TEACHER MANAGEMENT PRACTICES BY COUNTY GOVERNMENT AND ITS INFLUENCE ON IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION CURRICULUM IN HOMA BAY COUNTY, KENYA

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E83/CE/28751/2015

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, KENYATTA UNIVERSITY.

DECEMBER, 20222

DECLARATION

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

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DEDICATION

To my late father Tobias Obuya Agulo and my dear Mother Margaret Aoko Obuya. You sowed the seed that germinated to produce this work.

To my dear wife Esther Obuya for being there for me all the time. My sons, Mickell Tobias Obuya and Messy Obuya, daughters Valerie Obuya and Michelle Obuya. You are all blessings to me.

ACKNOWLEDGEMENTS

I wish to register my sincere appreciation to everyone who contributed in one way or the other in this work. A number of persons deserve special mentioning.

Foremost, my supervisors: Dr. Hellen K. Guantai and Dr. Ephantus Kaugi**.** Many thanks for your patience and guidance throughout this long academic journey. Your valuable, insightful and timely feedback, encouragement and moral support on several drafts of this work made it complete.

I am indebted to the Membership of academic staff, Department of Education Management, Policy and Curriculum Studies, for their unreserved advice, great support and encouragement accorded to me throughout my academic journey. To the members of the non-teaching staff, your love and support made me truly appreciative. Above all, many thanks to the Management of Kenyatta University for accepting me as a PhD student.

I also appreciate the support I received from Steve Kojwang, Joseph Omondi and Ann Onyango during data collection period.

Finally, I'm indeed very grateful to the Homa Bay County Commissioner Mr. Moses K. Lilan and the County Government of Homa Bay for the granting me permission to collect data.

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ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
BQs	Bills of Quantities
CBC	Competency Based Curriculum
CDE	County Director of Education
CEB	County Education Board
CO	Chief Officer
DEB	District Education Board
ECDE	Early Childhood Development Education
EFA	Education for All
EU	European Union
FDSE	Free Day Secondary Education
FPE	Free Primary Education
IDA	International Development Association
IPAR	Institute of Policy Analysis and Research
JKF	Jomo Kenyatta Foundation
KENAO	Kenya National Audit Office
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KLB	Kenya Literature Bureau
KNEC	Kenya National Examination Council
KSSHA	Kenya Secondary School Heads Association
MEO	Municipal Education Officer
MoE	Ministry of Education
MTEF	Medium Term Expenditure Framework
NCEOP	National Commission on Education Objectives and Politics
NCST	National Council of Science and Technology
NGOs	Non-Governmental Organization

OECD	Organization of European Cooperation and Development
PA	Parents Association
SAGAs	School Development Plan
SCDE	Sub-County Director of Education
SIC	School Infrastructure Committee
SIMU	School Infrastructure Management Unit
SMC	School Management Committee
SWAP	Sector Wide Approach to Planning
TSC	Teachers Service Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations International Children's Education Funds

ABSTRACT

Significant progress has been realized since the devolution of the management of Early Childhood Development Education including teacher management to the County Governments by the Constitution of Kenya 2010. However, there still exists some teacher management challenges which have continued to undermine the effective implementation of Early Childhood Development Education in the country. The purpose of this study was to establish how teacher management by the county government influences implementation of Early Childhood Education Curriculum in Homa Bay County. The objectives were: to assess the influence of teacher recruitment on implementation of pre-school curriculum, to investigate the influence of teacher remuneration on the implementation of pre-school curriculum, to establish the influence of continued teacher professional development on the implementation of pre-school curriculum and to determine the influence of teacher working conditions on the implementation of pre-school curriculum in Homa Bay county. This research was built on the framework of Herzberg's theory of Motivation. Explanatory sequential design, a mixed method approach was employed. The target population for the study was 2245 respondents comprising 1319 teachers, 876 lead teachers and 54 education officials. Stratified sampling method was used to select the schools according to the following strata: Urban ECDE centres and Rural ECDE centres. A sample size of 599 comprising 313 teachers, 236 lead teachers and 54 county education officials were involved. Questionnaires were used to collect quantitative data while interview guides were used to collect qualitative data. A pilot study was conducted in four schools to ascertain the validity and reliability of the instruments. Reliability of the research instrument was tested using Cronbach's alpha coefficient with an overall reliability score of 0.814. Validity was ascertained by experts from Kenyatta University, department of educational management, policy and curriculum studies. Qualitative data were analyzed thematically while quantitative data were analyzed using Statistical Package for Social Science (SPSS) version 24.00. Descriptive statistics included frequencies counts, percentages, means, standard deviations and variance whereas inferential statistics involved regression analysis. The formulated hypotheses were tested at 5% significance level. Results revealed significant influence of recruitment on curriculum implementation (R^2 =.111, F= 28.823; $p<0.05$), the same as teacher working conditions (variance (R^2 = .010, F= 2.435; $p<0.05$). Further analysis revealed that lead teachers working conditions significantly predicted implementation of pre-school curriculum ($\beta 1$= .105, t=1.560; $p<0.05$). The findings indicated that recruitment polices are not being followed, remunerations are very low, teacher professional development training had positively influenced the implementation of the pre-school curriculum. The findings also indicated that the county government had not furnished adequate resources to preschools to enhance the teachers' working situations, consequently compromising the implementation of pre-school curriculum. The study concluded that teacher recruitment, teacher remuneration, teacher continuous professional development and teacher working conditions positively influence curriculum implementation. The study therefore recommends that the County government of Homa Bay should undertake to work out better terms of service for pre-school teachers, enhance Teacher Professional Development (TPD) programmes and quality assurance services for ECDE centres to improve on the curriculum implementation in ECDE centres in the County. It further recommends establishment of public-private partnership to finance pre-school education in the county.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study intended to identify and examine teacher management functions by the county government and its influence on the implementation of early childhood education curriculum.

The focus and key contents of this chapter cover the background of the study, statement of the problem, the purpose of the study, objectives of the study, the research questions, significance of the study, limitations and delimitations of the study. The chapter also presents the theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

Early Childhood Development and Education (ECDE) provides a basis for declarations such as Education For All (EFA) (Nyamwange, 2012). It is the bedrock and foundation of all learning within the existence pattern of children within the formative ages. This reality has been emphasized by a number of authors of Early Childhood Development & Education including Heinrich Pestalozzi, John Dewey and Johann Froebel among others.

The importance of ECDE to the global community came out during the convention of the World Conference on Education for All held in Thailand in March, 1990 (WCEFA). UNESCO (2010) underlined the global importance of ECDE followed by the World Conference held in Dakar Senegal which articulated the significance of early years of education as the foundation for life of an individual (UNESCO, 2010).

The two conventions resulted in the formulation of the policy that saw the entrenchment of ECDE as a right of the child.

The Constitution of Kenya, 2010, recognizes the central role played by Early Childhood Education programmes in the development of children's later years of education. It has also adopted ECDE programmes into government policy and legislative framework. Despite its pivotal role in laying educational foundation, Early Childhood Education in Kenya continues to face myriad of challenges. There are various counter measures that have been initiated to address the issue of early childhood Education in Kenya. However, the subject of teacher management by the county governments after the promulgation of the constitution in 2010 continues to threaten every gain that has been made towards improving the quality of early childhood education in Kenya. Teachers continue to face various management practices challenges ranging from teacher recruitment, remuneration, teacher professional development to poor working conditions. However, there is lack of adequate empirical evidence to examine the influence of teacher management by the county governments on the implementation of early childhood education curriculum in Kenya's context.

