IMPACT OF THE GOVERNMENT SUBSIDIZED COMMUNITY SUPPORT GRANT ON PRE-SCHOOL TEACHERS MOTIVATION. BUNGOMA NORTH DISTRICT KENYA

A RESEARCH THESIS SUBMITED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION

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DECLARATION

This research thesis is my original work and has not been presented for any award in any other institute.

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DEDICATION

To my mother, Janepher Nasimiyu.

ABSTRACT

Early Childhood Development (ECD) centres comprise one of the immediate social and physical environments influencing children's development (Essa, 2003). The ECD centers are made up of personal qualities of the people therein (particularly teachers) and the physical environments. In order for ECD centres to provide the necessary conditions for children's holistic development, teachers should be well motivated and physical facilities conducive for working and learning. As such, the purpose of this study was to investigate the impact of the government subsidized community support grant on pre-school teachers motivation; a case of Bungoma North district.

The descriptive survey design was applied in conducting this study. The study was carried out in selected public primary schools in Bungoma North District of Western Province in Kenya. The population of the study comprised of public pre-school teachers, head teachers, parents and education officers. Questionnaires were the main data collection instruments. There are 410 pre-school centers out of which 280 are public pre-schools. 70 schools were selected to benefit from the C S G. 49 schools were selected to be a sample size population using simple random sampling.

The analysis indicated that majority 61 (73%) of the teacher respondents said that they are earned and between Kshs 1000 and Kshs 2000 every month. The study findings indicate that 81 (96%) of the teacher respondents are employed by the Parents Teachers Association with a meager 4% being employed by FBO. Further, 98% of the teacher respondents said that they were not hired through an appointment letter with terms of service. The study has concludes that teachers do not feel secure because they do not have a contract nor have they signed a terms of service under

which they will be evaluated. The study recommends renewed commitment by the government to support pre-school centers. This should be done through hiring of pre-school teachers by TSC since they are qualified. Early Childhood Education should also be bridged together with Free Primary Education (FPE) so that it becomes one entity for better management and assessment.

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OPERATIONAL DEFINATION OF TERMS

Community Support Grant	-	Government grant to support ECD programme
Pre-school	-	Education institution for children between 4 to 6 years
Pockets of poverty	-	Poor communities
Working partners	-	World organizations including World Bank
Teacher turn over	-	Frequency of change of working stations
Augmentation	-	Salary for ECD teachers by CSG.
Pursuit of greener pasture	-	Seeking for a more paying job.
Public Schools	-	Government sponsored ECD schools

LIST OF ACRONYMS AND ABBREVIATIONS

CBO - Community Based Organization

CDF - Constituency Development Fund

CSG - Community Support Grant

ECD - Early Childhood Education

ECDE - Early Childhood Development Education

ECE - Early Childhood Education

FBO - Faith Based Organization

FPE - Free Primary Education

EFA - Education for All

IPAR - Institute Of Policy Analysis and Research

KESSP - Kenya Educational Sector Support Programme

KIE - Kenya Institute of Education

MOEST - Ministry Of Education Science and Technology

NGO - Non Government Organization

KESI - Kenya Educational Staff Institute

PTA - Parents Teachers Association

TSC - Teachers Services Commission

SEN - Special Educational Needs

TIQET - Total Integrity Quality Education and Training

UNESCO - United Nations Scientific Cultural Organization

UNICEF - United National Educational Fund

CHAPTER ONE

INTRODUCTION

1:0 Background of the study

The government of the republic of Kenya has demonstrated its commitment to support early childhood programmes by signing various global policy framework such as 1989 united nations convention on the rights of children (CRE). The 1990 Jomtien World Conference on Education for all (EFA).The sighting of the 2000 world Education Forum of Dakar Senegal and the 2000 millennium Development Goal (MDGs). These forums underscored the importance of ECDE subsector and identified challenges facing ECD subsector.

To address these challenges the government of Kenya and her working partners developed Sessional paper NO.1 of 2005 on policy Framework for education, training and research which recommended the development of a comprehensive ECD policy Framework and Service Standard Guidelines.

Early Childhood Development and Education interventions are significant to the social and economic development of a country. Research revealed that children from low income households who access early childhood Education were likely to enroll in primary schools at the right age. They were less likely to drop out of school or repeat classes. The young children had higher probability of high school performance and cognitive abilities than those who never attended ECDE.

According to the ministry of Education Science and Technologies (2005) showed that children's access to ECDE services stood at 35%. In ASAL areas the situation

was worse with only 9% of children aged 3-6 years accessed ECDE services. It was against this background that the development partners developed Kenya Education Sector Support Programme (KESSP 2005-2010) . KESSP consists of 23 investment programmes which cover the entire education sector from Early Childhood Education to university Education.

The government of Kenya targeted children's access to ECDE services to 60% by the year 2010. girls and children living difficulty circumstances had non access to quality ECD services. To achieve this target, the government had to provide the Community Support Grant to selected ECD centres across the country. Bungoma North District was selected as a beneficiary of the programme. Out of 280 public ECD schools 70 schools were selected to benefit from the grant.

Table No   Summary of yearly costs 2005/2006-2009/2011 (million Kshs)

	COMPONENT	2005/6	2006/7	2007/8	2008/9	2009/10	TOTAL
1.	National guideline and service standard	27.5m					27.5m
2.	Community mobilization and capacity building	35.5m	64m	64m	64m	64m	294.5m
3.	Community support grant		400m	400m	300m	300m	1.400m
4.	Curriculum review and Teacher Training	67.8m	46.8m	66.8m	38m	27.7m	247 .1m
	School readiness	3m	3m	2m			8.0m
7.	Health and nutrition	52.3m	76m	61m	61m	61m	250.3m
6.	Monitoring and evaluation of community support grant		16.0m	16.0m	16.0m	16.0m	64.0m
	TOTAL	186.1m	605.8m	609.8m	479m	468.7	23494.4

Adopted from KESSP 2005-2010 PP22

The table above indicates the CSG in the whole investment had been given the

highest priority than 1400m out of 2349.4m.

1.3   Purpose of the study

The purpose of this study was to determine   if the pre.school teachers motivation through the community support grant affected the access equity and level of motivation of pre-schools teachers' motivation through CSG affected access equity and quality of ECD education.

1.4 The Objective of the study

The specific objectives of this study were.

 i. To find out if the pre-school teachers are fairly remunerated by the community support grant.

 ii. To determine if the community support grant provided enough learning materials in pre-schools.

 iii. To find out the working condition of ECD Teachers as provided by the community support grant.

 iv. To establish the method used in community support grant to promote or grade ECD teachers.

 v. Investigate if the provisions of community support grant affects ECD staff turnover.

1.5   Research Questions

 i.   Are the ECD teachers fairly remunerated by the community support grant?

 ii.   Does the community support grant provide enough learning materials in ECD?

iii. Does the community support grant provide conducive working conditions for pre-school teachers?

iv. Which criteria is used in the CSG to promoting ECD teachers?

v. Does the community support grant affect ECD staff turnover?

1.6 Research Variables

There were two variables in this study.

The independent variable was the community support Grant whose effect was to be established in the study. The dependent variables was ECD teachers' motivation which experienced the effect of the community support grant..

1.7 Significance of the Study

The significance of this study was to investigate the success or failures of government objectives of providing the Community Support Grant to ECD children aged 3-5years. The study sought to guide the government on

- Provision Policy guideline on ECD service provision.

- Develop a scheme of service for ECD Teachers.

- Providing a motivating. school environment for ECD teaching.

- Community and government to put in place descent tuition structures for ECDE.

- Possibility of mainstreaming basic education as part of the primary school programmes.

- Guide the government on the development of a national universal curriculum for all ECD service providers.

The government and working partners will send in sponsors to support ECD training. The quality standards assurance officer will be informed about problems affecting the ECD sector during their school assessment. ECDE teachers will use their rights of association to form welfare association and joining teachers union like KNAPTTA. The study will help the government to realize that all children services to be overseen by the ministry of Education. The ministry of education will develop a universal curriculum for ECDE to be used by all ECDE service providers.

The government will develop a system of grading and promoting ECD teacher. The study will shade light on the government needs to include ECDE in free primary education.

1.8 Limitation of the Study

The study may be limited by the results not being applied to other parts of the country with deferent economic index like urban areas. The fact that finance were sensitive may made the head teachers to be apprehensive and skeptical in divulging information. Due to limited time on which the research was carried out, It was impossible to reach a large number of potential respondents as the study was carried alongside office duty. There was time constrain as pre-school curriculum operated on a half dray session. The bad weather and poor roads in the slops of Mount Elgon affected movement by consuming time not reaching some of the respondents.

1.9 Delimitation of the Study

The study was carried in Bongoma North District of Bungoma County. The sub-county boarders mount Elgon to the North, Tranzoia County to the East, Bungoma central and west to the west, Bungoma south to the south Lugari District to the south East.

1.10 Basic assumption of the Study

The study was based on following assumptions:

- The information provided by respondents was accurate to the best knowledge of respondents.

- That since the respondents were literate, they were able to fill the questionnaire correctly.

- That the pre-schools received enough grants for the development of their projects.

2.0   Literature review

2.1   Introduction

This part reviews the related literature to this study under the following items: Meaning of CSG, the concept of motivation, role of teachers and changing society needs, the teaching enrolment. Motivational process, curriculum motivation. The theoretical frame work and conceptual framework.

2.2   The meaning of Community Support Grant

The community support grant is one of the twenty three programmes of the Kenya Education Sector Support Programmes. (KESSP). The CSG is number one covering the education programme of in the age bracket of 4-5yrs according to sectional paper No.1 on policy framework for education training and research. (2005). According to the ECD centre community support grant management Hand Book (2007), the overall goal of ECD investment programme was to enhance access equity and quality education for all children aged 4-5 years, especially the most vulnerable living in ASALS urban slums and pockets of poverty. This is to ensure that the holistic needs of young children are met to maximize and realization of their full potential.

The poverty reduction strategy, paper (PRSP) for the period 2001-2004, defines poverty as "the inability to feed self, to educate children and pay medical bills".

The early childhood development policy, framework 2006, provides that the government with its partners shall develop and oversee the implementation of

service standard guidelines relating to conditions and terms of service for various levels of service providers in early childhood development including pre-school teachers.

The early childhood development service standards guidelines for Kenya (June 2006), provides that the government shall be responsible in registration and appointment of the pre-school teachers by the Teachers Service Commission at least two teachers in every public primary schools by 2010. It also provides that the ministry of education in collaboration with the ministry of planning and national development shall conduct a baseline survey to determine requirement for integrating 4-5 years old into basic education by 2010. It was against this background that the researcher sought to carry out the study on the pre-school teachers' to establish whether the grant was in line with the government provision of the pre-school teachers' scheme of service.

The CSG was calculated per pupil at an average of Kshs 1481.51 as shown in the table below.

Figure 1: Community Support per grant per pupil

ECD CENTER ENROLMENT	PER PUPIL GRANT KSH	TOTAL COMMUNITY SUPPORT GRANT
16 CHILDREN	1481.51	23,704.16
35 CHILDREN	1481.51	51,852.85
50 CHILDREN	1481.51	74,075.5
100 CHILDREN	1481.51	148,151.00

Adapted from ECD centre community support grant management hand book 2007, Page 4

Eligible expenditure for the grant include purchase of teaching and learning materials construction of new classrooms and furniture, construction of new toilets for ECD children, augmentation of one or two full time ECD teachers salary at a maximum of 200 per month per teacher. The issue here is augmentation instead of salary. Parents are expected to top up to the budget but this has been affected free primary education.

The (2007) manual listed the following items as not eligible expenditure. They include teachers accommodation, purchase of equipments e.g. computers, tree planting in the school, renovation of religion buildings, paying for water, electricity and phone bills, traveling and school feeding programmes.

The researcher looked at the not eligible items as necessary for the study to ascertain the motivation of pre-school teachers. The amount provided for school teachers' salary was also subject to research to determine the level of motivation as teachers' remuneration.

2.3　The concept of motivation

Motivation as a concept of work that received considerable attention in recent years among both practicing management and organizational researchers as stated by Steer (1991). Since organization needs human resource to function, managers and organization researchers can not avoid to get concerned with behavioral requirements of workers in a given organization.

Livingston (1975) in his article which states that an organization had three behaviours:

(i). That people must be attracted not only to join an organization but remain in it. This is relevant to preschool teachers' solution to staff turnover.

(ii). Perform tasks hired for in a dependable manner by the organization

(iii). He workers go beyond the role of performance with creativity, spontaneous innovative behaviour at work, decision to participate and decision to produce maximumly at work.

Steer (1991), motivation as a concept that represents high complex phenomenon that affects and is affected by multitude of teachers in an organization. A comprehensive understanding of the way in which organism operate and function requires that attention be directed towards the question of "why people behave the way they do and ramification of such employees for organization and attainment of its goals."

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The term motivation was originally carried from a Latin word **movere** which means to move steer (1991). However in his definitions does not adequately explain motivation in terms of human resource.

Living stone (1995) presents that they are contemporary (immediate) influences on directions. Artkson (1964) provides that it is vigor and persistence where the behaviour gets started, energized, sustained, directed, stopped and what kind of objectives reaction is presented in organism while all is going on. The behaviour of the pre-school teachers need to be energized, sustained and directed towards a desired goal.

Jones (1964) says that motivation is a process of governing choices made by persons or lower organism among alternative forms of voluntary activities. The pre-school teachers if well motivated, they will make choice among alternative forms of activities in the daily duties.

Vroom (1964) presents motivation as a set of independent and dependant variable relationship that explain the direction, amplitude, skills and understanding of the tasks and constraints operating in the environment.

The three definitions have a certain common characteristics that describe the phenomenon of motivation. They include what energizes human behaviour, directs or channels such behaviour is maintained or sustained.

According to Steer (1991), motivation conceptualizes energetic forces within the individual that drives them to behave in some manner and the environment forces often trigger this drive. Secondly there is the goal orientation on the part of the individual's behaviour that is directed towards something. For the school teachers, their behaviour is directed towards commitment if they are sure that their job security is guaranteed.

Thirdly, motivation is viewed as containing those forces in the individuals and their surrounding environment in this case the pre-school that feedback to the individuals either to reinforce the intensity of their drive and the direction of their energy or to dissuade from their course of action and their efforts. If the school teachers are not sufficiently motivated, will eventually redirect efforts to greener pastures, like joining private sector. This will automatically lead to high teacher turnover in public pre-schools.

2.4   Administrative style in relation to teachers personal needs.

The administrative style applied to pre-school teachers, some are coercive and some are not. Administrators, who apply coercive style of leadership, find themselves at longer head with their teachers. They frustrate the teachers leading to strained relationship between the two parties. This has led to demonstration of preschool resulting to high teachers turnover.

