

**TEACHER RELATED DETERMINANTS INFLUENCING THE
PROVISION OF QUALITY EARLY CHILDHOOD EDUCATION IN
NJORO DIVISION, NAKURU COUNTY, KENYA**

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E55/CE/25944/2014

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF EDUCATION (EARLY CHILDHOOD) IN THE
SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY,
KENYA.**

AUGUST, 2020

DECLARATION

I declare that this research project is my original work and it has not been submitted for the award of any degree or diploma in any other institution. No part of the project should be reproduced without the authority of the author and/or Kenyatta University.

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DEDICATION

I take this opportunity to dedicate this research project to my family.

ACKNOWLEDGEMENT

I acknowledge the Dr. Yattani Buna for taking his time to guide me through this research project. I also acknowledge the colleagues whom we were in the same class and Kenyatta University community for providing us with a conducive environment throughout this process. Thanks all and God bless you.

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ABBREVIATIONS AND ACRONYMS

COCECE	County Centers for Early Childhood Education
CBCCC	Community Based Childcare Centre
DICECE	District Centres for Early Childhood Education
ECE	Early Childhood Education
MoE	Ministry of Education
NACECE	National Centre for Early Childhood Education
OECE	Organization for Economic Co-operation and Development

ABSTRACT

The benefits associated with quality education have been acknowledged globally. Quality early childhood education programmes have been found to help to build a strong foundation for the child's physical, mental, emotional, and social development that prepare them for a lifetime. In regard to this early childhood education was believed to prepare children for primary school. The purpose of this study was to investigate teacher related determinants factors influencing the provision of quality early childhood education. The study was set to establish whether factors such as teacher motivation, qualification, financial resource and parental involvement influences provision of quality Early Childhood Education. This study was guided by Bronfenbrenner's ecological theory. Descriptive survey research design was used. The target population for the study was pre-school teachers and head teachers in Njoro Division, Nakuru County. The division has 84 ECE centres. The respondents comprised of 84 Head teachers, 168 ECDE teachers forming a target population of 252 respondents. Stratified sampling method and simple random sampling was used to select the sample size for the study. The sample size was 50% of 168 teachers (84) and 84 pre-school teachers (42) were selected giving a total of 126 respondents. Questionnaires and interview schedules were used to obtain data from the field. Questionnaires were piloted at to the ECDE centres in Njoro Division comprising of nine respondents which were not included in the final study to test validity and reliability of the instrument. Quantitative data was analysed using descriptive statistics which included mean, frequencies and percentages and presented in terms of tables, graphs and charts. Qualitative data was coded and analysed thematically based on the study objectives. The study established that teacher motivation, teacher qualification and financial resources positively and significantly influenced the provision of quality early childhood education. The study concludes that teacher motivation is critical to the success in enhancing quality ECDE education. This because teachers are the most important implementers, since they interface with the learners who have special education needs. There is a positive statistically significant relationship between teacher qualification and the provision of quality early childhood education. This means that higher teacher qualifications are related to improvements in supporting children's development, including supporting language-reasoning experience, supervision and the scheduling of activities, organization and arrangement of the room, providing varied social experiences for children, and creating a warm and friendly environment for interactions. ECDE had suffered financial constraints due to lack of government funding. This led to lack of sufficient teaching classes and provision of required teaching and learning materials. The study recommends that special motivational strategies that target ECDE teachers on ECDE programs education should be implemented. All teachers who work in an inclusive setting should be given a special allowance. It is important to have teachers with qualification higher than certificate level of education in ECDE centres because quality is closely linked to the level of staff qualification. Financial resources should be taken into first consideration for ECDE support. Clear sources of ECDE financing should be identified, proper channels of distributing the money sought for and the amounts should be raised to the standards required.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This chapter comprises of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope and delimitations of the study, significance of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

Early Childhood Education (ECE) represents the true beginning of formal education for all children and the quality of care and education which a child receives at this crucial age will determine to a great extent the level of his or her physical and cognitive development in the future (Ige, 2011). Similarly children who attend preschool or other early education programs have been found to have enhanced cognitive, verbal, and social development, which is maintained into the first few years of school. Barnett and Steven (2015) argue that these early learning experiences are crucial determining factors for emotional and intellectual development and will ultimately affect how well a child will perform in school. Therefore, the competence of ECDE teacher is important in mounting the life of preschool children.

In early childhood education, according to the Michigan Committee on Quality Component (2014) quality aims for every child to be always with or closely supervised by a competent caring adult and hence recognizes that parents ideally are the most important teachers and caregivers. According to Melhiush (2011) quality reflects what is

beneficial for children's development. Studies have shown that children exposed to high quality settings exhibit better language and mathematical skills better cognitive and social skills and better relationships with classmates than do children exposed to lower quality care. Evans (2010) also noted that children learn faster during the first three years than they will ever learn again in their lives. This is why this study seeks to establish the determinants of quality early childhood education for children.

In an era of globalization, educational reforms are aimed at meeting challenges and improving quality of education (Fullan, 2013). For Singapore, the competition faced by globalization is becoming increasingly keener and one response has been demands for educational change in pedagogical practices. In 2013, the Singapore government aimed to improve the quality of preschool education and in order to achieve this goal, nationwide skill development for all preschool teachers was announced and mandated (Singapore Ministry of Education, 2013a). Hence the need to establish the experiences and short course trainings teachers have undergone.

Provision of quality Early Childhood is a major challenge globally. Although all the countries require prospective teachers at this level to have completed initial education studies, most preschool teaching staff has not done so. In El Salvador, Neugebauer and Goodeve (2009) observe that just 10.2% of teachers working in nursery education have an honours degree, while in Nicaragua, Verdisco, Naslund-Hadley, Regalia & Zamora (2010) note that the non-formal system of pre-primary education, which has the greatest coverage in the country, is mainly staffed by people who have completed primary

schooling only. This suggests that efforts need to be made to systematize the initial level and coordinate it with the rest of the education system.

In South Africa, Excell and Linington (2011) found that ECE education is of low quality since the ECE teachers are not highly qualified and are getting minimal support from the school principals. A survey by Hyde and Kabiru (2013) showed that, in Kenya, Malawi, Zimbabwe and Mali, ECE education is a community responsibility. The findings further showed that the quality of ECE tuition is affected by the lack of remuneration for teachers as the communities cannot always raise funds for teachers' salaries. The study seeks to find out the teacher related determinants of quality early childhood education.

According to Plan International (2013) study carried out in Ethiopia, revealed that there are prevalence of inequities where high enrollments are closely linked to levels of wealth and to the geographic region where the children live. The study also noted that low levels of government funds to this programme, minimal numbers of institutions training teachers, political negligence of the programme, poor community perception of ECE teachers, poor payments are some of the factors that have hindered the development of ECE programmes in the country. Similarly, another study by UNESCO (2012) categorized Ethiopia as among those Countries with public ECE centres. Whereas, the above study sought to reveal management and inequalities in early childhood programmes, the current study seeks to establish the factors influencing the provision of quality ECE.

In Kenya, According to OECE (2012) report, constant communication between parents and teachers was associated with more sensitive teacher-to-child and parent-to-child and/or teacher interactions. Hyde and Kabiru (2013) in a study on management and funding of education in Kenya showed that the Ministry of Education was responsible for the overall administration, policy and professional guidance, grants for training staff, curriculum development and conducting research and evaluation. The study also observed that the government was concerned with teacher deployment, promotion and coordinated health programmes like immunizations and feeding schemes for children. While the above study sought to establish the role of educators in the ministry of education and other stakeholders the current study will strive to find out factors affecting provision of quality ECE.

Guthrie (2012) notes that instructional materials, if used efficiently and actively facilitate the learning process in classrooms. However, the situation is not good in most pre-schools. Firstly, only the lower quality and the less quantity of instructional resources are provided to pre-schools. In this way, the availability of instructional resources is strained and very limited. Secondly, pre-school teachers are not trained for using instructional resources. Waithaka (2005) emphasizes the importance of training ECDE teachers as he observes that most ECDE centers in Kenya lay emphases on academic work, giving little or no time at all for learners to interact with instructional materials. He further observes that in Kenya pre-school children are subjected to academic work due to pressure from parents who would like to see their children read and write within weeks upon joining pre-school.

According to Ministry of Education (2012) currently, management of ECE programs is decentralized: at district (sub-county) level, there are District Centers for Early Childhood Education (DICECE), and at the municipal level there are County Centers for Early Childhood Education (COCECE). The DICECE and COCECE are responsible for implementing the ECE program, training pre-school teachers, inspecting schools and carrying out parental and community awareness programs as well as management and disbursement of ECE grants to approved ECDE centers (MoE, 2012), leading to public increase in access since 2003.

The Constitution of Kenya Chapter 4 and Basic Education Act of 2013 provide for free and compulsory basic education. Through these legal provisions, ECDE has been integrated as part of basic education and was devolved to County Governments in February, 2012. The basic education act (2013) emphasizes on provision of ECE and indicates that the cost on provision of ECE including that the cost of financing ECE is the responsibility of the county government, community and the parents. However, ECE centers have not received any financial assistance from the government so far and this has negatively affected enrolment and hence access to ECE all over the country. This may lead children to lack appropriate experiences because ECE centres are not well equipped to offer them.

Early Childhood Development and Education policies stress the use of plenty of relevant instructional resources to develop the totality of the child (NACECE, 2013). Learning has been ineffective in most ECDE centres with children having difficulties in mastering reading, manipulative, numeric and interpersonal skills despite several studies on

instructional resources being carried out (Cheruiyot & Kosgei, 2011). Cave and Mulloy (2010) emphasized the importance of teacher preparedness in terms of professional records preparation, academic and professional training levels of the pre-school teachers for quality standards in ECDE.