Learning as well as development on the part of children happens by way of interacting with their teachers and their peers besides learning from the environment (Neadeau, Kataoka, Valerio, Neuman & Elder, 2011). Studies and reports such as the Aga Khan Foundation AKF 2010; UNESCO (2015) have appreciated the role of interactions between teachers and children in the children's development and learning. Well-motivated pre-primary teachers have a potential to enhance interactions and learning

which has a positive impact to the learners' development. Teacher management in this context includes; policies on recruitment, remunerations, continuous professional development and improved working conditions which are considered paramount in curriculum implementation and achieving quality in ECDE programs (Raikes, Devercelli & Kutaka, 2015; Yoshikawa & Kabay, 2015).

Evidence illustrates that effective ECDE curriculum implementation and quality learning outcomes are often correlated with prudent teacher management practices (Engle, Fenald, Alderman, Behrman & O'Gara 2011,Rao. Richards, Sun, Weber & Sincovich, 2019). In-service training has positive effects on teacher behavior and interactions as those teachers with a higher level of training are more capable of adopting child-centered approaches to teaching and learning thereby enhancing better learning outcomes (Pianta, Barnett, Burchimal & Thornburg, 2009).

On recruitment, the impact of staffing and pupil ratio is very important in determining the level at which teachers implement curriculum. Waita, Mueni, & Mutune, (2016) state that recruiting adequate number of teachers ensures a reduction in class size. Consequently, smaller size allows adequate teacher-student interactions which permit teachers to engage individual student leading to improved curriculum implementation and learning outcome. Research carried out in five Franco Saharan African countries (Burkina Faso, Cameroon, Cote d'Ivoire, Senegal and Madagascar) points out that congested classrooms lead to high teacher workload hence impedes curriculum implementation process and poor-quality learning outcome (Waita et al., 2016).

In order to ensure recruitment of quality ECDE teachers, there is need for a policy framework that ensures the process is transparent and is based on merit. The process needs to be open and advertised when an opportunity arises.

Remuneration is another aspect of teacher management as most staff turnovers experienced in ECDE sector are majorly as a result of low pay. A similar situation is in United Kingdom and California where teachers who were leaving the profession cited low salaries as a driving factor to their decision (Ndani & Kimani, 2011). Remuneration is still a strong force that motivates or demotivate teachers. Majority of the early childhood education teachers are still being paid minimal salaries across almost the entire globe. Owala reported in 2016 that most teachers are not satisfied with the salaries they are paid. Teachers argue that the pay is inadequate compared to the cost of living which they say is extremely high. Low pay has therefore compelled teachers to look for alternative sources of income to supplement their pay. This has therefore created divided attention which negatively impacts on curriculum implementation processes.

Another variable in teacher management practice is improvement of teachers' working conditions. According to Alzeftawy (2018), teachers' jobs are made more pleasant if they work in an aesthetically conducive surrounding. Environmental factors such as pleasant temperature, light, colour, sound absorption, ventilation and special arrangements can facilitate or hinder staff from carrying out their duties effectively.

A carefully organized environment can help prevent teacher burnout by supporting teachers' goals for children and making the work site conducive. This has been supported by UNICEF (2000) position that teachers working conditions affect their abilities to implement curriculum and provide quality ECDE education. The state of infrastructure, learning materials, availability of text books and class size all influence teacher's performance and curriculum implementation.

Working environments considered to be productive are those that enable employees to carry out their duties and at the same time attain fulfillment. These environments, according to Seyfarth and Cheney (2015) include; a culture of continuous learning, a leadership that is supportive, collaborative working with others, respect amongst the workers, convenient working environment and equitable compensation.

On curriculum implementation, this is the process that involves putting into use the developed curriculum through teaching and learning process. Curriculum implementation is a process and the achievement or disappointment of the usage of youth training relies upon the accessibility or non-accessibility of instructional materials, teacher management functions, and provision of physical facilities (Syomwene, 2017; Wall, Higins & Smith, 2005) as cited in (Chepkorir, Tonui & Chepsiror, 2014). More attention is required in teacher management and provision of resources and adequate facilities in curriculum implementation (Syomwene, 2017).

Since teachers are agents and drivers of curriculum implementation, their management dynamics have great influence on the extent to which curriculum is implemented. Effective teacher management functions comprise of clear policy on recruitment, teachers' remunerations, opportunities for professional development

coupled with good working conditions (independent variables). This will lead to effective curriculum implementation which entirely depends on teacher management. The dependent variable in this case is effective curriculum implementation with indicators such as: Psychosocial & interpersonal skills (Life –Skills), learner confidence, high transition rate, high enrolment rate and regular attendance.

Globally, ECDE teacher management has faced a number of challenges and some governments have tried to address these challenges through decentralization ECE International Task force by Mintrom, (2010). In New Zealand for instance, ECDE programs are decentralized. Teacher management is left for municipalities while the national government developed a ten-year strategic plan to ensure prudent management of teachers and implementation of ECDE curriculum (Ministry of Education, 2015). The strategic plan aims at ensuring that standards are set for recruitment of ECDE teachers, remunerations, training and improved working conditions for the teachers. The remuneration for the ECDE teachers is very competitive.

In United States of America, the management of ECDE teachers is decentralized to the states, and terms and conditions of employment is left for individual state. Remunerations are low leading to high staff turnover and difficulty in recruitment of new teachers (Mintrom, 2010).

In Germany, the federal Ministry for family affairs, women and children, senior citizens are responsible for ECEC but the curriculum is developed at the national level but are federal states (16) manage ECDE teachers depending on individual state's needs (OECD, 2015).

In Sub Saharan Africa, Teacher management is characterized by challenges of remuneration, staffing, under qualified, untrained teachers, poor working conditions (Mintrom, 2010). The recruitment and retention of highly qualified teachers is minimal as most teachers move to other profession with lucrative remuneration. In Tanzania for example, there is no proper legal framework to guide management of early childhood development and education (ECDE). Teachers' management and the management of ECDE is left to private service providers who also manage teachers (UNICEF, 2000; Nafungo, 2015).

In South Africa, ECDE teacher management is the responsibility of the National Government. A situation analysis of early childhood development (ECD) done in 2004 saw the enrolment in the sector increase from 11% to 94% by 2010. Although enrolment is high, there is poor quality education outcome. Teacher management is characterized by low remuneration, poor working conditions and lack of professional development courses resulting to high staff turnover (Ministry of Education, South Africa, 2015).

In Rwanda, management of ECDE teachers has been decentralized with the national government formulating policies that govern the management of ECDE teachers. The Ministry of Education developed Competence- Based Curriculum in 2015 with a view of improving quality of education and the implementation started in 2016 a year ahead of Kenya. Capacity building for the teachers is frequently organized both at the national and the decentralized levels and terms and conditions for teachers are clearly set at by the National government (Ministry of Education, Rwanda 2016, REB, 2015).

In Nigeria, the National government has developed the National Policy on Integrated ECDE which helps in teacher management, quality assurance, funding and resource mobilization. Teacher management is decentralized to states and local government areas. ECDE teachers' compensation and working conditions are extremely wretched leading to high staff-turnover. Staff qualification is equally low as people choose the profession as the last option (Ukeje, Nnaji, Igbokwe-Ibeto & Nwangbo, 2022).

In Kenya, the Constitution which was promulgated in 2010 created a devolved governance system comprising one national and 47 county governments in an attempt to promote social and economic development. In its fourth schedule, the constitution stipulates functions and powers of the two levels of government. The 4th schedule particularly gives county governments the responsibility to provide pre-primary education and childcare services (UNESCO, 2010).

The Basic Education Act No 14 of 2013 further affirms that the county government is responsible for the management of ECDE programs including teacher management (Mary Consolata & Kamau, 2016; Ministry of Education, 2015) Accordingly, county governments' work is guided by the National ECDE Policy Framework that seeks to ensure that holistic needs of the young children are met (Ministry of Education, 2015).