According to Hughes (1975), the work of an administrator is influenced by the management theories 20th century meant for business or formal organizations but have with time influenced school management. The pre-school teacher's work is more of social application than business oriental application.

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Ornstein (1991), quoting Gatzel and Cuba (1957), looked at a school as a social system involving two dimensions that are independent and interactive. They are two types of dimensions first the Norrmathetic dimensions that aims at fulfilling goals of the system and the second one which is Idiographic dimensions which aims at fulfilling individuals with personal needs.

Maranja (1993), presents that supervisors in this case headteachers and educational officials, have to apply administrative theories to avoid conflicts between them and the teachers. ECD Children will ignorantly release dangerous information about their teachers straining relationships.

Kanaki (1998), in his study on teachers perception on the head teachers; leadership using a questionnaire that 30.5% of female heads encourage spying on teacher even by the learners.

2.5   Teachers and the Community

The standing of the teaching profession has demotivated most of the pre-school teachers. According to Willdard (1957) fifty years ago, it used to be argued that teachers had no standing in the community for exercising corporal punishment. The legacy has largely disappeared from the modern school. In this respect in some community the teacher is the enemy of the child.

According to Martin and Stephen (1999), puts that when teaching fails often because of a series of circumstances under which the teachers can not succeed, failure is immediately personalized making the teachers responsible for all the

circumstances. If things go well, parents think their children are good. But if things go badly, then a teacher is a bad teacher. In any case, if pre-school parents fail to provide a health learning environment, everything will be blamed on ECD teacher for failing to implement the pre-school curriculum. They often looks at a teacher, as somebody who chose the career after failing to get other opportunities. This demotivates pre-school teachers.

The workers behaviour at any given place of work has been of great concern from early psychologist. The major proponent of this is Fredrick Tailor (1919) looked at workers as mere extension machines in operation. Meaning a person can be made to work systematically determined like machines in industries. The ECD teachers will do the curriculum work as well as the parental services for the young children. This calls for the evaluation of teachers motivation.

According to Okumbe (1998), the major characteristics of work during this era of scientific management was the assumption that human beings gains. The sociological and psychological needs of the workers had been ignored. Tailor and his colleagues were much more concerned about maximization of human resources effectively emphasizing on productivity and efficiently by providing piece pay increase productivity. The pre-school teachers need much more than it gives for salary. The teachers need both economic and social development in their profession.

Luthans (1992) says that managers thought that workers were basically lazy and were only interested in money. That if made happy, they would be more productive. The management had to device a monetary incentive plan to ensure

security and good working conditions and improve their morale and conclude that it had never worked in practice.

Follet (1924), the relationship between workers and their supervisors, led to a more potent influence on the output of the environmental conditions. The fundamental problem in all organization was in the developing and maintaining dynamic and humorous relationship between workers and their supervisors. Informal association of a group of men at work acts as a potent stabilizer on the levels of production. In this case, the relationship between the providers of the community support grant the teachers relationship should be one that is potent and stable on the level of production.

Mayo (1992), stresses that the behaviour of a worker can not be studied fruitfully apart from the behaviour of management that they are independent.

Theories of motivation

This section presents the two theories of motivation thus the two-factor theory and expectancy theory. These theories are concern with identifying the needs and drives that pre-school teachers have and how they are prioritized. These theories are mainly concern with the kind of incentives and goals which people aim at attaining in order to be satisfied so as to improve their performance at work. The scientific management school thought that money was the only incentive and therefore the work was looked at as a rational economic person. According to Okumbe (2007), human relation movement on the other hand felt that the incentives should include better working conditions which take into account overall individual needs. The two theories are the basis of the study on

pre-school teachers' motivation as provided by the government subsidized community support grant.

Two factor Theory

Fredrick Herzberg extended the work of maslow and developed a specific content theory of work motivation. This theory also referred to as Hezberg's two – factor theory, motivation- hygiene theory or dual- factor theory, is based on the assumption that dissatisfaction leading to the avoidance of work and satisfaction leading to attraction of work do not represent the end points of a single continuum. Instead, two separate unipolar continua are required to reflect people's dual orientation to work; hence the two – facto theory. The independence of this two scales results from two distinctive sets of job factors that apply to only one of the continua.

Herzberg conducted a motivational study on 200 accountants and engineers employed by firms in and around Pittsburgh, Pennsylvania. He used the critical incident method of obtaining data for analysis. Each employee was asked to recall an event or a time personally experienced at work when he felt particularly an exceptionally good about his job. Further interviews were conducted to find out why the employees felt as they did, and whether their feelings of satisfaction had affected their performance, their personal relationships, and their feelings of well- being. These respondents were also asked to recall an event or a time personally experienced at work when they felt particularly and exceptionally bad about their jobs. Further interviews were conducted to find out the nature of the events which led to negative expressions.

These responses were content analysed and the following conclusions were derived:

1.   Recognition, work itself, responsibility and advancement.

2.   Factors which are associated with the environment surrounding the job (extrinsic, job – context, Physical, environmental or maintenance factor) do not tend to lead to job satisfaction. These factors include company policy and administration, supervision, salary interpersonal relations and working conditions.

3.   Job satisfiers are generally determiners of long-term changes, and job dissatisfiers are generally determiners of short term positive changes of attitudes.

4.   Job satisfiers are called motivators because they fulfill an individual's need for psychological growth. Job dissatisfiers are called hygienes because they merely serve to prevent an individual from "feeling bad" about work.

Herzberg's theory is closely related to Maslow's need hierarchy. The hygiene factors are roughly equivalent to maslow's lower- order needs. According to Herzberg, the hygiene factors prevent disatisfication, but they do not lead to satisfaction. In other words, they bring motivation to a theoretical zero and, therefore, prevent disatisfication. The motivators are equivalent to maslow's higher- order needs. It is only the motivators which motivate ECD teachers on their jobs. This theory indicates that an ECD teacher must have a job with a challenging content in order to be truly motivated. In other words, work

satisfaction and dissatisfaction are not opposite rather they are separate and distinct dimensions of work orientation.

Herzberg's two- factor theory has been one of the most researched in an organizational behaviour and, therefore it has been the target of severe criticism. The most devastating criticism, however has been that the theory is method bound. The results, which were produced by Herzberg and his associates in 1959 can only be replicated when the critical- incidents technic is used .King concluded that most studies using the Herzberg's technique support the motivation- hygiene theory, but most studies using a different method do not. It has also been found that there are job factors that lead to both satisfaction and dissatisfaction.

Although the two- factor theory has obvious limitations, Herzberg is greatly credited with his substantial contribution to the study of work motivation. He not only extended the maslow's need –hierarchy but was also instrumental in the "discovery" of job enrichment, a technique widely used in job design. Inspite of the fact that the two-factor theory lacks comprehensive theory of work motivation and does not adequately describe the complex motivational process of organizational participants, it has however, contributed immensely to the better understanding of job content and job context factors and satisfaction. Steers and porter believe that Herzberg's ideas filled a void in the late 1950s by calling attention to the need for improved understanding on the roles played by motivation in work organization.

Herzberg's findings have implications on educational management. The ECD teachers' motivation can be imprived through changes in the nature of the job enrichment. ECD teachers should be enabled by the management to have maximum control over the machanisms of the task performance and their jobs should be so designed as to enable them to experience a feeling of accomplishment of assigned tasks. Educational managers should ensure that ECD teachers are provided with direct, clear and regular feedback on their performance in particular and organizational performance in general. It is also imperative that ECD teachers should be provided with an enabling environment, by the management, so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training.

Expectance theory

The expectance theory of work motivation was originally proposed by the pioneering psychologist Kurt Lewin and Edward Tolmanas part of their purposive psychology of behaviour (cognitive concepts) in 1932. In 1964, the expectance theory was formulated and aimed directly at work motivation by Victor Vroom. This theory rests on the assumption that motivation is a conscious process in which decisions lawfully relate to psychological events that occur contemporaneously with behaviour, and the forces in the individual and environment combine to determine behaviour. Vroom explained that motivation is a product of three factors which he referred to as valence, expectance and instrumentality.

Valence refers to the strength of a person's preference for o particular outcome such as reward. For example, if an ECD teacher strongly wants a promotion, then promotion has a higher valence for that ECD teacher. Valence for a reward is unique to each employee, is conditioned by experience, and may vary substantially over a period of time as old needs become satisfied and new ones emerge. An outcome is positively valent when a person prefers attaining it to not attaining it. An outcome is considered to have a zero valence when a person is indifferent to attaining or not attaining it. An outcome has a negative valence when a person prefers not attaining it to attaining it.

The kind of valence that workers attach to outcomes (rewards) is influenced by such factors as age, education and the type of work; for instance, a young ECD teacher is likely to give less emphasis to a retirement benefit than an old ECD teacher. Likewise, a newly trained graduate ECD teacher may have a stronger desire for career advancement than an old ECD teacher with less education. Some employees will find intrinsic valence in the work itself particularly if they have a strong work ethic or competence motivation. These ECD teachers derive their job satisfaction directly from their work through a sense of completing their tasks effectively and efficiently. In this circumstance an employee is in full command of outcomes and he is, therefore, less subject to the extrinsic reward system of the management.

Expectance is the probability (ranging from 0 to 1) that a particular action or effort will lead to a particular performance (first- level outcome). The specific outcomes attained by a person are dependent not only on the choices that the person makes, but also on events beyond his or her control. For instance an

ECD teacher may not be a hundred per cent certain that the success of his or her students in an examination will be a hundred percent since this depends on a number of factors beyond his or her control. Expectance is thus an effort or performance probability.

Instrumentality on the other hand, is the probability(also ranging from 0 to 1) that performance(first- level outcome) will lead to a desired reward (second-level outcome). It represents the belief by the employee that a reward will be received once the task has been accomplished.

The core of the expectance theory relates to how a person perceives the relationship between effort, performance and rewards. An example would suffice here. Promotion could be seen by a newly employed graduate ECD teacher as an attractive prospect (valence) but his expectance of gaining promotion could be low, if he perceives that promotion is attained primarily on length of service. In a situation like this, the ECD teacher sees that performance does not lead to rewards immediately, so his effort in that direction is not seen as worthwhile. It should be noted, however, that effort does not necessarily lead to effective performance. For instance, an individual may have insufficient knowledge and skills or his perception of his role may be poor.

The multiplicative formulation for the relationships between valence, expectance and instrumentality is that the force of motivation(FM) is the product of expectance(E) and the sum of the cross products for

instrumentality(I) and valence(V) items. Symbolically is stated as : FM =E (~ IV).

This formula shows that the motivation of a worker to behave in a certain way changes as the level of each variable increases or decreases. Since the relationships are multiplicative, if one of the variable is zero, effort is also zero.

The three factors in the expectance model may exist in an infinite number of combinations. The combination that produces the strongest motivation is high positive valence, high expectancy and high instrumentality. In a work situation people develop expectancy and instrumentality is made through direct experiences and observation. The consequences of this is that employees perform some kind of cost- benefit analyses for their own behaviour at work. If the estimated benefit is worth the cost then the employees are likely to apply more effort.

One of the weaknesses of the expectance theory is that it over- intellectualizes the cognitive processes that individuals use when selecting alternative actions. That people actually calculate probabilities and values, multiply them together and the decide how to act sounds too hypothetical. Another short coming is that the expectancy theory lacks the power to explain large percentages of variance in criterial variables such as effort and performance.

Although the expectance theory exhibits a number of deficiencies it does, however, recognize the complexities of work motivation unlike the content theories of work motivation which over simplify human motivation. It is evident that it does not provide specific suggestions on what motivate

organizational members as the content theories, but it indicates the conceptual determinants of motivation and how they are related. The theory helps to clarify the relationship between individuals and organizational goals.

The expectancy theory provides educational managers with a strong conceptual frame work for understanding how motivation and performance can be improved. The ECD teacher's beliefs that their efforts will lead to performance can be enhanced through a number of ways, such as further training, supervision, guidance, councelling and participation in job- related decisions in staff meetings. By enhancing ECD teachers abilities in this way they will feel that high levels of performance are feasible. Educational management should also design reward systems which are based on actual performance. The performance- reward contingencies should be increased so that ECD teachers are assured that good work is equitably rewarded. This encourages them to work hard not only for their personal growth, but also for the successful achievement of the educational objectives.

It is incumbent upon educational managers to ensure that ECD teachers are merged to their jobs. Educational management should be cognizant of the ECD teachers' abilities traits so that this are used in job placement in order to enhance performance. Educational managers should clarify job objectives during ECD teachers' induction or orientation. This minimizes wastage of effort in search behaviour and enhances more task-related behaviour. The expectancy model provides educational managers with a strategy for integrating teachers' needs' desires and goals with those of the educational organizations.

The questions of whether job satisfaction leads to increased productivity or whether job dissatisfaction results in restriction nave been controversial for over half a century. It is implied in the content theories that satisfied workers have an increased performance. Whereas satisfaction makes an input into Vroom's concept of valence, and although the outcomes have performance implications, it was not until porter Lawler extended Vroom's model that the relationship between satisfaction and performance was dealt with directly using a motivational model.

Porter and Lawler started with the understanding that motivation (effort or force) does not equal satisfaction and or performance. They argued that motivation, satisfaction and performance were all separate variables and related differently from what was previously assumed. According to this model, effort (force of motivation) does not directly lead to performance. It is mediated by abilities or traits and role perceptions. What happens after performance is a very important ingredient in this model. The reward that follows performance and how they are perceived by the employee will determine satisfaction. The rewards are both extrinsic, such as salary, and intrinsic such as gratification that is inherent in having done a job well. Intrinsic rewards are likely to lead to higher performance than extrinsic rewards. If a job holds little potential for intrinsic rewards, and if extrinsic rewards bear little relationship to individual performance level, the resultant connection between performance and satisfaction is weak.

2.6 Recent studies carried out on the effect of motivation on performance.

Nicolas Burnet (2007) in the EFA Global monitoring report team on education for all by 2015 puts that the changing national commitments required a public

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expenditure on education, where by increased shares of national income is allocated to education since EFA covers basic education including early childhood education. There was need to include plight of pre-school teachers in the nation budget.

According to Digolo 2005 in the foundation university of Nairobi commented that the Kenya education was adversely by the human resource base in many schools. If teachers are not well motivated in their work environment and in terms of personal needs. The implementation of school curriculum especially the ECD curriculum will be adversely affected.

Petty 1998 postulation on teacher's motivation regarded by experienced and inexperienced teachers alike as a pre-requisite for effective learning and the greatest challenge that teacher was to make students want to learn. A non motivated ECD teacher could not motivate children to learn.