1.3 Statement of the Problem

There are major concerns in the county such as access and affordability of quality education in these ECE centers, inadequate physical infrastructure and low staffing levels. The increase of children attending ECE centers necessitate need for increased investments in education facilities and services to cope with the growing demand. Despite the growing importance of Early Childhood Education, there are number of challenges that have continued to pull down the quality of education in ECE in Nakuru County, giving evidence to the current study. Therefore, this study sought to investigate determinants of quality in ECE in Njoro Division, Nakuru County, Kenya.

1.4 Purpose of the Study

The study purpose was to establish the teacher factors influencing the provision of quality early childhood education in Njoro, Nakuru County. The study also explored the strategies that will be used to enhance quality ECE in the County.

1.5 Objectives of the Study

The study was guided by the following objectives:

- i. To find out whether teacher motivation influence provision of quality early childhood education in Njoro Divison, Nakuru County

- ii. To find out whether teacher qualification influence provision of quality early childhood education in Njoro Divison, Nakuru County
- iii. To establish whether financial resources influence provision of quality early childhood education in Njoro Divison, Nakuru County
- iv. To explore strategies to enhance quality early childhood education in Njoro Divison, Nakuru County

1.6 Research Questions

This study sought answers to the following research questions:

- i. How does teacher motivation influence the provision of quality ECE in Njoro Divison, Nakuru County?
- ii. How does teacher qualification influence the provision of quality ECE in Njoro Divison, Nakuru County?
- iii. How does availability of financial resources influence the provision of quality ECE Njoro Divison, Nakuru County?
- iv. What strategies needed to be put in place to enhance quality early childhood education in Njoro Divison, Nakuru County?

1.7 Significance of the Study

The findings of this study would be beneficial to many scholars including ECE administrators, teachers, parents, policy makers and to ECE children. The policy makers would get insights on what constitutes quality early childhood programmes. The findings would also empower the head teachers and teachers with knowledge implementation and effective service delivery in pre-primary education. The findings would also help the

school management board on quality school development programmes. The findings would also contribute to the body of research in the area of quality early years care and provision.

1.8 Limitations and Delimitations of the Study

1.8.1 Delimitations of the Study

Even though there could be other factors influencing quality early childhood programmes, the current study was delimited to Njoro Division, Nakuru County, Kenya. The study was carried out in 45 early childhood centers in Njoro Division. The study was delimited to the influence of teacher motivation, teacher qualification, financial resources and strategies on quality education in ECE.

1.8.2 Limitations of the Study

The respondents were hesitant to respond as some of them would decline disclosing some information for the study. To overcome this, the researcher assured the respondents that any information disclosed by them would not be shared to any other party by explaining to the respondents' the study purpose. Some respondents could over rate their competence in the provision of quality education in ECDE. However, this was minimized by corroborating the responses from different responses and the findings from observation schedule.

1.9 Theoretical Framework

This study was based on Urie Bronfenbrenner's ecological systems theory (1979). The theory posits that people are embedded in multiple ecological settings and that the

individual both affects and is affected by the environment (Pianta & Rimm-Kaufman, 2006). The Children in Early Childhood Centres are thus influenced by and influences the quality of teaching and learning. The most proximal influences are the multiple micro-systems within which the individual spends time, most notably the school and the family (Lahey, 2009; Woolfolk, 2010). Development, teaching and learning of children is also affected by the interactions between the school and home (microsystems) and that interaction is called the mesosystem hence the need for wider parental and stakeholder involvement in ECE programmes.

Kammerman (2006) posits that the application of the theoretical framework would involve understanding the moderating and mediating effects as well as influences such as the play equipment, teacher qualification, ECE children's guidance and counselling in relation to child outcomes; a fairly complex framework that would shape the understanding of the quality of ECE programmes. Within this framework, teacher characteristics such as level of education, ECE specialisation and ability to deal with learners' psychosocial problems, are expected to influence the quality of children's development through interaction with social and physical resources (Myers, 2004).

This theory was relevant to the study as it explains how everything in a child and the child's environment affects how a child grows and develops in terms of quality of services offered to the early childhood centres. Bronfenbrenner's ecological theory of 1979 describes different aspects or levels of the environment that influence children's development (Microsystem, Mesosystem, Exosystem and Macrosystem). How these groups or organizations interact with the child will have an effect on how the child

grows; the more encouraging and nurturing these relationships and places are, the better the child will be able to grow.

1.10 Conceptual Framework

The following conceptual framework depicts the relationship between the independent variable and the dependent variable; it was based on four independent variables and one dependent variable.

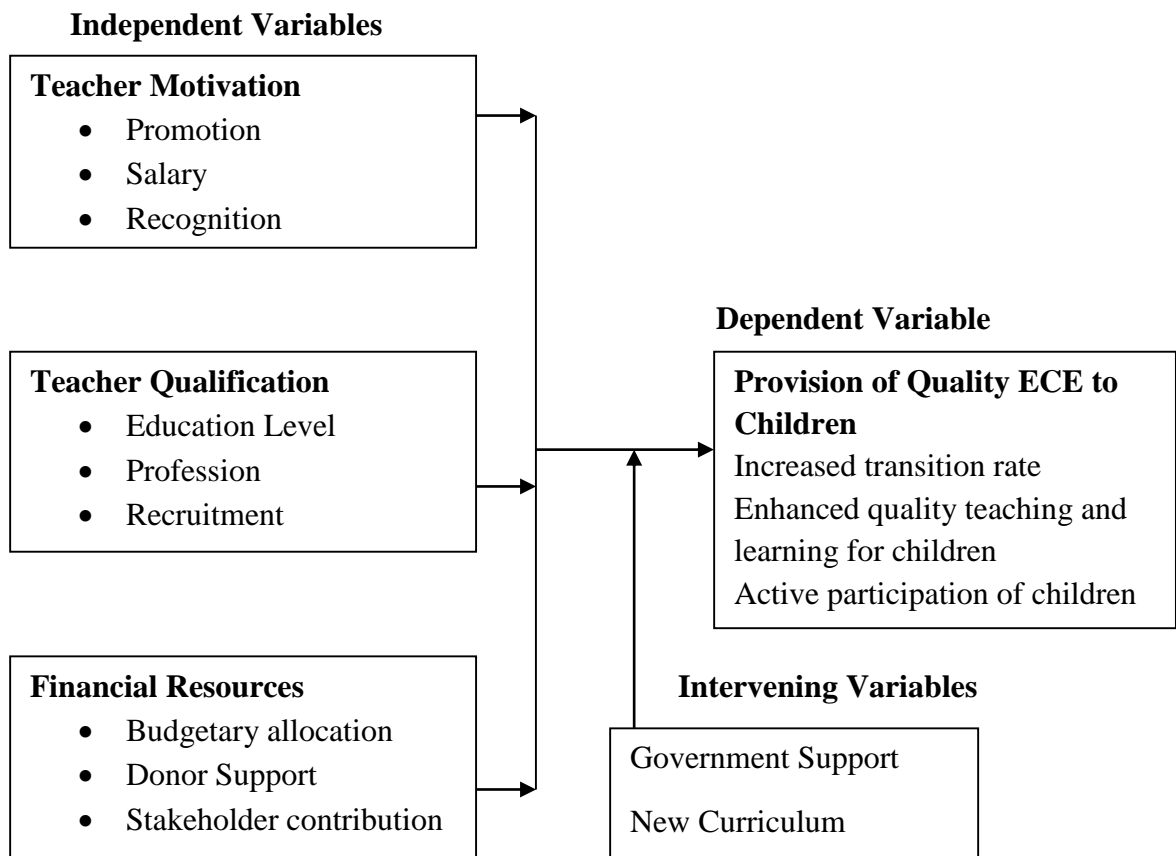


Figure 2.1: Conceptual Framework Showing the Determinants of Quality Early Childhood Education

1.11 Operational Definition of Terms

Determinant	Factor or cause that can make quality education in ECE happen or leads directly to a decision
Quality Education	Education that provides everybody with capabilities to become productive economically, acquire sustainable livelihoods, advocate for peaceful and democratic societies and enhance individual development
Early Childhood Development	This refers to integrated set of actions geared to an all-round development for 0 – 8 year age children.
Teacher Motivation	Refer to ways of stimulating someone charged with the role of delivery classroom instruction to learners through use of incentives to succeed in his/her work.
Teacher Qualification	Refers to a special skill, knowledge, or ability that makes ECE teachers suitable for their job.
Financial Resource	The money available to a ECE centers for spending in the form of cash, liquid securities etc
Quality Early Childhood Education	Refers to a programme for young children (3 – 8 years) that provides learners with physical, emotional and cognitive development
Quality	Refers to distinct characteristics possessed of an object or someone showing degree of excellence
Education	Refers to organized process of imparting knowledge skills and attitudes to learners.

Motivation

Refers to inspiring someone to undertake an action with a view to achieving one's desires and needs. For the purpose of this study stimulating teachers to achieve quality classroom instructions

Teacher

Refers to a person in educational institution capable of formulating objectives through which knowledge, skills and attitude are imparted to learners

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of literature based on study variables which includes the impact of quality Early Childhood programmes for children, teacher motivation, teacher qualification, influence of financial resources, parental involvement and strategies to enhance quality of early childhood education. The chapter also covers the summary of the literature reviewed.

2.2 Role of Teachers and Quality Early Childhood Programmes for Children

Early Childhood Development and Education is a programme for children aged between 0 to 8 years. McCarthy (2011) observe that at the age of five is when Eighty-five percent of brain of a child develops and at the age of three is two and half more active compared to that of adults. McCarthy (2011) also notes that varied learning experience in early childhood connects numerous children's brain development thereby strengthening such brain cell connection through continuous unique environmental inspiration. According to Cueto (2015) ECE is a programme that is mainly offered by stakeholders who may either be an individual, the communities or the government. ECE programmes are vital to children's holistic development (Cueto, 2015). The author further indicates that quality ECE programme presents a firm foundation for children entering primary by subjecting the children to numerous experiences thereby enhancing their development as they advance to higher professional levels and to offer a smooth transition through successive levels.

