Likert scale

of **1-4 where; 4=Always; 3=Often; 2=Sometimes; 1=Rare**

Statement	1	2	3	4
External assessors from DQAS visit the ECDE center to confirm the implementation of ECE curriculum by teachers				
Assessors from the county visit the ECDE center to assess the availability and usability of learning materials				
Staff meetings are often held to review the assessment reports and recommendation for action				
ECDE head teacher has put into practice a negotiated curriculum practices work plan with the staff to improve the syllabus coverage at the center				
Instructional tools such as schemes of work lesson plans, class register, records of work, progress records are effectively remarked.				
An assessment report is given to an individual teacher to guide him or her to improve on areas of weaknesses.				

SECTION V: EFFECTIVENESS OF PEDAGOGICAL PRACTICES

13) The following statements describe the pedagogical practices used to implement the ECDE curriculum effectively. Please use the following rating scale items to respond to each statement by ticking (√) the answer that represents your own view. **Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (U), 2=Disagree (D), 1=Strongly Disagree (SD).**

Statement	1	2	3	4	5
Thematic approach is commonly used to facilitate content delivery					
Resource persons may be sought to enhance learning activities at the ECE centre					
Learning practices such as visiting the school farm, local market and areas of curiosity are performed					
Free-choice or decision to perform activities of one's choice or interests is allowed at the center					
Every effort made by the learner to manipulate the learning environment is appreciated					
Children are given equal opportunities to role play the choices of activities of their families					
Learners are given opportunities to participate in the improvisation of important learning resources					
Individualized learning approach is embraced to take care of individual learner capabilities					
Peer group approach is embraced to enhance positive attitudes such as corporation and teamwork					

SECTION VI: EFFECTIVENESS OF MONITORING AND EVALUATION

14) The following are statements relating to monitoring and evaluation. To what extent do you agree with the following statements using a Likert scale of 1-4 where; 4=Always; 3=Often; 2=Sometimes; 1=Rare

Statement	1	2	3	4
There is a working baseline survey in place that informs the implementation of ECDE curriculum				
There are established teaching and learning standards to gauge the strengths and quality of ECDE implementation at the Center.				
Teachers embrace teamwork appraisal on the implementation of ECDE curriculum				
Appraisal of learners is not based on quantitative ranking rather, on the individual-learner competence at the Center				
There are structures in place to ensure that children's standards are qualitatively appraised at the center				
There's always room for tracking learners' talents, abilities, creativity and manipulations for reinforcement at the center				

SECTION VII: IMPLEMENTATION OF ECDE CURRICULUM POLICY

15) The following statements describe the implementation of ECDE curriculum policy. Please use the following rating scale items to respond to each statement by ticking (√) the answer that represents your own view. **Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (U), 2=Disagree (D), 1=Strongly Disagree (SD).**

	1	2	3	4	5
ECDE centers adhere to the service standard guidelines policy					
The teachers are qualified to implement ECDE curriculum					
Supervisory activities are frequently done in ECDE centers					
The teachers always adhere to the recommended pedagogical practices					
The monitoring and evaluation of ECDE is done regularly					
Teachers at the ECDE centers are able to implement the ECDE guidelines policy					

Thank you for answering all the questions. God Bless you

**APPENDIX II: INTERVIEW GUIDE INSTRUMENT FOR COUNTY
QUALITY ASSURANCE AND STANDARDS (CQAS)**

Introduction

Good morning/ Afternoon. My name is Joseph Kiptoo Tooichin a PhD student from University of Eldoret, carrying out a research study on the '**Effectiveness of the service standard guidelines policy on the implementation of ECDE curriculum in West Pokot County, Kenya**'. The main purpose of this interview is to seek your feelings, views and attitudes towards the effectiveness of the ECDE guidelines policy on sector program implementation. Thank you, welcome and feel free to share your knowledge and experience.

