

**INFLUENCE OF FUNCTIONS OF COUNTY GOVERNMENT ON PERFORMANCE OF
EARLY CHILDHOOD DEVELOPMENT EDUCATION TEACHERS IN NYANDO SUB-
COUNTY, KISUMU COUNTY, KENYA**

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Degree of Master of Education in Corporate Governance**

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any university.

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DEDICATION

To my Father, James Okewa who took me to school and opened my eyes to the world and my little girls Amy and Angela, you are always my inspiration.

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LIST OF ABBREVIATIONS AND ACRONYMS

ECCE	Early Childhood Care and Education
ECDE	Early Childhood Development Education
EFA	Education for All
GMR	Global Monitoring Report
KMET	Kenya Medical Education Trust Fund
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NESP	National Education Sector Plan
UNESCO	United Nations Education Science and Cultural Organization

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ABSTRACT

The Kenyan Constitution of 2010 devolves the management of Early Childhood Development Education (ECDE) to county governments. This was a measure to address the challenges that bedevilled the ECDE sector due to the national government's minimal funding and administration of the sector that resulted to unproductive ECDE teachers. These challenges included understaffing, lack of professional development for ECDE teachers, poor remuneration and poor working conditions. Despite the major milestones realized, especially on access of ECDE since the inception of devolution, various challenges have still continued to undermine the performance of ECDE teachers. Therefore, key functions of county governments that influence teacher performance need to be defined and delineated in order to guide county governments in areas they need to concentrate their efforts for optimum teacher performance. The purpose of this study therefore, was to investigate the influence of county government functions on performance of ECDE teachers in Nyando sub county, Kisumu County, Kenya. The study in particular sought to establish the relationship between recruitment, training, remuneration and working conditions and performance of ECDE teachers in public ECDE centres. The study employed descriptive survey design, a simple random sampling approach was used to select 21 ECDE centres from Nyando sub-county. From each of the selected ECDE centres, purposive sampling was used to select 21 heads of ECDE centres. Equally purposive sampling was used to select Kisumu county director of education ECDE for interview. This study used primary data which was obtained using questionnaires, observation schedules and interview guide. Expert judgement was used to ensure content validity and the test re-test was used to determine reliability of the instruments. Data obtained during the study was fed into excel spread sheet and analysed to produce descriptive statistic. Based on the findings of the study, recruitment, training, remuneration and working conditions are factors affecting lesson preparation and presentation, attendance and punctuality of teachers. The study concludes that insufficient recruitment of ECDE teachers, inadequate in-service training programmes, poor remuneration and poor working conditions impedes the performance of ECDE teachers. The study therefore, recommends that the Kisumu county government should increase its capitation for teacher management.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early Childhood Care and Education provides children from birth to eight years of age with education and care. It is characterised by remarkable physical and cognitive development. It lays foundation for future learning and training (EFA GMR 2012) and according to 2013/2014 GMR, Education for All (EFA) number one goal is to provide high standard early childhood education particularly for children of vulnerable background. Consequently, globally ECDE centres are accepted as the modern alternative child care systems. They are part of a child's microsystem that are made up of personal qualities of teachers and other care givers and peers there in, as well as the quality of the physical environment. ECDE centres comprises one of the immediate social and physical environment influencing children's development. Despite the growing importance of Early Childhood Development Education, there are a number of challenges that continue to pull down its effective implementation. It remains under developed in a number of countries globally – there are gaps in provision and inadequate quality in service (International ECE Task Force 2010). These are insufficient learning and teaching materials, inadequate teachers who are paid little remuneration and financial constraints.

ECDE teachers' performance has become an important issue in the contemporary society given their responsibility of imparting knowledge and skills to learners by moulding them towards realizing their potentials in life at formative years (Owala 2016). Globally there is a shortage of professionally trained and qualified ECE teaching staff in

many countries. Moreover, the condition of service to ECE teaching staff tend to be inferior to those of their counterparts in other education sector. These challenges have been met with success yet in other countries they remain a challenge (International Task Force 2010).

According to UNESCO (2005), organs of the United Nations such as UNESCO have advocated for the concept of decentralization to address the challenges facing the education sector. Reasons for decentralization are numerous. In some cases it is a question of increasing efficiency in management and governance. Though this has succeeded in some countries in other countries the challenges remain. For instance, In the United States, provision of ECE is decentralized to the states, enforcement of minimum working standards across states is weak and working conditions of ECE teaching staff is generally characterised by low wages and limited benefits, their qualification requirements and salaries are comparatively lower, consequently leading to high turnover rates and difficulty in recruiting new teachers (International ECE Task Force 2010).

According to Education for All (EFA) 2013/2014 Global Monitoring Report (GMR), in many developing countries, Early Childhood Care and Education (ECCE) programs are run through private initiatives or charity supported. In Gambia for instance, Early Childhood Education is provided by NGOs, local communities and largely provided by the private sector; few training facilities are available for ECE teachers and programmes are not standardized though some faith based organizations have training centres for teachers and also provide in-service programmes to teachers working in their centres.

Moreover, salaries for ECE teachers are much lower. Issues of remuneration, untrained and under qualified teachers, staffing and working conditions are major concerns (ECE Task Force June, 2010). In Tanzania the responsibility of child rearing and ECDE projects implementation in many places has remained in the hands of individual families and communities without proper and competent institutions to provide for their continued needs of education and development (UNICEF 2012, Nafungo 2015)

ECDE in Kenya is quite important because it prepares pre-primary children for basic primary education. The basic education Act no.14 of 2013 refers to ECDE level of education as pre-primary and defines it as the education offered to children of four to five years before joining class one in a primary school. Institutionalization of ECDE is a by-product of colonization and the missionaries played a big role in development of ECDE prior to and after independence (KIE 1992, Felicity and Ann 2011). Various commissions, policy papers, workshops seminars and Sessional papers have continued to shape development of ECDE in Kenya since independence in 1963. However, funding and administration of ECDE education in the past by the Kenyan government had been minimal and haphazard (Nganga 2009).

Little had been done by the government in the past to promote ECDE, instead in the past decentralizing the sector to non-government organizations and communities making it to be monopolized by the private sector, turning it into a private venture whose quality is questionable (Gichuki 2015). For instance, the Kenyan government did not aid in teacher preparation, construction of the much needed learning facilities; a number of pre-school

did not have permanent buildings and teaching and learning was usually held outdoors under trees (Adams and Swadener, 2000, Nganga 2009). Equally lack of professional development opportunities for teachers and high children to teacher ratios was a problem. In addition, teachers lacked adequate teaching and resources to enable them to implement ECDE curriculum effectively (Nganga 2009).

To address the challenges above, the Kenyan Constitution 2010 devolves ECDE to county governments as a way of restructuring the administration of ECDE and addressing the challenges that have bedevilled the ECDE sector. For most governments devolution is a means through which the central government transfers some of its roles and resources to elected regional governments (Kimathi 2012). In the case of Kenya, county governments are forms of devolved governments.

The Kenyan Constitution mandates the elected county governments to direct the county resources and apply them towards attaining quality free and compulsory ECDE education as envisaged in the constitution. Despite devolving the sector to county governments research has shown that there is still concerns of ineffectiveness in service delivery in various counties. For instance, Gichuki (2015) in his research reports that the Embu county government has low priorities for this sector of education as was indicated by low motivation exhibited by the teachers throughout Embu West Kenya. ECDE teachers received compensation below the publicly pronounced minimum wage, teachers were therefore not committed to their job as they cindered their appointment a temporary stop gap measure to give them time to look for better jobs elsewhere. In addition, some

research findings in Kenya have revealed several factors that have continued undermine the performance of ECDE teachers. These include: poor remuneration, lack of or poor physical infrastructure, high pupil teacher ratios, lack of terms of service and lack of specialised teacher training (Maithya and Akala 2014). However, in the face of these challenges ECDE teachers have the potential to perform but they need to be motivated to have increased output in public ECDE centres (Owala 2016).

Devolution succeeds best when the various functions of the actors are clearly defined and delineated. The county governments who are mandated by the Kenyan constitution to manage ECDE sector need to address the factors that would lead to optimal performance by the ECDE teachers. ECDE centres in Nyando sub county are managed by the county government of Kisumu one of the devolved governments in Kenya mandated by the Kenyan constitution 2010 to manage the provision of ECDE and address the challenges that have continued to face the sector. ECDE teachers in Nyando Sub County face the same challenges faced by teachers in other devolved governments like the challenges faced by teachers in Embu West. These challenges include understaffing, lack of professional development, low salary and poor working conditions. Two questions can be identified. First, are the inputs correctly channelled to produce the required outcomes? Second what is the relationship between the input and the systems in process that may either facilitate or prevent successful outcomes? It is in this view that this study investigates the influence of the functions of the county government on teacher performance in Nyando Sub-County, Kisumu County, Kenya.