Teachers' are the closest to the pupils in terms of teaching and guidance in schools. According to Wehmeier (2014), the aspect of teacher's guidance in school is an act of being in charge and making sure that the pupils adheres to instructions accordingly. Also, ensuring that everything done by the student is done correctly and safely. In a school system, teachers are the most urgently needed during the first take off. This is in accordance with Liethwood et al. (2004) report in Fullan (2011) which stated that school teamers are crucial for shaping trust in schools. This also has an important influence for direct and indirect promotion of the effectiveness of the school system (Bryk & Schneider, 2012).

United Nations report of 2015 recognizes early childhood development as a significant global part of development agenda because it is associated with poverty reduction, health improvement and nutrition, promotes equality among girls and women and reduces violence. Similarly, Carneiro and Heckman (2016) observe that early childhood strategic cost effective investments done in early years of children can alleviate the harmful effects of poverty, societal discrimination that end up to long term benefits to the society and the nation as a whole. Early Childhood education lays a better foundation of children's life, their mental and academic development. Therefore, there is need to provide strong foundation for social and cognitive development for the children, hence the need for this study.

Sylva, Ereky-Stevens and Aricescu (2015) indicates that provision of good quality ECE programmes has been seen to add to the likelihood of gaining qualifications and securing employment in adulthood. Several studies undertaken by various researchers have shown

that investing in early childhood leads to greater returns in terms of economy particularly for less privileged children by increasing productivity in of society at large (Heckman 2011; Heckman & Mosso 2014; Heckman & Masterov, 2015). Beveridge, Cengiz, Drywood, Corsi, and Szelewa (2014) on the other hand agree that investing in quality ECE programmes enables the parents to efficiently carry out work and family together which significantly improves their economic situation and moderates reproductive decisions.

UNESCO (2011) revealed that investing in quality ECE programmes has significant returns to children and more so to the taxpayers and enhances economic strength. Similarly, according to the Caribbean government's vision 2020, offering quality Early Childhood Development programs raises children's and alleviates poverty and saves the cost of education in million dollars and reduces special needs placement. Johnson, Dyanda and Dzvimbo (2013) in their observation on the quality of early childhood education noted that child survival and health are the major concerns that affect perception of parents when it comes to childhood programmes offered. In addition, they also observed several indicators that influences quality ECE programmes categorized as low, average and high income parents who value teacher qualification.

According to Bukaliya and Mubika (2012) quality ECD programmes motivates children and consequently makes them perform better and provides good relationships with their classmates and teachers. Hyde and Kabiru (2013) also show that provision of quality ECD programmes leads to improved employment records, family structure and in the long run minimizes chances of engagement in criminal activities and has significant

effect on the development of economy and reduces inequalities in Gender, income and cultural aspects (Hyde & Kabiru, 2013). Similarly, Myers (2014) observed that provision of quality ECE programmes prepares children to be ready for grade one and consequently allow parents of these attend to work as their children attends classes cared for by qualified ECD teacher and caregivers.

2.3 Teacher Motivation and Provision of Quality Early Childhood Education

Teacher motivation was found to be imperative because it leads to contentment and attainment of goals and objectives (Jesus & Conboy, 2011). On the other hand, lack of teacher motivation was found to lead to teacher absenteeism or spending time to looking for other job opportunities. Indire and Handon (2012) study showed that education is affected by teacher morale and attrition and further recommended that the government should undertake measures to improve teachers' salaries, the condition of service, opportunities for career advancement and retaining quality teachers.

In a study carried out by Sanchard (2013) in Kenya involving 200 students indicated that 29 of the students declared that teaching was seen as a stepping stone for other job opportunities. The study further found that Kenyan teachers seeking to secure a better job opportunity would first prefer teaching as they wait for that chance to come. So this necessitates the need to improve the working environment of ECE teachers, attend to their preferences, incentives and future aspirations in order to maximize their potential and retaining them for quality ECE programmes. Similarly, Waithaka (2003) carried out a study on how job satisfaction of pre-school teachers influences quality education in pre-schools established that majority of the pre-school teachers were satisfied with

appropriate school management and how the management related with their pupils. The study also revealed that pre-school teacher were not motivated as they suffered poor working conditions of the pre-school teacher in Kenya, lack of retirement benefits, low salary and job insecurity.

Makoti (2015) carried out a study in Kwale District on the relationship between terms and conditions of service and motivation of pre-school teachers established a significant relationship between conditions of service of pre-school teachers under different sponsors and the level of their motivation. The study further established that career development, poor salary, job insecurity and training had also a significant relationship with pre-school teacher motivation. The study recommended that the government need to place pre-school teachers under a governing body such as Teachers Service Commission (TSC) and establish proper guidelines on how to improve their terms and working conditions order to enhance their productivity. Whereas the above study sought to establish the relationship between terms and conditions of service and teacher motivation, the current study will seek to establish how teacher motivation will influence the quality of early childhood education.

Ndani and Kimani (2011) study carried out in Thika Sub-County focused on factors influencing motivation of early childhood development teachers. The study established that the level of motivation of more than half of the pre-school teacher was below average and they recommended that in order to improve the teaching and learning environment and the terms and conditions of service of ECE teachers, there should be a good collaboration with the Ministry of Education and the community.

Ngaroga (2009) study carried out in Kigumo Division in Murang'a District on factors contributing job to satisfaction and dissatisfaction in pre-primary school teachers established that pre-primary school teachers were not satisfied with the method of promotion and with teaching and learning materials and housing. The study also revealed that many ECE centres in Kigumo Division lacked basic facilities like classrooms, furniture, play grounds, modern toilets and safe drinking water. Similarly, Ndani and Kimani (2011) study established that preschool microsystems were insufficient to sustain children's development. For instance, they suggested that most of the physical environment in their local of study as not suitable for children learning. Therefore, the current study seeks to find out how teacher motivational factors influence the provision of quality ECE.

Akuoko, Dwumah and Baba (2012) study examined how teacher motivation affects quality education delivery and found a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis. Majority of the teachers joined the service because of the interest they had in teaching. But the level of motivation was too low. The study recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be simplified for teachers to upgrade their professional knowledge and skills.

Naomi (2015) study focused on the impact of teachers' motivation on the improvement of the quality of teaching and learning in public primary schools in Ilala District, Tanzania. The study established that the role of teachers help the pupils marks scores to

be high, that factors contributed to low teachers morale were lack of recognition of teachers work, lack of involvement in decision making, lack of appreciation from educational officers and heads of schools, low salary and poor working conditions. To improve the teaching and learning teachers should be given incentives to attract their attention consequently improve performance.

Zaslow, Tout, Maxwell and Clifford (2014) study examined the role of professional development in creating high quality preschool education. The study revealed that tightening the linkages will involve moving from a focus on professional development as a status variable to direct and detailed consideration of the content of professional development and practices to assure that desired behaviors are actually implemented in the early childhood classroom, as well as an appropriate balance between learning and practice in professional preparation.

Busingye (2016) study examined on teachers' motivation as determinant of inclusive education in early childhood centers, Kampala District, Uganda. Findings revealed that low salaries, lack of professional development and poor conditions of service led to low job satisfaction and neutral attitudes that prevented teachers from using the skills they had to implement inclusive education in ECD centres. It was concluded that stakeholders in education should seriously address de-motivating factors to empower teachers implement inclusive education more effectively.

2.4 Teacher Qualification and Provision of Quality Early Childhood Education

Howes (2015) observe that teachers' work experience and professional status have a positive significant effect in improving quality of ECE programmes as these teachers relate well with their pupils as compared to those who have little experience. The author further observed that most of pre-school teachers who lacked required skills to manage pre-school children had no or little training and could not be trusted to offer properly relevant content. It was recommended that these teachers should enroll for training programs on teaching service so as to improve their skills and acquire better teaching methods.

In Western Cape, HSRC (2009) study that assessed quality of ECE services established that the level of pre-school teacher qualification had no significant relationship with high quality output like quality learning and care. It was also observed that thirty five percent of the practitioners who were responsible for infant and toddler did not have any form of ECE qualification and whereas those who were meant responsible for older children had qualification in ECE. The study attributed this to inadequate practical demonstration and instruction during training and internships and as well as lack of monitoring and evaluation so as to ensure qualified graduates of the teacher training institutions.

A study carried out by Moyo, Wadesango and Kurebwa (2012) in Zimbabwe on the factors influencing implementation of early childhood development programmes established that professional conduct of the programmes was highly affected by lack of qualified teachers. This led to the inadequate experiences and equipments for facilitating learning for children. In order to address the inadequate qualified teachers. The study

recommended that denial of sufficient learning experiences as the ECE centres were not also equipped. The study recommended that ECE teachers should have 5 “O” level passes and given better terms similar to those other temporary teachers.

Burchinal, Cryer, Clifford and Howes (2012) study conducted in Malaysia observe that the qualification of pre-school teachers has a positive significance to classroom quality. Another study carried out by Tout, Zaslow, and Berry (2015) on the association linking ECE teachers and classroom quality concluded that the higher levels of teacher education specializing on early childhood education was directly proportional to higher quality of early childhood programmes. The qualification of pre-school teachers is put first by policy makers as the key driver towards children skill acquisition though these policies are sometimes contentious because they are expensive to the public.

According to a study by Govindasamy (2010) on the influence of teacher training on quality of early childhood development programmes in South Africa established that a well-trained and qualified ECE teacher is able to provide quality child care and education. It also highlighted the field of early childhood should ensure that services they be of high quality. The study further established that colleges or universities that are offering teacher training in early childhood studies should produce competent teachers than those teachers that had attended short courses either offered by Non-Governmental Organizations (NGOs) or educational departments.

