Role of School Administrators in the Implementation of Early Years Education Program in Khwisero Sub-County, Kenya

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ABSTRACT

With the promulgation of the Kenya Constitution in 2010, the responsibility of Early Year's Education (EYE) was delegated to county governments. This study, therefore, sought to find out the role of school administrators in the implementation of early childhood education programs in Khwisero sub-county, Kenya. The study used contextual interaction and supervision theories. The study employed a cross-sectional survey research design. The population of this study consisted of 61 schools from the sub-county, 61 EYE teachers in charge, 61 head teachers, 67 assistant teachers, 61 parent representatives, 1 program officer, and 4 ward representatives from Khwisero Sub-County. From the results of the piloting, Cronbach reliability revealed that all constructs had a coefficient above 0.7, indicating that the instrument was reliable. Stratified random sampling was used in the selection of 10 schools, from which purposive sampling was used to select 10 head teachers, 10 teachers in charge, 1 program officer, and 4 ward representatives, while random sampling was used to select 50 assistant teachers. Instruments that were used to collect data were questionnaires and interview guides. The data was analyzed using descriptive statistics with the aid of Statistical Package for Social Science (SPSS) version 20, and the findings were presented in the form of frequency tables, bar graphs, and pie charts. From the findings, there was a moderately positive and significant correlation between the role of administrators in teacher supervision and program implementation (r =0.542, p<.05). This implies that the role of administrators enhanced program implementation among ECDE schools in schools in Khwisero Sub County in Kakamega. Therefore, it can be concluded that school administrators' role has a positive effect on the implementation of programs in these schools. Under program and instruction, the respondents noted that they concentrated on ensuring that teachers were following the laid-out program. Under schemes of work, the respondents noted that they observed the time the schemes were prepared. On the issue of records of work covered, the respondents noted that they look at how teachers keep and update their records. On teaching and learning facilities, the respondents noted that they check how teachers handle teaching aids. Teacher supervision practices were effective. In addition, school administrators had many roles in teacher supervision. The study concluded that school administrators have a big role to play in schools and therefore recommended that they should be supported to accomplish their role. Future research is to be done in other sub-counties to compare the findings.

KEY WORDS: Early Years Education Program, Implementation, Roles of School Administrators, Teacher Supervision
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I. INTRODUCTION

In Kenya, early childhood education is managed by a partnership policy of the Ministry of Education, Science, and Technology (MoEST), whose major objective is to improve the delivery of early childhood education services across the nation. The main department in charge of the nation's Early Year's Education (EYE) programs is MoEST, which collaborates with other ministries on its development and execution. Three parts of the ministry are active on the national level. The Directorate of Basic Education's early years education unit is in charge of developing policy guidelines, registering preschools, coordinating data gathering, obtaining funds and donations, and providing trainers. The second is the Early Years Education Unit of the Division of the Directorate of Quality Assurance and Standards, in charge of examining teacher candidates, issuing certifications to pre-school teachers, and inspecting daycare centers and training facilities. The development of programs and materials, professional development and support, coordination of research, monitoring and evaluation, and training are all responsibilities of KICD. The pre-primary training facilities for

child care were placed within the county government of Kenya with the adoption of the new constitution in 2010 (Government of Kenya [GOK], 2010).

The Kenyan Ministry of Education (MoE) created early year's education (EYE) service standard standards in 2006 to assist EYE stakeholders in the delivery of EYE programs. The Children's Act and the national EYE policy framework were operationalized through the development of Early Years Education Service Standards Guidelines for Kenya (Riechi, 2021). The main objective was to offer detailed service standard criteria that assure that EYE service providers offer young children high-quality, equitable, and accessible EYE services. The guidelines set forth the necessary requirements for the creation, registration, and administration of EYE centers, colleges, and services. Additionally, EYE centers receive monitoring tools for quality assurance and standards in their programs. However, there are discrepancies between policy and practice, such as the absence of a centralized agency tasked with EYE Center registration. According to Momanyi and Rop (2020), a lack of clearly stated service standard criteria results in decreased service quality, insufficient coordination of service delivery, and unequal distribution of the service.