Bill (2006) in his book classroom behaviour puts that children of all ages value and enjoy working with teachers who had a sense of humour which could range from funny turn of facial expression. It's the motivated teacher that can be positively humourous to causes effect in ECD children learning. An ECD teacher under defined terms of service working in a conducive environment will be motivated to create a warm learning environment among young children.

Gatum (2005) his article in the "Foundations" university of Nairobi on teacher education and professionalism provided that the in-service training had not

only motivated teachers but also ensured continued service and employment of the trained teachers at the end of the course. This was contrary to pre-school teachers who had been trained through two years in-service programme certificated by the Kenya national examination council for either certificate or diploma in Early Childhood Education. The same teachers had not received appointment by the government. This might have impacted negatively on their motivation.

Wanjala s (2005) in his article "teachers education and professionalism." Said, the fact that the teacher's service commission did not employ ECD teachers was detrimental to the establishment of ECDE. Research report in sessional paper No.1 of 2005 on policy frame work for education training and research. Revealed that a child who went through Early childhood Education never repeated grades, less chances of dropping out of school, was very social and recorded minimal or no criminal records as an adult and had a more stable marriage. The research findings emphasize the importance of ECD curriculum implementers who needed to be motivated for quality output.

Poor remuneration of teachers has been very detrimental in uplifting their living standards and general welfare Gunga (2005) the ECD teachers renumeration was one of the main objectives of the study. Unless a worker is well renumerated is never motivated to produce maximum in terms of rendering services.

Nyati (2005) on teacher education and professionalism postulated that many degree graduates had no interest I teaching. They ended up taking other

profession with better remuneration rather than continuing their career in the field of education. This may shade some light on pre-school teachers turn over; the study will investigate the teacher's turn over and its cause Adams and Mbuguru (1994) on women worker and child care, a paper presented at the second collaborative Early childhood seminar, Nairobi commented that developing countries had rapidly increased access to primary school education but children were hardly learning. In most countries like Kenya 97% of age children are in primary schools but only 51% of the third graders could read a simple first- grade paragraph and only 33% could do simple subtraction. He said if developing countries were to attain meaningful universal primary education, they were to improve quality of education. Early childhood education provides a firm foundation for children's learning in primary schools. The study was to investigate if children's poor education foundation was as a result of lack of pre-school teacher's motivation.

Boocock (1995) on early childhood progammes in other nations reported that while the average child did not benefit from text books, students who were already proficient did not benefit. a possible explanation to this could be that the text books And the curriculum was too advanced for the majority of the children. The research was relevant to ECD classroom situation where teachers were likely using in appropriate materials for teaching ECD children.

Essa (1999) in his book "introduction to Early childhood Education whose findings suggested that both pedagogy and incentives matter. That ability to adopt what is taught in the classroom to what the students can learn benefits everyone, but teacher motivation made a difference as well. The findings also

confirmed that, just increasing input, without any other changes was not effective: students who were assigned to the regular teacher in a non trucking schools did not perform significantly better than students in a comparison school. It suggested that motivating learners without considering ECD teachers motivation made learners perform poorly.

Eville and Mbugua (2001) in his book "child advocacy and its application education professionalism." Provided that teachers' motivation matters, but how could teachers be incentivized?

One possibility was to reward teachers for improved test scores. They reported that studies in the United States suggested that it could be teachers focusing on the proximal (reward) outcome rather than the ultimate (policy target) outcome in particular. Teachers acted on the test rather than learning the curriculum. In the same study where teachers were offered such rewards, test score rose in short term because the test score gains did not persist, the authority suggested that many have been teaching to the test. Rewarding ECD teachers acted as incentive that motivated them to improve in their performance.

Cruz(2000) a research in global child advocacy postulated that in developing countries, there was a significant margin of improvement in one relatively easy to observe dimension of teacher effort namely; time the teacher spends in the classroom.

The Kenya trucking study also found out that teachers who faced strong incentives did come to school regularly. The teachers hired on short contracts

were more likely to be in school during random checks than regular teachers. It seemed relatively easy to monitor teachers presence, so would penalize chronic absence (or rewarding presence) improved teachers presence and learning. ECD teachers who were rewarded were more regular in school than those penalized for irregularity.

Gonzalez-Mena (2000) the foundation of early childhood education in adverse society, evaluated the impact of direct attendance-based incentives on teachers presence and student learning, the Ngoseva Mandir that Vuns single teacher schools in remote rural Rajasthan, India where the teachers were given durable cameras with dates and time functionality and asked to photograph themselves with children at the beginning and at the end of each school day.

Graves, Gargiulo and Sluder(1996) An introduction to Early childhood Education talked of how education in developing countries could be improved, thus focusing teaching on skills, student needs to progress further, to find ways to motivate teachers. Neither of this were necessarily an easy ready to implement prescription. Much more work was needed to develop programmes that could achieve the two objectives on a large enough scale especially given the political economy of education in developing countries.

Jaycox (1992) the challenges of African development, a study carried out by the World Bank showed that six hundred teachers had left classrooms in Kenya schools for better paying jobs elsewhere in appointments. According to head teachers association and Kenya national union of teachers (KNUT) about three teachers left the service every day. This was in with the ECD teacher turnover,

could be lack of motivation or low pay had necessitate the movement from one ECD centre to another in search for greener pastures.

According to Kabiru, Njenga and Swadener (2003). The Kenya schools faced acute shortage of teachers following the introduction of free primary education and the waiving of tuition fee in is for all students in public secondary schools. But a freeze on the employment of teachers went into effect the TSC had only been allowed to hire new teachers to replace those who left service. In the above case there was no mention of hiring ECD Teachers. The teachers expected a policy framework implemented that would see them (ECD teachers) having a well defined scheme of service.

Mcountries recommended ratio of teacher to students was 1to 45, but many teachers were handling classes of up to 60 students. This meant less individual attention to students and lack of motivation for teachers who were overworked and under paid. According to" ECD center management manual 2007" the community support grand provided ksh 2000 for teachers salary.

Kola (2001) initiative to enhance pre- primary learning. That some teachers had gone back to class to improve their chances of being promoted. Astock broker Michael Kamau who left class room teaching to study a degree in economics just six months into the programe, he received a new calling away from the classroom. In the same way ECD teachers who finished certificate, went for Diploma and later Degree programmes left ECD classroom for College tutorship in private institutions.

Mbugua (1997) teachers leave the classroom to work in a variety of fields such media, financial institutions, private academies, non- governmental organizations and insurance companies. Ironically many are also leaving the teaching front line for jobs with the ministry of education which employees teachers as quality assurance and standard officers. This may explain the cause of pre-school teachers turn over with the hope of getting to greener pastures as was revealed in study.

Pala, Crystal and Awori (1983) quoted in Kenya literature bureau forum, that with a significant member of older teachers expected to retire at that time. Some Districts expect to lose as much as 60% of their teaching staff in five years that followed and young ones rapidly left the profession, there was urgent need to address the issue. At the same time the TSc secretary general appealed to the parliament for money to hire forty five thousand teachers for primary and thirteen thousands for secondary school teachers. In this scenario the chief executive, the teachers employer never mentioned of pre-school teachers as the policy frame work never covered the young children of age 3- 6 years. Such sentiments might have demotivated many ECD teachers.

Theoretical Framework

Maslows Hierachy of Needs

According to Maslow's (1970) human needs are arranged in a hierarchy. The basic

needs are satisfied before the higher needs are fulfilled
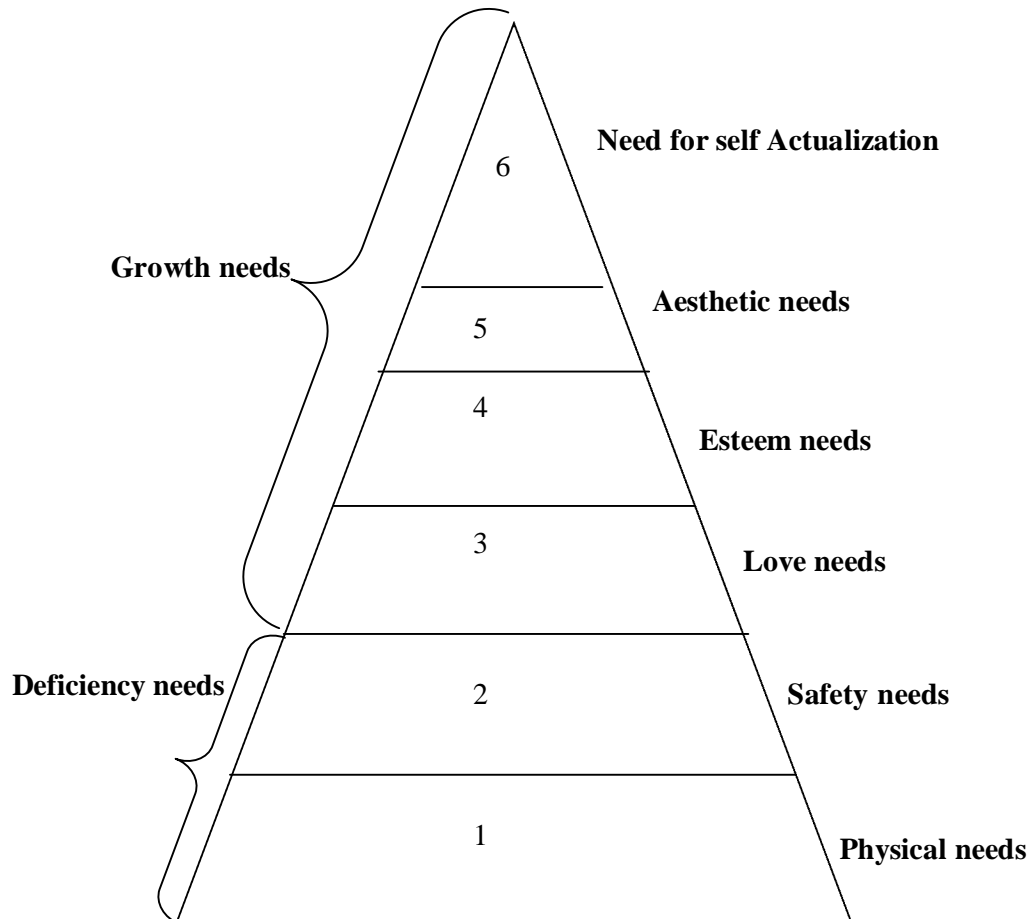
Maslow's hypothesized that human behaviour is motivated by a number of completing needs that can be emerged in a hierarchy.

The needs are grouped into two thus deficiency need s end and growth needs enhance the pre school teachers psychological functioning as shown in (figure)

Physiological needs

 Placed at the base. They include hunger, sex, maternal   behaviour and various sensory behaviour including taste. These needs are of remarkable importance to pre school teachers as the need food for energy to work. This food will include food provided at home and at school. Sex is important as teachers are mature persons with families that socially depend on them without fulfilling such needs pre-school teachers may not settle on their duties

Safety needs

The pre school teachers need to be assured of their safety needs. It includes needs for shelter this save working environment, job security is also an important element in the teachers motivation. This can be guaranteed through a defined teachers scheme of service .the teachers need a secure environment free from threat societal and communal violence

Affiliative needs

Travers (1986:206) writes that if physiological and safety needs are met, the need for love, affection and belonging emerges .The ECD teacher will begin to look to others for satisfaction. Both to give and to receive .The teachers must feel wanted and experience

A sense of affection towards fellow teachers and employer.ECD teachers expect to be registered by the teachers government agent and subsequent appointment with official agent serial number .Without the above .The ECD teachers may doubt their seniors renounces and get demotivated.

Esteem needs

This are the needs of being worthy while and capable of making a contribution to the society. ECD teachers self respect is based upon achievement and the esteem needs founded upon actual achievements, it manifest n a feeling of self confidence and a corresponding desire for recognition by others .The ECD teachers need to be recognized by primary teachers, headteachers and other education stake holders. Self esteem will help teachers to maintain a perception of oneself as a general competent, strong independent person. There is desire to have a good reputation and obtain recognition and status. ECD graduate teachers if given opportunity can lead grade (111) primary head teachers in Kenya. Failure to satisfy teachers esteem needs May likely lead to the feeling of incompetence, helplessness and inferiority.

Aesthetic needs

When all the deficiency needs of preschool teachers are regularly satisfied the growth needs including the cognitive needs for understanding and knowledge and aesthetic needs for other beauty become dominant motivators. Aesthetic needs make a person understand the purpose of life and feel a part of the cosmos. The preschool teachers needs to be descent while on duty .poor dressing at school has been the official ECD teachers identity that led the researcher to carry out the study.

Self actualization needs

Traver (1986) similarly states that probably few if any people ever achieve self actualization the ECD teachers need to get permanent employment, get married ,put up descent houses, educate their children and drive descent vehicle just like other teachers This is the cape stone of Maslow's hierarchy its need for self actualization .ECD-leaders need to grow to higher capacities, fulfill their potential and become the best in which one enjoys the experience of creativity and enjoy of personal success.

Maslow refers to a self actualized person as a "full human person" such a person constantly strives higher and her levels of personal growth. Such a teacher is non defensive, open to experience, spontaneous, problem oriented and largely autonomous from the environment (Mittelman 1995). Maslow (1970) believed that a persons position on the heir achy is likely to rise with age and estimated that less than 1 % of the population ever achieve self actualization.

