ROLE OF COUNTY GOVERNMENT IN IMPLEMENTING PRE-PRIMARY SCHOOL EDUCATION IN MACHAKOS COUNTY, KENYA

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PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTERS EDUCATION IN (EARLY CHILDHOOD STUDIES) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

JULY, 2018
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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Supervisors

I confirm that this report has been submitted for appraisal with my approval as University Supervisor.

Signature ____________________________Date __________________________

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DEDICATION

I dedicate this work to my family and friends for their encouragement and all the support they offered in coming up with this report.
ACKNOWLEDGEMENT

First and foremost, I acknowledge the almighty God for his blessings while writing this report. I further acknowledge the support of my supervisor, Dr. Teresa Mwoma for reading all the drafts of this work. I am also delighted to acknowledge my family and friends when writing this research report.

I also acknowledge the support accorded by the Department of Early Childhood, Kenyatta University for giving me the opportunity to undertake post graduate studies and availing the required resources for the success of the program.

My sincere gratitude goes to the head teachers of the primary schools for giving me the opportunity to collect the data that the study relied on in making the final conclusions. Lastly, I appreciate the respondents who participated in actual data collection exercise.
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ABSTRACT

In Kenya, a great deal has been realized in the education sector through the Ministry of Education Science and Technology (MoEST), development partners, communities and parental investment in the ECDE. However, despite these accomplishments, getting access to Early Childhood Development Education (ECDE) services has remained low in Kenyan with 65% of the children 3-6 years currently not able to access Early Childhood Education (ECD) services. This study sought to examine the role that is played by County Governments in the implementation of pre-primary education using Machakos County as the representative of the devolved units. The purpose of this study was to establish the role of County Government in implementing pre-primary school education as a devolved function. The study was guided by Robert Merton’s Role Theory. The research adopted a descriptive research design utilizing a mixed methods research approach. The reason for using this design was to enable the researcher collect data from a wide area within a short time. The target population for this study was 24 County education staff in eight (8) Sub-Counties and 1483 teachers. The sample size for the teachers was determined using a simple random sampling whereby 30% of the total population was selected. Thus the sample size for the research was 445 teachers and 24 county education staff. Owing to the small number of County education staff, the whole population was censured. The study utilized both structured and semi-structured questionnaire in the collection of data and a key informant interview guide. The collected data was edited, sorted and coded for both descriptive and inferential statistical analysis. The analysed data was presented in charts, figures, percentages, frequencies, standard deviations, means and regression models. The study found a significant positive relationship between the study variables. Recruitment of ECD teachers positively and significantly predicted implementation of pre-primary education, $\beta = .420$, $t = 2.273$, $p < .000$. Supervision positively and significantly predicted implementation of pre-primary education, $\beta = .367$, $t = 2.289$, $p < .000$. In addition, facilities provision positively and significantly predicted implementation of pre-primary education, $\beta = .407$, $t = 2.092$, $p < .000$. The study concluded that there was a positive relationship between recruitment of ECD teachers, supervision of ECD teachers and facilities provision with implementation of pre-primary education. The study recommended that more teachers need to be employed by Machakos county government to cater for the high numbers of pre-primary children in the county and that supervision in the county should be put in place and needed be done within the set guidelines.
CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

This chapter offers the background to the study, the problem statement, the purpose of the study, the research objectives, and the research questions. The chapter further highlights the significance of study, limitations and delimitations of study, assumptions of study, and the theoretical as well as the conceptual framework and operational definition of terms.

1.1 Background to the Study

The Early Childhood Development (ECD) is a very important stage in the growth and development of a child. Indeed, this has been emphasized by the majority of the founders of the Early Childhood Development and Education (ECDE), such as; Heinrich Pestozzi, Johann Froebel, and John Dewey among others (Nuugwedha, 2014). In fact, early childhood is a very crucial stage in the child’s physical, social, emotional and intellectual development. The growth of physical and mental abilities of a child takes place at an outstanding rates and an exceedingly high proportion of learning abilities happens immediately after birth to the age of six years. In fact, this is often the time when the child requires a high quality child’s personal care as well as the learning experience.

Furthermore, the World Conference on the Education for All (WCEFA) that took place in Jomtien, Thailand, in March 1990, outlined the importance of the early years in the child’s life as the foundation for the life any individual. This has been supported by the research on the brain development of a person (Chabbott, 2013), which argues
that the first six years of the life of a person are very essential in human life. In addition to this, Lancet Series (2016) encourages the need for the support of the child with a comprehensive parental support as well as the facilitation by the caregivers and the teachers’ ability of creating a nurturing condition within the day care and the early childhood centres. This has mostly emphasised on the quality as well as the family support through the parental empowerment, the guidelines on care and nutrition and also the child protection. The Lancet Series (2016) further provides that it is important to have multi-sectoral interventions, together with the health services as an entry point because they are better placed in reaching out to the children earlier with the services that can support the families in delivering as well as nurturing care. This protects, promotes, and also supports the early childhood development centres. Therefore, the interventions in the promotion of the nurturing care are capable of feasibly build within the existing nutrition and health services at very low costs. The coordination in the education is therefore required in the promotion of learning, and combined with the social and child protection, to enhance in reaching out to the most vulnerable populations (Lancet Series, 2016).

The world conference that took place in Dakar, Senegal, in year 2000 for the 10th anniversary for the education for all confirmed its seriousness of early childhood and education in general, whose development was set as being the priority of the six Dakar EFA goals (Mbiti, 2014). Despite these developments, care for early childhood and education has not been a priority of public policy, and governments have limited capacity for developing policies and systems for it in most developing countries including Kenya. Most importantly there is lack is the knowledge on policy options and the strategies for the promotion of child’s holistic development with very limited resources (Ojala, 2013).
Indeed, the sustainable development goals (SDGs 4.2) which often advocated for all the girls and boys to have access to the quality of early childhood education and care by 2030. Furthermore, the main intention was to make it universal within the sense of embodying an all-round world vision that is commonly shared to a safer, just, and sustainable opportunity for all the human beings to live in the world (Alexander, 2010). They also underpin the moral principles that states that no one is be left behind in terms of education for all, and also that every person should be considered in having the common responsibility in conducting their duties so that a world vision in early child care can be achieved. All the goals and targets are now made up of very significant challenges and the information for both the developing as well as the developed countries alike (Osborn, 2015).

Globally, in New Zealand a lot has since been done in order to an improvement in terms of enhancing the quality of the education of the early Childhood Education Centres (ECE) within the recent years. Here, the strategic plan for the ECE within the ministry of education has enhanced the quality of education which is one the targets in a ten-year plan period as of the start of 2002 (Ministry of Education, 2015). An effective leadership style has been identified as the main factor that contributes to the improvement of the quality of education (Tim Post, 2013). Indeed, the New Zealand educational institute recommended that a professional leadership achieved through effective teaching within the entire education-related components that leads to the effective learning of the students. It also amounts to the about 25% of the total centres or rather the school effect. Similarly, in Caribbean, regional efforts have been put in place through the Caribbean committee (CARICOM) that is often supported by the International Development Bank (IDB), in order to make, implement and then regulate the standards and the policies of ECD (Lunenburg, 2010). In fact, the
CARICOM is often capitalized these efforts and has in fact placed ECD at the forefront through the vision 2030 as well as the ministry of education’s cooperate plan that emphasises the need to have a high quality education that is accessible to all the children. Therefore, the County Governments as mandated by the constitution of Kenya are meant to improve the quality of such institutions through proper stakeholder involvement.

However, comparative studies by the UNESCO (2014) in Italy and New Zealand show that the major achievements that have been realized almost over 10 years now since basic universal ECD programme were rolled out in these countries is depended greatly on the financial support from the development banks, government, NGOs, CBOs, FBOs and many more. Furthermore, the willingness and positive attitude of the community as a whole to the programs, improved levels of technology, improved family factors and living standards and many more also affect ECD outcomes.

According to Plan International (2013), in Ethiopia, pre-school education is recognized as catering for children between 4 and 6 years, but is not compulsory. There are often disparities where there are high enrolments are linked closely to levels of wealth and to the region where the children live. Also low levels of government funds to these programmes, minimal numbers of institutions training teachers, political negligence of the programmes, poor community perception of ECD teachers, poor payments among other factors, have hindered the development of ECD programmes in the country up to 56% (Masika, 2015). However, the above studies have been carried out within countries that are not structurally similar to Kenya. The findings of these studies may not be representative of the current situation in Kenya; hence undertaking this research was relevant in the Kenyan context where the devolved units of governance are perceived to be new concepts.
In Kenya, pre-primary school instruction is a significant part of fundamental training that gives a sound establishment to essential training and identity advancement which can have a significant effect in the child's future (Kabiru & Njenga, 2011). It is a program for children aged between 3-6 years and is offered by bearing different names such as Kindergarten, nursery school, day care centres, academy, Montessori, pre-primary or preschool classes and pre unit (Riak, Kiragu, Nyukuri, & Rono, 2012). Given that they are all placed under the management of the county governments, their establishments may vary depending on how they are being implemented.

