

Teacher Preparedness in the Implementation of Early Childhood Education Development Curriculum in Kenya: A Case of Baringo North Sub County, Kenya

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Abstract

Early Childhood Education Development (ECDE) teachers are required to be ready to implement the new curriculum in pre-school. However, majority of research conducted has shown that ECDE curriculum is not appropriately implemented in public pre-school centres across the country. Therefore, the purpose of this paper was to establish the level of teacher readiness in the implementation of new curriculum. The study was conducted in selected public pre-school centres in Baringo North Sub County. A descriptive research design was used. The respondents for the study involved sub county officer in charge of ECDE, head teachers and preschool teachers. Questionnaire and interview schedule were used for collection of data. Data collected has been analysed using descriptive statistics. The research found out that majority of pre-school teachers in the county were not well prepared in the implementation of early childhood education development curriculum in the country. Teachers need to be involved when the KICD and MOE are preparing the curriculum for they are the key implementers. Further, government agencies should provide the guidelines before the implementation of new curriculum for schools to prepare the necessary materials and facilities required and equip the teachers so that they do not use the previous syllabus.

Keywords: Pre-school teacher, Preparedness, Implementation, ECDE

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