The supervision process has a big impact on teaching and learning. When the supervisor consistently engages with the instructors and students to provide mediated help to enhance teacher practices in the classroom, quality teaching occurs. To make sure that instructors are carrying out their responsibilities in accordance with the organizational objectives and aspirations of the school, the supervisor provides guidance, direction, and leadership. Teaching and supervision are intertwined and mutually reflect and reinforce one another. Zhang et al. (2023) elaborate on this by arguing that when supervision in schools is improved, it creates a solid platform for teacher improvement, which in turn enhances student learning results.

1.1 Statement of the problem

According to the Ministry of Education and the Republic of Kenya in 2006, inadequate supervision is one of the issues affecting early childhood education. Among the reasons given were: It's possible that the Sub-County Program Officer and the school's head teacher, who are in charge of supervising pre-schools in Khwisero Sub-County, aren't performing their duties as intended. Some of the potential explanations for this include their being overburdened by the sheer volume of schools to monitor or even their lack of familiarity with the preschool curriculum, instruction, and method. Lack of frequent refresher courses to provide the heads of teachers with suitable skills and knowledge for monitoring the curricular implementation in the school could also be a challenge in Khwisero Sub-County. It is therefore not very clear how teacher supervision practices are being conducted and how they have influenced the implementation of the EYE program in Khwisero Sub-County. The study, therefore, sought to fill this gap by evaluating teacher supervision practices in the implementation of early childhood education in the Khwisero Sub-County, Kenya.

1.2 Purpose of the Study

The purpose of this study was to establish the effects of school administrators supporting teacher supervision practices in the implementation of the Early Years Education program in Khwisero Sub-County. The study was guided by the following research question: What is the role of school administrators in supporting teacher supervision practices in the implementation of the Early Years Education Program in Khwisero Sub-County?

II. LITERATURE REVIEW

2.1 Theoretical Review

This study was based on the Contextual Interaction Theory (CIT). According to De Boer and Bressers (2011), one of the fundamental tenets of CIT is that the variables affecting the implementation process are interactive. Whether they have a beneficial or negative impact depends on the specific contextual circumstances. The theory distinguishes a group of fundamental facts about the individuals involved that work together to affect the implementation process. The idea focuses on motivation, which is the weight actors give to a policy and how much it helps them achieve their goals and objectives. This has an impact on implementation in that actors with low motivation may choose to disregard the policy. In the case of this study, the EYE monitoring would only be properly and completely executed if the government worked to inspire the implementers through multiple arms.

To provide proper program supervision, the supervisors require the necessary tools and resources. The EYE teachers require capacity as well as materials for instruction and spaces to comfortably conduct the sessions. Information: Those participating must have enough knowledge to successfully supervise. Technical expertise on the subject at hand, as well as levels and patterns of actor communication, are all examples of information in this context. For instance, are individuals in charge of implementation aware of the target groups and with whom they should be

collaborating? The ability to adopt policies: Toole (2014) argues that it is critical to understand who has the authority to implement a policy and the scope of that authority.

Toole (2014) asserts that authority may come from formal sources like legal or regulatory frameworks or from informal sources like relying on another person to accomplish goals. Leadership in EYE and all other involved departments was the main source of power in our study. As a result, ineffective national and local leadership might cause stagnation in EYE oversight. Resources should be provided and supported, along with supervision, monitoring, and assessment. Interaction: To further reduce implementation hurdles, actors' interactions must be taken into account. According to the contextual interaction hypothesis, the interaction between the learner, their environment, and their task shapes the learning process. These theories can be used in the study's context to comprehend how the interactions between teachers, school administrators, and the work of implementing the program impact teachers' supervisory methods. For instance, the idea contends that when school administration supports teachers and when the task of implementing the program is well-defined and in line with their instructional objectives, they are more likely to engage in successful supervisory methods.

