

The study examined the current educational and professional background of early childhood educators involved in early childhood development in some selected schools in Winneba, Ghana; and how that affects quality of work in the classroom. The study adopted the descriptive survey type, using a sample of 127 early childhood educators randomly selected from early childhood centers and schools in the Winneba municipality. A questionnaire was administered to respondents based on 16 items within four domains: Background of educators, participation and organization of instruction, approach to growth and development, and organization of curriculum. Key findings indicated that most educators did not have the professional training in early childhood education. Based on the findings, a number of recommendations were made to address this important shortfall. Keywords: Early Childhood Education, Teacher Background, Quality Teaching, Winneba, Ghana.