

**DETERMINANTS OF PRE-SCHOOL TEACHERS' ATTITUDES TOWARDS
TEACHING IN THIKA MUNICIPALITY, KENYA**

BY

FLORENCE NJERI KINUTHIA

E55/7227/02

**A THESIS SUBMITTED FOR THE DEGREE OF MASTER OF EDUCATION IN
THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY**

SEPTEMBER 2009

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university

Signed _____ Date _____

Kinuthia, Florence Njeri

(E55/7227/02)

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as university supervisors.

Signed _____ Date _____

Dr. .Maureen Mweru,

Educational Psychology Department,

Kenyatta University,

Nairobi.

Signed _____ Date _____

Dr. Haniel Gatumu

Educational Psychology Department,

Kenyatta University,

Nairobi.

DEDICATION

To my loving husband Johnson and our children, Daniel, Joy and Victor who have walked with me through this journey.

ACKNOWLEDGEMENTS

I wish to sincerely thank all those who contributed to the success of this work. I am greatly indebted to them.

First, my gratitude goes to my supervisors Dr. Mweru and Dr. Gatumu who guided me through the study. I wish to sincerely thank Dr. Kisilu Kombo who consistently gave me scholarly advice and made me believe that I could do it. Thank you Mr. A.D.Bojana for editing the final work.

I wish to thank James and Richard who were very helpful and resourceful research assistants. Special thanks to the secretary in the Educational Psychology Department, Hellen, for her constant encouragement. It made this work a joy.

Last but not least, Esther Mwangi and Carol Kanyi for helping me type this thesis. To all of them, God bless you.

TABLE OF CONTENTS

	Page
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES	x
LIST OF FIGURES.....	xiii
ABBREVIATIONS AND ACRONYMS.....	xiv
ABSTRACT	xv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the study.....	1
1.2 Statement of the problem.....	3
1.2.1 Purpose of the study.....	5
1.3 Objectives of the study.....	5
1.4 Significance of the study.....	6
1.5 Delimitation and limitation.....	7
1.6 Assumptions of the study.....	7
1.7 Theoretical and conceptual framework.....	8
1.7.1 Theoretical framework.....	8
1.7.2 Conceptual framework	10
1.8 Operational definition of terms.....	14

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction.....	15
2.1 Attitudes.....	15
2.2 Types of schools and teacher attitudes to teaching.....	18
2.3 Gender and teacher attitudes to teaching.....	19
2.4 Training levels and teacher attitudes to teaching.....	19
2.5 Experience and teachers attitudes towards teaching.....	20
2.6 Motivation and teachers attitudes towards teaching.....	21
2.7 Significant others and teachers attitude towards teaching	21
2.8 Summary of reviewed literature	22
2.9 Research hypotheses	23

CHAPTER THREE: METHODOLOGY

3.0 Introduction.....	24
3.1 Research design.....	24
3.2 Independent and dependent variables.....	25
3.3 Location of study.....	25
3.4 Target population.....	26
3.5 Sampling techniques and sample size.....	27
3.5.1 Sampling techniques	27
3.5.2 Sample size	28
3.6 Construction of research instruments.....	28
3.7 Pilot study.....	29

3.7.1 Validity.....	30
3.7.2 Reliability	30
3.8 Data collection techniques.....	30
3.9 Data Analysis.....	31
3.10 Statistical Hypotheses.....	31
3.11 Logistical and ethical considerations.....	32
 CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	
4.0 Introduction	33
4.1 Methods of data analysis	34
4.2 Teachers’ characteristics	35
4.3 Numbers of pre-school teachers	36
4.4 Training of pre-school teachers.....	37
4.5 Teachers’ teaching experience	44
4.6 Gender of pre-school teachers in Thika Municipality	50
4.7 Type of pre-schools	55
4.8 Size of pre-schools	60
4.9 Motivation of pre-school teachers in Thika Municipality	64
4.9.1 Teachers’ Salaries	64
4.9.2 Welfare groups	69
4.10 Significant others	75
4.10.1 Significant others as it relates to the relationship between	

administrators and teachers	76
4.10.2 Significant others as it relates to the relationship between the teachers and parents... ..	81
4.10.3 Significant others as it relates to the relationship between teachers as colleagues	85
 CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.0 Introduction	90
5.1 Summary	90
5.2 Summary and implications of the findings	91
5.2.1 Training and teachers' attitudes towards teaching in Thika Municipality.....	91
5.2.2 Experience and teachers' attitudes towards teaching.....	92
5.2.3 Gender and teachers' attitudes towards teaching.....	92
5.2.4 The type of school and the teachers' attitudes towards teaching.....	93
5.2.5 Motivation and teachers' attitudes towards teaching.....	94
5.2.6 Significant others and teachers' attitudes towards teaching.....	94
5.3 Conclusions.....	95
5.4 Recommendations	96
5.4.1 Recommendations for Ministry of Education.....	96
5.4.2 Recommendations for preschool administrators.....	97

5.4.3 Recommendations for parents.....	98
5.4.4 Recommendation for NACECE.....	98
5.5 Areas for further research.....	98
REFERENCES.....	100
APPENDIX A: QUESTIONNAIRE FOR TEACHERS.....	107
APPENDIX B: QUESTIONNAIRE FOR HEAD TEACHERS	111
APPENDIX C: INTERVIEW SCHEDULE (TEACHERS)	113
APPENDIX D: INTERVIEW SCHEDULE (HEAD TEACHERS).....	114
APPENDIX E: MAP OF THIKA MUNICIPALITY	115

LIST OF TABLES

Table	Page
4.1 Number of preschool teachers in the study.....	36
4.2 Presentation of preschool teachers training status	37
4.3 Pre-school teachers highest level of training	38
4.4 Respondents' opinions on professional training influence on teachers' attitude towards teaching.....	40
4.5 Analysis of teachers' attitudes towards teaching by professional training	42
4.6 Number of years as pre-school teachers.....	44
4.7 Number of years teachers had taught in their present schools	45
4.8 Respondents' opinions on teaching experience and attitude towards teaching	47
4.9 Analysis of teachers' attitudes towards teaching by teaching Experience	49
4.10 Sex of respondents	50
4.11 Respondents' opinions on whether or not gender affected teachers' attitude towards teaching	52
4.12 Analysis of teachers' attitudes towards teaching by gender.....	54
4.13 Type of pre-schools in Thika Municipality	56
4.14 Respondents' opinions on type of school a teacher works in and their	

attitudes towards teaching.....	57
4.15 Teachers’ opinions on type of school and teachers attitude towards teaching	59
4.16 Size of pre-schools	60
4.17 Respondents’ opinions of size of school and attitude towards teaching	61
4.18 Analysis of teachers’ attitudes by size of school	63
4.19 Teachers salaries	65
4.20 Respondents’ opinions on whether teachers’ attitudes towards teaching is influenced by the salaries they earn	66
4.21 Analysis of teachers’ attitude by teachers’ salaries	68
4.22 Existence of welfare groups in pre-schools	70
4.23 How the welfare has been of help	71
4.24 Existence of a good welfare	72
4.25 Analysis of teachers’ attitudes by existence welfare groups	74
4.26 Administrators’ influence on teachers	76
4.27 Respondents’ opinions on whether relationship with administrators’ influence teachers’ attitudes towards teaching	78
4.28 Analysis of teachers’ attitudes by relationship with administrators.....	80
4.29 Parents influence on teachers	81
4.30 Respondents’ opinions on whether teachers’ relationship with	

parents influences teachers' attitudes towards teaching.....	82
4.31 Analysis of teachers' attitudes by relationship with parents	84
4.32 Teachers – teachers influence	85
4.33 Respondents' opinions on whether relationship with teacher colleagues influence teachers' attitudes towards teaching.....	86
4.34 Analysis of teachers' attitudes by relationship between colleagues.....	88

LIST OF FIGURES

Figure	Page
1.1 Conceptual framework	13
4.1 Preschool teachers training status.....	37
4.2 Preschool teachers highest level of training.....	38
4.3 Number of years as preschool teachers.....	44
4.4 Number of years teachers had taught in their present schools.....	46
4.5 Sex of respondents	51
4.6 Type of preschools in Thika Municipality	56
4.7 Size of preschools.....	61
4.8 Teachers salaries.....	65
4.9 Existence of welfare groups in preschools.....	70
4.10 Importance of welfare groups to preschool teachers.....	71
4.11 Administrators' influence on the teachers.....	77
4.12 Parents' influence on teachers.....	81
4.13 Teacher-teacher influence.....	85

ABBREVIATIONS AND ACRONYMS

NACECE.....National Center for Early Childhood Education

USA.....United States of America

ABSTRACT

This study sought to investigate determinants of pre-school teachers' attitudes towards teaching in Thika Municipality, Kenya. The concern to stakeholders has been the negative attitudes of the pre-school teachers towards teaching. Such a concern called for investigation. To accomplish this task, a descriptive survey design was used. The justification for using this design was that it enabled the researcher to collect data from a wide area within a short time. Ex-post facto design was also used to explore possible relationships among variable. Justification for this being that the events had already taken place. A total of 53 pre-school teachers and 12 administrators participated in the study. A simple random technique and purposive sampling were employed to identify study samples. In addition, questionnaires and interviews were used as research instruments for collecting data from the respondents. The statistical procedures were carried out using the statistical package for social sciences (SPSS). Qualitative and quantitative techniques were employed in order to analyse the obtained data. Specifically, frequencies, pie-charts, percentages and chi-square were used. Various hypotheses were stated and tested. The study revealed that there were still low levels of training among pre-school teachers. Teachers with few years of teaching experience were the ones involved in teaching in the pre-schools. Pre-school teaching was still largely viewed as a job for women. Teachers in public pre-schools were more positive towards their job than their colleagues in private schools. Good relationships with significant others created a happy and good school atmosphere. Teachers were unhappy with their salaries and also lacked welfare groups. The study concluded that immediate changes be put in place to give the profession a human face and to better motivate the teachers who were largely demotivated. Among the recommendations were that pre-school teachers work under the ministry of education and an attempt be made to improve the retention level of teachers. Administrators should work on modalities of motivating their teachers. Refresher courses are organized for the teachers to help them understand what attitudes are and how these impacts on their performance. Above all, the Ministry of Education should put in place stringent measures in order to instill discipline and stability to pre-schools in Thika municipality.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Pre-school teachers' attitudes and practices have been a widely discussed subject. The subject has been examined from different perspectives, such as, economic, social, educational, psychological and in early childhood studies. For example, Ndegwa (2004) examined pre-school teachers' attitudes towards child-centered and teacher-centered teaching methods. She found that pre-school teachers preferred to use teacher-centered approaches. Bitengo (2002) studied pre-school teachers' attitudes towards teaching mathematics. Omwenga (1992) researched on attitudes of pre-school teachers and standard eight children towards basic pre-vocation skills. Different variables have been looked into over time, such as, age and attitude, training and attitude, attitude and teaching methods. However, there are many other variables that have not been examined in an exhaustive manner.

In studying attitudes, it is necessary to examine the entry requirements for teachers at this level. Requirements for preschool teachers vary the world over, some are high and professional but others are low. In the USA, a high school diploma is all a person needs to teach in a licensed child-care center. However, most preschools are not required to hire teachers who meet even the most basic professional requirement according to Barnett, (2004). It is the American national goal to raise teacher's qualifications with emphasis on college degrees; the initial

goal was that by 2008, fifty percent of the teachers should be holders of a degree. In New York, the target set is that teachers should have done a masters degree after five years of employment (Whitebook, 2003). In France, pre-school teachers are required to have at least a basic degree to enter the profession. This is followed by two years of further professional training. This makes a total of five years at the university level. These requirements are the equivalent of a master's degree and are among the highest in the developed world (Barnett, 2004; Kaga, 2007). Japan similarly upholds high standards for pre-school teachers. It requires that the teachers have a bachelor's degree as a minimum requirement. Teachers also need to be licensed by the different boards of education in the country. This is done after the teachers sit examinations. In Kenya, teachers' qualifications are low (Koech, 2003). The Ministry of Education requires in its guidelines that pre-school teachers hold a minimum of Kenya Certificate of Primary Education grade D plus, be at least 18 years and acceptable in the community (ICE, 2001). In the new national early childhood development policy framework, these requirements have not been revised (Republic of Kenya, 2006).

Training helps to shape pre-school teachers' attitudes and this relates to the quality of services delivered (Barnett, 2004). Previous studies reveal that the presence of degree level education and sub-specialization leads to better outcomes for young children (Barnett, 2004; Bowman, Donovan & Burns, 2001; Howes & Brown, 2002). In Kenya, between sixty and seventy percent of preschool teachers are trained or are undergoing training (Koech, 2003). However, this is low level

training with a majority attaining certificates and diplomas. At the higher levels of bachelors and masters degrees, the numbers are few. Therefore, outcomes for the young children remain wanting; the quality of service delivered remains low and many children's needs are not adequately met. Previous studies in Kenya show that relationships of the pre-school teachers and the children continue to vary. This variance might seem to indicate lack of professionalism. Gakii (2003) found that only one-half of the teachers in her study had positive relationships with the children in their classroom. Whereas some teachers were warm, nurturing, positive and enthusiastic, others were short-tempered, harsh and rebuking as cited in Koech, 2003. This report further stated that teachers did not appear to want the children to come close, but wanted to hurry them through the lessons and when their introduction in lessons on concepts or skills to be learned were inadequate, the children became confused or stopped paying attention, the teachers on their part became harsh.

1.2 Statement of the problem

The expectation of the government, stakeholders and parents is that preschool teachers should have a positive attitude towards teaching. Assuming that they are in this career by choice, they have taken time to train because they like it and therefore enjoy teaching small children. This expectation is at variance with reality. Some of the pre-school teachers do not take their work seriously. This is reflected in the manner in which they handle and teach the pupils. There have

been complaints from different sources concerning pre-school teachers' attitudes (Branyon, 2002; Gakuru & Koech, 1995; Koech, 2003). The employers, parents and government expect pre-school teachers to handle pupils professionally. This ought to be emphasized more than acquiring specific learning skills such as reading, writing and counting. However, teachers' attitudes are noted through their disregard for government prescribed teaching methods. The government recommends use of child-centered approaches but most teachers prefer to use teacher-centered approaches (Branyon, 2002; Ndegwa, 2004; Ng'asike, 2004). Many of the teachers work without following government guidelines. The teachers tend to use lower primary textbooks to teach (Ng'asike, 2004) in disregard to government instructions. This indicates that all is not well.

Parents too have viewed teachers' attitudes towards their children to be wanting. They have complained that some teachers are harsh; they beat their children unnecessarily and in some cases injure them. Children also get a lot of homework that takes most of the evening time. The kind of experiences that children are going through in pre-schools makes them unable to cope at the primary school level (Branyon, 2002; Gakii, 2003; Koech, 2003; Ng'asike, 2004).

Experts in early childhood studies complain that pre-schools are no longer healthy places for children. This is because there is a lot of emphasis on pre-primary education. Children are required to acquire specific learning skills such as reading, writing and counting. They are expected to prepare for examinations to

gain entry to class one. Children are also being taught advanced concepts (Kaga, 2007; Koech, 2003; Ndegwa, 2005; Ngasike, 2004). These complaints indicate that there is a problem with the pre-school teachers' attitudes toward teaching. If their attitudes are positive then, the cited complaints would not arise. Hence the need for this study, to find out what determines the teachers' attitudes towards teaching.

1.2.1 Purpose of the study

The main purpose of the study was to find out the determinants of pre-school teachers' attitudes towards teaching in Kenya. Specifically, the study was carried out in Thika Municipality.

1.3 Objectives of the study

The general objective of the study therefore, was to find out what determines the teachers' attitudes towards teaching. Specifically, the study's aim was to investigate the relationship between the following:

1. Training and teachers' attitudes towards teaching.
2. Experience and teachers' attitudes towards teaching.
3. Gender and the teachers' attitudes towards teaching.
4. The type of school and the teachers' attitudes towards teaching.
5. Motivation and teacher's attitudes towards teaching.
6. Significant others and teachers' attitudes towards teaching.

1.4 Significance of the study

The results of the study may contribute to the existing knowledge on teachers' attitudes. The focus was on pre-school teachers investigating the relationship between selected determinants and the pre-school teachers' attitudes towards teaching. The findings may be of use to the Ministry of Education in guiding future policy making and assessment of teacher effectiveness at the pre-school level.

NACECE and other pre-school teachers training institutions may benefit from the findings of this study. The information available may hopefully influence future designing of appropriate courses for the teachers. These courses should be made relevant and may prepare teachers for effective service. Although the present courses do help shape teachers' attitudes, they seem not to effectively influence the teachers. If the teachers' attitudes can be positively influenced then, the entire quality of pre-school education could be improved.