Kenya had not come up with clear government policy framework to be in charge of the developing early childhood education until 1980 when the National Centre for Early Childhood Education (NACECE) was initiated to provide guidance and coordinate ECDE activities in Kenya (Thomas, 2014). Later, there was creation of District Centres for Early Childhood Education (DICECEs) as well as the City Centre for the Early Childhood Education (CICECE). With the help from World Bank project of 1997-2004, there was an opportunity for the government of Kenya to develop the ECD vision, putting in focus the teaching and enhancing community capacity building for the service delivery (UNESCO, 2015). The project stressed the importance of meeting the child’s health, nutritional and learning needs. It also stressed the principle of the child’s holistic growth and development rather than preschool education. Another aspect of the program was the extension and the linkage of the early childhood education age group starting from five or less up to eight years and the linkage and extension of the ECD age group from five or less up to eight years. It should be noted that under the Presidential Circular number one of 1980, the Kenyan government transferred the preschool education programs from the service of culture and social department to the service of training (GoK, 2012). This change in
government policy put the management of the early childhood development centres under the major stream of primary education in the Ministry of Education which has been recognized as such since then. In the year 2005, the national ECD policy framework (GoK, 2012) was developed to act as the basic reference document for key sectors involved in the provision of services for children in Kenya. It then formed a springboard from which other sector policies would be enhanced, developed or reviewed, in particular, in areas of health, education, environment as well as social services.

With the promulgation of the new constitution 2010; the pre-primary training facilities for child care were put under county government of Kenya (GOK, 2012). These roles are further explained by section 26 of the Basic Education Act, 2012 that states: “The roles of the County Government will include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting pre-primary education and childcare facilities”. In the Kenyan context, different studies have been studied in relation to the role of county government in implementation of pre-primary school education and raises different concerns. For instance, a study conducted by Chebii (2014) found out that both the needs assessment and the piloting were not conducted before the implementation of the curriculum. The study posits that the objectives of the pre-primary school life skills curriculum are clear to a majority of the teachers and also the curriculum often meets the needs of the learners. Although the pre-school teachers had a positive attitude towards the implementation of pre-schools, it revealed that 83% did not take part in the process of curriculum development, whereas only 38.3% were aware of the curriculum through their ongoing self-upgrading courses. In fact, majority of the school administrators are supporting the implementation of pre-school
education, however, there is lack of learning and teaching resources in order to support the implementation of the program (Chebii, 2014). Therefore, the current study focused on Machakos County, being one of the counties that came into being after the promulgation of the constitution of Kenya. According to Mutiso (2014), ECD within Machakos County has faced a lot of challenges. He argues that teachers have lacked morale in teaching and also the academic outcomes are still wanting with poor outputs in child performance.

1.2 Statement of the Problem

The study conducted by Chebii (2014) points out that majority of the pre-school teachers are not involved in the curriculum development. There is also absence of needs assessment and piloting before curriculum implementation. However, the study does not point out the specific roles of the county governments in the implementation of preschools. Furthermore, there is lack of resources for teaching and learning in the preschools (Chebii, 2014). Indeed, studies indicated, teachers and school related factors affect preschool implementation as a devolved function (Shigali, 2017; Mireri, 2015 & Chebii, 2014). For the county government to succeed in implementing preschool education as a devolved function, it needs to employ sufficient and capable teachers to work in the pre-primary schools as they form important stakeholders in the preschool education sector. Although the county governments developed the guidelines on the implementation of early childhood development services, it has not been keen to check on how the same is being implemented in ECD institutions (Chebii, 2014). However, such key institutions have been left to the private sectors, thereby negatively affecting the quality of education in such institutions due to poor governance. Therefore, current study investigated the role of the county government in implementing pre-primary education in Machakos County and to establish how the
recruitment procedure, supervision and the provision of facilities impacts on such implementation.

1.2.1 Purpose of the Study

The purpose of this study was to establish the role of Machakos County Government in implementing pre-primary school education as a devolved function. It determined the effectiveness of recruitment of pre-primary schools by Machakos County Government, the measures of supervision as well as the provision of facilities to the pre-primary schools by Machakos County Government and how they affect the implementation of pre-schools.

1.2.2 Objectives of the Research

The specific objectives of this research study were:

I. To determine the criteria of recruitment of pre-primary school teachers by Machakos County Government

II. To explore measures put in place by County Government in relation to supervision of pre-primary institutions

III. To establish the status of pre-primary school facilities as provided by the Machakos County Government

1.2.3 Research Questions and Research Hypothesis

Research Questions

The study sought to answer the following research questions:

I. What criteria does the county government use to recruit pre-primary school teachers?

II. What are the measures put in place by County Government during supervision of pre-primary school teachers?
III. What is the status of pre-primary school facilities in pre-primary schools within Machakos County?

Research Hypothesis

H1: There is a relationship between the effectiveness of recruitment of pre-primary school teachers and the implementation of pre-school education.

H2: There is a relationship between the level of supervision and the implementation of pre-school education.

H3: There is a relationship between the level of provision of facilities and the implementation of pre-school education.

1.3 Significance of the Study

The current study may be helpful to the education policy makers in the education sector, particular at the county level in charge of preschool teachers to put in place relevant strategies in implementing pre-primary education. Moreover, the future scholars and researchers may also find the findings from the current study important through the provision of literature that have been lacking in this field.

1.4 Limitations and Delimitations of the Study

In order to ensure proper and adequate data collection, the study adopted the following limitation and delimitation of the study:

1.4.1 Limitations of the Study

There was limited time allocated to the study. Therefore, the information sources limited to the county education personnel and teachers working only in the selected pre-schools. Therefore, the findings can be generalized to all the other counties in Kenya. There are also other factors affecting implementation of pre-schools but the study focused on the factors selected for the study. The issue of the limitation in time
allocation was overcome by employing research assistants who helped in data collection and data cleaning.

1.4.2 Delimitations of the Study
The study delimited itself to 445 teachers as well as 24 county education officers in all the sub-counties within Machakos County Government. This study mainly focused on investigating the role of County Government in implementing pre-primary education. The county has experienced a tremendous rise in the number of pre-school centres some of which fail survive for longer time in operation. The study further delimited itself to selected schools within the study area.

1.5 Assumptions
The researcher assumed that respondents were receptive, reliable, and honest and gave accurate information to the questionnaires. Machakos County Government being a busy institution, it was assumed that the key respondents and other staff members would be available to give valuable information on the study topic in order to achieve the study objectives. The key informants were also perceived to be available in the course of data collection. The study also assumed that the findings were useful to all other counties apart from Machakos County.

1.6 Theoretical and Conceptual Framework
Theoretical and conceptual frameworks provide a well-supported rationale in conducting the study, and it helps the reader to understand various perspectives. Therefore, the current study will be underpinned on Robert Merton’s Role Theory.

1.6.1 Theoretical Framework
The perspective of the role theory is impended in the sociology as well as in the social psychology which perceives most of the day to day activities to operating within
socially defined categories, for instance, the mother, the manager or a teacher. Each of these social roles involves a set of duties, rights, behaviour, norms as well as the expectations that an individual has to face in order to achieve. Indeed, this theory is often based on observation that an individual acts in an unpredictable manner, and also that a person’s behaviour is specific and is also based some social norms as well as other components (Şeşen, 2015).

In the context of this theory, a role can be characterized as a social position, and the behaviour that is associated with a given social position, or a given typical behaviour. A number of theorists have stated that the perception that the roles are basically expectations concerning how a person is required to behave in a particular situation. Alternatively, other theorists see it to allude to how a person actually behaves in a particular social position. Moreover, others have recommended that a role refers to characteristic behaviour or rather expected behaviour, part to be played, or rather a script for a given social conduct (Coser, 1975).

Throughout their lives, the preschool teachers are forced to encounter various social roles at some time in different social situations. The way they perform on these roles depends on the extent of the supervision they get from the county governments. Majority of the role theorists perceive the role theory as one of the significant theories that bridge a person’s behaviour as well as the social structure. The roles that are most cases determined by a given social structure and sometimes by the social interactions help to guide a given behaviour of a person. The person in turn has an influence on the expectations, norms, as well as the behaviours that are associated with given roles. In fact, the functionalist approach views role as a set of expectations which the society puts on a person. Therefore, by unspoken agreement, certain behaviours are viewed to be appropriate whereas others are not.
It may be mentioned that three factors forming a role are the expectations of the environment, the perception of the person/organization and the behaviour of person/organization (Biddle, 1986). The expectations of the environment may be defined as pressures and demands of the environment related to the role of organization, in this case the county governments. The success of the implementation of early childhood program depends on the functionality of county governments, given that this is the initial responsibility after the promulgation of the new constitution 2010. Role behaviours may be defined as behaviour pattern which is produced by the county governments by combining with the own characteristics and the expectations of the work environment of ECDE. For this study, the working environment of the pre-school teachers, the perception of the teachers and county government education officials towards their work, and behaviour of the teachers and the county government will have a significant effect on the role played towards the implementation of the pre-school education. Therefore, this theory is relevant with the current study because it sought to investigate the role played by the county governments in the implementation of early childhood education. This theory was very significant to the current study by considering most of everyday activities to be the acting out of socially defined categories including the county government officials and the preschool teachers. In fact, each social role is a set of rights, duties, expectations, norms and behaviours that the county government officials and the preschool teachers have to face and fulfil. The model is based on the observation that people behave in a predictable way, and that an individual’s behaviour is context specific, based on social position and other factors.
1.6.2 Conceptual Framework of the Study

The conceptualization of this study is that, the success or failure of effectively and efficient county government implementation of preschool education is contributed by effectiveness of recruitment of ECD teachers, supervision of pre-primary institutions, and facility provision by the County Government. These are the independent variables.
Figure 1.1 Conceptual Framework showing the relationship between role of County Government and implementation of pre-primary school education
1.7 Operational Definitions of Terms

**Devolution**- Refers to the statutory power granting of the management of early childhood education program from the central government of Kenya to the county government.

**Pre-Primary Education**- This is the initial stage of education where the learner is introduced to the reading and writing skills by instructors.

**Pre-primary Teachers**- These are the foundation instructors responsible for the training the beginners at the pre-school levels.