1.2. Statement of the Problem

Since independence, the Kenyan government's funding for ECDE remained minimal. Planning, development and management of ECDE was primarily a responsibility of parents and local communities (Nganga 2009). The sector continued to face challenges especially on teacher management, for example, teachers were paid meagre salaries that could have been a hindrance to the implementation of quality childhood programmes and teacher performance (Nganga 2009). To address this, the fourth schedule of the Kenyan constitution 2010 allocates the responsibility of planning, development and implementation of ECDE to the county governments (Ministry of Education Science and Technology - MOEST 2014, The National Review). Despite the major milestones achieved particularly in access, a major challenge still remains on improving the productivity of the ECDE teachers. Akala et al (2014) opines that factors such as remuneration, poor working conditions have continued to undermine teacher performance in Kenya. Nyando Sub County has a number of ECDE centres managed by the Kisumu county government, one of the devolved governments in Kenya. ECDE teachers in Nyando Sub County face similar challenges such as understaffing, training, remuneration and working conditions. Therefore, key functions of county governments that influence teacher performance should be studied and identified so as to inform the county governments on areas and scope to channel the county resources. Therefore, this study was carried out to investigate the influence of the functions of county government on performance of ECDE teachers in Nyando Sub County, Kisumu County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of the functions of the county government on performance of ECDE teachers in Nyando Sub County, Kisumu County.

1.4. Research Objectives

The following objectives guided the study

- i. To assess the influence of County Government's function of recruitment on performance of ECDE teachers in Nyando Sub County, Kisumu County.
- ii. To establish the influence of County Government's function of training on performance of ECDE teachers in Nyando Sub County, Kisumu County.
- iii. To determine the influence of County Government's function of remuneration on performance of ECDE teachers
- iv. To examine the influence of County Government's function of establishing working conditions on the performance of ECDE teachers.

1.5 Research Questions

The following research questions guided the study

- i. What is the influence of County Government's function of recruitment on performance ECDE teachers in Nyando Sub County, Kisumu County?
- ii. How does County Government's function of training influence performance of ECDE teachers in Nyando Sub County, Kisumu County?
- iii. What is the effect of County Government's function of remuneration on performance of ECDE teachers in Nyando Sub County?
- iv. To what extent does County Government's function of establishing working conditions affect the performance of ECDE teachers in Nyando Sub County?

1.6 Significance of the Study

This study may benefit the Kisumu County Director of Education ECDE in suggesting positive changes that may improve county's ECDE sector's performance. This study may further help ministry of education officials in charge of ECDE to come up with policy framework that spells out clearly the functions of county government on provision of ECDE services. It is also hoped that the findings of this study may help the county governments come up with policy guidelines on ECDE teacher management. It is further hoped that the findings of this study will enable ECDE teachers to demand for better terms of service from the county governments. Finally, researchers interested in this area are expected to benefit from the study too as the study will contribute to the literature in this area.

1.7 Limitations of the Study

The respondents felt uneasy due to fear of victimization. This was mitigated by assuring them of the confidentiality of their identity and also assuring them that the research was entirely academic. In addition, the researcher experienced constraints in getting data at the county education office due to bureaucracy in authorization and access to information. However, upon presentation of (NACOSTI) research permit the researcher was allowed to access data.

1.8 Delimitation of the Study

This study was confined to ECDE centres that are managed by the Kisumu County Government. There were so many variables that could influence ECDE teacher performance however the study confined itself to the variables of the study namely: teacher recruitment, teacher training, teacher remuneration and working conditions.

1.9 Assumptions of the Study

The respondents honestly responded to the questions in the questionnaire. It was also assumed that teachers in public ECDE are all employed by the county government and parents.

1.10 Definitions of Key Terms

ECDE centre refers to a school or a place where early childhood development education takes place. For this study it refers to public ECDE centres in Nyando Sub-County.

County government refers to the subdivided geographical or administrative regions within a country. For this study it is the county government of Kisumu.

Recruitment refers to the advertisements made for ECDE teaching vacancies in the sub-county and number of ECDE teachers employed in Nyando Sub County.

County government Function refers to teacher recruitment, teacher training, teacher remuneration, and working conditions.

Remuneration refers to salary and wages or allowances that one receives after work.

Sub-County refers to subdivided geographical region within a county. For this study it refers to Nyando

Teacher performance refers to lesson presentation, attendance, punctuality, preparation of teaching and learning aids and preparation of professional records

Training refers to in-service trainings such as workshops seminars and benchmarking.

Working conditions well ventilated classrooms, safe playing grounds and painted classrooms and offices

1.11 Organization of the Study

This study is organized into five chapters. Chapter one has the background information of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of terms. Chapter two consists of the review of related literature, summary of literature, theoretical framework and conceptual framework. Chapter three covers methodology used in the study, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four comprises data presentation, analysis, interpretation of the data and discussion. Conclusion, recommendation and suggestions for further research are covered in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature on the research topic. It covers introduction, influence of recruitment on performance of ECDE teachers, influence of training on performance of ECDE teachers, influence of remuneration on performance of ECDE teachers, Influence of working conditions on performance of ECDE teachers.

2.2 Concept of governance of ECDE

Okumbe (2001) argues that teachers form a fundamental resource in an educational organization, job satisfaction determines teacher productivity as it is the drive that ensures that teachers perform professionally and enthusiastically. Teacher performance is very important given that teachers are given the noble responsibility to impart competencies skills and knowledge, more so the ECDE teachers given that they care and nourish all dimensions of life of the young children. Adequate, trained and well remunerated teachers whose working conditions are good is definitely one of the first requirements of a successful inclusive education. Therefore, institutions should put an extensive human resource management plan in place in order to ensure that they tap the employees' optimal performance. Human resource management strategies should aim at acquiring, developing and retaining the most value teachers required by an educational organization.

Early Childhood Care and Education provides children from birth to eight years of age with education and care. It is characterised by remarkable physical and cognitive development. It lays foundation for future learning and training (EFA GMR 2012) and according to 2013/2014 GMR, Education for All (EFA) number one goal is to provide high standard early childhood education particularly for children of vulnerable background. Consequently, globally ECDE centres are accepted as the modern alternative child care systems. They are part of a child's microsystem that are made up of personal qualities of teachers and other care givers and peers there in, as well as the quality of the physical environment. Despite the growing importance of Early Childhood Development Education, there are a number of challenges that continue to pull down its effective implementation. It remains under developed in a number of countries globally – there are gaps in provision and inadequate quality in service (International ECE Task Force 2010). These are insufficient learning and teaching materials, inadequate teachers paid little remuneration and financial constraints.

Globally the ECDE sector has faced challenges. Some governments have tried to address these challenges through decentralization with little success (ECE International Task Force 2010). According to ECE International Task Force 2010, in Brazil public ECE schools are a responsibility of municipalities. Teaching staff in ECE are divided into three groups, teachers with basic or superior diploma, professionals, and qualifications are improving however teachers generally lack specialized training and education. In Denmark both the ministry of social affairs and municipalities manage ECE. Though around 65% of all teaching staff holds a bachelor's degree their salaries are on average

lower than the salaries of primary school teachers. In the United States, provision of ECE is decentralized to the states, enforcement of minimum working standards across states is weak and working conditions of ECE teaching staff is generally characterised by low wages and limited benefits, their qualification requirements and salaries are comparatively lower, consequently leading to high turnover rates and difficulty in recruiting new teachers (International ECE Taskforce 2010)

In Ghana the local Government Act no.462 of 1993, made provisions for the transfer of power from central government to the sub-national institution such as the district assemblies. The Children's Act no.560 of 1998 enjoined the district assemblies and other decentralized departments to facilitate the establishment of Day Care Centres and other Early Childhood Care and Development (ECCD) institutions (ECE International Task Force 2010). Public sector provision of ECE is a shared responsibility between the central government, local authorities and parents. However most of the teachers working in ECE centres are not qualified and thus earn considerably lower salaries ECE: A global scenario 2010.

In Kenya, according to Sessional paper No.14 of 2012, a challenge facing pre-primary service provision is that most teachers are untrained, and where they are trained, they are employed on very low salaries. Gumo 2003, Waithaka 2003, Branyon 2002, Felicity & Anne (2011) show that teachers' motivation is hampered by low pay and benefits as well as lack of professional development avenues. In addition, little had been done by the government in the past to promote ECDE, instead in the past decentralizing the sector to

non-government organizations and communities making it to be monopolized by the private sector, turning it into a private venture whose quality is questionable (Gichuki 2015). For instance, the Kenyan government did not aid in teacher preparation, construction of the much needed learning facilities; a number of pre-school did not have permanent buildings. Teaching and learning was usually held outdoors under trees (Adams and Swadener, 2000, Nganga 2009). Equally lack of professional development opportunities for teachers and high children to teacher ratios was a problem. In addition, teachers lacked adequate teaching and resources to enable them to implement ECDE curriculum effectively (Nganga 2009). Further they were generally ill-paid and often disparaged. There were ECDE teachers who were paid Kshs. 500 a month (Chepsiror et al 2014)

Devolving the management of ECDE was an avenue to address the challenges that bedevilled the sector. The constitution of Kenya (2010) devolves the management of ECDE to the counties so as to involve the people in the management of ECDE centres to enhance ownership. The main objective of mainstreaming childcare at the grass root level is the promotion of healthy mind and healthy body of the targeted child. The county authorities are to put in place mechanisms to ensure that children receive comprehensive childcare services at all levels including the sub county level, wards or facility level.