School administrators and parents may gain a better understanding of teachers. They may understand better why the teachers may be handling the pupils the way they do. The additional information may help parents and administrators know how to handle teachers better for more positive output.

Lastly, scholars and researchers may find the information as a useful reference material. Teachers' attitudes have not been exhaustively studied and the contributions made in this study may go a long way in broadening this area of study.

1.5 Delimitation and limitation

Due to time and financial constraints, the study was only limited to twelve selected pre-schools in Thika Municipality. The data sources were limited to teachers working in these pre-schools plus twelve administrators drawn from the twelve pre-schools. Therefore, the findings may not be generalized to all the other municipalities in Kenya. There are also different factors that determine teachers' attitudes towards teaching but the study only focused on the selected factors. The findings therefore, only reflect the studied factors.

1.6 Assumptions

The study was based on the following assumptions:

1. That training, years of teaching experience, gender, type of school, motivation, and significant others significantly determine teachers' attitudes towards teaching.
2. That the respondents would co-operate and responses given would be reliable.
3. That the return rate of the questionnaires would be high enough to provide a representative sample.

1.7 Theoretical and conceptual framework

1.7.1 Theoretical framework

The study was based on the theory of planned behavior. The theory was proposed by Ajzen (1985). It identifies the importance of assessing the amount of control an individual has over behaviors and attitudes. It takes into account that all behaviors are not under volitional control and that behaviors are located at some point along a continuum that extends from total control to a complete lack of control. Control factors include both internal factors (such as skills, abilities, information and emotions) and external factors (such as situation or environmental factors). The theory therefore, predicts deliberate behavior because behavior can be deliberative and planned. The control that an individual has over their own behavior is determined by factors inside and also outside of them. The study focused mostly on investigating determinants outside the teachers. This study suggested that an individual decides how to behave depending on the environment and other external factors. Ajzen further says that human behavior or action is guided by three kinds of considerations, that is, behavioral beliefs, normative beliefs and control beliefs.

Behavioral beliefs mean an individual considers the likely consequences of the behavior. An individual's behavior will be guided by the degree to which performance of the behavior is positively or negatively valued. It is determined by the total set of accessible behavioral beliefs linking the behavior to various outcomes. Normative belief means an individuals' perception about a particular behavior which is influenced by the judgment of significant others. This involves

social influence based on whether the individual is expected by society to exhibit the recommended behavior.

Lastly, control belief, this is the presence of factors that may facilitate or impede performance of the behavior. The individual behavior will also be determined by the individual's perceived ease or difficulty of performing the particular behavior. The three considerations put together lead to the formation of behavioral intentions that in turn lead to actual behavior.

Relevance of this theory to the study

Ajzen's theory was used to guide the study. The researcher observed that teachers work in different schools where the expectations are different. The theory suggests that individuals plan on how to behave; therefore, teachers had different attitudes depending on the caliber of pupils they teach and the type of schools they work in. The theory also suggests that the choices teachers make have a lot of social influence. The influence is based on whether the individual is expected to be positive in their role. Where the expectations were high, the teachers had a positive attitude towards their work. On teachers' training levels, teachers' experience and motivation, they all influence teachers' attitudes. The theory suggests that individuals' teacher's behaviors are based on their positive or negative evaluation of self-performance. This study investigated the interplay of the above factors on teachers' attitudes.

Teachers' attitudes are also influenced by the judgment of significant others, especially what other people think of them. The social influence from the community within which a teacher works affects their attitude. The individual's attitude is shaped through the process of interacting with the community around them. The community makes up the significant others. This is further explained in George Mead's social theory (1934). According to the theory, an individual interacts with others through the mind and through gestures. Gestures are actions that imply a reaction and they exist in the mind. This interaction can be conscious or unconscious. The conscious phase is superior to the unconscious and involves at least two or more people. It has a triadic structure consisting of the following components,

1. An initiating gesture on the part of an individual.
2. A response to the gesture by a second individual.
3. The result of the action initiated by the first gesture.

Teachers' attitudes may be in response to the community's attitude towards them. If the community's attitude is positive and warm, the teachers may respond by being warm or vice versa (Mead, 1934).

1.7.2 Conceptual framework

In the conceptual framework, the researcher postulated that teachers' attitudes towards teaching were influenced or dictated by external factors. The influence may be either positive or negative towards their profession and pupils.

The study also conceptualized an interplay between teachers' attitudes towards teaching and training levels, experience, gender, type of school, motivation and significant others (see figure 1.1). The interplay is explained in the following paragraphs.

Teachers' attitude towards teaching was conceptualized as being determined by the type of school they work in. The status of the pre-school and expectations of both headteachers and parents shaping individual teachers' attitudes. If for instance, teachers lose their job because of being negative towards the pupils and the school pays well, they need attitudinal change to meet the expectations.

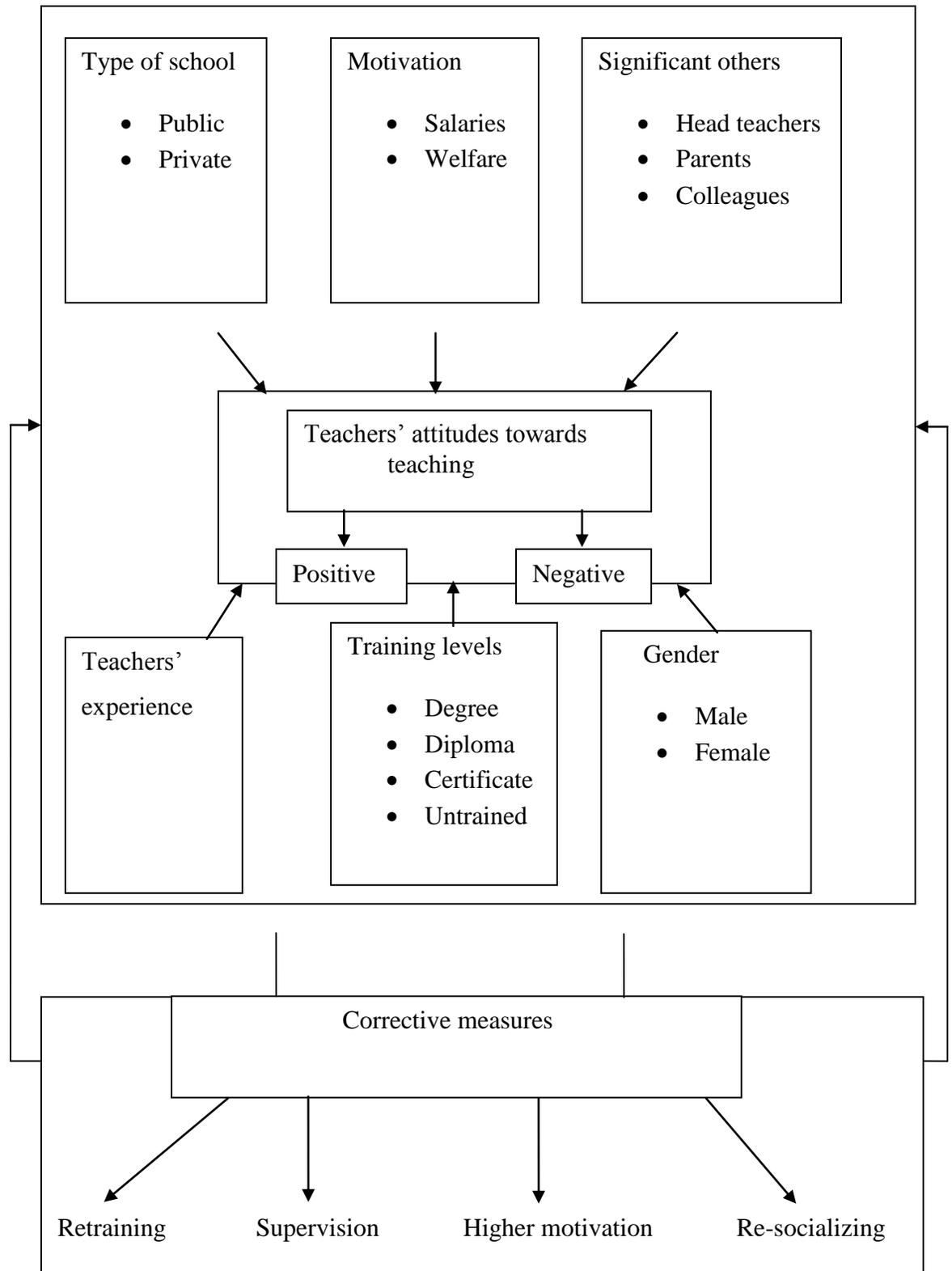
Gender can also influence teachers' attitudes. Preschool teaching is seen as mostly associated with female teachers and they are the majority. Most of the tasks of helping the pupils require a motherly approach, for example, feeding the children. It was interesting to find out whether male teachers were comfortable with these tasks. Research findings suggest that teachers no longer consider themselves caretakers, the effects of this on their attitudes needed to be investigated.

Training and experience may also influence teachers' attitudes. The study sought to investigate whether higher training automatically produced positive attitudes in teachers and whether long years of service made teachers positive in their attitudes or vice versa.

Teachers whose general wellbeing has been adequately taken care of tend to function better in their place of work. Previous research showed that teachers in the private schools and with a higher pay were reported to be more content with what they were doing than their counterparts in the public schools (Makoti, 2005). Teachers' attitudes are also affected by the attitudes of those around them. Headteachers, parents and colleagues all contribute either positively or negatively. If teachers are accepted and supported, they thrive but should they sense rejection then they may be negative.

In the following conceptual framework, corrective measures pertaining to teachers' negative attitude were also suggested. Some of the cited ones included high motivation, close supervision, proper training, re-socialization of teachers and sensitizing the children to their "pupils' rights"

Figure 1.1: Conceptual framework



1.8 Operational definition of terms

Attitude - Opinions or feelings that teachers have toward teaching. This was shown in their responses to questions in the questionnaire.

Big schools - In the study, these were schools that had more than fifty pupils.

Determinants - Factors that influence a teachers' attitude toward teaching.

Motivation - In the study, motivation referred to salary and welfare programmes. Teachers, who are highly motivated, are likely to be well paid, and taken care of by the school management.

Preschools - Institutions that care for and provide education for young children up to the age of six years. They are also referred to by other names such as nursery schools, kindergartens, day care centers, crèches, pre-primary school units and Montessori schools.

Significant others - In the study, significant others referred to headteachers, parents and colleagues who are around the teacher. They form vital relationships and influence the teachers' attitudes towards teaching.

Small schools - In the study, these were schools that had less than fifty pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed issues related to teacher attitudes towards teaching. It also examined pertinent studies related to teaching done globally and locally. Above all, gaps in the literature review were identified.

2.1 Attitudes

Attitudes can be defined as evaluations of ideas, events, objects or people (Sdorow, 1993). They are learned predispositions toward certain people, issues or circumstances (Anonymous, 2008). Definitions of attitude include three central ideas, a cognitive component that involves thoughts. An affective component that involves emotions and a behavioral component that involves actions (Anonymous, 2008). This is referred to as the ABC model. The process is complete when the ideas are interwoven with emotions to translate into actions. This model supports the view that there is a link between attitudes and behavior. According to these definitions then, what has been observed in the teachers' behaviors might have originated in their minds.

Global studies indicate that teachers' performance in class is dictated by their attitudes (Johnson & Johnson, 1989; Kombo, 2006; Robertson, 1996). Individual teachers have different attitudes because of various reasons. Attitudes help them to understand the world around them, protect their self-esteem by making it

possible for them to avoid unpleasant truths about themselves. Attitudes help individuals to adjust in a complex world by making it more likely for them to reap maximum rewards from the environment. They also allow them to express their fundamental values (Triandis, 1971). This study sought to find out whether that was the position in Thika.

Teachers too have varying attitudes towards teaching and these are reflected in their practices. According to the government of Kenya pre-school guidelines, preschool teachers should play both the role of teachers and caregivers. They take the place of the parents by giving the children love, attention, assistance, guidance and comfort. They are responsible for proper stimulation of the children and to guide the learning process (KIE 1999). This is a very broad job description. When teachers are not comfortable with these broad expectations, they hold different attitudes and behave differently. Koech (2003) found that in examining attitudes and beliefs of pre-school teachers, teachers considered themselves to be teachers and not caregivers. This translated into how they handled children. The study therefore suggested that these teachers' attitudes were planned depending on where they work, what was expected of them and what was happening to them. This was further supported through the theory of planned behavior by Ajzen (1985). Teachers who do not consider themselves teachers/ caregivers would then plan to behave in the way that benefits their new job description. The outcome of this altered job description is a negative attitude towards pre-school teaching. Relationships of the teachers and the children would tend to be formal and

impersonal than that of parent and child. According to, Branyon, 2002; Gakuru & Koech, 1995, whereas some of the teachers were warm, nurturing, positive and enthusiastic, others were short tempered, harsh and rebuking. Some teachers would not want the children to come close to them and would hurry them through the lessons (Koech, 2003). They would not be patient with the young ones instead they would use advanced formal methods and content to instruct children (Ndegwa, 2005).

Studies have been done that link attitude and behavior. Such studies point out a strong relationship between attitudes and behavior (Makoti, 2005; Ndegwa, 2005; Triandis, 1971). They explain that the strength of an attitude can have great influence on behavior. Strong attitudes can be based on the information an individual has acquired (Kallgren & Woods, 1986). Other studies suggest that people's feelings towards an idea do not always determine their actions; other factors must be taken into account. Penner (1999) supports the argument that there is a weak relationship between attitudes and behavior. Koech (2003) suggested that professional training enhances teachers' attitudes but this did not necessarily translate into practice.

In Kenya, studies have been done linking teachers' attitudes and teaching and have yielded various views. Mohammed (1994) found that pre-service training had an impact on teachers' attitudes supporting the argument that training shapes attitudes. Other studies found that the teachers who were not properly trained

would escape real issues, problems that pupils might have since they were not sure of what to do, they were a real problem to the teaching process (Eshiwani, 1983; Munyeki, 1997). Ndegwa (2005) found that teachers attitude influence their choice and use of teaching approaches. Other studies showed that teachers' attitudes affected the way the teachers handled children. These attitudes were expressed in their tones as they managed pupils and the values they held and in their actions (Arasa, 1995; Mohammed, 1994; Ndegwa, 2005; Omwenga, 1992).

2.2 Types of schools and teacher attitudes to teaching

Globally, studies indicate that the type of school affects the teachers' attitudes towards teaching (Data, 1984; Ezewu, 1983). Teachers operate in different schools where the expectations are different and this makes them to acquire different attitudes. In Kenya, pre-school education is not entirely the responsibility of the government. Wawire (2006) found that pre-school education was not included in the Education Act and therefore was not a priority for government funding. This has made the country have different types of pre-schools. The two broad categories are public and private schools. The public schools are under the management of municipal or local councils. Private schools are mainly run by individual entrepreneurs, churches or local groups. The private schools are further classified as low, medium and high cost depending on the location and the socio-economic status of the community (Koech, 2003; Ng'asike, 2004; Waithaka, 2003). Teachers in these different schools hold different attitudes towards teaching determined by factors such as motivation and number

of pupils in the class (Makoti, 2005; Wawire, 2006). Scholars who have researched in this area did not look at the type of schools and how they influenced the teachers' attitudes. This study therefore investigated how the type of school teachers work in affects their attitudes.

2.3 Gender and teachers' attitudes to teaching

Pre-school teaching has been dominated by female teachers (Kaga, 2007; Makoti, 2005; Waithaka, 2003). Therefore, most of the findings reflect female teachers' attitudes. Waithaka (2003) found that male pre-school teachers constituted 10% in Kenya. In Thika Municipality, there was only one male teacher – 0.6% while the female teachers were 165 out of 166 –99.4%. Kimengi (1991) found that factors influencing teachers' attitudes towards teaching were not gender different. This is an area that has not been exhaustively researched. There is an information gap that this study sought to fill by investigating whether gender of pre-school teachers influences their attitudes towards teaching.

2.4 Training levels and teachers' attitudes to teaching

There are three training levels for pre-school teachers, that is, certificate, diploma and degree. Berk (1985) found that overall education is related to positive teacher behaviors. Dunn (1993) found a strong relationship between the number of years of education and teacher behavior. The study found that the teachers that performed best were those with more education and fewer years of experience (Kaga, 2007; Ndegwa, 2005; Wawire, 2006). A study by Whitebook (2003)

reveals that teachers with the most advanced education were the most effective overall.