On the other hand, when they experience a lack of support or when the task of implementing the program is unclear or out of alignment with their objectives, instructors may struggle with supervision techniques. Therefore, the contextual interaction theory can be used to explore the factors that influence teacher supervision practices in the early-year education program and to develop strategies to improve practices. By incorporating contextual interaction theory into the study, we can examine how the specific context of Khwisero Sub-County shapes teacher supervision practices and their effectiveness in implementing early childhood education programs. This theory helps to identify the contextual factors that impact supervision practices, such as cultural norms, community expectations, and available resources. Understanding these factors is crucial for developing strategies for effective teacher supervision that are culturally sensitive, contextually relevant, and responsive to the unique needs of the sub-county. By incorporating contextual interaction theory into the study, the study examined how the specific context of Khwisero Sub-County shapes teacher supervision practices and their effectiveness in implementing early childhood education programs.

This theory helps to identify the contextual factors that impact supervision practices, such as cultural norms, community expectations, and available resources. Understanding these factors is crucial for developing strategies for effective teacher supervision that are culturally sensitive, contextually relevant, and responsive to the unique needs of the sub-county. The contextual interaction theory explains the implementation of the EYE program. However, it does not explain the supervision element of EYE program implementation. Therefore, the supervision theory has been adopted to fill this gap.

2.2 Empirical Literature Review
2.2.1 School Administrators Role in Supporting Teacher Supervision Practices

Among schools, school administrators support teacher supervision in a variety of ways. The first role has to do with the daily workload that head teachers deal with (Ndung'u, 2015). Headteachers are regarded as managers, administrators, supervisors, and inspectors of educational institutions.

2.2.2 Leadership and Supportive Role of School Administrators

It is essential that school administrators support teacher supervision procedures. A study by Leithwood and Jantzi (2020) highlighted the role that transformational leadership plays in developing an environment that is conducive to efficient supervision. Transformative leaders encourage collaboration, give resources, and advance a continuous improvement culture in their school administrations.

According to research by Hellriegel and Slocum (2011), encouraging school leadership increases teacher job satisfaction and fosters professional development. The implementation of early years' education programs is facilitated, and the school climate is improved by administrators who actively support teacher supervision techniques. They serve as the frontline mirror and teachers of teachers in the action plan for the school (DiPaola & Hoy, 2013). According to studies, head teachers face difficulties in carrying out their daily management and administrative tasks, among which is the supervision of instruction. Several scholars have identified the roles that result from having too many administrative responsibilities (Kamindo, 2008; Mzee, 2011). The head teachers' methods for addressing the workload issue and striking a balance with teacher monitoring are not revealed in this research, though.

The number of staff members working in the schools has also been identified (Ndung'u, 2015). The most precious resource in a school is its human resources. According to Glanz et al. (2007), while evaluating staff capacity, it's critical to take into account both expertise and the quantity of employees required to provide services to the client. The issue of insufficient staffing levels in public secondary schools has compelled the head teachers to attend class sessions rather than observe classes.

In Kenya, hiring teachers is done in response to demand and coincides with the availability of funding. This suggests that some positions might not be filled because of a shortage of funding. The quality of education is ultimately impacted since the head teachers may not be able to supervise teachers due to a lack of sufficient numbers of teachers. Adikinyi (2007) and Nyandiko (2008) both found that there is a teacher shortage in Kenyan schools. Since there is little literature on this topic, the purpose of this study is to learn more about the efforts made by the head teachers to address the staff shortage in their schools.

2.2.3 Collaborative Approaches to Teacher Supervision

It has been discovered that collaborative strategies between teachers and school administrators are successful in promoting teacher supervision procedures. According to a study by Glickman et al. (2014), it is crucial to define goals jointly with teachers and administrators so that they are in line with the objectives of early childhood education programs. Zeichner and Liston (1996) underlined the advantages of cooperative problem-solving and shared decision-making between administrators and instructors in their research on collaborative supervision procedures. Collaboration in supervision builds rapport, boosts trust, and encourages a culture of ongoing development.

A problem with teacher supervision has been identified as the head teachers' incapacity or unwillingness to hand off the responsibility for overseeing teachers to subject panels, department heads, and senior instructors (Ndung'u, 2015). Even when staffing levels are adequate, classroom observation is neglected (Abdilla et al., 2019). The reality of assigning head teachers the duty of teacher supervision is negated by this circumstance. The research that is now accessible, however, does not explain why the head teachers are hesitant to assign the responsibility of teacher supervision to the deputies, senior teachers, or heads of departments.

