



ISSN: 0975-833X

REVIEW ARTICLE

EXPLORING EARLY CHILDHOOD EDUCATION TEACHER COMPETENCIES FOR SUSTAINABLE DEVELOPMENT

\*Chepng'etich Tonui, Bitok Esther and Chepsiror Philomena

Moi University, Curriculum Instruction and Education Media, Box 3900, Eldoret Kenya

ARTICLE INFO

Article History:

Received 10<sup>th</sup> July, 2015  
Received in revised form  
29<sup>th</sup> August, 2015  
Accepted 25<sup>th</sup> September, 2015  
Published online 31<sup>st</sup> October, 2015

Key words:

Competence,  
Teaching,  
ECDE.

ABSTRACT

In recent years, growing knowledge of the critical importance of childhood development for lifelong learning and growth has led to increased calls for professionalism of early childhood educators including higher standards for training and education. As part of this renewed attention to professional development, professionals in the field should develop the national competence framework for early childhood care and education, with the goal of assuring that all educators of young children have the necessary knowledge and skills to meet children's development needs. Suitable to their vital role in the venture of education, teachers at all levels require effective and sufficient education to be able to adequately carry out their roles and responsibilities. There are disparities of ECDE teacher education levels of education from early childhood to tertiary education. ECDE Teacher education is a whole range of activities that constitute preparation for and improvement of the teaching profession. This encompasses both pre-service and in-service teacher education course. These forms of teacher education courses involve the study of professional disciplines, teaching subjects and general knowledge subjects. The need and demand for more teachers has resulted in re-engineering and expansion of teacher education programmes for all levels of education with the realization that teachers are crucial personnel whose contribution activates the optimal functioning of the social, economic and political feature of a country. This authenticates the fact that ECDE teacher education is an important driver for sustainable development since literally every knowledgeable and skilled individual in micro and macro productive activity has been shaped in some ways by the contribution of an ECDE teacher. This paper, surveys the various teacher competencies ECDE teacher should have and 5 levels of ECDE teacher education in Kenya in an effort to assess and propose instrumental adjustments to sharpen their impact on sustainable development.

Copyright © 2015 Chepng'etich Tonui et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

**Citation:** Chepng'etich Tonui, Bitok Esther and Chepsiror Philomena, 2015. "Exploring Early childhood Education Teacher Competencies for sustainable development", *International Journal of Current Research*, 7, (10), 21906-21912.

INTRODUCTION

Education is the most important instrument for human resource development. Education is the process of providing information to an inexperienced person to help him or her develop physically, mentally, socially, emotionally, spiritually, politically and economically. It is the process through which individuals are made functional members of their society. It is a process through which Boys and Girls acquire knowledge and realize their potentialities and use them for self actualization to be useful for themselves and others in the society. It is a means of preserving, transmitting and improving the culture of the society. In every society, Education connotes acquisition of something good worthwhile, Ocho (2005). All Children Should have the right to Education since the child is born helpless and has to rely entirely on the parents and

other older members of the society to survive and satisfy their growth needs in their entire ramification. The degree and quality of participation in the life of the society depends to a large extent on this degree and qualifies their education. This will enable them perform their political, social and other citizenship duties and exercise the right pertaining thereto effectively.

Role of Education in Society

Education is a process of equipping individuals with knowledge, skills, values and attitudes to participate fully in social, economical activities meaningfully and being in position of obeying the law and maintain order, Rodeo, (2002). Acquired skills and abilities by members of society through schools, significantly shape their way of life, Smith (1987). This scholar laid the basis for insight research into benefits of education, Shultz (1961), Deniso (1962), Psacharopoulos (1973). All these scholars have discovered the need to

\*Corresponding author: Chepng'etich Tonui,  
Moi University, Curriculum Instruction and Education Media, Box 3900, Eldoret Kenya.

investment in reducing poverty, increasing individual's earnings plus its spill over's as enhancing good governance and democracy to among others.

### Teacher education

A teacher, according to Shiundu and Omulando (1992), is the most important person in teaching who sees that educational programmes are successfully implemented by organizing and managing the learning experiences and environments. To educate others therefore, one needs to be educated and have a broad background of general cultural training that provides a broad liberal education. Working as an expert requires the acquisition of knowledge and practical abilities to work in complex situations. Teachers need the self confidence to carry out their duties in demanding unique situations and need to implement their expertise in such a way that their customers, stakeholders and colleagues trust them (Isopahkala Brunet, 2004). They need research –based, research informed knowledge and be open to acquiring and assessing local evidence (Scardamalia and Bereiter, 2003).