In Kenya, 60 – 70% of pre-school teachers are trained or undergoing training (Koech, 2003). Eshiwani (1983) found that poorly trained teachers were a serious handicap to a successful teaching/learning situation. According to Munyeki (1997), professional qualifications attained through training helped teachers develop professional attitudes, skills and knowledge. Kivuva (1997) agrees that professional training influenced attitudes and teachers were able to take tasks positively and effectively. Wawire (2006) found pre-school teachers in her study were 98% trained but with low levels of qualification. The information gap this study sought to fill was to investigate whether training influences pre-school teachers' attitudes towards teaching in Thika Municipality.

2.5 Experience and teacher attitude towards teaching

Different scholars agree that with the number of teaching years, teachers acquire positive attitudes and have a higher self-efficacy (Branyon, 2002; Ndegwa, 2005; Ng'asike 2004). However, Dunn (1993) suggests that the teachers that performed best were those with high training and few years of experience. Whitebook (2003) asserts that the number of years of experience is not a good indicator of teacher attitude and behavior. This finding contradicts other reports and therefore this study investigated whether experience reinforces positive or negative attitudes.

2.6 Motivation and teacher attitude towards teaching

Motivation in this study focuses on salary and welfare programmes. Okumbe (1998) found that motivation can be improved by enriching the job of an individual. Providing them with opportunities for personal growth and advancement. Other scholars agree that pre-school teachers are poorly paid (Branyon, 2002; Makoti, 2005; Waithaka, 2003; Wawire, 2006). However, Waithaka (2003) notes that most teachers in her study were satisfied with the current schools because of the good management but were dissatisfied with the low salaries. However, she did not find a significant relationship between salary and motivation of teachers. Makoti (2005) found different results showing that there was a significant relationship between salary and motivation of teachers. Gumo (2003) and Makoti (2005) found that retention rate was low with over 50% of pre-school teachers leaving the profession after training for well-paying jobs. This study investigated whether motivation affects teachers' attitudes positively or negatively.

2.7 Significant others and teacher attitude towards teaching

In this study, significant others include headteachers, parents, pupils and colleagues. As part of the community in which a teacher works, they influence their attitudes towards teaching. The teachers' attitudes are influenced through the process of interacting with the community. Available related studies have not dealt in depth with this aspect; however, they offer a good starting point for further investigation. When teachers relate well with significant others they are

satisfied and have positive attitudes. Teachers in different institutions of learning have mentioned relationships with administrators, colleagues, pupils and the community as key to appreciating what they are doing (Mumo, 1999 ; Mwangi, 2000; Ochieng, 2003). Mumo, (1999) found that tutors in technical training institutions in Nairobi Province derived the highest satisfaction in their work from good relationship with other tutors. They also rated good relationships with students and the administration as key to their job satisfaction. Mwangi (2000) researching among primary school teachers in Kangema, Muranga found that factors that contributed to satisfaction were relationships with pupils (68%), relationship with teachers (65%) and relationship with school administrators (35%). Ochieng' (2003) investigated motivation factors influencing science teachers in public secondary schools in Migori District and found that appreciation and recognition from administrators ranked highly in the list of motivators. Given the scanty information available, there is an information gap that this study sought to fill. The study investigated to what extent significant others influence pre-school teachers' attitudes towards teaching.

2.8 Summary of reviewed literature

The reviewed literature reveals that there is a link between attitude and behavior. Individuals have attitudes and these attitudes are determined by different factors.

- Different types of schools offering varied work environments will influence preschool teachers' attitudes towards teaching either positively or negatively.
- Training shapes attitudes. The higher the qualifications the better. Expectations are that attitudes should get better with training.
- Experience influences attitudes. There are conflicting findings over this, some studies suggest that the fewer the years of experience, the better the attitude of teachers. Others suggest that the attitudes of teachers towards teaching get better with the number of years worked.
- Motivation affects attitudes, especially how well an individual is paid. Other aspects like, chances of advancement, further training and welfare also shape individual attitudes.
- Significant others influence teachers' attitudes. George Meads (1934) suggests that teachers may be only responding to gestures shown to them by the people around them in their working environment.

2.9 Research hypotheses

H: 1. The teachers' training affects their attitude towards teaching.

H: 2 .The teachers' teaching experience affects their attitude towards teaching.

H: 3. The teachers' gender influences their attitude towards teaching.

H: 4. The type of school a teacher works in affects their attitude towards teaching.

H: 5.The teachers' motivation influences their attitude towards teaching.

H: 6. Significant others affect teachers attitudes towards teaching

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes research methods and procedures in the study. The chapter gives information about the research design, variables, location of study, target population, sampling techniques, sample size, pilot study, validity, reliability, data collection techniques as well as techniques for data analysis.

3.1 Research design

The study adopted two research designs, that is, a descriptive survey design and ex-post facto design. A descriptive survey is a description of the state of affairs as it exists (Kombo and Tromp, 2006). It is a procedure for systematically collecting information from people in the field by obtaining their responses to questions using the questionnaire, interviews and observation as instruments for data collection (Phillips, 1985). This method can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002). The aim of the survey is to obtain information from widely scattered respondents, which can be analyzed, patterns extracted from it and comparisons made (Bell, 1993). Finally, the researcher reports the findings (Kombo & Tromp, 2006).

According to Macmillan and Schummacher (1989), the ex-post facto design is used to explore possible relationships among variables that cannot be manipulated by the researcher. The reason for this being that the events had already taken place. The design helped to investigate and establish the nature of relationship among the variables. However, the design had some limitations. According to Kerlinger (1973), the design lacks control; it is not possible to manipulate the independent variables and the researcher risks improper interpretation of results. The study therefore investigated pre-school teachers' attitudes towards teaching and how these attitudes were influenced by the following factors: training, experience, gender, type of school, motivation and significant others. Chi-square as a statistical tool was used as a method of testing whether there was a significant correlation of the identified variables.

3.2 Independent and dependent variables

The study had independent and dependent variables. Independent variables are those variables the investigator chooses to study in order to assess their possible effect(s) on one or more other variables. The independent variables in the study included, training, experience, gender, type of school, motivation, and significant others. The dependent (or outcome) variable “depends on” what the independent variable does to it (Fraenkel and Wallen, 2000). The dependent variable in the study was teachers' attitude towards teaching.

3.3 Location of the study

The study was carried out in Thika Municipality, Central Province. The area has a population of 116,461 people (Republic of Kenya, 2002). There are 105 pre-schools in the area and 240 pre-school teachers. The justification for selecting the area was the fact that over a short time the area has seen a rapid growth in the number of pre-schools. The number of these pre-schools is high compared to the size of the town. Some of the pre-schools open and grow to be big schools while others fail and close down. This presented an issue that required investigation. Could the opening and closing down of the schools be linked to the teachers' attitudes and how they handle children?

3.4 Target population

A population refers to the larger group from which the sample is taken. It also refers to an entire group of persons or elements that have at least one thing in common (Kombo & Tromp, 2006). An effective population sample should be as diverse as possible for applicability of the research findings to the whole population. It should also be representative, accessible and should have some knowledge of the topic being investigated (Kombo & Tromp, 2006). Therefore, the target population consisted of all the pre-school teachers currently teaching in Thika Municipality. The Municipality has 240 pre-school teachers working in the 105 pre-schools found there.

The study also targeted the 105 pre-school administrators. This was because they were in leadership positions in the schools and therefore were in a position to verify the information obtained from the teachers.

3.5 Sampling techniques and sample size

A “sample” in a research study refers to any group on which information is obtained. Sampling refers to the process of selecting individuals who will participate (be observed or questioned) as part of the study (Fraenkel & Wallen, 2000).

3.5.1 Sampling techniques

The research employed simple random and purposive sampling techniques. A simple random sample is one in which each and every member of the population has an equal and independent chance of being selected (Fraenkel & Wallen, 2000). It is the most desirable kind for almost every survey and is extremely important to the reliability and validity of the data. It is the best because it is most representative of the entire population (Alreck & Settle, 1995). The technique was used to select twelve out of the 105 pre-schools in the Municipality. Names of the pre-schools were written on pieces of paper. The papers were then folded and shuffled in four separate bowls. These were categorized into private-big, private-small, public-big and public-small schools. The researcher then drew out three names from each bowl to form a total of twelve pre-schools to be studied. The sampled schools constituted 10% of the total population. According to Gay

(1992), a minimum of 10% of the target population is enough for descriptive surveys.

The purposive sampling technique was used to select twelve administrators of the twelve pre-schools in the study. Their inclusion in the study was predetermined by the selection of their schools. In using this technique to select the sample, the researcher believed that the respondents would be able to provide the required data for the study.

The purposive sampling technique was also used to select all pre-school teachers in the selected pre-schools. Fifty-three pre-school teachers were therefore included in this study. The researcher hoped that they would be willing to provide the data required. Therefore, all the pre-school teachers in the sampled schools formed a study sample.

3.5.2 Sample size

This is the group on which information is obtained (Fraenkel & Wallen, 2000). In this study, all the twelve administrators and the teachers from the selected pre-schools formed the study sample.

3.6 Construction of research instruments

Research instruments used in the study included questionnaires and interview schedules.

A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). This instrument was used to collect information from the pre-school administrators and teachers. The justification for using it is that the researcher would be able to reach many respondents within a short time. The instrument was constructed in consultation with the university supervisors for expert opinion.

Interviewing is the careful asking of relevant questions as an important way for a researcher to check the accuracy of the impressions he or she has gained through observation and questionnaires. The purpose of interviewing respondents is to get in- depth information on the subject under study (Fraenkel & Wallen, 2000). This instrument was used with the administrators and teachers. The purpose being to find out what they thought about pre-school teachers' attitude towards teaching. It also helped verify the information gathered from the teachers through the questionnaire. It complemented information that could not be found by use of other research instruments.

3.7 Pilot study

This is a brief preliminary survey, often using a small, convenience sample, conducted to test the research instruments and data collecting methods before the project details are finalized and the formal survey conducted (Alreck & Settle, 1995). It is necessary that research instruments be piloted as a way of finalizing them (Bell, 1993; Wiersma, 1990). This was important as it enabled the validity

of the instrument to be determined. It also facilitated for ambiguous questions to be detected and improved on. The pilot study was carried out in two pre-schools in Thika municipality which were not included in the final study.

3.7.1 Validity

This is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2006). The validity of the instruments was established by piloting them. The researcher also consulted with other experts in the area of research from the university for necessary approval.

3.7.2 Reliability

A reliable instrument is one that gives consistent results. These consistent results give the researcher confidence that the results actually represent what was being measured (Freankel & Wallen, 2000). Reliability was established by using more than one instrument to the group of individuals during the same time. The teachers gave information in the questionnaire and were also interviewed. The administrators also filled in questionnaires and were interviewed over the same core issues.

3.8 Data collection techniques

The researcher obtained a research permit from the Ministry of Education to conduct research in Thika Municipality. She also got approval from the Thika Municipal Education Office to research in the pre-schools within the

municipality. Thereafter, the researcher sought permission from the administrators to administer the questionnaires, as well as interview them. The researcher followed the following steps: Over lunch hour, questionnaires were administered to teachers. In the afternoon, administrators filled in questionnaires. Then the researcher conducted interviews with twelve administrators and some selected teachers. Fifty-three pre-school teachers filled in the questionnaire and twelve were interviewed. Twelve administrators filled in the questionnaire and were also interviewed.

3.9 Data analysis

Data analysis procedures involved both qualitative and quantitative procedures. In qualitative data analysis, information collected was transcribed into written texts by combining the notes taken. These were then organized by using various thematic categories in the data, which were distinct from each other. In quantitative analysis, the data were grouped according to the research questions. Data were analyzed through percentages, frequencies, and the chi-square test. These statistical tools were used for the purpose of determining whether a significant relationship between the selected factors and the teachers' attitudes towards teaching exists. This formed the basis for either accepting or rejecting the stated hypotheses.

3.10 Statistical hypotheses

HO₁ : There is no relationship between teachers training and their attitudes towards teaching. (Chi-square)

HO₂ : There is no relationship between teachers' teaching experience and their attitudes towards teaching. (Chi- square)

HO₃ : There is no relationship between teachers' gender and their attitudes towards teaching. (Chi-square)

HO₄: There is no relationship between the type of school a teacher works in and their attitudes towards teaching. (Chi-square)

HO₅: There is no relationship between teachers' motivation and their attitudes towards teaching. (Chi- square)

HO₆: There is no relationship between significant others and teachers' attitudes towards teaching. (Chi- square)

3.11 Logistical and Ethical considerations

The researcher obtained a research permit from the Ministry of Education and Thika Municipality Education office to conduct research within pre-schools in the municipality. Permission was also sought from the head administrators to administer the questionnaire to the teachers and also to interview them. All the information obtained was treated confidentially and was not used for other purposes other than for the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

In this chapter, the researcher presents the study results obtained through data collection and analysis. Qualitative and quantitative methods were used. The main purpose of the study was to find out the determinants of pre-school teachers' attitudes towards teaching in Kenya, specifically within Thika Municipality. Specifically, the study aimed at investigating if there was a significant relationship between the following:

1. Training and teachers' attitudes towards teaching.
2. Experience and teachers' attitudes towards teaching
3. Gender and the teachers' attitudes towards teaching.
4. Type of school and the teachers' attitudes towards teaching.
5. Motivation and the teachers' attitudes towards teaching.
6. Significant others and attitudes towards teaching.

The study employed a descriptive survey design as well as ex-post facto design. The rationale for using these designs was that events had already occurred. Data were collected from 53 pre-school teachers in twelve public and private pre-schools in Thika Municipality. Information was gathered through the use of a questionnaire which was administered to 53 pre-school teachers and twelve administrators. In addition, twelve administrators from these schools were interviewed as well as twelve teachers.

4.1 Methods of data analysis

Data analysis involved both qualitative and quantitative procedures. The obtained data were thematically analyzed. In addition, frequencies, percentages and chi-square were used in order to test the stated hypotheses. The chi-square test is a non-parametric analytical technique used to search for relationships in non-parametric data. The justification for using this tool is that the study sought to investigate whether there was the existence of possible significant relationships among the selected variables. The idea was to measure how closely related the observed distributions were to the expected distributions. Each computed statistical value was compared to the critical value in the table to determine its significance. The interpretation arrived at from the findings gave the basis of either rejecting or accepting the stated hypotheses. This was done at 0.05 level of significance.

Data analysis was also done in order to find out whether the selected factors (independent variables) significantly determined the pre-school teachers' attitudes

towards teaching (dependent variable). The selected factors were grouped into six thematic areas:

1. Training
2. Experience
3. Gender
4. Type of pre-schools
5. Teachers' motivation
6. Teachers relationship with the significant others

It became prudent for the researcher to present the obtained data into six thematic areas as shown above.

4.2 Teachers' characteristics

The study analyzed teachers' characteristics. The data were generated through questionnaires, interviews and observation. The purpose of the collected data was to test the hypothesis which stated that the teachers' characteristics as measured by

- i) Training
- ii) Teaching experience and
- iii) Gender has no relationship with the preschool teachers' attitude towards teaching in Thika Municipality.

To test all the identified indicators of teachers' characteristics, the main hypothesis was sub-divided into three minor ones as shown below:

HO₁: There is no relationship between the training of preschool teachers and their attitude towards teaching.

HO₂: There is no relationship between the teaching experience of preschool teachers and their attitude towards teaching.

HO₃: There is no relationship between gender and the teachers' attitude towards teaching.

To address the stated null hypotheses, the researcher sought for preliminary information. Such information included the number of pre-school teachers, their training, teaching experience and gender.

The presentation of each of the identified segments appears in the following paragraphs.

4.3 Number of pre-school teachers

The number of teachers in a school is likely to determine the pupil- teacher ratio. By extension, it is supposed to have an influence on the quality of teaching. That is why the question of the number of teachers in the sampled schools became necessary. As a result, a total of 53 pre-school teachers were randomly sampled to participate in the study. The 53 were drawn from twelve public and private pre-schools in Thika Municipality. Thika Municipality has a total of 105 pre-schools. There are 240 pre-school teachers working in these pre-schools. Table 4.1 below shows the breakdown.

Table 4.1 Number of pre-school teachers in the study

Schools	Status	Frequency	Percent
Thika Primary	public	8	15.1
Kenyatta Primary	public	5	9.4
Thika Memorial	private	5	9.4

Flame Tree	private	2	3.8
Cathy Bridge	private	3	5.7
Elijah Kagiri	private	4	7.5
Kiboko School	public	1	1.9
General Kago	public	3	5.7
Gatumaini	public	8	15.1
Heights	private	5	9.4
Thika Muslim	public	2	3.8
Stepping Stones	private	7	13.2
Total		53	100.0

It is evident from table 4.1 that the sampled schools were of different sizes. This fact is portrayed by the number of teachers who participated in the study. Some schools were big while others were too small such as Kiboko School. The number of teachers was also dictated by other factors such as the population of pupils and the schools ability to hire teachers.