Research findings in most counties in Kenya in pre devolution show that there was a problem of inadequate qualified ECDE teachers; the number of untrained teachers in ECDE was at 56% in the public ECDE centres (Felicity and Anne 2011). Due to high

rates of attrition as a result of the poor pay packages, many pre-school teachers were untrained and lacked skills to enhance the holistic development and learning of children (Felicity & Anne 2011). Though the responsibility of the devolved governments is to create an environment fit for effective teaching and learning little has been achieved. ECDE teachers consider their appointment as a temporary stop gap measure to give them time to look for better jobs elsewhere (Gichuki, 2015)

Devolution succeeds best when the various functions of the actors are clearly defined and delineated. The county governments who are mandated by the Kenyan constitution to manage ECDE need to address the factors that would lead to optimal performance by the ECDE teachers. ECDE centres in Nyando sub county are managed by the county government of Kisumu one of the devolved governments in Kenya mandated by the Kenyan constitution 2010 to manage the provision of ECDE and address the challenges that have continued to face the sector. ECDE teachers in Nyando Sub County face the same challenges faced by teachers in other devolved governments. These challenges include understaffing, lack of professional development, low salary and poor working conditions.

2.3. Influence of Recruitment on ECDE teachers' performance

The impact of staffing and teacher- pupil ratio is very significant in determining the teaching and learning outcome. Glass and Smith (1978), Brian Johnson and Word (1989) Kasau e al (2016) states that recruiting adequate number of teachers ensures a reduction in class size. Consequently, smaller class size allows adequate teacher student interaction

which allows teachers to engage individual students and subsequently improve the learning outcomes. There is an inverse relationship between class size and learning outcomes according to a study carried out in five Franco Sub-Saharan African countries (Cameroon, Cote d'vou, Burkina Faso, Madagascar and Senegal), congested classes lead to high teacher work load consequently impedes teacher personalised interaction with all pupils therefore leading to low teaching and learning outcome (Lowa 2001, Kasau et al 2016).

Republic of Kenya (2006a) recommends that an appropriate teacher: children ratio for ECDE children to be 1:10 for three to five years old, 1:15 for the six to eight years old. According to the Kisumu county Integrated Development plan 2013-2017, the teacher student ratio in the ECDE centres in the county is 1:28 and teacher recruitment of teachers was one of the Kisumu county high ranking objectives and the county had targeted to improve this from 10% to 50% (Kisumu county Development plan 2013-2017). The ratio of 1: 28 shows that the county governments are yet to employ adequate ECDE teachers for effective learning. It is regrettable that 3.5 million pre-school children had been left out of basic education owing to shortage of teachers and infrastructure (Daily Nation 11/1/2014). Teacher: child ratio is important in the implementation of ECDE curriculum. High teacher/child ratios is linked to quality performance in child care centres (Obuchere et al 2010). Understaffing hinders teacher performance, naturally teachers cannot handle this big numbers in classes effectively because it does not allow them to handle individual differences of the children and produce positive outcome.

2.4. Influence of Training on performance of ECDE teachers

Worker training also called learning and development or capacity building is a key strategy in improving performance. Through training, knowledge is shared, competencies are built and productivity is increased, training results to a change in behaviour and even attitude. Effective training should enable staff to have a good understanding of their roles. Training enables people to acquire new knowledge, learn new skills and perform tasks differently (better) than before whose main objective is to improve job performance ((NZUVE 2010).

There is increasing interest that ECDE centres provide quality care and education, a common element of quality has been linked to staffs level of education. All teachers in ECDE centres require adequate training in early childhood education to enable them to provide an age appropriate program for young children. Teacher training is an important factor as it determines teacher quality that leans on the knowledge, experience, professional knowledge and academic ability. The content knowledge of the teacher impact greatly on the child's performance in that teachers who teach subjects that they have studied in depth in colleges perform better than those who have not.

UNESCO (2010a) in its comparative study of the issues surrounding success of ECD programmes in Nigeria, Lesotho, and Guinea Bissau noted that trained teachers are the major determinants of excellent performance of projects in a school setting. It continues to argue that the quality of a teacher depends on educational background and training (Nafungo 2015). The Nigerian government made the greatest strides in the ECD teachers'

quality improvement through the various trainings that were carried out in the ministry of education set fund and higher learning that introduced ECD courses in the universities and colleges. In turn these funds facilitated the training of quality teachers who were in turn deployed to various centres making the whole process a success (Nafungo 2015).

In Uganda ECD teacher training is still one of the reasons that attract inadequate funding from the government (Ejuu 2012), yet it is very paramount in achieving quality in ECD services. The role of ensuring quality service provision in ECD is dependent on training of quality ECD teachers. In Uganda most ECD teacher training colleges are privately owned with the exception of Kyambogo University (Ejuu 2012), therefore they operate with little government control and regulation. Various private colleges have their own different curriculum for teaching and examining their students. Such variations lead to difference in quality of the certificates awarded by the colleges (Obua 1996, Muheirwe, 2003, MOEs 2009 Ejuu, 2012).

In Kenya ECDE teacher pre-service colleges lack effective system for accreditation, licencing and certification. Due to inadequate staff sometimes the colleges make do of one inspection at the time of registering, sometimes some of the ministry officials do not physically inspect the premises, because of this some ECDE training colleges are situated in unsuitable places that do not meet legal requirement for training (Chepsiror 2014). Training of ECDE teachers is done at two levels, certificate and diploma. To qualify for certificate training one need to have a KCSE certificate of D+ which is rather too low to train a teacher at this very important level (Chepsiror 2014).Therefore albeit the demand

in this sector there is wide variation on the kind of quality of service coupled with the mushrooming of privately owned ECDE teacher colleges.

Pre-service training leads to variation of standards therefore it is necessary that ones the ECDE teachers are recruited they should be exposed to in-service training in order to develop their skills and competencies. This will also motivate them and improve their productivity. A skilled and knowledgeable early childhood teacher plays significant role in the lives of young children. Teachers of young children need to have sound academic knowledge. A good ECDE should be provided by a professional care giver; a person trained in the skills and methods of dealing with children (Philomena et al 2014).

2.5. Influence of Remuneration on performance of ECDE teachers

Most staff turnover experienced in ECDE centres is always due to working in low status job with low pay. Teachers in the United Kingdom and California who were considered leaving the profession ranked salary considerations as the most important factors driving their decision (Tye & O'brien 2002, Mary & Elishibi 2010). Punctuality of teachers and attendance of teachers is therefore affected.

Mary & Elishiba (2010) low salary emerged as the greatest demotivator with (52.2%) of the teachers placing it in the first priority. This coupled with delayed and irregular payment of salary, lack of salary increment, and failure to compensate for putting in extra time further demotivated the teachers. Most teachers are driven to work depending on the pay and allowances. They argue that money is a means to achieve a number of things.

Salary is a strong force that keeps teachers on their jobs hence influence their performance, however majority of counties are still paying ECDE teachers so little. A survey by the daily nation 11/1/2014 reported that some county governments are paying ECDE teachers so little. Kshs 5,000.00 for certificate holders, Kshs 8,000.00 for diploma holders and Kshs 10,000.00 for degree holders.

Owala (2016) reported that most teachers are not satisfied with the amount of money they are paid. It is indeed inadequate, the cost of living has gone up and most teachers find it difficult to meet daily expenses like transport, house rent, food, medical care and school fees for their children from the meagre pay they get (Owala 2016). Low pay has therefore forced teachers to find the additional sources of income inform of petty trading and other secondary income activities which have created divided attention and loyalty to teaching and thus impacting negatively on the quality of teacher performance.

2.6. Influence of Working Conditions on Performance of ECDE teachers

These are the physical conditions in any work environment. Well ventilated and painted classrooms, adequate play area, clean compound, availability of teaching and learning materials contribute to teachers' contentment with the working environment (Mary & Elishiba 2010). On the other hand unmaintained physical working conditions, inadequate outdoor play equipment and lack of learning materials demotivates teachers and impedes performance. Therefore conditions of learning are crucial in determining quality of education.

