TERMS AND CONDITIONS OF SERVICE AND THEIR RELATIONSHIP TO MOTIVATION OF PRE-SCHOOL TEACHERS IN KWALE DISTRICT, KENYA

BY

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JULY 2005
DECLARATION FORM

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

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

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DEDICATION

This thesis is dedicated to my two sons, Mbarak and Hamisi who braced the hard times in my absence and gave me a peaceful mind that enabled me complete the master’s degree in good time. AMEN
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I wish to give my sincere appreciation to all those who in one way or another contributed to the success of this study.

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ABSTRACT

The purpose of this study was to investigate Terms and Conditions of Service for pre-school teachers in Kwale District and find out how they relate to their motivation. More specifically, the study attempted to document the Terms and Conditions of Service of pre-school teachers in the district. The study also sought to determine whether there were differences in the Terms and Conditions of Service of pre-school teachers employed by different sponsors. In addition, the study attempted to investigate the reported levels of motivation of the pre-school teachers under the different sponsors. It also attempted to determine whether salary, job security, career advancement and skills upgrading relate to pre-school teachers' motivation. This was done because pre-school teachers in Kenya work under varied Terms and Conditions of Service offered by different employers.

The study used ex post-facto research design. This design was used as it helps to explore the existence of relationships among the selected independent and dependent variables, which cannot be manipulated experimentally but can be established through questionnaires.

Both probability and non-probability sampling techniques were used to select the pre-school teachers. A sample size of 140 pre-school teachers was drawn from Community Schools, County Council Schools, Religious Organization Schools and Private Schools using disproportionate stratified random sampling. The
sampled pre-school teachers responded to a self-administered questionnaire on pre-school teachers’ Terms and Conditions of Service.

The study reports several findings on the Terms and Conditions of Service. First, it revealed that pre-school teachers in Kwale District work under significantly different Terms and Conditions of Service. The results also revealed that over half 87(62%) of the pre-school teachers from Kwale District are demotivated by their Terms and Conditions of Service. Further, the study established that the level of motivation of the pre-school teachers is significantly influenced by school sponsorship. Finally, it was found that no significant relationship exists between salary, job security, career advancement, skills upgrading and motivation of pre-school teachers.

To improve the working conditions of pre-school teachers in Kenya the pre-school teachers suggested that there was need for the government to explore means of getting a common employer for all pre-school teachers. They also suggested that the government provides a guideline on pre-school teachers’ Terms and Conditions of Service to be used by all employers.
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ACRONYMS AND ABBREVIATIONS

ACRONYMS

ANOVA : Analysis of Variance
DICECE : District Centre for Early Childhood Education
NACECE : National Centre for Early Childhood Education
NGO : Non-Governmental Organization
TIQET : Totally Integrated Quality Education and Training

ABBREVIATIONS

ECD : Early Childhood Development
ECCE : Early Childhood Care and Education
ECE : Early Childhood Education
EAACE : East African Advanced Certificate of Education
KACE : Kenya Advanced Certificate of Education
KCE : Kenya Certificate of Education
KCSE : Kenya Certificate of Secondary Education
CPE : Certificate of Primary Education
KCPE : Kenya Certificate of Primary Education
KHA : Kindergarten Headmistress Association
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>MRC</td>
<td>Madrasa Resource Centre</td>
</tr>
<tr>
<td>CS</td>
<td>Community Schools</td>
</tr>
<tr>
<td>CCS</td>
<td>County Council Schools</td>
</tr>
<tr>
<td>ROS:</td>
<td>Religious Organisations Schools</td>
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<tr>
<td>PS</td>
<td>Private schools</td>
</tr>
<tr>
<td>PPMCC</td>
<td>Pearson’s Product Moment Correlation Coefficient</td>
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<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Young (1997: 229) in a report presented to the World Bank states that: "To provide quality education for young children adequately, trained teachers and caregivers throughout the world should be given professional status and receive compensation that reflects such professionalism." Similarly, Fredrick Taylor, in Okumbe, (1999) advocated for high pay in one of his principles. He stressed that high pay should be tied to successful completion of an assigned task. In this regard, the service given by pre-school teachers deserve recognition by all stakeholders.

The number of pre-schools in the country in 2003 was twenty six thousand two hundred and thirteen (26,213) with a total enrolment of over one million five hundred seventeen thousand five hundred and eighty five (1,517,585) children. The number of pre-school teachers totalled up to 59,532 of which 56,018 were female and 3,514 were male. The number of pre-school trained teachers stood at 19,408 while 23,523 were untrained (MOEST Annual Statistics, 2003). Most of these are not given recognition and status as professional educators.
Specifically, unlike the majority of teachers in primary, secondary and post-primary institutions who are employed by the Government agency, Teachers Service Commission (TSC), pre-school teachers are employed by local communities, local authorities, religious organizations and individual private schools. At present, the Government policy on Early Childhood Education (ECE) in reference to employment of pre-school teachers is based on partnership: the Government works with other partners to promote early childhood development (ECD). This was clearly stipulated in Sessional Paper No.6 of 1988 on Education and Training for the Next Decade and Beyond and the National Development Plans 1989/93, and 1997/2001, Master Plan for Education and Training 1997 – 2010(MOEST) as well as the Koech report (1999) on Totally Integrated Quality Education and Training (TIQET). The policy stipulates that there will be coordination between Government, parents, local communities, NGO's, bilateral partners and private individuals in Early Childhood Development Programmes.

The Government plays a major role through various ministries as far as promotion of Early Childhood Development (ECD) is concerned. In an effort to provide quality services in pre-schools, the Government saw it necessary through the Ministry of Education, Science and Technology to train personnel who would facilitate the development of relevant localized curriculum with the participation of the local communities (Kabiru 1998).
Accordingly, a national professional institution in Early Childhood, the National Centre for Early Childhood (NACECE), was established at the K.I.E. in 1984. NACECE formed the framework under which a network of supporting District Centres for Early Childhood Education (DICECE) came into existence. The two institutions are charged with the responsibility of training pre-school teachers, curriculum development, and carrying out seminars for the community on early childhood education and care (Ministry of Education, et. al. 1992). During the two year in-service course the pre-school teachers are equipped with new skills and methodology, taught how to provide a rich, stimulating and healthy learning environment for young children and helped to understand better the needs of children and how best to provide for them. This training empowers the teachers to lay a firm and healthy foundation for children during the formative years.

At the time of the study, the Ministry did not have any provision for employment of these teachers on completion of the course. The employers who hire the services of this level of teachers offer different Schemes of Service. This is demotivating to almost all the teachers. The idea of support for pre-school teachers, particularly in the form of paying salaries by the Ministry of Education, Science and Technology has not been possible on the grounds that there are insufficient funds to provide pre-school teachers to all communities (Swadener, Kabiru and Njenga 2000). According to a report prepared for the World Bank, the biggest frustration to pre-school teachers in Kenya was to train people for "a hopeless situation" with little
or no pay, little recognition, fewer career opportunities and large classes of very young children (Adams and Kabiru 1995). However, the Koech report, TIQET (1999) recommended recruitment of pre-primary school teachers which the MOEST might implement. Available statistics from the National Centre for Early Childhood Education, NACECE (2001) indicated that the average salary of a pre-school teacher was Kshs.2000/= per month.

Trained pre-school teachers therefore look for employment on their own. Some get employed by local authorities, Government parastatals like Kenya Ports Authority, individual private schools owners or companies while majority end up in pre-schools managed by communities. These teachers employed by various organizations work under diverse Terms and Conditions of Service. The low retention rate of trained pre-school teachers (Gumo, 2003) suggests the demotivational effects. Cohen (1974) noted that continuity of care from same adult or the same few adults is important to young children as they tend to form deep attachments. This attachment enables children learn freely. If sponsors of pre-schools do not offer appealing Terms and Conditions of Service the teachers are likely to terminate their services or be demoralized. This will affect the child since the teachers will not be motivated enough to guide the child well in their learning process.
Though the Kenyan Government does not employ pre-school teachers, they are expected to lay a strong foundation in the education of the Kenyan children. To effectively give the knowledge the teachers need to be well motivated. Some of the motivational factors identified in other studies include job security, level of remuneration, career advancement, skills upgrading opportunities, an enabling working environment and appropriate working tools (Strage, 1993; Fraser, 1989).

For the many decades that these pre-schools have been in operation few studies on Terms and Conditions of Service have been undertaken. Adams, et al. (1995) and Waithaka (2002) found some factors like low pay de-motivating pre-school teachers. This shows that the issue of compensation for Early Childhood Educators has been given very little attention by both stakeholders and researchers. Accordingly, the present study seeks to fill this gap in knowledge by investigating the pre-school teachers’ Terms and Conditions of Service and their relationship to motivation.

1.2 Statement of the Problem

Inspite of the fact that pre-school teachers give one of the most essential services in shaping the future of Kenyan children and laying the foundation in education, they lack a common employer and therefore work under diverse Terms and Conditions of Service. Pre-school teachers in various Districts of Kenya who are employed by County Councils, private schools, religious organizations and local communities, operate under varied Terms and Conditions of Service. The effect of
this on the teacher motivation and performance is not yet known, even though existing theories and international research suggest this would be one of the factors that determine motivation. This study wishes to establish the differences in the varied Terms and Conditions of Service of pre-school teachers and whether they motivate or demotivate them.

Importantly, the Terms and Conditions of Service offered by sponsors are not standardized; the employers give what they want. Lack of standardized Terms and Conditions of Service and proper guidelines on the Terms and Conditions of Service from the Ministry of Education Science and Technology appear to have adverse effects on retention of pre-school teachers since many of them leave the pre-schools to other sectors. This frequent change of teachers impacts negatively on young children, and this may affect not only their learning process but also the development of their personality in future.

Available literature shows and assumes that the existence of formal Terms and Conditions of Service are essential for maintenance of motivation among workers. Some of the factors identified include job security, level of remuneration, career advancement and skills upgrading opportunities. It is not known whether these factors exist in the pre-school teacher’s Terms and Conditions of Service. More so, the few studies that have been conducted in Kenya have not focused on Pre-school Teacher’s Terms and Conditions of Service in relation to motivation. There is need therefore for this area to be researched on.
1.3 Purpose of the Study

The purpose of this study was to investigate Terms and Conditions of Service for pre-school teachers in Kwale District and how the existing Terms and Conditions of Service relate to motivation of pre-school teachers.

1.4 Objectives of the Study

The following are the specific objectives of the study.

1. To document the Terms and Conditions of Service of pre-school teachers in the district.
2. To determine whether the aspects in the pre-school teachers Terms and Conditions of Service vary with the employer.
3. To document the perception of the pre-school teachers regarding the appropriateness of their working Terms and Conditions of Service.
4. To investigate the reported levels of pre-school teachers motivation and;
5. To determine whether salary, career advancement, job security and skills upgrading opportunities are related to pre-school teachers’ motivation

1.5 Research Hypotheses

This study was guided by the following hypotheses.

1. There is a significant difference in the level of motivation among pre-school teachers working under different categories of school management.
2. There is a significant difference in the Terms and Conditions of Service of pre-school teachers employed by different sponsors.

3. There is a significant relationship between salary and motivation of pre-school teachers.

4. There is a significant relationship between job security and motivation of pre-school teachers.

5. There is a significant relationship between career advancement and motivation of pre-school teachers.

6. There is a significant relationship between skills upgrading and motivation of pre-school teachers.

1.6 Basic Assumptions

The basic assumption of the study was that pre-school teachers are motivated by certain factors in their working Terms and Conditions of Service. The other assumption was that the sponsors of the pre-schools in Kwale District have working Terms and Conditions of Service for the pre-school teachers they employ.

1.7 Significance of the Study

The findings of this research are useful to the Ministry of Education Science and Technology and other stakeholders in Early Childhood Development. The Ministry might see the need to give out guidelines regarding Terms and Conditions of Service to employers in Early Childhood Development institutions. The
findings may assist managers of the various types of Early Childhood Development institutions to provide satisfying Terms and Conditions of Service to enable the teachers work effectively. The report of this study serves as a source of reference and is of great use to the general public and other interested bodies in Early Childhood Education. The study also gives information to the field on Maslow’s and Herzberg’s Theories on motivation of pre-school teachers. The study also narrows the gap in this important topic since most studies that have been carried out in Kenya have addressed motivation of teachers in primary, secondary and tertiary colleges. Studies carried out in pre-schools have mainly dwelt on training needs of pre-school teachers and trainers, nutritional status of pre-school children, child rearing and early childhood education (Swadener, et al. 2000) among others. However, a recent study by Waithaka (2002) that looked at job satisfaction of pre-school teachers, found low salary and lack of job security as the most dissatisfying factors.

1.8 Scope and Delimitations

This study was conducted in Kwale district, which is one of the seven districts in Coast Province. A sample of pre-school teachers was selected to represent the entire district because the researcher is self-sponsored and would have to use the limited resources to get to the sampled teachers in the schools. Due to time limit, this study looked at two motivating factors and two hygiene factors of Herzberg, career advancement and skills upgrading opportunities, job security and salary
respectively. The results might therefore not be similar to other studies that used larger samples.

1.9 Conceptual Framework

In this section is an explanation of the conceptual framework of the study which is later illustrated by a diagram.

The pre-school management plays a major role in motivation of pre-school teachers. It is worth noting that pre-school teachers play a significant role in laying the foundation of education in children in their formative years. It is therefore important that the management puts in place attractive Terms and Conditions of Service to attract teachers with quality qualifications who would feel motivated and work devotedly. The different sponsors of pre-schools offer varied Terms and Conditions of Service. Some of the sponsors hire teachers on permanent terms, others on contract or temporary terms while others are on informal terms. The teachers whose services are hired also differ on their personal factors, this would also determine how they perceive the Terms and Conditions of Service they are offered and how they would perform.

Terms and Conditions of Service has been cited as one of the factors that could influence motivation of pre-teachers either positively or negatively. Herzberg’s Two-Factor Theory proposes that there should be more motivating factors than
hygiene factors in the job so as to attract and retain workers. In summary, Terms and Conditions of Service are important to the employee, the employer and the families as they influence the behaviour of the pre-school teacher, which affects the institution as well as the teachers’ performance in class. The pre-school teachers’ motivated behaviour will also contribute in the achievement of teachers’ personal objectives and those of the institution. Most importantly, their Terms and Condition of Service will ultimately impact their performance in the classroom thus impacting children’s development.

In conclusion, with well defined Terms and Conditions of Service it is expected that the pre-school teachers will accept the offers, be motivated, stick to their jobs and interact well with their pupils. This will lead to a smooth learning process and hence holistic child development. Studies that have been conducted in Kenya so far have not focused on Terms and Conditions of Service in relation to motivation. There is need therefore to establish the Terms and Conditions of Service in which pre-school teachers work in.
Fig. 1.1: The Influence of Terms and Conditions of Service on Motivation of Preschool teachers
1.10 Operational Definitions

Career advancement: Promotions received by a pre-school teacher or appointment to a higher status for example, a headteacher or award to a higher salary grade.