2.8   Conceptual framework of the study.

Figure 4: the process of job satisfaction.

```
        ┌─────────────────────────┐
        │   NEEDS & ASPIRATION     │
        │    OF ECD TEACHERS       │
        └─────────────────────────┘
                    │◄────────── Reward
                    ▼
        ┌─────────────────────────┐
        │ ORGANIZATIONAL INCENTIVE │
        │      THROGH C S G        │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │   TEACHERSRS PERCEPTION  │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │      MOTIVATION          │
        │ Through community support│
        └─────────────────────────┘
Teaching and                │◄──── Ability enabling environment
Learning materials ──►      ▼
        ┌─────────────────────────┐
        │      PERFORMANCE         │
        └─────────────────────────┘
Reward ──►                  │◄──── Communication job experience
                            ▼
        ┌─────────────────────────┐
        │   APPRAISAL OF THE JOB   │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │ LEVEL OF JOB SATISFACTION│
        └─────────────────────────┘
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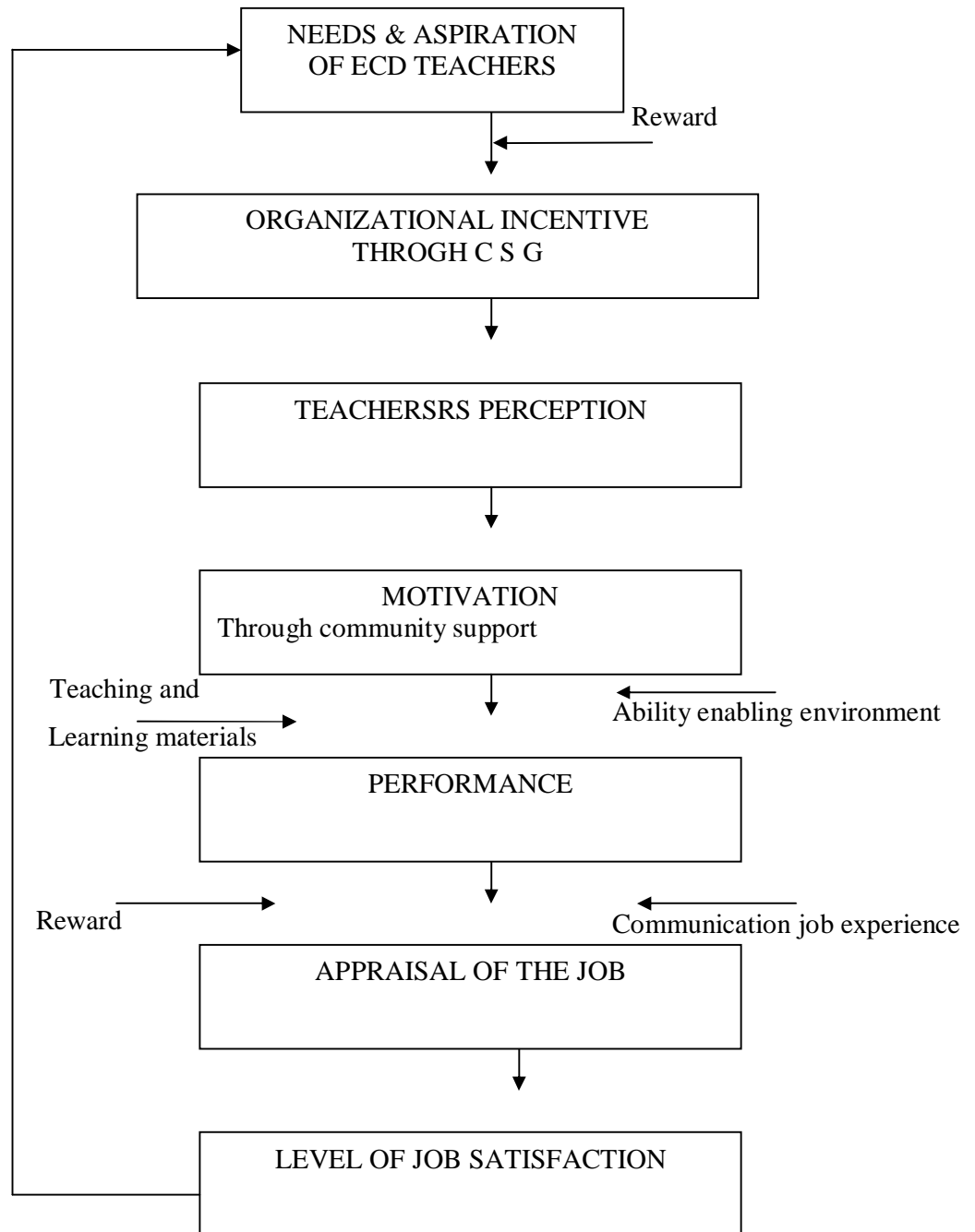
Adopted from Muhia 2002 MED thesis University of Nairobi

The conceptual frame work of this study emphasizes that job satisfaction emanates from perception of how well a job provides for those things perceived to be the employee. The ECD teacher will expect conducive friendly teaching environment, friendly co-workers. Like the primary section staff, promotion the competence in supervision among other organizational incentive provide the needed motivation for the individual to perform. This incentive promise reward after performance. They shape the pre-school teachers perception about the task to be under taken. Once motivated person is provided with the appropriate tools, equipment training and enabling environment, the task ahead will be tackled accordingly.

A teacher will perceive his job in a positive dimension. This type of appraisal will determine his job motivation. The relationship between needs, incentives and perception is influenced by communication between the individual and organization.

The organization that inadequately inform their employees of opportunities for them at work are likely to perform poorly. ECD teachers whose policies of their terms of service are not clear in the community support grant are likely to perform poorly. Poor performance can occur if individuals do not have some view of their job as their supervisors.

Disagreement between the supervisors and their juniors in job requirement may result to demotivation of juniors. The job requirement may demotivate the juniors too. This may eventually result into absenteeism, teacher turn over, taking long breaks, not working hard, asking for increase in salaries and seeking for greener pasture.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0   Overview

This chapter describes the research procedure and methods the research employed to obtain data needed for the study. It comprises of the research design, the description of the geographical location, sample and sampling procedures, the research instrument, validity and reliability of the instruments, data collection procedures and data analysis.

3.1   Research Design

The descriptive survey design was applied in conducting this study because it is concerned with describing records analysis and reporting conditions exist. Kothan [1985] Koul [1984] puts that manipulation study does not deal with manipulation variables. The study investigated the impact of community support grant on the motivation of ECD teachers. The same design was appropriate because the research aimed at locating intensive and detailed information of a case the study, the design could also be applied to collect data from a large group of respondents Borgrcell [1989].

3.2   Geographical Location of Study Area

The study was carried out in selected public primary schools in Bungoma North District of Western Province in Kenya. It is one of the districts that form part of the larger Bungoma District. It boarders Mt. Elgon district to the North,

Bungoma West to the West, Bungoma South to the South, Bungoma East to the South East and Trans-Nzoia West to the East and Lugari District to the South West. The district lies across latitude $0.25.3°$ and 0.532^0 and longitude 21.4^0 and 35.04^0 East and covers an area $555.6km^2$ [development plan of Bungoma district 2008]. The economies of the district is peasantry agriculture in maize. There is no cash crop in the district. The only town in Kimilili that serves mostly the Mt. Elgon district. One to land clashes in Mt. Elgon, most of the guardians have decided to take their children to schools in Bungoma North District causing over enrolment in some of the schools. Some schools in the district had been affected by the Mt Elgon land clashes that affected the work of most ECD teachers.

3.3   Research Population and Sample

The population of the study comprised of public pre-school teachers, head teachers, parents and education officers. There were 410 public registered pre-schools with ECD centres and 220 faith based ECD centres. The population comprised of trained and untrained ECD teachers P1 Diploma trained ECD teachers, male and female head teachers with varied teaching experience as well as age.

3.4   Sample and Sampling Procedures

A sample subject of target population which the researcher generalized the findings Wiesma [1986] in order to get a representative sample for the study. The researcher used stratified random sampling. The schools were arranged in

six groups according to their zone they fall in. All schools within each group were categorized into their strata according to the type of the school in terms of sponsorship. Thus public schools. According to Mulusa [1990], A sample size of 45 was deemed to be representative of a target population between 150 and 200. To select a sample size of 45 schools out of 240 ECD centres in the district. The simple random sampling was used.

3.5   Research Instruments

The study used a questionnaire to collect data from head teachers of public ECD centres, heads of public ECD schools, Education officers and pre-school teachers. A questionnaire was preferred in this study because all head teachers, pre-school teachers and officers were all literate and therefore capable of answering the item adequately. The questionnaire comprised of closed and open types of items. The closed item required the respondents to select one response from the given alternatives.

3.5.1 The Head Teachers Questionnaire

The head teacher's questionnaire contained 20 questions.

The questions were divided into 2 sections:

Section A contained questions soliciting demographic information of the respondents such as gender, age, academic qualification and experience.

Section B contained amount of money given for infrastructure by Community Support Grant.

3.5.2 Education Officers Questionnaire

The Education Officers questionnaire contained 10 questions. The questions were divided into 2 sections. Section A contained personal information of education officers. Section B dealt with information in relation to CSG and management of ECD programme.

3.5.3 ECD Teachers Questionnaire

The questionnaire contained personal information of the ECD teachers including sex, age, academic and professional qualifications and the teaching experience of the teacher. Section B dealt with the ECD teachers working environment and the teacher perception of his job.

3.5.4 Validity of the Instrument

According to Mugenda and Mugenda [1999] validity is the accuracy and meaningfulness of inferences based on research results. It is also the ability of instrument to measure what is supposed to measure. The items in the questionnaire were tested for content validity and reliability. The tests for content validity, the items were ordered from general to specific relating to the research questions. A piloting study was carried out. Before piloting there was a discussion with the respondents and the supervisor for correction of wrongly structured questions and checking for ambiguity. Items that were found containing ambiguous language were restructured while others were discarded altogether.

3.5.5 Reliability of the Instrument

Mugenda and Mungenda [1999] defined reliability as a measure of the degree to which a research result yield consistent results after repeated trials. Sharma and Drawney [1989] Lokesh [1992) observes that for research data to be reliable it must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions, to test the reliability of the instrument. The researcher presented two questionnaire to the respondents then after two weeks the same instrument were re-administered after which the scores were computed to establish a Pearson product moment correlation co-efficient against the set value of 0.05

3.6   Data Collection Procedure

Before going to the field for data collection, the researcher obtained research permit from the Ministry of Education a copy of which was presented to the Bungoma North District Education Officer [D.E.O]. The researcher then visited the D.E.O office and met the D.E.O staff, then proceeded to meet heads of the selected public schools. Finally went to the ECD teachers of Public ECD centres. The research waited for the respondents to fill the questionnaires and collected them upon completion. In some cases where the respondent were not in a position to complete the questionnaire, the researcher left a self addressed envelop with a stamp behind for the respondent to send the questionnaire to the researcher.

3.7   Data Analysis

Data was analysed by using descriptive statistics such as means, frequencies and percentage were used to compare the level of motivation of ECD teachers in public primary schools.

Conclusion

The study was carried out in Bungoma North District to minimize on the project cost. The independent variable of the study was the Community Support Grant whose the effect of the ECD staff motivation was investigated. The public schools were selected by stratified random sampling and the teachers were randomly selected. After receiving the questionnaires the data was analysed and conclusions made to ascertain the effect of Community Support Grant on pre-school teachers' motivation.