Factors that potentially present a barrier have been linked to the instructors' attitudes regarding teacher monitoring (Ndung'u, 2015). According to studies by Adikinyi (2007), instructors have a bad attitude about teacher monitoring and are therefore unlikely to take any guidance that comes from it seriously. Figueroa (2022) adds that teachers today are increasingly ambivalent about monitoring, bolsters this claim as well. Teachers with limited experience have different opinions regarding practice supervision than teachers with more experience because of the evaluative methodologies (Watene, 2007; Yunus et al., 2008).

However, Muriithi (2012) holds a different viewpoint. The majority of teachers, according to the report, have favorable attitudes toward teacher supervision. They have no problem showing the head teacher their work records for review, which encourages the head teacher to provide assistance when it is required. Due to two disagreements in the literature, it was important to undertake this study in order to determine who the study would agree with.

The professional credentials of the head teachers are also crucial in deciding how effective teacher supervision will be (De Grauwe, 2007). Their professional credentials must at the very least be on par with those of the other teachers, if not higher than those of the other teachers. Without the necessary credentials, this would make it difficult to supervise teachers. In a study of four African countries, De Grauwe (2007) discovered that even though some of the supervisors had insufficient professional training, they had a lot of experience. This was linked to the fact that they began their careers as teachers when there were fewer educational requirements. Despite the supervisors' extensive teaching experience, De Grauwe (2007) linked the subpar teacher supervision procedures in these nations to their lack of professional qualifications.

III. METHODOLOGY

The research was carried out in the Khwisero Sub-County of Kakamega County. The Khwisero Sub-County is a good candidate for this study to be conducted in order to address and comprehend the causes of its poor performance, particularly among the early learners. Early childhood education and career training were decentralized under the 2010 constitution. According to the Ministry of Education, Science, and Technology (MOeST, 2015), the early childhood sector has been neglected by stakeholders. Khwisero Sub-County recorded poor results compared to other sub-counties, according to a comparison of the examination performance of the sub-counties within Kakamega County. In 2011, for example, the sub-county earned a mean score of 255.42, placing it second last in the county. Early in their education, students' performance has been declining. According to the Kakamega County Ministry of Education Science and Technology, it was ranked last in the county in 2013, third last in 2014, and last in 2015. The sub-county hasn't been able to compare well or compete with other sub-counties that earned reasonably high mean scores over the years.

Due to the poor transition and performance of students in their early years of schooling, this location was selected. In Kakamega County, Khwisero Sub-County is an example of a typical rural area. Studying here enables us to comprehend the common difficulties faced by rural early childhood education programs around the country and in Kenya. Additionally, it enables us to compile numerous viewpoints from various early childhood education

stakeholders. This range of viewpoints deepens our comprehension of the matter. The outcomes of our study will immediately help the neighborhood. The study's goal is to pinpoint best practices and areas for development, which will result in improved early learning and teacher assistance.

For this study, a cross-sectional survey research design was chosen. This is so that both quantitative and qualitative data can be gathered (Mackey & Bryfonski, 2018). Therefore, the cross-sectional research design was the most suitable because it allowed for the examination of several factors in the same person. The target population included 61 schools in Khwisero Sub-County, Kakamega County. The target population comprised 61 head teachers, 61 teachers in charge of the early years of the education section, 4 ward representatives, 1 program officer, 67 assistant teachers, and 61 parent representatives. They were targeted because they directly affected the school in one way or another. In total, the study targeted 255 respondents. For the various types of respondents, different sampling approaches and strategies were used. A sample size of 85 respondents, or 18% of the target population, was calculated using the formula below by Mugenda and Mugenda (2015). This sample size is regarded as representative because it represents the population as a whole.

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where

S is the desired sample size
X^2 is the table value of chi-square for one degree of freedom at desired confidence level which is 1.96x 1.96= 3.8416
N is the population size
P is the population proportion assumed to be 0.5 since this will provide maximum sample size and is the degree of accuracy expressed as a proportion 0.05

$$S = \frac{3.8416 \, X \, 120 \, X \, 0.5 \, (1-0.5)}{0.052 \, (120-1) + 3.8416 \, X \, 0.5(1-0.5)}$$

S = **85** Respondents.

