

Administrative Support Provided to Teachers during Implementation of Early Childhood Development and Education Curriculum

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Abstract

Early childhood is the foundation of primary education and beyond, it is with this concern that proper implementation of the ECDE curriculum has to take place through provision of adequate and necessary support to pre-school teachers. This study investigated the administrative support that was provided to schools during the implementation of early childhood development education curriculum in Baringo North Sub County, Kenya. This study was guided by Gross et al theory on curriculum implementation which asserts that for any successful implementation, suitable conditions must be fulfilled such as administrative support. The study used descriptive research design. The study used selected schools in Baringo North Sub County, which had 120 pre-schools, 160 pre-school teachers, 120 head teachers and 5 DICECE officers. Results showed that head teachers played a major role in the implementation in purchasing some of the required resources, through initiating the parents to support the teachers though it was found that they were not adequate at the time of the study. The head teachers and DICECE officer claimed that they never received adequate support from the Ministry of Education, Science and Technology to assist in the implementation of the ECDE curriculum. The paper recommends that for effective implementation of the curriculum, top administrative support should be provided to teachers to enhance effective curriculum implementation.

Keywords: curriculum implementation, administrative support, early childhood education

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