4.4 Training of pre-school teachers

On professional training, the teachers were asked to indicate if they had been trained as pre-school teachers. The results are presented in the table 4.2:

Table 4.2 Presentation of Pre-school teachers training status

Responses	Frequency	Percent
Yes	38	71.7
No	3	5.7
Undergoing training	12	22.6
Total	53	100.0

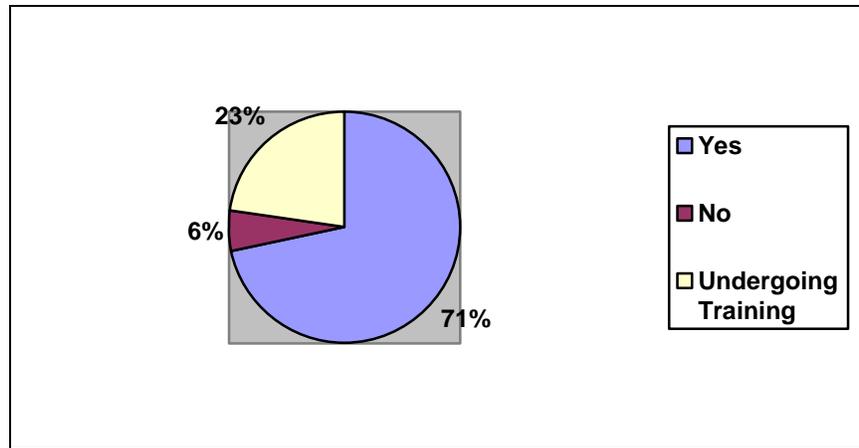


Figure 4.1: Pre-school teachers training status

The findings indicate that the teachers were either trained (72%) or undergoing training (23%). This is consistent with the findings of Koech (2003) that indicated 60 - 70% of pre-school teachers in Kenya were either trained or undergoing training. This means that there are now more pre-school teachers that are conversant with early childhood issues. They were trained on how to handle small children, the appropriate teaching methods and the appropriate curriculum content to be taught. The respondents were asked to indicate their highest level of professional training. The results appear in table 4.3

Table 4.3 Pre-school teachers' highest level of training

Levels of training	Frequency	Percent
Certificate	35	66.0
Diploma	8	15.1
Degree	2	3.8
Untrained	5	9.4
Total	50	94.3
No response	3	5.7
Total	53	100.0

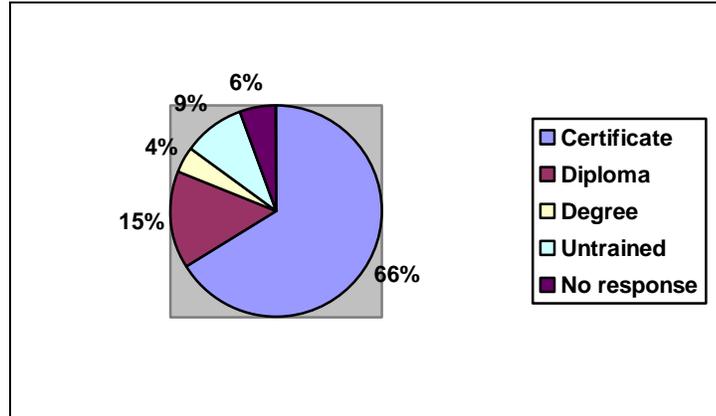


Figure 4.2: Pre-school teachers' highest level of training

It emerges from table 4.3 that most of the teachers (66%) were at the certificate level. The teachers interviewed said that they had attained this level through attending holiday classes offered by different colleges. Many said it had been difficult to study because of lack of finances. Their meagre income was not enough to help them acquire high levels of training. Funds and grades did not permit for many of them to access university education. The findings concur with Wawire (2006) who found that 98% of the pre-school teachers were trained but with low levels of qualification. These findings might imply that finances continue to limit how far these teachers will be able to train. Even when they have the qualifying grades to pursue higher training, they cannot because of lack of fees.

The administrators were asked why they did not employ more teachers with higher qualifications like degree level. In response, they said that it was difficult to hire and retain graduates because of their demand for higher salaries. Also the

teachers who went for further studies preferred to work at the primary level, with other government institutions or non-governmental organizations that deal with children. It also emerged from the interviews that it was not easy to retain teachers who had high qualifications in preschools. Such teachers acquired a superiority complex, they felt they were above those with lower qualifications and therefore could not work with them. This culminated in a scenario whereby teachers with low qualifications were left to man the pre-schools. These findings are similar to those of Gumo (2003) and Makoti (2005) who found that retention rate was low with over 50% of pre-school teachers leaving the profession after training for well paying jobs. This might imply that many individuals teaching at this level view this as a temporary job before they move on to better paying jobs. Better qualified teachers might also be moving out because of administrators' lack of willingness to pay high and appropriate salaries that correspond to level of training.

The respondents were further asked for their opinion on whether professional training influences the teachers' attitudes towards teaching or not. The responses appear in table 4.4.

Table 4.4 Respondents' opinions on professional training influence on teachers' attitudes towards teaching

Responses	Preschool teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S. Agree	18	34.0	4	33.3
Agree	17	32.1	6	50.0
Neutral	5	9.4	1	8.3

Disagree	3	5.7	1	8.3
S disagree	1	1.9	-	-
Total	44	83.0	12	100.0
No response	9	17.0	-	-
Total	53	100.0	12	100.0

The results in table 4.4 show that the teachers (66%) concur with the administrators (83%) that training influenced teachers' attitudes towards teaching. It emerged from the interview that the influence was generally positive. Most administrators also stated that the positive attitude was more evident among the teachers at the diploma level. According to the administrators, proper training affects enthusiasm among teachers, they come back from the courses refreshed and invigorated to work. Trained teachers have a higher level of confidence when doing their work. They have enough and relevant skills to handle the children. These findings were similar to those of Whitebook (2003) who found that teachers with the most advanced education were the most effective overall. This might mean that perhaps teachers need to be encouraged to better their qualifications. The certificate level may be permitted as an entry level to the profession but it should not be an end of training in itself.

To find out whether a significant relationship exists or not between the teachers' professional training and their attitudes towards teaching, the data were cross tabulated. The results appear in table 4.5

Table 4:5 Analysis of teachers' attitudes towards teaching by professional training

		HIGHEST PROFESSIONAL QUALIFICATION				
		CERTIFICATE	DIPLOMA	DEGREE	UNTRAINED	TOTAL
ATTITUDE TOWARDS TEACHING	POSITIVE	30 69.8% * 62.5% **	7 16.3% * 14.6% **	2 4.7% * 4.2% **	4 9.3% * 8.3% **	43 100.0% * 89.6% **
	NEUTRAL	3 75.0% * 6.3% **	1 25.0% * 2.1% **			4 100.0% * 8.3% **
	N/A	1 100.0% * 2.1% **				1 100.0% * 2.1% **
TOTAL		34 70.8% * 70.8% **	8 16.7% * 16.7% **	2 4.2% * 4.2% **	4 8.3% * 8.3% **	48 100.0% * 100.0% **

Calculate $\chi^2 = 1.17$ Critical $\chi^2 = 12.59$ $df = 6$ significant level of 0.05 * Column percent ** Row percent

The relationship based on the calculated χ^2 value of 1.17 and the critical χ^2 value of 12.59 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that, there is no significant relationship between the professional training of pre-school teachers and their attitudes towards teaching was accepted. Therefore, it seems that professional training does not significantly determine pre-school teachers' attitudes towards teaching in Thika Municipality. These results might imply that the attitudes of individual teachers at the pre-school level may be dependent on other factors such as personality. The results might also reflect poor training. The training given to the teachers at certificate level does not seem to produce the desired effect of shaping their attitude towards teaching in a positive manner. These findings are similar to those of Eshiwani, (1983) and Munyeki, (1997) who found that poorly trained teachers were a serious handicap to a successful teaching/learning situation. Also, the administrators interviewed said that the teachers with diplomas had a more positive attitude towards teaching than their certificate colleagues. These findings concurred with those of Whitebook (2003) who found that teachers with the most advanced education were the most effective overall. Perhaps this poor training has contributed to all the complaints that have to do with improper handling of the pupils.

According to Ajzen's theory of planned behavior (1985), this might be explained that the teachers have deliberately disregarded what they were taught in college about proper attitude towards teaching. Perhaps higher levels of training should be encouraged among the pre-school teachers in order to have more positive results. Retraining through in-

service courses should be encouraged so that what was missed out in the pre-service courses can be clarified at this point.

4.5 Teachers' teaching experience

To find out the teaching experience of preschool teachers, the respondents were asked to indicate how long they had been preschool teachers. The results are presented in table 4.6

Table 4.6 Number of years as pre-school teachers

Number of years	Frequency	Percent
1 - 3 Years	15	28.3
4 - 6 Years	21	39.6
7 - 9 Years	7	13.2
10+ Years	8	15.1
No response	2	3.8
Total	53	100.0

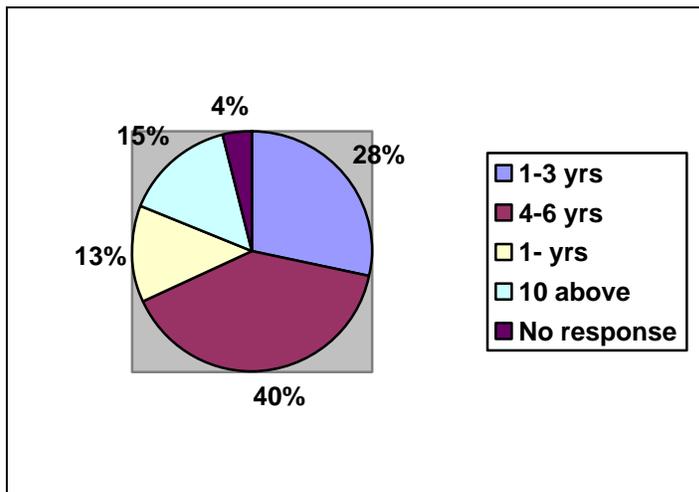


Figure 4.3: Number of years as pre-school teachers

The results show that majority (68%) of pre-school teachers had experience ranging from 1 to 6 years. The table also shows that more teachers had taken interest and trained in

early childhood career in the recent past. In addition, it might suggest that in the last six years, many colleges training people as pre-school teachers have come up, they have marketed aggressively and therefore, there is an increase in the number of trained teachers but with little experience. The findings indicate that Thika Municipality has a high percentage of pre-school teachers with few years of experience. The administrators were asked to give reasons for this state of affairs. It emerged that teachers who had experience of 7 years and above either went out to start their own schools or got better paying jobs elsewhere.

The respondents were further asked to indicate the number of years they spent in their current schools. The results appear below:

Table 4.7 Number of year’s teachers had taught in their present schools.

Number of years	Frequency	Percent
Less 1 year	11	20.8
2 – 3.5 Years	15	28.3
3.6 - 4 .5Years	3	5.7
5+ Years	23	43.4
Total	52	98.1
No response	1	1.9
Total	53	100.0

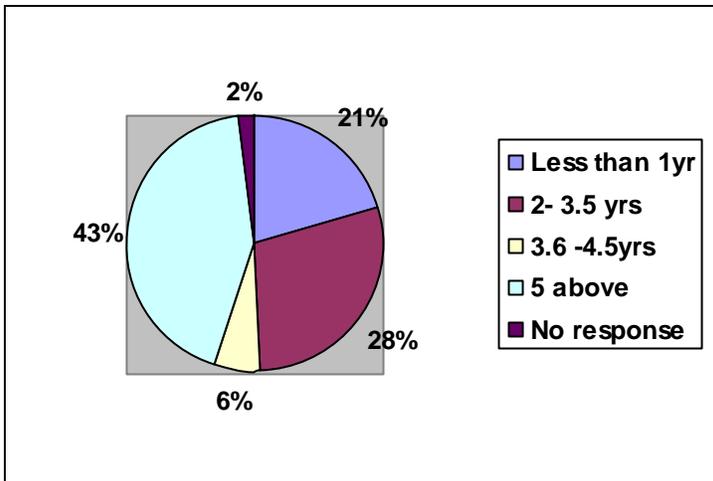


Figure 4.4: Number of years teachers had taught in their present schools

According to table 4.7, 50% of the pre-school teachers had not stayed in their schools for more than 3 years. This shows that there is a high turn- over of teachers at the pre-school level. Teachers were constantly moving from one school to another. The teachers interviewed gave various reasons for this high turn- over but all the respondents cited low salaries as one of the main contributing factors. As a result of this teachers kept on looking for schools that could offer them better salaries. Another reason which was cited by 80% of the respondents was frequent harassment by the administrators. Teachers could be sacked without notice over petty issues. Dismissal would be due to various factors such as, reduced number of pupils in a particular term, ability to pay salaries, availability of teachers on attachment and the individual teacher's performance. Therefore, teachers especially in private pre-schools appeared rather insecure. These findings are similar to those of Makoti (2005) who found that it was difficult to retain pre-school teachers in a school for long. He found that the retention rate was low due to salary problems. The findings also concur with Waithaka (2003) who found that teachers value good management. Possibly the high turn-over is an indication of dissatisfaction

among the teachers over the way the pre-schools are managed and the salaries they are paid.

George Meads' Social Theory (1934) might explain this phenomenon as teachers' reaction to how they see the employers treating them. They consider themselves harassed over petty issues and also as underpaid in most cases.

The respondents were further asked for their opinions on whether teaching experience influenced their attitudes towards teaching or not. The results appear in table 4.8

Table 4.8 Respondents' opinions on teaching experience and attitudes towards teaching.

Responses	Pre-school teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S. Agree	15	28.3	4	33.3
Agree	11	20.8	7	58.3
Neutral	3	5.7	-	-
Disagree	5	9.4	1	8.3
S disagree	4	7.5	-	-
Total	38	71.7	12	100.0
No response	15	28.3	-	-
Total	53	100.0	12	100.0

Table 4.8 indicates that 50% of the teachers and 92% of the administrators agreed or strongly agreed with the statement that teachers' experience influenced their attitude towards teaching. From the interviews, it emerges that the influence was either positive or negative. On the positive side, experience meant that teachers acquired better teaching methods and were more at ease with the children. These findings concur with (Branyon;

2002; Ndegwa, 2005; Ng'asike, 2004) who found that experienced teachers acquired positive attitudes and had a higher self-efficacy; however, this may not be true for all the pre-school teachers. On the negative part, some administrators noted that for some teachers experience meant that they became complacent in their work. Long-serving teachers according to the respondents were also hard to handle because they felt they knew more than the administrators, in this respect, they did not want to be corrected by their seniors. This seems to concur with Whitebook (2003) who asserts that the number of years of experience was not a good indicator of teachers' attitude and behavior. It was however, not possible to confirm whether teachers who performed best were those with high training and few years of experience as suggested by Dunn (1993).

The obtained data were then subjected to a chi-square analysis to test for a possible relationship between pre-school teachers teaching experience and their attitudes towards teaching. The null hypothesis being tested was:

There is no significant relationship between preschool teachers teaching experience and their attitude towards teaching. The results are presented in the following table.

Table 4.9 Analysis of teacher’s attitude towards teaching by teaching experience.

	PERIOD YOU HAVE BEEN TEACHING					
	LESS 1 YEAR	2– 3.5 YEARS	3.6-4.5YEARS	5+ YEARS	TOTAL	
ATTITUDE TOWARDS TEACHING	POSITIVE	11 24.4% *	13 28.9% *	3 6.7% *	18 40.0% *	45 100.0%*
		22.0% **	26.0 **	6.0 **	36.0 **	90.0%**
	NEUTRAL		1 25.0% * 2.0% **		3 75.0% * 6.0% **	4 100.0%* 8.0%**
	N/A		1 100.0%* 2.0% **			1 100.0%* 2.0% **
TOTAL		11 22.0% *	15 30.0% *	3 6.0% *	21 42.0% *	50 100.0%*
		22.0% **	30.0% **	6.0% **	42.0% **	100.0%**

Calculated $x^2 = 4.74$

Critical $x^2 = 12.59$

df = 6

Significance Level of 0.05 * Column percent ** Row percent

The relationship based on the calculated χ^2 value of 4.74 and the critical χ^2 value of 12.59 was not significant at 0.05 level of significance. Based on this analysis, the null hypothesis which states that there is no significant relationship between pre-school teachers' teaching experience and their attitude towards teaching was accepted. This further strengthened the position that experience is not a good indicator of attitudes. Presence of experience could either evoke positive or negative attitudes in the teachers. This choice rested with the individual teachers. Ajzen (1985) in his theory of planned behavior might explain this as an outcome of behavioral belief. In this, an individual's behavior is guided by the degree to which performance of the behavior is positively or negatively valued. Probably because not so much value is attached to pre-school teaching, the teachers have deliberately not allowed experience to significantly shape their attitude towards teaching.