CHAPTER FOUR

4.0 DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter dealt with data analysis, presentation and the interpretation of findings. The data analysed and presented was based on responses to the items in questionnaires. The data presented includes background information of the respondents, views on impact of the government subsidized community support grant on pre-school teachers' motivation.

Descriptive statistics were used in analyzing the findings of this project. Descriptive statistics included frequency tabulations for each item and the calculations for each item in terms of percentages for the selected respondents.

4.2 Demographic Information

In order to achieve the main purpose of this study, the researcher found it paramount to find out the demographic information of the respondents. The demographic information sought included: gender, marital status and number of children for teachers, head teachers and education officers. The demographic information of teachers was as shown in table 4.1.

Table 4.1 Demographic information of teachers

Demographic Information	Frequency	Percent
Gender		
Female	22	26.2%
Male	62	73.8%
Total	84	100.0%
Marital Status		
Single	50	59.5%
Married	33	39.3%
Divorced	1	1.2%
Total	84	100.0%
Have you received ECD		
professional qualification		
Yes	44	52.4%
No	40	47.6 %
Total	84	100.0%
Teaching experience		
Less than 5 years	19	22.6%
5 – 10 years	43	51.2%
Above 10 years	22	26.1%
Total	84	100.0%
Teaching experience in current		
school	11	13.1%
Less than 5 years	61	72.6%
5 – 10 years	12	14.2%
Above 10 years	84	100.0%
Total		
Professional qualification		
Proficiency	3	3.6%
Short course	6	7.1%
DICECE certificate	15	17.9%
KNEC certificate	15	17.9%
Diploma	39	46.4%
Total	84	100.0%

The findings indicated that 73.8% were male teachers while 59.5% were single. Further, 44 (52.4%) of the teacher respondents said that they had acquired ECD professional qualification. This indicates that majority of the ECD teachers were qualified enough with 17.9% having a DICECE certificate while 46.4% have a diploma in Early Childhood education. This clearly indicates that the teachers have undergone the necessary training to be able to teach in ECD centers in Bungoma North District

In addition, the study sought to find out the teaching experience of these ECD teachers. The study findings indicate that majority 65 (77.3%) of the teacher respondents have a teaching experience of more than five years with 22 (26.1%) have a teaching experience of over 10 years. Further 61 (72.6%) of the teacher respondents said that they have been in the current ECD center for less than five years. This could be a pointer of higher teacher turnover and movement from one station to another in pursuit of a green pastures. Why else, would the teachers have stayed for a very short period of time in the current ECD center yet they have experience spanning over 10 years.

This finding led the researcher to find out the number of schools that the teacher respondents had taught before and after training. The study findings with regard to this effect are as shown in figure 4.1.

Figure 4.1 Number of schools a teacher had taught after training
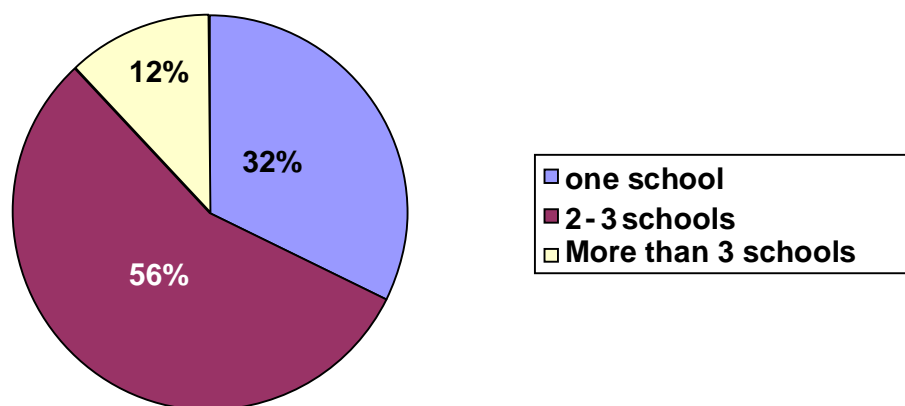
The findings indicated that majority 56% of the teacher respondents have taught two to three schools since they trained with 12% saying that they have taught more than three schools since they started training. This further corroborates the above information where high teacher turnover is seen with majority of teachers moving from one ECD center to another in such of greener pastures.

The table below gives the demographic information of the head teachers. The findings indicate that majority (48.8%) of the head teachers were male and 37 (90%) were aged over 30 years as shown in table 4.2.

Table 4.2 Demographic information for Head teachers

Demographic Information	Frequency	Percent
Gender		
Female	21	51.2%
Male	60	48.8%
Total	41	100.0%
Age		
Below 30 years	4	9.8%
31 – 50 years	19	46.3%
Above 50 years	18	43.9%
Total	41	100.0%
Personal qualification		
P1	36	87.8%
Diploma	2	4.9%
B.Ed	3	7.3%
Total	41	100.0%
Years worked as a manager		
6 – 10 years	2	4.9%
11 - 15 years	23	56.1%
Above 15 years	16	39.0%
Total	41	100.0%

The analysis further indicated that majority 36 (87.8%) of the head teachers had a P1 professional qualification with 2 (2.9%) having a diploma and 3 (7.3%) having acquired a bachelors degree. This indicates that the teachers also met the minimum professional qualifications implying that they are able to handle the expected tasks and coordinate learning in ECD centers.

To further exemplify their capability, the study findings indicated that majority 23 (56.1%) said that they had worked as managers between 11 and 15 years and 16 (39%) having worked as managers for over 15 years. These points to a range of experienced managers tasked with the role of managing schools. Further, the study

sought to find out the demographic information of the education officers. The study

findings are as shown in table 4.3.

Table 4.3 Demographic information for Education Officers

Demographic Information	Frequency	Percent
Gender		
Female	6	40.0%
Male	9	60.0%
Total	15	100.0%
Department		
QASO	3	20.0%
DICECE	8	53.3%
DEO	2	13.2%
AEO	1	6.7%
TAC TUTOR	1	6.7%
Total	15	100.0%
Highest Academic Qualification		
KCE	2	13.3%
A-Level	4	26.7%
KCSE	4	26.7%
University	5	53.3
Total	15	100.0%
Highest Professional Qualification		
P1 teacher	6	40.0%
Diploma	5	33.3%
Degree	1	6.7%
Masters	3	20.0%
Total	15	100.0%
Received ECD induction course		
Yes	7	40.0%
No	8	53.3%
Total	15	100.0%
Versed with community grant support guidelines		40.0%
Yes	6	53.3%
No	8	6.7%
Partially	1	0.0%
Total	15	100.0%

Participate in monitoring schools that benefit from the grant	7	46.6%
Yes	8	53.3%
No	0	0.0%
Partially	15	100.0%
Total		

The study findings indicate that majority 8 (53.3%) of the education officers have not gone through an induction course in ECD. How then are these same people expected to ensure access and quality of education in ECD centres yet they have no idea a bout what ECD was, its challenges and the way forward to mitigate such challenges. This forms part of the foundation problem; the fact that the assessors have no idea about pre-school and yet they are expected to assess them.

This lack of induction in pre-school is expounded by the fact that, only 1(6.7) of education officers said he was partially versed with the community grant support guidelines respondents saying they were not versed at all with the community support grant guidelines. The education officers further proceeded and alluded to the fact that 8 (53.3%) of the education officers did not participate in monitoring schools that benefited from the grant.

The findings above pointed to an underlying problem that the study sought to unravel that most of education officers had not received induction course on the use of the Community Support Grant. Also it is indicated that most of them never monitored the use of the Community Support Grant. As such, the issue of financing was pertinent here and the researcher sought to find out if the school received Community Grant. The findings are shown in figure 4.2.

**Figure 4.2 Schools that received community grant**
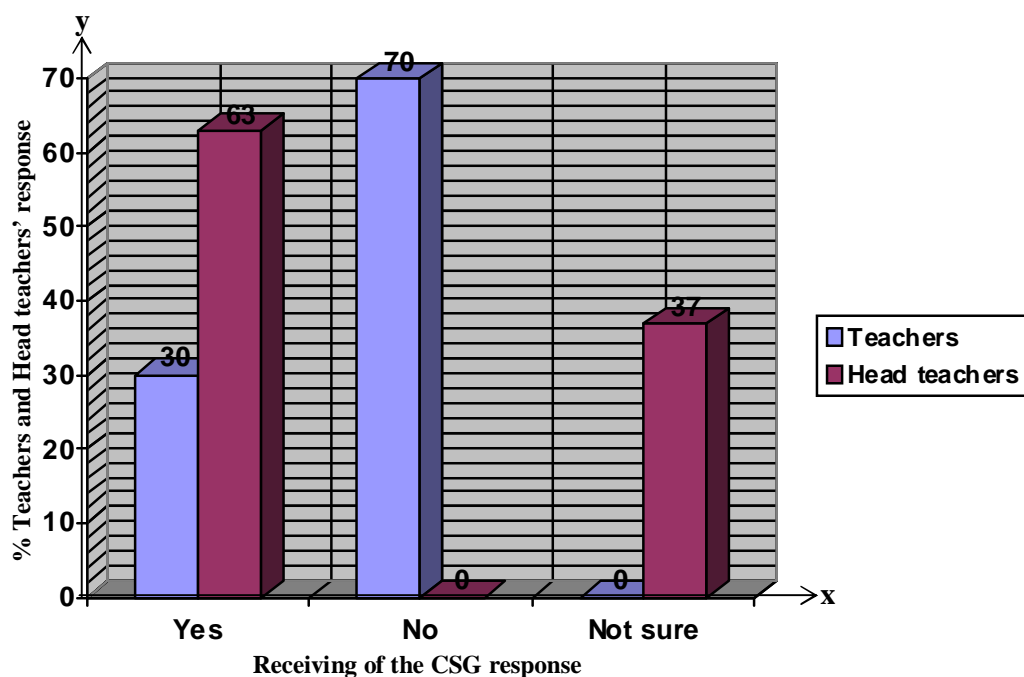
The findings showed a comparative analysis of what the teachers and the head teachers said. The findings indicated that there were differing opinions with majority (70%) of the teacher respondents saying that their centres had not receive any grant since their schools were appointed by the DEB to benefit from the CSG. with 63% of the head teachers saying that their centres received the grant. As such, this conflicting information showed that there were underlying problems and misinterpretation of facts..

4.3 Remuneration of Pre-school teachers through community support grant

The main purpose of this study was to find out the impact of the government subsidized Community Support Grant on pre school teachers motivation. In order to achieve this main objective, the study sought to find out if the pre-school teachers were fairly remunerated by the Community Support Grant.

This section was to purely establish if teachers in pre-school centers are remunerated as they should be. The study findings with regard to the amount of teacher pay per month from the community support grant was as shown in figure 4.3.

**Figure 4.3 Teacher pay from community support grant**
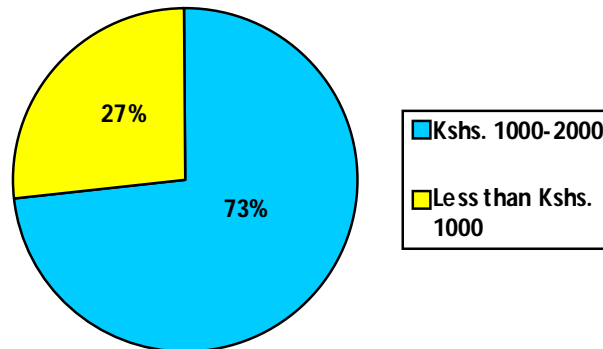
The analysis indicated that majority (73%) of the teacher respondents argued that they were paid between Kshs 1000 and kshs 2000 every month. None of the 84 teacher respondents said that they were paid more than kshs 2000 per month. With the current increase in the cost of living, how would a trained and qualified teacher survive with kshs 1000 per month? In fact 27% of the teacher respondents said that they earned less than kshs 1000 per month some said that they even went for a few months without any pay.

This remuneration cannot be considered low but abuse. Majority of the pre-school teachers alluded to the researcher that they were teaching because it was their passion and that they were really volunteering since no payment was made sometimes even for over three months. After establishing this, the researcher wondered whether the pre-school centres were allocated any money by the Community Support Grant. The head teachers and education officers were asked for

an opinion on the amount of grant they receive for pre-school centres. The study findings are as shown in figure 4.4.

Figure 4.4 Amount of grant given to schools according to head teachers education officers
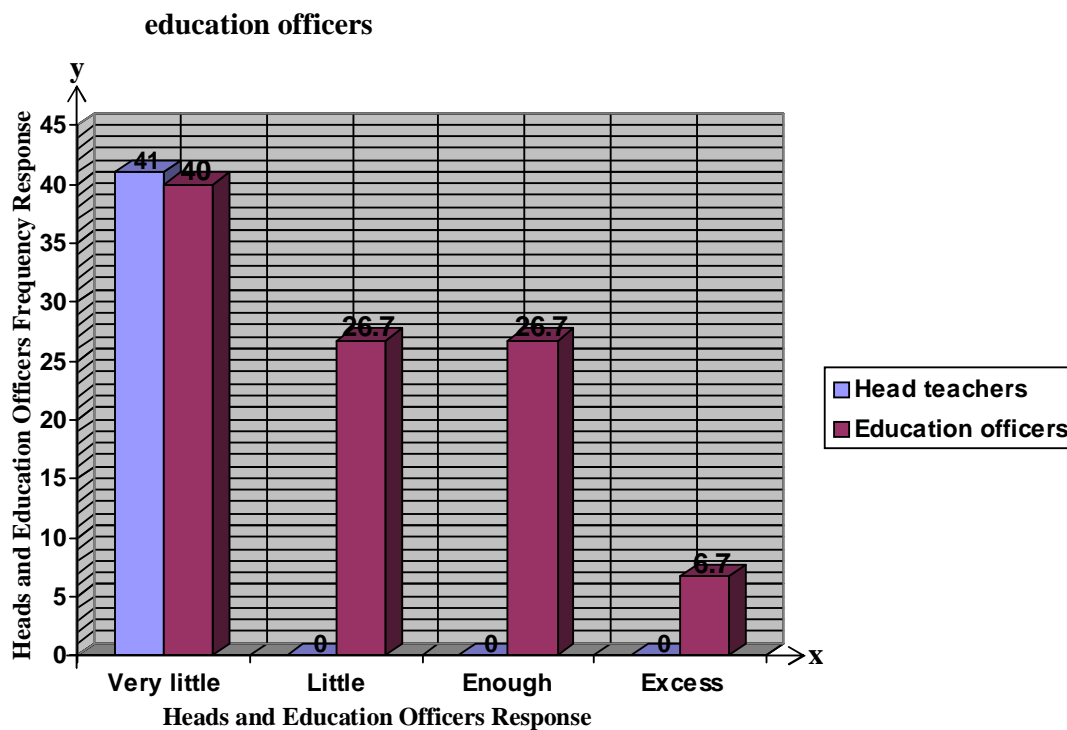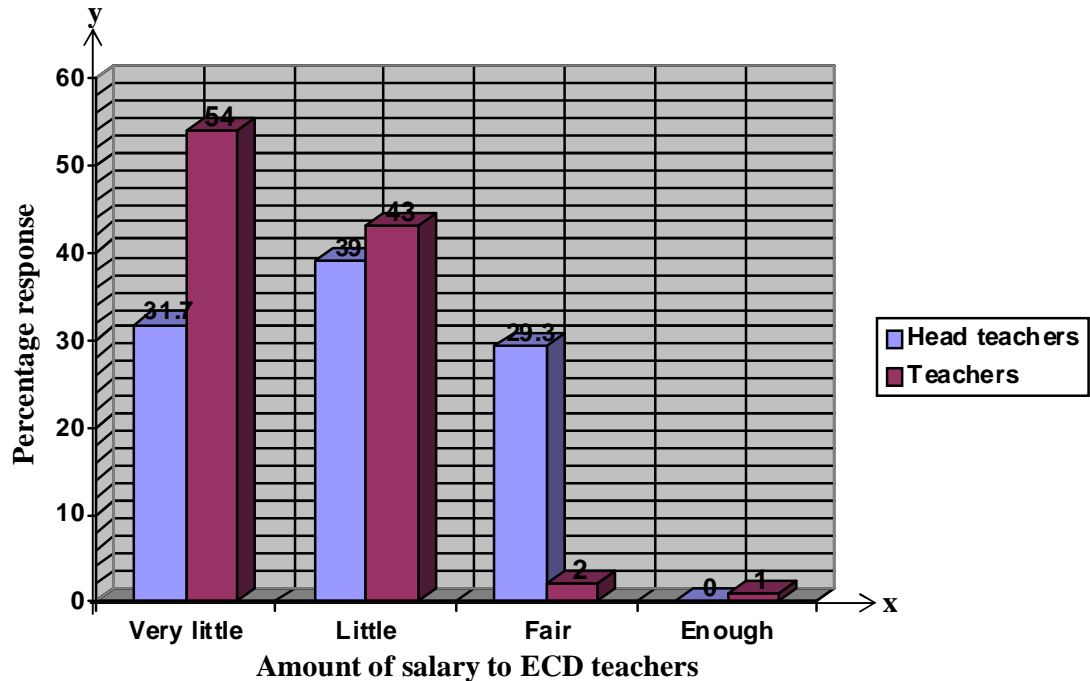

The study findings indicated that 41% of head teachers and 40% of the education officers felt that the amount of grant given to pre-school centres was very little. This implied that the Community support grant cannot on its own support the pre-school centres in terms of motivating teachers through good remuneration as well as good working conditions in addition to ensuring job security.

A teacher who is not motivated may not be able to deliver well like a motivated teacher. In addition, it is important to understand that the pre-school teachers also depend on the remuneration to sustain themselves out of school for basic needs such as food, clothing, shelter and staff development.