**Supervision**- This is a process that entails keeping check and monitoring to ensure curriculum implementation of the preschool education is done effectively and efficiently.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This Chapter reviews the literature related to the study. The review is based on the research objectives. The reviewed themes include: Recruitment of ECD teachers by the county government, supervision of pre-primary institutions by the county government, effectiveness of facility provision by the county government, and summary of the reviewed literature.

2.1 Recruitment of Pre-Primary School Teachers

In the United States of America, an essential element for the quality of early care and education (ECE) is the process of training of the teachers (Ackerman, 2004). According to Ackerman (2004), only 18 need the teachers within the private ECE setting in order to undergo any given pre-service training. However, it exist many hiccups in the improvement of the qualification of such teachers. The individual countries are now initiating different efforts which address such challenges and promise to improve the ECE, by enhancing the provision of scholarships as well as financial incentives, the specifications regarding the different types of training of the ECE teachers required, and the career lattice which delineates the pathways for continued improvement and the learning practice. Indeed, Ackerman (2004) characterizes these initiatives and then summarizes such practices which seem to provide the promise for the improvement of ECE qualification of teachers.

Boyd (2013) reports from the study conducted in 2002 by the National Institute of Child Health and Human Development (NICHHD) as well as the early child care research network (ECCRN) in which it is realized that the teachers with BA degrees in ECE offered higher quality learning experience to the children within their care.
This then explains the need to offer the children an opportunity to undergo the learning process under the highly qualified teacher/caregivers. However, this situation is very contrary in many countries, more so Nigeria in particular. According to Boyd (2013), within most privately owned preschools, the teachers who have limited training in ECE are often found in the most classrooms while in the primary school sections of public schools. The study found that the old female teachers with no adequate qualifications in the ECE are send to the children’s classrooms.

Furthermore, the College for School Leadership (NCSL, 2014) stated that outstanding leadership is a key character to outstanding schools. Good administration is supposed to improve organizational performance. This indicates that the head teachers administration capabilities and did not incorporate the role of teacher recruitment hence the current research examined the recruitment of teachers and its role in development of ECD at Machakos county government.

Moreover, in Nigeria, Ifakachukwu (2011) highlights that any given policy within the ECDE could be effective if it is carefully implemented, however, on the contrary, it becomes only a paper work. Indeed, it is emphasised that in case pre-primary is not meant to serve the stated purposes of making sure that there is an effective smooth transition from their homes to the school, adequately prepare the child for the primary levels of education, incorporate different social norms and the child’s spirit of creativity and inquiry, develop a sense of teamwork spirit, and then teach the child the rudiments of numbers, letters, colours, shapes among other improves the well-being of the child. For these institutions to do this requires them to be adequately staffed. Furthermore, it will also require other stakeholders such as the political good will, transparency, determination, steadfastness and accountability as well as close interface between the policy formulation and implementation.
ECDE teachers are not employed nor paid by the teacher's service commission of Kenya (TSC) but rather by the county government as per the new constitution. This isolates ECDE teachers from their primary and secondary teacher’s counterparts in terms of pay and status, with the former feeling inferior to the latter (Muchira, 2013). As such, their salaries are not stable and may fluctuate regularly depending on the performance of the county government. The ECDE committee can hire and fire teachers "at will" (MOEST, 2015). This study concentrated on rewards and compensation system thus failed to examine the recruitment and selection for teachers and the role it plays in effectiveness of ECD development.

According to World Bank (2015), in selected primary schools in Mombasa County’s slums of Likoni, Kisumu Ndogo, Bangladesh, Mukuruini slum Nairobi, Kibera, Kariobangi, Dandoran, and ASALs shows that, the Teacher: Pupil ratio. In some ECD classes the ratio is 1:70 which is far beyond the prescribed greatest rate of 1:25. Such a high proportion has got its own difficulties. Teachers find it impossible to pay attention to all learners, especially the slow ones. Furthermore, teachers are expected to give adequate assignments to the pupils, as they are not able to cope with the marking and teaching workload (UNESCO, 2012). This review was conducted in Mombasa county which is one of Kenya’s capital cities hence has experienced more development as compared to the marginalized areas of Machakos County.

The number of teachers in a school is closely tied with the availability of concrete reports for more staffing from the school head or an increase in the number of pupils in a given school and the reports are well communicated to the TSC in time and using the most appropriate influential channels. EFA Global Monitoring Report (2010) indicates that having many children in a class being handled by one teacher in all the
subjects thereby watering the intention of implementing the ECD programmes which has a negative impact on teachers’ attitude to teach in such schools. The above research however, concentrated much on ASAL regions and did not take into consideration Machakos County hence findings may not be representative. More so, the research conducted during the former administration structures when Machakos was a district under the Provincial education board hence there was need to examine the impact or role played by the current devolved government units in improving pre-primary education.

Wangila (2017) conducted a study on the challenges affecting the implementation of early childhood development and education policy in Bungoma County, Kenya. The investigation analysed different limitation affecting the implementation of education; insufficient teachers as well as learning resources, financial limitations, limited government good will, poor training of the ECDE teachers, insecurity, high number of pupil-teacher ratio, and poor remuneration of the teachers as well as the introduction of FPE. The investigation then recommended: the national and county government should effectively provide funding for the ECDE, the national government should hire ECDE teachers on pensionable and permanent basis, QASOs should be enhanced in order to cover the majority of the areas with convenience as well as the number of visits to the ECDCs; and lastly the government is to train non-teaching staff on the issues of safety operations and above all to hire the qualified nurses for the ECDE centres. However, the study mainly dealt with the challenges that the implementation of preschool education faces, it did not look into key issues such as the effectiveness of the recruitment and supervision of preschool teachers in implementing pre-primary education programmes.
Ndiritu (2012) presents similar findings by using a similar model. His findings indicate the key determinant to be the teacher experience on teacher recruitment. In fact, for this investigation, a three year experience was utilized to be the benchmark for an experienced teacher. The study’s regression analysis on the student performance against the teacher experience, the findings indicated that indeed the teacher experience accounted for about 75.7% of variability in the students’ performance.

Emily and Ruth (2016) critical evaluated the implications of the centralized early childhood development (ECD) policies concerning the quality of service delivery, impacts of teacher training and recruitment, effects of the allocation of resource and distribution, as well as the impacts of government involvement and funding of the schools on the quality of service delivery in the early childhood development centres in Kenya. This investigation used a qualitative approach that employed a critical analysis. It then constituted appropriate recommendations to the county governments, national governments as well as other stakeholders within the early childhood education in the early childhood development policy, making it necessary for the equal distribution of resources, recruitment of quality teachers, as well better remuneration for the teachers. The study then recommended on the entrepreneurship to establish quality early childhood development centres as well as emphasizing on the effective understanding of the centralized early childhood development policy. However, the study did not specifically investigate the role the devolved units on the actual implementation of preschool education as a devolved function. Therefore, the current study will seek to fill this gap by investigating the role of Machakos County Government as a devolved unit in implementing the pre-primary education under the new constitution 2010.
2.2 Supervision of Pre-primary Institutions

Poon (2008) argues that early childhood education is not part of the universal and compulsory system of education in Hong Kong. All pre-primary services are run by non-profit-making institutions or private independent bodies in Hong Kong. The operation of pre-primary services is largely market driven. Taking effect from 2007, the pre-primary institutions experienced a period of enhanced development under the Pre-primary Education Voucher Scheme. All pre-primary institutions under the scheme should be accountable to their stakeholders by optimizing the school data by perfecting their planning cycle through on-going process of self-evaluation, while the government should monitor the state of education at both the national and district levels.

According to Belfield (2007), government support for ECCE in Egypt has been relatively recent, beginning with construction of facilities and capacity building at the national level in the 1990s. Most nurseries are run either as non-governmental agencies or privately, although the Ministry of Insurance and Social Affairs plays a supervisory role. Therefore, the provision of facilities has enhanced the education system in preschools in Egypt and the current study sought to determine if this is the case in Kenya, and Machakos County in particular.

Guaranteeing a satisfactory level of educational quality is achieved through primarily inspection and supervision of legal requirements that schools should comply with. The inspectorate is entitled to evaluate quality standards in such a manner that schools are challenged to provide higher standards of quality than those considered merely satisfactory (Awino, 2014). This framework contains both the legal requirements that schools should comply with and the quality standards that inspectors use to access
schools. Such confrontations of schools with their strong and weak points are expected to make schools that are performing below standards aware that they can and should do better. The history of supervision of schools dates back to 1909 when the colonial government established an education department, which became responsible for supervision of all matters to education. The colonial government identified the need for close supervision of schools and thereby appointed the first colonial school inspector in 1920. In 1924, the first education ordinance was established after the Philips-strokes Commission. This empowered the government to develop control and supervise education at all levels and control registration of schools. By 1927, the inspectorate department was fully established.

According to Ngode (2014), supervision is an important aspect of ECDE curriculum implementation. It aims at regular and continuous monitoring of activities to ensure that the curriculum goal/objectives are met. Supervision of ECDE curriculum is done by the Directorate of Quality Assurance and Standards in collaboration with DICECE trainers and supervisors who have a special responsibility of supervising the ECDE curriculum for instance preschool head teacher. It is important to supervise in order to gather information from children, care-givers, parents, communities, and general ECD environment. This can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in ECD. The changes resulting from supervisory activity strengthen the ECD programmes.

To ensure effective implementation of any educational enterprise, supervision must be given adequate attention. In regards to ECE, Awino (2014) noted that it is important to supervise in order to gather information from children, caregivers, parents, communities, and general ECE environment. Supervision of ECE can be used to
correct errors, modify practices where necessary and motivate as well as encourage all involved in its implementation (Awino, 2014). Usually, the changes that result from supervision of ECE programme can strengthen the implementation of such ECE programmes. Supervision in ECE leads to the holistic development of children enables efficient implementation of curriculum, checks whether the objectives of the programmes have been achieved, promotes maintenance of basic standards, identifies problems and constraints, motivates, enriches and promotes personal and professional growth to all those involved (Awino, 2014).