In Kenya, Gatumu (2010) carried out an exploratory study on the responsibility of Head teachers’ in implementing preschool curriculum in Kenya public preschools found out

that the head teachers had significant roles towards their teachers, children and parents as the stakeholders of pre-schools. Similarly, the study found this to be directly proportional in the way pre-school teacher manage their classrooms. The study recommended that it is imperative for pre-school teachers to join in-service courses and be trained on pre-school class management to become experts in the implementation of curriculum.

Manning, Garvis, Fleming and Wong (2017) study focused on the relationship between teacher qualification and the quality of the early childhood care and learning environment. The study found a positive and statistically significant relationship between teacher qualifications and program structure, teacher qualifications and activities, teacher qualifications and language and reasoning, teacher qualifications and interactions.

Odoom, Opoku and Ayipah (2016) study examined on teacher motivation and performance: the case of some selected early childhood care and education centres in the Cape Coast Metropolis of Ghana. It was established that most ECCE teachers in the Cape Coast Metropolis decided to work at the centers in order to secure job and to get opportunities for career development. There was a positive correlation between ECCE teachers' motivational factors and their level of performance. Remuneration and incentives was seen as the least available motivator. The study found that wage/salary provided to teachers at the ECCE centers had the greatest relative influence on ECCE teachers' performance, with good leadership style as the least determinant of teachers' job performance.

2.5 Financial Resources and Provision of Quality Early Childhood Education

Mukeredzi (2013) carried out a comparative study in rural areas of South Africa and Zimbabwe on professional development through teacher roles and found that the ECE centres were faced with challenges of geographic location, failure to get highly qualified teachers and ways of retaining them. The study also established that these schools were at a far distance from each other and had suffered financial constraints due to lack of government funding. This led to lack of sufficient teaching classes and provision of required teaching and learning materials.

Funding of ECE in Kenya is very little. Studies show that whilst the government does support the curriculum development materials and program payment to the coordinators both in national and sub-county levels, it is seen that funding per child is typically a dollar a day (Pence, 2014; Garcia, Pence & Evans, 2015). This results to having early childhood education being supported financially through donations from local and international organizations, such as United Nations International Children's Emergency Fund (UNICEF) and the Aga Khan Foundation. Despite the accessible financial support, nevertheless, there is lack of enough funding hence program inequalities.

In Cameroon, EFA Global Monitoring Report (2012) indicates that enrolment of children in ECDE in Cameroon went down from estimated 93,771 in 2010 to 91,708 in 2012 which was attributed to the country's failure to fund ECDE programs due to poor economic performance of the country. In Kenya, Mutua (2009) in his study on how education subsidy affects school dropout established that much attention has been laid on school dropout worldwide and quite a number of policies devised to help minimize

school dropout rates. However, the study also established that the free primary education introduced in the year 2003 did not factor ECDE pupils in the primary schools. This makes ECE centres in Kenya lack enough funds to provide quality education.

Usman (2016) study investigated on educational resources: an integral component for effective school administration in Nigeria. The study established that accessibility of education resources has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society. The success of the schools in Nigeria depends among others on effective school administration with good leadership, proper time management in the school system, allocation of ample financial resources to schools, regular training and re-training of human resources in the school, perfect interrelationship with the community and ingenious utilization of the available resources in the school system.

Joy (2015) study examine the factors influencing the implementation of quality early childhood development programmes in Kenya's informal settlements; A Case of Kibera Slums in Nairobi County, Kenya. The study established that Nairobi county government and national government are not allocating enough finances for ECD programmes implementation in the Kibera slum and concluded that financial resources, their sources and amount allocated have an influence in the success and implementation of ECD programmes in Kibera slums just like the rest of the world.

Financial constraints can lead to ineffective implementation of early childhood education. In a study carried out by Kilbride and Kilbride (2010) revealed that at macro level, Kenya has suffered from the heavy debt burden following its pursuit on the World Bank and International Monetary Fund fiscal policies such as the Structural Adjustment Programs. The author further reported that these debt-servicing programs are partly responsible for significant reduction in government funding for subsidized education, health care and institution related expenses. The result has been that families bear more responsibilities in implementation of early childhood education programmes.

2.6 Strategies to Enhance Quality Early Childhood Education

Child Protection working Group (2012) report that head teachers should be trained to acquire relevant knowledge and skills in order to execute their administrative mandate towards proper implementation of educational policies. According to the World Bank (2014) report school managers are not well prepared to implementation of funding of ECE education in Kenya and are resistant to the change as they are faced by high enrolment rate which most of the school managers cannot be able to manage. Rukwaro (2012) observe that implementation of ECE programmes should be managed by highly trained school managers.

Wandawa (2012) observe that the relationship between the school and community has positive significant effect on ECE programme. The success of ECE programs is achieved when all the stakeholders including the government, parents, donors and communities are all involved in the implementation of ECE programmes. The author further observe that community participation is the most important factor in the success of ECE since the

government only provides the guidelines and the donors provided logistical support and funding.

Mukuna (2012) indicates that parents are part of children's education and they lead to a positive outcome since they provide relevant guidance to their children. The parents in most circumstances are the primary caregivers and the central figures in the heart of children's universe hence their involvement in early childhood education serves as a motivator that bridges the gap between two contexts, the home and school. Nyakoe (2010) show that parent participation ranges from being recipients of services through to being instigators and controllers of programmes from passive to very active roles.

According to UNESCO (2010) reports that the political environment in the country has a significant role in the implementation of quality ECE programmes as politicians develop policies, pass education bills, are involved in allocating national budgets, determine where the ECE centres will be located etc. Therefore, it is recommended that the complete and multifaceted nature of the development of a child needs complete participation of all government entities, communities, non-governmental organizations (NGOs), and other stakeholders, including parents and caregivers.

Kathyanga (2011) study investigated how the implementation of early childhood development policy is done in community based child care centres in Malawi established that more than 90% of the Community Based Childcare Centre (CBCCC) in Chitipa were community based and were yet to be registered by the government. The study also established that little has been done by the government officials on monitoring of early

childhood service provision which diminish the progress of these ECE centres. Various stakeholders such as the communities and the government should put intensive effort in order for them to improve the ECE implementation of these ECE policies. The study recommended that the government should play a great role by putting policies and legislations into force that lead to the provision of quality ECE programmes.

2.7 Summary of the Literature Reviewed

Sanchard (2013) study on Kenya education review found that teaching was seen as a stepping stone for other job opportunities. However, the study did not focus on motivational factors on teachers. Moyo *et al.* (2012) study focused on factors influencing implementation of early childhood development programmes and found that professional conduct of ECE programmes was highly affected by lack of qualified teachers. However, the study focused on the implementation of early childhood programmes. Mukeredzi (2013) study examined professional development through teacher roles: Conceptions of professionally unqualified teachers in South Africa and Zimbabwe and established that ECE centres were faced with challenges of geographic location, failure to get highly qualified teachers. However, the study did not look at the financial aspects on quality ECE education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity, reliability, data collection procedures, data analysis and presentation and ethical considerations.

3.2 Research Design

Descriptive survey research design was used for this study. As observed by Orodho (2005), descriptive survey research designs are used to enable the researcher to gather data from the field, organize, present and analyse the data for explanation. On the other hand, Mugenda and Mugenda (2003) present the aim of descriptive survey research design as obtaining data and analyzing according to the observation made from the field without any alterations. This design therefore was appropriate for this study as the researcher was able to find out through the use of questionnaires and interviews the teacher related determinants of quality early childhood education.

3.2.1 Study Variables

The independent variables of the study were teacher motivation, teacher qualification and financial resources. The dependent variable was provision of quality early childhood education.

3.3 Location of the Study

This study was carried out in Njoro Division, Nakuru County. Dai and Singleton (2000) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport, with the informants. Njoro division was chosen because it was accessible to the researcher and no similar study to the best knowledge of the researcher has been conducted in the division.

Kenya Institute of Curriculum Studies report of 2015 indicates that the instructional resources for learners shall be appropriate for development of knowledge, skills and attitudes. The resources shall stimulate the learners to think critically, conceptualize and develop key competencies. UNICEF report (2016) states that they have been involved in developing state ECE curriculum and are currently engaged in supporting training and rollout of ECE curriculum. This includes orientation and capacity building workshops, development of learning materials and of quality benchmarks.

According to UWEZO survey (2009) most children do not attend pre-school making difficult for them in their subsequent level or education. This indicates that there is no obligatory role that the government has made on education level. The teachers ought to be working in their home area so because they are knowledgeable of the cultural background of the area that improves the relations of the children and enhances learning amongst themselves. The environment should be conducive for children learning taking into consideration their age bracket.

3.4 Target Population

The target population for the study was ECE centres in Njoro Division, Nakuru County. The division had 84 ECE centres. The respondents comprised of 84 Head teachers, 168 ECDE teachers forming a target population of 252 respondents as shown in Table 3.1. Head teachers and ECDE teachers were selected as they had been directly involved in the planning and organizing of services and delivery of learning content in ECD.

Table 3.1: Target Population

Category	Population
Head Teachers	84
ECDE Teachers	168
Total	252

Source: Njoro Sub-County Education Office Report of 2017

3.5 Sampling Techniques and Sample Size

As observed by Gay (2002), a sample is selected which can be representative of the total population because of various constraints that may face the researcher in accessing the whole population. Sampling will be drawn from pre-schools of the sampled primary schools which will comprise of Class one pupils. Purposive sampling was used to select Njoro Divisions in Nakuru County. Stratified sampling method was used to group respondents into two strata namely Head teachers and teachers in order to ensure representativeness of all the cases. Then simple random sampling method was used to select the respondents who formed a sample. This method ensured ease of sampling respondents and that there was fairness in selecting the respondents from the population.