Employer: A religious organization, a local authority, a private individual, the local community that hires the services of a pre-school teacher.

Job security: The protection given in the binding document a teacher receives from the employer on contract of employment.

Salary: Exact amount received each month by a pre-school teacher for example 2000/=.

School Category: A school that is managed by a religious organization, local authority, community or a private individual.

Skills upgrading: Number of courses attended.

Level of Motivation: Score derived from pre-school teacher responses on Herzberg’s Hygiene and Motivation Factors.

Motivation: The urge within a pre-school teacher that forces him to willingly perform his duties.
This thesis has five chapters. The rest of the chapters are organized as follows:

Chapter two deals with review of literature on management theories, motivation theories and related studies on motivation of teachers and Terms and Conditions of Service. This is to provide a theoretical understanding of the problem under study.

Chapter three presents the methodology adopted by the study. It describes the research design, location of the study, population targeted, the sample and sampling method, the variables, the instruments used and procedures for data collection.

In chapter four, findings of the data obtained are presented. The chapter presents methods of data analysis, background characteristics of pre-school teachers in Kwale District, perception of the pre-school teachers on their Terms and Conditions of service, pre-school teacher’s motivational levels, motivating and demotivating factors, measures to improve the conditions of service of pre-school teachers and finally presents inferential statistical analysis of the six major hypotheses of the study.

Lastly, in chapter five the summary, conclusions, implications and recommendations are given.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter broadens the theoretical understanding of the problem of Terms and Conditions of Service and how they relate to motivation of pre-school teachers. The chapter takes the following format.

(i) Theoretical framework
(ii) Studies on terms and conditions of service/motivation.

2.1.0 Theoretical Framework

This study was guided by two management theories, the Scientific Management and Human Relations theories, two theories on work motivation, namely Maslow’s Hierarchy of Needs and Herzberg’s Motivation Hygiene theory and the meaning of motivation. The management theories were selected because they give an insight on the role of management in an institution. The motivational theories were also chosen, as they give an insight on what motivates people at work. The management of any institution is expected to formulate policies for smooth running of the institutions. In a pre-school the management has an obligation of putting in place an employment policy for the teachers. It was expected that if Terms and Conditions of Service of pre-school teachers were clearly stated then the teachers might feel motivated to work. The management has also a crucial role
in ensuring that the workers are comfortable and are working to achieve the goals of the institution. The management should also be sensitive to the teachers' personal goals since they do not only join the profession to support the aims of the institution but to achieve their personal goals as well. Okumbe (1999) states that a competent management strives to apply motivation and job satisfaction theories and principles to ensure proper utilization of the teacher's potentials.

2.1.1 Management Theories

Two of the management theories, Scientific Management Theory and Human Relations Theory, which were earlier mentioned, are discussed below.

2.1.1.1 Scientific Management Theory

Mamoria and Gankar (2001) Hacket (1996) and Okumbe (1999) state that one of the well-known schools of thought in management is the Scientific Management Theory by Fredrick Taylor. According to this school of thought, money is a main motivator. Work provides us with money which enables us to obtain satisfaction. Fredrick Taylor is sometimes referred to as the father of scientific management. He was perhaps the first person to give serious thought to the questions of why people work or more specifically how they could be made to work harder. His answer was to relate pay to output: the more people produced the more they were paid. This can be applicable to pre-school teachers who should be given
compensation worthy the services they give. To achieve this, sponsors of the pre-
schools need to have attractive and well defined Terms and Conditions of Service
for their teachers. Although Taylor was working at the very beginning of the
twentieth century, many of his ideas about how work should be divided into
simple tasks are still current in some industries. His search for a true science of
work gave birth to the technique of work-study.

2.1.1.2 Human Relations Theory

The Human Relations' Theory was developed through the researches of Elton
Mayo and other researchers. Human relations brought to the attention of
management the important role played by individuals in determining the success
or failure of an organization. The researchers from Harvard University who
conducted studies at the Chicago Plant of Western Electric laid the foundation of
the relationship between productivity and physical working conditions (Mamoria
Gankar, 2001; Hackett, 1996). These studies were referred to as Hawthorne
studies. Elton Mayo stressed the importance of an understanding of the needs of
both management and workers and of the social aspects of work performance. The
message was that inter-personal relationships should be fostered for the fullest
realization of the potentials of individuals and groups. This is in line with this
study where pre-school teachers are expected to upgrade their skills and also
realize individual growth both professionally and economically. In reference to
Hawthorne studies, Okumbe (1999) states that educational managers should
provide an environment, which will enable teachers to use their talents for the betterment of the institutions. In this study one of the factors (career advancement) in the Terms and Conditions of Service, can only be achieved if the pre-school teachers environment is conducive. This environment can be made suitable by the school management. In addition, the management of pre-schools needs to apply motivation/job satisfaction theories to influence the performance of the pre-school teachers.

2.1.2 Motivation and Theories of Motivation

This section discusses the meaning of motivation and two motivation theories namely, Maslow’s Hierarchy of Needs and Herzberg’s Motivation Hygiene Theory.

2.1.2.1 Motivation of Employees

"Motivation" is a Latin word, meaning to move (Mamoria and Gankar 2001). The term motivation has been derived from the word motive. Motives may be termed as drives or impulses within an individual. It implies something within a person, which prompts him into action. Motives are expressions of a person's needs or wants and hence they are personal or internal (Hacket, 1996). Motives or needs start and maintain activity, they determine the behaviour as they are directed towards certain conscious and sub-conscious goals. A goal is an outward stimulus for the motive to work. Motivation can therefore be described as behaviour caused
by some stimulus but directed towards a desired outcome (Cole, 1997) as illustrated in the model below. The stimulus could be a need, drive or incentive of some kind for example, the need for food.

\[\text{Stimulus} \rightarrow \text{Appropriate behaviour} \rightarrow \text{Goal/desired outcome}\]

Fig. 2.1: The basic motivation model

According to Gibson, Ivangevich and Donrielly (1991) needs are energizers or triggers of behaviour responses. Since needs or motives determine human behaviour, it is important that organizations cater well for the needs of their workers to ensure productivity. A sound reward system for example will boost the morale and increase motivation of workers. Pre-school teachers like other workers have personal needs. Any form of incentive put in place by the employer may stimulate him/her to behave in a particular way so that his/her personal goals and those of the institution may be achieved.

The goals sought by an individual can be relatively tangible, such as monetary reward or promotion, or intangible such as self-esteem or job satisfaction. The rewards available to an individual are either intrinsic or extrinsic. Intrinsic rewards are those that derive from the individual’s own experience, for example a sense of achievement, or a feeling of self-esteem. Extrinsic rewards on the other hand are those ones that are conferred on a person from outside such as a pay rise.
or a promotion. Even though motivation is a personal experience, managers of institutions ought to create the conditions under which the institutions and personal goals may be harmonized.

The Kenyan Government is sensitive to needs of its workers and has therefore put in place labour laws which employers ought to follow when hiring employees. The Employment Act Chapter 226, is an Act of Parliament which deals with the law relating to employment. This Act has stipulated clearly the conditions of employment which protect the fundamental rights of employees both in public and private sector which employer's should adhere to. If employers follow the Act the employee's needs will be taken of and may be motivated to work and deliver as per the management's expectations. It is not known how many of the pre-school teachers' employers have put the Employment Act in practice so that the pre-school teachers needs are taken care of.

2.1.2.2 Maslow's Hierarchy of Needs

Cole (1997), Flippo (1984), Fraser (1989) and Strage (1993) concur with Maslow (1954) who suggested that human needs operate at a number of different levels from basic physiological needs such as hunger to higher-level needs such as self-development and self-fulfillment. These levels can be arranged in a hierarchy as shown in fig. 2.1.
The starting point of Maslow’s Hierarchy of Needs is that most people are motivated by the desire to satisfy groups of needs. These needs are as follows:

- **Physiological need**: These are basic human needs for food, water, shelter and sexual satisfaction.
- **Safety needs**: Needs for a stable environment relatively free from physical and psychological threats.
- **Love Needs**: Needs related to affectionate relationship with others and sense of belonging.
- **Esteem Needs**: Needs for self respect, self-esteem and esteem of others. Each individual needs recognition, respect and appreciation.
Self-actualization needs: The need for self-fulfillment

Cole (1997) stated that Maslow’s general argument was that people tend to satisfy their needs systematically, starting with the lowest level of felt need before moving on to higher-level needs. Until a particular group of needs is satisfied a person’s behaviour will be dominated by them. Maslow postulated that the upper level needs will emerge only after the lower needs are satisfied.

This is a complete theory of motivation because it recognizes that an individual works to fulfil a variety of needs. Pre-school teachers like other workers have a variety of needs. Some of these needs may be fulfilled as the teachers work under the different Terms and Conditions of Service offered by the sponsors of the pre-schools. This study will find out whether the pre-school teachers are motivated or demotivated by their Terms and Conditions of service.

2.1.2.3 Herzberg's Motivation Hygiene Theory

Cole (1997) and Hacket (1996) looked at one of the best known theories of motivation by Herzberg. From his research, American accountants and engineers were asked to recall times when they had felt exceptionally good about their jobs, and then to recall negative feelings they had experienced. From the results Herzberg concluded that there are two sets of forces at work on the individual. One set he termed Hygiene Factors or dissatisfiers and the other Motivators or satisfiers, hence the Two-Factor Theory. The Hygiene Factors include such things...
as pay, fringe benefits, working conditions and quality of supervisor. The Motivator Factors are recognition, advancement, sense of achievement or personal growth and fulfillment in the job.

The key distinction between Motivators and Hygiene Factors is that whereas Motivators can bring about positive satisfaction, the Hygiene Factors can only serve to prevent dissatisfaction. Motivators appeared to be closely related to the job, while Hygiene Factors were connected with the environment. Motivators appeared to produce motivated behaviour. However, Hygiene factors produced either dissatisfaction or a nil response.

Herzberg's Motivational Hygiene Theory was generally well received by practicing managers and consultants for its relative simple and vivid distinction between factors inducing satisfaction and those causing dissatisfaction. It led to considerable work on so called job enrichment, the design of jobs so that they contain a greater number of motivators (Cole 1997). The theory explains the importance of having more motivating factors in the job to attract and retain workers. This study will examine the factors in the Terms and Conditions of Service and find out whether they relate to pre-school teacher motivation and demotivation.
2.2 Studies on Terms and Conditions of Service/Teacher Motivation

In this section, some related studies on pre-school teacher's Terms and Conditions of Service and motivation of teachers both in pre-schools and at different levels of learning institutions have been cited.

2.2.1 Studies on Terms and Conditions of Service

The situation of pre-school teachers in other countries is not so much different from Kenya. Pence (1990) noted that there is no provision of regulated childcare in Canada. Eighty five percent of all Canadian children requiring care are cared for outside the formal system of governmental childcare. Within the system of formal licensed care-giving few individuals are prepared to accept the wages and working conditions offered in the childcare fields and leave in great numbers to seek other employment.

Grabb (1986) as reported by Young (1997) stated that in the United States, the average annual salary of experienced early childhood educators is several thousand dollars less than the average annual salary of new elementary school teachers. The report recommended that Administrators and policy makers worldwide must recognize the problem of low wages in early childhood education and try to rectify it at the local level.

Swadener and Bloch (1989) observed that pre-school teachers in Senegal were guaranteed of employment by the government as soon as they completed their training. They are paid more than many primary school teachers and enjoy a
comparable or higher status. They receive raises every two years and the benefits are considered quite good. In the Gambia however, all pre-schools are private and frequently run by women's collectives. The teachers are underpaid.

The salary level is not the only issue, according to Brennan and Stonehouse (1990) childcare staff in Australia worked under highly stressful conditions. They were denied benefits such as training opportunities, career paths and promotion prospects. There was lack of uniform National Standards for childcare. There were different rules applying to the employment of trained staff, group size and staff/child ratios. A study on publicly funded long day childcare centres by Austie et al (1988) as reported by Brennan and Stonehouse (1990) found a turnover rate among staff of 58% over a two year period. Further, this study cited poor working conditions, low wages and limited career prospects as the main reasons for the turnover.

Research in Kenya, by Adams and Kabiru (1995) on Training for Early Childhood Care and Education revealed that pre-school teachers also received low pay and there was lack of recognition which resulted in low morale among teachers. The employment status of pre-school teachers was cited as one of the major issues affecting training modalities and costs as many pre-school teachers left the teaching profession and joined other sectors for better pay after training.
Another study in Kenya by Swadener et. al. (2000) noted that some of the constraints to Early Childhood Care and Education (ECCE) in Kenya were how teachers were recruited, supported and evaluated. In this study too, payment of salaries to pre-school teachers also emerged as one of the problems. The study, therefore, recommended that the policy makers should put more emphasis on support of home-based caregivers and teachers and provide professional and personal development opportunities. These studies reveal that Terms and Conditions of Service of pre-school teachers is a problem in many parts of the world.

2.2.2 Studies on Teacher Motivation

Motivation of teachers in relation to Terms and Conditions of Service is not only an issue for pre-school teachers in Kenya. Other teachers in various levels of learning institutions have similar problems and therefore related studies on motivation of teachers have been carried out at those levels of learning institutions.

Mumo (1999) looked at job satisfaction of tutors in Technical Training Institutions in Nairobi province. The study revealed that the factor that gave the tutors the highest satisfaction was relationship with other tutors. Other factors that gave tutors satisfaction were freedom to select teaching methods, relationship with students, relationship with administration and job security. The tutors were moderately dissatisfied with the following factors: methods of promoting teachers,
methods used to evaluate teachers, available opportunities for useful in-service course, salary and fringe benefits.

Mwangi (2000) looked at factors that contribute to job satisfaction and dissatisfaction among primary school teachers in Kangema urban council, in Muran'ga district. The results indicated many factors that contributed to dissatisfaction and satisfaction of teachers. The highest dissatisfier (87%) was the current method of promoting teachers. Other factors included amount of salary received (85%), provision of retirement benefits (79%), number of hours taught every week (70%) and transfer procedures (66%). Those factors that contributed to satisfaction were relationship with pupils (68%), relationship with teachers (65%), working with pupils (43%) and relationship with school administration (35%). The study recommended that there was need for the Ministry of Education Science and Technology to review policies on scheme of service for primary school teachers.

Ochieng (2003) looked at motivation factors influencing science teachers in Public Secondary Schools in Migori District. The results of the study revealed that majority 41(68%) of the science teachers were demotivated. Findings on the twelve factors reviewed found seven motivators which include, the work itself, appreciation of work done, job security, appraisal of teaching abilities, clear task definition, working conditions, promotion and professional growth. The other five
factors found to be de-motivating were lack of sympathetic help with personal problems, lack of pay increase and bonuses, participation in formulation of national educational policy, tactful discipline and no consideration of local circumstances.