Devolution of ECDE including teacher management was an avenue to address the challenges that bedeviled the sector (Mary Consolata & Kamau, 2016). Key functions of the county government in teacher management of ECDE include; recruitment and deployment of ECDE teachers, teacher remuneration, supervision of teachers in implementation of early childhood education curriculum and discipline of teachers,

arrangement of assets/ funds fundamental for the advancement of ECDE framework/learning facilities used by ECDE teachers in the processes of curriculum implementation and providing avenues for teacher professional development (Constitution of Kenya, 2010). However, empirical studies carried out on ECDE teacher management have found out that there is significant correlation between teacher management and curriculum implementation (UNESCO, 2010). Most counties assumed the responsibilities of ECDE teacher management without carrying out needs assessment on the sector (Chebii, 2014).

On the curriculum, the government through Kenya Institute of Curriculum Development (KICD) adopted 2:6:6:3 education system commonly referred to as Competency Based Curriculum (CBC) in 2017 that departed from the previous 8:4:4 system.

As agents of curriculum implementation, teachers play vital role in this process and their prudent management significantly influences curriculum implementation process. This is supported by the UNICEF (2000) which looks at effective curriculum implementation process to include among other components, teachers who are well-trained and remunerated.

In Homa Bay County, the ECDE programs including teachers are managed by the county government of Homa-Bay as envisaged in the Constitution. The County has Eight Hundred and Eighty-Seven (887) ECDE centres, eight (8) sub-counties with children enrolment of seventy-nine thousand eight hundred and fifty-eight (79,588). The total number of the teachers in the eight sub-counties are one thousand three

hundred and nineteen (1319) with the qualifications ranging from certificate to degrees.

With the above statistics in mind, the county government of Homa Bay is expected to effectively carry out the teacher management functions as stipulated in the constitution which in turn leads to effective curriculum implementation. These functions include; recruitment of teachers, remuneration, professional development training and improved working conditions. Prudent teacher management underpins the need to develop schemes of service for the ECDE teachers' remunerations based on qualifications and experiences and improved working conditions leading to high motivation (Maithya & Akala, 2014).

Empirical studies conducted in various counties have pointed out the delayed payment of staff leading to attrition and desertion of duties affecting curriculum implementation and ultimate learning outcome (USAID, 2018). How different or similar is the situation in Homa County? Are ECDE teachers in this county getting their remuneration in time and how does the delay or timely payment affect curriculum implementation?

Although teachers' establishment and qualifications are clearly documented and placed at the county early childhood education offices notice boards. There is scarcity of archived information on the policies guidelines outlining the process of recruitment, remuneration, professional development trainings and measures to improve their working conditions and monitory tools for curriculum implementation.

One significant question that comes out clearly is, to what extent does the county government of Homa- Bay perform its teacher management roles in promoting ECDE curriculum implementation and are the inputs correctly channeled to produce the required output? It is in this view that this study sought to look at teacher management by the county government of Homa-Bay and its influence on implementation of early childhood education curriculum.

1.3 Statement of the Problem

The constitution of Kenya 2010 recognizes the central role played by Early Childhood Education Development programmes in the development of children later years of education. It has also adopted ECDE programmes into government policy and legislative framework. Despite its pivotal role in laying educational foundation, Early Childhood Education in Kenya continues to face a myriad of challenges. There are various counter measures that have been initiated to address the issue of early childhood Education in Kenya. However, the subject of teacher management by the county governments after promulgation of the constitution in 2010 continues to threaten every gain that has been made towards improving the quality of early childhood education in the country. The sector continues to face various management challenges ranging from teacher recruitment, remuneration, teacher professional development to poor working conditions. In addition, there is lack of adequate empirical evidence to examine the influence of teacher management by the county governments on the implementation of early childhood education curriculum in Kenya's context. It was on this background that this study critically examined teacher management by the county government and its influence on the implementation of Early Childhood Education Curriculum in reference to Homa- Bay County in Kenya.

1.4 Purpose of the Study

The study sought to investigate teacher management practices by the county government and its influence on the implementation of Early Childhood Education Curriculum in Homa Bay County, Kenya with a view to inform policy and practice.

1.5 Objectives of the Study

The study was guided by the following objectives:

i To establish the influence of teacher recruitment on the implementation of early childhood education curriculum in Homa Bay County.

ii To investigate the influence of teacher remuneration on the implementation of early childhood education curriculum in Homa Bay County

iii To establish the influence of continued teacher professional development on the implementation of early childhood education curriculum in Homa Bay County

iv To determine the influence of provision of teacher working conditions on the implementation of early childhood education curriculum in Homa Bay County.

1.6 Research Hypotheses

The following four research hypotheses were tested:

1.6.1 Null Hypotheses

Ho_1- Teacher recruitment has no statistically significant influence on the implementation of early childhood education curriculum in Homa-Bay County.

Ho_2- Teacher remuneration has no statistically significant influence on the implementation of early childhood education curriculum in Homa-Bay County.

Ho3- Continued Teacher Professional Development has no statistically significant influence on the implementation of early childhood education curriculum in Homa-Bay County.

Ho3- Continued Teacher Professional Development has no statistically significant influence on the implementation of early childhood education curriculum in Homa-Bay County.

Ho4- Teacher Working Conditions have no statistically significant influence on the implementation of early childhood education curriculum in Homa-Bay County.

1.7 Research Assumptions

The basic assumptions of this study were:

i That there are teacher management challenges facing ECDE teachers and these challenges influence curriculum implementation.

ii That the ECDE teacher management challenges cut across both the public and private Early Childhood Development (ECDE).

iii That the county government has a department of early childhood education department with well specified roles and supervision structures.

iv That there are coping mechanisms which enable ECDE teachers to effectively implement ECDE curriculum.

1.8 Significance of the Study

Early Childhood Development Education (ECDE) provides an important foundation in a child's education (UNESCO, 2017; 2010). Accordingly, the findings of this study may provide a wider appreciation of the county government on matters of

teacher management. This may promote a better understanding in terms of improved teacher working conditions, remuneration, recruitments and continued teacher professional developments which are important pillars in facilitation of their career progression. The findings of the study might also contribute to the body of knowledge and serve as a source of reference to educators. The findings of the study may be useful to various stakeholders in the education sector. It may provide crucial information which might be critical in future formulation and execution of management policies which are teacher management responsive. The findings may also benefit policy-makers and administrators with regard to achievement of social equality as postulated in the goals of education and social pillar of Vision 2030. The government through the Ministry of Education, may use the findings to formulate appropriate policies in future on how to improve on curriculum implementation in ECDE and ultimate growth and sustainability of ECDE programmes. ECDE teachers may also use the recommendations from the study to improve their teaching pedagogies and identify their roles in curriculum implementation. Finally, the study suggestions for further research may lay the groundwork for future studies by scholars in this area.

1.9 Limitations and Delimitations of the Study

In this section, limitations and delimitations of the study are discussed.

1.9.1 Limitations of the Study

The study was faced with the challenge of unwillingness of some respondents to fill the questionnaires which was frustrating. However, the researcher persistently followed the respondents until nearly all the questionnaires were returned after

assuring them of confidentially and privacy. The study was also limited by the fact that the interviews were conducted during the Covid-19 pandemic period and most of the county education officials were working from home. It was also difficult to get all the appointments for the interviews as scheduled and that prolonged the data collection period. Finally, the respondents, especially the lead teachers of ECDE centres, complained about being approached by numerous researchers and quite a number of them expressed unwillingness to participate. The researcher needed more time to explain how this particular study was different from others and its important role it would play to the individual lead teachers and ECDE teachers in general. Although time consuming and expensive, this approach worked well for almost all the sampled centres, although, some respondents did not respond to all questionnaire items. Such incomplete responses were excluded during data analysis and consequently in the final report which affected the sample size for that particular response.