A representative sample size of the target population was obtained in order to save time, resources and money and ensure that the study gives accurate results (Orodho, 2005). According to Mugenda and Mugenda (2003) a sample size of between 10 to 50% of the target population is representative in educational studies. Hence, this study used a 50% sample size of the target population. The sample size therefore comprised of 84 teachers and 42 head teachers as shown in Table 3.2.

Table 3.2: Sample Size

Category	Population	% sample	Sample Size
Head Teacher	84	50%	42
ECDE Teachers	168	50%	84
Total	252	50%	126

Source: Researcher (2018)

3.6 Research Instruments

The instruments that were used to collect data were questionnaires, interviews and observation checklist. Questionnaires were used to obtain data from the field. This was possible because the sampled respondents were considered to understand that study questions which minimizes interpretations of the questions thus making it cheaper and faster to collect data. The instruments (questionnaires and interviews) were divided into different sections covering the objectives of the study. Likert scale was used to allow the respondents to express their level of agreement to some listed questions pertaining to each study objective. Questionnaires were administered to head teachers while the interview schedules were used to gather information from the ECD teachers.

3.6.1 Interview Schedules

The researcher used interview schedules to collect data from ECD teachers on factors influencing the provision of quality early childhood education. The interview schedule consisted of five sections. Section (A) gathered data on respondents demographic information, Section (B) gathered information on whether teacher motivation influence quality early childhood education. Section (C) gathered data on whether teacher qualification will influence quality of ECE. Section (D) collected data on whether provision of financial resources influence quality of ECE and Section (E) gathered data on the strategies that were used to improve the quality of early childhood education.

3.6.2 Questionnaires for the Head Teachers

The researcher designed questionnaires to collect data from the head teachers. The questionnaire consisted of five sections. Section (A) gathered data on respondents demographic information, Section (B) gathered information on whether teacher motivation influence quality early childhood education. Section (C) gathered data on whether teacher qualification will influence quality of ECE. Section (D) collected data on whether provision of financial resources influence quality of ECE and Section (E) gathered data on the strategies that were used to improve the quality of early childhood education.

3.6.3 Observation Schedules for the Availability of Physical Resources

The researcher conducted observation of quality of available resources. The resources to be recorded were both teaching and learning aids and as well as outdoor physical

facilities. Also the study considered the condition of physical facilities. For instance, buildings.

3.7 Pilot Study

Pilot study is a small test involving a small number of respondents to assist the researcher in determining if there are flaws, barriers, or other weaknesses in the study instrument layout and permits her or him to make important revisions before embarking on the actual study (Orodho, 2005). Questionnaires and interviews schedules were piloted in 3 schools involving 3 head teachers and 2 teachers from each school in Njoro Division comprising of 9 respondents which were not included in the final study. The findings of the pilot study helped the researcher to improve on ambiguity or errors in the instruments.

3.7.1 Validity of the Instruments

According to Orodho (2005), Validity entails the extent to which instruments used to collect data will be meant to measure what the researcher wants it to measure from the study objectives. In this case, to ensure that the instruments are valid three validity tests will be tested. First, content validity was done to ensure that the research instruments are clear and expressed in simple language. Construct validity was carried out to ensure that the study was tied within the specific objectives and criterion validity ensured that all the questions address the specific objectives of the study in a systematic manner. Content validity was achieved by going through items one at a time and comparing the contents to ensure that all the objectives of the study were covered.

3.7.2 Reliability of the Instruments

Reliability refers to the ability of a research instrument to give consistent results after repeated tests (Mugenda & Mugenda, 2003). This study used test re-test method to establish the reliability of these instruments. The instruments were administered to both teachers and head teachers in the pilot schools. The second test was administered to the same respondents after two weeks.

Cronbach's alpha test was used to measure the internal consistency of the research instrument by obtaining a correlation coefficient. It also allowed measurement of reliability of every statement used to measure an objective under different categories and estimates the extent to which scores vary in different variables attributed to chance or random errors (Reid, 2006). According to Mugenda and Mugenda (2003) for the instruments to be reliable the correlation coefficient must be greater than 0.7. The results of results of reliability are presented in Table 3.3.

Table 3.3: Reliability Results

Variable	Alpha Coefficient (α)	Questionnaire items	Measuments
Teacher Motivation	0.715	7	Reliable
Teacher Qualification	0.764	4	Reliable
Financial Resources	0.705	6	Reliable
Aggregate	0.728	17	Reliable

Source: Pilot Data (2019)

The results in Table 3.3 shows that the indicators of teacher qualification had the highest reliability ($\alpha= 0.764$), followed by teacher motivation ($\alpha=0.715$) and financial resources ($\alpha=0.705$). Orodho (2005) observe that an alpha coefficient of 0.7 shows that the instruments are reliable. In line with this, the results of the reliability test conducted through pilot study was 0.728 which showed a good reliability of the instruments.

3.8 Data Collection Procedures

Interview schedules were administered to the ECE teachers while questionnaires were administered to the head teachers. After seeking prior permission, data was collected in three stages. In stage one, ECE teachers were interviewed in the school on information contained in the interview schedule (Appendix II). During the interview the researcher took notes. In stage two, questionnaires were given to the head teachers to fill. The questionnaires also gathered information contained in the questionnaire (Appendix III). In stage three, the researcher gathered information using the observational schedule of resources in the school as shown in Appendix (IV).

3.9 Data Analysis and Presentation

Data obtained from the questionnaires and interview schedules was first edited, cleaned and categorized into common themes to represent meaningful data. Qualitative data was analyzed thematically in line with study objectives and presented in narrative form. Quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation. This was made possible by using Statistical Package for Social Sciences (SPSS) version 20.0. Data was presented in tables, graphs and charts.

3.10 Ethical Consideration

To maintain ethics during the data collection period, the researcher first obtained an introductory letter from the University and a research permit from National Commission for Science, Technology and Innovation (NACOSTI) in order to introduce himself to the relevant authorities concerned. The respondents were requested to participate in the study by first explaining to them the intended purpose of the study and assuring them that none of the third party would access the information they disclose to the study. The respondents were neither allowed to write their names nor the department they work with.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter basically presents the analysis of data collected from the field and its interpretation based on the descriptive statistics such as frequencies, percentages, mean and standard deviations. The response rate is presented first followed by background information of the respondents and descriptive statistics and analysed according to the objectives of the study.

The study objectives are as follows:

- i. To find out whether teacher motivation influence provision of quality early childhood education in Njoro Divison, Nakuru County.
- ii. To find out whether teacher qualification influence provision of quality early childhood education in Njoro Divison, Nakuru County.
- iii. To establish whether financial resources influence provision of quality early childhood education in Njoro Divison, Nakuru County.
- iv. To explore strategies to enhance quality early childhood education in Njoro Divison, Nakuru County.

4.2 Response Rate

The response rate was based on total number of 42 questionnaires administered to the head teachers and the response rate is presented in Table 4.1 below.

Table 4.1: Response Rate

Category	Frequency	Percentage
Responded	40	95.2
Non- responded	2	4.8
Total	42	100

Source: Research Data (2019)

Table 4.1 indicates that those respondents who responded account to 95.2% and those who did not account for 4.8%. Baruch and Holtom (2014) recommended that a response rate of greater or equal to 80% is sufficient for data analysis. Therefore, the overall return rate was commendable at 95.2%. This was mainly because the researcher was able to establish direct contact between them and the respondents.

4.3 Demographic Information of Respondents

On the demographic information, the study sought information on the head teachers' gender, age, level of education and work experience.

4.3.1 Gender of the Head Teachers

The gender of the head teachers was established as shown in Figure 4.1.

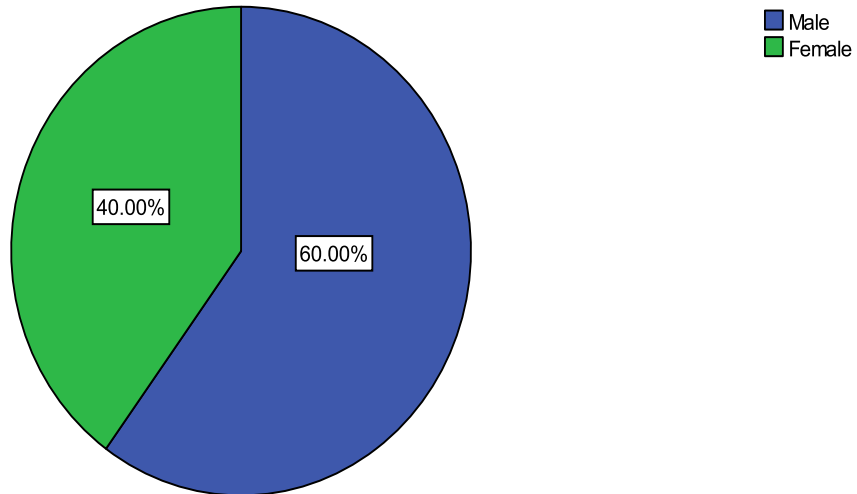


Figure 4.1: Gender of the Respondents

Source: Research Data (2019)

The results in Figure 4.1 show that majority of the head teachers were male 62.90% while female head teachers comprised 37.10%. Gender of the head teachers was necessary to show a true representative of both men and women in the study which means giving equal importance to both men and women in the workplace on school management. Chaudhry (2016) indicate that gender diversity had the greatest influence on the performance of employees in the organization.

4.3.2 Age of the Head Teacher

The head teachers' age range was also established and the results were presented in Table 4.2 below.

Table 4.2: Age of the Head Teachers

		Frequency	Percentage
Valid	35 - 39 years	3	7.5
	40 - 44 years	9	22.5
	45 - 49 years	12	30.0
	50 years and above	16	40.0
	Total	40	100.0

Source: Research Data (2019)

The results in Table 4.2 shows that majority (40.0%) of the respondents were aged 50 years and above, 30.0% aged between 45 to 49 years, 22.5% were aged between 40 to 44 years, and 7.5% aged between 35 to 39 years. These findings show that the sampled participants comprised diverse age groups. Studies have shown that workforce of diverse age groups have advantage of mentoring each other. Study findings by Kunze, Boehm and Bruch (2011) indicate that age diversity of the workforce has a significant contribution to predict the employees' performance and the organization as a whole.