A study by Waithaka (2002) “which looked at job satisfaction of pre-school teachers” revealed that most teachers were satisfied with good management of the schools, their jobs and relationship with their pupils. The factors that were most dissatisfying were the low position of pre-school teachers in Kenya, lack of provision of retirement benefits, low salary and lack of job security.

It can be concluded from the reviewed studies that Terms and Conditions of Service need to be seriously addressed not only in pre-schools but even in other child care institutions and at other levels of learning institutions.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

Described in this section are the research design, location of the study, population, sample and sampling methods, variables, instruments for data collection, procedure for data collection as well as techniques for data analysis.

3.1 Research Design

This study used non-experimental ex post-facto research design. Ex post facto research attempts to understand relationships among phenomena as they naturally occur, without any researcher intervention (Polit and Hungler, 1995). The design is appropriate as it helps to explore existence of relationship among the selected independent and dependent variables. This method was selected as it is suitable for exploring the relationship of the variables that cannot be manipulated experimentally but can be established through questionnaires.

3.2 Location of the Study

This study was conducted in Kwale District. Kwale is one of the seven districts in the Coast Province. It lies in the southern part of Kenya between latitudes 3°30' and 4°35' South and longitudes 38°1' and 39°31' East. The District borders Taita/Taveta District in the west, Kilifi District in the north, Mombasa District and the Indian Ocean in the east and the Republic of Tanzania in the south. The
District has five administrative/educational divisions namely Matuga, Msambweni, Kinango, Samburu and Kubo. There are four major topographical features: the coastal plain, the foot plateau, coastal uplands and Nyika plateau. Matuga and Msambweni occupy the coastal plains, Kubo division occupies the Coastal uplands while Kinango and Samburu occupy the Nyika plateau which is semi-arid land.

The economic activities in Kwale include fishing, small-scale farming and sand mining. Livestock farming is mainly practised in Kinango, Samburu and parts of Msambweni. The main cash crops are coconuts, bixa, cashew nuts and cotton. A variety of horticultural crops, which include citrus fruits, bananas and mangoes are also grown. The food crops include maize, cassava and rice. The Shimba Hills National Reserve and the beautiful beaches in the South Coast serve as a major attraction for tourists. Though tourism does not benefit the local people directly who have remained poor, the local authority raises some income through revenue collection. Kwale County Council sponsors a number of pre-schools and has employed pre-school teachers.

The study was conducted in Kwale because the researcher has worked in the district before and has a wide knowledge on the problems facing pre-school teachers. Further, the District has a wide range of Terms and Conditions of Service offered by various pre-school sponsors.
3.3 Target Population

The target population of this study comprised of pre-school teachers from pre-schools in Kwale district. There were 382 pre-schools with an enrolment of 18,832 children and a total population of 638 teachers of which 43 were male and 595 female. At the time of the study in 2003, the number of trained pre-school teachers was 281, those undergoing training were 134 and 223 were untrained. (Kwale District Education office, Annual Statistics 2003).

The pre-school teachers in the district were stratified into categories according to divisions inter-alia. The various categories of pre-school teachers included in the study are captured in table 3.1 below.

<table>
<thead>
<tr>
<th>Division</th>
<th>Community schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>Total No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matuga</td>
<td>94</td>
<td>7</td>
<td>20</td>
<td>40</td>
<td>161</td>
</tr>
<tr>
<td>Msambweni</td>
<td>119</td>
<td>14</td>
<td>18</td>
<td>68</td>
<td>219</td>
</tr>
<tr>
<td>Kinango</td>
<td>71</td>
<td>8</td>
<td>03</td>
<td>08</td>
<td>90</td>
</tr>
<tr>
<td>Samburu</td>
<td>67</td>
<td>3</td>
<td>01</td>
<td>10</td>
<td>81</td>
</tr>
<tr>
<td>Kubo</td>
<td>71</td>
<td>5</td>
<td>01</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>422</td>
<td>37</td>
<td>43</td>
<td>136</td>
<td>638</td>
</tr>
</tbody>
</table>

3.4 The Sample and Sampling Method

The study targeted a sample size of 140 pre-school teachers, which was 22% of the total pre-school teacher population in the district. To ensure a representative sample, disproportionate stratified random sampling was used. The rationale behind this was to ensure sampling efficiency.

Given the fact that there were 638 pre-school teachers of all categories in the district, four strata were used to ensure equal representation. The created strata comprised of community schools (CS), County Council schools (CCS), Private schools (PS) and Religious Organization schools (ROS).

Following the above stratification the proposed study adopted disproportionate stratified random sampling to select the pre-school teachers to be included in the study. This sampling technique involved dividing the population into different stratum by some characteristic, in our case pre-school teachers in each category by division, and, then disproportionately drawing the sample according to the size of the population in each category (Schutt, 1996). This was done by multiplying the proportion of pre-schools in each category by division with the identified number of pre-school teachers selected. The total number of pre-school teachers to be included was then computed.
Thirty five (35) pre-school teachers were selected from each category as this number forms a requisite to perform meaningful statistics (Schutt, 1996). In addition, it enabled the comparison of motivation levels of the pre-school teachers working under different sponsors (Polit and Hungler 1995). These calculations are clearly shown in Table 3.2 below.

Table 3.2: Stratified Disproportionate Sample for Pre-school Teachers in Kwale District

<table>
<thead>
<tr>
<th>Division</th>
<th>Community Schools (CS)</th>
<th>County Schools (CCS)</th>
<th>Council Schools (PS)</th>
<th>Religious Schools (ROS)</th>
<th>Total of All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Teachers</td>
<td>Selected Teachers</td>
<td>No. of Teachers</td>
<td>Selected teachers</td>
<td>No. of Teachers</td>
</tr>
<tr>
<td>Matuga</td>
<td>94 8 7 7 20 17 40 10</td>
<td>161 42 30</td>
<td>Msambweni</td>
<td>119 10 14 13 18 15 68 17</td>
<td>219 55 39</td>
</tr>
<tr>
<td></td>
<td>71 5 03 3 01 0 10 3</td>
<td>81 11 8</td>
<td>Samburu</td>
<td>71 6 05 5 01 0 10 3</td>
<td>87 14 10</td>
</tr>
<tr>
<td>Total</td>
<td>422 35 37 35 43 35 136 35</td>
<td>638 140 100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 3.2 the selection of pre-school teachers in each category by division was done through simple random sampling (lottery method). A total of 140 pre-school teachers were therefore selected from the four school categories.

3.5 The Variables

In any research carried out it is important for one to identify the research variables. These include both independent and dependent variables. Independent variables
are those that cause change in the dependent variables while dependent variables are those that change as a result of changes in the independent variable (Bless et. al. 1987).

The independent variables in this research were: career advancement, job security, salary and skills upgrading opportunities. Motivation was the study's dependent variable. These variables were measured as follows:

**Career advancement:** The number of promotions to a higher job group/scale or appointment to a senior position since employment.

**Job security:** Scores were given as per teachers responses, permanent with pension – 5, permanent with gratuity - 4, Temporary - 3, contract - 2. Any other -1. Pre-school teachers who indicated to be permanent with pension/gratuity were considered secure while those under contract, temporary insecure.

**Salary:** The exact amount received by a pre-school teacher at the end of each month e.g. Kshs.2000/=. A pre-school teacher earning Kshs.4,001/= and above was considered motivated. This amount translates to Khs.133.3 per day, which is above the poverty line.
(US$ 1 a day). More so, Kwale is a remote district and the cost of living is low.

**Skills upgrading opportunities:** The available courses/seminars and number attended by the teacher.

**Motivation:** Calculated as the total of the scores derived from motivation levels as indicated in the questionnaire, 1- motivated, 2- slightly motivated, 3- neutral, 4- slightly discouraged, 3- very discouraged. For purposes of hypothesis testing, total scores were used. Pre-school teachers with scores from lowest through 59 were considered de-motivated. Those scoring 60 neutral, while pre-school teachers with 61 through highest (100) were considered motivated.

### 3.6 Instrumentation

Questionnaires were used as the only method of collecting information. The questionnaires were self administered for collection of data. Bless and Achola (1987) suggest that the questionnaire is a suitable method. This is the easiest and cheapest way of data collection. Information can be obtained from a big population within a short time. Fowler (1993) states that self-administered questionnaires are considered best because the respondent does not have to admit
directly to an interviewer a socially undesirable or negatively valued characteristic or behaviour. The questionnaires were anonymous so that respondent confidentiality is assured (Bradburn and Sudman 1992)

Part I and II contained demographic information of the teacher including gender, academic/professional qualifications, marital status, age and designation. Part III contained structured questions on pre-school teachers’ Terms of Service, motivating/demotivating factors, open-ended questions to get the perception of pre-school teachers and suggestions to improve their Terms and Conditions of Service. Part IV consisted of questions based on motivational factors postulated by Herzberg Two-Factor Theory as used by (Ngaroga, 1985; Mwangi, 2000; Waithaka 2003). The instrument was modified to suit pre-school teachers (Appendix A). In this section teachers used the Likert scale responses to show their level of motivation as indicated. 1 - Motivated, 2 - Slightly Motivated 3 - Neutral, 4 - Slightly Discouraged, 5 - Very Discouraged. These responses were awarded scores, as follows: Motivated - 5, Slightly Motivated - 4, Neutral - 3, Slightly Discouraged- 2 and Very Discouraged - 1. The instrument consisted of 20 factors giving a range of between 20 and 100 scores. Any score of exactly 60 indicated a neutral position. A score above 60 indicated the pre-school teacher was motivated whereas any score below 60 showed the pre-school teacher was demotivated.
3.6.1 Pilot Study

The researcher randomly selected four pre-school teachers, one from each of the pre-school category for pre-testing. The researcher administered the questionnaires to the teachers personally. This was done so that the researcher could detect any weaknesses in the questionnaires and rectify them before embarking on the actual data collection process. The pilot study enforced validity of questions and assessed time and other requirements. It also determined the reliability of the instrument. Some questions in part III and IV were amended as the pre-testing revealed that some very important information on the Terms and Conditions of Service could not be captured.

3.6.2 Validity

Following the piloting results, content validity was ensured by reviewing some of the open-ended/structured questions in section III and the motivational questions on Terms and Conditions of Service in section IV. Questions that seemed ambiguous or too lengthy were also removed.

3.6.3 Reliability

Stability of the measuring tool was ensured using the test-retest method. This involved administering the questionnaire to some pre-school teachers on two occasions and then the scores obtained were compared.
3.7 Procedures for Data Collection

Headteachers of the sampled schools received letters of the intended visit by the researcher indicating the date and time. On the day of the visit the researcher briefed the headteacher on the purpose of the visit. Questionnaires were given to the teachers to fill in the presence of the researcher to allow for consultation and clarification. The questionnaires were collected as soon as they were filled and this helped to achieve a hundred percent ratio return.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.0: Introduction

This chapter deals with data presentation and analysis of the research findings. The study employed only one instrument, a self-administered questionnaire for the sampled pre-school teachers.

The respondents were one hundred and forty (140) pre-school teachers sampled from 638 pre-school teachers in Kwale District. The teachers were derived from four school categories namely, Community Schools (CS), County Council Schools (CCS), Private Schools (PS) and Religious Organization Schools (ROS).

The data collected is analyzed, summarized and presented as follows:-

4.1 – Methods of data analysis
4.2 – Background characteristics of pre-school teachers in Kwale District.
4.3 - Terms and Conditions of Service of pre-school teachers in Kwale District
4.4 - Pre-school teachers’ perception of the Terms and Conditions of Service.
4.5 – Pre-school teachers’ Motivational levels.
4.6 - Pre-school teachers’ motivation and demotivating factors.
4.7 - Measures to improve the working conditions of pre-school teachers in Kenya.
4.8 - Summary of Descriptive Analysis

4.9 – Inferential Statistical Analysis

4.1 Methods of Data Analysis

This study generated both qualitative and quantitative data, hence both descriptive and inferential statistics in the Statistical Package for Social Sciences (SPSS) were used to analyse the data obtained.

Descriptive statistics in this study included, frequency distributions, measures of central tendency, cross-tabulations or contingency tables, proportions and percentages. These statistics were used to make qualitative analysis of data from sections I, II and III of the questionnaire on pre-school teachers' demographic information, the Terms and Conditions of Service, the cited motivating/demotivating factors and the suggestions made to improve the pre-school teachers’ Terms and Conditions of Service. The tables and percentages were particularly used to facilitate comparisons across pre-school teachers in the different pre-school categories.

The statistics were also used to identify the important relationships in the Terms and Conditions of Service among the pre-school teachers in the various pre-schools. The relationships in the identified independent variables were then tested and analysed on the dependent variable using inferential statistics. Data on section IV of the questionnaire was also quantitatively analysed using inferential statistics.
Inferential statistics provide means for drawing conclusions about the characteristics of parameters (Singleton, Straits and Straights 1993). In this study, inferential statistics have been utilized to predict and draw conclusions on the major variables in the Pre-school Teachers' Terms and Conditions of Service. Specifically, inferential tools were used to test differences in the level of motivation/Terms and Conditions of Service among pre-school teachers employed by different sponsors. Relationships between the independent variables (career advancement, job security, salary, skills upgrading opportunities) and the dependent variable (motivation) were also tested. The following null hypotheses were tested at 0.05 level of significance using the statistical tools (tests) described below.

1. There is no significant difference in the level of motivation among pre-school teachers working under different pre-school sponsors. One Way ANOVA was used to establish if there is any significant difference in the level of motivation among pre-school teachers working under different sponsors.

2. There is no significant difference in the Terms and Conditions of Service of pre-school teachers employed by different sponsors. A chi-square ($\chi^2$) test was employed to establish if there is any significant difference in the Terms and Conditions of Service of pre-school teachers employed by
different sponsors. Contingency Co-efficient was also used to test the strength of the relationship.

3. There is no significant relationship between salary and motivation of pre-school teachers.

4. There is no significant relationship between job security and motivation of pre-school teachers.

5. There is no significant relationship between career advancement and motivation of pre-school teachers.

6. There is no significant relationship between skills upgrading opportunities and motivation of pre-school teachers.

For \( H_{03-6} \), Chi-square (\( \chi^2 \)) was used to test for significant relationship while Pearson’s Product Moment Correlation Co-efficient (PPMCC) was used to determine the strength and direction of the relationship between the study’s dependent and independent variables.
4.2 Background Characteristics of the Pre-school Teachers in Kwale District

This section presents the characteristics or personal attributes of individual pre-school teachers in the sample. These include gender, age, marital status, educational level, training status, other courses attended, sponsorship, designation and teachers experience. All the 140 sampled pre-school teachers responded to the demographic questionnaire. The data collected was analyzed then summarized according to the categories of the pre-schools where the respondents came from. The distribution of the pre-school teachers by various background characteristics is discussed below.

4.2.1 Distribution of the Pre-school Teachers by Gender.

The study collected data on gender of the pre-school teachers. The distribution of pre-school teachers by gender from each of the four categories of pre-schools in Kwale District is presented in Table 4.1 below.