The instruments used to collect data in this study included questionnaires, interview schedules, and a document analysis guide. The content validity index was also found to be 0.82 for the questionnaire and 0.79 for the interview schedule. Kothari (2013) informs us that a content validity index of 0.7 and above indicates that the instrument is valid. Cronbach alpha was the most widely used way of measuring internal consistency in the behavioral sciences. The role of administrators was found to have a Cronbach alpha value of 0.871, deemed reliable given the Cronbach alpha coefficient value of at least 0.7 as recommended by Cronbach (1967). The data was therefore suitable for further analysis.

The analysis of the data was done by checking the gathered raw data for completeness, usefulness, and accuracy. The collected data was analyzed both qualitatively and quantitatively. Quantitative data was analyzed with the help of a statistical package for social scientists using both inferential and descriptive statistical tools. The role of school administrators was analyzed descriptively using frequency counts, means, and standard deviation. Quantitative findings were presented using tables and bar charts. Qualitative findings from interviews were reported in verbatim form and discussed.

IV. FINDINGS

4.1 Role of School Administrators in Teacher Supervision

The study sought to establish the role of school administrators in supporting teacher supervision practices in the implementation of early childhood education programs in Khwisero Sub-County. Therefore, a questionnaire was administered to all the respondents, and the findings were presented as shown in Table 1 using frequency counts, means, and standard deviations.

Table 1

Role of School Administrators in Teacher Supervision

Statements	SD	D	NS	A	SA	M	STD
Assessing preparedness of teachers	3(4.5)	6(9.1)	4(6.1)	31(47.0)	22(33.3)	3.95	0.61
Frequently visiting classrooms for instructional purposes	9(13.6)	11(16.7)	2(3)	19(28.8)	25(37.9)	3.61	0.83
Allocating resources and materials for better supervision	5(7.6)	7(10.6)	3(4.5)	21(31.8)	30(45.5)	3.97	0.52
Hiring/acquiring more staff for efficient supervision	4(6.1)	2(3)	1(1.5)	18(27.3)	41(62.1)	4.36	0.37
Allocating tasks for effective supervision	7(10.6)	16(24.2)	2(3)	24(36.4)	17(25.8)	3.4	1.38
Helping teachers to understand the schools' policies on supervision	15(22.7)	7(10.6)	9(13.6)	16(24.2)	19(28.8)	3.3	1.54
Communicating with parents, teachers, and students as required	2(3)	6(9.1)	27(40.9)	13(19.7)	18(27.3)	3.6	1.08
Providing the best learning and supervision environment	5(7.6)	0(0.0)	8(12.1)	14(21.2)	28(42.4)	3.5	1.14
Developing class schedules to include supervision practices	2(3)	10(15.2)	14(21.2)	26(39.4)	14(21.2)	3.6	1.08

Key: SD- Strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, and SA=-Strongly Agree

From the findings in Table 1, it is clear that the main role of school administrators was hiring or acquiring more staff for efficient supervision of EYE programs in Khwisero Sub-County, as indicated by a high mean (M = 4.36, SD = 3.7). A significant majority of respondents (41, or 62.1%) agreed that one of the main roles of school administrators is to hire or acquire more staff for efficient supervision. Therefore, administrators recognize the importance of having a sufficient number of supervisors to effectively support and guide teachers during the implementation of the EYE program. 30 (45.5%) of the teachers strongly agreed (M = 3.97, SD =.52) that school administrators should actively involve themselves in allocating necessary resources and materials to enhance better supervision and assess the preparedness of teachers (M = 3.95, SD =.61). A majority of 25 (37.9) of the teachers agreed (M = 3.61, SD =.83) that school administrators frequently should visit classrooms for instructional purposes. This indicates a hands-on approach where administrators actively observe and engage with teachers to provide guidance and support in teaching. The findings further show that administrators frequently visited classrooms for instructional purposes, allocated tasks for effective supervision (M = 3.4, SD = 1.38), and provided the best learning and supervision environment (M = 3.5, SD = 1.14). Communicating with parents, teachers, and students as required as well as developing class schedules to include supervision practices received a similar high rating (M = 3.6) and standard deviations (SD = 1.08), respectively. Finally, the findings show that helping teachers understand the schools' policies on supervision (M = 3.3, SD = 1.54) was among the least played roles by the school administrators. The mean rating of 3.95 indicates that school administrators are also involved in assessing the preparedness of teachers, as shown by a majority of 31 (47.0%) of teachers. This therefore ensures that teachers have the necessary knowledge, skills, and materials required to deliver the EYE program effectively. 26 (39.4%) of the teachers also agree (M = 3.6, SD = 1.08) that school administrators should be involved in developing class schedules that include specific supervision practices. This suggests that supervision will be integrated into the regular school routine to ensure consistency and comprehensive support for teachers. Teachers also agree (M = 3.4, SD = 1.38) that administrators should play a role in allocating specific tasks to supervisors to ensure effective supervision. This may involve assigning supervisors to specific areas of focus or grade levels to provide targeted support to teachers.