1.9.2 Delimitations of the Study

Although the problem of teacher management by the County Governments in Early Childhood Education cuts across all the forty-seven (47) counties in the Republic of Kenya, the study only confined itself to Homa-Bay County, leaving out the rest of forty-six (46) counties in Kenya. This limits the generalization of the findings. The study also confined itself to only teacher management as a factor influencing implementation of early childhood education curriculum thus leaving out other influential factors such provision of physical facilities and feeding programmes which are crucial ingredients in curriculum implementation. Finally, the study was conducted in public early childhood education centres managed by the county

government of Homa- Bay leaving out the privately-owned early childhood education centres which also provide complementary role in education provision.

1.10 Theoretical Framework

The study was positioned and anchored within the framework of Herzberg's theory of Motivation, also known as two factor theory proposed by Fredrick Herzberg, an American psychologist who developed the model in 1959 . He postulated that there are two factors that an organization can adjust to influence motivation in the workplace and argued that there are two sets of factors governing job satisfaction and job dissatisfaction. He termed them as hygiene factor or extrinsic motivators and motivation factors or intrinsic motivators. The two-factor motivation theory has since become one of the most commonly used theoretical framework in job satisfaction research (Dion, 2006).

According to Herzberg, intrinsic motivators and extrinsic motivators tend to have inverse relationship. That is, intrinsic motivators tend to increase motivation when they are present, while extrinsic motivators tend to reduce motivation when they are absent. This is due to employee's expectations.

According to this theory, extrinsic motivators like salaries , benefits are expected , so they would not increase motivation when they are in place, but they will cause dissatisfaction when they are missing. Intrinsic motivators like challenging work and growth potential on the other hand can be a source of additional motivation when they are available.

In relation to this study, if the management (County Government) wants to increase employees' (teachers') job satisfaction, they should be concerned with the nature of

work itself. The opportunities it presents employees for gaining status, assuming responsibilities, and achieving self-realization. If on the other hand, the county government wishes to reduce job dissatisfaction, then it must focus on the job environment which includes policies, procedures, supervision and working conditions. In order to ensure a satisfied and productive workforce, the County Government must pay attention to both sets of job factors. It is imperative for the county government to realize that not providing the appropriate and expected extrinsic motivators will sow dissatisfaction and decrease motivation among employees (ECDE teachers). For example, lack of delegation of authority, vague policies and procedures and communication may lead to job dissatisfaction (Alshmemri, Shahwan-Akl & Maude, 2017).

Some of the limitations of the theory are; the theory only applies to white collar workers; the theory only focuses on improving employee's satisfaction. This does not necessarily translate into increased productivity and additionally, there is no objective way to measure employee's satisfaction within the theory.

1.11 Conceptual Framework

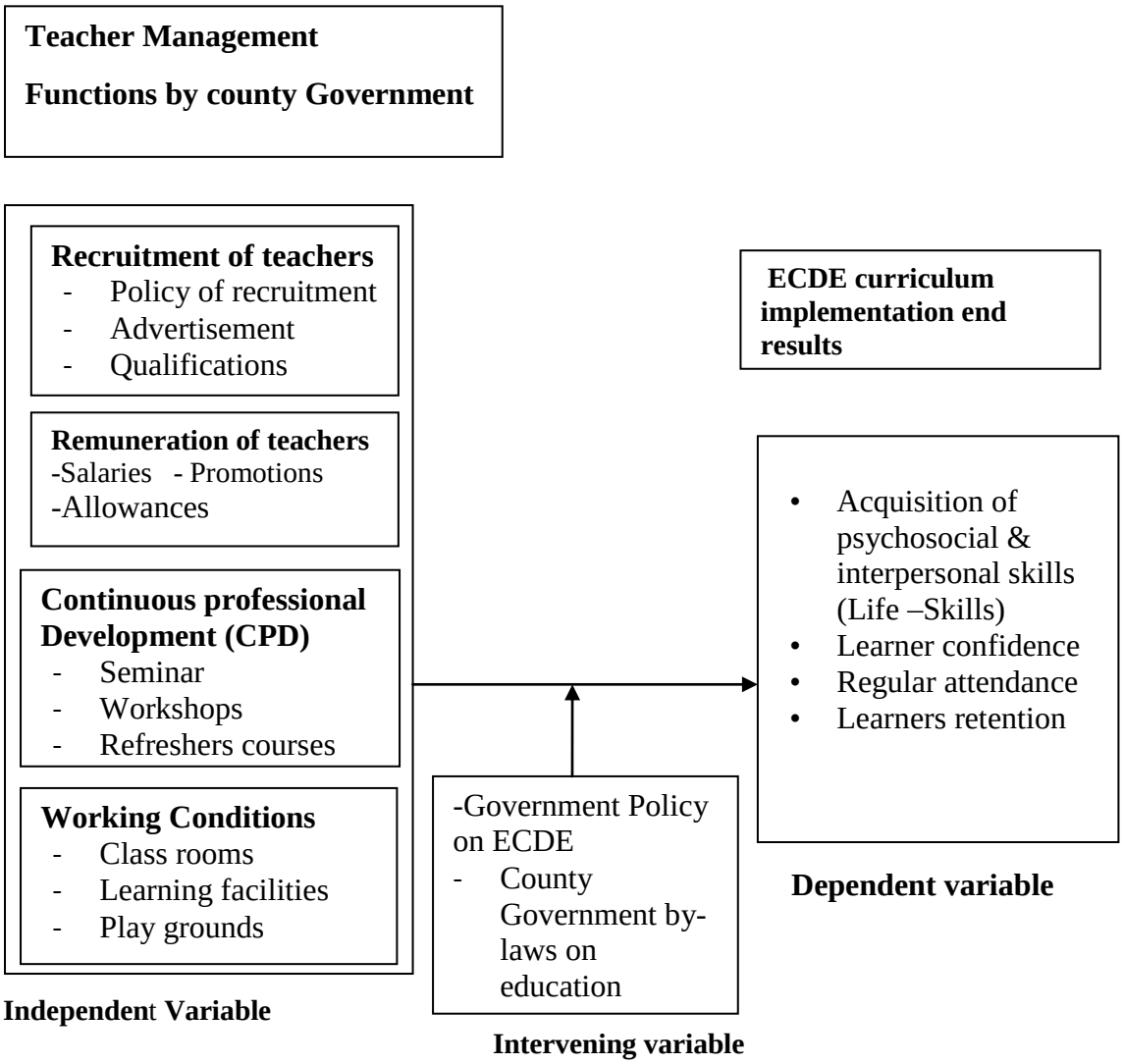

Figure 1.1: Conceptual framework showing teacher management by county government and its influence on the implementation of ECDE curriculum

Source: Author

Figure 1.1 is a diagrammatic expression of the conceptual framework. The interrelationship of the variables is diagrammatically shown above. In the conceptual framework, implementation of early childhood education curriculum is conceived as an interaction of the key teacher management variables undertaken by the county

government which ultimately influence the extent to which curriculum is implemented. It postulates how the county government manages its functions such as teacher recruitment, remuneration, professional development and the working conditions of teachers (Independent Variable). All these variables have influence on how curriculum is implemented. For example, if the recruitment is competitively done and in a very transparent manner, teachers adequately remunerated, provided with continuous professional development and in-service skills and exposed to good working conditions all the above will have positive impact on implementation of curriculum. Indicators of effective curriculum implementation are; the expected outcome or end results when curriculum is effectively implemented will have indicators such psychosocial and interpersonal skills (Life- skills), learner confidence, high transition rates, regular attendance and high enrolment rates commonly referred to as dependent variables. These variables purely depend on teacher management functions by the county government. As the county government discharges its functions, it must consider the existing national government regulations and policies that regulate the implementation of the early childhood education in the county and any other county government by-laws. These variables are known as intervening variables.