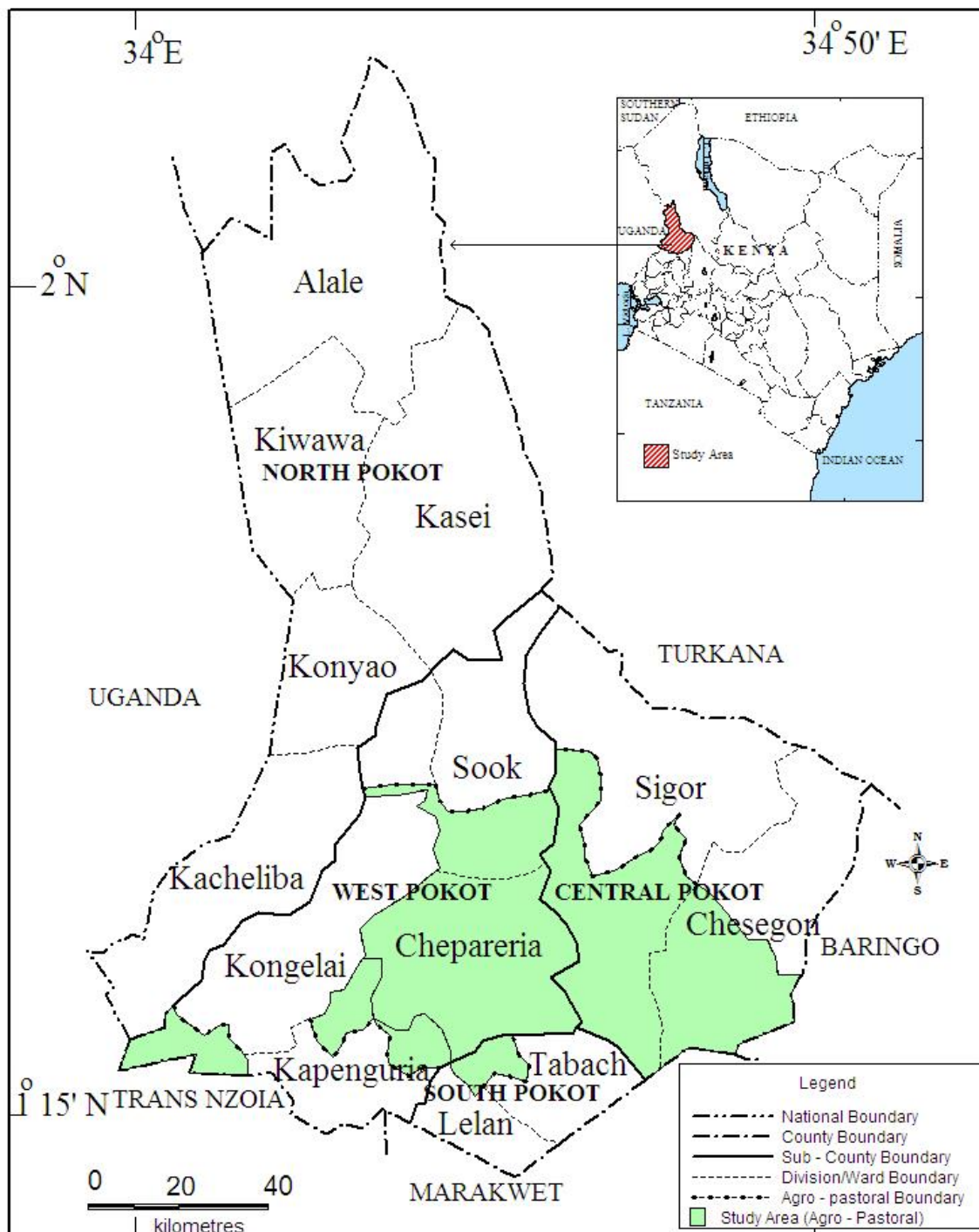
Interview procedure

1. Gender of respondent as observed: Male () Female ()
2. What is your view on the availability of the ECDE guidelines policy document at the Pre-school centers in the county? (prompt)
3. Do ECDE teachers make use of the guidelines policy to respond to the implementation of the sector program as directed by the guidelines policy demands? (prompt)
4. What is your view on the effectiveness of the guidelines policy on the teacher qualification, education and employment in the county? (Promhat is your view on the effectiveness of the supervisory leadership on the implementation of ECDE curriculum in the county? (prompt)
5. How do you detect any incorrect application of teaching methods during the implementation of the Pre-school learning activities? (prompt)
6. How do you determine the nature of outcomes resulting from the ECDE services offered at Pre-school level whether of high or low quality in the county ? (prompt)