Before the devolution of management of ECDE, unfriendly working conditions characterised most ECDE centres (Gakii 2003 and Ngasike 2004). This has changed minimally in post devolution Kenya. ECDE teachers are compelled to work in hazardous and unhealthy conditions and this impact negatively on their performance. Akala *et al* (2014) opines that factors such as , poor working conditions have continued to undermine teacher performance in Kenya. County governments have not created working conditions that enable ECDE teachers to interact positively with the children therefore the productivity and efficiency of teachers are directly affected by how they work and their working conditions. According to Kisumu County Development Plan 2013-2017, the physical facilities for ECDE in the county was at 10%. However, the county hoped to improve this from 10%-50%.

2.7. Summary of Literature Review

According to the constitution of Kenya 2010, provision of ECDE is a mandate of the county governments, however, the gap remains lack of prioritizing resource allocation to enhance teacher performance. A study by Tayyab (2010) in India on Factors Affecting Motivational Level of Teachers at Secondary school level. The findings were that teachers were not satisfied with their working conditions. The study recommended that teachers should get training and be paid according to their qualifications. The study was based at the secondary school level, however this study will be conducted in ECDE centres and will look at these factor in regard to the function of county government.

A study conducted in Togo by Akyem (2010) to determine teacher development in the country. The findings were that work and working situations of teachers directly affect their productivity and efficiency. The study recommended that refresher and in service courses be organized for teachers, for this updates the teachers both in content and teaching skills. The study looked at teachers in general and adopted a qualitative approach. This study will employ both qualitative and quantitative approach and will look at these factors in regard to the influence functions of county government on performance of ECDE teachers.

Mulei et al (2016) found that pupil teacher ratio significantly influences performance of pupils in national exams. There is a research gap in regard to, first unlike their study that focused on pupils performance the current study focuses on teacher performance, secondly their study was based in primary schools the current study is based in ECDE

centres and in regard to the function of county government on recruitment of ECDE teachers.

Owala (2016) on Motivational Factors Influencing Teachers Job Performance in Pre-School Teachers in Public ECDE centres in East Karachuonyo Division, Rachuonyo North Sub-County. The study adopted ex post factor design and the findings were that salary for ECDE teachers was inadequate to meet their needs in the current increased cost of living. This study will adopt a descriptive survey design and further a research gap in regard to the function of county government on performance of ECDE teachers in Nyando Sub-Count

2.8. Theoretical Framework

The study is guided by Emile Durkheim's Structural Functionalism theory 1858-1971. The theory proposes that a human society is like an organism and is made up structures called social institutions. These institutions are specially structured so that they perform different functions on behalf of the society, each of which has particular consequences for the form and shape of society. According to this theory an institution only exist because it serves a vital role in the functioning of the society. This theory is applicable to this study because it explains how the human society is organized and what each of the various social institutions does in order for the society to continue existing. In this study, county government is one of the various institutions of the society. It serves important roles for the functioning of the entire country. It is mandated by the Kenyan constitution passed in 2010 to manage the provision of the ECDE education. In order to ensure high ECDE

teacher performance, the functions of the county governments must be clearly delineated and the impact of the functions must be clearly defined. These functions are, teacher recruitment, teacher training, teacher remuneration and establishment of working conditions. The consequence of these functions would be teacher performance in terms of lesson presentation, attendance, punctuality, preparation of teaching aids and preparation of professional record.

2.9. Conceptual Framework

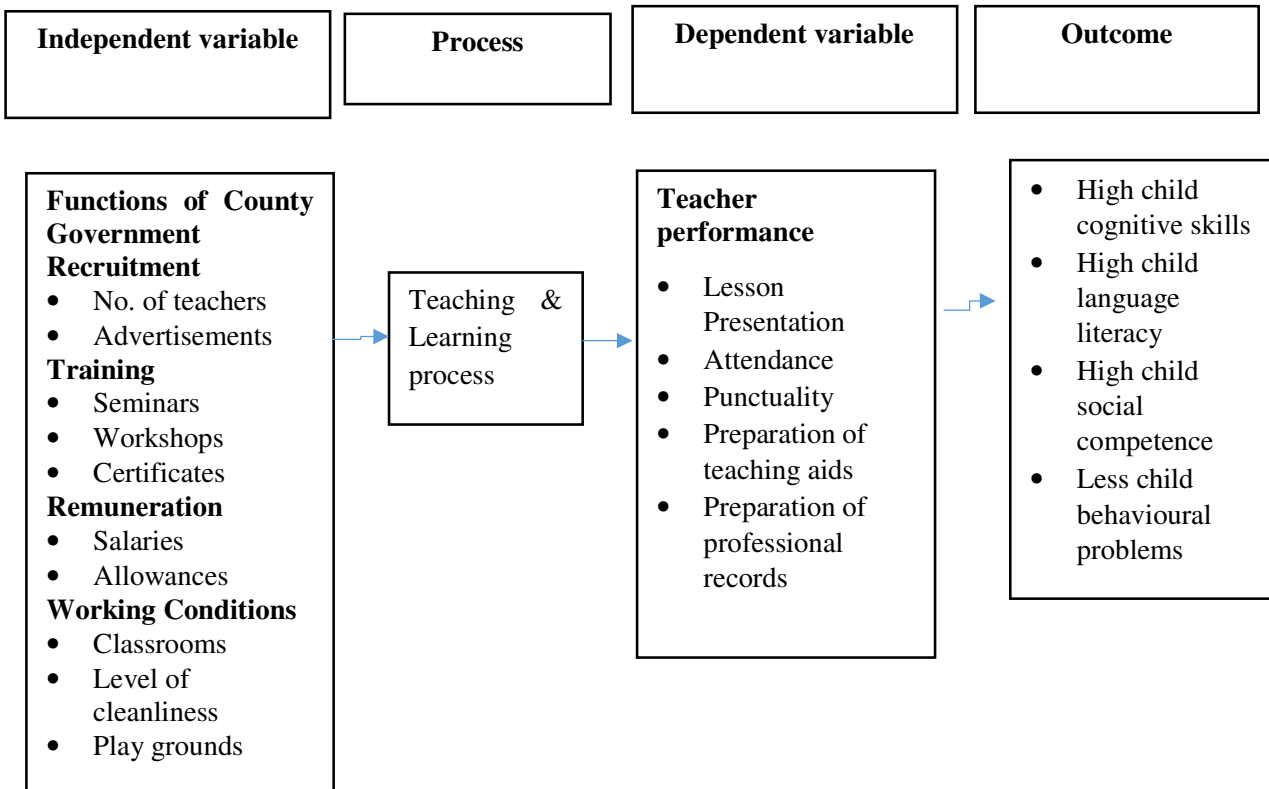


Figure 2.1: Conceptual Framework

In this study, the dependent variable is the teacher performance which includes lesson presentation, attendance, preparation of teaching aids and preparation of professional records while the independent variable is the county government functions which include recruitment, training, remuneration and working conditions. Teaching and learning is the process. Recruitment of adequate teachers, adequately training them, adequately remunerating and providing them with good working conditions make teachers not to absent themselves from work, observe lessons, prepare teaching and learning aids make and keep professional records.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 introduction

Chapter three consist of methods that were used in carrying out the study. It covers, research design, target population, sample size, sampling procedure, research instruments, instruments validity, reliability, data collection procedure and data analysis techniques.

3.2 Research Design

Descriptive survey design was used. According to Orodho (2003) descriptive survey design is a procedure of collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). Descriptive survey design was best for this study because it describes and explains events as they are. The variables studied are recruitment, training and working conditions of teachers as the independent variables and the dependent variables is the level of teacher performance. The design was helpful in describing the condition of the current status of ECDE in Nyando sub-county

3.3 Target Population

According to Mugenda and Mugenda (2003), population refers to the entire group of individuals, objects, or things that share common attribute or characteristics and may or may not be within the same geographical location. According to Kisumu county director

of Education ECDE office, Nyando Sub County has got 102 public ECDE centres. The target population for this study was all the teachers in the entire 102 public ECDE centres in Nyando Sub county and county education director ECDE of education.

3.4 Sample Size and Sampling Procedures

According to Mugenda and Mugenda (2003), a sample is a representative from the accessible population that can easily be studied and inference made to the larger population. According to Gay (1992), a minimum sample of 20% of the target population can be adequate for research in social sciences. Nyando Sub-county has got two divisions namely Kadibo and Nyando. The total population of schools was first clustered into the two divisions, 20% of schools was sampled from each of the two divisions. Simple random sampling was used to select 21 schools between the two divisions which represents 20% of the study population. Purposive sampling was used to select individual respondents for the study. The individual respondents for this study were 21 heads of ECDE centres and one County Director of Education ECDE.

Table 3.1: Sample and Sampling Procedure

Divisions	Total population of schools	Sample size (20%)	Respondents (heads of ECDE centres)
Nyando	58	12	12
Kadibo	44	9	9
Total	102	21	21

3.5 Research Instruments

Questionnaires, interview guides and observation schedules were used to collect primary data. The selection of these tools was guided by the nature of data to be collected and the time available for the collection of data. The questionnaires had both open- ended and closed ended items. Secondary data will be gathered from review of documents.