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These findings, led the researcher to find out the opinion of teachers and head teachers on the meager salary given to pre-school teachers. The head teachers' and teachers response is as shown in figure 4.5 below.

**Figure 4.5 Salary given to teachers according to head teachers**

The findings indicated that 54% of teachers and 31.7% of head teachers felt that the current salary being paid to pre-school teachers was very little. Some of the head teachers said that they felt embarrassed to disburse some of that pay to pre-school teachers because it was not only meager but also demoralizing.

Some of the pre-school teachers said that they did not received salary for months and attributed this to the fact that some head teachers channel that money to the Free Primary Education (FPE) programme leaving the pre-school teachers with nothing to survive on. This reported misuse of funds by head teachers led the researcher to find

out if the government facilitated education officers in order to monitor Community

Support Grant projects. The findings are as shown in figure 4.6.

Figure 4.6 Facilitated by government to monitor CSG projects
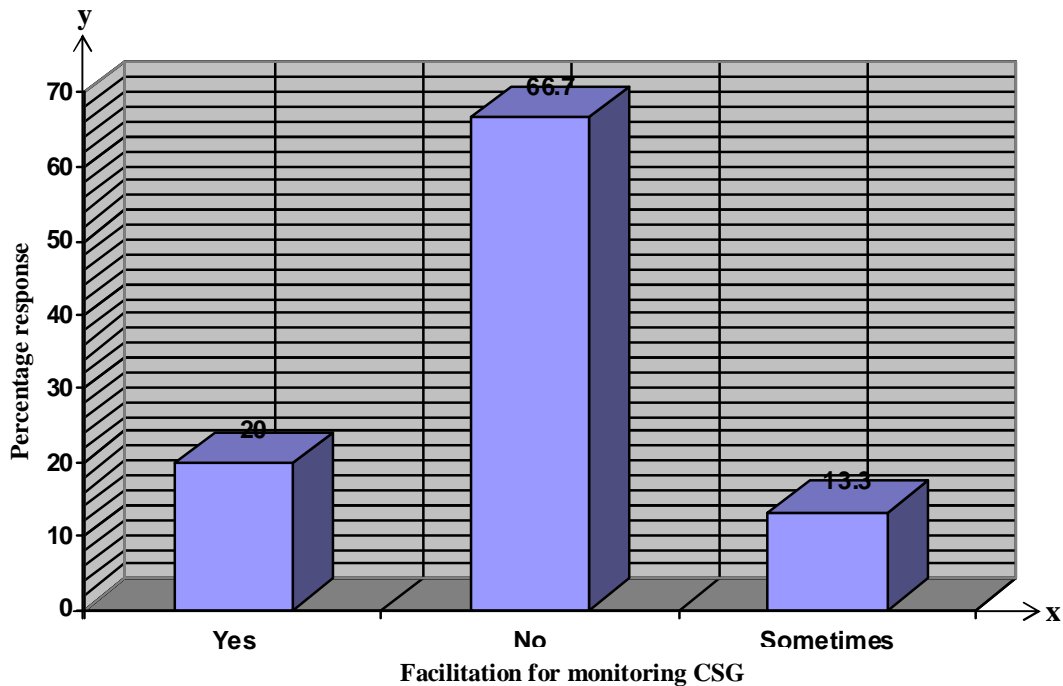
The analysis indicated that 66.7% of the education officers said that they were not

supported by the government in order to monitor use of the Community Support

Grant. This could be the reason why some head teachers of primary schools channel

money set aside for pre-school centres and use it in Free Primary education

programs.

In order for ECD centres to provide the necessary conditions for children's holistic

development, teachers should be well remunerated to encourage them to work even

harder and enhance achievement of the envisaged objectives by KSSP.

4.4   Teachers job security and community support grant of ECD teachers

The main purpose of this study was to find out the impact of the government subsidized Community Support Grant on pre-school teachers motivation. In order to achieve this main objective, the researcher found it paramount to establish the job security of teachers since a teacher cannot be motivated if he/she doesn't feel secure enough. The study findings with regard to who employs the teacher in pre-school centres are as tabulated in figure 4.7 below.

Figure 4.7 Teachers employer
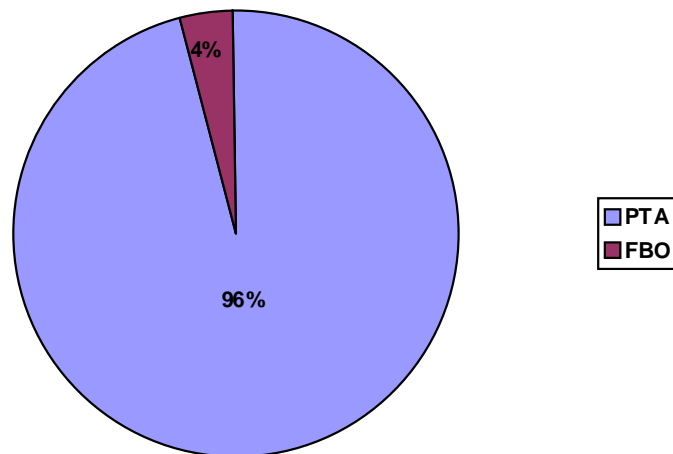
The study findings indicated that 96% of the teacher respondents were employed by the Parents Teachers Association with only 4% being employed by FBO. None of the pre school teachers were employed by TSC. The fact that majority of the teachers were employed by PTA indicates that they were not secure at all as they could be sacked at any time without due regard to law.

In addition, the fact that majority of the teachers were employed by PTA organizations indicated that they did not earn benefits such as house allowance and commuter allowance as compared to their counterparts in primary schools

who were employed by TSC. This clearly indicates that the teachers' jobs were not secure at all.

After finding out that majority of the teachers were employed by PTA but not Teachers Service Commission, the researcher to sought to find out if pre-teachers were appointed by letter of appointment.

Figure 4.10 Appointment letter with terms of service
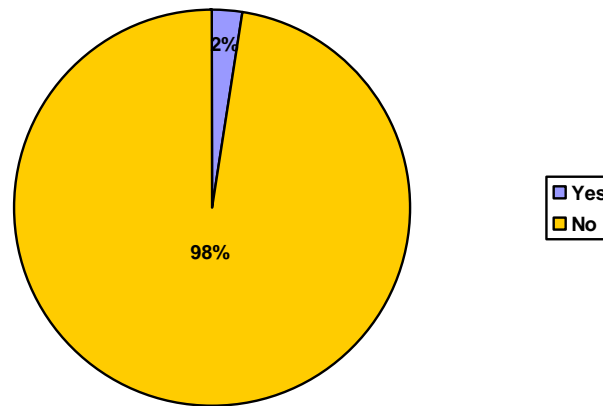
The analysis indicated that 98% of the teacher respondents said that they were not hired through an appointment letter with terms of service. This implied that there was no method of promotion here. Otherwise, how would a teacher be promoted and on what basis. The researcher understood that without a terms of service, the pre-school teacher would not be motivated enough to work since they did not have parameters to measure their performance and/or work.

This led the researcher to find out the type of teachers' terms of service that the pre-school teachers had.

Figure 4.11 How often education officers assessed

ECD schools benefiting from CSG
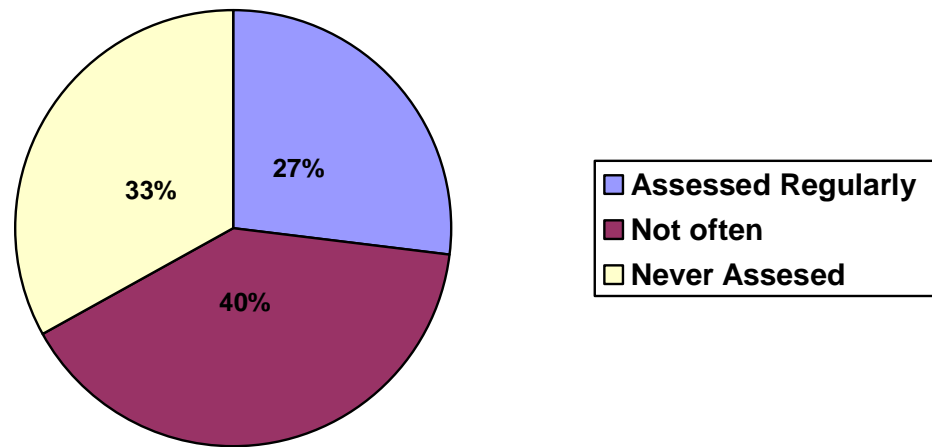
The analysis indicated that 40% of the education officers said that they did not

often assess ECD schools benefiting from Community Support Grant. As such,

this created room for misappropriation of funds by head teachers. In fact, 33%

of the education officers said that they did not assess the ECD schools

benefiting from the Community Support Grant. This was a result of the earlier

findings where the study found out that majority of the education officers did

not know much regarding the Community Support Grant and the relationship

with ECD centres.

4.5   Working conditions and community support grant of ECD teachers

The main purpose of this study was to find out the impact of the government

subsidized community support grant on pre-school teachers motivation. In

order to achieve this main objective, the study sought to find out the working

conditions of ECD teachers as provided by the Community Support Grant.

First, the researcher sought to find out the structures used by ECD children during the teaching-learning process. The study findings were as shown in figure 4.12.

Figure 4.12 Type of structures used by ECD children
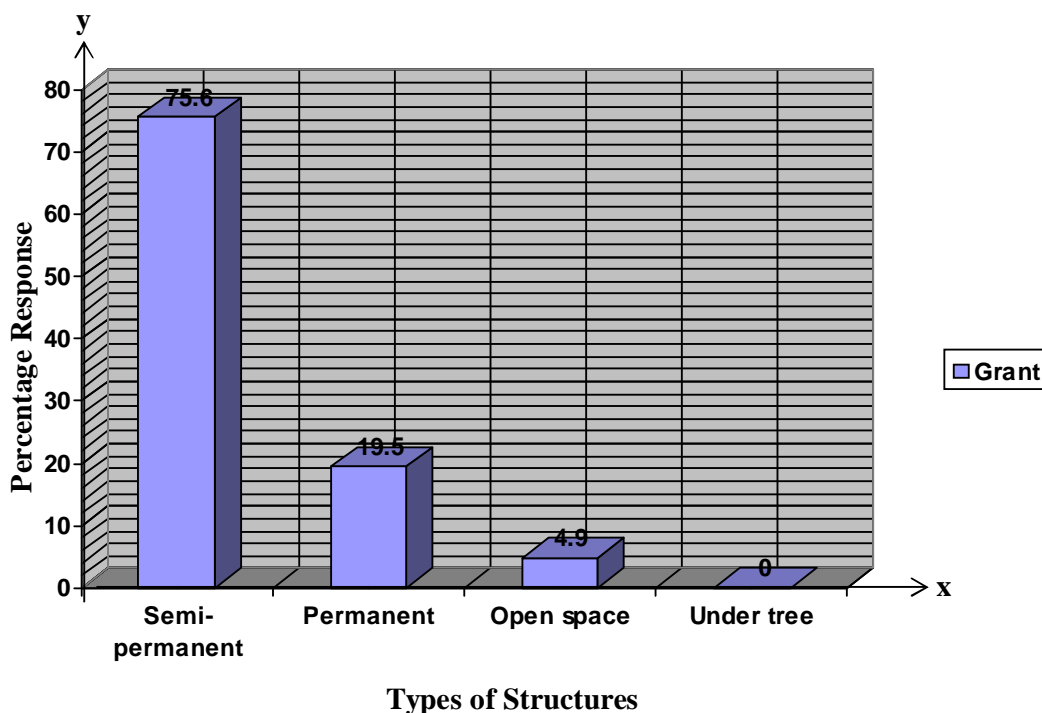
The analysis indicated that majority 75.6% of the teacher respondents said that they used semi-permanent structures during the teaching learning process. The researcher found out that the Community Support Grant was so meager that the funds could not be used to construct a permanent structure for the ECD children. In fact, 4.9% of the teacher respondents said they used open space to teach in ECD centres.

The above working condition was not suitable at all to teachers as well as the teaching-learning process since it was not conducive to either. During the rainy season as well as heavy wind, the semi permanent structures could not be used for the teaching-learning process in pre-school.

Further, the researcher sought to find out if teachers had extra workload. The study findings regarding whether ECD teachers sometimes teach in the primary section were as shown in figure 4.13.

Figure 4.13 ECD teachers sometimes taught primary section
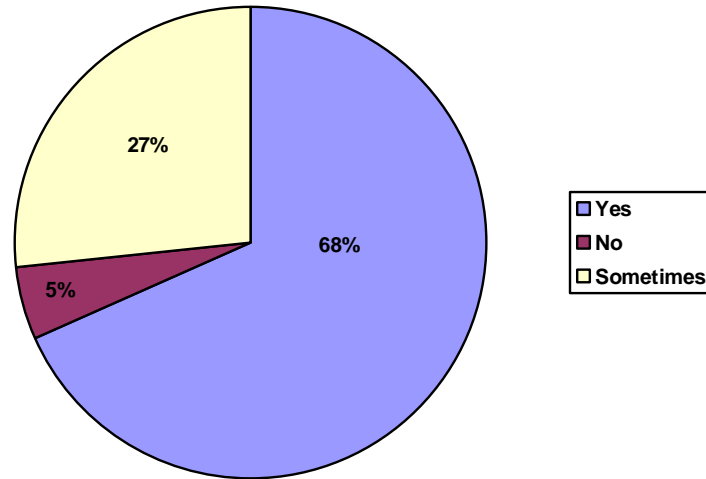
The findings indicated that 68% of the teacher respondents said that they sometimes taught in the primary section. As such, the teachers' workload seemed to have been heavy and beyond their scope since their role was to teach in pre-school. This matter was further aggravated by the fact that the ECD teachers are poorly remunerated.

As such, the working environment seemed to have been squeezing the extra time for the ECD teacher without even paying for it. The findings on whether teachers were housed by the school were as shown in figure 4.14.

Figure 4.14 Teachers housed by the school
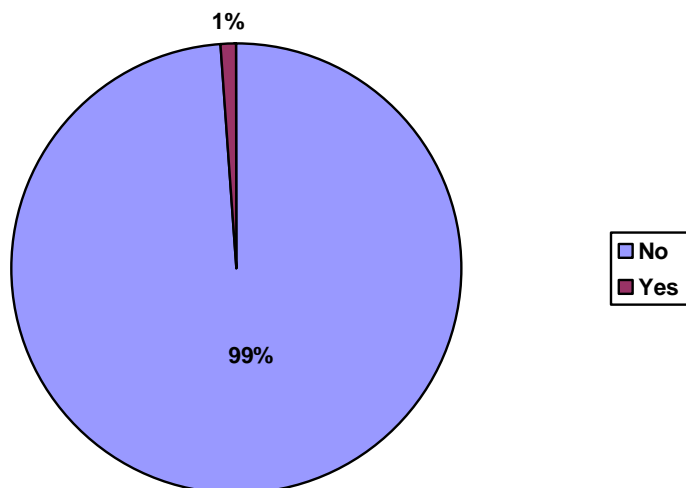
The findings indicated that 99% of the teachers were not housed by the school. This finding was as expected since the study had found so far that the Community Support Grant could not adequately pay teachers, nor develop structures or offer allowance for teaching in the primary section.

The researcher further sought to find out the distance the teachers traveled everyday from home to schools. The study findings were as shown in figure 4.15.

Figure 4.15 Distance from home to school for teachers
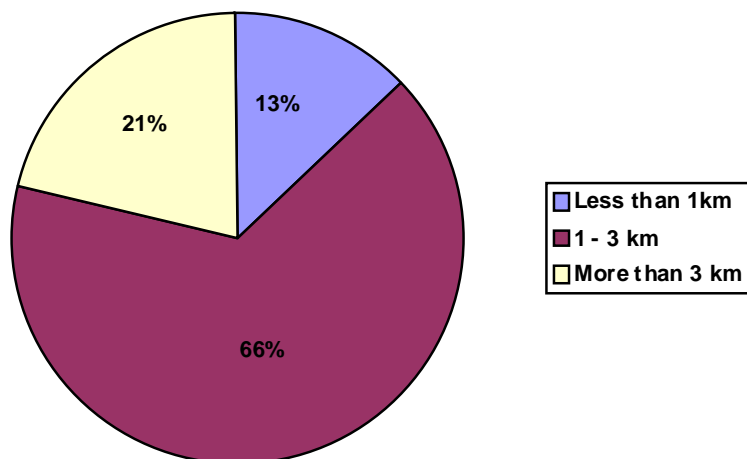
The findings indicated that 66% of the teachers travelled 1-3 kilometers every day from home to school and back while 13% travel less than 1kilometer and a further 21% travel more than 3 kilometers everyday from home to school. These findings implied that majority of the teachers traveled long distances every day to and from school without being compensated fairly for their work.

The head teachers were asked for how long they had been receiving grants, the study findings were as shown in figure 4.16.

Figure 4.16 Period of receiving grant
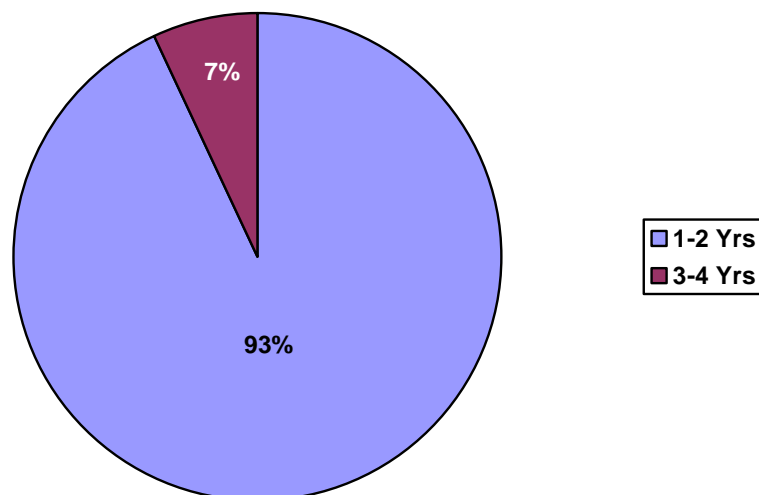
The study findings indicated that 93% of the head teachers said that they had been receiving the Community Support Grants for the past 2 years while 7% said they had been receiving the grant for the past 1 year.

Having established that the head teachers had been receiving grants for the past two years, the study sought to find out if the head teachers were trained in the use of community support grants. The study findings were as shown in figure 4.17.

Figure 4.17 Head teachers CGS induction course
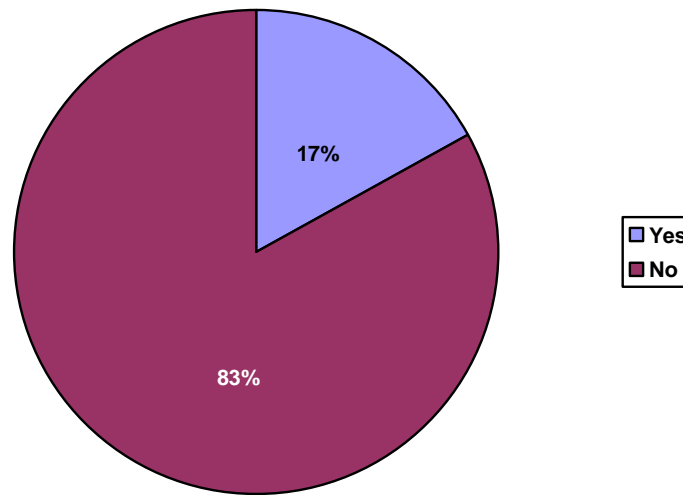
The analysis indicated that 83% of the head teacher respondents said that they had not been trained in the use of Community Support Grants. How could such individuals be entrusted with improving the working conditions of teachers in the pre-school centres? This lack of training could be blamed to the fact that the teacher respondents accused the head teachers of diverting money meant for Community Support Grant to the Free Primary Education.

4.6   Method used for teachers Promotion

The main purpose of this study was to find out the impact of the government subsidized Community Support Grant on pre-school teachers motivation. In order to achieve this main objective, the study sought to find out the methods used for teachers' promotion. First, the researcher sought to find out if the teachers have an appointment letter with terms of service.

Figure 4.19 Teachers terms of service
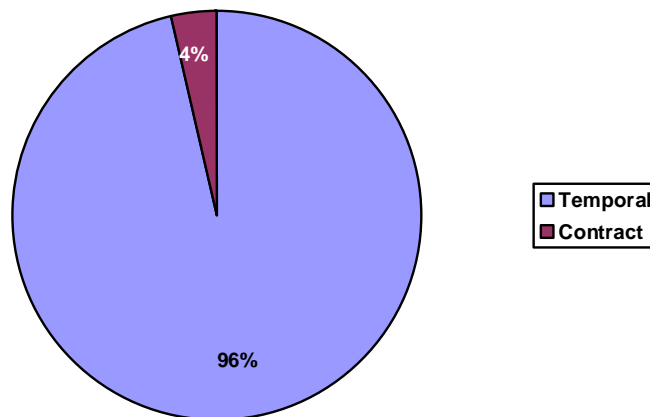
The findings indicated that 96% of the teachers had a temporal contract. However, the researcher established that majority of the teachers did not even have any contract but since the item did not have a (none) response; they opted for ticking temporal.

The fact that there was no contract involved that there was no means of promotion as well as staff development for the pre-school teachers. This study found out that it was very de-motivating to the pre-school teachers who did not know much about their fate in terms of their terms of service

Having found out this debilitating situation, the researcher sought to find out what the education officers were doing to alleviate the situation. The study findings regarding the scheme of service for ECD the researcher sought to find out the number of ECD teachers on the staff and the period they had stayed on the same school to ascertain the pre-school teachers staff over.