Ifakachukwu (2011) notes that this abysmally low government’s participation in proprietorship of day care centres and nursery schools deny the poor, disadvantaged and marginalized groups’ access to ECDE and at the same time lead poor performance of children that learn under such conditions, but this hopes to change as per the new devolved government.

### 2.3 The Status of Pre-Primary School Facilities

Berlinski and Galiani (2007) provided evidence on the impact of a large-scale construction of pre-primary school facilities in Argentina. The study estimated the causal impact of the program on pre-primary school attendance and maternal labour supply. Identification relies on a differences-in-differences strategy where we combine differences across regions in the number of facilities built with differences in exposure across cohorts induced by the timing of the program. The study found a sizeable impact of the program on pre-primary school participation among children aged between 3 and 5. In addition, the study found that the implicit childcare subsidy induced by the program appears to increase employment.
Furthermore, Parry (1997) conducted a study on the achievement of the balance within decentralization and found out that decentralization in Chile led to an appropriate balance of the responsibilities between the local institutions and the central government. The study revealed that the acts of decentralization had mixed implications, specifically on the education quality. The enhanced monitoring and the consistent financial support resulting from the central government are required in the improvement of the equity as well as the quality of education.

Humphreys and Crawfurd (2014) carried out a review of the literature on basic education in Nigeria. The study found out that the provision of water and gender-segregated sanitation is clearly vital to keeping pupils (and staff) in schools, and reports suggest recent improvements in provision in project-supported states, but there are clearly issues around the maintenance and cleanliness of both. These need to be investigated more thoroughly, including the impact of shared community use, fee charges for water, safety for girls around toilet areas, and hygiene and equity issues surrounding the cleaning of toilets. The reasons why children are not using toilets in some cases also need to be explored. The study further highlighted that improvements in infrastructure and resource supply are failing to keep pace with increased demand, having negative impact on educational quality and thereby threatening retention and undermining any gains in increased enrolment.

Another study found that there are disparities in the provision of ECD services between different geographical locations, and between affluent and poor households in Kenya (Gachie, 2003). Geographical variations have the potential to generate different levels of job satisfaction among teachers (GoK, 1999). Therefore, pre-primary schools need to have adequate facilities, policy guidelines, good working conditions and well trained human resource. According to Muyoka, Kafu and
Nyandusi (2012), Kenya has a clearly outlined national philosophy of the education or an effective education policy. Therefore, the national philosophy and the education policy should be defined clearly and implemented in order to guide in the development of the education sector. In order to strengthen the management and development of ECDE, there is therefore a need to enhance the required relevant policy framework which this study endeavoured to establish.

2.4. Summary of the Reviewed Literature

From the reviewed literature, it is evident that recruitment procedure, supervision and facility provision affects the implementation of pre-primary education. It revealed that it is important to supervise in order to gather information from children, caregivers, parents, communities, and general ECE environment. The literature further argues that supervision of ECE can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in its implementation. It further elaborated that adequate and efficient facilities availed in pre-schools positively affects implementation of pre-primary education. These include the provision of water and gender-segregated sanitation as well as maintenance and cleanliness of both. However there exists a gap on the impact of shared community use, fee charges for water, safety for pupils around toilet areas, and hygiene and equity issues surrounding the cleaning of toilets on the implantation success. On supervision, the reviewed literature supports that educational quality is achieved through primarily inspection and supervision of legal requirements that schools should comply with. However, devolution being a new dispensation in most countries across the world and the entire Africa, the study found out that no similar study has been done in relation to the role of county government in implementing pre-primary education in Kenya and generally in Machakos County. As the study seeks to feel
This gap, it will be of great importance to other scholar interested in pursuing the same topic in future.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology used in the research process. It covered the description of the research design, variables, the study location, target population, sampling techniques and sample size, research instruments, pilot study, validity of the research instrument, reliability of research instruments, data collection procedures, data analysis, logistical and ethical considerations.

3.2 Research Design

A descriptive research design was adopted in this study. The descriptive research design was used to describe the characteristics of the preschool teachers as well as the county government officers. According to Lambert and Lambert (2012), a qualitative descriptive study is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Descriptive research is a statistical method that involves surveys and fact-finding inquiries of different kinds (Smith, 2014). The key role of descriptive research was describing the state of affairs as it exists at present through quantitatively synthesizing the empirical evidence of a specific field of research. Thus this research design was adequate in determining the role of Machakos County Government in implementing pre-primary education.

3.2.1 Variables

The independent variables of this study include: the level of teacher recruitment criteria which was measured by the type of preschool teachers ‘qualification, number of teachers and human resource efficiency; supervision of preschool teachers which
was measured by how often the supervision take place, presence of the policies to
guide supervision and the level of satisfaction of preschool teachers with existing
supervision; facility provision which was measured by presence of facilities and
willingness to provide such facilities by the county governments. The dependent
variable for the study will be implementation of the preschool education which will be
measured by the outcomes from the children and teachers.

3.2.2 Research Methodology

The study employed both qualitative and quantitative research methodology.

3.3 Location of the Study

The study was undertaken in Machakos County. It has eight (8) constituencies which
include: Machakos Town, Masinga, Yatta, Kangundo, Matungulu, Kathiani, Mavoko
and Mwala. The County covers 6,208 square kilometres and has a population of
1,098,584 according to the 2009 census with an annual population Growth Rate of
1.7%. In undertaking this research, information was generated that can assist in
mapping the influence devolved units have on the development of pre-primary
education. Since the promulgation of the new constitution, Machakos County has
experienced a tremendous rise in the number of pre-school centres. However, some of
these centres fail to survive for longer time, as some collapse after being in existence
for a short period of time. Could this be as a result of poor implementation of
preschool education by the county government? The current study investigated the
role of County Government in implementing pre-primary education.

3.4 Target Population

The study targeted Machakos county government in the office of the County
Education Director as well as ECD teachers. These groups of respondents were
chosen since they work in the county and are knowledgeable on the subject matter.
The target population was 496 preschools, 1483 teachers and County Education officials as indicated in the Table 3.1 below.

**Table 3.1: Target Population (Teaching Staff)**

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>No. of schools</th>
<th>No. of Teachers</th>
<th>County Education Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>KATHIANI</td>
<td>63</td>
<td>138</td>
<td>3</td>
</tr>
<tr>
<td>MACHAKOS</td>
<td>89</td>
<td>248</td>
<td>4</td>
</tr>
<tr>
<td>MATUNGULU</td>
<td>30</td>
<td>96</td>
<td>3</td>
</tr>
<tr>
<td>KANGUNDO</td>
<td>42</td>
<td>102</td>
<td>2</td>
</tr>
<tr>
<td>YATTA</td>
<td>94</td>
<td>216</td>
<td>4</td>
</tr>
<tr>
<td>MWALA</td>
<td>108</td>
<td>348</td>
<td>3</td>
</tr>
<tr>
<td>MASINGA</td>
<td>74</td>
<td>179</td>
<td>3</td>
</tr>
<tr>
<td>MAVOKO</td>
<td>96</td>
<td>156</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>596</strong></td>
<td><strong>1483</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**3.5 Sampling Technique and Sample Size**

In order to arrive at the required sample size for the study, the current study employed the following sampling techniques:

**3.5.1 Sampling Technique**

The study used simple random sampling to select the sample size from the teachers in all the schools in the Sub-Counties within Machakos County. The study further censured all the education officers in staff in the County to take part in the study.
3.5.2 Sample Size

Mugenda and Mugenda (2003) provide for a desirable sample size to be 30% of the target population; in the target population of 1483, the 30% of 1483 which is 445 as distributed in Table 3.2. The study further employed census sampling of the 24 county education officers in all the sub-counties owing to their limited number.

Table 3.2: Sample Population (Teaching Staff)

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>No. of schools</th>
<th>No. of Teachers</th>
<th>Sampled</th>
<th>County education staff</th>
</tr>
</thead>
<tbody>
<tr>
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<td>41</td>
<td>24</td>
</tr>
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<td>30</td>
<td>96</td>
<td>29</td>
<td></td>
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<tr>
<td>KANGUNDO</td>
<td>42</td>
<td>102</td>
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<td></td>
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<tr>
<td>YATTA</td>
<td>94</td>
<td>216</td>
<td>65</td>
<td></td>
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<td>MWALA</td>
<td>108</td>
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<td>74</td>
<td>179</td>
<td>55</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>596</strong></td>
<td><strong>1483</strong></td>
<td><strong>445</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The researcher used the questionnaire that was utilized to gather quantitative data from the teachers while the key informant interview guide was utilized to gather qualitative from Machakos County Government education staff.
3.6.1 Questionnaire for the Teachers

The research employed a semi-structured questionnaire in collecting the primary data (Appendix I). The instrument contained both open and closed ended questions. The closed ended questionnaire that was prepared was used to ensure that there is a high level of objectivity and clarity of the subjects’ responses so as to make it easy for statistical analysis whereas the open ended questionnaire allowed the respondents an opportunity to independent opinion. The first section of the questionnaire contained the bio-demographic data of the respondents while the subsequent sections contained questions that were used to gather the information concerning the role of county government in implementing pre-primary education in Machakos County. It utilized a 5-point Likert scale questions – and open ended questions. The questionnaire used to seek quantitative data from the respondents concerning the role of County Government in implementing pre-primary education in Machakos County.

3.6.2 Key Informant Interview Guide for the County Education Staff

The study further collected primary data from the County Education staff using an interview guide (Appendix II). This was carried out by the researcher personally. To enhance the validity of the instrument the researcher developed it in line with the research objectives. The interview guide was used to seek qualitative data from the respondents concerning the role of county government in implementing pre-primary education in Machakos County.