Table 4.1 Distribution of Preschool Teachers by Gender.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>2.9</td>
<td>1</td>
<td>2.9</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>97.1</td>
<td>34</td>
<td>97.1</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>
Table 4.1 above, reveals 98.6% of the pre-school teachers interviewed were female while only 1.4% were male. Interestingly, there were no male pre-school teachers in County Council Schools and Religious Organizations Schools. This may be because the few male pre-school teachers do not apply for jobs in these institutions. The higher percentage of female pre-school teachers in the selected pre-schools is probably a reflection of the fact that taking care of young children is normally considered a domain of women.

4.2.2 Distribution of Pre-school Teachers by Age.

The study sought to know the ages of the pre-school teachers. Information on the age of the pre-school teachers is presented in Table 4.2 below:

<table>
<thead>
<tr>
<th>AGE</th>
<th>COMMUNITY SCHOOLS</th>
<th>COUNTY COUNCIL SCHOOLS</th>
<th>PRIVATE SCHOOLS</th>
<th>RELIGIOUS ORG. SCHOOLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>21-25 Years</th>
<th>26-30 Years</th>
<th>31-35 Years</th>
<th>36-40 Years</th>
<th>41-45 Years</th>
<th>46-50 Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>140</td>
</tr>
</tbody>
</table>

Table 4.2 Distributions of Pre-school Teachers by Age.
Variations of pre-school teachers’ age ranged from 21-50 years. The highest percentage (30%) of the pre-school teachers lies in the age bracket of 26-30 years. The lowest percentage (4.3%) of the pre-school teachers was recorded in both of the age brackets of 41-45 and 46-50 years. This could probably be because many pre-school teachers at this age assume higher roles and responsibilities in their families and hence leave pre-school teaching. Other studies suggest that they leave the field for other sectors.

4.2.3 Distribution of Pre-school Teachers by Marital Status.

The study also collected data on the marital status of the pre-school teachers. The analysis reveals the situation as presented in Table 4.3 below.

<table>
<thead>
<tr>
<th>MARITAL STATUS</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Single</td>
<td></td>
<td>13</td>
<td>37</td>
<td>2</td>
<td>5.7</td>
<td>19</td>
</tr>
<tr>
<td>Married</td>
<td></td>
<td>18</td>
<td>51</td>
<td>28</td>
<td>80.0</td>
<td>12</td>
</tr>
<tr>
<td>Divorce</td>
<td></td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>5.7</td>
<td>0</td>
</tr>
<tr>
<td>Windowed</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Separated</td>
<td></td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>8.6</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

Data on marital status suggests that over half (56.4%) of the pre-school teachers are married. It also reveals that all the pre-school teachers are above 21 years of
age and thus many are married as they are mature adults. It may also be because pre-school teachers are not well remunerated, so they get married for economic security.

4.2.4 Distribution of Pre-school Teachers by Level of Education.

This study also sought to establish the level of education of the pre-school teachers. Table 4.4 below gives the distribution of the respondents according to their level of education.

Table 4.4: Distribution of Pre-school Teachers by Level of Education

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>CPE/KCPE</td>
<td></td>
<td>17</td>
<td>48.6</td>
<td>19</td>
<td>54.3</td>
<td>5</td>
</tr>
<tr>
<td>KJSE</td>
<td></td>
<td>1</td>
<td>2.8</td>
<td>2</td>
<td>5.7</td>
<td>0</td>
</tr>
<tr>
<td>EACE/KCE KCSE</td>
<td></td>
<td>17</td>
<td>48.6</td>
<td>14</td>
<td>40.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>35</td>
<td>100</td>
<td>34</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

N/B: Figures in brackets indicate pre-school teachers who did not respond.
Data on level of education reveals that over half (57.6%) of the pre-school completed form four level. It also shows that private schools hired the highest percentage (85.3%) of pre-school teachers who had attained form four level of education. This is probably because private schools normally attract the children of well-to-do parents by giving quality education that they associate with more educated teachers. Without such types of teachers, private schools may not be able to attract children from such parents.

4.2.5 Distribution of Pre-school Teachers by Training Status.

This study collected data on the training status of all sampled pre-school teachers. This data was categorized as trained, untrained, trainee. Table 4.5 captures the distribution of the pre-school teachers by training status.

Table 4.5: Distributions of Pre-school Teachers by Training Status.

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Trained</td>
<td>26</td>
<td>74.3</td>
<td>30</td>
<td>85.7</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>Untrained</td>
<td>3</td>
<td>8.6</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Trainees</td>
<td>6</td>
<td>17.1</td>
<td>4</td>
<td>11.4</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.5 reveals that trained pre-school teachers are 109(77.9%) while those undergoing training are 22(15.7%). Only 9(6.4%) of the pre-school teachers in Kwale are untrained. The trained pre-school teachers are well distributed in all the four school categories showing the highest percentage in each category. County Council Schools have the highest percentage (85.7%) of trained pre-school teachers because the Council employs only trained pre-school teachers. Other employers employ both trained and untrained pre-school teachers.

4.2.6 Distribution of Pre-school Teachers by Training Institutions.

The study also sought to find out where these teachers had been trained. The results of the study show that there are three types of institutions that train pre-school teachers for Kwale District. These institutions are District Centre for Early Childhood Education (DICECE), Montessori Pre-school Teachers Training College and Madras Resource Centre (MRC). The distribution of the 109 trained pre-school teachers and the 22 trainees by training institutions is shown in Table 4.6 below.
Table 4.6 Distributions of Pre-school Teachers by Training Institutions

<table>
<thead>
<tr>
<th>TRAINING INSTITUTION</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>DICECE</td>
<td>29</td>
<td>90.6</td>
<td>30</td>
<td>85.7</td>
<td>18</td>
<td>58.1</td>
</tr>
<tr>
<td>MONTESSORI</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2.9</td>
<td>12</td>
<td>38.7</td>
</tr>
<tr>
<td>MADRAS RESOURCE CENTRE</td>
<td>3</td>
<td>9.4</td>
<td>4</td>
<td>11.4</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

N/B: Figures in brackets indicate pre-school teachers who are not trained.

Table 4.6 reveals that 105(80.2%) of the pre-school teachers were trained in the District Centre for Early Childhood Education while only 13(9.9) were trained by both Madras Resource Centre and Montessori Institutions. The higher percentage (80.2%) of pre-school teachers trained in DICECE is probably because of the low charges by the Ministry of Education Science and Technology. In an effort to promote quality services in pre-schools the Ministry of Education Science and Technology covered almost the total cost of the pre-school teachers course. The MOEST has however, now stopped paying for the pre-school teachers and they pay for themselves.
4.2.7 Distribution of Pre-school Teachers by Designation.

The study wanted to find out the responsibilities assigned to the pre-school teachers in their respective schools. The distribution of the pre-school teachers by designation is presented in Table 4.7.

Table 4.7: Distribution of Pre-school Teachers by Designation.

<table>
<thead>
<tr>
<th>DESIGNATION</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>CLASS TEACHER</td>
<td>17</td>
<td>48.6</td>
<td>18</td>
<td>55</td>
<td>27</td>
<td>81.8</td>
</tr>
<tr>
<td>DEPUTY HEAD TEACHER</td>
<td>17</td>
<td>48.6</td>
<td>11</td>
<td>33</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>HEAD TEACHER</td>
<td>1</td>
<td>2.8</td>
<td>4</td>
<td>12</td>
<td>11</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>33</td>
<td>100</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

N/B: Figures in brackets indicate number of pre-school teachers who did not respond.

Table 4.7 denotes that majority (60.3%) of the pre-school teachers are class teachers while 33.1% are deputy head teachers and interestingly only (6.6%) are head teachers. The low percentage of head teachers is probably because most of the pre-school teachers in Kwale are attached to primary schools where the head teachers take charge of both the primary and pre-school education.
4.2.8 Distribution of Pre-school Teachers by Teaching Experience

The study also sought to know the experiences the pre-school teachers had acquired in the teaching profession. The distribution of the pre-school teachers' experience is presented on Fig. 4.1.
The results of the study as indicated in Fig. 4.1 show that pre-school teachers’ experience ranges from 1 - 20 years and above. The highest percentage of all the pre-school teachers (35.1%) is between 2 - 5 years experience. Nearly half (48% and 46%) of the pre-school teachers in private and religious schools respectively fall under the bracket of 2-5 years teaching experience. In contrast, pre-school teachers in County Council schools are evenly spread in the age brackets while nearly half (45%) of the pre-school teachers in community schools fall under the bracket of 6-10 years teaching experience.

It was also noted that the percentage of pre-school teachers goes down as the number of years progresses. This trend suggests that pre-school teachers probably leave the teaching profession and only a few are left forcing the management of the pre-schools to hire new personnel. It may also mean that some of the schools are new and have to hire teachers.

4.2.9 Distribution of Pre-school Teachers by Duration in their Present Schools.

The study went further to find out how long the pre-school teachers had served in their respective schools as depicted in Fig. 4.2.
From Fig. 4.2 it shows that the highest percentage of the pre-school teachers (55.0%) had served in their present schools between 2 – 5 years. Higher percentages 34%, 46%, 77% and 62% of pre-school teachers in the four categories are concentrated under 2-5 years bracket. The length of stay in the respective schools seemed to follow the same trend as the one shown in Fig. 4.1 where the highest percentage of pre-school teachers’ experience was between 2 – 5 years.
4.2.10 Distribution of Pre-school Teachers by other Courses Attended.

Data was also collected to find out the number of courses the pre-school teachers had attended while in service. The courses included workshops/seminars, short courses and certificate courses. The distribution of the other courses attended is presented in Table 4.8 below.

Table 4.8: Distribution of Pre-school Teachers by Other Courses Attended

<table>
<thead>
<tr>
<th>PROFESSIONAL COURSES ATTENDED</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
<td></td>
</tr>
<tr>
<td>Workshop/ Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>22</td>
<td>62.9</td>
<td>28</td>
</tr>
<tr>
<td>(13)</td>
<td>37.1</td>
<td>(7)</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>Short Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>12</td>
<td>34.3</td>
<td>4</td>
</tr>
<tr>
<td>(23)</td>
<td>65.7</td>
<td>(31)</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>Certificate Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>18</td>
<td>51.4</td>
<td>11</td>
</tr>
<tr>
<td>(17)</td>
<td>48.6</td>
<td>(24)</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

N/B: Figures in brackets under each school category indicate number of pre-school teachers who did not attend the specified courses.

Data in Table 4.8 reveals that 98(70%) of the pre-school teachers interviewed had attended workshops/seminars while only 25(17.9%) had attended short courses and 52 (37.1%) had attended certificate courses. It should also be noted that some
teachers had an opportunity to attend one of the courses while some attended either two or three of the courses. The fact that teachers were released to attend the workshops/seminars/short courses and certificate courses suggests that the employers are keen to improve the skills of their workers.

4.3 Terms and Conditions of Service of Pre-school Teachers in Kwale District

One of the objectives of this study was to document the existing Terms and Conditions of Service of the pre-school teachers in various school categories. The Terms and Conditions of Service were indicated by employment status, salary, promotions, duties and responsibilities, teachers conduct, working hours, transfers, termination of duty, promotions, annual leave, maternity leave, of off days and benefits such as loans, house allowance, leave allowance, and medical allowance. This section will therefore present the distribution of the pre-school teachers' Terms and Conditions of Service as measured by the indicators mentioned above per school category.

4.3.1 Distribution of Pre-school Teachers' Terms and Conditions of Service by Employment Status

Data was collected to establish the employment status of pre-school teachers in the various pre-school categories in Kwale District. The distribution of the pre-school
teachers’ Terms and Conditions of Service as indicated by employment status is shown on Table 4.9.

Table 4.9: Distribution of Pre-school Teachers’ Terms and Conditions of Service by Employment status

<table>
<thead>
<tr>
<th>EMPLOYMENT STATUS</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
<td>County Council Schools</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Permanent with Pension</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Permanent with gratuity</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Temporary</td>
<td>25</td>
<td>71.4</td>
</tr>
<tr>
<td>Voluntary</td>
<td>8</td>
<td>22.8</td>
</tr>
<tr>
<td>Contract</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N.B. Figures in brackets indicate number of pre-school teachers who did not respond.

Data on employment status reveals that 32.1% of the pre-school teachers had been employed on permanent and pensionable terms, 4.4% were hired on permanent and gratuity terms, 63.5% had been employed on temporary terms, 19% were working on voluntary terms while 2.9% were on contract. The majority (63.5%) of the pre-school teachers therefore are working on temporary terms. The majority (71.4%) of teachers working in community schools are on temporary terms while majority (77.1%) of the teachers working in County Council Schools are on
permanent terms. Thus, the results reveal that majority of the pre-school teachers working under community schools, private schools and religious organization schools are not secure in their jobs since they are working under temporary terms.

4.3.2 Distribution of Pre-school Teachers Term’s and Conditions of Service by Appointment letters

This study wished to establish how many of the pre-school teachers working under each school category had been issued with letters of appointment. The distribution of pre-school teacher’s Terms and Conditions of Service are as indicated by appointment letters as shown in Fig. 4.3.
Fig. 4.3 reveals that 52.2% of the pre-school teachers had been issued with letters of appointment whereas 47.8% had no letters of appointment. Of the pre-school teachers without letters of appointment the majority 74.3% were from community schools followed by pre-school teachers from religious organization schools 52.9%. These results show County Council and private schools pre-school teachers had the highest percentages of those issued with letters of appointment, 75.8% and 61.8% respectively. The findings suggest that the pre-school employers who hire
services of pre-school teachers may be unaware of the labour law regulations. The Laws of Kenya, Employment Act, Chapter 226:14 requires an employer to give in writing any contract of service that exceeds six months.

4.3.3 Distribution of Pre-school Teachers’ Terms and Conditions of Service by Salary

Data on the pre-school teachers’ salaries was also collected. The findings of the pre-school teachers’ Terms and Conditions of Service as indicated by salary are presented in Fig. 4.4.

Fig. 4.4: Percentages of Pre-school Teachers’ Terms and Conditions of Service by Salary.
Fig. 4.4 shows the findings of the pre-school teachers' salaries which varied from between Kshs.1000/= to above Kshs.5000/=.

The majority (69.5%) of all the pre-school teachers sampled earned a salary of Kshs.5000/= and below while only 30.5% earned a salary of Kshs.5001/= and above. In contrast, the majority (83.3%) of the pre-school teachers employed by Kwale County Council earned a salary of Kshs.5001/= and above rating these teachers the most highly paid pre-school teachers in the district. Further findings from this study to establish whether the pre-school teachers' salary was indicated in their Terms and Conditions of service revealed that 57.9% of the teachers knew their salary when they started teaching while 42.1% took up employment not knowing how much they would be paid. These results indicate that the poor pay given to pre-school teachers is probably because the employers may not have standardized guidelines from the Ministry of Education Science and Technology that requires them to pay specific figures, so they choose to pay what they want.