4.6 Gender of pre-school teachers in Thika Municipality

The researcher sought to find out whether gender influences pre-school teachers' attitude towards teaching. To accomplish this task, the respondents were asked to indicate their gender. The results are presented in table 4.10

Table 4.10 Sex of Respondents

Sex	Frequency	Percent
Male	1	1.9
Female	52	98.1
Total	53	100.0

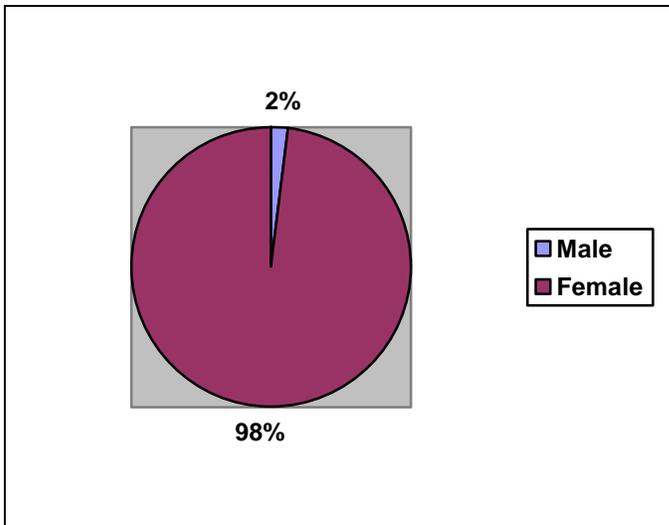


Figure 4.5: Sex of respondents

Table 4.10 shows that there were more female teachers (98.1%) than male (2%). This agrees with the findings by Kaga (2007), Makoti (2005) and Waithaka (2003) who found that pre-school teaching was dominated by female teachers. This might imply that pre-school teaching was still viewed as a job for women. Female teachers were considered better suited to handle pupils as they could relate like mothers to them. It might also indicate a bias when it comes to hiring; most administrators indicated that they would only hire female teachers because they functioned better in these positions. In addition, when the teacher respondents were asked to indicate why they preferred teaching to other professions all of them said they viewed teaching at pre-school level as an extension of motherly care. As a result, female teachers were seen as best placed to play the role of surrogate parents to the pupils. In this respect, male teachers were viewed as misplaced in the profession. This could probably explain why there were few male teachers.

The respondents were also asked their opinion on whether being male or female affected teachers' attitude towards teaching or not. The findings are presented in table 4.11.

Table 4.11 Respondents opinion on whether or not gender affected teachers’

attitude towards teaching

Responses	Preschool teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S. Agree	16	30.2	1	8.3
Agree	5	9.4	1	8.3
Neutral	9	17.0	2	16.7
Disagree	5	9.4	4	33.3
S. disagree	1	18.9	4	33.3
Total	45	84.9	12	100.0
No response	8	15.1	-	-
Total	5	100.0	12	100.0

Table 4.11 shows a contrast as far as the responses from the teachers and administrators were concerned. Whereas 39.6% of the pre-school teachers either agreed or strongly agreed that gender affected teachers’ attitude towards teaching, only 17% of the administrators strongly agreed and agreed with the statement. Twenty-eight percent of the teachers disagreed that gender affects teachers attitude towards teaching while a higher 67% of the administrators disagreed that gender affects teachers’ attitude towards teaching. This shows that respondents had different views on the issue. Some of the views included were:

- that a teacher is a teacher whether male or female
- being female at this level was advantageous because it was easier to mother the children
- male teachers at this level were tough with the children while women knew how to handle the young ones.

The data were then subjected to a chi-square analysis to test for a possible relationship between the gender of the teachers and their attitude towards teaching. The null hypothesis being tested was: There is no significant relationship between teachers' gender and their attitude towards teaching. The analysis is shown in table 4.12

Table 4.12 Analysis of teachers' attitude towards teaching by gender.

	GENDER		
	MALE	FEMALE	TOTAL
TEACHERS ATTITUDE POSITIVE	1 2.2% *	45 97.8% *	46 100.1% *
NEUTRAL	2.0% **	88.2% **	90.2% **
N/A		4 100.0% *	4 100.0% *
		7.8% **	7.8% **
		1 100.0% *	1 100.0% *
		2.0% **	2.0% **
TOTAL	1 2.0% * 2.0% **	50 98.0% * 98.0% **	51 100.0% * 100.0% **

Calculated $x^2 = 0.11$

Critical $x^2 = 5.99$ df =2

Significant Level of 0.05 * Column percent ** Row percent

The relationship based on the calculation χ^2 value of 0.11 and the critical χ^2 value of 5.99 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that, there is no relationship between the teachers' gender and their attitude towards teaching is accepted. Therefore, gender does not determine preschool teachers' attitude towards teaching. These results agree with Kimengi (1991) who found that factors influencing teachers' attitude towards teaching were not based on gender. Ajzen (1985) in his theory of planned behavior would suggest that teachers have a control over their attitude but this is possibly not dependent on their being male or female.

4.7 Type of pre-schools

Earlier studies by Data (1984) and Ezewu (1983) have indicated that the type of pre-school affects the teachers' attitude towards teaching. Teachers operate in different schools where the expectations are different and this makes teachers to acquire different attitudes.

To find out whether the type of preschool affects attitudes, the following hypothesis was formulated:

HO₄: There is no relationship between the type of school a teacher works in and their attitude towards teaching.

The respondents were first asked to identify their school's type. The responses are shown in table 4.13.

Table 4.13 Type of pre-schools in Thika Municipality

	Frequency	Percent
Public	28	52.8
Private	25	47.2
Total	53	100.0

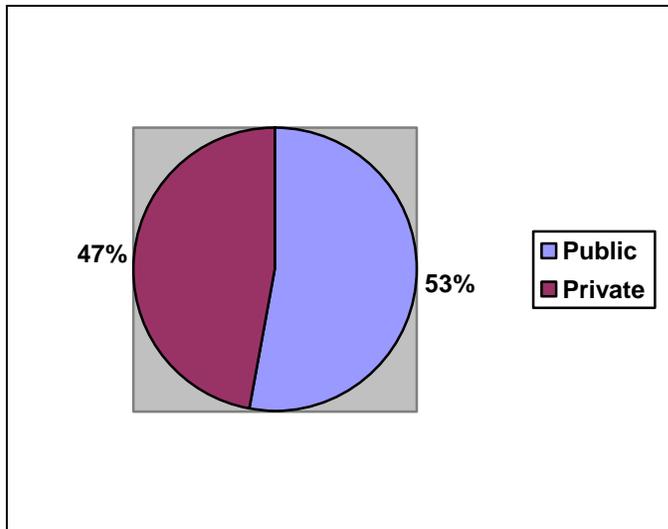


Figure 4.6: Type of pre-schools in Thika Municipality

The data in table 4.13 show a fair distribution of sampled schools in Thika Municipality.

The respondents were asked for their opinion on whether the type of school influenced the teachers' attitudes towards teaching. Responses are presented in table 4.14.

Table 4.14 Respondents opinion on type of school a teacher works in and their attitude towards teaching

Responses	Preschool teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	20	37.7	3	25.0
Agree	17	32.1	5	41.7
Disagree	3	5.7	1	8.3
S disagree	7	13.2	3	25.0
Total	47	88.7	12	100.0
No response	6	11.3	-	-
Total	53	100.0	12	100.0

The results in table 4.14 show that teachers (68%) concur with the administrators (67%) that the type of the school influences the teachers' attitude towards teaching. However, there were other respondents who held the view that a high salary was more important than the school type. It emerged that in some pre-schools, salaries were paid in installments and this negatively affected the teachers. The teachers also indicated that attitudes were positive in schools where teaching facilities and resources were adequately provided. It was also much better working in pre-schools where there was not too much supervision from the administrators. The teachers were also more comfortable working where the timetables were flexible to accommodate the mood and the needs of the young pupils. It was also much easier working in pre-schools with normal working hours, that is, 8am to 3.30pm. The teachers also worked better in pre-schools where parents were cooperative and where the parents sent their children to school clean and well fed.

To find out whether a relationship exists between the type of school a teacher works in and the teachers' attitude towards teaching, the data were subjected to a chi-square test.

The null hypothesis being tested was:

There is no significant relationship between the type of school a teacher works in and their attitude towards teaching. The results appear in table 4.15.

Table 4.15 Teachers opinion on type of school and teachers attitude towards teaching.

	TYPE OF PRE-SCHOOL					
	S AGREE	AGREE	NEUTRAL	DISAGREE	S DISAGREE	TOTAL
TEACHERS ATTITUDE POSITIVE	16 39.0% * 34.8% **	15 36.6% * 32.6% **	-	3 7.3% * 6.5% **	7 17.1% * 15.2% **	41 100.0% * 89.1% **
NEUTRAL	3 75.0% * 6.5% **	1 25.0% * 2.2% **	-	-	-	4 100.0% * 8.7% **
N/A	-	1 100.0% * 2.2% **	-	-	-	1 100.0% * 2.2% **
TOTAL	19 41.3% * 41.3% **	17 37.0% * 37.0% **	-	3 6.5% * 6.5% **	7 15.2% * 15.2% **	46 100.0% * 100.0% **

Calculated $x^2 = 4.015$ Critical $x^2 = 12.59$ $df = 6$ Significance level is 0.05 * Column percent ** Row percent

The relationship based on the calculated χ^2 value of 4.015 and the critical χ^2 value of 12.59 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that, there is no relationship between the type of school teachers work in and their attitudes towards teaching was accepted. Therefore, it seems the type of pre-schools teachers work in does not significantly influence their attitudes towards teaching in Thika Municipality. These findings seem to be a departure from previous studies that suggest a significant influence (Data, 1984, Ezewu 1983). This might mean that it no longer matters to the teachers the type of school they work in. They possibly seem to value the pay more than the type of school.

4.8 Size of pre-schools

To supplement the information on type of school, the teachers were asked to indicate the size of school they worked in. Table 4.16 gives the study findings.

Table 4.16 Size of pre-schools

	Frequency	Percent
Big	37	69.8
Small	16	30.2
Total	53	100.0

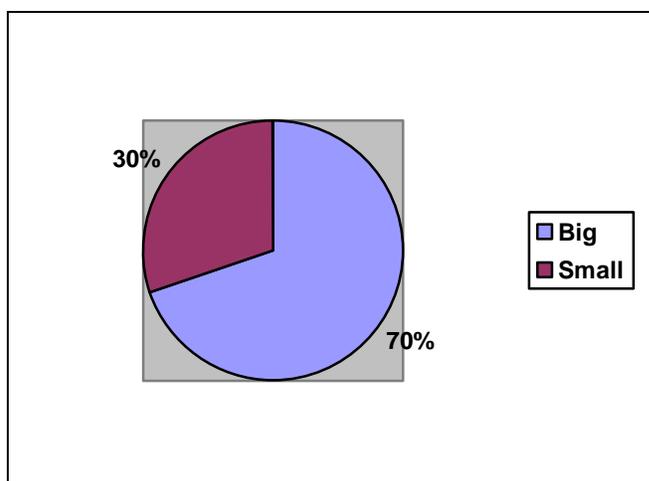


Figure 4.7: Size of pre-school

According to table 4.16, there was a higher percentage (70%) of pre-school teachers teaching in big pre-schools as compared to small ones (30%). Those respondents interviewed felt that size influenced their attitude towards teaching. In classes that had many pupils, the teachers felt overworked. They were not able to give individualized attention to the pupils that is required at this level. In the schools where the compounds and classes were small, the teachers felt crowded and therefore unable to work comfortably.

The respondents were asked whether they thought that the size of preschools influenced teachers' attitude towards teaching. Table 4.17 summarizes the findings.

Table 4.17 Respondents' opinions of size of school and attitude towards teaching

Responses	Preschool teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	15	28.3	5	41.7
Agree	18	34.0	3	25.0
Neural	2	3.8	1	8.3
Disagree	7	13.2	1	8.3
S disagree	6	11.3	2	16.7
Total	48	90.6	12	100.0
No response	5	9.4	-	-
Total	53	100.0	12	100.0

The responses show that 62% of the teachers and 67% of the administrators agreed or strongly agreed that size influences teachers' attitude towards teaching. They gave different reasons for this, being in big schools meant a lot more work for the teachers especially in terms of marking class work and homework. However, it also meant that the schools collected more money for fees therefore the teachers could be paid their salaries. It also emerged from the teachers' interview that demotivation was a common factor in big schools. Teachers felt that they were being overworked and not compensated for the extra workload. However, they did not have an avenue of communicating their sentiments to the administrators.

The data were then subjected to a chi-square analysis to test for a possible relationship between the size of the pre-school and the teachers' attitude towards teaching. The minor null hypothesis stated for this was: There is no significant relationship between the size of pre-schools and the teachers' attitude towards teaching.

Table 4.18 Analysis of teachers' attitudes by size of school

	SIZE OF SCHOOL		
	BIG	SMALL	TOTAL
TEACHERS ATTITUDE POSITIVE	31 67.4% *	15 32.6% *	46 100.0% *
	60.8% **	29.4% **	90.2% **
NEUTRAL	3 75.0% *	1 25.0% *	4 100.0% *
	5.9% **	2.0% **	7.8% **
N/A	1 100.0% *		1 100.0% *
	2.0% **		2.0% **
Total	35 68.6% * 68.6% **	16 31.4% * 31.4% **	51 100.0% * 100.0% **

Calculated $\chi^2=0.57$ Critical $\chi^2 = 5.99$ df = 2 significance level is 0.05

* Column percent

** Row percent

The relationship based on the calculated χ^2 value of 0.57 and the critical χ^2 value of 5.99 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that, there is no significant relationship between the size of school and the teachers' attitude towards teaching was accepted. Therefore, it appears that the size of a pre-school a teacher works in does not significantly influence their attitude towards teaching in Thika Municipality.

4.9 Motivation of pre-school teachers in Thika Municipality

The researcher wanted to find out the level of motivation among the teachers in Thika Municipality pre-schools. Motivation dictates the willingness of teachers to perform their work well in their pre-schools. To accomplish this task, two indicators were used, these indicators are:

- a) Teachers salaries
- b) Existence of welfare groups.

To test these indicators, two minor hypotheses were stated:

HO₁: There is no significant relationship between the teachers' salaries and their attitudes towards teaching

HO₂: There is no significant relationship between existence of welfare groups and the teachers' attitudes towards teaching.

4.91 Teachers' salaries

To answer the stated hypotheses, the teachers were asked whether they were happy with their salaries. The results are presented in table 4.19.

Table 4.19 Teachers' salaries

	Frequency	Percent
Yes	10	18.9
No	37	69.8
Total	47	88.7
No response	6	11.3
Total	53	100.0

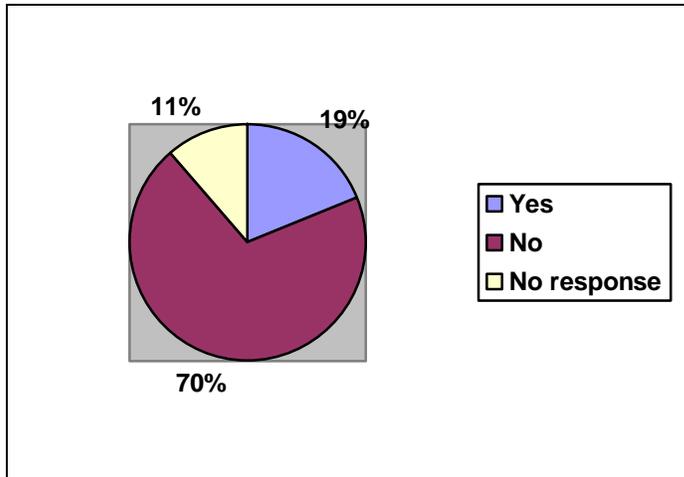


Figure 4.8: Teachers' salaries

The data in table 4.19 could be interpreted to mean that a higher percentage of teachers (70%) were not happy with what they earned. Asked why they were not happy with their salaries, they explained that, the amount they earned was not enough to cater for their needs (78%). They could hardly manage to pay rent, buy food and educate their children. The salary range among the teachers in the study was Kshs. 2,000/= to Kshs.8, 000/=. A high percentage (90%) of them did not use public transport to their residences but walked to get home. In addition, from the interviews it was evident that most lived in the low income estates around their working places. This acted to a great extent according to them as a demotivator.

The respondents were also asked whether they thought that teachers' salaries influenced their attitude towards teaching. The responses are summarized table 4.20.