Teacher education is an important component of education. Through it, school teachers who are considered mentors of society are prepared and produced (Lucas, 1972). Kafu (2003) says that teacher education is ostensibly designed, developed and administered to produce school teachers for the established system of education. Loughran (2006) looks at teacher education as the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice. These views summarize the importance and the role of teacher education in the life of a given society. Education in this respect is regarded as the driving force for social development. Teacher education in this paper is seen as the pre-service and in-service education and training of all those involved in the dissemination of knowledge at all levels of education aimed at exposing them to new ideas and practices which continuously improve their ability to educate. The improved ability to educate is an important ingredient for sustainable development.

### Pre- school teacher education

The years before a child reaches kindergarten are among the most critical in his or her life to influence learning (ED.gov, 2010); and this becomes a challenge and commitments to the parents, teachers, community and government, to ensure that these young children receive appropriate training in their early stages of life. Early childhood education programmes are highly recognized and promoted in developed societies to give children the opportunity to learn exceptional amount of experiences at home and surrounding environments. He ward (2009) explained in this scenario that children grow and develop in orderly ways, learning to move about their world, communicate, and play. As their ability to manipulate their environment increases, so does their level of independence. The main objective of preschool education is to build a strong foundation for holistic development that will enable the child to maximize his/her learning potential when they get to pre-primary school and primary school. The ministry of education

has very brief and adequate policies on guiding the early childhood teachers on children school readiness. This means that the ECCE teachers are to be equipped with the necessary skills, knowledge, attitudes and abilities that will enable them handle the child appropriately and help them cope with their new environment as well as the new school curriculum that is being introduced.

The environment goes hand in hand with the curriculum. The learners should actively be involved in a stimulating environment which should ensure active participation and also be learner friendly such that learners can adjust and cope in a given environment. As children move from a relaxed learning environment where centre of learning is on play to task related learning as it is in primary schools, they feel uneasy about it as they are not used to the latter way of learning, and this requires a teacher to be equipped with the necessary knowledge, skills and attitudes to aid the children achieve the necessary learning.

### Early childhood education

There is now a strong consent on the many benefits of preschool. Sacks and Ruzzi argued that, studies have shown that attending a high quality preschool programme not only increases children's readiness for preschool, but also causes positive long-term improvements in participants' school performance and social outcomes. Among the documented results of preschool education are: lower rates of grade retention, increased rates of high school graduation and less likelihood of being convicted of a crime for both juveniles and adults. Preschools have the greatest impact on children living in poverty and those who do not speak English at home, (Perry Preschool Study, in Sacks and Ruzzi, 2005). It therefore remains a dilemma as to why preschool programmes in the remote parts of Kenya are not receiving adequate attention. Sacks and Ruzzi reported on two popular innovative model approaches applicable to preschool education. The first is the *Montessori philosophy* built on the belief that children are highly capable learners who need minimal teacher input to learn from their environments. Key elements of the Montessori Method are mixed age classrooms (integrated), student autonomy in choosing learning tasks and experiential learning. The second innovation is strong parent involvement to further the goals of promoting critical thinking and collaboration among young children. This one is popularly known as *Reggio Emilia approach*.

It is focused on strong home school relationships, long-term projects, the recognition that children possess multiple symbolic languages, and the role of the child's environment as teacher (Sacks and Ruzzi, 2005). Teachers are expected to be continually engaged in the process of learning about young children, both through ongoing professional development and through careful observation of the children in their classes. The teachers then reflect together on what they have learned and use such experience as a basis for future activities intended to expand on initiatives of the child. In this way, the Reggio Emilia approach bases its success not on formal curricula, but on an approach to educating children that give the children themselves a significant role in determining classroom activities. Marcon (2002) research further shows that children

who attend preschool programmes that emphasize child-directed activities do significantly better academically in later schooling than children whose preschool experience is more academic and teacher-directed. Integration is another concept that applies to the general planning of the pre-primary educational programme in order to create harmony between goals and objectives; as well as programmes and outputs there from (Shiundu *et al.*, 1992). It is used with a view to synchronizing the needs of the individual citizens and learners, as well as the society at large in relation to the environment and the harsh reality of the socio-economic realities of the modern worlds within the limit of available resources to the education sector. The question is: can education in Kenya be said to have achieved this? Traditionally, ECDE has been thought of as encompassing the period between birth and the age of eight (Krogh, 1994). Therefore, Early Childhood Development and Education (ECDE) constitute household, community and the state's efforts to provide integrated development for children from birth to the age of entry into primary school (Republic of Kenya, 1999). This paper, surveys the various teacher competencies ECDE teacher should have and 5 levels of ECDE education in Kenya in an effort to assess and propose instrumental adjustments to sharpen their impact on sustainable development.