APPENDIX III: OBSERVATION CHECKLIST

Statements	Available	Not available	Remarks
The implementation of ECDE curriculum is being guided by the ECDE guidelines Policy document.			
The Classroom size is 8m x6 m and permanent.			
There are enough toilets for teaches, boys and girls.			
Furniture like the tables, chairs, cupboards, desks and benches are adequate			
Evidence of records such as admission register, class register, visitor's book, are adequate			
Professional records such as timetable, lessons plan schemes and records of work are adequate			
Syllabus/guidelines, assessment reports, in-service training program, workshops are reasonable			
Psychomotor materials that favor play activities are adequate at the center.			
Learner-centered teaching is practiced at the center.			
Records showing stakeholders participation in the centre are available			
Evidence to show health and nutrition services are provided in the center are adequate			
Young children are given snacks, porridge and lunch.			
The ECDE cooks are certified health compliant			
The ECDE children are given food at the right time			
The ECDE Playground is adequate and well maintained			

**APPENDIX IV: A MAP SHOWING THE SUB COUNTIES OF WEST
POKOT COUNTY OF KENYA**



A map of West Pokot County (County Administrative office)

This is the map of West Pokot County which is made up of four Sub-Counties namely, North Pokot, Central Pokot, West Pokot and South Pokot. The study will utilize this map for the survey preparation of the entire research process.

APPENDIX V: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/87039/27822**

Date: **31st January, 2019**

Joseph Kibor Kiptoo
University of Eldoret
P. O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of service standard guidelines policy on the implementation of Early Childhood Development education curriculum in West Pokot County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **West Pokot County** for the period ending **31st January, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, West Pokot County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
West Pokot County.

The County Director of Education
West Pokot County.

APPENDIX VI: RESEARCH AUTHORIZATION UOE



P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 0774 249552
Fax No. +254-(0)53-206311 Ext 2232
deansoe@uoeld.ac.ke

UNIVERSITY OF ELDORET
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION/ EDUCATIONAL
PSYCHOLOGY

DATE: 11th January, 2019

The Executive Secretary,
National Council for Science Technology & Innovation
P.O.BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR KIPTOO JOSEPH KIBOR (TOOCHIN)
EDU/PHD/CI/011/14

This is to confirm that the above-named Post Graduate Student has completed Course work of Doctor of Philosophy in Curriculum & Instruction studies. He is currently preparing for field work to collect data on the thesis title: ***“Effectiveness of service standard guidelines policy on the implementation of early childhood development education curriculum in West Pokot County.”*** The proposal was examined and approved by academic board of examiners of the school of education on 11th December, 2018.

Any assistant accorded him to facilitate acquiring research permit for data collection will be highly appreciated.

Thank you

DR. ESTHER NYABUTO
AG.HEAD OF DEPARTMENTS OF CURRICULUM & INSTRUCTION/
EDUCATIONAL PSYCHOLOGY


Cc. DVC(ASA)
Dean, School of Education



APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOSEPH KIBOR KIPTOO
of UNIVERSITY OF ELDORET, 1125-30100
Eldoret, has been permitted to conduct
research in Westpokot County
on the topic: EFFECTIVENESS OF
SERVICE STANDARD GUIDELINES POLICY
ON THE IMPLEMENTATION OF EARLY
CHILDHOOD DEVELOPMENT EDUCATION
CURRICULUM IN WEST POKOT COUNTY,
KENYA
for the period ending:
31st January, 2020

Permit No : NACOSTI/P/19/87039/27822
Date Of Issue : 31st January, 2019
Fee Received :Ksh 2000



[Signature]
Applicant's Signature

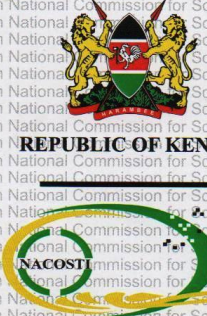
[Signature]
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

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Website: www.nacosti.go.ke



REPUBLIC OF KENYA
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CONDITIONS: see back page

APPENDIX VIII: SIMILARITY INDEX/ANTI-PLAGIARISM REPORT