Respondents were also requested to enumerate some of the roles that school administrators played during teacher supervision in the implementation of the Early Years Education program in Khwisero Sub-County. Several roles were brought out by the participants in this study. Firstly, the role of answering questions and supervision from teachers came out clearly from most of the respondents. They noted that teachers had many questions concerning supervision that school administrators had to answer. Another role that emerged from the respondents was assisting in the implementation and evaluation of the EYE program for better supervision. This means that school administrators had to ensure that they implemented and evaluated the EYE program for teacher supervision to be effective.

In addition, it also emerged that school administrators had to ensure that program standards were met during supervision. This entailed setting up standards that included academic outcomes and holistic development. Other themes included the development of the scope of the profession or teachers effectiveness in supervision practices.

The interview schedule carried out by one of the program officers portrayed the following scenario:

"School administrators have a great role to play in the teacher's supervision. They have to ensure good program implementation through creating a good environment for the teachers to carry out supervision"

One of the ward representatives held the following observation;

School administrators play very little role in teacher supervision. They audit teachers instead of creating a good environment, security, professionalism, and other forms of support. They have a great role to play which they are not doing effectively.

The findings in this study are in line with past studies. According to Kamindo (2008), who noted that school administrators are not effective in their role of ensuring effective teacher supervision due to too many administrative duties, Glanz et al. (2007) asserts that when considering staff capacity, both competence and the number of staff needed to deliver services to the client are important. Therefore, school administrators have a great role in ensuring enough staff to enhance teacher supervision.

4.2 Program Implementation

Program implementation was measured using the following aspects: adherence to the curriculum, individualized instruction, child engagement, assessment of learner progress, class management, teacher-learner interaction, professional development, and family involvement. Therefore, teachers were asked to rate these aspects and the extent to which they agreed with their implementation. The findings are presented as shown in Table 2.

Table 2
Program Implementation

Statements	VL	L	N	H	VH	M	Std
Adherence to curriculum	17(25.8)	28(42.4)	14(21.2)	3(4.5)	4(6.1)	2.2	.6
Individualized instruction	9(13.6)	25(37.9)	11(16.7)	15(22.7)	6(9.1)	2.8	.69
Child management	17(25.8)	16(24.2)	11(16.7)	12(18.2)	10(15.2)	2.7	.54
Assessment of learner progress	24(36.4)	0(0.0)	23(34.8)	9(13.6)	2(3.0)	2.2	1.1
Class management	31(47.0)	22(33.3)	3(4.5)	6(9.1)	4(6.1)	1.95	0.61
Teacher learner Interaction	19(28.8)	25(37.9)	9(13.6)	11(16.7)	2(3)	2.61	0.38
Professional Development	21(31.8)	30(45.5)	5(7.6)	7(10.6)	3(4.5)	1.97	0.52
Family Involvement	18(27.3)	41(62.1)	4(6.1)	2(3)	1(1.5)	2.36	0.37