3.6. Validity of Instruments

According to Orodho (2008), validity is the degree to which results obtained from data analysis actually represents the phenomena under investigation; validity can be obtained when there is no error. Further according to Borg and Gall (1989) validity can be enhanced through expert judgement. In this study the researcher ensured validity by developing the research instruments under close guidance of the supervisors, and through piloting the instruments. To establish validity, the instruments were given to the supervisors to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Validity was determined using content validity index (C.V.I). C.V.I items rated 3 or 4 by both judges divided by the total number of items in the questionnaire. This can be symbolized as $\frac{n_{3/4}}{N}$ (Oso and Onen 2009)

3.7. Reliability of instruments

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. The reliability

of the instruments was tested through test- re-test technique. During piloting the questionnaires were administered to the same selected group twice. The second questionnaires was administered after one week. The scores from testing periods was correlated to determine their reliability using Pearson’s product moment correlation coefficient. It was found to be 0.7 which was ≥ 0.5 and therefore it was assumed that the instruments were reliable hence were adopted for the study.

The reliability formulae used was;

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

3.8. Data Collection Procedure

An introductory letter was first sought from the department of Education Administration and Planning, the researcher applied for a research permit to conduct research from NACOSTI. The researcher then paid the County Director of education ECDE office a visit and presented the letter and requested for permission to conduct research in Nyando Sub-County before embarking on collection of data. The researcher personally administered the questionnaires to the heads of ECDE centres and interviewed the Kisumu County Director of Education ECDE.

3.9. Data Analysis Technique

Data analysis was guided by objectives of the research to identify the patterns revealed in the data collected regarding selected variables Quantitative data obtained through questionnaires was prepared in readiness for analysis by editing. Quantitative data was

fed into the excel spread sheet and analysed to produce descriptive statistics. Descriptive statistic of percentages and frequencies was used to analyse data gathered during the study. Descriptive statistic made it possible to show the distribution of individual scores in the population for specific variable. Qualitative data was analysed thematically and presented through verbatim reporting. Qualitative data analysis is systematic procedure followed in order to identify essential features, themes and categories (Watson 1994). The data was presented in frequencies and percentages.

3.10 Ethical Consideration

Survey research is inherently intrusive and the data obtained could easily be abused. The researcher was guided by a number of ethical principles, no harm was allowed to the respondent as a result of their participation in the research; the respondent's right to privacy was respected, and no undue pressure was put on the respondents. Respondents were provided with sufficient initial information about the survey were able to give their informed consent concerning participation and the use of data, permission to conduct the survey was sought from respective authorities; and the researcher maintained confidentiality by using the data gathered for exclusively for academic purposes as was promised to the respondents.

CHAPTER FOUR:
DATA ANALYSIS, PRESENTATION AND INTERPRETATION AND
DISCUSSION

4.1 Introduction

Chapter four covers data presentation, analysis and interpretation and discussion. It comprises questionnaire return rate, demographic characteristics, presentation and interpretation of the research findings. The purpose of the study was to investigate the influence of county governments' functions on performance of ECDE teachers in Nyando Sub County, Kisumu County, Kenya. The study objectives were; to assess the influence of County Government's function of recruitment on performance of ECDE teachers in Nyando Sub County, Kisumu County; to establish the influence of County Government's function of training on performance of ECDE teachers in Nyando Sub County, Kisumu County; to determine the effect of County Government's function of remuneration on performance of ECDE teachers and; to examine the effect of County Government's function of establishing working conditions on the performance of ECDE teachers. Descriptive statistics of percentage and frequencies was used to analyse data gathered during the study.

4.2 Questionnaire Return Rate

This section outlines respondents' questionnaire return rate. The respondents of the study were 21 heads of ECDE centres and county director of education. The questionnaire return rate is as presented in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents	Sample	Questionnaire Returned	Percentage Return Rate
Heads of ECDE centres	21	20	95
County Director of Education (ECDE)	1	1	100
TOTAL	22	21	

Table 4.1 indicates that the questionnaire return rate for this study was 95%. This response was considered sufficient for the study, based on recommendations by Mugenda and Mugenda (2003), that a response rate of above 50% is adequate for a descriptive survey.

4.3 Demographic information of the respondents

Demographic data of ECDE heads was based on gender, academic qualifications and period of service.

4.3.1 Distribution of respondents by gender

Respondents indicated their gender. A summary of the results is presented on Table 4.2.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	1	5
Female	21	95
Total	22	100

From the findings in Table 4.2, 95% of the respondents were females while 5% of the respondents were male. Showing that there was gender imbalance between teachers of ECDE in Nyando Sub County.

4.3.2 Distribution of respondents by academic levels

Respondents were asked to indicate their academic qualifications .A summary of the results is presented on Table 4.3

Table 4.3: Academic qualification of ECDE teachers

Academic level	Frequency	%
Bachelor Degree	1	5
Diploma	8	43
Certificate	11	53
Total	20	100

The table 4.3 illustrates that 53% ECDE teachers in Nyando Sub County had academic qualification of certificate level, 43% had diploma qualification. Only 5% of ECDE teachers in the sub county had Bachelor's degree in ECDE. This shows that the level of teacher qualification to handle ECDE classes in Nyando Sub County was varied. However, majority had lower qualifications from their pre-service training. The findings above are in agreement with the findings of (Chepsiror et al 2014) that training of ECDE teachers is done at two levels, certificate and diploma. To qualify for certificate training one need to have a KCSE certificate of D+ which is rather too low to train a teacher at this very important level (Chepsiror et al 2014). Therefore albeit the demand in this sector there is wide variation on the kind of quality of service coupled with the mushrooming of privately owned ECDE teacher colleges. Pre-service training leads to variation of standards therefore it is necessary that once the teachers are employed they should be taken through capacity building programmes.

4.3.4 Working experience of ECDE heads

The respondents were asked to state their period of service under county government. The findings were illustrated on the Table 4.4

Table 4.4: Working experience of ECDE teachers

Working Experience in years	frequency	percentage
1-3	4	19
4 years and above	16	81
Total	20	100

Table 4.4 shows that out of the 20 respondents 81% had 4 years' working experience. This was an indication that majority of the heads of ECDE centres in Nyando Sub County had adequate experience in teaching and are therefore conversant with issues related to performance of ECDE teachers.

4.4 The county government's function of recruitment on ECDE teachers performance

This part answers the questions on the influence of county governments' function of recruitment on performance of ECDE teachers. To explore this objective, the respondents were first asked their opinion on whether the number of ECDE teachers recruited in their respective centres by the county government were adequate to handle the population of children in the centres. The findings are illustrated on Table 4.5

Table 4.5: Recruitment of ECDE teachers in the centres

No. of teachers	Frequency	Percentage
Adequate	6	29
Not adequate	14	71
Total	20	100

Table 4.5 shows that 71% of the respondents perceived the county governments staffing of the ECDE centres in the sub-county as inadequate while only 29 perceived the staffing as adequate. According to the Kisumu County Government Integrated Development plan 2013-2017, the teacher student ratio in the ECDE centres in the county is 1:28 and teacher recruitment was one of the Kisumu county high ranking objectives and the county had targeted to improve this from 10% to 50%. According to Kisumu County Director of Education (ECDE), though the county was not able to achieve this target, the county had at least employed a teacher for every ECDE centre. In addition the county had a plan to improve this number. In most of the ECDE centres visited there was only one teacher recruited by the county government save for a few centres which had two. Therefore, parents were forced to recruit teachers to cater for the deficit.

4.6 Relationship between recruitment of teachers and performance of ECDE teachers

The researcher further sought the opinion of the respondents on the evidence of relationship between the number of teachers recruited by the county government in their centres and their performance of ECDE teachers. Specifically, the respondents were asked to compare the performance of teachers recruited by the county government in their centres and those who are not in terms of attendance, preparation of lessons and teaching aid, lesson presentation and observation and punctuality. The findings are illustrated on the Table 4.6.