4.7 Working conditions and ECD teachers' turnover

The main purpose of this study was to find out the impact of the government subsidized Community Support Grant on pre-school teachers motivation. In order to achieve this main objective, the study sought to find out if teachers' general working conditions affected teachers' turnover. The findings regarding number of ECD teachers on staff were as shown in figure 4.21.

Figure 4.21 Number of ECD teachers on staff
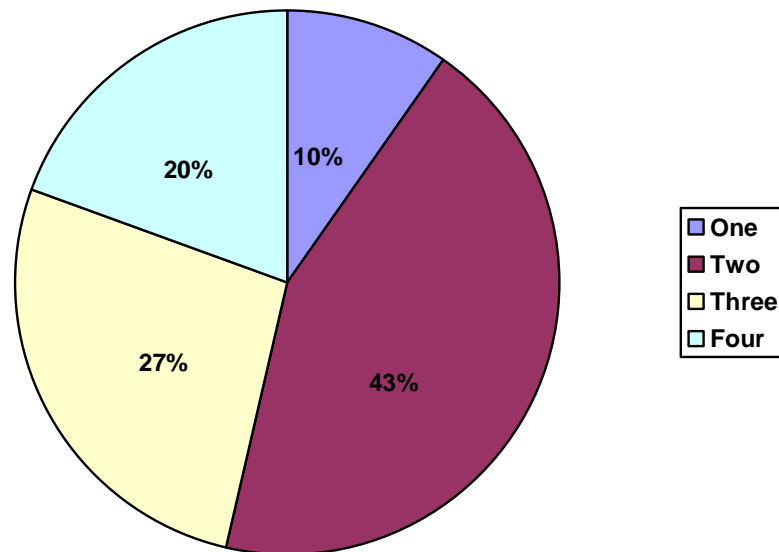
The study findings indicated that 43% of the head teachers' responded that they had two ECD teachers on their staff and 27% said three teachers. It was also important to note that 10% of the head teachers said that they had only one ECD teacher on their staff. The researcher found out that where the ECD teacher was one they were overworked since there were many children in the ECD centres.

Further, the study sought to find out the meals provided during school days to ECD teachers. The study findings were as shown in figure 4.22.

Figure 4.22 Meals provided during school days

The analysis indicated that 21% of the pre-school teachers got tea only, 18% got lunch only while 10% got tea and lunch. This was a good trend in teacher motivation and recognition that should be supported by all. However, it is important to note that 35% of the pre-school teachers said that they did not get any meals from the school, hence the primary school teachers had meals in their schools.

To further clarify the issue, the head teachers were asked to say whether the school administration provided meals to pre-school teachers. The study findings were as shown in figure 4.23.

Figure 4.23 Meals Provided to ECD teachers at school
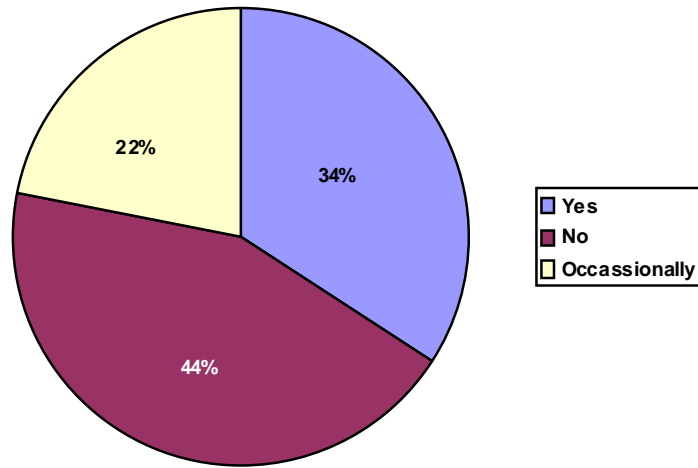
The analysis indicated that 44% of the head teachers said that they did not provide meals to pre-school teachers while 22% said they occasionally provided with 34% saying that they provided meals to their pre-school teachers.

Further, the study sought to find out more benefits that accrue to pre-school teachers. The study findings on whether the pre-school teachers were provided with commuter allowance were as shown in figure 4.24.

Figure 4.24 Provided with commuter allowance
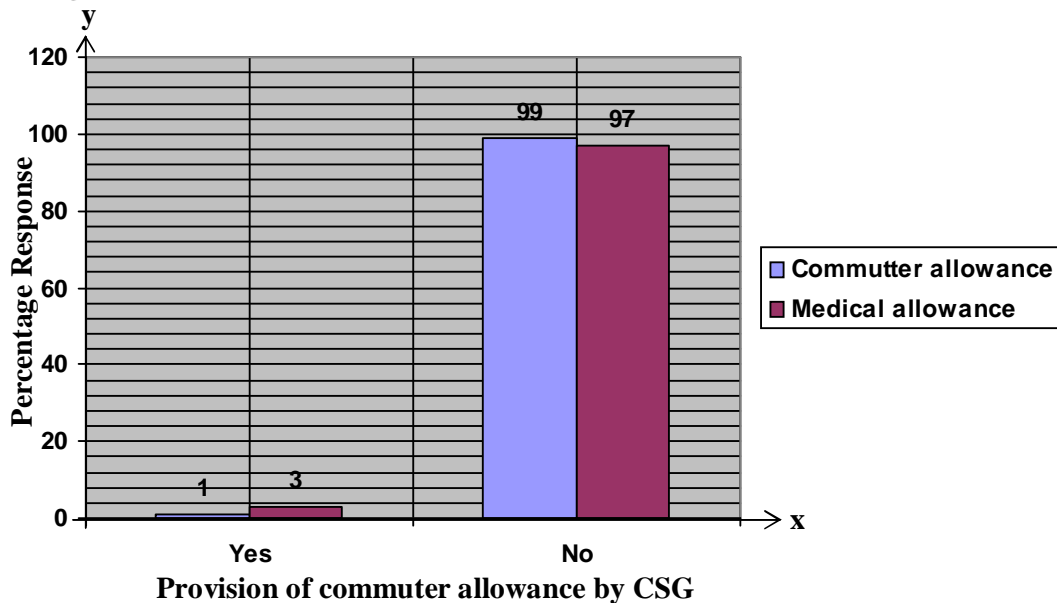
The study findings indicated that 99% of the pre-school teachers were not given commuter allowance while 97% did not have access to medical allowance via their employment contract. This was against their TSC counterparts in primary schools who had access to medical allowance as well as house allowance. This could lead to teacher turnover as they sought greener pastures.

Having established that the Community Support Grant did not pay the pre-school teachers well nor did it provide a conducive working environment for teachers, the researcher sought to find out the amount of grant received by head teachers for the past five years. The study findings were as shown in table 4.4.

Table 4.4 Amount of grant received for the past 5 years

Grant received	2005	2006	2007	2008	2009
Kshs. 0	0 (0%)	34(82.9%)	6(14.6%)	39(95.1%)	41 (100%)
Kshs 0 – 50,000	14 (34.1%)	1(2.4%)	6(14.5%)	2 (4.8%)	0(0%)
Above Kshs.50,000	27 (65.9%)	6(14.6%)	29 (70.7%)	0 (0%)	0(0%)
Total	41 (100%)	41(100%)	41(100%)	41(100%)	41(100%)

The analysis indicated that in 2005, 65.9% of the head teachers received a grant of more than kshs 50,000 while in 2006, 82.9% said did not receive any grant. For as the years went by, the grant seemed to have reduced according to the head teachers. For example, in 2008, 95.1% of the head teachers did not receive anything for the Community Support Grant while in 2009, none of the sampled head teachers received any allocation for the Community Support Grant.

This uniform and unpredictable allocation of funds could also be a reason why the teachers in pre-school are currently poorly remunerated and work on poor working conditions without job security.

Finally, the study sought to find out if the Community Support Grant had impact on pre-school enrolment. The study findings were as shown in figure 4.25.

Figure 4.25 Community support grant has impacted on pre-school enrolment

CGS impact on ECD children enrollment
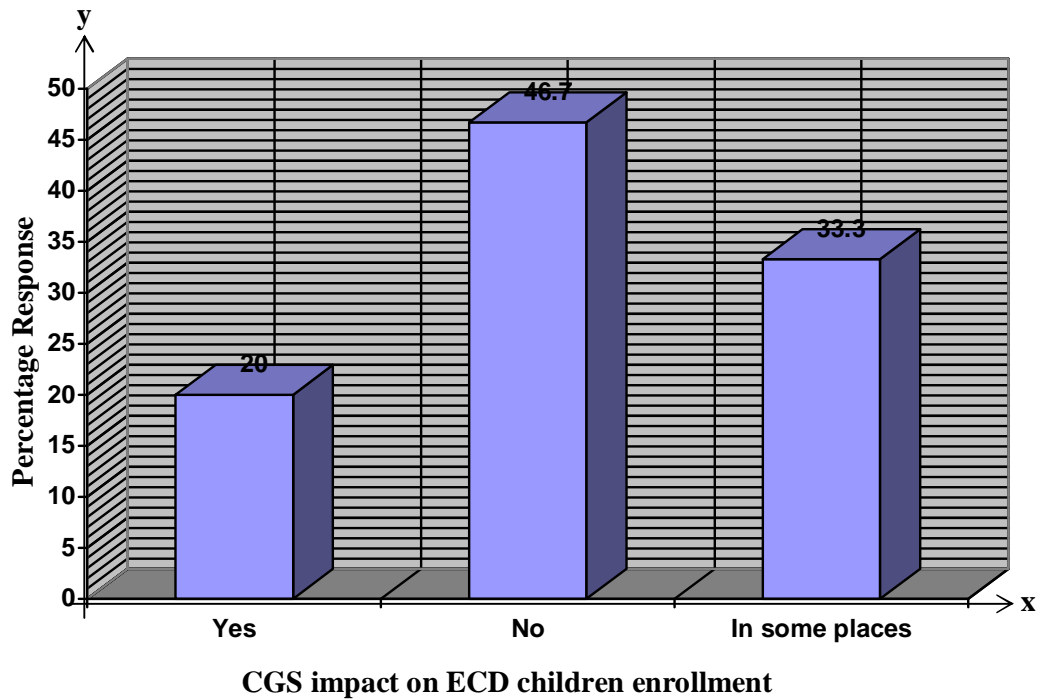
The study findings indicated that 46.7% of the respondents were of the opinion that the Community Support Grant had not impacted on the enrolment of ECD children while 33.3% felt that the grant had impacted on enrolment in a some places.

CHAPTER FIVE

5.0 Summary of Findings

5.1 Introduction

This section presents the findings from the study in comparison to what other scholars said in the literature review. This section is divided into the following parts in reference to study questions and objectives.

5.1.1 Pre-school teachers remuneration by CSG

The study found out that the main employer of pre-school teachers was the Parents Teachers Association or the school management committee on behalf of the school community.

73% of the teachers responded that they were paid between Kshs. 1,000/= to Kshs. 2,000/= per month.

The 27% of the teacher respondents said they earned less than Kshs. 1,000/= per month, Waithaka (2003) said a teacher not well motivated could not deliver services well.

Community support grant and teaching resources. From the finding 70% of head teachers said they had not received grant for a period of five years. 4.9% of the respondents indicated that ECD children learned from the open space.

This clearly indicated that most of the schools did not have enough learning materials to motivate preschool teachers.

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5.1.2 Teachers working conditions

From the findings, 4.9% of the said classes operated in the open space. There were no enough classrooms. 75% of the teacher respondents said they used semi permanent structures. The conditions were not conducive to teachers and children especially during rainy and windy days. The teachers were not housed and never provided with meals at schools.

5.1.3 Pre-school teachers promotion

The analysis indicated that there was no service structure indicating the pre-school teachers terms of service. 98% indicated that they were not given appointment letters. Most of the teachers were employed on temporal terms. The teachers had no specific employer and so there was no scheme of service that defined the preschool grading teachers grading.

5.1.4 Pre-school teachers staff turnover

There was high staff turnover. Findings from the study showed that majority of the 50% of the teacher respondent had taught two to three schools within two years teachers moved from pre ECD centre to another seeking for greener pastures. The salary of Kshs. 1,000/= or Kshs. 2,000/= that was not paid promptly might have contributed to teachers movement from one school to another. The community Support Grant impacted negatively on the pre-school teachers in terms of working conditions and remuneration.

5.2 Conclusion

The study had found out that majority of the teachers never realized the impact of the Community Support Grant as the money received irregularly as their salary was too little to make any sense hence demotivating the pre-school teachers. Head teachers on the other hand argued that the grant was so meager to implement the guidelines on the use of the community support grant.

Early Childhood Development and education interventions are significant to the social and economic development of a country as they provide children with fair and better start in life. Children from low-income households who access ECDE services were more likely to enroll in primary schools at the right age and less likely to drop out of school or repeat grades. There was also a high probability that these children would have improved school performance and cognitive abilities than those who did not attend ECDE.

The study found out that ECD teachers operated under a poor working environment, lack of timely salary payment, lack of regular opportunities for in-service capacity building and lack of proper assessment by the education officers in charge. The study had also found out that the pre-school teachers were not fairly remunerated by the community support grant.

Early Childhood Development programs were designed to support the developmental needs of young children and it was important to ensure that such programs were effective in providing the necessary support towards children's optimal development.

The study had also found that teachers did not feel secure because they did not have a contract nor had they signed a terms of service under which they would be evaluated. Further, the study found out that majority of the teachers were employed by PTA and none of the pre-school teachers were employed by TSC making their job to be insecure.

The fact that there was no contract signed and a working scheme meant that the ECD teachers did not have any promotion method at pre-school. This was found to be de-motivating the teachers.

The researcher concluded that the ECD teachers worked under poor conditions which were characterized by semi permanent and open learning and teaching areas. It was also characterized by lack of support services and benefits such as meals, transport or medical allowance. These poor working conditions had in turn increased teacher turnover.

5.3 Recommendations

Since the study had established that there was no promotion criterion for ECD teachers, the researcher recommended that the government should develop a system of grading and promoting ECD teachers.

The study also recommended that the Ministry of Education and communities work together to improve ECD teachers' terms and conditions of service as well as the learning/teaching environment.

The government should empower and support education officers to monitor use of Community Support Grant to prevent some 'rogue' head teachers from misappropriating that money or using it in Free Primary Education.

The study also recommended renewed commitment by the government to support pre-school centres. This was to be done through hiring of pre-school teachers by TSC since they were qualified. ECD should also be bridged together with Free Primary education so that it becomes one entity for better management and assessment. Without ECD, there would be no pupils joining Free Primary Education. As such, the study recommended integration of early childhood programme and primary school programmes under one employer like the Teachers Service Commission.