Key: VL-Very Low, L-Low, N-Normal, H-High, VH-Very High

The majority of teachers (42.4%) rated adherence to the curriculum at a low level (M = 2.2, SD = 0.6). This indicates that there may be challenges or variations in implementing the curriculum as expected. 25 (37.9%) of the teachers rated individualized instruction at a low level (M = 2.8, SD =.69). This indicates that there might be room for improvement in providing personalized learning experiences to students. Child engagement received a relatively low rating (M=2.7, SD=.54). This was according to 17 (25.6%), suggesting that enhancing student engagement in the learning process could be an area of focus. Assessment of Learner Progress received a very low rating (M = 2.2, SD = 1.1) from 24 (34.8%) of the teachers. This implies, therefore, that there might be challenges in effectively assessing students' progress. 31 (47.0%) of the teachers rated class management at very low (M = 1.95, SD = 0.61), indicating that teachers are yet to be effective in managing their classrooms. A low standard deviation of 0.61 suggests that there is consensus among teachers in this aspect. The low mean rating of 2.61 suggests that 25 (37.9%) of students generally rate teacher-learner interaction as being low, indicating that teachers hardly ever have positive interactions with their students. The majority of teachers (45.5%) rated low (M = 1.97, SD =.52) professional development. Therefore, this suggests that teachers do not have access to and participate in relevant professional development opportunities. Family involvement was rated low (M = 2.36, SD =.37) according to 41 (62.1%) teachers, indicating that teachers perceive that families are not actively involved in their children's education.

The findings from Table 2 revealed that there are areas of program implementation that require further checks and improvements. Adherence to the curriculum, individualized instruction, child engagement, and assessment of learner progress received relatively low ratings, indicating potential challenges in these aspects. Also, class management, teacher-learner interaction, professional development, and family involvement still received low ratings, suggesting that these areas need attention from the stakeholders.

4.3 Pearson Correlation

Further analysis was also done on the relationship between the role of school administrators in supervision and the implementation of early year education programs. Therefore the mean scale of the administrator's role in teacher supervision was correlated with the mean of program implementation and the findings are presented as shown in Table 3.

Table 3
Correlation between the Role of Administrators and Program Implementation

Correlations		Role of Administrators	Program Implementation
Role of Administrators	Pearson Correlation	1	.542[**]
	Sig. (2-tailed)		.000
	N	66	66
Program Implementation	Pearson Correlation	.542[**]	1
	Sig. (2-tailed)	.000	
	N	66	66

**. Correlation is significant at the 0.01 level (2-tailed).

From the findings indicated in Table 3, there is a moderately positive and significant correlation between the role of administrators in teacher supervision and program implementation (r =0.542, p<.05). This implies that the role of administrators enhanced program implementation among ECDE schools in schools in Khwisero Sub-County in Kakamega. Therefore, it can be concluded that school administrators' role has a positive effect on the implementation of programs in these schools.

The administrator's role in teacher supervision has been associated with many factors (Ndung'u, 2015). The studies by Adikinyi (2007) and Gachoya (2008) reveal that school administrators fail to be effective in their roles due to the many duties and responsibilities that they have. Figueroa (2022), who adds that teachers today are increasingly ambivalent about monitoring, bolsters this claim as well. Teachers with limited experience have different opinions regarding practice supervision than teachers with more experience because of the evaluative methodologies (Watene, 2007; Yunus, 2008).

Separately, the results of this study contradict those of another study by Muriithi (2012), who found that most instructors have favorable sentiments toward teacher supervision. They have no problem showing the head teacher their work records for review, which encourages the head teacher to provide assistance when it is required. Due to two disagreements in the literature, it was important to undertake this study in order to determine who the study would agree with.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The study sought to establish the role of school administrators in supporting teacher supervision in the implementation of the early-year education program. School administrators play a big role that is essential to teacher supervision. The aspects of a good environment, security, resources, and more staff, among others, have emerged as the leading roles played by the school administrators. However, the administrators have not fully accounted for these roles, as indicated by moderate ratings. Should the administrators prioritize these roles, then there will be very effective supervision in the implementation of the early-year education program.

5.2 Recommendation

Head teachers are encouraged to discuss with teachers about programs and instruction in schools after the monitoring and supervision exercise. They should also undergo more training to enhance their supervision so as to make it more effective. The study also recommends that education stakeholders, such as the county government, the ministry of education, and the national government, support the teacher supervision exercises by empowering the role of school administrators through policy enrichment and financial provision.

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