Table 4.6: Relationship between recruitment of teachers and performance of ECDE teacher

Factor	County government teachers		Non county government teachers	
	Agree %	Disagree %	Agree %	Disagree %
Teachers attend to duty faithfully	76	24	40	60
Teachers are able to Prepare and present of lessons effectively	100	0	55	45
Teachers are able to observe Punctuality	62	38	40	60
Can prepare professional records and teaching aid	100	0	60	40

The findings in table 4.6 show that 76% of the ECDE teachers recruited by the county government attended to their duties faithfully compared to 40% of teachers that are not employees of the county government. 100% of the county government teachers prepared for and delivered the lessons compared to only 55% of teachers that are not employed by the county government. 62% of county government teachers were punctual while only

40% of non-county government teachers were punctual. In addition 100% of the county government teachers prepared professional records and teaching aids compared to 60% of the non-county government teachers. The findings are in agreement with findings of (Lowa 2001, Kasau *et al* 2016) that congested classes lead to high workload and consequently impedes teacher personalised interaction with all pupils. According to the respondents sometimes some classes go without teachers during the times that they are paying attention to individual students

4.7 Influence of training on performance of ECDE teachers in Nyando Sub County

This section answers the question on the influence of training on performance of ECDE teachers in Nyando Sub County. According to the Kisumu County Development plan 2013-2017, capacity building for ECDE teachers was one of the high ranking objectives for the sector. The county government hoped to improve this from 10% to 50% in two years. Therefore the researcher first sought the opinion of the respondents on the evidence of involvement of County Government on the in-service training of ECDE teachers in Nyando Sub County, Kisumu County. The findings show that the county government organised training programs for the ECDE teachers. These programmes included, ICT workshop, Methodology workshop, Health and nutrition workshop. Further, the participants were asked to rate the adequacy of the programmes. In addition the respondents were asked to indicate whether they had attended the training programmes cited above. Table 4.7 represents findings on the number of teachers who had attended the training and the number who had not attended the training programmes.

Table 4.7: Respondents attendance of training programmes

	Frequency	Percentage
Those who attended	10	50
The number that didn't attend	10	50
Total	20	100

Table 4.7 shows that half of the respondents (50%) had attended the in-service training programmes organised by the county government while the other (50%) reported that they had not attended the training programmes.

The respondents were further asked of their opinion on the evidence of the benefits of the training programmes attended on the performance of ECDE teachers. Specifically, the respondents were asked to compare the performance of the teachers who attended the trainings with those who did not attend. to agree or disagree with statements on how training programmes affect the performance of ECDE teachers in relation to preparation and presentation of lessons, preparation of professional records and teaching aid, attendance and punctuality. Both respondents were asked to rate their performance. The findings are illustrated on Table 4.8.

Table 4.8: Benefits of county government’s training programme and performance of ECDE teachers

Factor	Heads of ECDE who attended the training		Heads of ECDE who didn’t attend training	
	Agree % (n=10)	Disagree %	Agree % (n=10)	Disagree %
Teachers attend to duty faithfully	76	24	40	60
Teachers are able to Prepare and present lessons effectively	100	0	55	45
Teachers are able to observe Punctuality	62	38	40	60
Can prepare professional records and teaching aid	100	0	60	40

The findings in table 4.8 show that 76% of the respondents who attended the in-service programmes reported that they were able to attend to duty faithfully compared to only 40% of those who did not attend. 100% of those who attended the programmes agreed that they were able to effectively prepare and deliver lessons effectively compared to only 55% of those who did not attend. 62% of those who had gone for the training reported that they were able to observe punctuality compared to only 40% of those who did not go for the training programmes. 100% of the respondents who attended the in-service programmes reported that they had no problem preparing professional records and teaching aids compared to only 60% of those who did not attend the programmes.

4.8 Influence of remuneration on performance of ECDE teachers in Nyando Sub-County

To explore this research objective, first, the respondents were asked to state the range of cumulative salary that they were paid by the county government as compensation for the work they were doing. They were further asked of their opinion of the adequacy of their salary. This was to enable the study gauge the influence of remuneration on performance ECDE teachers. The findings are presented on table 4.9

Table 4.9: Salary scale for ECDE teachers in Nyando Sub County

Scale (kshs)	frequency	Percentage (%)
5000 -10000	19	48
10001 -15000	11	52
Total	20	100

According to the finding in table 4.9, 48% of the respondents were paid Kshs 10000 while 52% the respondents were paid between Kshs 10000-15000 respectively.

The respondents were further asked to rate the salary they earn weather was adequate in relation to the amount of work they do. The findings are presented on table 4.10.

Table 4.10: Ratings on the adequacy of ECDE teachers' salaries

	Frequency	Percentage
Adequate	0	0
Not adequate	20	100
Total	20	100

On whether the salary earned was adequate for the heads of ECDE teachers or not. 100% of the respondents affirmed that the salary was not adequate in relation to the amount of work they were doing. According to the findings in table 4.10, it is apparent that 52 % of the ECDE teachers in Nyando Sub county earn Kshs 10000 or below. This corroborates the findings of Owala (2016) who opines that majority of ECDE teachers earn a salary that is below the minimum wage set by the Kenyan labour laws

To establish the influence of remuneration on performance of ECDE teachers in Nyando Sub County, the respondents were asked of their opinion of the evidence of the relationship between remuneration and performance of ECDE teachers. They were asked to respond to statements related to teachers 'performance. They were asked to compare performances of teachers employed by the county government who earn slightly better and receive regular salaries compared to the ones employed by the parents. The findings are presented on table 4.11.

Table 4.11: Relationship between remuneration and performance of ECDE teachers.

Statement	Agree (%)	Disagree (%)
Teachers with better salaries attend to duty regularly	80	20
Timely payment of salaries improves teachers punctuality	85	15
Low salary leads to teachers dissatisfaction with duty and hence poor lesson delivery	95	5

Table 4.11 findings reveals that 80 % of the respondents reported that attendance of teachers with slightly better salaries is better compared to those with little salaries. On whether timely payment of salary improves teachers' punctuality, 85% of the respondents agreed. Moreover 95% of the respondents agreed that low salary leads to teacher dissatisfaction with duty and hence poor lesson delivery.

4.9. Influence of working conditions on performance of ECDE teachers

This section presents findings on how working conditions influence the performance of public ECDE teachers in Nyando Sub county Kisumu County, Kenya. To explore this objective observation schedules were used to check the presence and state of the physical facilities and a Linkert scale type of statements were used to establish the conditions of the facilities. Where V.G =very good= good= poor, V.P = very poor and U = unavailable. The findings are presented on table 4.12

Table 4.12: Working conditions for ECDE teachers

Item	V.G (%)	G (%)	P (%)	V.P (%)	U (%)
Classrooms	5	15	65	15	0
Playgrounds	0	0	85	15	0
Indoor Playing objects	0	0	25	10	65
Offices	0	5	0	0	95
Textbooks and teaching aids	0	80	20	0	0
Outdoor playing objects	0	0	0	0	100

n=20

The results in table 4.10 show that only 5% of the centres had very good classrooms, 15% of the centres had good classrooms while 65% of the centres had poor classrooms and 13% of the centres had very poor classrooms respectively. Moreover, 85% of the centres had poor playing grounds and 15% of the centres had very poor playing grounds. 25% of the centres had poor playing objects, 10% of the centres had very poor playing objects while 65% of the centres didn't have playing objects. On offices, only 5% of the centres had offices while 95% of the centres lacked offices. However 80% of the centres had good text books and only 20% of the centres had poor textbooks. Generally most of these ECDE centres were characterised by unfriendly working conditions: rugged floors, iron sheet walls and inadequate ventilations. Though these ECDE centres are found within primary schools, the facilities in the pre-primary schools are much worse compared to the ones in primary in schools.

4.10. Relationship between working conditions and performance of ECDE teachers

Most centres had very poor working conditions as illustrated in the findings in table 4.12. Therefore to establish the relationship between working conditions and performance of ECDE teachers, respondents were asked research questions on how working conditions in the respective centres influence performance of ECDE teachers. The findings are presented on table 4.12.

Table 4.13: Relationship between working conditions and performance of ECDE teachers

Statement	Agree %	Disagree %
There are adequate textbooks in the centre that enable me prepare and deliver my lessons effectively	80	20
There are adequate indoor playing objects for regular playing lesson attendance	40	60
The playing space condition is good for my regularly attendance of outdoor activities	30	70
The office space is enough for me to effectively prepare for my lessons	5	95
The outdoor space condition motivates me to be punctual for outdoor lessons	20	80

As illustrated in Table 4.1 80% of the respondents agreed that they had enough textbooks in their centres that enabled them to prepare and deliver the lesson effectively. Only 40% of the respondents had adequate indoor playing objects for regular attendance of indoor playing lessons, 60% of the respondents disagreed and therefore didn't attend the lessons

regularly. Only 30% of the respondents regularly attended outdoor activities with learners, 70% did not because of the condition of outdoor space. Only 5% of the respondents had adequate office space to effectively prepare for the lessons, 95% reported that they did have enough office space. 20% of the respondents reported that they punctually take learners for outdoor lessons 80% were not punctual because of outdoor space condition.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the findings, conclusions, recommendations and suggestions for further study.

5.2 Summary of the study

The fourth schedule of the Kenyan constitution 2010 mandates the county governments to manage every aspect of ECDE. Despite the major milestones achieved by county governments especially in access, serious challenges still remain, particularly on teacher productivity. The purpose of this study was to investigate Influence of County Governments' functions on performance of ECDE teachers in Nyando Sub county Kisumu County, Kenya. The study objectives were; to assess the influence of County Government's function of recruitment on performance of ECDE teachers in Nyando Sub County, Kisumu County; to establish the influence of County Government's function of training on performance of ECDE teachers in Nyando Sub County, Kisumu County; to determine the effect of County Government's function of remuneration on performance of ECDE teachers and; to examine the effect of County Government's function of establishing working conditions on the performance of ECDE teachers.