4.3.4 Distribution of Pre-school Teachers' Terms and Conditions of Service by Salary Increment.

This study went further to find out the salary increment awarded to pre-school teachers every year. The findings are presented in Fig. 4.5.
Findings of the study reveal that only 67 of the pre-school teachers (53.2%) are given salary increment while 59 (46.8%) of the pre-school teachers do not get any salary increment. The increments given range from between Kshs.100/= to Kshs.1000/=.

Majority of the pre-school teachers who receive salary increment are from County Council Schools and Private Schools respectively. The highest increment (Kshs.1000/=) was recorded in private pre-schools. An increment of Kshs.200/= was awarded to only one teacher out of the total pre-school teacher population while Kshs.160/= and Kshs.100/= were awarded to two teachers respectively. The data also reveals that 36(54%) of the pre-school teachers
awarded increment received it annually while 30(45%) were awarded when the employer decided.

4.3.5 Distribution of Pre-school Teachers’ Terms and Conditions of Service by Promotion.

This study also sought to know if the pre-school teachers had received any promotion from their employers. The results are presented in Table 4.10 below.

Table 4.10 - Distribution of Pre-school Teachers’ Terms and Conditions of Service as Indicated by Promotion

<table>
<thead>
<tr>
<th>Promotion Received</th>
<th>PRE-SCHOOL CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
</tr>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

N.B - Figures in brackets indicate pre-school teachers who did not respond.

Data on promotion from Table 4.10 reveals that majority (73%) of the pre-school teachers had not been promoted and only 27% had been promoted. Further information was sought to establish whether the Terms and Conditions of Service had any provision for promotions for the pre-school teachers. It was established that majority (69%) of the pre-school teachers had no provision for promotions. It was only the County Council Schools that had provision for promotion for their
teachers and that is why they had the highest percentage (42.9%) of pre-school teachers promoted compared to 28.1% of the pre-school teachers from private schools, 20% from community schools and 17.1% from religious organization schools. These findings suggest that the employers of pre-school teachers in Kwale District have no specified system in rewarding their teachers.

4.3.6 Distribution of Pre-school Teachers’ Terms and Conditions of Service as Indicated by Duties and Responsibilities

This study further sought to establish whether the pre-school Teachers’ Terms and Conditions of Service specified the duties and responsibilities of the pre-school teachers upon employment. The findings are presented in Table 4.11.

Table 4.11 - Distribution of Pre-school Teachers’ Terms and Conditions of Service as Indicated by Duties and Responsibilities.

<table>
<thead>
<tr>
<th>DUTIES AND RESPONSIBILITIES</th>
<th>PRE-SCHOOL CATEGORY</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td>n %</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>28 80.0</td>
<td>35 100</td>
<td>34 97.1</td>
<td>34 97.1</td>
<td>131 93.6</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>7 20.0</td>
<td>-</td>
<td>1 2.9</td>
<td>1 2.9</td>
<td>9 6.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35 100</td>
<td>35 100</td>
<td>35 100</td>
<td>35 100</td>
<td>140 100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11 reveals that 131(93.6%) of the pre-school teachers from the sampled schools were made aware of the duties and responsibilities when they were employed. Only 9(6.4%) of the pre-school teachers were not told by their
employers what was expected of them upon employment. The higher percentage of the pre-school teachers who were aware of their roles shows that the employers wanted the pre-school teachers to be well versed with their duties and responsibilities so that they would play their roles properly. This would also make it easy for the head teachers to supervise the teachers under them, as they would only remind them of their responsibilities. An institution that specifies what duties and responsibilities an individual teacher has is likely to have less problems in running the school since each member of the staff will have known what role to play.

4.3.7 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Expected Teachers Conduct.

Data was also collected to find out whether in their Terms and conditions of Service the pre-school teachers were notified on how they are expected to behave both in school and outside upon employment. Table 4.12 below presents the findings.
Table 4.12 - Distribution of Pre-school Teachers' Terms and Conditions of Service by Expected Teachers Conduct.

<table>
<thead>
<tr>
<th>PRE-SCHOOL TEACHERS INFORMED OF CONDUCT</th>
<th>PRE-SCHOOL CATEGORY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
<td>%</td>
<td>County Council Schools</td>
<td>%</td>
<td>Private Schools</td>
<td>%</td>
<td>Religious Org. Schools</td>
</tr>
<tr>
<td>Yes</td>
<td>29</td>
<td>82.9</td>
<td>35</td>
<td>100</td>
<td>34</td>
<td>97.1</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>17.1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.9</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

As shown in Table 4.12 above, 95% of the total pre-school teachers from the four pre-school categories had been notified on how they should conduct themselves as teachers once employed, only 5% had not been notified. This shows that majority of the managers of the pre-schools were concerned about the behaviour of their teachers which if not controlled can affect not only the teachers performance but also the school performance and pupils' discipline. Pre-school teachers' conduct is a very important factor to observe given that these teachers are handling children in their very early stages of life. The formative years in a child's life need to be handled with utmost care hence the need for the teachers to be well behaved.

4.3.8 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Working Hours.

The study also sought to know whether the Terms and Conditions of Service of the pre-school teachers indicated the hours they were supposed to be on duty. The findings are presented in Table 4.13.
Table 4.13: Pre-school Teachers’ Terms and Conditions of Service by Working Hours

<table>
<thead>
<tr>
<th>WORKING HOURS</th>
<th>PRE-SCHOOL CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
</tr>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 4.13 reveals that almost all (98.6%) of the pre-school teachers had been notified of the working hours upon employment. This could have been done to curb absenteeism and lateness among the pre-school teachers. By being notified the pre-school teachers would have to give other excuses in not observing the specified hours they are expected to be in school working.

4.3.9 Distribution of Pre-school Teachers’ Terms and Conditions of Service as Indicated by Transfers.

Data was also collected to establish whether the pre-school teachers’ Terms and Conditions of Service indicated that the teachers were transferable. Fig. 4.6 presents the findings.
Findings in Table 4.6 reveal that majority of the pre-school teachers 89(64%) had no provision for transfers in their Terms and Conditions of Service. A small percentage (36.0%) only had provision for transfers and the majority of these were County Council teachers. The data also reveals that almost half (48.6%) of the pre-school teachers in religious schools were transferable. Most pre-school teachers had no provision for transfers. This could probably be because most of
the proprietors of the schools such as private individuals and communities did not own many schools. In fact, in most cases they owned a school each and could therefore not effect transfers.

4.3.10 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Retirement Benefits

Data on retirement benefits was collected to establish whether there was provision for retirement benefits. Fig. 4.7 presents the findings.

Fig. 4.7: Pre-school Teachers’ Terms and Conditions of Service by Retirement Benefits.
As shown on Fig. 4.7, majority (67.6%) of the pre-school teachers have no provision for retirement benefits. However, it also indicates that 85.1% of the pre-school teachers working in County Council Schools have provision for retirement benefits. All pre-school teachers from community schools, nearly all (97%) of the pre-school teachers from private schools and over half (60%) from religious schools have no provision for retirement benefits. The lack of retirement benefits for these pre-school teachers could probably be because most of these employers have no formal Terms and Conditions of Service, they are not bound by any document, and therefore operate informally. The pre-school teachers may also be ignorant of the labour laws so the employers take advantage and continue exploiting them. Pre-school teachers in County Council schools on the other hand have the provision like other Council workers who generally do not have retirement benefits (Association of Local Government Employers and Kenya Local Government Workers’ Union, 2002).

4.3.11 Distribution of Pre-school Teachers’ Terms and Conditions of Service by Termination of Duty.

This study further sought to know if the pre-school teachers were told how they would have their services terminated. Table 4.14 below presents the findings.
Table 4.14: Pre-school Teachers' Terms and Conditions of Service as Indicated by Termination of Duty.

<table>
<thead>
<tr>
<th>Termination of Duty</th>
<th>PRE-SCHOOL CATEGORY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
<td>County Council Schools</td>
<td>Private Schools</td>
<td>Religious Org. Schools</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>8.6</td>
<td>31</td>
<td>88.6</td>
<td>4</td>
<td>11.8</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>91.4</td>
<td>4</td>
<td>11.4</td>
<td>30</td>
<td>88.2</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>34 (1)</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

N/B: Figures in brackets indicate pre-school teachers who did not respond.

As shown in Table 4.14 majority (63.3%) of the pre-school teachers did not know how their Terms and Conditions of Service could be terminated, hence they could be sacked whenever the employer felt like. This appears to be a clear violation of the labour law in Kenya. As stated earlier in this study, the pre-school teachers might be unaware of the labour laws and therefore do not know what legal action to take against their employers.

4.3.12 Distribution of Pre-school Teachers' Terms and Conditions of Service by Provision for Loans.

Data was also collected to find out whether there was any provision for loans for the pre-school teachers in their Terms and Conditions of Service. The findings are presented in Table 4.15.
Table 4.15: Pre-school Teachers' Terms and Condition of Service by Provisions for Loans.

<table>
<thead>
<tr>
<th>Provision for Loans</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>11.4</td>
<td>30</td>
<td>85.7</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>88.6</td>
<td>5</td>
<td>14.3</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 4.15 reveals that a greater percentage (60.7%) of the pre-school teachers have no provision for loans compared to only 55 teachers who enjoyed the privilege. The data also reveals that majority of those who have provision for loans are from County Council schools where the teachers are members of a Savings and Credit Society. Teachers from other school categories cannot access loans may be because they do not belong to Savings and Credit Societies.

4.3.13 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Annual Leave.

This study sought to establish whether the pre-school teachers had provision for annual leave. The findings are presented in Table 4.16.
Table 4.16: Distribution of Pre-school Teachers' Terms and Conditions of Service by Annual Leave.

<table>
<thead>
<tr>
<th>Provision of Annual Leave</th>
<th>PRE-SCHOOL CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
</tr>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

Data from Table 4.16 indicates that only a small percentage (38.6%) of the pre-school teachers have provision for annual leave. The majority of the teachers (61.4%) do not have this provision in their Terms and Condition of Service. This could be attributed to the fact that whenever the children go for their school holidays, teachers too never go to school. The employers do not probably see the need for the teachers to go on annual leave since they do not go to work during school holidays. This contravenes the Employment Act Cap. 226: which states that every employee is entitled to twenty-one working days of leave with full pay after every twelve months. It is not known whether or not the employers know this section of the Employment Act.
4.3.14 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Maternity leave.

Data was collected to establish the provision of maternity leave for the pre-school teachers. Table 4.17 below presents the findings.

Table 4.17: Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Maternity Leave.

<table>
<thead>
<tr>
<th>Provision of Maternity Leave</th>
<th>Community Schools</th>
<th>County Council Schools</th>
<th>Private Schools</th>
<th>Religious Org. Schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>5.7</td>
<td>31</td>
<td>88.6</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>94.3</td>
<td>4</td>
<td>11.4</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

Findings from Table 4.17 reveal that 58.6% of the pre-school teachers have provision for maternity leave whereas 41.4% do not have this privilege. The highest percentage (88.6%) of those who enjoy this privilege are from County Council Schools. Private schools and religious organizations schools also had large percentages of teachers having this leave provision with 71.4% and 68.6% respectively. However only 5.7% of the teachers from community schools were provided with maternity leave. It is evident that many (41.4%) of pre-school teachers are on temporary terms and whenever they get pregnant, they risk being sacked since there is no provision for maternity leave. This is a violation of the
Employment Act Cap 226: 7, which entitles every woman employee to two months maternity leave with full pay.

4.3.15 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Off Days.

This study sought to know whether the pre-school teachers had any provision for off days in their Terms and Conditions of Service. Table 4.18 below presents the findings.

Table 4.18: Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Off Days.

<table>
<thead>
<tr>
<th>Provision of Off days</th>
<th>PRE-SCHOOL CATEGORY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
<td>County Council Schools</td>
<td>Private Schools</td>
<td>Religious Org. Schools</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>85.7</td>
<td>35</td>
<td>100</td>
<td>29</td>
<td>82.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
<td>35</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings in Table 4.18 show that majority (89.3%) of the pre-school teachers have no provision for off days, only a small percentage (10.7%) was provided with off days. This could probably be because most pre-schools are not operational on Saturdays and Sundays. In this case the employers could be feeling that the
Saturdays and Sundays serve as off days for the teachers. Moreover, many pre-schools in Kwale operate during morning hours only as guided by pre-school guidelines and the teachers do not teach in the afternoons. Each pre-school teacher teaches five subject/content areas which include language, pre-number science, environmental, art and craft activities daily unlike in secondary schools where they specialize in one or two subjects.

4.3.16 Pre-school Teachers' Terms and Conditions of Service as Indicated by House Allowance.
This study further, sought to know whether the pre-school teachers had any provision for house allowance. The findings are presented in Fig 4.8.
Fig. 4.8: Percentages of Pre-school Teachers' Terms and Conditions of Service by House Allowance

Fig. 4.8 reveals that majority (61.4%) of the pre-school teachers have no provision for house allowance. A greater percentage (85.7%) of pre-school teachers from County Council schools has provision for house allowance. Over half (57.1%) of the pre-school teachers from Religious Organization Schools are also provided with house allowance whereas only a small percentage (11.4%) of the private school teachers are entitled to house allowance. It is clearly shown that none of the pre-school teachers from community schools have provision for house
allowance. These findings display how poor the Terms and Conditions of Service of pre-school teachers are, particularly those from community schools. In addition, the employers seem not to care about the basic needs (housing) of their employees. The Employment Act, Cap 226:7:9 requires employers to provide reasonable housing accommodation to their employees or pay them sufficient funds for rent.

4.3.17 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Leave Allowance.

Data was also collected to establish whether the pre-school teachers were entitled to leave allowance in their Terms and Conditions of Service. The findings are presented in Table 4.19.

Table 4.19: Distribution of Pre-school Teachers' Terms and Conditions of Service by Leave Allowance

<table>
<thead>
<tr>
<th>Provision of Leave Allowance</th>
<th>PRE-SCHOOL CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
</tr>
<tr>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>
Data on leave allowance reveals that majority (75.7%) of the pre-school teachers have no provision for leave allowance. Whereas a greater percentage (82.9%) of the County Council pre-school teachers have leave allowance, none of the teachers in community schools have this allowance. In the private schools and religious schools only 5 teachers out of 70 have provision for leave allowance.

4.3.18 Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Medical Allowance.

Data on medical allowance was also collected to establish whether it was provided in the pre-school teachers' Terms and conditions of Service. Table 4.20 presents the findings.

Table 4.20: Distribution of Pre-school Teachers' Terms and Conditions of Service as Indicated by Medical Allowance.

<table>
<thead>
<tr>
<th>Provision of Medical allowance</th>
<th>Pre-school Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 4.20 reveals that a vast percentage (81.4%) of the pre-school teachers have no provision for medical allowance. However, 48.6% of the pre-school teachers from religious organization schools benefit free medical services from their
employers. They do not pay for their medical expenses as the employer covers it. These findings suggest that most of the pre-school employers are not very concerned about the health of their employees though the health of workers is of paramount importance especially as it impacts on the quality of interaction with children.