The government has set ECDE practice, into three distinct classes namely: baby class (3 - 4 years), nursery class (4 -5 years) and pre - primary class (5 - 6 years), Republic of Kenya, 2009, : Republic of Kenya, (1999). The Jadini Seminar Report and Second National Seminar on ECDE organized by the Ministry of Education and the Benard Van Leer Foundation (Ministry of Education, 1992) drew the following importance of ECDE as :- Early childhood development and education can lead to increased school success. In the Perry Pre - School study, persons who had attended pre - school had better grades, fewer failing marks, and fewer advances in elementary school, they required fewer special education services, were more likely to continue with their education or get vocational training after school than non pre - school counterparts. The picture of detailed and content improvement in school performance is also reflected in increased commitment: those youths who attended pre - school had a more positive attitude towards high school and other higher levels of education.

The economic analysis of these findings indicate that ECDE can substantially increase the efficiency of late schooling and that the effect of pre - school education on school systems alone is sufficient to cover the cost of Early Childhood Education (ECE). In the guideline for early childhood development and education in Kenya (NACECE, 2001), it is noted that research has proved that, early years (3 - 6) are important in laying the foundation for adulthood. This is the period when children undergo fast growth changes in mental, physical, social, emotional and spiritual development. During the early years young children require good health, nutrition and proper orientation to the learning environments. Children from disadvantaged background therefore need to be given all the necessary support both in school and in life so as to have better future (NACECE, 1992).

With the advent of free primary education (2003) and free day secondary education (2008) the need and demand for more teachers has resulted in re-engineering and expansion of teacher education programmes for all levels of education with the realization that teachers are crucial personnel whose contribution activates the optimal functioning of the social, economic and political facets of a country . Additionally, the dissemination of the new constitution in August, 2010 brought about new structures of government which calls upon government departments including education to reform. It is thus, important that teacher education programmes are crafted in a manner to energize their impact on the learners and humanity in general. Farrant (1980), says the need for training becomes more essential as teachers undertake increasingly complex roles and find natural gifts are insufficient to cope with all tasks expected of them. This paper, surveys the various teacher competencies ECDE teacher should have and 5 levels of ECDE teacher education in Kenya in an effort to assess and propose instrumental adjustments to sharpen their impact on sustainable development.

Selowsky's (1980), studies in intelligence reveal that, intelligence measured at the age of 17; at least 20% is developed at age 1, 50% at age 4, 80% by age 8 and 92% by age 13. Early ability (at least 4 years - 6 years) is an important determination of an adult's level of ability as measured by intelligence Quotient (IQ) tests. The Government of the Republic of Kenya recognizes the importance of ECDE as the most important lever for accelerating the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs), Republic of Kenya, 2006. The government has further demonstrated its commitments to the well - being of young children by signing various global policy frameworks 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 (MDGs). These forums give emphasis to the importance of EFA Republic of Kenya, 2006. Basing on the above mentioned importance, The Ministry of Education encourages the establishment of ECDE units within primary schools (Republic of Kenya, 2005). This is done by enhancing ECDE teacher competencies and giving them the necessary support and ensuring closer supervision and continuity.

### **ECDE Teacher competences**

In recent years, growing knowledge of the critical importance of each childhood development for lifelong learning and growth has led to increased calls for professionalism of early childhood teachers/ educators including higher standards for training and education. As part of this renewed attention to professional development, Kenya education sector has developed the national competence for early childhood education, with the goal of assuring that all educators of young children have the necessary knowledge and skills that meet children's development needs. Based on the five domains of ECDE competences focus on what educators need to know and be able to do to demonstrate that they are all rounded and well prepared to educate and care for the young children. Competencies should be such as cornerstone of assuring

professionalism and stability for early childhood, care and education workforce.

