

Factors that Affect the Implementation of Early Childhood Development Programmes in Zimbabwe

J. Moyo*, **N. Wadesango**** and **M. Kurebwa***

**Zimbabwe Open University, Midlands Region, Zimbabwe*

***Walter Sisulu University, East London, RSA*

KEYWORDS Resources. Qualified Teachers. Stakeholders. Large Classes. Efficiency

ABSTRACT This study investigates the factors that affect the implementation of Early Childhood Development Programmes (ECD). The random sample consisted of 12 primary school heads and 12 Early Childhood Development teachers in the Chiwundura Circuit. The research used a descriptive survey design. Random sampling was used to select respondents. Data was collected through questionnaires and semi-structured interviews. Frequency tables and descriptive statistics were used to present, analyse and interpret data. The results of the study indicated that the qualifications of teachers affected their ability to deliver effective lessons. Large classes reduced teacher-pupil interaction. The study also revealed that teachers and parents had positive attitudes towards Early Childhood Development programmes. This benefited learners when they received support from teachers and parents. Furthermore, the study revealed that lack of resources affected teaching and learning processes. Lack of qualified teachers affected professional conduct of Early Childhood Development programmes. The children were vulnerable to deprivation of appropriate experiences because ECD centres were not well equipped. Major recommendations were that para-professionals engaged in ECD programmes should have 5 "O" level passes. Furthermore para professionals should be paid salaries similar to those of temporary teachers.