The researcher believes that contextual teacher management by the county government have critical role in influencing the implementation of Early Childhood Education curriculum in Homa Bay County.

1.12 Operational Definition of Key Terms

This segment gives a meaning of the critical terms as utilized with regards to this study.

Basic Education: Refers to pre-primary primary and secondary tiers of education that target students of school going age between years 3-17 years of age. In Kenya, basic education starts from the pre-school to high school although the levels of management are different. Pre-school in the new constitution is managed by the county governments while the primary and secondary schools are under the National Government though both levels of management play complementary roles.

County Government: This refers to the subdivided geographical or administrative regions within a country. For this study, it is the county of Homa-Bay.

County Government Functions: This refers to teacher recruitment, teacher professional development, teacher remunerations and working conditions.

Curriculum Implementation: This refers to the process of putting into practice an idea, program or developed curriculum through teaching and learning process.

Devolution : This refers to the decentralization involving the authorization of lower-level structures to take decisions

regarding the management of early childhood education at the county levels. The central authority in this case, authorizes the lower levels to make certain decisions and undertake delegated functions of the early childhood education in their areas of jurisdictions. Education decentralization therefore means the transfer of decision making from central government to county governments in managing early childhood education. It also implies the transfer of authority for planning, financing and management of functions from central government to County and the Sub-County level for effective management of early childhood education.

Early Childhood Education: This refers to a school or a place where early childhood development education takes place. For this study, it refers to public ECDE centres in Homa Bay County.

Lead teachers: Refers to head teachers in Early Childhood Development Centres (ECDE) centres

Learning environments: Refers to the physical and psychosocial elements of the school environment, the quality which influences learning

Learning Resources: Refers to available materials that facilitate and stimulate learning experience for children in early childhood education set-ups.

Management Influence: This refers to the effect of management practices including running and coordination of the activities of an early childhood education by the county governments as per certain arrangements so as to accomplish plainly characterized goals.

Pedagogical skills: This refers to knowledge of instructional/teaching strategies used in early childhood centres or the capacity to choose and utilize fitting showing learning methodologies for explicit students in the early childhood classroom in order to cater for children's needs and achieve the child's holistic development which includes cognitive, moral and social aspects.

Psychosocial elements: Refers to the psychological as well as the social aspects of the school environment and the interaction between them that influence the quality of education.

Quality Assurance and Standards officers:

This alludes to instructive experts under the county government who regulate Education Standards, educational program advancement and implementation in schools.

Quality curriculum: This refers to the proportion of level of greatness and value of pre-school instruction equipped towards meeting the Kenyan ECD rules and which involves all the realizing which is arranged and guided by the school whether completed in gatherings or separately, inside or outside the school.

Quality of ECD: Fitness of pre-school learning guidelines for defined purpose and its compliance with contextual and culturally determined standard for the children's learning and holistic development, including their skills and behavior from the perspective of the skills and behavior from the viewpoint of children, parents, and teachers, county government and the nation.

Quality Education: A high youth program that gives a safe and supporting condition while advancing the physical, social, enthusiastic, and scholarly improvement of small kids.

Quality outcomes: Refers to the measurable results (usually through continuous assessment and final examinations) and behavior change of an education system at the end of early childhood education.

Quality processes: Refers to the quality of teachers' development, pedagogical approaches, management processes and

quality assurance activities in the early childhood schools.

Teacher management: This is the management of teachers by the county government including recruitment, developing their skills and capacities that they need to effectively implement the early childhood development and education curriculum.

Teacher training: The specialized professional course that a person receives before qualification as an Early Childhood Education teacher. This is normally done by the national government in the national teachers training colleges before being registered to offer professional teaching services.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of the related literature on the research topic. It deals with the introduction, the concept of teacher management and curriculum management, the influence of teacher recruitment by the county government on the implementation of early childhood education curriculum, the influence of teacher remuneration on the implementation of the early childhood education curriculum, the influence of the continued teacher professional development on the implementation of the early childhood education curriculum, the influence of teacher working conditions on the implementation of early childhood education curriculum and finally summary of literature review.

2.2 Concept of Teacher Management and Curriculum Implementation in ECDE

The concept of curriculum implementation has been discussed and aligned with the objectives of the study which revolves around teacher management. According to Afangideh (2009), curriculum implementation involves teachers engaging learners in planned learning activities. There are, however, those who hold that curriculum has three aspects: first, explicit that curriculum which involves syllabi but also the aims and objectives and learning. The second aspect is planned learning, and thirdly, curriculum and instruction are always intertwined (Marsh & Stafford, 1988). Lovat and Smith (2003) construe curriculum as a component of teaching rather than a separate entity.

Stages in curriculum process include the interactive stage which happens in the school, and particularly in the classroom involving the learners and their teachers and with the help of stakeholders such as the school administration and parents. The teacher, also perceived as the actual curriculum implementer undertakes the operationalizing of the curriculum document by efforts of the teacher and learners (Mkpa, 1987).

At the same time, there are those who have conceptualized the curriculum as culture (Joseph, Mikel, Windschilt & Green, 2000). Accordingly, curriculum is not just the content of teaching/learning but rather, a whole range of processes and experiences. Nonetheless, conceptualized as such, one must consider the aspects that affect our sense of what is appropriately part of the curriculum.

On the other hand, the hidden curriculum it is understood that some underlying dynamics of human interactions in a given organization such as a school but which are rather imperceptible, but which nonetheless, have a significant influence on the general dynamics of the institution (Nieto, 2007).

Educators establish the center of the instruction framework and their criticalness in an educational plan execution and understudy performance has been generally affirmed by numerous examinations. In the ongoing years, an expanding number of studies have communicated concerns over teacher management and the influence on curriculum implementation. According to Santiago, Garbacz, Beattie, & Moore, (2016), a gap exists between the teachers' deficit and interest which is a major concern arising from poor management styles by the educational authorities as qualified instructors in both created and creating world are turning into the hardest

fragment to the teaching calling to draw in and hold because of poor working conditions, a component of the management by educational authorities (World Bank, 2006).

Okumbe (2008) contends that teachers are fundamental resources in educational organization and that their job satisfaction determines their productivity as it forms the drive that ensures that teachers perform professionally and enthusiastically. Teachers' management is therefore very important given that they are given the noble responsibility of implementing the curriculum through imparting all the competencies, skills and knowledge, more particularly the ECDE teachers given that they care and nourish all dimensions of the life of young children.

Adequate, well trained and remunerated teachers whose working conditions are improved is definitely an asset requirement for a successful and an inclusive education. Therefore, institutions, in this case county governments, should strive to ensure that extensive human resource management strategies and plans are set up so as to guarantee that they tap employees' optimal performance. Teachers' managers should aim at acquiring, developing and retaining the most valuable teachers required by an educational organization.

Early Childhood Development and Education aims at providing children from when they are born to eight years old with training which is described by surprising physical and intellectual improvement hence lays foundation (*Global EFA Meeting (GEM) 2012*). According to 2013/2014 GMR, Education for All (EFA) prime goal is to provide high standard early childhood development education particularly for vulnerable background. Despite the growing importance of Early Childhood

Development Education, there are a number of challenges that continue to pull down effective curriculum implementation, such as ineffective teacher management strategies. These are insufficient learning and teaching materials, inadequate teachers who are lowly remunerated and poor working conditions (Mintrom, 2010).