4.4 Pre-school Teachers’ Perceptions of their Terms and Conditions of Service

This study also attempted to document the perceptions of the pre-school teachers regarding their working Terms and Conditions of Service. The findings are presented in Table 4.21.

Table 4.21 - Pre-school Teachers’ Perceptions of their Terms and Conditions of Service.

<table>
<thead>
<tr>
<th>Pre-school Teachers’ Perception on Terms and Conditions of Service</th>
<th>PRE-SCHOOL CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Schools</td>
</tr>
<tr>
<td>Pre-school teachers lack recognition in the society</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>n</td>
</tr>
<tr>
<td>Pre-school teachers are not valued by other members of the community</td>
<td>n</td>
</tr>
<tr>
<td>Terms and Conditions of Service are discouraging</td>
<td>n</td>
</tr>
<tr>
<td>Other</td>
<td>n</td>
</tr>
</tbody>
</table>
Findings from Table 4.21 on the perceptions of pre-school teachers indicate that over half (52.1%) of the pre-school teachers noted that the Terms and Conditions of Service placed them in a position that denies them recognition from the society. Other pre-school teachers 36(25.7%) noted that they were not valued by other members of the community while 23(16.4%) of the pre-school teachers noted that the Terms and Conditions of Service are discouraging. These results concur with Waithaka (2002) and Adams, et al. (1995) who noted that pre-school teachers in Kenya received low pay and that they lacked recognition that resulted in low morale among teachers.

4.5 Pre-school Teachers’ Motivational Levels

Introduction

This section presents finding from section four of the instrument concerning motivational levels of the pre-school teachers from the four pre-school categories. This was done through questions based on motivational factors postulated by Herzberg's Two-Factor Theory. The presentation of the motivational levels is as follows: -

1. Overall Level of Motivation

2. Pre-school teachers level of motivation by school category
4.5.1. Pre-school Teachers' Overall Level of Motivation

Data was collected to establish the level of motivation of the pre-school teachers in the District through a five-scale questionnaire. The pre-school teachers responded to twenty factors on Terms and Conditions of Service by indicating their level of motivation. The factors were awarded scores then totalled up for each pre-school teacher. The total score indicated the level of motivation of every pre-school teacher.

All those teachers who had a score above 60 from the questionnaire were classified as motivated. Those who had a score below 60 were classified as demotivated whereas a score of 60 indicated a neutral position. The results are presented in figure 4.9.
Fig. 4.9 shows that over half of the pre-school teachers 87(62%) from Kwale district are de-motivated by their Terms and Conditions of Service. The results also show that nearly all pre-school teachers 34(97.1%) from community schools are de-motivated by their Terms and Conditions of Service. Even though over half (62%) of the pre-school teachers from the district are de-motivated pre-school
teachers from private schools 24(68.6%) indicated they are motivated by their Terms and Conditions of Service. These results could be suggesting that the Terms and Conditions of Service of the teachers in the three pre-school categories, Community, County Council and religious organization schools are poor and that is why the pre-school teachers are de-motivated. Poor Terms and Conditions of Service for teachers in Kenya is not only an issue in pre-schools but also in other institutions of learning as evidenced recently when University lecturers downed their tools for over three months in protest over poor Terms and Conditions of Service. ("Universities closed", 2003).

4.5.2. Pre-school Teachers' Level of Motivation by School Category
The Pre-school teachers' level of motivation by school category was also calculated. Pre-school teachers who indicated they are slightly motivated or motivated are termed motivated while those under de-motivated and highly de-motivated are termed de-motivated. Table 4.22 below presents the results.
Table 4.22: Pre-school Teachers’ Level of Motivation by School Category

<table>
<thead>
<tr>
<th>PRE-SCHOOL CATEGORY</th>
<th>LEVEL OF MOTIVATION</th>
<th>Motivated</th>
<th>Slightly Motivated</th>
<th>Demotivated</th>
<th>Highly Demotivated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>n</td>
<td>1</td>
<td>2.9</td>
<td>11</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.9</td>
<td>31.4</td>
<td>65.7</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>County Council</td>
<td>n</td>
<td>1</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.9</td>
<td>31.4</td>
<td>31.4</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Private</td>
<td>n</td>
<td>7</td>
<td>17</td>
<td>10</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>20.0</td>
<td>45.7</td>
<td>28.6</td>
<td>2.8</td>
<td>100</td>
</tr>
<tr>
<td>Religious Org. Schools</td>
<td>n</td>
<td>-</td>
<td>16</td>
<td>10</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td>45.7</td>
<td>28.6</td>
<td>25.7</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>n</td>
<td>8</td>
<td>45</td>
<td>43</td>
<td>44</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6</td>
<td>32</td>
<td>31</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Results from Table 4.22 show that the level of motivation of the pre-school teachers from the four school categories had variations. Whereas nearly all 34 (97.1%) pre-school teachers from community schools are de-motivated, about half of the pre-school teachers 24(68.6%) from private schools are motivated by their Terms and Conditions of Service. These results could be indicating that the level of motivation of the pre-school teachers varied with the pre-school category.

4.6. Pre-school Teachers' Motivating and De-motivating Factors.

This section presents factors that were cited by the sampled pre-school teachers as motivators/demotivators in their work. To be specific, the study attempted to establish from the pre-school teachers the factors that stimulate them to work (motivators). The study also sought to know the factors that discourage them to
work (de-motivators). The presentation of these factors will take the following format:

1. Motivators
2. De-motivators

4.6.1. Factors that Stimulate Pre-school Teachers to Work (Motivators)

Data was collected from 140 pre-school teachers in the four school categories. The pre-school teachers were to mention two factors that stimulate them to work. A total of 279 mentions were obtained from the 140 pre-school teachers. The results of the 279 mentions are presented in Table 4.23.

Table 4.23 - Factors that stimulate Pre-school Teachers to Work (Motivators)

<table>
<thead>
<tr>
<th>Motivating Factors</th>
<th>Community School</th>
<th>County Council School</th>
<th>Private School</th>
<th>Religious Org. School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Salary</td>
<td>35</td>
<td>50.7</td>
<td>35</td>
<td>50.0</td>
<td>34</td>
</tr>
<tr>
<td>Job Security</td>
<td>3</td>
<td>4.3</td>
<td>31</td>
<td>44.3</td>
<td>13</td>
</tr>
<tr>
<td>Good relations with the employer</td>
<td>11</td>
<td>15.9</td>
<td>3</td>
<td>4.3</td>
<td>18</td>
</tr>
<tr>
<td>Good working conditions</td>
<td>4</td>
<td>5.8</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Promotion</td>
<td>3</td>
<td>4.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td>2</td>
<td>2.9</td>
<td>1</td>
<td>1.4</td>
<td>-</td>
</tr>
<tr>
<td>Lack of other jobs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>15.9</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100</td>
<td>70</td>
<td>100</td>
<td>70</td>
</tr>
</tbody>
</table>
Table 4.23 reveals seven factors that stimulate pre-school teachers to work in Kwale District. Majority of the pre-school teachers cited salary that was rated highest with a percentage of 49.5%. Interestingly, salary had the highest percentage in all the four pre-school categories. These results confirm Maslow's theory of motivation that recognizes that an individual works to fulfill a variety of needs. The salary pre-school teachers earn enables them fulfill their physical and some other safety needs. Job security also emerged as a number two motivator in County Council Schools with 43.3% of the teachers mentioning it. This high mention is probably because Council pre-school teachers have defined Terms and Conditions of Service therefore value this security; as a result they are motivated to work. Good relations with the employer had only 41 (14.7%) out of 279 mentions from pre-school teachers. The number shows that the relationship between the teachers and the employers is poor hence many of the pre-school teachers may not be happy and this may contribute to their de-motivation.

### 4.6.2 Factors that discourage Pre-school Teachers to Work (Demotivators)

Data was also collected from the 140 pre-school teachers in the four school categories. A total of 267 mentions on factors that discourage pre-school teachers to work (demotivators) were obtained. The results of the 267 mentions are presented in table 4.24 below.
Table 4.24: Factors that Discourage Pre-school Teachers to Work (Demotivators)

<table>
<thead>
<tr>
<th>De-motivating Factors</th>
<th>Community School</th>
<th>County Council School</th>
<th>Private School</th>
<th>Religious Org. School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Poor salary</td>
<td>31</td>
<td>46.3</td>
<td>30</td>
<td>46.1</td>
<td>33</td>
</tr>
<tr>
<td>Poor relations with the employer</td>
<td>10</td>
<td>14.9</td>
<td>2</td>
<td>3.1</td>
<td>16</td>
</tr>
<tr>
<td>Lack of recognition</td>
<td>2</td>
<td>3.0</td>
<td>10</td>
<td>15.4</td>
<td>7</td>
</tr>
<tr>
<td>Lack of job security</td>
<td>3</td>
<td>4.5</td>
<td>5</td>
<td>7.7</td>
<td>8</td>
</tr>
<tr>
<td>Hostile working environment</td>
<td>7</td>
<td>10.4</td>
<td>7</td>
<td>10.8</td>
<td>1</td>
</tr>
<tr>
<td>Transfers</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>12.3</td>
<td>-</td>
</tr>
<tr>
<td>Overworking</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lack of retirement benefits</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-payment of salary</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.5</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>15.9</td>
<td>3</td>
<td>4.6</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100</td>
<td>65</td>
<td>100</td>
<td>66</td>
</tr>
</tbody>
</table>

N/B: Figures in brackets indicate pre-school teachers who did not respond

In Table 4.24, the pre-school teachers cited nine factors that discourage them to work. Almost half (47.6%) of the pre-school teachers cited poor salary as the most discouraging factor (demotivator). This was the most frequently mentioned demotivator by all teachers thus the results show that many teachers are discouraged to work because of the poor salaries paid by their employers. The results also show that overworking was cited only in community pre-schools. The reason
could be because community pre-schools are cheap so the teachers handle big numbers of children. Poor relations with the employer in private and religious schools had also a good number of mentions indicating that it contributes to the pre-school teachers’ de-motivation.

4.7 Measures to Improve the Working Conditions of Pre-school Teachers in Kenya

This study sought suggestions on how to improve the working conditions of pre-school teachers in Kenya. The pre-school teachers made some suggestions that they thought would help to improve the working conditions if implemented. One of the most significant suggestion made by majority (81%) of the pre-school teachers was that the Government explores means to employ all trained pre-school teachers. The pre-school teachers probably think they will be secure in their jobs if the Government employs them. This is because the Government has a well laid down procedure on how to hire and terminate services of its employees through the employment Act. Other suggestions made by the pre-school teachers were that:

- The Ministry of Education, Science and Technology explores means of getting a common employer for all pre-school teachers.
- Pre-school teachers be given allowances like other teachers in other learning institutions
• The Ministry of Education, Science and Technology comes up with a guideline on pre-school teacher’s Terms and Conditions of Service to be used by all employers in this sector.

• The Ministry of Education, Science and Technology looks into possibilities of organizing seminars/workshops for pre-school employers to create awareness on pre-school teacher’s needs and Labour Laws.

4.8. Summary of Descriptive Analysis

This section presents the summary of the descriptive data which shows the findings as established by the study.

• Majority of the pre-school teachers in Kwale District were working on temporary terms.

• Over half of the pre-school teachers had been issued with appointment letters.

• Majority of the pre-school teachers had been informed of their duties and responsibilities when they were employed and had been notified of their working hours.

• Majority of the pre-school teachers earned a salary of less than Kshs 5,000/=.

• Big numbers of the pre-school teachers had no provision for retirement benefits, house/leave/medical allowances, leave, off days and promotions.

• Majority of the pre-school teachers had no knowledge of how their services could be terminated.

• Over half of the pre-school teachers were entitled to maternity leave.
The Terms and Conditions of Service offered by the different sponsors in Kwale District demotivated majority of the pre-school teachers.

4.9 Inferential Statistical Analysis

This section presents the results of the six major hypotheses of the study, which were statistically analyzed using descriptive and inferential statistics in the Statistical Package for Social Sciences (SPSS). It attempts to examine and interpret the major variables of the study. Specifically, inferential statistical tools are used to test the relationship between the independent variables (i.e. salary, job security, career advancement, skills upgrading opportunities) and the dependent variable (motivation). The study also tested differences in the level of motivation among pre-school teachers working under different sponsors. Finally, differences in pre-school teacher’s Terms and Conditions of Service were also tested. The analysis is presented in six sections:

- Differences in the level of motivation among pre-school teachers by sponsor
- Differences in the Terms and Conditions of Service of pre-school teachers by sponsor
- Relationship between salary and motivation of pre-school teachers
- Relationship between job security and motivation of pre-school teachers.
- Relationship between career advancement and motivation of pre-school teachers and
- Relationship between skills upgrading and motivation of pre-school teachers.
4.9.1 Testing Differences in the Level of Motivation among Pre-school Teachers

The study had hypothesized that: \( H_0 \): There is no significant difference in the level of motivation among pre-school teachers working under different sponsors. To test the hypothesis One-Way ANOVA was used and the results are shown on Table 4.25 below.

**Table 4.25: Comparison of Differences in Motivation Levels among Pre-school Teachers by Sponsor**

<table>
<thead>
<tr>
<th></th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>25560.231</td>
<td>1</td>
<td>25560.231</td>
<td>300.879</td>
<td>.000 *</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11723.340</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37283.571</td>
<td>139</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at \( p > 0.05 \)

Results in Table 4.25 reveal that there is a significant difference in the level of motivation among pre-school teachers working under different sponsors. The F-value (300.879) was shown to be significant at 100% confidence level, which is far above the acceptance level of 95%. The differences in the level of motivation among pre-school teachers by sponsor were beyond chance expectations. The \( H_0 \) (null hypothesis) of no relationship in the level of motivation among pre-school teachers was therefore rejected. The results support the \( H_1 \) (Alternative hypothesis).
These results support earlier findings of the study which showed 24 (68.6%) of the pre-school teachers from private schools are motivated by their Terms and Conditions of Service, while pre-school teachers from Community, County Council, and Religious Organizations Schools are de-motivated. The results imply that the level of motivation is significantly influenced by the Terms and Conditions of Service offered by the sponsors. This would mean, improving the Terms and Conditions of Service of the pre-school teachers would equally enhance their motivation.

4.9.2 Testing differences in Terms and Conditions of Service of Pre-school Teachers by Sponsor

The study had also hypothesized that: H02: There is no significant difference in the Terms and Conditions of Service of pre-school teachers employed by different sponsors. To test the hypothesis, Chi-square ($\chi^2$) and Contingency Co-efficient were used and the results are shown in Tables 4.26 (a), (b), (c).