Table 4.20 Respondents opinion on whether teachers' attitude towards teaching is influenced by the salaries they earn

Responses	Preschool teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	13	24.5	4	33.3
Agree	13	24.5	1	8.3
Neural	3	5.7	5	41.7
Disagree	9	17.0	1	8.3
S disagree	8	15.1	1	8.3
Total	46	86.8	12	100.0
No response	7	13.2	-	-
Total	53	100.0	12	100.0

According to the responses presented in table 4.20, teachers (49%) and administrators (42%) strongly agreed or agreed that salaries influenced teachers' attitude towards teaching. The respondents interviewed felt that the salaries paid were not good. In this regard, teachers were miserable. One of the female teachers had this to say:

We work so diligently among the children but we are treated and paid worse than house girls. With a salary of kshs. 3000, what do I do? Do I pay rent, pay transport to work or do I better my qualifications? I walk to work, go without lunch and life is hard.

One of the female administrators in a public school concurred by saying that:

I wish someone in a position of authority could have these teachers recognized as professionals. It is miserable the way they work. Let them be paid like the other teachers according to their levels of training.

It was also noted that a high percentage of the administrators (42%) preferred to remain neutral on the issues of teachers' salaries. This was also reflected during the interviews,

most administrators did not want to be drawn into discussing the issue. Such administrators were asked to give reasons for not wanting to comment on teachers' salaries. All the respondents in public preschools felt that it was the responsibility of the government and parents. On the other hand, the administrators in private schools were constrained. They felt that commenting on the issue of teachers salaries would cost them their jobs for they were also employed.

The data obtained were subjected to a chi-square analysis to test for a possible relationship between teachers' salaries and their attitude towards teaching. The null hypothesis being tested was: There is no significant relationship between the pre-school teachers' salaries and their attitude towards teaching. The analysis is given in table 4.21.

Table 4.21 Analysis of teachers' attitudes towards salaries

	OPINION ON SALARIES					
	S AGREE	AGREE	NEUTRAL	DISAGREE	S DISAGREE	TOTAL
TEACHERS ATTITUDES POSITIVE	12 29.3%* 26.1%**	11 26.8%* 23.9%**	2 4.9%* 4.3%**	9 22.0%* 19.6%**	7 17.1%* 15.2%**	41 100.0%* 89.1%**
NEUTRAL	1 25.0%* 2.2%**	1 25.0%* 2.2%**	1 25.0%* 2.2%**	-	1 25.0%* 2.2%**	4 100.0%* 8.7%**
N/A	-	1 100.0%* 2.2%**	-	-	-	1 100.0%* 2.2%**
TOTAL	13 28.3%* 28.3%**	13 28.3%* 28.3%**	3 6.5%* 6.5%**	9 19.6%* 19.6%**	8 17.4%* 17.4%**	46 100.0%* 100.0%**

Calculated $\chi^2 = 5.915$ Critical $\chi^2 = 15.51$ $df = 8$ Significance level of 0.05 * Column percent ** Row percent

The relationship based on the calculation χ^2 value of 5.915 and the critical χ^2 value of 15.51 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that there is no relationship between the teachers' salaries and their attitude towards teaching was accepted. Therefore, teachers' attitude towards teaching is not influenced significantly by what they earn. The results of this study are similar to those of Branyon (2002), Makoti (2005), Waithaka (2003) and Wawire (2006) who found that teachers were dissatisfied with their low salaries. However, the lack of a significant relationship between salary and teachers' attitude towards teaching might mean that teachers have resigned to their fate of earning low salaries. Instead of making it an issue they have come up with their own alternatives of bridging the income gap. Some may be tuitioning pupils for a fee after classes. This might be a deliberate choice on the part of the teachers as explained by Ajzen's theory of planned behavior under control belief. Attitudes can be used to protect individuals self esteem from unpleasant truths. It is an unpleasant truth that pre-school teachers earn such a low pay that they might behave like it does not matter but deep down in their hearts it does.

4.9.2 Welfare groups

The assumption is that the school management takes care of teachers in times of problems and happiness. A teacher who is catered for is likely to be at peace, relaxed and productive at his or her place of work. It is in this context that respondents were asked to indicate if their preschools either encouraged welfare groups or gave concessions for welfare matters. The results are presented in table 4.22.

Table 4.22 Existence of welfare groups in pre-schools

Responses	Frequency	Percent
Exists	24	45.3
Does not exist	26	49.1
Total	50	94.3
No response	3	5.7
Total	53	100.0

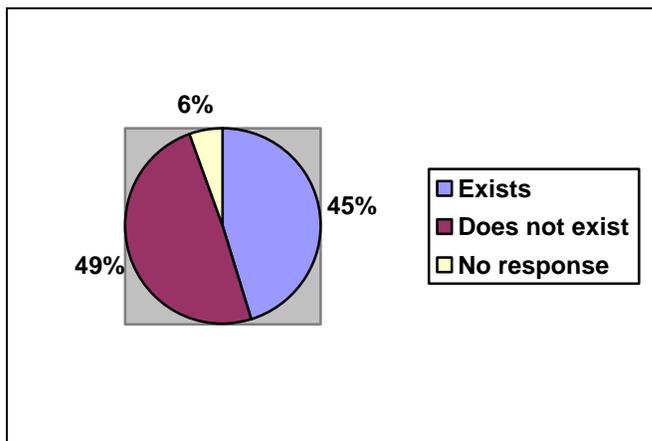


Figure 4.9: Existence of welfare groups in pre-schools

Based on the results on table 4.22, a high percentage of respondents (49%) said that their welfare was not taken care of by the school management. However, it would be important to note that even those who said they had welfare groups implied that they were part of the primary school section welfare groups. When asked the implications of this scenario, teachers interviewed expressed that they felt misfits in the school communities. Whenever they faced issues like the birth of babies, illness or death that required social support and appreciation, this was obviously lacking. It would then be difficult to integrate into the school community once they resumed duty.

The teachers were asked to state how the welfare groups helped them. The responses are summarized in table 4.23.

Table 4.23 Importance of welfare groups to pre-school teachers

Responses	Frequency	Percent
Add confidence	5	9.4
Obtain loan	16	30.2
No welfare	2	3.8
N/A	24	45.3
Total	47	88.7
No response	6	11.3
Total	53	100.0

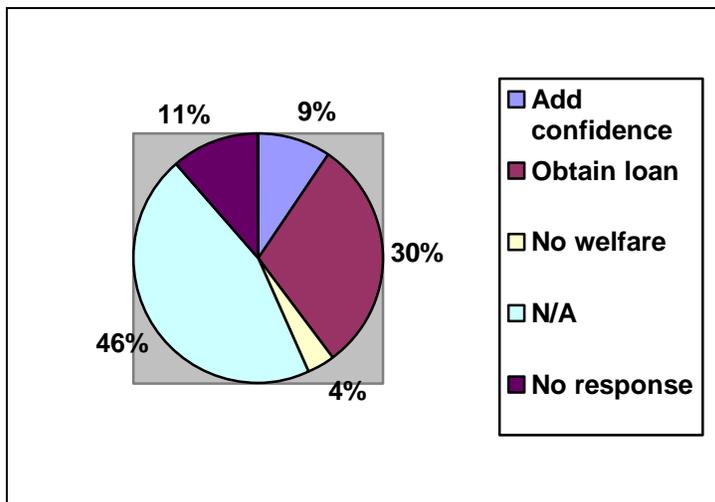


Figure 4.10: Importance of welfare groups to pre-school teachers

All the respondents felt that welfare enhanced togetherness. However, a high percentage of pre-school teachers (45%) could not comment on the importance of welfare in their schools. It emerged from the interview that this state of affairs was necessitated by lack of welfare groups and perhaps in some cases intimidation from the administrators. In the schools where teachers were part of the existing welfare groups, they indicated that

welfare groups add confidence to their lives; it is within such groups that they were encouraged to further their studies. The welfare groups also helped them through giving loans and with this, they were able to develop themselves. Respondents who were interviewed talked of fellow teachers from both the pre and primary sections visiting them at their homes when they had had babies. In times of bereavements, there were visits and also contributions.

The respondents were asked whether they thought the existence of a good welfare group determined their attitude towards teaching. Table 4.24 summarizes the findings.

Table 4.24 Existence of a good welfare

Responses	Pre-school teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	10	18.9	2	16.7
Agree	16	30.2	6	50.0
Neural	8	15.1	1	8.3
Disagree	5	9.4	2	16.7
S disagree	4	7.5	-	-
Total	43	81.1	11	91.7
No response	10	18.9	1	8.3
Total	53	100.0	12	100.0

This could be interpreted to mean that a higher percentage of the pre-school teachers (49%) and even a higher percentage of administrators (67%) agreed that the existence of a good welfare group influenced teachers' attitudes towards teaching. This was further supported by comments during the interviews. The teachers agreed that they were attracted to working in schools that had some kind of welfare group. They all expressed a desire to belong to a welfare group for the purposes of social support. The administrators

agreed that this area needed attention, formation of relevant welfare groups for these professionals was necessary. Within these groups, the teachers would be able to discuss professional issues affecting them. They would make contributions according to their ability. They could start development projects that are relevant to them. However, the welfare aspirations faced a major problem, the teachers' salaries. This is often not enough to live on and to have extras to divert to other opportunities. The obtained data were subjected to a chi-square analysis to test for a possible relationship between motivation and the pre-school teachers' attitude towards teaching. The minor null hypothesis being tested was: There is no relationship between the existence of a good welfare group and the pre-school teachers' attitudes towards teaching. Table 4.25 shows the findings.

Table 4.25 Analysis of teachers' attitudes by existence of welfare groups

	EXISTENCE OF A GOOD WELFARE					
	S AGREE	AGREE	NEUTRAL	DISAGREE	S DISAGREE	TOTAL
TEACHERS' ATTITUDES POSITIVE	10 25.0%* 23.3%**	14 35.0%* 32.6%**	7 17.5%* 16.3%**	5 12.5%* 11.6%**	4 10.0%* 9.3%**	40 100.0%* 93.0%**
NEUTRAL		2 66.7%* 4.7%**	1 33.3%* 2.3%**			3 100.0%* 7.0%**
TOTAL	10 23.3%* 23.3%**	16 37.2%* 37.2%**	8 18.6%* 18.6%**	5 11.6%* 11.6%**	4 9.3%* 9.3%**	43 100.0%* 100.0%**

Calculated $\chi^2 = 2.56$ Critical $\chi^2 = 9.45$ $df = 4$ Significance level of 0.05 * Column percent ** Row percent

The relationship based on the calculated χ^2 value of 2.56 and the critical χ^2 value of 9.45 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that there is no relationship between the existence of a good welfare group and the pre-school teachers' attitudes towards teaching was accepted. Therefore, existence of welfare groups does not significantly affect teachers' attitude towards teaching. However, the teachers desire to be part of welfare groups might be an indicator that they felt interacting with the wider community makes them more positive towards teaching. They seem to value gestures extended to them during illness, having babies or death in their families. Possibly this corresponds to George Mead's (1934) explanation that teachers attitudes are reactions to the communities attitude towards them.

4.10 Significant others

Significant others in the study included administrators, parents and colleagues. It is assumed that the community in which teachers work influences their attitude towards teaching. This influence is either positive or negative and to a given extent influences attitude towards teaching.

The hypothesis formulated for this section was :

HO₆: There is no significant relationship between significant others as measured by

- i) Administrators
- ii) Parents
- iii) Colleagues and teachers attitude towards teaching in preschool in Thika Municipality.

Hypothesis HO₆: was sub-divided into three minor ones corresponding to the three categories. The purpose was to be able to address all the identified indicators.

Ho: 1 There is no significant relationship between relationship with administrators and teachers' attitudes towards teaching in pre-schools.

Ho: 2 There is no significant relationship between relationship with parents and teachers' attitudes towards teaching in pre-schools.

Ho: 3 There is no significant relationship between relationships with colleagues and teachers' attitudes towards teaching in pre-school.

4.10.1 Significant others as it relates to the relationship between administrators and teachers

Teachers were asked to indicate whether their administrators influenced them on the way they taught. The influence could be positive or negative. Table 4.26 summarizes their responses.

Table 4.26 Administrators' influence on the teachers

Responses	Frequency	Percent
Yes	32	60.4
No	20	37.7
Total	52	98.1
No response	1	1.9
Total	53	100.0

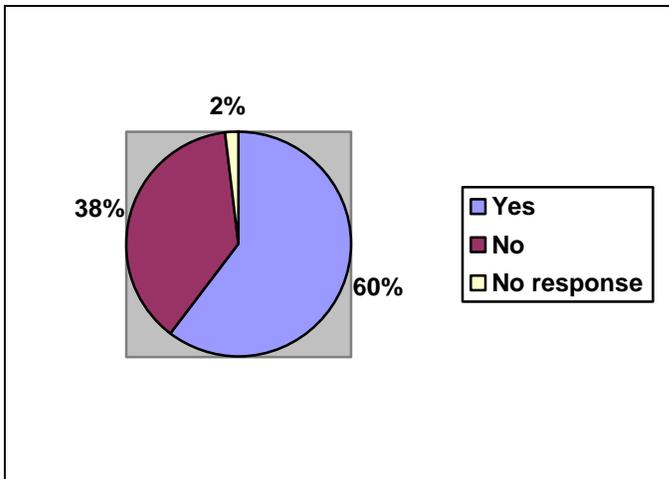


Figure 4.11: Administrators' influence on the teachers

According to the responses obtained, 60% of the teachers indicated that administrators influenced them while a lower 38% felt that administrators did not influence them. These findings concur with those of Mumo (1999), Mwangi (2000), Waithaka (2003) who found that teachers were satisfied in schools with good management and rated good relationships with administrators as key to their job satisfaction. This possibly means teachers value having good working relationships with their school administrators. High on their list of motivators is appreciation and recognition from administrators.

George Mead in his Social Theory (1934) explains that an individual's attitude is shaped through the process of interacting with the community around them. Administrators form part of significant others and how they treat the teachers evokes responding gestures that might be positive or negative.

Respondents were then asked to indicate whether relationship with administrators influence teachers attitude towards teaching. The responses are shown in table 4.27

Table 4.27 Respondents’ opinions on whether relationship with administrators influences teachers’ attitude towards teaching

Responses	Pre-school teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	20	37.7	4	33.3
Agree	14	26.4	6	50.0
Neural	5	9.4	2	16.7
Disagree	4	7.5	-	-
S disagree	2	3.8	-	-
Total	42	84.9	12	100.0
No response	8	15.1	-	-
Total	53	100.0	12	100.0

The results indicated that a high percent of the teachers (64%) and administrators (83%) agreed and strongly agreed that relationships with administrators influenced their attitude towards teaching. It emerged from the teachers’ interview, that the relationship could either be warm/cordial or cold/ indifferent. Where the relationships were warm and cordial, the teachers felt understood. Their work was appreciated either verbally or in writing. The administrators visited them regularly at the pre-school section. They were assigned duties in the wider school set-up. Where relationships were cold/ indifferent, teachers lamented of tongue lashing in front of colleagues. Their work and effort went unnoticed.

The obtained data were then subjected to a chi-square analysis to test for a possible relationship between relationship with administrators and the teachers’ attitude towards

teaching. The minor null hypothesis being tested was: There is no relationship between relationship with administrators and the teachers' attitude towards teaching. The findings are in presented in table 4.28.

Table 4.28 Analysis of teachers' attitudes by relationship with administrators

	YOUR RELATIONSHIP WITH ADMINISTRATORS					
	S AGREE	AGREE	NEUTRAL	DISAGREE	S DISAGREE	TOTAL
TEACHERS ATTITUDE POSITIVE	19 46.3%* 42.2%**	12 29.3%* 26.7%**	5 12.2%* 11.1%**	3 7.3%* 6.7%**	2 4.9%* 4.4%**	41 100.0%* 91.1%**
NEUTRAL	1 33.3%* 2.2%**	2 66.7%* 4.4%**	-	-	-	3 100.0%* 6.7%**
N/A	-	-	-	1 100.0%* 2.2%**	-	1 100.0%* 2.2%**
TOTAL	20 44.4%* 44.4%**	14 31.1%* 31.1%**	5 11.1%* 11.1%**	4 8.9%* 8.9%**	2 4.4%* 4.4%**	45 100.0%* 100.0%**

Calculated $\chi^2 = 12.59$ Critical $\chi^2 = 15.51$ $df = 8$ Significance level of 0.05 * Column percent ** Row percent

The relationship based on the calculated χ^2 value of 12.59 and the critical χ^2 value of 15.51 was not significant at 0.05 level of significance. Based also on the analysis, the null hypothesis which states that there is no significant relationship between relationship with administrators and teachers' attitudes towards teaching was accepted. Therefore, relationships with administrators does not significantly influence teachers' attitude towards teaching.

4.10.2 Significant others as it relates to relationship between the teachers and parents

Teachers were to indicate whether they were influenced by relationships with parents.