Globally, the early childhood development education sector has faced challenges and some governments have tried to address these challenges majorly bordering teachers' management through decentralization with minimal success. According to ECE International Task Force (2010), in Brazil, Public Early Childhood Education schools are under the responsibility of municipalities, an equivalent to county governments in Kenya. Showing staff in ECE are isolated into three gatherings prevalent certificate or instructors with essential educators with fundamental, experts and capabilities are improving, and in any case, educators by and large need particular preparing and training. In Denmark, both the ministry of social affairs and municipalities manage ECDE sector including teachers. Though around 65% of all teaching staff hold bachelor's degrees and their salaries are on normal lower than the pay rates of grade teachers. In the United States (USA), provision of ECDE is decentralized to the states, enforcement of minimum working standards and conditions of teachers across states is weak and characterized by poor remuneration that leads to relatively high turnover rates (International ECE Taskforce, 2010).

In Ghana, the Local Government Act no 462 of 1993, made arrangements for the exchange of intensity from the focal government to the sub-national foundations. The district assembly for instance is equivalent to the county governments in Kenya. Public sector provisions of early childhood education showing staff in ECE are

isolated into three gatherings prevalent certificate or, instructors with essential educators with fundamental expertise and capabilities are improving, and in any case, educators by and large need particular preparation and training (ECE, A Global Scenario, 2010).

In South Africa, the government came up with the ECDE Policy in 1994 which witnessed enrolments increase tremendously and in 2001, social development and government education budgets increased substantially and 58% of the children at ECDE centers nationally got school fees subsidy. However, much still needs to be done in terms of infrastructure, nutrition, programmes, teacher management and teacher trainings, institutional capacity and funding. The working conditions of teachers are very poor with high rate of turnover.

In Nigeria despite the government policies and interventions in ECDE, the sector has more private players. It however faces a number of challenges related to curriculum implementation, teacher training and inappropriate school facilities (Onu, Obiozor, Agbo, & Chiamaka, 2011). The ECDE centres are owned in private places and government-owned primary schools, churches and mosques and qualification requirements are minimal and non-mandatory. Consequently, they are poorly remunerated and ill- motivated resulting into high staff turnover hence poor implementation of the ECDE curriculum.

In Kenya, Teacher management is a mandate executed by the Teacher Service Commission (TSC), a commission in charge of teacher management under the authorization of the Kenya Constitution, 2010 Article 237 and the sanctioning of the TSC Act no 20 of 2012 *TSC Annual Report 2012/2013*). Under the new constitution

2010, TSC was changed into an established Commission with extended commands. The Directorate on Teacher Management was created as a professional arm of the commission to carry out the teacher management functions (TSC Act, 2012). With the promulgation of the constitution 2010, the management of Early Childhood Development Education was devolved from the TSC to the County Government through devolution.

TSC was therefore only left with the sole responsibility of managing the primary and post-primary teachers but only to register ECDE Teachers and not managing them. The Basic Education Act 2013 further specified the roles of county government in managing the ECDE.

The Sessional Paper No 14 of 2012 was established to reinforce the early childhood education and address the challenges facing pre-primary service provision. In the Sessional paper, teacher management was the most prevailing challenge ranging from untrained teachers to low salaries, facts that are supported by the findings of Felicity & Anne, (2011) which show that educators' inspiration is hampered by low compensation and advantages just as absence of expert improvement roads.

In the past the government did not help in teacher preparation, construction of pre-schools classrooms with no permanent buildings, teaching and learning was usually held outdoors under trees (Nganga, 2009). Lack of teacher professional development opportunities for teachers, lack of adequate teaching and learning resources with high children teacher ratio were evident. Further they were generally ill-paid and often disparaged (Gichuki, 2015; Chepsiror, Achoka & Odoyo, 2014)

The devolution of management of ECDE was thought to be an avenue to address these challenges that bedeviled the sector. The constitution of Kenya (2010) regresses the administration of ECDE to the counties levels and the county governments are expected to put in place good management mechanism including prudent teacher management that ensured excellent implementation of ECDE curriculum at all levels including wards, sub-counties, and facility level.

Research findings in most counties in Kenya in the pre-devolution era show that there was a problem of insufficient qualified ECDE teachers. The quantity of untrained teachers was at 56% (Felicity & Anne, 2011). Although the responsibility of the devolved government is to create an environment fit for effective implementation of the early childhood education curriculum through prudent teacher management, this has not been achieved. ECDE teachers consider their appointment as a temporary stop gap measure to give them time to look for better jobs elsewhere (Gichuki, 2015).

Devolution succeeds best when the various functions of the county government are clearly defined and delineated. They are mandated by the constitution of Kenya to manage ECDE needs and address factors leading to optimal implementation of the ECDE curriculum by the ECDE teachers. ECDE centres in Homa-Bay is managed by the county government of Homa Bay, a devolved function mandated by the constitution of 2010 to manage the provision of ECDE and address the challenges that have continued to face the sector. Despite the devolution in the sector, ECDE teachers have continued to face many challenges which impede effective implementation of the ECDE curriculum. These challenges include understaffing, lack of professional

development, low salaries, poor working conditions and lack of schemes of service for teachers in the early childhood education sector.

On curriculum implementation, this is a process that includes trying a thought, program or set of exercises and structures new to the individuals expected to change (Syomwene, 2017). Teachers in this context are the main agents of curriculum implementation and their effective management translates to effective curriculum implementation. Learners are the consumers of the curriculum whereas education managers are the supervisors and leaders.

Much of the associated literature suggests that committed implementation of the curriculum is a significant factor and has its benefits in the academic readiness of the students (Ahmed Hersi, Horan & Lewis, 2016, Yurdakul, 2015) . This is particularly so considering its effects on the manner in which teachers interpret and implement the curriculum. Put in another way, the performance and preparedness of the students is intervened by the commitment by which teachers implement the curriculum (Yurdakul, 2015). The kinds of practices adapted into classroom contexts are the means through which teachers sustain their commitment to curriculum.

In general, there is a sense in which school stakeholders including administrators and parents would want the teachers to illustrate and affirm their clarity of understanding the manner in which curriculum is linked to the way students learn. Having the curriculum go hand in hand with instructional practices helps in aligning the two and can be effective if there is proper teacher training to enable them become confident about curriculum implementation.

2.3 Influence of Teacher Recruitment on the ECDE Curriculum Implementation

The impact of staffing and pupil- teacher ratio is very important in determining the level at which teachers implement the curriculum. (Waita et al., 2016) states that recruiting adequate number of teachers ensures a reduction in class size. Consequently, smaller size allows adequate teacher student interactions which enable teachers to engage individual students leading to improved curriculum implementation and learning outcome. Research has shown close correlations between class size and learning outcome. For example, research conducted in Five Franco Saharan African countries (Burkina Faso, Cameroon, Cote D'Ivoire, Senegal, Madagascar) demonstrated that congested classes lead to high teacher work load consequently impeding curriculum implementation hence leading to low teaching and learning outcome (Waita et al., 2016). Teachers assume a critical job in guaranteeing quality guidance and training. They oversee and give initiative in school and actualize educational programs. For these administrations to be successfully cultivated, teachers must be enough enlisted and conveyed to ECDE Schools (Sessional Paper No 5, 2005 a strategy structure on Training and Research in the 21st century). The arrangement distinguished teachers as one of the most significant contributions to the instruction framework and the compelling administration and usage of this asset hence stays critical to the educational program execution and nature of learning results.