**Table 4.26 (a): Comparison of differences in the Terms and Conditions of Service of Pre-school Teachers by Sponsor**

<table>
<thead>
<tr>
<th>PRE-SCHOOL CATEGORY</th>
<th>Permanent with Pension</th>
<th>Permanent with Gratuity</th>
<th>Temporary</th>
<th>Voluntary</th>
<th>Contract</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>1(2.3)</td>
<td>1(16.7)</td>
<td>25(44)</td>
<td>8(30.8)</td>
<td>0</td>
<td>35(25.5)</td>
</tr>
<tr>
<td>Religious Org.</td>
<td>4(9.1)</td>
<td>2(33.3)</td>
<td>18(31)</td>
<td>9(34.6)</td>
<td>0</td>
<td>33(24.0)</td>
</tr>
<tr>
<td>County Council</td>
<td>27(61.3)</td>
<td>2(33.3)</td>
<td>1(2)</td>
<td>5(19.2)</td>
<td>0</td>
<td>35(25.5)</td>
</tr>
<tr>
<td>Private</td>
<td>12(27.3)</td>
<td>1(16.7)</td>
<td>13(23)</td>
<td>4(15.4)</td>
<td>4(100)</td>
<td>34(25.0)</td>
</tr>
<tr>
<td>Total</td>
<td>44(100)</td>
<td>6(100)</td>
<td>57(100)</td>
<td>26(100)</td>
<td>4(100)</td>
<td>137(100)</td>
</tr>
</tbody>
</table>

N.B: Figures in parenthesis indicate column percentages.
Table 4.26 (b): Chi-Square Test

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square ($\chi^2$)</td>
<td>77.384</td>
<td>15</td>
<td>.000 *</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at p > 0.05

Table 4.26 (c): Symmetric Measure

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal by Nominal Contingency-Coefficient</td>
<td>.597</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
</tr>
</tbody>
</table>

Results from Table 4.26 (a) show that a bigger percentage of the teachers 25(44%) employed on temporary terms are from community schools whereas 29(58%) of those employed on permanent terms are from County Council schools. The results from Table 4.26 (b) also reveal that there is a significant difference in the Terms and Conditions of Service of pre-school teachers employed by different sponsors. The differences in the Terms and Conditions of Service was found to be statistical significant at 100% confidence level, which is far above the acceptance level of 95%. Hence, the $H_0$ (null hypothesis) of no relationship between pre-school teachers’ Terms and Conditions of Service and pre-school sponsor was rejected in favour of the $H_1$ (alternative hypothesis). The association between Terms and Conditions of Service and pre-school sponsor was found to be strong as indicated by the value of Contingency Coefficient (0.597) (see Table 4.26 (c)). This implies
that the relationship between Terms and Conditions of Service of pre-school teachers and sponsor was not only significant but also strong.

### 4.9.3 Relationship between Salary and Motivation of Pre-school teachers

The study had hypothesized that: $H_{03}$: There is no significant relationship between salary and motivation of pre-school teachers. To test the hypothesis, Chi-Square ($\chi^2$) and Pearson’s $r$ were used and the results are shown on Tables 4.27(a),(b), (c).

#### Table 4.27 (a): Relationship between Salary and Motivation

<table>
<thead>
<tr>
<th>PAY IN KSHS</th>
<th>LEVEL OF MOTIVATION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demotivated</td>
<td>Motivated</td>
</tr>
<tr>
<td>1-3000</td>
<td>50 (73.5)</td>
<td>18 (26.5)</td>
</tr>
<tr>
<td>3001-6000</td>
<td>36 (69.2)</td>
<td>16 (30.8)</td>
</tr>
<tr>
<td>6001 and above</td>
<td>7 (87.5)</td>
<td>1 (12.5)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>93 (72.7)</td>
<td>35 (27.3)</td>
</tr>
</tbody>
</table>

N.B.: Figures in parenthesis indicate row percentages
Missing value – 12 (teachers without a salary)

#### Table 4.27 (b): Chi-Square Test

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square ($\chi^2$)</td>
<td>1.220</td>
<td>2</td>
<td>.543 *</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>128</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not significant at $p < 0.05$
Table 4.27 (c): Symmetric Measure

<table>
<thead>
<tr>
<th>Interval by Interval Pearson’s r</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Valid cases</td>
<td>128</td>
</tr>
<tr>
<td>-0.17</td>
<td></td>
</tr>
</tbody>
</table>

Results from Table 4.27 (a) indicate that majority (72.7%) of the pre-school teachers were de-motivated by the salary they received. Over half 50 (73.5%) of the teachers de-motivated earned a salary below Kshs. 3,000/=.

These results as revealed in Table 4.27 (b) show that there was no significant relationship between salary and motivation of pre-school teachers. The Chi-Square ($\chi^2$) value (1.220) was shown to be significant at 45.7% confidence level which is far below the study’s 95% confidence level, thus the $H_0$ (null hypothesis) of no relationship between salary and motivation was accepted. The alternative hypothesis of a relationship was rejected. The relationship between salary and motivation was also found to be very weak as indicated by the value of Pearson’s r (-0.017). These results imply that salary does not significantly influence motivation of pre-school teachers. In fact, the results agree with a study by Waithaka (2002) and Herzberg who termed salary a demotivator (Hygiene factor), which produces either dissatisfaction or nil response.

4.9.4 Relationship between Job Security and Motivation of Pre-school Teachers

The fourth hypothesis of the study stated that: $H_{04}$: There is no significant relationship between job security and motivation of pre-school teachers. To test
the hypothesis chi-square ($\chi^2$) and Pearson’s r were used and the results are presented in Table 4.28 (a), (b), (c) below.

**Table 4.28 (a): Relationship between Job Security and Motivation of Pre-school teachers**

<table>
<thead>
<tr>
<th>LEVEL OF MOTIVATION</th>
<th>EMPLOYMENT STATUS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivated</td>
<td>Permanent with Pension</td>
<td>11(25)</td>
<td>3(50)</td>
<td>14(25)</td>
<td>10(38)</td>
<td>1(25)</td>
</tr>
<tr>
<td></td>
<td>Permanent with gratuity</td>
<td>33(75)</td>
<td>3(50)</td>
<td>43(75)</td>
<td>16(62)</td>
<td>3(75)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>44(100)</td>
<td>6(100)</td>
<td>57(100)</td>
<td>26(100)</td>
<td>4(100)</td>
</tr>
</tbody>
</table>

N.B.: Figures in parenthesis indicate column percentages

**Table 4.28 (b): Chi-Square Test**

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square ($\chi^2$)</td>
<td>3.379</td>
<td>.642 *</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

* Not significant at p < 0.05

**Table 4.28 (c): Symmetric Measure**

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval by Interval Pearson’s r</td>
<td>-0.047</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
</tr>
</tbody>
</table>

Table 4.28 (a) shows that 36(72%) of the pre-school teachers who are on Permanent Terms with Pension/Gratuity are demotivated. It also shows that a few of the pre-school teachers 25(28%) who are on temporary, voluntary and contract terms are motivated. A bigger percentage of the pre-school teachers 98(72%) are
de-motivated. These results reveal that there is no significant relationship between job security and motivation of pre-school teachers. The chi-square value (3.379) was shown to be significant at 36% confidence level which is far below the acceptance level of 95%. The H₀ (null hypothesis) was therefore accepted. The relationship between job security and motivation was not significant and found to be very weak as indicated by the value of Pearson’s r (-0.047). This implies that job security does not influence motivation of pre-school teachers working under different pre-school categories, there are other factors in the Terms and conditions of Service that contribute to motivation. These results concur with Waithaka (2002) and Herzberg who termed job security a demotivator (Hygiene Factor), which produces either dissatisfaction or a nil response.

4.9.5 Relationship between Career Advancement and Motivation of pre-school Teachers

The study had also hypothesized that: H₀₅: There is no significant relationship between career advancement and motivation of pre-school teachers. To test the hypothesis chi-square (χ²) and Pearson’s r were used. The results are shown in Table 4.29 (a), (b), (c) below.
Table 4.29 (a): Relationship between Career Advancement and Motivation of Pre-school Teachers.

<table>
<thead>
<tr>
<th>CAREER ADVANCEMENT</th>
<th>LEVEL OF MOTIVATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motivated</td>
<td>Demotivated</td>
<td>Total</td>
</tr>
<tr>
<td>Teachers who received promotion</td>
<td>8(20)</td>
<td>29(30)</td>
<td>37(37)</td>
</tr>
<tr>
<td>Teachers who did not get promotion</td>
<td>32(80)</td>
<td>68(70)</td>
<td>100(73)</td>
</tr>
<tr>
<td></td>
<td>40(100)</td>
<td>97(100)</td>
<td>137(100)</td>
</tr>
</tbody>
</table>

N.B.: Figures in parenthesis indicate column percentages
Missing - 3

Table 4.29 (b): Chi-Square Test

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square ($\chi^2$)</td>
<td>2.652</td>
<td>2</td>
<td>.266 *</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not significant at $p < 0.05$

Table 4.29 (c): Symmetric Measure

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval by Interval Pearson’s r</td>
<td>-.134</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
</tr>
</tbody>
</table>

Results from Table 4.29 (a) indicate that only 8(20%) of the pre-school teachers who were promoted are motivated. A bigger percentage 32(80%) of those who are motivated had not been promoted, which means promotion did not influence motivation of pre-school teachers. These results reveal that there is no significant relationship between career advancement and motivation of pre-school teachers.
The chi-square ($\chi^2$) value (2.652) was shown to be significant at 73.4% confidence level which is far below the study's 95% confidence level, thus, the H\textsubscript{0} (null hypothesis) of no relationship between career advancement and motivation of pre-school teachers was accepted and the H\textsubscript{1} (alternative hypothesis) was rejected. The relationship between career advancement and motivation as indicated by Pearson's r (-.134) value was found to be very weak implying that motivation is not influenced by career advancement but by other factors in the Terms and Conditions of Service. These results contradict Herzberg's Two Factor Theory that termed career advancement a motivator.

4.9.6 Relationship between Skills Upgrading and Motivation of Pre-school Teachers

The last hypothesis of the study was that: H\textsubscript{06}: There is no significant relationship between skills upgrading opportunities and motivation of pre-school teachers. To test the hypothesis two tests were conducted, chi-square ($\chi^2$) and Pearson's r. The results are presented in Table 4.30 (a), (b), (c) below.

Table 4.30 (a): Relationship between Skills Upgrading and Motivation of Pre-school Teachers.

<table>
<thead>
<tr>
<th>SKILLS UPGRADING OPPORTUNITIES</th>
<th>LEVEL OF MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motivated</td>
</tr>
<tr>
<td>Pre-school teachers who attended other courses</td>
<td>26(65)</td>
</tr>
<tr>
<td>Pre-school teachers who did not attend other courses</td>
<td>14(35)</td>
</tr>
</tbody>
</table>

N.B.: Figures in parenthesis indicate column percentages
Table 4.30 (b): Chi-Square Test

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square ($\chi^2$)</td>
<td>.667</td>
<td>1</td>
<td>.414 *</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Not significant at p < 0.05

Table 4.30 (c): Symmetric Measure

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval by Interval Pearson’s r</td>
<td>-.069</td>
</tr>
<tr>
<td>No. of Valid cases</td>
<td>140</td>
</tr>
</tbody>
</table>

From Table 4.30 (a) it emerges that majority of the pre-school teachers 72(72%) who were demotivated had attended other courses while only 28(28%) of the pre-school teachers who had not attended any other course were demotivated. Interestingly, the results show that only 26(26%) of the teachers who had attended other courses are motivated. These results reveal that there is no significant relationship between skills upgrading opportunities and motivation of pre-school teachers. The chi-square ($\chi^2$) value (0.667) (see Table 4.30 (b)) was indicated to be significant at 58.6% confidence level far below the study’s 95% level of confidence, thus accepting the $H_0$ (null hypothesis) of no relationship between skills upgrading opportunities and motivation of pre-school teachers and rejecting the $H_1$ (alternative hypothesis). The relationship between skills upgrading opportunities and motivation was found to be weak as shown by the value of
Pearson’s r (0.069). This implies that skills upgrading does not significantly influence motivation of pre-school teachers.

4.10 Discussion of Results

The results of the study are discussed below.

4.10.1 Level of Motivation among Pre-school Teachers by Sponsor

The results of the study revealed that there was a significant difference in the level of motivation among pre-school teachers in the various pre-school categories. Pre-school teachers (68.6%) from private schools (see Fig. 4.9) indicated that they were motivated by their Terms and Conditions of Service unlike their counterparts in community schools, County Council schools and religious organisation schools who indicated they were de-motivated. This finding differs with a related study by Waithaka (2002) who found that there was no significant difference in the level of satisfaction among pre-school teachers employed by different sponsors. The results imply that improving the Terms and Conditions of Service for the pre-school teachers has a positive influence on their motivation. These findings suggest the seriousness Terms and Conditions of Service ought to be given when being put in place considering the influence they have on the way pre-school teachers act.
4.10.2 Differences in Terms and Conditions of Service by Sponsor

The results revealed that there was a significant difference in the Terms and Conditions of Service of pre-school teachers employed by different sponsors. The differences in the Terms and Conditions of Service as shown by the $\chi^2$ value (77.384) was found to be statistically significant at 100% confidence level far above the study’s 95% confidence level. The association between the Terms and Conditions of Service and pre-school sponsor was also found to be strong as indicated by the contingency co-efficient value (0.597). These findings are supported by Brennan et al (1990) who found that there were different terms of employment of staff working in childcare institutions. These findings of the study suggest that the disparities in the Terms and Conditions of Service may affect motivation of the pre-school teachers if not checked. Thus, this situation should be addressed with some measure of urgency.

4.10.3 Relationship between Salary and Motivation of Pre-school Teachers.

The results of the study revealed that there was no significant relationship between salary and motivation of pre-school teachers as shown by the $\chi^2$ value (1.220) which was shown to be significant at 45.7% confidence level which was far below the study’s 95% confidence level, far below the study’s 95% confidence level. This finding is supported by Waithaka (2002), Mumo (1999) and Mwangi (2000) who found salary a Hygiene Factor as postulated by Herzberg’s Two Factor Theory. Though the issue of salary is of great concern to many teachers even in
other learning institutions it appears that other aspects in the Terms and Conditions of Service may be having more influence on motivation of pre-school teachers.

4.10.4 Relationship between Job Security and Motivation of Pre-school Teachers

Results of the study revealed that there was no significant relationship between job security and motivation of pre-school teachers. The $\chi^2$ value (3.379) was shown to be significant at 36% confidence level. We therefore concluded that job security does not influence motivation of pre-school teachers. This finding concurs with Waithaka (2002) who found job security a Hygiene Factor. A study by Ochieng (2003), however, found science teachers in public secondary schools in Migori district motivated by job security. The reason could be attributed to the fact that majority of secondary school teachers are permanently employed by the Teachers' Service Commission with well defined Terms and Conditions of Service. In contrast, pre-school teachers in Kwale District work under different employers with varied Terms and Conditions of Service.