The study adopted a descriptive survey design. This study targeted all the 102 public ECDE centres with 102 heads of ECDE centres in Nyando Sub County and Kisumu county Director of Education ECDE. 20% of 102 ECDE centres in the sub county were sampled for study through simple random sampling. Purposive sampling was used to sample 21 heads of ECDE centres and County Director of Education who were the

respondents for the study. This study used primary data which was obtained using questionnaires for heads of ECDE centres, observation schedules for working conditions and interview guides for the county director of education ECDE. Questionnaires filled by two randomly selected heads of ECDE centres from a pool of 102 heads were used to test reliability.

To conduct the study, the researcher sought approval from the university, the Kisumu County Government and National Commission of Science Technology Innovation (NACOSTI). Descriptive statistic was used to analyse data. Quantitative data was fed into the excel spread sheet and analysed manually to produce descriptive statistics. The findings are presented based on the objectives of the study.

5.2.1 Influence of recruitment on performance of ECDE teachers

In relation to the first objective that sought to establish the relationship between recruitment of adequate ECDE teachers and their performance, the study found that the county government had a plan of improving the recruitment of teachers from 10% to 50% (KCDP 2013-2017). Though this target was not achieved, all the ECDE centres visited had at least a teacher recruited by the county government. The number of recruited teachers was adequate in 29% of the centres while inadequate in 71% of the centres.

To establish the relationship between recruitment of adequate ECDE teachers and their performance. The findings on table 4.6 show that 76% of the ECDE teachers recruited by the county government attended to their duties faithfully compared to 40% of teachers that are not employees of the county government. 100% of the county government teachers prepared for and delivered the lessons compared to only 55% of teachers that are

not employed by the county government. 62% of county government teachers were punctual while only 40% of non-county government teachers were punctual. In addition 100% of the county government teachers prepared professional records and teaching aids compared to 60% of the non-county government teachers. The above findings are in agreement with findings of earlier studies like the findings of (Obuchere et al 2010) that Teacher: child ratio is important in the implementation of ECDE curriculum. High teacher/child ratios is linked to quality performance in child care centres. Understaffing hinders teacher performance, naturally teachers cannot handle this big numbers in classes effectively because it does not allow them to handle individual differences of the children and produce positive outcome.

5.2.2 Influence of training on performance of ECDE teachers

In relation to the second objective that sought to establish the influence of training on performance of ECDE teachers. The study found that the county government had organized in-service training programmes for ECDE teachers in the sub county as envisioned in the counties development for the years 2003-2017. These programmes included ICT workshop, Methodology workshop and health and nutrition. Half (50%) of the participants attended the training while the other half did not attend.

The findings in table 4.8 show that 76% of the respondents who attended the in-service programmes reported that they were able to attend to duty faithfully compared to only 40% of those who did not attend. 100% of those who attended the programmes agreed that they were able to effectively prepare and deliver lessons effectively compared to only 55% of those who did not attend. 62% of those who had gone for the training reported that they were able to observe punctuality compared to only 40% of those who

did not go for the training programmes. 100% of the respondents who attended the in-service programmes reported that they had no problem preparing professional records and teaching aids compared to only 60% of those who did not attend the programmes.

The respondents perceived the in-service training programmes they underwent as very important, considering that from their pre-service training they had attended, they had varying pre-service qualifications, majority had certificate, a few had diploma and few had a degree qualification in ECDE. The in-service training programmes were therefore important for the respondents because it enabled all of them to develop their skills and competencies regardless of the pre-service qualifications. The findings are in agreement with (Philomena et al 2014) findings who reported that good ECDE should be provided by a professional care giver; a person trained in the skills and methods of dealing with children. UNESCO (2010a) in its comparative study of the issues surrounding success of ECD programmes in Nigeria, Lesotho, and Guinea Bissau noted that trained teachers are the major determinants of excellent performance of projects in a school setting (Nafungo 2015). Therefore, the respondents who attended the in-service training programmes considered the trainings very sufficient and enabled them improve in their performance.

5.2.3 Influence of remuneration on performance of ECDE teachers

In relation to the third objective that sought to determine the influence of remuneration on performance of ECDE teachers, the study established that 48% of the respondents indicated that they earned less than kshs 10000 and 52% of the participants indicated that

they earned a salary that is between kshs 10001 and 15000. However, 100% of the participants perceived their salary as inadequate.

To examine the extent to which remuneration influences performance of ECDE teachers, Table 4.11 findings reveals that 80 % of the respondents reported that attendance of teachers with slightly better salaries is better compared to those with little salaries. On whether timely payment of salary improves teachers' punctuality, 85% of the respondents agreed. Moreover 95% of the respondents agreed that low salary leads to teacher dissatisfaction with duty and hence poor lesson delivery.

According to the Kisumu county government director of education (ECDE), teachers in the county earn between Kshs 10000 -15000. The county government considers this remuneration much better compared to what the ECDE teachers used to earn before the county government took over the management of ECDE centres. Most teachers were earning a cumulative monthly salary of Kshs 5000 and below. Sometimes the teachers would go without pay for months because this depended on the economic ability of the parents of that region. The county government is of the opinion that the performance of ECDE teachers has improved due to the improved salaries and regularity. As a result, ECDE teachers have achieved some level of confidence and contentment in their duties because they do not have to look for extra resources to feed their families.

Though the respondents agreed that county government teachers earn better salaries compared to teachers that were still being paid by parents. They considered there remuneration insufficient. Most of the respondents were of the opinion that sometimes they had to look for other sources of income in order to meet their families' needs because sometimes the salaries they earn get over before the end of the month.

Consequently interfering with their attendance, punctuality and delivery of lessons. This is in agreement with (Owala 2016) findings that low pay has forced teachers to find the additional sources of income in form of petty trading and other secondary income activities. This has led to divided attention and loyalty to teaching which has impacted negatively on the quality of the teachers' performance. The findings also corroborates Mary & Elishiba (2010) findings that low salary emerged as the greatest demotivator with (52.2%) of the teachers placing it in the first priority. This coupled with delayed and irregular payment of salary, lack of salary increment, and failure to compensate for putting in extra time further demotivated them.

5.2.4 Influence of working conditions on performance of ECDE teachers

In relation to the fourth objective that sought to establish the relationship between working conditions and performance of ECDE teachers. Physical facilities in ECDE centres are very important in influencing performance of teachers. The Kisumu county government had targeted to improve Construction of classrooms and facilities and equip the ECDE centres with teaching/learning materials (outdoor) from 10% to 50% (Kisumu county development plan 2013-2017).

Of the sampled centres in Nyando Sub county 5% had very good classrooms, 15% had good classrooms, 65% had poor classrooms and 13% had very poor classrooms. On playing grounds, 85% of had poor playgrounds, 15% had very poor playing grounds, on playing objects 25% had poor play objects, 10% had very poor play objects while in 65% of the centres playing objects were unavailable. On offices only 5% of the centres had

good offices while in 95% of the centres offices were unavailable in 95%. On textbooks and teaching aids, 80% of the centres had good textbooks and teaching aids while 20% had poor textbooks and teaching aids.

As illustrated in table 4.12. 80% of the respondents agreed that they had enough textbooks in their centres that enabled them to prepare and deliver the lesson effectively only 20% were of the contrary opinion. Only 40% of the respondents reported that they had adequate indoor playing objects for regular attendance of indoor playing lessons, 60% disagreed. Only 30% of the respondents regularly attended outdoor activities with learners 70% did not because of the condition of outdoor space. Only 5% of the respondents had adequate office space to effectively prepare for the lessons 95% reported that they did not have enough office space. 20% of the respondents reported that they punctually take learners for outdoor lessons while 80% were not punctual because of the poor outdoor space conditions. The findings above are in agreement with (Mary & Elishibi 2010) findings that well ventilate and painted classrooms, adequate play area, clean compound, availability of teaching and learning materials contribute to teachers' contentment with working environment.

5.3 Conclusion

From the study findings it is concluded that; on the first objective, the influence of county governments' function of recruitment on performance of ECDE teachers in Nyando Sub County, Kisumu County, Kenya. The Kisumu county government had not employed adequate number of ECDE teachers in the sub county. This forced the parents in the county to employ teachers to supplement. Majority of teachers who were employed by parents had slightly lower terms compared to the ones employed by the county

government. Therefore, the insufficient recruitment of ECDE teachers by the county government negatively affected teachers' performance in terms of attendance of duty, lesson preparation and presentation, teachers' preparation of professional records and teaching aids and also teachers' punctuality.