3.7 Pilot Study

In order to assess the applicability of the research instruments and gauge its ability to answer the research questions, a pilot study was conducted. The study tools were administered by the researcher to 10 teachers from Kangundo Sub-county. This was equivalent to 10% of the total population within the sub-county. The selected site for
pilot study was appropriate since it had similar characteristics as the sample population. The results of the pilot study made it possible to conduct reliability analysis and modify the research instruments before the main data collection.

3.7.1 Validity
To ascertain the validity of the research instruments the researcher utilized content validity. The overall content validity index was calculated. This was done by comparing the content validity opinions from the study as well as content validity index of the practices involved in research process. This allowed both structuring the research instrument in line with the research objectives as well as seeking the opinion of the supervisor as an expert in the research field.

3.7.2 Reliability
To measure the reliability of the research instruments; the researcher adopted the Cronbach Alpha tests. All the constructs of the research instrument with an Alpha score of >0.7 was adopted for the research study.

3.8 Data Collection Procedures
Data collection process took an average of about 15 days. Four research assistants with at least Kenya Certificate of Secondary Education and above and with experience in research were employed by the researcher and assisted in data collection exercise. They were also enjoined by the researcher during the field work. A two day intensive training was appropriate to research assistants and supervisors. The sampling of the respondents as well as issuing of questionnaires for the field assistants was carried out in the actual field situation on at least three respondents on each research assistants during the training. Discussions were then carried out based on the experiences gained from the practice. After the training took place, the structured
questionnaires were given out to the research assistants. Then, the researcher and the research assistants distributed the questionnaires to the respondents. After the distribution of the questionnaire, the researcher and researcher assistants went to interview the county government officials. This took only two days to finish. After the interviews, the research assistants went to collect the filled questionnaires from the field. This was done after one week after they were distributed. The data was then cleaned for the analysis exercise.

3.9 Data Analysis

The data collected from the respondents were coded, transformed and analysed using statistical package for social sciences (SPSS) software version 22. The analysed data was in form of frequencies and percentages while figures and tables were used to present the results for the case of descriptive results. The qualitative data from the interview guide were analysed using narrations from the respondents. The inferential analysis was conducted using standard multiple regression models as follows;

\[ Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \]

Where;

\( Y \) = Dependent variable (Implementing of pre-primary education)

\( \alpha \) = the model intercept

\( \beta_1, \beta_2, \beta_3 \) = Coefficient of independent variables

\( X_1, X_2, X_3 \) (\( X_1 \) – Recruitment of ECD teachers, \( X_2 \) – Supervision of pre-primary, \( X_3 \) – Facilities provision)

\( \epsilon \) = Error Term
3.8.1 Null Hypothesis

H1: There is no relationship between the effectiveness of recruitment of pre-primary school teachers and the implementation of pre-school education.

H2: There is no relationship between the level of supervision and the implementation of pre-school education.

H3: There is no relationship between the level of provision of facilities and the implementation of pre-school education.

3.9 Logistical and Ethical Considerations

The researcher sought permission from the following bodies before embarking on data collection: The Graduate School, Kenyatta University, The Ministry of Education, the local administration as well as the County Director of Education in Machakos County.

Before data collection, the participants were informed of their right to take part in the research process review and guaranteed the respondents of their right to stay unknown as their names did not appear anywhere in this research.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction
This chapter presents the findings that were obtained in the study. The results obtained in the study are presented using figures and tables as deemed appropriate by the researcher. The response rate and the demographic characteristics of the study respondents are also given as a background to the analysis part. The specific objectives of this research study were: 1) to determine the criteria of recruitment of pre-primary school teachers by Machakos County Government; 2) to explore measures put in place by County Government in relation to supervision of pre-primary institutions; 3) to establish the status of pre-primary school facilities as provided by the Machakos County Government.

4.2 Response Rate
This study targeted to collect data from both the 445 teachers and county education staff. However, out of the 445 respondents, 388 were able to respond. This makes a response rate of 87%. However, 57 respondents did not respond to the study as shown in Figure 4.1. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, and a response rate greater than 70% is very good. Hence the response rate in this study was satisfactory. This response rate can be attributed to the data collection procedures, where the researcher, through the administration pre-notified the potential participants before carrying out the research.
This section provides the descriptive statistics regarding general information of the respondents. The general information was necessary in the study in determining gender, age and the experience of the respondents.

4.3.1 Gender of Respondents

The study sought to determine the gender of the respondents who took part in the study. The inclusion of gender in study questionnaires was to compare the gender in the preschool teaching fraternity. The findings obtained in the study indicate that 55% of the respondents were male respondents while 45% were female. The findings obtained in the study on gender are shown in Figure 4.2.
It is clear that in Machakos more male than female teachers are teaching in preschools. This was contrary to the findings by Boyd’s (2013) report on a study conducted in 2002 by National Institute of Child Health and Human Development (NICHHD) and The Early Child Care Research Network (ECCRN) in which it was found that old female teachers with no qualification in ECE are often seconded to children classrooms. In addition, the findings were contrary to the findings of Awino (2014) who found more female than male teachers in the respondents with 71.4% being female while 28.57% were male respondents. The study therefore indicates that there were more male teachers than female teachers in the preschool teaching fraternity.

### 4.3.2 Age of Respondents

The study also sought to determine the age of the respondents who participated in the study. The study found it necessary to compare the gender of the respondents especially those in the preschool teaching fraternity in order to understand a common trend with other scholars. The findings obtained in the study indicate that 44% of the respondents were aged between 26-35 years, 30% were 18-25 years, 14% were aged
between 36-45 years and 11% were aged between 46-55 years while 1% was aged over 55 years as shown in Figure 4.3.

![Figure 4.3 Age of respondents](image)

**Figure 4.3 Age of respondents**

**4.3.3 The Work Experience of Respondents**

The study further sought to determine the work experience of respondents working in the county government. The results obtained indicate that 59% of the respondents had worked for 1-3 years, 19% had worked for 3-5 years, 17% had worked for less than 1 year and 5% had worked for over 5 years as presented in Figure 4.4.
It is widely acknowledged that early childhood educators with required professional preparation provide more developmentally appropriate, nurturing, and responsive care and education experiences for young children (National Association for the Education of Young Children (NAEYC), 2007). This aligns with the submission in an Issue Brief by National Governors Association Centre for Best Practices (2010) that the knowledge and skills of early childhood care providers and teachers are critical factors in their delivery of high-quality developmental and educational experiences to young children.

4.4 Criteria for Recruitment of Pre-Primary School Teachers

Objective one of the study sought to determine the criteria for recruitment of pre-primary school teachers by Machakos County Government in implementing, of preschool education as a devolved function. The study therefore sought to determine whether the criteria for recruitment of pre-primary teacher Machakos county government were effective. The data was analysed using SPSS version 22 utilizing.

The findings obtained in the study, shown in Figure 4.5, indicate that 57% of the
respondents said the government was effective in recruitment of ECD teachers while 43% declined.

![Pie chart showing responses on whether the criteria for recruitment of ECD teachers were effective]

**Figure 4.5 Responses on Whether the Criteria for Recruitment of ECD Teachers were Effective**

The current study is line with findings of Boyd (2013) who reported that providers with BA degrees in ECE provided higher quality learning experiences for children in their care. This underscores the importance of giving children the opportunity to learn under professionally qualified caregivers/teachers. Muchira (2013) also reported that ECDE teachers are not paid by the Teachers Service Commissions of Kenya (TSC) but rather by the county government as per the new constitution. Moreover, the study by World Bank (2015) that the Teacher: pupil ratio, in some ECD classes the ratio is 1:70 which is far beyond the prescribed greatest rate of 1:25. This isolates ECDE teachers from their primary and secondary teacher’s counterparts in terms of pay and status, with the former feeling inferior to the latter (Muchira, 2013). As such, their salaries are not stable and may fluctuate regularly depending on the performance of
the county government. The ECDE committee can hire and fire teachers "at will" (MOEST, 2015).

Further, the study sought to determine the number of pre-school teacher hired by Machakos county government, parents and those who were private. From the findings obtained, 83.8% of the respondents said the number of teachers hired by the county government were 2 teachers, 14.4% said it was one teacher while 1.5% said it was 3 teachers. Also, 61.9% of the respondents said one teacher was hired by parents, 29.9% said two teachers were hired by parents while 7.7% said the parents hired 3 teachers.

Further, the findings indicate that 49% of the respondents said the private teachers were 1, 27.8% said there were 2 private teachers while 17.3% said there were three private teachers. The findings of the study are shown in Table 4.1.

**Table 4.1 Number of Teachers Hired**

<table>
<thead>
<tr>
<th></th>
<th>1 Teacher</th>
<th>2 Teachers</th>
<th>3 Teachers</th>
<th>4 Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machakos County</td>
<td>56</td>
<td>325</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>government Frequency</td>
<td>(f)</td>
<td>(f)</td>
<td>(f)</td>
<td>(f)</td>
</tr>
<tr>
<td>Percentage</td>
<td>14.4%</td>
<td>83.8%</td>
<td>1.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Parents</td>
<td>240</td>
<td>116</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Frequency</td>
<td>(f)</td>
<td>(f)</td>
<td>(f)</td>
<td>(f)</td>
</tr>
<tr>
<td>Percentage</td>
<td>61.9%</td>
<td>29.9%</td>
<td>7.7%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Private</td>
<td>190</td>
<td>108</td>
<td>67</td>
<td>23</td>
</tr>
<tr>
<td>Frequency</td>
<td>(f)</td>
<td>(f)</td>
<td>(f)</td>
<td>(f)</td>
</tr>
<tr>
<td>Percentage</td>
<td>49.0%</td>
<td>27.8%</td>
<td>17.3%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

The current study indicates fewer teachers were employed by the county government. However, these findings were in line with EFA Global Monitoring Report (2010) which indicated that there were many children in a class being handled by one teacher in all the subjects; watering the intention of implementing the ECD programmes has a negative impact on teachers’ attitude to teach in such schools.
Similar findings were found by Wangila (2017) who found inadequacy of teaching and learning resources, financial constraints, and lack of government good will, poor training of ECDE teachers. The study showed that there were more preschool teachers employed by parents than the private sector.