### 'Competence'

The ministry refers to Hagen & Skule (2004), who emphasize that 'the concept of competence includes knowledge, abilities and attitudes that can contribute to solving problems or completing tasks. The expression 'teacher competence' can, therefore, be seen as 'a combination of something one has (knowledge), what one does in the classroom (abilities) and which values one bases teaching on (attitudes).' (Ibid.2004) Clearinghouse has pointed out that it can be an advantage to differentiate between 'formal competence' and 'manifest competence'.

- i. *'Formal competence'* presupposes that an individual has completed formal education or training and acquired a certificate witnessing to the fact that this has been done satisfactorily. The acquisition of 'formal competences' through formal education or training can, for example, be a prerequisite for having the legal right to practice a teaching profession.
- ii. *'Manifest competence'*, can be described as a notion that an individual does, in fact, manifest competence in exercising his/her profession regardless of how that competence has been acquired.

With reference to a study by Thomas J. Kane et al. (2007), showing that no clear link can be observed between the teachers' formal competences and the pupils' learning, the ministry was looking for 'a comprehensive approach to what is meant by 'teaching staff competence'.

In addition to formal qualifications, it is thought that work experience, variables of social background, classroom management, commitment and communicative abilities might constitute aspects of the concept 'staff competence'. The list is in no way exhaustive, and it would be desirable for the ministry to be involved in working to define how the concept 'staff competence' should be operationalised, (Ibid, 2004). Teacher competence is understood to mean manifest competences. Competences are given a broad interpretation, i.e. comprising knowledge, abilities and attitudes, as these are evidenced in actions in given contexts. Children and young people's learning that is linked to dimensions of competences in the teacher does not comprise solely the learning gains acquired by the average pupil but also includes whether particular competences can be shown to have a positive influence on poor pupils or pupils with learning difficulties. Learning in children and young people is given a broad interpretation and comprises knowledge, skills and attitudes.

### ECDE Core Content Areas

The areas of ECDE teacher competency address the development and learning of the "whole" teacher and correspond with traditional curricular areas in early childhood education and care. Each content area describes the knowledge and skills teachers need in order to work with children birth through age eight and their families. The core competencies

are applicable in a wide variety of settings and programs, including child care, family child care, school readiness and preschool, early childhood family education, Head Start, early childhood special education, school age child care, and others. The core competencies recognize the primary and central role of families in the growth and development of children and the strong influence of culture on all areas of practice in early childhood education and care.

- i. **Child Growth and Development:** understand how children acquire language and develop physically, cognitively, emotionally, and socially.
- ii. **Learning Environment and Curriculum:** establish an environment that provides learning experiences to meet each child's needs, capabilities, and interests.
- iii. **Assessment and Planning for Individual Needs:** observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs.
- iv. **Interactions with Children:** establish supportive relationships with children and guide them as individuals and as part of a group.
- v. **Families and Communities:** work collaboratively with families and agencies/organizations to meet children's needs and to encourage the community's involvement with early childhood education and care.
- vi. **Health, Safety, and Nutrition:** establish and maintain an environment that ensures children's health, safety, and nourishment.
- vii. **Program Planning and Evaluation:** establish, implement, evaluate, and enhance operation of an early childhood education and care program
- viii. **Professional Development and Leadership:** serve children and families in a professional manner and participate in the community as a representative of early childhood education and care.

### Levels of Competency

The levels of competency ascertain a continuum from the preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience. Teachers' progress from one level to another through a combination of formal study and reflection on practice. Depending on their role, setting, or experience, she or he may have skills at varying levels in the different core content areas. The five levels are intended to be cumulative. For example, a teacher working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, adults who educate and care for young children continue their participation in professional development activities and advance their knowledge and skills within each of the core content areas.

**Level 1** includes the knowledge and skills expected of a teacher new to the early education and care field, with minimal specialized training or education that is with a proficiency in ECDE certificate.

**Level 2** includes the knowledge and skills of Level 1 plus knowledge and skills commensurate with a Child Development

Associate credential, a certificate or diploma in child development, or equivalent training, education, and relevant experience.

**Level 3** includes the knowledge and skills of Levels 1 and 2 plus knowledge and skills commensurate with an associate's degree in early childhood education or child development, or equivalent training, education, and relevant experience.

**Level 4** includes the knowledge and skills of Levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor's degree in early childhood education or child development and experience working with young children.

**Level 5** includes the knowledge and skills of Levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in early childhood education (masters in ECDE) or child development and extensive experience working with young children.

### Environments and Materials

The physical environment provides young children with expectations for behavior. When educators are mindful of the aesthetics, organization, and function of each area in the space, challenging behavior is likely to decrease while constructive, cooperative behavior increases.