On the second objective, the influence of County government's function of training on performance of ECDE teachers in Nyando sub county, Kisumu County, Kenya, the study concludes that the county government had organized training programmes for teachers, though not all the ECDE teachers attended these training programmes, the programmes improved the performance of teachers as; enhanced teacher's preparation and presentation of lessons, improved teacher's preparation of professional records and teaching aids, enhanced teachers attendance of duty and enhanced the punctuality of the ECDE teachers.

On the third objective, the influence of county government's function of remuneration on performance of ECDE teachers in Nyando Sub county, Kisumu county, Kenya. The study concludes though teachers under the county government earn much more compared to the teachers employed by parents, the salaries for the ECDE teachers in the sub county is quite low, in some instances below the prescribed government's minimum wage. Further the study concludes that low salaries affects teachers' attendance of duty, late payment of salaries lowers teachers' punctuality, and that low salary is a factor that leads to teacher dissatisfaction with duty and hence poor lesson delivery.

Lastly on the fourth objective, the influence of working conditions on performance of ECDE teachers in Nyando sub county, Kisumu County, Kenya. The study concludes that most ECDE centres lacked or had physical facilities that were in bad shape and therefore

affected teachers' attendance of indoor play lessons, teachers' observation of outdoor lessons, and teachers' delivery of lessons. On the other hand most centres had adequate textbooks and teaching aids they lacked enough office space for effective preparation of lessons.

5.4 Recommendations

The study recommends the following.

- i. Kisumu county government should recruit all the teachers that are currently working in ECDE centres in the county.
- ii. Regular workshops should be organised for ECDE teachers and a mechanism put in place to ensure that all the teachers attend.
- iii. Kisumu county government needs to establish a public – private partnership framework to enhance financing and establishing of working conditions in ECDE centres across the county.
- iv. Kisumu county government needs to enhance a framework that maintains and rehabilitates physical infrastructure in ECDE centres across the county to ensure that they are conducive and practical for the process of teaching.
- v. Finally, Kisumu County director of education ECDE needs to put in place mechanism for gathering data, monitoring and evaluation on factors necessary for teachers performance in order to realize meaningful outcome of the sector.

5.5 Suggestions for further study

1. More studies should be replicated in other sub counties in Kisumu County to establish if the same results will hold.
2. More studies should be carried on managerial influence on classroom performance of pre-school children.
3. More studies should be carried out to establish whether counties have adequate financial resources to efficiently run the ECDE sub-sector.

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APPENDICES

Appendix 1: Letter of Introduction

UNIVERSITY OF NAIROBI

KISUMU CAMPUS

P.O Box 92

KIKUYU

THE COUNTY DIRECTOR OF EDUCATION ECDE

KISUMU COUNTY

P.O BOX 2738

KISUMU

Dear Sir/Madam,

RE: CONDUCTING ACADEMIC RESEARCH IN YOUR COUNTY

I am a student at the University of Nairobi (UoN) undertaking a Masters degree in education (MED). As part of the requirements, ECDE centres in Nyando Sub County have been identified as a source of the required data to assist in the study of **INFLUENCE OF COUNTY GOVERNMENT'S FUNCTIONS ON PERFORMANCE OF ECDE TEACHERS IN NYANDO SUB-COUNTY, KISUMU COUNTY, KENYA**. This is to request for your permission and support in conducting the study. The exercise will take a period of 10 working days. Data to be collected will only be used for the purpose of this study and the respondents' confidentiality is highly assured.

Thank you in advance.

Yours faithfully,

Mary Akinyi Okewa

Yes { }

No { }

c) If the answer to question (b) above is NO, are there other teachers who are not recruited by the county government?

.....
.....

D) Compare the performance of county government teachers and those who are not if there are any in terms of the following.

Factor	County government teachers	Non county government teachers
Teachers attend to duty faithfully of duty Teachers are able to Prepare and present of lessons effectively Teachers are able to observe Punctuality Can prepare professional records and teaching aid		

5. Influence of Training on performance of ECDE teachers

a) tick appropriately if you ever attended the following in-service programmes

ICT workshop, { }

Methodology workshop, { }

Health and nutrition workshop. { }

Identify some of the county government training programmes you have ever attended.

b) If you attended the programmes in (a) above how did you benefit from attendance of such program(s) in terms of

- i. Teaching strategy
 - Very efficient { }
 - Efficient { }
 - Not efficient { }
 - Undecided { }

- ii. Preparation of professional records and teaching aids
 - Very efficient { }
 - Efficient { }
 - Not efficient { }
 - Undecided { }

- iii. Punctuality
 - Very punctual { }
 - Punctual { }
 - Late { }
 - Undecided { }

- iv. Attendance
 - Excellent { }
 - Good { }
 - Poor { }
 - Undecided { }

6. Influence of Remuneration on performance of ECDE teachers

a) approximate the salary of ECDE teachers in this county?

- | | |
|--------------------|--------------------|
| Below 50000 { } | 5001-10000 { } |
| 10001-15000 { } | 15001-20000 { } |
| Over 20000 { } | |

b) In your opinion, do you think the salary is adequate?

Yes { } No { }

c) If NO in (b) above briefly explain.

d) Do you agree or disagree with the following statements.

Statement	Agree (%)	Disagree (%)
Teachers with better salaries attend to duty regularly		
Timely payment of salaries improves teachers punctuality		
Low salary leads to teachers dissatisfaction with duty and hence poor lesson delivery		

7. Influence of Working Conditions on performance of ECDE teachers

a) In your opinion has the county government directed enough resources towards ECDE teachers working conditions?

Yes { } No { }

b) Briefly explain your answer.

c) Do you agree or disagree with the following statements

Statement	Agree	Disagree
There are adequate textbooks in the centre that enable me prepare and deliver my lessons effectively		
There are adequate indoor playing objects for regular lesson attendance		
The playing space condition is good for my regularly attendance of outdoor activities		
The office space is enough for me to effectively prepare for my lessons		
Iam always punctual in taking learners for outdoor activities.		

Appendix IV: Working Conditions Observation Schedule

Working conditions for ECDE TEACHERS

Key: Very Good=Spacious and Clean, Good= Adequate Poor=Not Adequate Very Poor= Dirty

Item	Very Good	Good	Poor	Very Poor	Unavailable
classrooms					
playgrounds					
Indoor playing objects					
offices					
Textbooks and teaching aids					
Outdoor playing objects 8					

Appendix V: Authorization Letters from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/53820/17443**

Date: **13th June, 2017**

Mary Akinyi Okewa
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of functions of county government on performance of Early Childhood Development Education teachers in Nyando Sub County, Kisumu County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **13th June, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

THIS IS TO CERTIFY THAT:
MS. MARY AKINYI OKEWA
of UNIVERSITY OF NAIROBI, 305-40101
AHERO, has been permitted to conduct
research in Kisumu County
on the topic: INFLUENCE OF FUNCTIONS
OF COUNTY GOVERNMENT ON
PERFORMANCE OF EARLY CHILDHOOD
DEVELOPMENT EDUCATION TEACHERS
IN NYANDO SUBCOUNTY, KISUMU
COUNTY, KENYA

for the period ending:
13th June, 2018

Applicant's
Signature

Permit No. : NACOSTI/P/17/53820/17443

Date Of Issue : 13th June, 2017

Fee Received :Ksh 1000



[Handwritten Signature]

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. 14334

CONDITIONS: see back page

Appendix VI: Authorization Letter from University of Nairobi



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

May 22, 2017

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MARY AKINYI OKEWA – REG NO. E55/80641/2015

This is to confirm that **Mary Akinyi Okewa** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "**Influence of Functions of County Government on Performance of Early Childhood Development Education Teachers in Nyando Sub-County, Kisumu County, Kenya**". Her area of specialization is Educational Planning.

Any assistance accorded to her will be highly appreciated

**DR. JEREMIAH M. KALAI
CHAIRMAN**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING



JK/gm

Appendix VII: Authorization Letters from County Government of Kisumu



COUNTY GOVERNMENT OF KISUMU
MINISTRY OF EDUCATION, YOUTH, CULTURE, AND SOCIAL DEVELOPMENT
P.O. BOX 2738 – 40100 KISUMU

Early Childhood Development

REF: CGK/CD/ECD/19/VOL.1

DATE: 25TH MAY 2017.

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

The above office has granted Mary Akinyi Okewa who is a student at University of Nairobi and pursuing her Masters of Education (Educational planning) authority to carry out an independent research on **'Influence of Functions of County Government on Performance of Early Childhood Development Education Teachers in Nyando Sub County, Kisumu County Kenya'** within Early Childhood Development and Education Centers in Nyando Sub County.

By copy of this letter you will be able to collect data from 21 schools at the Sub-County.

On completion of the research, you are expected to submit **two hard copies and soft copy in pdf of the research report/thesis** to our office.

LILIAN ONEYA.
DIRECTOR ECDE – KISUMU COUNTY.

Prosperity House (Former Nyanza Provincial Headquarters Building) 2nd Floor
P.O. Box 2738-40100Kisumu City
E-mail: kisumucounty@kenya.go.ke