4.10.5 Relationship between Career Advancement and Motivation of Pre-school Teachers

The results revealed that there was no significant relationship between career advancement and motivation of pre-school teachers. The $\chi^2$ value (2.652) was shown to be significant at 73.4% confidence level which was below the study's
95% confidence level. The association between career advancement and motivation of pre-school teachers was also found to be very weak as indicated by Pearson’s r (-.134) value. This finding differs with Ochieng (2003) who found promotion and professional growth motivating science teachers in public schools in Migori District. Findings of the study (see Table 4.10) indicated that there were no provisions for promotion in the pre-school teachers’ Terms and Conditions of Service, thus many of the teachers did not receive promotions.

4.10.6 Relationship between Skills Upgrading and Motivation of Pre-school Teachers

The results revealed that there was no significant relationship between skills upgrading opportunities and motivation of pre-school teachers. The $\chi^2$ value (0.667) was shown to be significant at 58.6% confidence level which was far below the study’s 95% confidence level. The relationship between skills upgrading and motivation was also weak as shown by Pearson’s r (0.069) value. Thus, it was concluded that skills upgrading does not significantly influence motivation of pre-school teachers, there are other factors that influence motivation. This finding is supported by Mumo (1999) who cited that available opportunities for useful in-service courses do not satisfy teachers.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the key findings of the study are summarized and their implications drawn in view of making recommendations. Recommendations for policy and areas for further research are given based on the findings/results of the tested hypotheses. This chapter is organized as under:

5.1 Summary of Findings

The main purpose of this study was to investigate Terms and Conditions of Service for pre-school teachers in Kwale District and find out how these Terms and Conditions of Service relate to motivation. The following were the major findings:

1. There was a significant difference in the level of motivation among pre-school teachers working under different sponsors;

2. There was a significant difference in the Terms and Condition of Service of pre-school teachers by different sponsors;

3. There was no significant relationship between salary and motivation of pre-school teachers;

4. There was no significant relationship between job security and motivation of pre-school teachers;

5. There was no significant relationship between career advancement and motivation of pre-school teachers;
6. There was no significant relationship between skills upgrading opportunities and motivation of pre-school teachers.

5.2.0 Implications of the Findings

This section outlines the implications of the study findings for sponsors, policy makers and for further research. The organization of the section takes the following format:

5.2.1 Implication for Sponsors

The study revealed that there was a significant relationship in the level of motivation among pre-school teachers working under different sponsors. It was also established that there was a significant difference in the Terms and Conditions of Service of pre-school teachers employed by different sponsors. These findings imply that improving the Terms and Conditions of Service of pre-school teachers would enhance their motivation hence improving their performance. If the teachers are well motivated they may offer quality teaching and the enrolment of their schools may also improve.

The results also imply that there is an urgent need to improve the disparities in the Terms and Conditions of Service of the pre-school teachers. The differences in the Terms and Conditions of Service may contribute to loss of teachers who might keep on changing schools in search of better terms. The staff turnover may affect
the children’s performance and development. This may also lead to a drop in enrolment in such institutions.

5.2.2 Implication for Policy Makers

The results of the study revealed that there were varied Terms and Conditions of Service offered by the pre-school sponsors. This shows that the policy concerning pre-school teachers’ Terms and Conditions of Service is not well addressed, employers have freedom of giving what they want. There is therefore a dire need for clear guidelines on Terms and Conditions of Service from the Ministry of Education, Science and Technology for the employers to adapt.

As a measure to improve the working conditions of pre-school teachers in Kenya the study suggested that seminars/workshops for pre-school employers/sponsors to create awareness on pre-school teachers’ needs and Labour Laws be introduced by the Ministry of Education, Science and Technology. These seminars/workshops would equip the employers/sponsors with the knowledge on pre-school teachers’ needs, management skills and Labour Laws that govern workers’ rights. This may reduce violation of the Employment Act by the various pre-school sponsors as established by the findings.
5.2.3 Implication for Research

This study revealed that there was no significant relationship between salary, job security, career advancement, skills upgrading opportunities and motivation of pre-school teachers. This implies that there are other factors in the Terms and Conditions of Service that may significantly influence motivation of pre-school teachers. For that reason, other researches should be conducted to unearth the factors that relate to motivation of the pre-school teachers other than the ones handled in this thesis.

5.3 Recommendations

Following the above findings, this study made recommendations in three areas. First, on the formulation of policies that would be geared towards improving pre-school teachers' Terms and Conditions of Service in Kenya. Secondly, suggestions to sponsors of pre-schools which may assist them in formulating employment policies for their schools that might create a conducive environment for pre-school teachers to work in. Finally, on areas for further research to unearth more salient and pertinent information that has not been captured in this study. The section is organized as follows:

5.3.1 Policy Recommendations

The main findings of this study revealed that there was a significant difference in the pre-school teachers' Terms and Conditions of Service that de-motivated
majority of the pre-school teachers in the district. This study therefore recommends the following in the area of policy:

- The Ministry of Education, Science and Technology explore means of employing all trained pre-school teachers. This might attract more qualified personnel and also ensure retention of the teachers in the profession.

- The Ministry of Education, Science and Technology should come up with a guideline on pre-school teachers' Terms and Conditions of Service to be used by all employers in the various pre-school categories. The guidelines might reduce the disparities in the Terms and Conditions of Service.

- The study found that although many (77.9%) of the pre-school teachers had been trained none had reached diploma level. For that reason, the study recommends that the Ministry of Education, Science and Technology should consider introducing a diploma course for pre-school teachers. Training centres should be started in each province to ensure their accessibility to the pre-school teachers. This may in addition, attract students with high qualifications and also improve the quality of pre-school teachers/teaching in schools.

- Field experience shows that pre-school teachers in Kwale District are not involved in the formulation of ECD policies. Accordingly, the study recommends that the Ministry of Education, Science and Technology should involve pre-school teachers when formulating Early Childhood Development (ECD) policies by getting views from pre-school teachers.
5.3.2 Recommendations for Pre-school Sponsors

The following recommendations to the sponsors were made:

- Field experiences showed that majority of the pre-school teachers were uncertain about their jobs. The study therefore recommends that pre-school sponsors should put in place attractive Terms and Conditions of Service, with well-defined job descriptions and a clear career path. This may not only "motivate the teachers but also reduce the turnover rate.

- Results of the study showed that majority (73%) of the pre-school teachers had no provision for promotion. This reflects lack of appreciation of pre-school teachers' work by the sponsors. In this regard, the study recommends that the sponsors should appreciate pre-school teachers' effort. This can be done through promotions, awards and salary increments among others.

- Findings of the study showed that many of the pre-school teachers were demotivated by the large number of children they handled in class. Following this finding, the study recommends that pre-school classes should be of reasonable size for effective teaching.

5.3.3 Recommendations for Research

To improve the position of pre-school teachers and quality of Early Childhood Education (ECD) in Kenya there is need to conduct more research in this area of Terms and Conditions of Service. This may assist the government in formulation
of policies for ECD teachers. More specifically, the following recommendations may be useful:

- A similar study can be conducted for pre-school teachers in different regions of the Republic of Kenya.

- Since only four aspects in the Terms and Conditions of Service were looked at, another study can use other factors to determine their influence on motivation of pre-school teachers.

- A study to assess the role of management in pre-schools can also be conducted to augment management behaviour in the understanding of pre-school teachers motivation.
REFERENCES


APPENDIX A

QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

You are kindly requested to answer all questions honestly to the best of your knowledge. The questionnaire will assist the researcher to document the Terms and Conditions of Service of pre-school teachers in Kwale District. You do not need to write your name and the information given will be treated with anonymity. This information you give will be used to improve the status of pre-school teachers in Kenya.

SECTION I

Please tick the appropriate alternative.

1. What is your sex?
   (a) Male [ ]   (b) Female [ ]

2. How old are you?
   (a) Below 20 years [ ]   (b) 21 -25 years [ ]
   (c) 26 - 30 years [ ]   (d) 31 - 35 years [ ]
   (e) 36 - 40 years [ ]   (f) 41 - 45 years [ ]
   (g) 46 - 50 years [ ]

3. Marital status?
   (a) Single [ ]   (b) Married [ ]
   (c) Divorced [ ]   (d) Widowed [ ]
   (e) Separated [ ]

4. What is your highest academic qualification?
   (a) CPE/KCPE [ ]   (b) KJSE
   (c) EACE/KCE/KCSE [ ]   (d) KACE/EAACE
   (e) Degree [ ]
5. Are you trained?
   (a) Yes [ ]  
   (b) No [ ]  
   (c) Under-going training [ ]

6. If yes in (5) above, which early childhood training did you attend?
   (a) DICECE [ ]  
   (b) Montessori [ ]  
   (c) KHA [ ]  
   (d) Any other specify……………..

7. What is your designation?
   (a) Class teacher [ ]  
   (b) Deputy headteacher [ ]  
   (c) Headteacher [ ]

SECTION II
1. Under which sponsorship is your school?
   (a) Community [ ]  
   (b) County Council [ ]  
   (c) Private [ ]  
   (d) Religious organization [ ]

2(a) What are your Terms of Service?
   (a) Permanent with pension [ ]  
   (b) Permanent with gratuity [ ]  
   (c) Temporary [ ]  
   (d) Voluntary [ ]  
   (e) Contract [ ]

   (b) Were you given a letter of appointment specifying your Terms of Service?
   (a) Yes [ ]  
   (b) No [ ]

3. How long have you been a teacher?
   (a) Less than one year [ ]  
   (b) 2 - 5 years [ ]  
   (c) 6 - 10 years [ ]  
   (d) 11 - 15 years [ ]  
   (e) 16 - 20 years [ ]  
   (f) 20 and above [ ]

4. For how long have you been teaching in your present school?
   (a) Less than one year [ ]  
   (b) 2 - 5 years [ ]  
   (c) 6 - 10 years [ ]  
   (d) 11 - 15 years [ ]  
   (e) 16 - 20 years [ ]  
   (f) 20 and above [ ]
5. What is your monthly salary? Kindly indicate exact figure.

6. (a) Do you get any salary increment?
   (i) Yes [ ]  (ii) No [ ]
   (b) If yes, how often?
   (i) Once every year [ ]  (ii) When the employer decides [ ]
   (c) If yes, how much?

7. Which of the following training courses in Early Childhood Education has your employer given you opportunity to attend?
   (a) Seminars/workshops  (b) Short courses  
   (c) Certificate course  (d) Diploma course  
   (e) Degree course

8. Have you ever been promoted since you were employed?
   (a) Yes [ ]  (b) No [ ]
SECTION III

1. Are the following aspects included in your Terms and Conditions of Service? Please tick the alternative that applies to you.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>1 - Yes</th>
<th>2 - No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Duties and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teacher’s conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Working hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Promotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Retirement benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Termination of duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Annual Leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Maternity Leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Off days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. House allowance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Leave allowance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Medical allowance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List down two factors you think stimulate pre-school teachers to work and make them stick to their jobs

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

3. List down two factors that you think make teachers resign from their jobs.

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.................................................................................................................................
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.................................................................................................................................

4. What is your general perception about the Terms and Conditions of Service of pre-school teachers in Kenya?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
5. What suggestions can you make regarding change to improve the working conditions of pre-school teachers in Kenya.

SECTION IV

The following is a list of factor items related to your work, Terms of Service and working conditions. Please read carefully and then tick the alternative that suits your condition in relation to the alternative given:

1. - Motivated  2. Slightly Motivated, 3. Neutral, 4 -Slightly Discouraged, 5 - Very Discouraged

What encourages you to work/perform your duties as a pre-school teacher?

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of salary you receive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your pay compared to that of equivalent personnel in your area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The date the salary is received every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for advancement based on your ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion based on your ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirement for promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The possibility of the teaching job providing for a steady employment (Job security).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure used in dismissing teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter of appointment on employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities in your job to develop and refine new skills and abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for useful in-service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses available for pre-school teachers to advance themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of hours you teach every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The average size (number of pupils per class)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of off days you get</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of retirement benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of house allowance</td>
<td></td>
<td></td>
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<tr>
<td>The number of days you go on leave</td>
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<tr>
<td>Response of management towards your personal problems</td>
<td></td>
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<tr>
<td>The status of pre-school teachers in Kenyan society</td>
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</tbody>
</table>
## APPENDIX B

### RESEARCH TIMETABLE

<table>
<thead>
<tr>
<th>PHASE</th>
<th>DESCRIPTION/ACTIVITY</th>
<th>TIME FRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing/submission. Defense of proposal at the department</td>
<td>January - April 2003</td>
</tr>
<tr>
<td>2</td>
<td>Correction/submission/defense of proposal at the Faculty and registration</td>
<td>May - August 2003</td>
</tr>
<tr>
<td>3</td>
<td>Detailed secondary literature reviews and pre-testing of tools</td>
<td>September - Dec. 2003</td>
</tr>
<tr>
<td>4</td>
<td>Data collection</td>
<td>January - Feb. 2004</td>
</tr>
<tr>
<td>5</td>
<td>Data editing/coding/entry and analysis</td>
<td>March 2004</td>
</tr>
<tr>
<td>6</td>
<td>Draft of masters thesis</td>
<td>April 2004</td>
</tr>
<tr>
<td>7</td>
<td>Submission of supervisory work on the thesis</td>
<td>May 2004</td>
</tr>
<tr>
<td>8</td>
<td>Revision/correction of draft and writing of final thesis</td>
<td>June 2004</td>
</tr>
<tr>
<td>9</td>
<td>Submission of thesis for examination</td>
<td>July 2004</td>
</tr>
<tr>
<td>10</td>
<td>Defense of thesis/final correction and resubmission</td>
<td>October 2004</td>
</tr>
<tr>
<td>11</td>
<td>Graduation</td>
<td>December 2004</td>
</tr>
</tbody>
</table>
APPENDIX C

Kenyatta University,
Department of Early Childhood Studies,
P.O. Box 43844,
Nairobi.

1st January 2004

The Headteacher,
...................Primary School/Pre-School.

Dear Sir,

RE: COLLECTION OF DATA FROM PRE-SCHOOL TEACHERS

I am a research student in the Department of Early Childhood Studies, Kenyatta University. I am undertaking a study on Pre-school Teachers’ Terms and Conditions of Service as a requirement for my Masters Degree.

Currently, I am in the process of collecting data from selected pre-school teachers. I wish therefore to inform you that your teachers are among those selected to respond to a self-administered questionnaire on their Terms and Conditions of Service.

In this regard, I will be visiting your school on.........................Jan/Feb. 2004 to meet the teachers. May you kindly inform all the pre-school teachers of the intended visit so that they may prepare.

I look forward for your co-operation in this issue.

Yours sincerely,

Makoti N. Mwanasaíd
Dear Madam

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on terms and conditions of service and their relationship to motivation of pre-school teachers in Kwale District, I am pleased to inform you that you have been authorized to conduct research in Kwale District in the Coast Province for a period ending 31st September 2004.

Your are advised to report to the District commissioner and District Education Officer Kwale District before commencing your research project.

Your further expected to deposit two copies of your research report to this office after completion of your research project.

Yours faithfully

A. G. Kaaria
For: Permanent Secretary/Education

CC
PDE
Coast Province

District Commissioner
Kwale District

The DEO
Kwale District