A program's vision for learning and philosophy of care dictate how an environment is designed. For example, if the curriculum is based on the view that children are competent directors of their own learning, educators develop a physical setting and activities that reflect children's emerging interests and provide easy access to meaningful play materials. Shelves for manipulative and other materials are near the floor where children can easily reach them. Special areas in the room are designed for individual, small-group, and larger-group interactions. Play materials and other materials are carefully selected to reflect children's emerging interests, as observed in the context of play and conversation. In this environment, adult-child interactions can expand children's questions and comments. This broader vision for children's learning and care thus helps to promote synchrony between the environment, routines, and teacher-child interactions.

High-quality learning environments set the stage for social-emotional exploration and growth. When children are presented with a warm, inviting, and culturally familiar environment, they feel comfortable and secure. The attractive spaces adults prepare for children communicate expectations of responsibility and cooperative care (we all play in and care for this beautiful place together). Preparing a variety of learning areas with open-ended materials encourages each child to participate in meaningful play experiences that match their individual temperaments and abilities. Incorporating elements from the home creates an atmosphere of community while simultaneously acknowledging the presence of individuals.

### Characteristics of appropriate environment

A physical environment that supports social-emotional learning has the following characteristics:

#### i. Challenging and developmentally appropriate materials

It provides children with challenging, developmentally appropriate materials that encourage both creative, flexible use (e.g., open-ended materials such as blocks and art supplies) and practice in problem solving (e.g., closed-ended materials such as puzzles and matching games).

#### ii. Varieties of materials

It offers plenty of materials to avoid conflict between children or long waiting for a turn. Materials are labeled in the languages of the children in the group (e.g., using pictures, words, and symbols) to offer children a menu of opportunities for play.

#### iii. Organized learning areas

The space is organized with designated learning areas for large-group activities (e.g., circle time), small-group explorations (e.g., a work table or science project), and individual activities from which children can choose, ensuring that all children physically have access to all areas.

**iv. Appropriately sized small-group activities** It limits the size of small-group activities to promote peer interaction and struggles over turn-taking and use of materials.

#### v. A variety of small-group activities

Activities are planned so that a range of adult supervision exists: from activities that children can do with minimal adult supervision (e.g., dramatic play, familiar books, and puzzles) to ones that require close adult supervision (e.g., messy art activities, preparing food, learning to use new toys, materials, or games).

#### vi. Aesthetically appealing

The aesthetics (e.g., colors, textures, furnishings, other physical elements of the environment) are designed so that children are comfortable and their energy and attention are focused on the activities. An over-stimulating environment is avoided.

#### vii. Public and private spaces

There are both public spaces that encourage peer interaction and private spaces where children can take a break from sociability (areas with materials such as storybooks, pillows, blankets, or stuffed toys)

### Curriculum content

The domain of "learning environments and curriculum" is intended to include early childhood teacher competencies related to the design of classroom or home ECE settings for young children and to the contact of the learning areas. It is noted that the curricular 'content' of learning. Early childhood education professional need to understand and utilize strategies

that are characteristic of high quality early childhood environments such as:-

Regular schedules and routines, Transition activities from one activity to another, Interesting materials, Activities appropriate for age and well arranged classroom to enhance children's learning. The ECDE teacher must know and understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school.

### Planning framework

- i. Follow daily schedule
- ii. Give children choices
- iii. Encourage children learning through play
- iv. Is familiar with and assists with implementing planned curriculum.
- v. Supports and encourage children's participation in variety of activities.
- vi. Provide an interesting and secure environment that encourages play, exploration and learning using space, relationships, materials as routine as resources.
- vii. Develops an appropriate schedule that includes a balance of active and quiet, child directed, individual and group, indoor as outdoor activities.
- viii. User observations to provide appropriate choices and adapt environment for children.
- ix. Ensures that the environment facilitates learning for all children in each developmental domain for example:

Cognitive, Physical, Social, Emotional and Creative domain  
Teachers should tell others about development appropriate curriculum, Plans, implements and evaluates learning environments and curricular to maximize learning potential. Teachers should also Advocate for appropriate curricular and learning environment and Articulate, analyze, evaluate and apply current research and effective practice on use of technology.