The data were presented in table 4.29

Table 4.29 Parents' influence on teachers

Responses	Frequency	Percent
Yes	33	62.3
No	20	37.7
Total	53	100.0

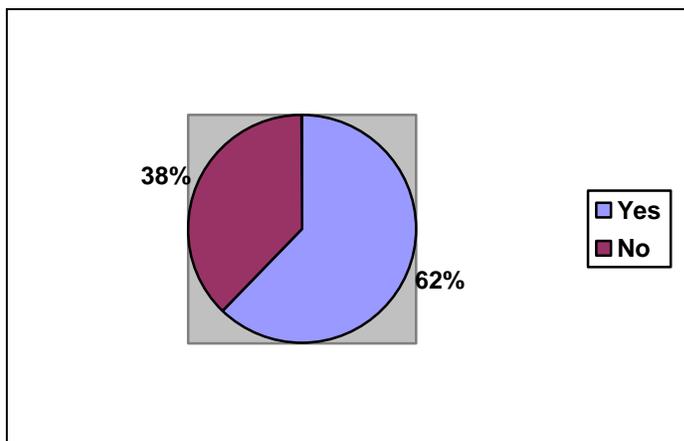


Figure 4.12: Parents' influence on teachers

It is evident from the above table that, 62% of the teachers felt that parents influenced them, while 20% felt that parents did not influence them. A high percent (90%) of the teachers indicated the nature of influence they got from parents as positive. Such parents motivated them to work harder while a small proposition (10%) looked down on them.

Respondents were then asked whether the relationship with parents influenced teachers' attitude towards teaching.

Table 4.30 Respondents' opinions on whether teachers' relationship with parents influences teachers' attitude towards teaching

Responses	Pre-school teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	18	34.0	4	33.3
Agree	17	32.1	4	33.3
Neural	3	5.7	2	16.7
Disagree	1	1.9	2	16.7
S disagree	5	9.4	-	-
Total	44	83.0	12	100.0
No response	9	17.0	-	
Total	53	100.0	12	100.0

According to table 4.30, 66% of the teachers and 67% of the administrators agreed or strongly agreed that relationship with parents influences teachers' attitudes towards teaching. The teachers interviewed said that in most cases the influence was positive. It also emerged from the respondents that some parents were friendly. They could pay bus-fare for them if they were in the same public means. Some could give them monetary tokens. Those that work in markets gave the teachers good discounts on shopping. In some cases, teachers were able to visit the children in their homes. However in a few

instances, some parents were hostile, faulting teachers on every small thing that goes wrong with their children; for example, forgetting lunch-tins and homework in class. Some parents belittle the teachers for example by calling them “Ka-mwalimu” (interpreted as lesser teachers). Administrators concurred with the teachers and said that teachers work better when they were recognized and appreciated by parents. It makes the working atmosphere relaxed and more effective.

Ajzen (1985) would capture this in both behavioral beliefs and normative beliefs. The teachers’ attitude towards teaching is guided by the degree to which performance of the behavior is positively valued. Also, the teachers assess themselves based on societal expectations. Perhaps this means that if parents were positive towards the teachers and looked for ways of communicating to them that their work was highly valued, the teachers would develop more positive attitudes towards their work. It also might mean that they would handle the pupils much better.

The data were subjected to a chi-square analysis to test for a possible relationship between relationship with parents and the teachers’ attitude towards teaching. The minor null hypothesis being tested was: There is no relationship between relationship with parents and the teachers’ attitude towards teaching. The results are presented in table 4.31.

Table 4.31 Analysis of teachers' attitude by relationship with parents

	TYPE OF PRE-SCHOOL					
	S AGREE	AGREE	NEUTRAL	DISAGREE	S DISAGREE	TOTAL
TEACHERS ATTITUDE POSITIVE	14 35.9%* 32.6%**	16 41.0%* 37.2%**	3 7.7%* 7.0%**	1 2.6%* 2.3%**	5 12.8%* 11.6%**	39 100.0%* 90.7%**
NEUTRAL	3 100.0%* 7.0%**	-	-	-	-	3 100.0%* 7.0%**
N/A	-	1 100.0%* 2.3%**	-	-	-	1 100.0%* 2.3%**
TOTAL	17 39.5%* 39.5%**	17 39.5%* 39.5%**	3 7.0%* 7.0%**	1 2.3%* 2.3%**	5 11.6%* 11.6%**	43 100.0%* 100.0%**

Calculated $\chi^2 = 6.36$ Critical $\chi^2 = 15.51$ $df = 8$ Significance level is 0.05 * Column percent ** Row percent

The relationship based on the calculated χ^2 value of 6.36 and the critical χ^2 value of 15.51 was not significant at 0.05 level of significance. Based on that analysis, the null hypothesis which states that there is no relationship between relationship with parents and the teachers' attitude towards teaching was accepted. Therefore, it seems relationships with parents do not significantly influence preschool teachers' attitude towards teaching.

4.10.3 Significant others as it relates to a relationship between teachers as colleagues

The respondents were asked to indicate whether or not their attitudes towards teaching were influenced by their colleagues. This influence could be both positive and negative.

The responses appear in table 4.32

Table 4.32 Teacher – teacher influence

Responses	Frequency	Percent
Yes	28	52.8
No	25	47.2
Total	53	100.0

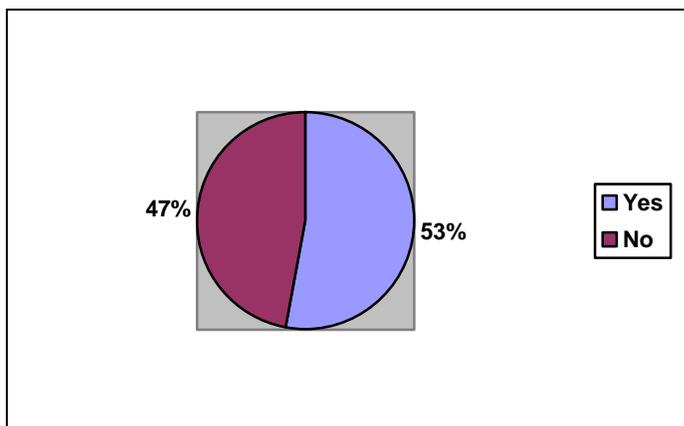


Figure 4.13: Teacher-teacher influence

It is evident from the table that 53% of the teachers felt that their colleagues had positive or negative influence on them. However, a significant number of 47% of them said they were not influenced in any way.

The respondents were further asked for their opinion on whether their colleagues affected their attitude towards teaching or not. These responses are reflected in table 4.33

Table 4.33 Respondents opinion on whether relationship with teacher colleagues influence teachers’ attitudes towards teaching

Responses	Pre-school teachers		Administrators	
	Frequency	Percent	Frequency	Percent
S Agree	18	34.0	4	33.3
Agree	15	28.3	4	33.3
Neural	9	17.0	2	16.7
Disagree	4	7.5	1	8.3
S disagree	1	1.9	-	-
Total	47	88.7	11	91.7
No response	6	11.3	1	8.3
Total	53	100.0	12	100.0

The results in table 4.33 show a high percentage of the teachers (62%) and administrators (67%) agreeing or strongly agreeing that relationships between colleagues influenced teachers’ attitudes towards teaching. From the interviews, the researcher found that in cases where teachers were friendly and happy towards each other, the atmosphere in the school was good. The teachers worked together, ate together and played with the children. In one of the schools, the teachers requested to meet the researcher in the afternoon because that was the day the teachers prayed together over lunch hour. Good

relationships were observed to be vital for job satisfaction. These findings reinforce Mumo's (1999) and Mwangi's (2000) who found that relationships contributed to job satisfaction. This means good relationships with colleagues not only provide job satisfaction but also shape the teachers' attitudes towards teaching. Ajzen (1985) in his theory of planned behavior would explain this as part of individual's normative beliefs. Teachers will probably nurture positive attitudes based on their colleagues' judgment of them. If they receive approval and encouragement, they could develop positive attitudes towards what they do.

The obtained data were then subjected to a chi-square analysis to test for a possible relationship between the relationship between colleagues and the teachers' attitude towards teaching. The minor hypothesis being tested was: There is no relationship between relationships between colleagues and the teachers' attitude towards teaching. The results are presented in table 4.34.

Table 4.34 Analysis of teachers' attitudes by relationship between colleagues

	YOUR RELATIONSHIP WITH COLLEAGUES					
	S AGREE	AGREE	NEUTRAL	DISAGREE	S DISAGREE	TOTAL
TEACHERS ATTITUDE POSITIVE	15 36.6%* 32.6%**	15 36.6%* 32.6%**	7 17.1%* 15.2%**	3 7.3%* 6.5%**	1 2.4%* 2.2%**	41 100.0%* 89.1%**
NEUTRAL	2 50.0%* 4.3%**	-	2 50.0%* 4.3%**	-	-	4 100.0%* 8.7%**
N/A	-		-	1 100.0%* 2.2%**	-	1 100.0%* 2.2%**
TOTAL	17 37.0%* 37.0%**	15 32.6%* 32.6%**	9 19.6%* 19.6%**	4 8.7%* 8.7%**	1 2.2%* 2.2%**	46 100.0%* 100.0%**

Calculated $\chi^2 = 14.75$ Critical $\chi^2 = 15.51$ $df = 8$ Significance level is 0.05 * Column percent ** Row percent

The relationship based on the calculated $\chi^2 = 14.75$ and the critical $\chi^2 = 15.51$ was not significant at 0.05 level of significance. Based also on that analysis, the null hypothesis which states that there is no relationship between colleagues and the teachers' attitudes towards teaching was accepted. Therefore, colleague influence does not significantly influence teachers' attitudes towards teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the findings, implications of the findings, conclusion, recommendations and suggestions for further research.

5.1 Summary

The main aim of the study was to investigate determinants of pre-school teachers' attitudes towards teaching in Thika Municipality. The selected factors included training, experience, gender, type of school, motivation and significant others. The study was a descriptive survey that employed both qualitative and quantitative methods. In the data collection process, questionnaires and interview schedules were used.

The study problem was to find out pre-school teachers' attitudes towards teaching in Thika Municipality. The various complaints raised by different stakeholders, especially of teachers having negative attitudes towards pre-school teaching necessitated the study. The study investigated pre-school teachers' attitudes towards teaching in Thika Municipality to check whether they were positive or negative. It also investigated factors that influenced the teachers' attitudes towards teaching. The significance of relationships between the selected independent factors and the pre-school teachers' attitudes towards teaching were analyzed using the chi-square statistics.

5.2 Summary and implications of the findings

The study as per the research objectives yielded the following results.

5.2.1 Training and teachers' attitudes towards teaching in Thika Municipality

The study found that 72% of the teachers were trained while 23% were undergoing training. However, a high percent (66%) of the trained teachers were at the certificate level. This reflected low level training among the teachers in Thika Municipality.

A significant number of these trained teachers had attained their training through attending holiday classes offered by different colleges. Many had encountered difficulties in their studies because of lack of finances.

The study also found that administrators preferred to hire teachers with low level training such as diplomas or certificates. The main reasons cited for this choice was that degree holders demanded high salaries. It was also difficult to retain them for long because when they got better jobs they moved on. This implies that low level training among pre-school teachers is still prevalent. Many of these teachers are also hindered from advancing their training by lack of finances. It also seems that if they acquired high levels of training that attracted high pay, it might be difficult to get appropriate jobs because administrators are still not ready to pay high salaries for teachers at this level.

5.2.2 Experience and teachers' attitudes towards teaching.

The study found that 68% of the teachers had experience ranging from one to six years. This indicated that Thika Municipality had a high percentage of pre-school teachers with few years of experience. These were the ones actively teaching in the pre-schools.

The study also found that teachers who had experience of 7 years and above left classroom teaching and either went out to start their own schools or got better paying jobs elsewhere. The implication for this is that the teaching profession may keep on losing experienced teachers to other professions.

5.2.3 Gender and the teachers' attitudes towards teaching

Female teachers were more than their male counterparts. The study found that many female teachers viewed pre-school teaching as an extension of mothering. It was like taking care of their own children.

One outstanding finding was that pre-school teaching was largely viewed as a job for women. This introduced bias in hiring because even the administrators preferred to hire female teachers because they functioned better in these positions. This implies that it is advantageous to be female when seeking for a job at this level. Female teachers are more accepted than their male counterparts at this level. The discrepancy in hiring between male and female teachers will continue to be big until the society changes its mind towards the suitability of male teachers at this level.

5.2.4 The type of school and the teachers' attitudes towards teaching

Teachers in the public pre-schools appeared happier and more positive in their attitude towards teaching than those in private preschools. The teachers interviewed said they were happier in the public pre-schools because they did not have to report to work very early in the morning (before 8a.m). They also indicated that the time-tables they followed were child friendly. They were not over supervised. The headteachers trusted that they knew what to do and gave them space to function. They were not expected to teach children content higher than the childrens' ability and therefore, did not feel strained when working. They also had hope that the government would eventually hire them. The major complaint voiced was the poor pay they received.

Teachers in the private pre-schools appeared hurried and unsettled. Their attitude towards pre-school teaching was less positive. They cited difficulties in their work such as having to work long hours; they needed to report to work as early as 7.30 am. The time-tables were tight. They were teaching the pre-school children lower primary school level content. They had large numbers of children to attend to. The teachers were not content with their pay. The size of school was observed to influence teachers' attitudes toward teaching. Being in big pre-schools meant a lot more work for the teachers especially in terms of marking class work and homework. The number of pupils also determined the teachers' salaries.

One major finding in both public and private pre-schools was a high turnover of teachers. Only 49% of the teachers had stayed in their present pre-schools for more than 3 years. Teachers kept moving from pre-school to pre-school seeking better pay.

The implication is that teachers may use private pre-schools as stepping stones for other jobs. This is likely to bring in instability in the affected schools. Pupils at the end of it may be the losers.

5.2.5 Motivation and teachers' attitudes towards teaching

The study found that most (70%) of the teachers were not happy with what they earned. A high percentage (78%) of the teachers also indicated that the amount they earned was not enough to cater for their needs.

In terms of welfare, the study found that there are no specific welfare groups among this category of professionals. However, many expressed a desire to belong to a welfare group for the purposes of social support. These findings imply that pre-school teachers are discontented with what they earn. They would also be happier if there were welfare groups in place for them.

5.2.6 Significant others and teachers' attitudes towards teaching

Relationships with administrators influenced the teachers' attitudes towards teaching. The existing relationships were warm/cordial or cold/indifferent. The kind of relationship that existed determined the teachers' attitudes and how they worked.

Relationships with parents also influenced the teachers' attitudes towards teaching. A majority (66%) of the teachers said that parents were friendly to teachers and treated them well. This also motivated them to work well. Except in a few instances where parents were hostile, faulting teachers and belittling them. Where relationships with colleagues were friendly, the teachers were happy and the school atmosphere was good. The teachers also seemed to have a significant level of job satisfaction. This implies that good relationship with significant others determines teachers' attitudes towards teaching. Positive relationships enhance positive attitudes towards teaching among pre-school teachers.

5.3 Conclusions

The study arrived at the following conclusions based on the study findings.

- Training shapes teachers' attitudes towards teaching. When the teachers know well what they should teach and how, they are confident in their work. They are better able to handle the pupils. Therefore, teachers need to be encouraged to train. However, pre-school teachers need to aim at higher level training. They should not just be contented at the certificate level. In-service training should also be made a requirement at regular intervals so that teachers can be retrained in the areas they are not confident.
- Experience adds to the teachers' confidence in performing their work. Almost all the teachers in the study had a few years of experience. However, experience does not necessarily mean that the teachers will have positive attitudes towards teaching. It also appeared that after about six years, the experienced teachers quit

from active classroom teaching. This means that new teachers joining the profession may not be having senior colleagues that can mentor them. This imbalance needs to be looked into.

- Pre-school teachers prefer to work in public pre-schools rather than in private ones. The only limiting aspect that keeps many of them away is the pay. Interviewed teachers indicated that job security was much better in the public sector than in the private sector.
- Pre-school teachers are unhappy with their salaries. The salary scale ranged from Kshs 2,000/= - Kshs 8,000/=. This was not enough to cater for the teachers' upkeep. Many kept their jobs because they did not have another better source of income.
- More men should be encouraged to train as pre-school teachers. Ways of overcoming the challenges they face at this level should be explored.
- Urgent measures by the Ministry of Education should be put in place so as to streamline activities of pre-school.

5.4 Recommendations

Based on the study results, recommendations for the stakeholders at pre-school education level were made. These are presented in the following sections.

5.4.1 Recommendations for Ministry of Education

- Immediate changes need to be put in place to give the profession a human face and to motivate the teachers who are largely demotivated.