Teaching has undergone certain negative influences due to the fact that understaffing occasioned by recruitment of teachers has been experienced in public schools including ECDE in Kenya. A number of researchers have clearly shown that some changes and developments brought on board by understaffing have already thwarted the effectiveness of teaching and learning and have contributed negatively to

curriculum implementation. (Akunga, 2012; Ndani & Kimani, 2011), for example, observe heavy teaching workload common in schools brought about by understaffing negatively influences curriculum implementation in schools more so in the ECDE sector. The study also observed that due to the increase in workload coupled with increased administrative work, many head teachers do not hold staff meetings to discuss academic standards. This affects the learners negatively because their academic performance is not evaluated by the staff to point out their strengths and weaknesses. The increase in workload for the few available teachers, consequently, leads to the failure to complete the given syllabus and in case it is finished, it would be a crash work program (shallow teaching). It also dictates the teachers to concentrate mainly on the examinable subjects of the syllabus hence ignoring the non-examinable subjects which also form an important part of learning.

Kogo, Simiyu & Wanami, (2019) in their study claimed that poor recruitment policies are major challenges to poor curriculum implementation hence substandard results in teaching and learning. Duflo, Dupas & Kremer, (2015) observe that, due to teacher shortage, Parents Teachers Association (PTA) teachers have been hired by school-based committees and contract teachers by government to help in teaching and learning. Zaniewski and Garza (2014) on the other hand have pointed out that there is a growing number of learners versus the reducing number of teachers. They claim that under-staffing is followed by overcrowded classes especially where enrolment increases and classes cannot be divided due to the limited number of teachers available in a given school. Consequently, learning is confronted with difficulties. As a result, this becomes a challenge in attaining effective teaching and learning.

Carraher, Gibson & Buckley, (2006) in their study entitled "Compensation in the Baltic and USA" advocate for a reward system that works well to the extent that it is possible to reduce attrition of performing workers. Rewards such as salaries appear to significantly influence motivation of teachers' involvement in schools hence curriculum implementation. This is in line with Ndani & Kimani (2011) who observed that the motivation of about 50% of ECDE teachers in Kenya were very low. Among the key factors listed that contributed to this was low pay. This is further supported by a number of researchers, (Amolo, Ajowi and Raburu, 2016; Makoti, 2005; Ngome, 2002; Waithaka, 2003) who indicated that ECDE teachers get low irregular salary averaging to Kshs. 4000 per month. This is an indication that there is an issue when it comes to remuneration of teachers in ECDE centres.

In order to ensure recruitment of quality teachers in the ECDE sector, the county governments need to have a policy that ensures that the process is based on merits and qualifications. The process needs to be open and advertised whenever an opportunity arises including replacement of individuals who leave the administration from regular wearing down each year simply like the TSC additionally does.

According to the Ministry of Education, the appropriate teacher-children ratio for ECDE should be 1:10 (for 3-5 years old) and 1:15 (for 6-8 years) (Republic of Kenya, 2006). According to the Homa Bay County Integrated Development Plan 2013-2017, the teacher pupil ratio in the ECDE Centres is 1:50 far below the recommended ratio. This sorry state compromises effective processes of curriculum implementation hence the quality of learning outcome and demonstrates that the county government is yet to recruit adequate ECDE teachers for effective curriculum implementation.

Amolo et al., (2016) conducted a study on effects of staffing policies on Public Secondary School Teachers' Distribution in Homa-Bay County, Kenya. An ex-post facto research design was employed and the study involved 283 head teachers of public secondary schools, 2318 teachers, 6 Sub-County Directors of Education and 1 TSC County Director of Education. In order to select 30% of teachers and head teachers from the Sub Counties owing to the large number, stratified random sampling technique was used and saturated sampling method was also used to sample the Sub-County and County TSC Director of Education. The finding of the study showed that staffing policies by TSC had a significant bearing on teacher distribution. The reviewed study focused on staffing policies and its influence on teacher distribution in Homa Bay County whereas the present study focused on recruitment of ECDE teachers and how it influenced the curriculum implementation.

2.4 Influence of Teacher Remuneration on the ECDE Curriculum Implementation

In a study by Carraher *et al.,* (2006), the researchers recommend an effective system of rewarding workers with a view of retaining the high performing workers in the organization and that the system should be tied to the workers' productivity. Rewards such as salaries appear to significantly influence the motivation of teachers' involvement in schools. This is in line with Ndani and Kimani (2010) who observed that the motivation of about 50% of ECD teachers in Kenya were very low. Among the key factors listed that contributed to this was low pay. This is further supported by a number of researchers (Makoti, 2005; Ngome, 2002, Waithaka, 2003) who indicated that ECD teachers get a low irregular salary averaging Kshs. 2000 a month. This is an indication that there is indeed an issue when it comes to remuneration of teachers in

ECD centers. Despite the findings that the studies contribute to the current, there are still a number of gaps which have not been filled. For instance, all of the studies mentioned in this paragraph were general in their scope, in that they focused on factors affecting teachers in ECED. However, they failed to go deep and investigate the extent to which remuneration among other factors affected the effectiveness of teachers in delivering quality early childhood education services and curriculum implementation. The remuneration of teachers in early childhood education centers generally comes from parents.

In a study by Kersaint, Lewis, Potter & Meisels, in 2007 in Florida, USA, among Teachers who quit teaching in 2002-2004 and those still in the teaching profession revealed that attachment to financial gains and rewards can be a factor in teacher attrition. Indeed, in this study, findings indicated that the majority (more than 50%) of teachers exiting teaching attached more value on financial reward as compared to those who remained. They were thus just teaching because of not having found a better paying job. This is a study that explored the extent to which remuneration is a factor in teacher turnover in Florida, USA. The present study, however, focused on how remuneration of ECDE teachers influenced curriculum implementation in Homa Bay County, Kenya.

Leigh (2012) conducted a study in USA to establish the causes of teacher attrition in public schools in Texas State. The study adopted qualitative design and was done by interviewing teachers who left the teaching profession within the first and third years of their entrance. The study results indicate that almost all the respondents indicated low salary as a significant factor behind their exit. However, the reviewed study was

purely qualitative and did not show the statistical numbers of teacher turnover. The present study that adapted descriptive survey design to fill the gap. In addition, the reviewed study focused on why teachers had left teaching unlike the present that focused on the extent to which remuneration of ECDE teachers influenced curriculum implementation.

In Australia, Leigh (2012)) conducted a study to establish the impact of teacher pay that attracted others to join the teaching profession. The study results indicated that the relationship between the average pay and teacher aptitude was positive and significant. The reviewed study focused on graduate teachers who were absorbed in high schools in Australia whereas the present study was conducted in Homabay County, Kenya and focused on the extent to which remuneration of ECDE teachers influenced curriculum implementation.

Osei (2006) in Ghana conducted a study in which a total of 50 teachers were randomly sampled and interviewed. In this study, he found out that the greater majority of the participating teachers found their salary and welfare not properly addressed by government. Accordingly, a greater population of them reported involvement in other small-scale business besides teaching to be able to sustain themselves. The conclusion arrived at was that teachers' salaries are perceivably low hence it does not attract and retain the best teachers and those in the profession exit easily. However, in the reviewed study, the researcher used a sample of 50 participants, which was too small hence prone to great error margins but the present study used a larger sample of 876 ECDE teachers hence it had a very low error margin. The same results were found in a nearly similar study carried out in Nigeria

where Egu, Nwuju & Chionye, (2011) revealed a relationship between improved salary and retention of teachers.