The study further sought to determine to what extent the respondents thought the Machakos County Government had been effective in recruitment of ECD teachers. The aspects the study assessed include level of qualifications, adequacy of the recruitment exercise, as well as human resource efficiency. The findings indicate that 51.5% of the respondents agreed that the county government has employed qualified ECD teachers, 32.7% disagreed, 14.4% strongly agreed while 0.8% disagreed. However, 57.7% of the respondents disagreed that the county government has employed adequate ECD teachers, 25.8% agreed, 10.6% strongly agreed and 5.9% disagreed. The respondents who strongly agreed were 44.6% that indeed there are adequate financial and physical resources in the county, 22.2% disagreed while 13.6% strongly disagreed. Further, 33.3% of the respondents agreed that the county government has adequate human resources to carry out activities at the county level, 29.7% strongly agreed, 24.3% neither agreed nor disagreed, 6.7% strongly disagreed while 5.9% disagreed. Findings obtained are presented in Table 4.2.
Table 4.2 Recruitment of ECD Teachers

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The county government has employed qualified ECD teachers</td>
<td>Frequency (f)</td>
<td>3</td>
<td>127</td>
<td>3</td>
<td>199</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>0.8%</td>
<td>32.7%</td>
<td>0.8%</td>
<td>51.5%</td>
<td>14.4%</td>
</tr>
<tr>
<td>The county government has employed adequate ECD teachers</td>
<td>Frequency (f)</td>
<td>224</td>
<td>23</td>
<td>0</td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>57.7%</td>
<td>5.9%</td>
<td>0%</td>
<td>25.8%</td>
<td>10.6%</td>
</tr>
<tr>
<td>There are adequate financial and physical resources in the county</td>
<td>Frequency (f)</td>
<td>52</td>
<td>85</td>
<td>74</td>
<td>1</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>13.6%</td>
<td>22.2%</td>
<td>19.1%</td>
<td>0.3%</td>
<td>44.6%</td>
</tr>
<tr>
<td>The county has adequate human resources to carry out activities at the county level</td>
<td>Frequency (f)</td>
<td>26</td>
<td>23</td>
<td>94</td>
<td>129</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>6.7%</td>
<td>5.9%</td>
<td>24.3%</td>
<td>33.3%</td>
<td>29.7%</td>
</tr>
</tbody>
</table>

The current study had similar findings with the literature which underpinned this study. Indeed, the study findings were in line with Boyd (2013) and Muchira (2013). However, the study contradicts with the findings from the World Bank (2015) report which generally indicated very low levels of teacher recruitment with very low ratio of the teacher to pupil requirement.
4.5 Supervision of ECD Teachers

The second objective sought to explore measures put in place by County Government in relation to supervision of pre-primary institutions. The findings obtained indicate that 45.6% of the respondents agreed that policies and plans including disciplines, teachers evaluations, benefit options, and absenteeism in the county have been developed to guide suggestions, 19.8% strongly agreed, 18.8% neither agreed nor disagreed, 6.7% disagree while 9% strongly disagreed. Those who agreed that county structures are in place was 33.7%; clearly defining roles, authority and accountability of office holders, 35.5% agreed nor disagreed, 20.1% strongly agree, 6% disagreed while 4.7% strongly disagreed. Also, 41% of the respondents neither agreed nor disagreed that ECD teachers work effectively with minimum supervision, 26.9% strongly agreed, 16.7% agreed while 8.6% strongly disagreed. Further, 36.6% of the respondents agreed that teachers have complained of harassment and biasness during supervision, 22.9% strongly agreed, 28.1% neither agreed nor disagreed, 7.5% strongly disagreed and 4.9% disagreed. In addition, 55.7% of the respondents strongly agreed that ECD teachers are not satisfied with the county governments approach, 30.9% agreed, 5.9% disagreed, and 5.4% strongly disagreed. The findings obtained in the study are shown in Table 4.3.
Table 4.3 Supervision of ECD Teachers

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and plans in the county have been developed to guide suggestions</td>
<td>Frequency (f)</td>
<td>35</td>
<td>26</td>
<td>73</td>
<td>177</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>9.0%</td>
<td>6.7%</td>
<td>18.8%</td>
<td>45.6%</td>
<td>19.8%</td>
</tr>
<tr>
<td>County structures are in place; clearly defining roles, authority and accountability of office holders</td>
<td>Frequency (f)</td>
<td>18</td>
<td>23</td>
<td>136</td>
<td>129</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>4.7%</td>
<td>6.0%</td>
<td>35.5%</td>
<td>33.7%</td>
<td>20.1%</td>
</tr>
<tr>
<td>ECD teachers work effectively with minimum supervision</td>
<td>Frequency (f)</td>
<td>33</td>
<td>26</td>
<td>157</td>
<td>64</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>8.6%</td>
<td>6.8%</td>
<td>41.0%</td>
<td>16.7%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Teachers have complained of harassment and biasness during supervision</td>
<td>Frequency (f)</td>
<td>29</td>
<td>19</td>
<td>109</td>
<td>142</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>7.5%</td>
<td>4.9%</td>
<td>28.1%</td>
<td>36.6%</td>
<td>22.9%</td>
</tr>
<tr>
<td>ECD teachers are not satisfied with the county governments approach</td>
<td>Frequency (f)</td>
<td>21</td>
<td>23</td>
<td>8</td>
<td>120</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Percentage (%)</td>
<td>5.4%</td>
<td>5.9%</td>
<td>2.1%</td>
<td>30.9%</td>
<td>55.7%</td>
</tr>
</tbody>
</table>

Belfield (2007) revealed that construction of facilities and capacity building at the national level in the 1990s impacted positively on the implementation of the ECDE. However the supervision is mainly run by non-governmental agencies or privately, although the Ministry of Insurance and Social Affairs plays a supervisory role. This is
in line with the current study which reveals that indeed there is supervision that is conducted by the Machakos County Governments.

Awino (2014) found out that a satisfactory level of educational quality is achieved through primarily inspection and supervision of legal requirements that schools should comply with. The inspectorate is entitled to evaluate quality standards in such a manner that schools are challenged to provide higher standards of quality education than those considered merely satisfactory. The findings are similar with the current study that indicates that the county government has put in place policies and plans to guide management of schools with 45.6% of the respondents indeed agreeing that such guidelines are in place.

Furthermore, Awino (2014) noted that it is important to supervise education programmes in order to gather information from children, caregivers, parents, communities, and general ECE environment. Supervision of ECE can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in its implementation. However, in contrast, the current study found out that the teachers had negative attitude towards supervision with 36.6% of the respondents complaining of harassment and biasness during supervision.

**4.6 Facility Provision to ECD Institutions**

The study further sought to determine the extent to which the county government had been effective in facility provision to ECD institutions. The study found out how financial and physical facilities as well as technical resources affected pre-primary education implementation by the county government. The findings obtained in the study indicate that 54.1% of the respondents strongly agreed that there were adequate financial and physical resources in the county, 20.1% neither agreed nor disagreed,
10.7% agreed while 7.7% disagreed. 47.8% of the respondents strongly disagreed that there are adequate technological resources, 23.8% neither agreed nor disagreed, 11.9% agreed and 8.6% strongly agreed. Those who disagreed were 44.5%; that county government has allocated enough funds to the ECD schools, 16.9% agreed, 7.2% neither agreed nor disagreed while 4.7% strongly disagreed. Further, 47.5% agreed that teachers are satisfied with their working environment in terms of facilities, 21% strongly agreed, 14.9% disagreed while 9.7% strongly disagreed. The findings of the study are as shown in Table 4.4.

Table 4.4 Facility Provision to ECD Institutions

<table>
<thead>
<tr>
<th></th>
<th>Frequency (f)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is adequate financial and physical resources in the county</td>
<td>173</td>
<td>30</td>
<td>30</td>
<td>78</td>
<td>40</td>
<td>210</td>
<td>362</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.7%</td>
<td>7.7%</td>
<td>20.1%</td>
<td>10.3%</td>
<td>54.1%</td>
<td>100%</td>
</tr>
<tr>
<td>There are adequate technological resources</td>
<td>17</td>
<td>161</td>
<td>26</td>
<td>61</td>
<td>97</td>
<td>362</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.7%</td>
<td>44.5%</td>
<td>7.2%</td>
<td>16.9%</td>
<td>26.8%</td>
<td>100%</td>
</tr>
<tr>
<td>The county government has allocated enough funds to the ECD schools</td>
<td>35</td>
<td>54</td>
<td>25</td>
<td>172</td>
<td>76</td>
<td>362</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.7%</td>
<td>14.9%</td>
<td>6.9%</td>
<td>47.5%</td>
<td>21.0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Berlinski and Galiani (2007) provided evidence on the impact of a large-scale construction of pre-primary school facilities in Argentina. The study estimated the causal impact of the program on pre-primary school attendance and maternal labour supply. Identification relies on a differences-in-differences strategy where we combine differences across regions in the number of facilities built with differences in exposure across cohorts induced by the timing of the program. The study found a sizeable impact of the program on pre-primary school participation among children aged between 3 and 5. In addition, the study found that the implicit childcare subsidy induced by the program appears to increase employment. These findings were similar to the current study which revealed that indeed there are adequate financial and physical resources in the county. This was as a result of 54.1% of the respondents strongly agreeing that there were sufficient financial and physical resources available in the county.