4.3.3 Education Level of the Head Teachers

The education level of the head teachers was also determined as shown in Figure 4.2 below.

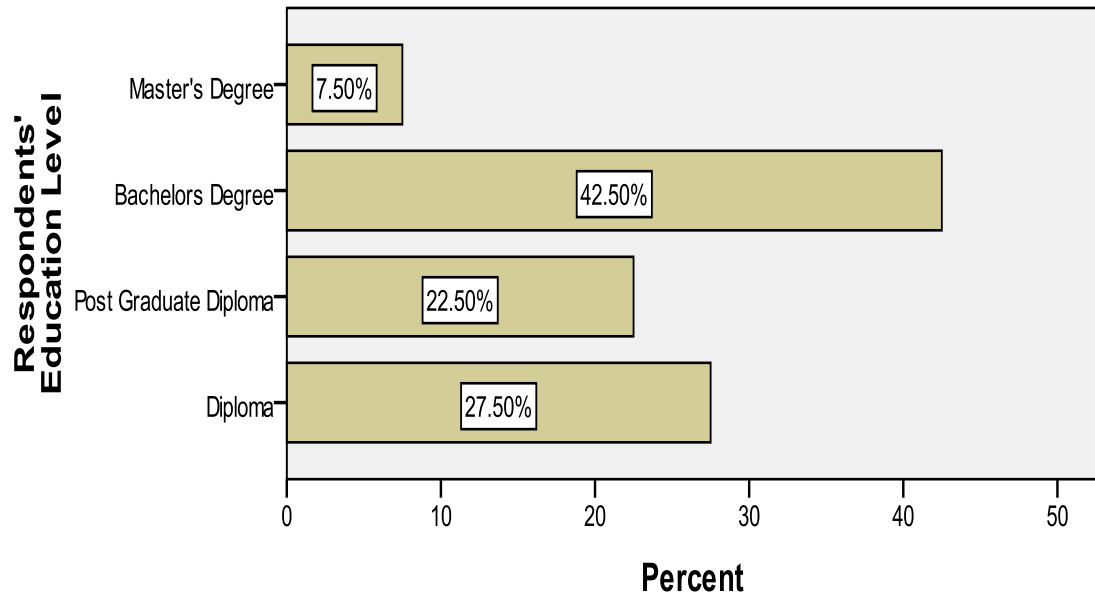


Figure 4.2: Education Level of the Head Teachers

Source: Research Data (2019)

The results in Figure 4.2 show that majority (42.50%) had a attained a Bachelors Degree level of education, 27.50% had a Diploma certificate, 22.50% had Post Graduate Diploma and 7.50% had a Master’s Degree. In this case, the respondent had the requisite level of literacy that would go a long way in improving the day to day running of the school. Kasika (2015) observe that the higher the education level of teachers/ school managers the more are the effects of education and skill on organizational management of schools which could impact positively on quality of the institution

4.3.4 Work Experience of Head Teachers

Table 4.3: Work Experience of Head Teachers

		Frequency	Percentage
Valid	1 - 4 Years	4	10.0
	5 - 9 years	6	15.0
	10 - 14 years	10	25.0
	15 years and above	20	50.0
	Total	40	100.0

Source: Research Data (2019)

Table 4.3 indicates that majority (50.0%) of the head teachers had a work experience of 15 year and above, 25.0% between 10 to 14 years, 15.0% between 5 to 9 years and 10.0% between 1 to 4 years. These results confirm that the head teachers involved in this study had necessary experience to provide the information that are crucial for making decisions on issues or challenges that were likely to confront them especially relating to quality early childhood provision. Magoshi and Chang (2010) study on Kenyan secondary schools found work experience diversity to be a significant factor in explaining a variation in employee performance.

4.4 Influence of Teacher Motivation on Provision of ECDE

The first objective of this study sought to find out whether teacher motivation influence provision of quality early childhood education in Njoro Divisio, Nakuru County, Kenya. In order to achieve this objective interview schedules and questionnaires were used to find out the pre-school teachers and head teachers views on whether teacher motivation influenced quality early provision. The findings are presented in Table 4.4 below.

Table 4.4: Teacher Motivation

Statement	SA A N D SD						M
	%	%	%	%	%	%	
	Std.Dev						
The amount of salary paid to ECE teachers positively influences provision of quality ECD education	46.7	24.6	7.4	12.3	9.0	4.10	1.228
Continuous promotion of ECE teachers positively influences provision of quality ECE education	27.9	57.4	6.6	3.3	4.9	4.00	0.816
Recognizing the achievement of ECE teachers has a positive influence on the provision of quality ECE education	37.7	53.3	4.1	3.3	1.6	4.23	0.620
The school organizes trips and tours for teachers in order to motivate them	33.6	50.8	12.3	3.3	0.0	4.05	0.846
Teachers are given leave absence in case they have a reason to justify	44.3	44.3	0.0	3.3	8.2	4.48	0.640
The school give advance payment from the school in case one has a financial problem	37.7	49.2	9.0	4.1	0.0	4.45	0.677
The school provides teachers with lesson preparation materials	54.1	18.9	0.0	19.7	7.4	4.60	0.545
Aggregate Score	40.3	42.6	5.6	7.0	4.4	4.27	0.753

Source: Research Data (2019)

From the results in Table 4.4, the aggregate score mean of 4.27 indicated that the head teachers strongly agreed that teacher motivation influence provision of quality early childhood education in Njoro Division, Nakuru County with a significance variance of 0.753. Majority (40.3%) of the head teachers strongly agreed on this statement, 42.6% agreed, 5.6% neutral, 7.0% disagreed and 4.4% strongly disagreed. These findings are in line with the findings of a study carried by Jesus and Conboy (2011) which established

that teacher motivation was an imperative because it leads to contentment and attainment of goals and objectives.

The mean of 4.60 indicated that the school provides teachers with lesson preparation materials with a significance variance of 0.545. 54.1% of the head teachers strongly agreed on this statement, 18.9% agreed, 19.7% disagreed and 7.4% strongly disagreed. These findings concur with the findings of Ndani and Kimani (2011) study established that the level of motivation of more than half of the pre-school teacher was below average and they recommended that in order to improve the teaching and learning environment and the terms and conditions of service of ECE teachers, there should be a good collaboration with the Ministry of Education and the community.

The mean of 4.05 indicated that the school organizes trips and tours for teachers in order to motivate them with a significance variance of 0.846. 33.6% of the head teachers strongly agreed on this statement, 50.8% agreed, 12.3% neutral and 3.3% disagreed. These findings concur with Waithaka (2003) study on how job satisfaction of pre-school teachers influences quality education in pre-schools established that majority of the pre-school teachers were satisfied with appropriate school management and how the management related with their pupils. The study also revealed that pre-school teacher were not motivated as they suffered poor working conditions of the pre-school teacher in Kenya, lack of retirement benefits, low salary and job insecurity.

The head teachers agreed that recognizing the achievement of ECE teachers has a positive influence on the provision of quality ECE education, the amount of salary paid

to ECE teachers positively influences provision of quality ECD education, the school organizes trips and tours for teachers in order to motivate them and that continuous promotion of ECE teachers positively influences provision of quality ECE education as indicated by mean score of 4.23, 4.10, 4.05 and 4.00 respectively with respective variance of 0.620, 1.128, 0.846 and 0.816. These findings are supported by the findings of a study carried out by Akuoko *et al.* (2012) which found a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis.

From the interview schedules, ECDE teachers indicated that they are paid salaries as low as 5000 Kshs. per month which they indicated that the salary is not paid promptly. They cited reasons as the lack of the recognition of ECDE programs and also due to the low status of the ECDE teachers. The respondents also indicated that parents who are supposed to fund the program do not pay fees on time. The respondents indicated that the salary paid to them is not enough. They indicated the reasons based to the time they spent with the pupils and the increasing number of the pupils in the ECDE centre. All the respondents indicated that since they were employed they have never been promoted. They indicated that this could be attributed to lack of career advancement by the schools and lack of government concern about the ECDE teachers. The respondents agreed that been awarded through recognition during school Barazas but they have not been awarded any certificate of achievement since they were employed.

4.5 Influence of Teacher Qualification on Provision of ECDE

The second objective of this study sought to find out whether teacher qualification influence provision of quality early childhood education in Njoro Divisio, Nakuru County, Kenya. In order to achieve this objective interview schedules and questionnaires were used to find out the pre-school teachers and head teachers views on whether teacher qualification influenced quality early provision. The findings are presented in Table 4.5 below.

Table 4.5: Teacher Qualification

Statement	Std.Dev	SA	A	N	D	SD	M
		%	%	%	%	%	
The education level of teachers influences provision of quality ECE education	51.6	41.0	4.9	2.5	0.0	3.70	1.572
Allowing teachers to advance their teaching profession influences provision of quality ECE education	44.3	33.6	8.2	5.7	8.2	3.28	1.502
Teacher recruitment process carrying out in the school influences provision of quality ECE education	41.8	28.7	11.5	7.4	10.7	4.58	0.747
Teachers attending to workshops and seminars on ECE curriculum programs influences provision of quality ECE education	60.7	19.7	4.1	15.6	0.0	3.33	1.730
Aggregate Score	49.6	30.8	7.2	7.8	4.7	3.72	1.388

Source: Research Data (2019)

From the results in Table 4.5, the aggregate score mean of 3.72 indicated that the head teachers agreed that teacher qualification influence provision of quality early childhood education in Njoro Division, Nakuru County, Kenya with a significance variance of 1.388. 49.6% of the head teachers strongly agreed on this statement, 30.8% agreed, 7.2% neutral, 7.8% disagreed and 4.7% strongly disagreed. These findings are in line with the

findings of a study carried by Howes (2015) who observe that teachers' work experience and professional status have a positive significant effect in improving quality of ECE programmes as these teachers relate well with their pupils as compared to those who have little experience. A study carried out by Moyo, Wadesango and Kurebwa (2012) in Zimbabwe on the factors influencing implementation of early childhood development programmes established that professional conduct of the programmes was highly affected by lack of qualified teachers.