Other general competency includes:

Participating with learners and communicates in robust dialogue for the benefits of the learners achievements, Actively engaging in respectful working relationships with learners, parents and the community, Showing integrity, sincerity and respect towards children's beliefs, language and culture, Affirming and providing contexts for learning where language, identity and culture is involved and Taking responsibility on own learning and their students.

### 1. Professional competencies

- a. Acting ethically and responsibly in the performance of functions
- b. Becoming involved in an individual and collective project of professional development.
- c. Acting critically as a professional, interpreting the objects of knowledge, or culture in performing ones functions.

### 2. School competency

- a. Cooperating with the school staff, parents and with various social agents.

- b. Working in cooperation with other members in the pedagogical team. Source: Mastinet Raymond, and Gauthier (2001.)

Evidence shows that high quality teaching is the most important influence the education system can have on high-quality outcomes for learners with diverse learning needs. Evidence also shows that effective teaching and learning depends on the relationship between teachers and learners and learner's active engagement.

### Conclusion and recommendations

Teachers are in charge of the educative process at all levels of education and their influence permeates all spheres of life. It is for this reason that they are regarded as the drivers of social, economic and political development of society, therefore it is suggested that teacher education at all levels should be carefully managed to incorporate all socio-cultural, economic and political aspects of life for the teachers to effectively serve their roles as instructional leaders in their spheres of influence. The best approach to realizing this is for teacher education programmes especially the ECDE since they are laying the foundation of knowledge, skills and attitudes, to be based on relevant research findings focused on enhancement of teacher education programmes at all levels. This is the surest way for teacher education to contribute to sustainable development.

### REFERENCES

- Bernard, M. E. 1995. *Improving student motivation and school achievement: A professional development program for teachers, special educators, school administrators and pupil service personnel*. Ontario, Canada: Hindle & Associates.
- Bernard, M. E. 2001. *Program achieve: A curriculum of lessons for teaching students how to achieve success and develop social-emotional-behavioral well-being*. 2nd ed. Vols. 1-6. Laguna Beach, Calif.: You Can Do It! Education.
- Bernard, M. E. 2002. *Providing all children with the foundation for achievement and social-emotional-behavioral well-being*. 2nd ed. Priorslee, Telford (UK): Time Marque.
- Bernard, M. E. 2004, October. *The relationship of young children's social emotional competence to their achievement and social-emotional well-being*. Paper presented at the Annual Research Conference of the Australian Council for Educational Research, Adelaide, Australia.
- Bernard, M. E. 2004. *The You Can Do It! early childhood education program: A social-emotional learning curriculum (4-6 year olds)*. Oakleigh, Victoria, Australia: Australian Scholarships Group.
- Elbaum, B. 2002. *The self-concepts of students with learning disabilities: A meta analysis of comparisons across different placements*. *Learning Disabilities*
- Fantuzzo, J., Perry, M. and McDermott, P. 2004. *Preschool approaches to learning and their relationship to other relevant classroom competencies for low-income children*. *School Psychology Quarterly*. *International Journal of Humanities and Social Science*, Vol. 2 No. 5; March 2012

- Kafu, P.A. 2003. *Teacher Education: Its implications to quality of Teachers in Kenya* (Unpublished paper). Moi University.
- Martin, A. J., Marsh, H. W. and Debus, R. L. 2001. *Self-handicapping and defensive pessimism: Exploring a model of predictors and outcomes from a self-protecting perspective. Journal of Educational Psychology*,
- Otiende, J. E., Wamahiu, S. P. and Karagu, A. M. 1992. *Reforming Higher Education in Kenya challenges lessons and opportunities retrieved on April, 2010* <http://www.incea- org/downloads/Reforming-HE> *Research and Practice*.
- Scardamalia, M. and Bereiter, C. 2003. *Knowledge Building, In Encyclopedia of Education* (2nd ed,pp.1370-1373).Newyork : Macmillan Reference , USA
- Sessional paper No. 1 of 2005 on *A policy framework for Education and training and Research in Kenya in the 21st century*. Ministry of Education (ICESI) (2008) service charter training improved Delivery of Education service.
- Shiundu, S.J. and Omulando, J.S. 1992. *Curriculum Theory and practice in Kenya*. Nairobi: Oxford University Press.
- Yen, C., Konold, T., & McDermott, P. A. (2004). *Does learning behavior augment cognitive ability as an indicator of academic achievement*. *Journal of School Psychology*.
- Zins, J. E., Weissberg, R. P., Wang, M. C. and Walberg, R. P. 2004. *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.

\*\*\*\*\*