Humphreys and Crawfurd (2014) found out that the provision of water and gender-segregated sanitation is clearly vital to keeping pupils (and staff) in schools, and reports suggest recent improvements in provision in project-supported states, but there are clearly issues around the maintenance and cleanliness of both. The study further highlighted that improvements in infrastructure and resource supply are failing to keep pace with increased demand, having negative impact on educational quality and thereby threatening retention and undermining any gains in increased enrolment. The findings from this study were contrary to the current study which found that teachers were satisfied with their working environment in terms of facilities, with 47.5% of the respondents agreeing that they were indeed satisfied with the facilities available in schools.
4.7 Regression Analysis Results for the Hypothesis

The study sought to establish the relationship between the role of county government and implementation of pre-primary education in Machakos County. The model summary, ANOVA Table and regression coefficients table were used to help explain the relationship that existed between the dependent and independent variables of the study.

Table 4.5 Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.971a</td>
<td>.962</td>
<td>.961</td>
<td>.04625</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Recruitment of ECD teachers, Supervision, Facilities provision

Results in Table 4.5 indicate the regression model summary showing the extent to which the independent variables influence the dependent variable. From the results, the $R^2$ value shows the variability accounted for by the predictor variables. This implies that 96.2% of the variation in implementation of pre-primary education in Machakos County can be explained by recruitment of ECD teachers, supervision and facilities provision. Therefore, other factors not studied in this study contribute to 3.8% of the variation in implementation of pre-primary education in Machakos County (1-0.962 expressed as a percentage).
### Table 4.6 ANOVA Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6.172</td>
<td>3</td>
<td>1.234</td>
<td>7.672</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>128.254</td>
<td>385</td>
<td>.705</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>134.426</td>
<td>388</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent Variable: Implementation of pre-primary education
Predictors: (Constant), Recruitment of ECD teachers, Supervision, Facilities provision.

From Table 4.6, the significance value in testing the reliability of the model for the relationship between implementation of pre-primary education and role of county government was obtained as 0.000 which is less than 0.005 the critical value at 95% significance level. Therefore the model is statistically significant in predicting the relationship between the study variables. The F value calculated is 7.672 indicating a significant model for the relationship as given by the regression coefficients. This shows that the overall model was statistically significant and reliable in explaining the influence of the predictor variables to implementation of pre-primary education.

### Table 4.7 Coefficients Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.945</td>
<td>.682</td>
<td>5.786</td>
<td>.000</td>
</tr>
<tr>
<td>Recruitment of ECD teachers</td>
<td>.419</td>
<td>.169</td>
<td>.420</td>
<td>2.273</td>
</tr>
<tr>
<td>Supervision</td>
<td>.343</td>
<td>.162</td>
<td>.367</td>
<td>2.289</td>
</tr>
<tr>
<td>Facilities provision</td>
<td>.407</td>
<td>.173</td>
<td>.407</td>
<td>2.092</td>
</tr>
</tbody>
</table>

Dependent Variable: Implementation of pre-primary education

The estimates of the regression coefficients, t-statistics and the p-values for the relationship between implementation of pre-primary education and role of county
government are presented in Table 4.7. These coefficients answer the regression model relating to the dependent and the independent variables.

Recruitment of ECD teachers positively and significantly predicted implementation of pre-primary education, $\beta = .420$, $t = 2.273$, $p < .000$. Supervision positively and significantly predicted implementation of pre-primary education, $\beta = .367$, $t = 2.289$, $p < .000$. In addition, facilities provision positively and significantly predicted implementation of pre-primary education, $\beta = .407$, $t = 2.092$, $p < .000$.

Based on these, the regression model;

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where;

$\mathbf{Y}$ = Dependent variable (Implementing of pre-primary education)

$\mathbf{\alpha}$ = the model intercept

$\mathbf{B1- \beta_3}$ = Coefficient of independent variables

$\mathbf{X_1- X_3(X_1}$ – Recruitment of ECD teachers, $X_2$ – Supervision of pre-primary, $X_3$ – Facilities provision)

$\mathbf{\varepsilon}$ = Error Term

The regression model for the study therefore becomes;

$$Y = 2.945 + 0.419X_1 + 0.343X_2 + 0.407X_3 + 0.682$$

Therefore, from the model, a unit increase in recruitment of ECD teachers will improve the implementation of pre-primary education by 0.419, a unit increase in supervision of pre-primary teachers will improve implementation of pre-primary
education by 0.343 and a unit increase in facilities provision will improve implementation of pre-primary education by 0.407 in Machakos county government.

The findings of this study were similar with the findings of Ndiritu (2012) who used a similar model and found out that the researcher regressed student current performance against his/her previous performance and the result gave a coefficient of determination of 94.3%. The second key determinant of education output is teacher experience. For the sake of Ndiritu (2012), three year experience was used as the benchmark for an experienced teacher. On regressing student performance against teachers' experience, the results indicated that experience accounts for 75.7% of variability in the student performance.

4.8 Qualitative Results

Interviews were conducted on the county education personnel. The study sought to determine the respondents’ views on how they would characterize the development of pre-primary education within Machakos County. Most respondents in the study argued that the education in pre-primary education have evolved from when it was about whether to provide pre-primary education to children or not to something that has become a right to all children to have basic education as follows. One respondent said;

“I think education in the pre-primary sector in Kenya has gone a great mile. I remember during our times education for pre-primary children was a matter of choice for the parents whether to have their children attend or not. But of late, under the county government where more ECD teachers are recruited day by day, all parents are required to have their kids attend these classes since basic pre-primary education is very important to the children. The County is really trying hard to make sure all kids go through this process.”
However there is some contradiction of these findings with the literature. For instance, Parry (1997) found that even though decentralization has been a popular strategy for improving public service delivery, yet it has often failed to live up to its promise. Successful implementation requires the central government to develop new roles which are supportive of decentralization because local institutions generally lack the technical ability and the funds necessary to perform their new functions.

The study also sought to determine the current role of the county government in implementing pre-primary education within Machakos County. The study found out that the county government was involved in recruitment of ECD teachers, making education follow ups, making pre-primary education supervisions, drafting policies guiding pre-primary education in the county and giving the necessary resources required in the running of the pre-primary education in the county. The following were some of the responses obtained in the study;

“It is the role of the county government to ensure that qualified ECD teachers are hired in the county to ensure that the children get the required basic education.”

The county government makes policies and provides recommendations on what best should be done to achieve the goal of quality pre-primary education. It is also responsible for making follow ups to make sure the recommendations are adhered to and implemented in the grassroots.”

“The county government can terminate contracts with underperforming teachers. The county can also reward those employees who are performing well to help implement so what does literature say on this?

“The county is mandated to recruit qualified teachers who have achieved the level of training required. Therefore it will be a mistake if an unqualified teacher is recruited and the county government will be forced to carry that cross.”

“The county government is supposed to provide the human resource and financial resources required for effective recruitment. This will ensure that enough teachers are employed and there is balance of teachers according to children needs.”
The current study is similar to the findings of Emily and Ruth (2016) which recommended that the national government, county government, and stakeholders in early childhood education on centralized Early Childhood Development policy, should emphasize the aspects of equality in distribution of resources, recruitment of quality teachers, and better remuneration of the teachers. It is also similar to the expectations of the Universal Basic Education Act of 2000 of Kenya which cites Early Childhood Development Education (ECDE) that has to do with pre-primary education given to children between ages one to five, as an integral part of basic education. Since it is the foundation for a life-long education, the national government of Kenya, now devolved to the county government, is expected to be actively involved in providing it for the younger children. The devolved units are expected to provide ECDE education facilities to the young children and are therefore under obligation from Universal Basic Education Act of 2000 as well as the constitution of Kenya 2010.

In addition, the study sought to determine the role of the county government in provision of facilities as part of implementing pre-primary education within Machakos County. The respondents were of the opinion that provision of technological resources and improvement of facilities such as roads leading to the schools were important. Here are some of the responses obtained on the study;

“We are living in a world of technology. Therefore, it is important that our kids grow in line with the emerging technologies in everyday life. Therefore, it is the role of the county government to make sure that resources related to technology are provided including development of the feeder roads leading to the schools to enable for more advanced options e.g. power provisions and use of computers.”

The findings from the current study are similar to the study carried out by Parry (1997) who found out that decentralization of education in Chile has led an
appropriate balance of responsibilities between the central government and local institutions. Decentralization had a mixed impact, however, on education quality. Improved monitoring and consistent financial support from the central government is needed to improve equity and raise the quality of education.

Finally, the study sought to determine the role of the county government in supervision of ECD as part of implementing pre-primary education within Machakos County. Most respondents argued that county structures were in place; and that it was the role of the county government to be accountable in the pre-primary education sector. The respondents said:

“County structures are needed to be in place and should define roles, authority and accountability of office holders. This will highly help in defining how supervisions should be made and how follows ups should be done in the county. The county is accountable for what happens in pre-primary education and therefore these duties must be fully defined. That is what the county government of Machakos is doing.”

This findings from the current study are contrary to Ifakachukwu (2011) findings that noted that this abysmally low government’s participation in proprietorship of day care centres and nursery schools deny the poor, disadvantaged and marginalized groups’ access to ECDE and at the same time lead poor performance of children that learn under such conditions, but this hopes to change as per the new devolved government.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter gives the summary of the research findings that were obtained, the conclusions and recommendations that were made in the study based on the research findings.

5.2 Summary of the Findings
This section presents the summary of the findings that was made based on the objectives of the study.