The mean of 4.58 indicated that the head teachers strongly agreed that teacher recruitment process carrying out in the school influences provision of quality ECE education with a significance variance of 0.747. 41.8% of the head teachers strongly agreed on this statement, 28.7% agreed, 11.5% neutral, 7.4% disagreed and 10.7% strongly disagreed. These findings agree with findings of Burchinal, Cryer, Clifford and Howes (2012) study conducted in Malaysia observe that the qualification of pre-school teachers has a positive significance to classroom quality. Another study carried out by Tout, Zaslow, and Berry (2015) on the association linking ECE teachers and classroom quality concluded that the higher levels of teacher education specializing on early childhood education was directly proportional to higher quality of early childhood programmes.

The mean of 3.28 indicated that allowing teachers to advance their teaching profession influences provision of quality ECE education to a moderate extent with a significance variance of 1.502. Majority (41.8%) of the respondents strongly agreed with this statement, 28.7% agreed, 11.5% neutral, 10.7% strongly disagreed and 7.4% disagreed.

These findings contradict the findings of Makoti (2015) carried out a study in Kwale District on the relationship between terms and conditions of service and motivation of pre-school teachers established a significant relationship between conditions of service of pre-school teachers under different sponsors and the level of their motivation. The study further established that career development, poor salary, job insecurity and training had also a significant relationship with pre-school teacher motivation.

These findings also contradicts with the findings of Manning *et al.* (2017) study which focused on the relationship between teacher qualification and the quality of the early childhood care and learning environment and found a positive and statistically significant relationship between teacher qualifications and program structure, teacher qualifications and activities, teacher qualifications and language and reasoning, teacher qualifications and interactions.

From the interview schedules, ECDE teachers indicated majority that they have certificate as their highest level of education, very few indicated that they have Diploma certificate and none had Bachelors degree or any other professional qualification. The respondents disagreed that they have never attended ECE related workshops/seminars for the last 2 years. They agreed that their academic profession in line with ECDE programs and all agreed that the school conducted recruitment process before you were confirmed as a teacher.

4.6 Influence of Financial Resources on Provision of Quality ECDE

The third objective of this study sought to find out whether financial resources influence provision of quality early childhood education in Njoro Division, Nakuru County, Kenya.

In order to achieve this objective interview schedules and questionnaires were used to find out the pre-school teachers and head teachers views on whether teacher qualification influenced quality early provision. The findings are presented in Table 4.6 below.

Table 4.6: Financial Resources

Statement Std.Dev	SA	A	N	D	SD	M	
	%	%	%	%	%		
There has been enough money allocated for the construction of ECD classes and buying of learning materials	68.0	16.4	0.0	4.1	11.5	3.90	1.081
Sufficient amount of funds have been provided by the various stakeholders to the maximum capacity	59.8	39.3	0.0	0.8	0.0	4.63	1.148
Money for recruiting teachers have been provided effectively	54.9	32.0	3.3	0.0	9.8	4.75	0.588
Funds for ECD teachers' training have been factored in budgets effectively	58.2	40.2	0.0	0.0	1.6	4.83	0.385
The school has received donor support in the last 5 years towards implementation of quality ECE education	64.8	24.6	4.1	1.6	4.9	3.95	0.504
Parents pay fees on time and any other money that may be required within the term	62.3	22.1	0.0	6.6	9.0	4.30	1.324
Aggregate Score	61.3	29.1	1.2	2.2	6.1	4.39	0.838

Source: Research Data (2017)

From the results in Table 4.6, the aggregate score mean of 4.39 indicated that the head teachers strongly agreed that financial resource influence provision of quality early childhood education in Njoro Divisio, Nakuru County, Kenya with a significance variance of 0.838. 61.3% of the head teachers strongly agreed on this statement, 29.1% agreed, 1.2% neutral, 2.2% disagreed and 6.1% strongly disagreed. This is in line with the findings of a study carried out by Joy (2015) study examine the factors influencing the implementation of quality early childhood development programmes in Kenya's informal settlements; A Case of Kibera Slums in Nairobi County, Kenya. The study established that Nairobi county government and national government are not allocating

enough finances for ECD programmes implementation in the Kibera slum and concluded that financial resources, their sources and amount allocated have an influence in the success and implementation of ECD programmes in Kibera slums just like the rest of the worlds.

The mean of 4.83 indicated that the head teachers strongly agreed that Funds for ECD teachers' training have been factored in budgets effectively. This varied significantly as indicated by a standard deviation of 0.385. This concurs with the findings of Usman (2016) study which investigated on educational resources: an integral component for effective school administration in Nigeria. The study established that accessibility of education resources has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society.

The mean of 3.90 indicated that the head teachers agreed that there has been enough money allocated for the construction of ECD classes and buying of learning materials. This varied significantly as indicated by a standard deviation of 1.081. These findings are in line with the findings of Usman (2016) study which investigated on educational resources: an integral component for effective school administration in Nigeria. The study established that accessibility of education resources has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society.

These findings also agree with the findings of Joy (2015) study examine the factors influencing the implementation of quality early childhood development programmes in Kenya's informal settlements; A Case of Kibera Slums in Nairobi County, Kenya. The study established that Nairobi county government and national government are not allocating enough finances for ECD programmes implementation in the Kibera slum and concluded that financial resources, their sources and amount allocated have an influence in the success and implementation of ECD programmes in Kibera slums just like the rest of the world.

From the interview schedules, ECDE teachers indicated that they receive funds towards provision of quality ECE education three times a year. They indicated that they have received donor support for the last 5 years mostly from the politicians, from parents and the County Government. They indicated that parents do not pay fees on time due to high levy and most of the parents are not employed and have more than two school going children.

4.6.1 Strategies to Enhance Quality Early Childhood Education

The study sought to explore strategies to enhance quality early childhood education in Njoro Division, Nakuru County. The study established that that head teachers should be trained to acquire relevant knowledge and skills in order to execute their administrative mandate towards proper implementation of educational policies and that implementation of ECE programmes should be managed by highly trained school managers. Community participation is the most important factor in the success of ECE since the government only provides the guidelines and the donors provided logistical support and funding.

4.7 Observation Checklist Results

The study carried out an observation checklist based on finding out the availability of both physical facilities and teaching and learning materials. On physical facilities, the study established that classrooms, toilets, play ground, desks, staff room, swings, chairs, slides, table and tyres. The study established play ground, chairs and tyres and swings were adequate. The study further established that classrooms, toilets, desks, slides and tables were inadequate. The staff room for ECDE teachers was not available. On teaching and learning materials, the study established that chairs, manilla Paper and ECDE Syllabus were adequate. The study further established that textbooks, charts, makers, modeling, pens, pencils, coloring pencils, teacher guide and lesson preparation books were inadequate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations for policy and practice and recommendations for further studies.

5.2 Summary of the Findings

The study aimed at establishing the teacher factors influencing the provision of quality early childhood education in Njoro, Nakuru County and strategies that could be used to enhance quality ECE in the County. The factors to be investigated includes the influence of teacher motivation, teacher qualification and financial resources on the provision of quality early childhood education. Descriptive survey research design was used. The head teachers and ECDE teachers participated in the study. Data was collected using questionnaires, interview schedules and observation checklist. Quantitative data was analysed using descriptive statistics and content analysis technique was used to analyse qualitative data. The summary of the findings is presented as follows;

5.2.1 Teacher Motivation and Quality Early Childhood Education

The study sought to find out whether teacher motivation influence provision of quality early childhood education in Njoro Division, Nakuru County. The study established that teacher motivation influence provision of quality early childhood education to a very great extent. It was established that the school provides teachers with lesson preparation materials, teachers are given leave absence in case they have a reason to justify and that the school gives advance payment from the school in case one has a financial problem.

ECDE teachers 5000 Khs. per month and is not paid promptly because of lack of the recognition of ECDE programs and also due to the low status of the ECDE teachers. The parents who are supposed to fund the program do not pay fees on time. The salary paid to them is not enough based on the time they spent with the pupils and the increasing number of the pupils in the ECDE centre. There no promotions which could be due to lack of career advancement by the schools and lack of government concern about the ECDE teachers.

5.2.2 Teacher Qualification and Quality Early Childhood Education

The study sought to find out whether teacher qualification influence provision of quality early childhood education in Njoro Division, Nakuru County. The study revealed that teacher qualification influence provision of quality early childhood education to a great extent. Teacher recruitment process carrying out in the school influences provision of quality ECE education to a very great extent. Most of the ECDE teachers have attained a certificate level of education with very few with Diploma certificate and all were in line with ECDE programs. The ECDE teacher had not attended any workshops/seminars for the last 2 years.

5.2.3 Financial Resources and Quality Early Childhood Education

The study sought to establish whether financial resources influence provision of quality early childhood education in Njoro Divison, Nakuru County. The study found that teacher qualification influence provision of quality early childhood education to a very great extent. ECDE teachers indicated that they receive funds towards provision of quality ECE education three times a year. They indicated that they have received donor

support for the last 5 years mostly from the politicians, from parents and the County Government. They indicated that parents do not pay fees on time due to high levy and most of the parents are not employed and have more than two school going children.

5.2.4 Strategies to Quality Early Childhood Education

The study sought to explore strategies to enhance quality early childhood education in Njoro Division, Nakuru County. The study established that head teachers should be trained to acquire relevant knowledge and skills in order to execute their administrative mandate towards proper implementation of educational policies and that implementation of ECE programmes should be managed by highly trained school managers. Community participation is the most important factor in the success of ECE since the government only provides the guidelines and the donors provided logistical support and funding.