- Registration of pre-school teachers under the Teachers Service Commission should be strengthened. The teachers need to be recognized as part of the national teaching workforce in the country. Preferably pre-school teachers need to be under the Ministry of Education.
- The ministry needs to intervene and regulate the pre-school teachers' salaries. They could come up with employment and pay guidelines that would apply to both the public and private pre-schools. The salary scale should be based on qualifications and merit. Other considerations like hardship allowances should be considered for teachers in disadvantaged areas.
- Pre-school teachers with high qualifications like degrees should be hired by the government. They should be paid well like other graduates and then deployed to head the pre-schools. Pre-schools should also have head teachers that are specifically trained in that field.
- The government also needs to develop a promotion schedule that will give teachers incentive in their obligations.
- The Ministry of Education needs to help reduce the turnover rate. Improved retention levels would enhance stability at the pre-school level.
- Education officers should provide guidance and supervision to all pre-schools in Thika Municipality.

5.4.2 Recommendation for pre-school administrators

- Administrators need to work on modalities of motivating teachers. This should be at predictable intervals. This would give teachers something to look forward to and encourage them to work hard.

- There is need for the pre-school administrators and management to encourage formation of welfare groups among the pre-school teachers. The groups should be nurtured and be relevant to the needs of pre-school teachers. Being part of primary school welfare groups did not adequately meet the needs of pre-school teachers.
- Administrators should work at having positive relationships with pre-school teachers working under them. The healthier the relationships- the better the working environment. They should avoid intimidating them, and dismissing them at will. On the other hand, the pre-school teachers also need to be responsible, taking their work seriously.

5.4.3 Recommendation for parents

- Many of the parents have good relationships with teachers. This is to be encouraged. However, those that are negative and demean the teachers especially in front of their children should change.

5.4.4 Recommendation for NACECE

- Nacece should come up with refresher courses for pre-school teachers in the area of attitudes. Many of the teachers did not seem to understand well what attitudes are and how these impacts on their performance.

5.5 Areas for further research

The findings of the study cannot be generalized to the entire country. The findings were limited to Thika Municipality.

- Studies on the same topic can be conducted in other municipalities, rural as well as urban settings.
- Other factors like the welfare groups and relationships with significant others can be studied in details to determine how they influence teachers' attitude towards teaching.
- There are other determinants that were not investigated in the study. Such determinants like the socio-economic influence should be studied in detail to determine whether they significantly influence pre-school teachers' attitudes towards teaching.
- A study also needs to be undertaken to find out the reasons for the high turnover of teachers at this level. Such a study should also look into ways of minimizing this problem so that the pre-schools enjoy continuity.

References

- Ajzen, I. (1985). *A theory of planned behavior*. http://en.wikipedia.org/wiki/Ajzen_theory_of_planned_behaviour # External links.
- Alreak, P.L. and Settle R.B. (1995). *The survey research handbook*. London: IRWIN
- Anonymous. (2008). *Attitude (psychology)* Retrieved January 21, 2008 from <http://www.en.Wikipedia.org>
- Arasa, J. (1995). *Relationship between student's achievement motivation and students attitude towards school, parental education and involvement with their children's schoolwork among slum schools*. M.Ed Thesis, Kenyatta University.
- Barnett, W.S. (2004). *Better teachers, better preschools: student achievement linked to teacher qualification*. Brunswick, National Institute for early education research preschool policy matters, 2.
- Bell, J. (1993). *Doing your research project*. Open University press, B Buckingham. Philadelphia.
- Berk, L. (1985). *Relationship of caregiver education to child-oriented attitudes, of satisfaction, and behaviors towards children*. Child care Quarterly, 14(2), 103-129.
- Bitengo, T.M. (2002). *Factors influencing preschool teachers attitude towards teaching mathematics: A study of Kasarani Division, Nairobi Province*. M.Ed Thesis, Kenyatta University

- Bowman, B., Donovan, S., & Burns, S. (Eds.) (2001). *Eager to learn: Educating our Preschoolers*. Washington DC: National Academy Press.
- Branyon, J.B. (2002). *Teaching the ABC'S: A naturalistic four- case study curricular enactment strategies used by four Kenyan pre-school teachers*. Unpublished Ph.D Dissertation, University of Southern Carolina.
- Data, A. (1984). *Education and society: Sociology of African education*. London: Macmillan publishers.
- Dunn, L. (1993). *Proximal and distal features of day care quality and children's development*. Early
- Eshiwani, G.S. (1983). *Factors influencing performance among primary and secondary school pupils in Western Province of Kenya*. Nairobi: Bureau of Education Research.
- Ezewu, E. (1984). *Sociology of education*. London, Longman Group Essex.
- Fraenkel, J.R. and Wallen, N.E. (2000). *How to design and evaluate research in education*. London, McGraw Hill.
- Gakii, C.M. (2003). *Preschool teachers factors that influence the teacher-child relationship in Miriga-Mieru divisions, Meru Central District, Kenya*. Unpublished .MEd Thesis, Kenyatta University.
- Gakuru, O.N. and Koech, B.G. (1995). *The experiences of the young children: a contextualized case study of early childhood care and education in Kenya*. Unpublished research report.

- Gay, L.R. (1992). *Educational research competencies for analysis and application* (4th ed.). New York, NY: Macmillan Publishing Company.
- Gumo, A.W.M. (2003). *Teacher factor related to the teaching of art and craft in preschools in Kaloleni and Kikambala division in Kilifi district*. Unpublished M.Ed.Thesis, Kenyatta University.
- Howes, C., & Brown. (2002). *Improving Childcare quality: A guide for position 10 commissions*. Los Angeles: UNCLA center for healthier children, families and communities.
- International conference on education. (2001). *National report on the development of education in Kenya*. Nairobi: Ministry of education, science & technology. Retrieved, December 2006 from <http://www.ibe.unesco.org/interntional/ice/natrap/Kenya>.
- Johnson, D.X.V. and Johnson, R. (1989). *Leading the cooperative school; Edna M.N.* Interaction Book Company.
- Kaga, Yoshie. (2007). *The training and working conditions of pre-school teachers in France*. [http://www. UNESCO. Org / education / early –childhood / brief](http://www.UNESCO.Org/education/early-childhood/brief).
- Kallgren, C.A& Wood, W. (1986). *Access to attitude-relevant information in memory as a determinant of attitude-behavior consistency*. Journal of Experimental Social Psychology.
- Kerlinger, F.N. (1973). *Foundations of behavioral research*. New York: Holt Rhinehart and Winston Inc.

- Kenya Institute of Education. (1999). *Guidelines for Early Childhood Development in Kenya*. Nairobi.
- Kimengi, I.N. (1991). *Factors determining commitment to teachers in three districts; Keiyo, Marakwet, Nyeri and Kakamega*. Unpublished M.Ed thesis, Kenyatta University.
- Kivuva, L. (1997). *Professional qualities of teachers in early childhood education – A comparative study of urban pre-schools*. Unpublished M.Ed Thesis:Kenyatta University. Kenya.
- Koech, B. (2003). *New emerging category of young children at developmental risk in Kenya*. Unpublished paper: Kenyatta University.
- Kombo, D.K. (2006). *Sociology of education*. Nairobi: The Catholic University of Eastern Africa.
- Kombo, D.K. and Tromp, D. L. A. (2006). *Proposal and Thesis writing: An introduction*. Nairobi: Pauline's Publications Africa.
- MacMillan, J. and Schumacher, S. (1989). *Research in education. A conceptual introduction* (2nd Ed.). London: Scott Foresman and Company.
- Makoti, N. (2005). *Terms and conditions of service and their relationship to motivation of preschool teachers in Kwale District*. Unpublished M.Ed Thesis: Kenyatta University. Kenya.
- Mead, H.G. (1934). *The social foundations and functions of thought and communication*. In A.P. Hare et al. (eds), *small groups in social interaction*, New York: Alfred A. Knopf, Inc. 1965. Pg. 20-23.

- Mohammed, A.A. (1994). *The impact of pre-service training on the attitudes and teaching performance of primary schools' social studies pre-school teachers in Kenya*. Unpublished M.Ed Thesis: Kenyatta University.
- Mumo, D.K. (1999). *Job satisfaction of tutors in technical institutes in Nairobi province*. Unpublished M.Ed Thesis: Kenyatta University.
- Munyeki, L.W. (1997). *A survey of perceptions and utilization of selected factors on mother tongue teaching in Nursery schools in Githunguri Division, Kiambu district...implications for curriculum*. Unpublished M.Ed. Thesis: Kenyatta University.
- Mwangi, C.N. (2000). *A study of the factors that contribute to job satisfaction and dissatisfaction among primary school teachers*. Unpublished M.Ed Thesis: Kenyatta University.
- Ndegwa, M. (2004). *Factors influencing pre-school teachers attitudes towards child – centered and teacher – centered teaching methods in Nairobi, Kenya*. Unpublished M.Ed Thesis: Kenyatta University.
- Ng'asike, J. (2004). *Teachers' use of play as a medium of bridging pre-school children's mathematic experiences: A case study of Kasarani Division, Nairobi*. Unpublished M.Ed. Thesis: Kenyatta University.
- Ochieng, O.M. (2003). *Motivation factors influencing science teachers in public secondary schools in Migori District, Kenya*. Unpublished M.Ed Thesis: Kenyatta University.

- Okumbe J.A. (1998). *Educational management: Theory and practice*. Nairobi: Nairobi University press.
- Omwenga, K.C. (1992). *A study of the attitude of pre-school teachers and standard eight children toward basic prevocational skills in Lang'ata Division, Nairobi*. Unpublished M.Ed Thesis, Kenyatta University.
- Orodho, A.J. and Kombo, D.K. (2002). *Research methods*. Nairobi, Kenyatta University, Institute of open learning.
- Penner, L.A. (1999). *Social psychology*. New York: West Publishing Company.
- Phillips, B. (1985). *Sociological research methods: An Introduction Homewood*. London: The Dorsey Press.
- Republic of Kenya (2002). *Thika District Development Plan 2002-2008*. Nairobi: Government Printers.
- Republic of Kenya. (2006). *Early childhood development service standard guideline for Kenya*. Nairobi: Government Printers.
- Robertson, J. (1996). *Effective classroom control: understanding teacher – student relationship (3rd ed)*. London: Hodder and Stoughton.
- Sdorow, L. M. (1993). *Psychology*. Iowa: WCB Brown and Benchmark.
- Triandis, H.C. (1971). *Attitude and attitude change*. London: John Wiley and Sons, Inc.
- Waithaka, E.N. (2003). *The level of job satisfaction of preschool teachers in Thika municipality*. Unpublished M.Ed. Thesis, Kenyatta University.

Wawire, V.K. (2006). *Factors that influence the quality and relevance of Early Childhood education in Kenya: multiple case studies of Nairobi and Machakos Districts*. Unpublished Ph.D Dissertation, Kenyatta University, Kenya.

Whitebook, M. (2003). *Early education quality: Higher teacher qualifications for better learning environments- a review of the literature*. Berkeley: University of California.

Wiersma, w. (1990). *Research methods in education*. Boston: Allyn and Bacon.

APPENDIX: A

QUESTIONNAIRE FOR PRESCHOOL TEACHERS

Please answer all the questions as honestly as possible. This is not an exam. The information given will be treated confidentially. The questionnaire has two parts:

1. Requires general information about yourself and the school.
2. Requires information about determinants that influence/affect your attitude towards teaching.

PART 1 A

1. Name of school _____

2. Sex : Male Female

3. Type of school : Public Private

4. Size of school : Big Small

5. Are you trained : Yes No

Undergoing training

6. If question 5 is yes, which early childhood training did you attend?

Dicece KHA Montessori

Other _____

7. How long did the training take?

Less than 3months Between 3months-1 year

Between 1-2 years Between 2-4 years

8. What is your highest professional qualification?

Certificate Diploma Degree Untrained

9. How long have you been a pre-school teacher?

1-3years 3-6years 6-9 years 10 years and above

10. How long have you been teaching in your present school?

Less than 1 year 2-3 years 3-4 years 5 years and above

11. Which of the following training courses in Early Childhood Education has your employer given you opportunity to attend?

Seminar/Workshops Short courses

Certificate courses Diploma courses

Degree courses

12. Are you happy with your pay?

Yes No

Please explain _____

13. Do you have a teachers' welfare group?

Yes No

If yes, briefly describe it _____

14. What do you think of teaching in pre-school?

	5	4	3	2	1	
Easy						Difficult
Interesting						Boring
As a full-time job						As a part-time job
Demanding						Relaxed
Respectable						Unrespectable

15. Do you think that your gender has affected your attitude towards teaching in your school?

Yes No N/A

Give reasons to support your answer _____

16. In your opinion, do you think that your attitude towards teaching has been influenced by significant others?

Yes No N/A

Give reasons to support your answer _____

17. Are you motivated to do your work?

Always Sometimes Not at all

18. In your opinion, how do you rate your attitude towards teaching?

Positive Neutral Negative N/A

19. In you were given a chance to suggest measures of improving the teachers' attitudes towards teaching, what would you put forward?

Retraining Salary increment Sacking

Any other, please explain _____

Part 2

The following is a list of factor items related to your work. Do you think they influence/affect your attitude towards teaching? Tick the alternative that best describes your position. 1. Strongly agree (SA) 2. Agree (A) 3. Neutral (N) 4. Disagree (D) 5. Strongly Disagree (SD)

	FACTORS	SA	A	N	D	SD
1	The type of school you teach in					
2	The size of school you teach in					
3	Being a male or female teacher					
4	A good salary compared to that of other pre-school teachers in your area					
5	The possibility of the job providing for a steady employment					
6	Opportunities in the job to develop and refine new skills and abilities					
7	Opportunity for promotion					
8	Existence of a good welfare programme					
9	Provision of retirement benefits					
10	Opportunity for useful in-service courses					
11	Professional qualification					
12	The number of years you have taught					
13	Your relationship with the pupils					
14	Your relationship with colleagues					
15	Your relationship with the administration					
16	Support from parents/community					
17	Response of management towards your personal problems					

APPENDIX: B

QUESTIONNAIRE FOR HEADTEACHERS

1. Name of school _____
2. Sex : Male Female
3. Type of school : Public Private
4. Size of school : Big Small
5. Do you have any training in early childhood education? If yes, explain.

6. What is your highest professional qualification?
Certificate Diploma Degree
7. How long have you been a head teacher in your present school?
Less than 1 year 2-3 years 3-4 years
5 years and above
8. Have you attended any early childhood education courses in the last six months? Yes No
Name them and give duration _____
9. In your opinion, what is your teachers' attitudes towards teaching?
Positive Neutral Negative Do not know

Part 2

10. The following is a list of factor items related to your teachers' work. Do you think they influence/affect your teachers' attitudes towards teaching? Tick the alternative that best describes your position.

	FACTORS	SA	A	N	D	SD
1	The type of school					
2	The size of school					
3	Being a male or female teacher					
4	A good salary compared to that of other pre-school teachers in your area					
5	The possibility of the job providing for a steady employment					
6	Opportunities in the job to develop and refine new skills and abilities					
7	Opportunity for promotion					
8	Existence of a good welfare programme					
9	Provision of retirement benefits					
10	Opportunity for useful in-service courses					
11	Professional qualification					
12	Teaching experience					
13	Teacher relationship with the pupils					
14	Their relationship with colleagues					
15	Their relationship with the administration					
16	Support from parents/community					
17	Response of management towards your personal problems					

11. What in your opinion can be done to improve pre-school teachers' attitudes towards teaching?

APPENDIX: C

INTERVIEW SCHEDULE (TEACHERS)

1. How long have you taught in pre-school
2. To what extent has the school you work in affected your attitude towards teaching?
3. How has being male/female influenced your attitude towards teaching?
4. Do you think your school offers you adequate motivation? Explain.
5. What else would you like included as part of motivation? Explain.
6. How would you describe the relationship between teachers and the administration in your school?
7. How would you describe the relationship between parents and teachers in your school?
8. Do you feel accepted and supported as you work in this community? In which ways?
9. What measures would you recommend for improving teachers' attitudes towards teaching?

APPENDIX: D

INTERVIEW SCHEDULE (HEADTEACHERS)

1. How long have you been a headteacher?
2. In your opinion, do you think that teachers have a positive attitude towards teaching in your school? Explain.
3. To what extent do you think your type of school affects your teachers' attitude towards teaching?
4. How do you think being male or female affects your teachers' attitude towards teaching?
5. How you motivate your teachers?
6. Do you think motivation affects teachers' attitude towards teaching?
7. How else do you think of motivating them in the future?
8. In your opinion, do you think training affects your teachers' attitude towards teaching?
9. Does experience influence teachers attitude towards teaching
10. How would you describe the relationship between your teachers and
 1. Parents
 2. Fellow teachers
11. What complains do you receive from parents concerning your teachers?
12. Are you happy with your supervisory role in the preschool? Explain.