Given the mandate of the Ministry of Education to manage all levels of education in Kenya, this study recommended that the Ministry not only improves but also harmonizes the terms and conditions of service of all ECD teachers in the country. Some of the required intervention may be in the form of intensified community participation, since it is communities that shaped the job contexts. In particular, communities needed to establish friendly relationships with ECD teachers and to appreciate the services they gave to their children.

The current guidelines on the management of ECDE centres, as well as activity books and resource materials need to be updated. Only 11 percent of School Management Committees (SMCs) have been sensitized on ECDE management. There was also need to expand community awareness on the importance of ECDE. However, the fact that 56 percent of Kenyans are living below the poverty line limits

the capacity of parents to support ECDE services. Therefore there is need to provide targeted support to enhance access to, and quality of ECDE services among the poor and disadvantaged communities across Kenya as a foundation for the achievement of the millennium development goal and vision 2030 objectives.

Other recommendations include:

- Development and implementation of an overall ECDE policy incorporating a legal framework;

- Working out modalities to mainstream ECDE as part of basic education and therefore integrate 4 to 5 year-old children into the primary cycle by 2012 (Sessional paper No. 1 of 2005 on policy, framework for Education, Training and Research which recommended the development of comprehensive ECD policy framework and service standard guidelines)

- Intensify capacity building and resource mobilization with a view to empowering stakeholders to manage their ECDE facilities efficiently; and

- Developing a comprehensive national framework with the necessary guidelines for all ECDE programmes including integrating alternative curriculum delivery programmes, basic ECDE requirements, a national curriculum, teacher training and certification.

5.4 Suggestions for Further Study

The study recommends the following areas for further study and for researchers who are interested in furthering this study:

i)   The relationship between the level of community participation and that of the preschool microsystems (physical environment and teacher motivation).

ii)   Effect of the governments support on development of Early Childhood Development Education.

iii)   Teacher Training on effectiveness and quality education service provision.

iv)   The role of free primary education on access to ECD education in Kenya.

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PRE-SCHOOL TEACHERS QUESTIONNAIRE

This is part of the research report examining the impact of community support grant on pre-school teacher motivation in Bungoma North District. The main purpose of this questionnaire is to establish the level of pre-school teachers motivation in relation to the government subsidized community support grant.

Please answer all questions to the best of your knowledge. The answers are to be indicated in the space provided [   ] by making a tick [√] on the most appropriate answers. You are also required to fill some spaces as required by the question.

To ensure complete confidentiality do not enter your name anywhere on this question.

SECTION A PERSONAL INFORMATION

1. Name of your school _____

2. Gender?   Male [   ]   Female [   ]

3. What is your marital status? Single [   ]   Married [   ] Divorced [   ]

4. How many dependants do you have? _____

5. Is your school receiving the community support grant?

   Yes [   ]   No [   ]   May be [   ]

6. Have you received ECD professional training?

   Yes [   ]   No [   ]

7. If yes in above what is your professional qualification?

   Proficiency [   ]   Short Course DICECE certificate [   ] KNEC

   Certificate [   ] Diploma [   ] University [   ] Other specify [   ]

8. How many years including the current year have you been teaching?_____

9. For how long have you been working in your current school?_____

10. How many schools have you taught after and before training?_____

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GENERAL WORKING CONDITIONS OF TEACHERS

11. Who is your employer?

   TSC [   ]   FBO [   ]   PTA [   ]   Local authority [   ]

12. Have you been given an appointment letter with terms of service specified?

   Yes [   ]   No [   ]

13. What do you think about the salary you are given?

   Adequate [   ]   Moderate [   ]   Little [   ]   Very little [   ]

LEVEL OF TEACHERS MOTIVATION

14. What are your terms of service?

   Temporally [   ]   Permanent and pensionable [   ]   Contract [   ]

   Other specify _____

15. Are you housed by the school?   Yes [   ]   No [   ]

16. If yes in 15 is the house equipped to stay with your family?

    Yes [   ]   No [   ]   Slightly [   ]

17. Has your stay in the house contributed to your duty performance?

   Yes [   ]   No [   ]   Somehow [   ]

18. How far is your school from where you stay in terms of kilometers? _____

19. Are you provided with commuter allowance?   Yes [   ]   No [   ]

20. Does your employer provides you with medical allowance?

   Yes [   ]   No [   ]

21. Does the school provide you with meals during school days?

   Tea only [   ]   Lunch only [   ]   Tea and lunch [   ]   Nothing [   ]

HEAD TEACHER'S QUESTIONNAIRE

The purpose of this study is to find the impact of community support grant on pre-school teachers motivation a requirement for partial fulfillment of the award of matters degree in early childhood. Fill the space [   ] provided to the best of your knowledge.

This information will be treated with great confidentiality.

1. What is your gender?   Male [   ]   Female [   ]

2. In which age bracket are you?

   30 and below [   ]   40 and above [   ]   50 and above [   ]

3. What is your personal qualification?

    PI [   ]   Diploma [   ]   (BED) [   ]   Masters [   ]

4. Show the number of years you have worked as a head teacher or manager?

    0-5 [   ]   6-10 [   ]   11-15 [   ]   15 and above [   ]

5. Does your school receive the community support grant?

     Yes [   ]   No [   ]   Not sure [   ]

6. How do you view the amount of grant given to your school?

    Very little [   ]   Little [   ]   Enough [   ]   Excess [   ]

7. For how long have you been receiving the grant?

      1 yr [   ]   2 yrs [   ]   3 yrs [   ]   4yrs [   ]

8. How many ECD teachers do you have on your staff?

    1[   ]   2[   ]   3[   ]   4[   ]   More [   ]

9. How much do you pay every teacher from the community support grant?

     Less than 1,000 [   ]   below 1,500, 2,000 [   ]   above 2,000 [   ] Nothing [   ]

10. How do you view your ECDE teachers turn over in your school?

     Low [   ]   Moderate High [   ]   Other specify [   ]

11. What is your opinion about the amount of salary given to each teacher?

     Very little [   ]   Little [   ]   Fair [   ]   Enough [   ]

12. At what time do your teachers arrive in school?

     Before 7.00 a.m. [   ] After 7.00 a.m. [   ] Before break [   ] Quite irregular [   ]

13. Do you provide meals to your ECD teachers during school days?

         Yes [   ]   No [   ]   Occasionally [   ]

14. What type of structures do your ECD children using?

Semi-permanent [   ] Permanent [   ] Open Space [   ]   Under tree [   ]

15. Are the teachers sometimes teaching the primary section?

Yes [   ]   No [   ]   Sometimes [   ]

16. Are you trained in the use of the community support grant?

Yes [   ]   No [   ]   Partially [   ]

17. What type of sponsorship is your school?

Public [   ]   Private religious [   ] Local authority [   ] private [   ]

18. Are the sponsors participating positively in the ECD teachers' welfare?

Yes [   ]   No [   ]   Sometimes [   ]

19. Do your ECD teachers register in the arrival and departure book?

Yes [   ]   No [   ]   Sometimes [   ]

20. Who do you think can be a better employer of the ECD teacher?

21. Fill in the table below the amount of grant you have been receiving in the past 5yrs

YEAR	2005	2006	2007	2008	2009
KSHS					

EDUCATION OFFICER'S QUESTIONNAIRE

1. What is your gender? Female [   ]   Male [   ]

2. What department do you belong to? QASO [   ]   DICECE [   ]

   DEO [   ]   AEO [   ]   TAC TUTOR [   ]

3. What is your highest academic qualification?

   CPE [   ]   KCE [   ]   A LEVEL [   ]   KCSE [   ]   UNIVERSITY [   ]

4. What is your highest professional qualification?

   PI teacher [   ]   Diploma [   ]   Degree [   ]   Masters [   ]

5. Have you received ECD induction course on Community Support Grant?

   Yes [   ]   No [   ]   Partially [   ]

6. Are you versed with the Community Support Grant Guidelines?

   Yes [   ]   No [   ]   Partially [   ]

7. Do you participate in the monitoring of the schools that benefit from the

   Community Support Grant?

   Yes [   ]   No [   ]   Partially [   ]

8. If yes in 7 above how do you find the system of selection of Schools to benefit

   from the Community Support Grant _____

9. What is your opinion on the Community Support Grant ECD salary allocation to

   ECD teachers? Enough [   ]   Moderate [   ]   Little [   ]   Very little [   ]

10. Is there a scheme of service for ECD teachers in your District?

    Yes [   ]   No [   ]   Proposal [   ]   Not necessary [   ]

11. What is your opinion on how the Community Support Grant is used in schools in

    Your District?_____

12. How often do you assess ECD schools benefiting from the (C.S.G}?

    Very regular [   ]   No often [   ]   I do not [   ]

13. Are you facilitated by the government to monitor the Community Support Grant

Projects? Yes [   ]   No [   ]   Sometimes [   ]

14. What is your comment on the ECD staff turn over in your District?

_____

15. In your opinion how do you view the general working conditions of pre-school?

teachers? _____

16. How many schools in your District that benefit from the Community Support

Grant?_____

17. Has the community support grant had any impact on pre-school enrolment?

Yes [   ]   No [   ]   In some places [   ]