The study carried out an observation checklist based on finding out the availability of both physical facilities and teaching and learning materials. On physical facilities, the study established that classrooms, toilets, playing grounds, desks, staff room, swings, chairs, slides, tables and tyres. The study established playing grounds, chairs and tyres and swings were adequate. The study further established that classrooms, toilets, desks, slides and tables were inadequate. The staff room for ECDE teachers was not available. On teaching and learning materials, the study established that chairs, manilla Paper and ECDE Syllabus were adequate. The study further established that textbooks, charts, makers, modeling, pens, pencils, coloring pencils, teacher guide and lesson preparation books were inadequate.

5.3 Conclusions

5.3.1 Teacher Motivation

The study concludes that teacher motivation is critical to the success in enhancing quality ECDE education. This because teachers are the most important implementers, since they interface with the learners who have special education needs. ECDE teacher were not motivated as they suffered poor working conditions in the centre, lack of retirement benefits, low salary and job insecurity. Career development, poor salary, job insecurity and training had also a significant relationship with ECDE teacher motivation.

5.3.2 Teacher Qualification

The study concludes that there is a positive statistically significant relationship between teacher qualification and the provision of quality early childhood education. This means that higher teacher qualifications are related to improvements in supporting children's development, including supporting language-reasoning experience, supervision and the scheduling of activities, organization and arrangement of the room, providing varied social experiences for children, and creating a warm and friendly environment for interactions.

5.3.3 Financial Resources

The study concludes that ECDE had suffered financial constraints due to lack of government funding. This led to lack of sufficient teaching classes and provision of required teaching and learning materials. Despite the accessible financial support, nevertheless, there is lack of enough funding hence program inequalities. Free primary

education introduced in the year 2003 did not factor ECDE pupils in the primary schools. This makes ECE centres in Kenya lack enough funds to provide quality education.

5.4 Recommendations for Policy and Practice

5.4.1 Teacher Motivation

The study recommends that special motivational strategies that target ECDE teachers on ECDE programs education should be implemented. All teachers who work in an inclusive setting should be given a special allowance. A policy of motivating teachers who teach in ECDE setting should be written and implemented in all centres. In order to improve the quality of inclusive education, there is a dire need to spend on teacher training in order to produce competent teachers.

5.4.2 Teacher Qualification

The study recommends that it is important to have teachers with qualification higher than certificate level of education in ECDE centres because quality is closely linked to the level of staff qualification. The professionalization of the early childhood sector through more qualified staff may lead to significant gains for children and their families, contributing towards life-long outcomes that will benefit all of society.

5.4.3 Financial Resources

The study recommends that financial resources should be taken into first consideration for ECDE support. Clear sources of ECDE financing should be identified, proper channels of distributing the money sought for and the amounts should be raised to the standards required.

5.5 Suggestions for Further Studies

This study focused on the extent to which teacher motivation, teacher qualification and financial resources influences the provision of quality early childhood education in Njoro Divison, Nakuru County, Kenya. Therefore, the study suggests that further studies should be carried out focusing on other variables that have not been studied influence provision of quality early childhood education in other Counties in Kenya.

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APPENDIX I: CONSENT FORM

Agness Wanjiru Ngotho

E55/CE/25944/2014

P.O Box 43844

Kenya University

Dear Sir /Madam

RE: REQUEST FOR PARTICIPATION IN RESEARCH STUDY

I am a postgraduate student at Kenya University undertaking a study entitled: '*Teacher related determinants influencing the provision of quality early childhood education in Njoro Division, Nakuru County, Kenya*' as partial requirement for the award of the Degree of Master's of Education (Early Childhood Studies).

In respect of this, you have been selected to participate in this research by providing the information of interest by filling in the questionnaire. Kindly note that the research is purely for academic purpose.

I am grateful in advance for your cooperation.

Yours Sincerely

Sign.....Date.....

Agness Wanjiru Ngotho

E55/CE/25944/2014

APPENDIX II: INTERVIEW SCHEDULES FOR PRE-SCHOOL TEACHERS

Reference Number:

Section A: Background Information

1. How many years have you worked as a pre-school teacher?
Less than 5 years 5 – 9 Years
10 – 15 years Over 15 years
2. How many pupils do you have in your class?

Section B: Teacher Motivation

3. How much are you paid per month?
4. Is the salary paid promptly? Yes No
5. If you answer is No in question (4). What do you think could be the reason?
.....
.....
.....
.....
6. Do you think the salary you are paid is enough for the job you do? Yes No
If (Yes) Give reasons:
.....
.....
.....
.....
.....
If (No) Give reasons:

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

7. Since you were employed, have you ever been promoted? Yes [] No []

If (Yes) indicate the kind of promotion you received

.....
.....

If (No) Give reasons;

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

8. Have been awarded any certificate of achievement since you were employed?

Yes [] No []

9. If (Yes) did how did the school management recognize your achievement?

.....
.....

Section C: Teacher Qualification

10. What is your highest academic qualification?

Certificate [] Diploma []

Degree [] Other (Specify) []

11. Do you attend ECE related workshops/seminars? Yes [] No []

12. Is your academic profession in line with ECDE programs? Yes [] No []

13. Did the school conduct recruitment process before you were confirmed as a teacher?

Section D: Financial Resources

14. How often do you receive funds towards provision of quality ECE education/

Once a Year [] Twice a Year [] Thrice a Year [] More []

15. Have you received any donor support for the last 5 years? Yes [] No []

If (Yes), state where the donor support came from.....

If (No) What could be the reason.....

16. Do parents pay fees on time? Yes [] No []

17. If (No) what do you think could the reason?

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

Section E: Strategies to Improve Provision of ECE

18. Based on your opinion, what do you think could be the best strategies in improving the quality of early childhood education in Njoro Divisio, Nakuru County, Kenya?

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

The school organizes trips and tours for teachers in order to motivate them					
Teachers are given leave absence in case they have a reason to justify					
The school give advance payment from the school in case one has a financial problem					
The school provides teachers with lesson preparation materials					

Section C: Influence of Teacher Qualification on Quality Early Childhood

Indicate the level of agreement on teacher qualification on the provision of quality ECDE in Njoro Division, Nakuru County, Kenya?

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statements	5	4	3	2	1
The education level of teachers influences provision of quality ECE education					
Allowing teachers to advance their teaching profession influences provision of quality ECE education					
Teacher recruitment process carrying out in the school influences provision of quality ECE education					
Teachers attending to workshops and seminars on ECE curriculum programs influences provision of quality ECE education					

Section D: Influence of Financial Resources on Quality Early Childhood

Do you think Nakuru County government together with the national government is allocating funds adequately for the provision of quality ECE programs?

Yes [] No [] Not Sure []

Indicate the level of agreement on financial resources on the provision of quality

ECDE in Njoro Division, Nakuru County, Kenya?

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statements	5	4	3	2	1
There has been enough money allocated for the construction of ECD classes and buying of learning materials					
Sufficient amount of funds have been provided by the various stakeholders to the maximum capacity					
Money for recruiting teachers have been provided effectively					
Funds for ECD teachers' training have been factored in budgets effectively					
The school has received donor support in the last 5 years towards implementation of quality ECE education					
Parents pay fees on time and any other money that may be required within the term					

Section E: Strategies to Improve Provision of ECE

19. Based on your opinion, what do you think could be the best strategies in

improving the quality of early childhood education in Njoro Divisio, Nakuru

County, Kenya?

.....

.....

.....

.....

APPENDIX IV: OBSERVATION CHECKLIST

Physical Facilities

No	Facilities	Adequate	Inadequate	Not Available
1	Classrooms			
2	Toilets			
3	Playing grounds			
4	Desks			
5	Staff Room			
6	Swings			
7	Tyres			
8	Slides			
9	Table			
10	Chairs			

Teaching and Learning Materials

No	Facilities	Adequate	Inadequate	Not Available
1	Textbooks			
2	Charts			
3	Makers			
4	Modeling			
5	Pens, pencils, Coloring pencils			
6	Teacher guide			
7	ECDE Syllabus			
8	Manilla Paper			
9	Lesson preparation books			
10	Chairs			

APPENDIX V: AUTHORIZATION FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 5th April, 2019

TO: Agnes Wanjiru Ngotho
C/o Early Child Hood Dept.

REF: E55/CE/25944/2014

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 27th March, 2019 approved your Research Project Proposal for the M.ED Degree Entitled, "Teacher roles influencing provision of quality early childhood education in Nakuru County, Kenya".

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

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

Thank you.

JACKSON LUVUSI
FOR: DEAN, GRADUATE SCHOOL

c.c: Chairman, Early Childhood Department
Supervisors:

1. Dr. Yattani Buna
C/o Department of Early Childhood & Special needs education
Kenyatta University

JL/ik

APPENDIX VI: AUTHORIZATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/99142/30098**

Date: **2nd May 2019**

Agnes Wanjiru Ngotho
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teacher roles influencing provision of quality early childhood education in Nakuru County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **2nd May, 2020.**

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

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

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

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

APPENDIX VII : PERMIT LETTER FROM NACOSTI

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 24448

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. AGNES WANJIRU NGOTHO
of KENYATTA UNIVERSITY, 43844-100
NAIROBI, has been permitted to conduct
research in Nakuru County

Permit No : NACOSTI/P/19/99142/30098
Date Of Issue : 2nd May,2019
Fee Received :Ksh 1000

on the topic: TEACHER ROLES
INFLUENCING PROVISION OF QUALITY
EARLY CHILDHOOD EDUCATION IN
NAKURU COUNTY, KENYA

for the period ending:
2nd May,2020

.....
Applicant's
Signature



.....
Director General
National Commission for Science,
Technology & Innovation