5.2.1 Effectiveness of Recruitment of Pre-Primary School Teachers
The study determined that the majority of the respondents said the government was effective in recruitment of ECD teachers. The findings further indicated that the majority of the respondents agreed that the county government had employed qualified ECD teachers. However, the respondents disagreed that the county government has employed adequate ECD teachers. The respondents strongly agreed that there are adequate financial and physical resources in the county and that the county has adequate human resources to carry out activities at the county level. From regression analysis results, recruitment of ECD teachers positively and significantly predicted implementation of pre-primary education, $\beta = .420$, $t = 2.273$, $p < .000$.

5.2.2 Supervision of ECD Teachers
The findings obtained indicated that the respondents agreed that policies and plans including disciplines, teachers’ evaluations, benefit options, and absenteeism in the county have been developed to guide suggestions, and that county structures are in place; clearly defining roles, authority and accountability of office holders. However,
the majority of the respondents neither agreed nor disagreed that ECD teachers work effectively with minimum supervision. Further, the respondents agreed that teachers have complained of harassment and biasness during supervision and strongly agreed that ECD teachers are not satisfied with the county governments approach. From the regression analysis results, supervision of ECD teachers positively and significantly predicted implementation of pre-primary education, $\beta = .367, t = 2.289, p < .000$.

5.2.3 Facility Provision to ECD Institutions
The findings obtained in the study indicated that the majority of the respondents strongly agreed that there were adequate financial and physical resources in the county but strongly disagreed that there were adequate technological resources. Further, the respondents disagreed that county government had allocated enough funds to the ECD schools, however they agreed that teachers were satisfied with their working environment in terms of facilities. From the regression analysis results, facilities provision positively and significantly predicted implementation of pre-primary education, $\beta = .407, t = 2.092, p < .000$.

5.3 Conclusions
Based on the findings of the study, the following conclusions were made in the study based on the objectives of the study.

5.3.1 Effectiveness of Recruitment of Pre-Primary School Teachers
The study concludes that there was a positive relationship between recruitment of ECD teachers and implementation of pre-primary education. This could be attributed to effectiveness in recruitment of ECD teachers, employment of qualified ECD teachers and adequacy in financial and physical resources in the county.
5.3.2 Supervision of ECD Teachers
The study concludes that there was a significant relationship between supervision of ECD teachers and implementation of pre-primary education. This could be attributed to policies and plans in the county that had been developed to guide suggestions, and county structures being in place; clearly defining roles, authority and accountability of office holders.

5.3.3 Facility Provision to ECD Institutions
The study concludes that facilities provision positively and significantly predicted implementation of pre-primary education. Adequate financial and physical resources in the county could be attributed to implementation of pre-primary education.

5.4 Recommendations
The current study presented the following recommendation according to the findings of the study.

5.4.1 Recommendations for Improvement
Based on the findings and conclusions, the following recommendations for improvement were made in the study.

The study found out that the respondents disagreed that the county government had employed adequate ECD teachers. Therefore, the study recommends that more teachers need to be employed by Machakos county government to cater for the high numbers of pre-primary children in the county.

The study determined that the respondents neither agreed nor disagreed that ECD teachers work effectively with minimum supervision. However, supervision was found to have a positive influence on implementation of pre-primary education. The
study therefore recommends that supervision in the county should be put in place and should be done within the set guidelines.

Furthermore, the study found out that the respondents strongly disagreed that there were adequate technological resources. In addition, the respondents disagreed that county government had allocated enough funds to the ECD schools. Therefore, the study recommends that enough technological resources and funds should be allocated to ECD schools in Machakos County to improve the quality of education in the county.

5.4.2 Recommendations for Future Research

The study has been able to give findings on the role of Machakos County Government in implementing pre-primary school education as a devolved function. However, this was a case study and only focused on teachers and employees of the Machakos county government. The views of other stakeholders such as parents were not considered in this study. Therefore, the researcher recommends that other researchers can undertake a similar study in other counties apart from Machakos County. In addition, other researchers can sample the views of other stakeholders to obtain a comparative study to the present study.
REFERENCES


Ackerman, D.J. (2004). States’ efforts in improving the qualifications of early care and education teachers. Educational Policy, 18 (2), 311-337.


Awino, N. L. (2014). Impact of supervision on the implementation of early childhood education curriculum in selected public pre-schools in Lang’ata District, Nairobi County, Kenya (Doctoral dissertation, School of Education in partial fulfilment for the award of Masters Education Degree in Early Childhood Education in the Department of Educational Communication and Technology, University of Nairobi).


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NAEYC (2007). Educational qualifications of program administrators and teaching staff: Building better futures for children and the profession


APPENDICES

Appendix I: Questionnaire for the Teachers

Instructions:

This questionnaire has been prepared for the sole purpose of getting feedback from you in relation to a survey that is conducted on, ‘role of county government in implementation of preschool education as a devolved function; A case of Machakos County,’ You are requested to place a tick or an X in the provided box after the question. This may take less than 25 minutes to complete. Please provide responses that show personal and independent opinions on issues being asked. This is purely academic research, and thus your confidentiality is guaranteed.

PART I: PERSONAL INFORMATION

1. Please indicate gender
   Male ( )   Female ( )
2. Please indicate your age bracket
   18-25yrs  26-35yrs  36-45yrs  46-55yrs  over 55yrs
3. For how long have you been working with the county government?
   Less than 1 Year  1 - 3 years  3 - 5 years.  Over 5 Years

SECTION B:

4. Is the Machakos County Government effective in recruitment of ECD teachers?
   Yes ( )   No ( )

If yes, how is it effective? If No, what do you think could be done to make it more effective?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

________________________  __________________________
5. Please indicate the number of pre-school teacher hired by’

Machakos County Government ( )

Parents ( )

Private ( )

6. To what extent do you think the Machakos County Government has been effective in recruitment of ECD teachers? Use Likert scale of 1-5 where 1- Strongly Disagree, 2 – Disagree, 3- Neutral, 4 – Agree , 5- Strongly Agree.

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<tbody>
<tr>
<td>The county government has employed qualified ECD teachers</td>
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<tr>
<td>The county government has employed adequate ECD teachers</td>
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<td>There are adequate financial and physical resources in the county</td>
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<tr>
<td>The county has adequate human resources to carry out activities at the county level</td>
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7. To what extent do you think the Machakos County Government has been effective in supervision of ECD teachers?

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<tr>
<td>Policies and plans in the county have been developed to guide suggestions</td>
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<td>County structures are in place; clearly defining roles, authority and accountability of office holders</td>
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<td>ECD teachers work effectively with minimum supervision</td>
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<td>Teachers have complained of harassment and biasness during supervision</td>
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<td>ECD teachers are not satisfied with the county governments approach</td>
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8. To what extent do you think the county government has been effective in facility provision to ECD institutions?

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<tr>
<td>There is adequate financial and physical resources in the county</td>
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<tr>
<td>There are adequate technological resources</td>
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<tr>
<td>The county government has allocated enough funds to the ECD schools</td>
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<tr>
<td>Teachers are satisfied with their working environment in terms of facilities</td>
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</table>

Thank You for Your Participation
Appendix II: Key Informant Interview Guide for the County Education Personnel

1. From the observation how would you characterize the development of pre-primary education within Machakos County?

2. What is the current role of the county government in implementing pre-primary education within Machakos County?

3. How would you characterize the role of the county government in recruiting ECD teachers as part of implementing pre-primary education within Machakos County?

4. How would you characterize the role of the county government in provision of facilities as part of implementing pre-primary education within Machakos County?

5. How would you characterize the role of the county government in supervision of ECD as part of implementing pre-primary education within Machakos County?
Appendix III: Approval from Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Benedette Mukonyo Kiilu
C/o Early Childhood Studies Dept.

DATE: 25th January, 2018
REF: E55/OL/23092/2013

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 10th January, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, “Role of County Government in Implementing Pre-Primary Education in Machakos County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ELLIAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Early Childhood Studies Department.

Supervisors:
1. Dr. Teresa Mwoma
   C/o Department of Early Childhood Studies
   Kenyatta University
Appendix IV: Approval Letter from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000, 0713 787072/0733404545
Fax: +254-20-313404/318249
Email: dg@nacost.co.ke
Website: www.nacost.co.ke
When replying please quote:

Ref: No. NACOSTI/P/18/39994/21828 Date: 16th March, 2018

Benedette Mukonyo Kiilu
Kenyatta University
P.O Box: 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Role of county government in implementing pre-primary education in Machakos County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Machakos County for the period ending 15th March, 2019.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PH.D.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.
Appendix V: Research Permit

THIS IS TO CERTIFY THAT:
MS. BENEDETTE MUKONYO KILU
of KENYATTA UNIVERSITY, 0-90100
Machakos, has been permitted to
conduct research in Machakos County
on the topic: ROLE OF COUNTY
GOVERNMENT IN IMPLEMENTING
PRE-PRIMARY EDUCATION IN
MACHAKOS COUNTY, KENYA
for the period ending:
15th March, 2019

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation

CONNECTIONS
1. The Licence is valid for the proposed research,
   subject to prior approval of the panel for its
   extension.
2. The Licence may be cancelled for any reason
   concerning or connected with the Licence.
3. The Licence may be transferred to the
   Commissioner of the Commission, the Licence
   may be transferred by the Licence holder to the
   Commissioner of the Commission.
4. The Licence holder is subject to the Director of
   the Commission, the Licence holder has authority
   to transfer the Licence to the Director of the
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10. The Licence holder is subject to the Director of
    the Commission, the Licence holder has authority
    to transfer the Licence to the Director of the
    Commission.

Republic of Kenya
National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No: 17861
CONNECTIONS: see back page