In Tanzania, Lyimo (2014) sought to analyze teacher salary. This study utilized questionnaires and semi-structured interviews. In its findings, meager teachers' salary coupled with occasional delays demotivated teachers, making some of the teachers to resort to other income generating activities besides teaching. At the same time, a greater number of teachers have opted for other better paying jobs outside the teaching profession. In the reviewed study the researcher used a sample of 40 participants, which was too small hence very prone to great error margins but the present study used a larger sample of ECDE teachers hence it had very low error margins.

Remuneration is a strong force that motivates teachers on their jobs hence influences curriculum implementation and learning outcome. However, majority of teachers are still paying ECDE teachers very minimal. Survey conducted by the daily nation on 11/01/2014 reported that some county governments are paying ECDE teachers as little as Ksh.5000.00 for certificate holders, Kshs.8000.00 for diploma holders and Kshs. 10,000.00 for degree holders.

Davis and Connolly (2007) conducted a study on understanding and improving Quality of education in Tanzania primary schools. The study was conducted among randomly sampled primary school teachers. Findings from this study indicated that the teachers were not very contended with their pay. They call on the government to increase the salary from the minimum of Tsh. 70,000 to Tsh. 100,000 per month. (as at the time of his study 1,000 Tsh was equivalent to 1USD). This led to the conclusion

that the low salary was partly responsible for the exit witnessed on the part of the teachers as it was not enough to enable them provide basic needs for themselves some. In the present study, the respondents were sampled using stratification based on the type of the school unlike the above reviewed study where the sample of study was selected randomly and unlikely to be representative of the population under study. In addition, the reviewed study was conducted on pre-primary school teachers whereas the present study was conducted among secondary school teachers.

Many teachers often complain of the low salary they earn (Owala, 2016). Considering the ever-increasing cost of living, teachers have often reported finding it difficult to meet their basic financial obligations with this meagre pay and which is not regular since sometimes they go for a few months before being paid (Owala, 2016). Low pay has therefore compelled teachers to look for alternative sources of income to supplement their income. This has therefore created divided attention and loyalty to the teaching thus impacting negatively on ECDE curriculum implementation hence lowering the quality of learning outcome.

Remuneration affects the quality of education offered to the teachers in colleges and consequently to learners in schools (McDonald, Thorpe & Irvine, 2018). This is because, to be a well-trained ECDE teacher makes no economic sense due to the pay that a county government employed teacher is paid. Low pay of the teachers brings low social status, lack of a progressive career path and therefore nobody is willing to do the heavy work that ECDE teaching comes with for a long time. The teachers easily suffer from burnout and majority hang in the job until something good comes their way (McDonald et al., 2018). The low pay therefore keeps men away because

majority of the men will look at the economic sense of the job before taking into consideration the same.

Chepkemboi, Kirisgo & Iravo, (2013) carried out a study in West Pokot to find out factors that influence teacher turnover in the Sub-County. Descriptive survey design was adopted and the study targeted 268 secondary school teachers from a total of 30 schools. Stratified, simple random and systematic random sampling techniques were used to obtain a sample of 80 respondents. Self-administered questionnaires were used in data collection. Data was analyzed using mainly descriptive statistics. Findings of the study indicated most teachers perceived their pay as inadequate hence a higher turnover. The teachers said they would leave TSC given an alternative employment. Whereas the study by Chepkemboi, Kiriago and Iravo (2013) was carried out in West Pokot, Kenya, there is scarcity of information on the same in Homa Bay County that focused on ECDE teachers and how their remuneration affects curriculum implementation.

Waititu (2013) carried out a study in Limuru District to find out factors that influenced turnover of teachers in secondary school in Limuru and the study adopted descriptive survey design. Stratified random sampling was used to select 12 schools and 136 teachers were randomly selected to participate in the study. Questionnaires which comprised both structured and a few unstructured questions were used for data collection. The questionnaire employed both quantitative and qualitative techniques in data collection and analysis. In order to analyze the data, both descriptive and inferential statistics was used. Results of the study indicated that the majority perceived the pay for teachers to be lower as compared to other professionals with

equivalent qualifications. Whereas the study by Waititu (2013) was carried out in Limuru Kenya to find out the extent to which remuneration influenced teacher turnover, there is scarcity of information on the extent to which remuneration of ECDE teachers influence curriculum implementation in Homa Bay County. In addition, the reviewed study sampling procedure was done by simple random technique and it might not have been representative of the population under study while the present study employed stratified random sampling in which the population under study was stratified all through to ensure representativeness.

2.5 Influence of Continued Teacher Professional Development on ECDE Curriculum Implementation

According to (Cha, 2008), there is need for a sustained effort in professional development as many teachers are still feeling inadequate due to the fact that they have not been adequately prepared. Teacher in-service training is called capacity building or professional development and is very key to curriculum implementation and strategic improvement. Learning is very spiral and new knowledge keeps on emerging from time to time. The basic knowledge after the teacher training colleges may not be enough owing to the new pedagogical skills that have emerged from the competency Based Curriculum (CBC). Through training, knowledge is shared, competencies are built and the productivity increased. Training translates into change of behavior and attitude. Effective training enables staff to acquire new skills, perform tasks differently, better than before (Nzuve & Njeru, 2013).

UNESCO (2010) in its comparative study of the issues surrounding success of ECDE programmes in Nigeria, Lesotho and Guinea Bissau noted that professional

development of teachers is the major determinant of excellent performance including curriculum implementation process in a school set up. It proceeds to argue that the level of curriculum implementation and quality of a teacher depends on the teacher's educational background, training and the frequency of professional development (Nafungo, 2015).

The Nigerian government made great effort in ECDE teacher training and professional development that were carried out through the ministry of education which set funds for continuous training courses at the universities and colleges (Nafungo, 2015).

In Uganda, ECDE Teacher training and professional development is still not well entrenched and does not attract good funding from the government (Ejuu, 2012). Yet it is very significant in curriculum implementation and achieving quality ECD education. In Uganda, most of the ECDE training colleges are privately owned except Kyambogo University. They therefore operate with little government controls and regulations and have their own curriculum. Such variations desperately need continuous profession development courses for equal and uniform implementation of the curriculum MOEs 2010, (Ejuu, 2012).

In Kenya, ECDE teacher pre-service colleges lack effective system of accreditation and although the ECDE curriculum is prepared by the Kenya Institute of Curriculum Development (KICD), there is little inspection by the government to ascertain the quality of training offered to the pre-service teachers. This therefore calls for unification of the training probably through professional development in-service courses.

Training of ECDE teachers is done at three levels, degree levels, diploma and certificate. To qualify for certificate training, one needs a D+ at KCSE levels which is rather too low compared to a C for diploma and C+ for the degree. These variations can only be leveled through continuous professional courses (Chepsiror et al., 2014).

Pre-service training leads to variations of standards. Therefore, it is necessary that once the teachers have been recruited, they should be exposed to in-service trainings in order to improve their skills in curriculum implementation and competencies. This will also motivate them and improve on their competencies and also address the dynamisms in education sectors.

Incidentally, professional development should aim at enabling teachers to effectively implement the curriculum. At the same time, research has held that efforts in professional development can only be effective if they are an integral part of teacher learning and development. The dimensions of coherence include professional in-service training which must build on what teachers already know and content aligned with curriculum implementation. According to Phillips, Desimone & Smith, (2011), teachers struggle with curriculum implementation because of limited opportunities for professional development (Samupwa, 2008) when emphasizing the impact of teacher-in-service training stated that through in- training, behavior and performance change positively. Equally, Meece, (2009); Pintrich, (2002); Schunk, (2000) opined that in-service contribute significantly in improving curriculum implementation process.

A statement by Murundu, Indoshi & Okello, (2000) showed that quality of the staff to meet the expectations of pupils and the society in curriculum implementation depends fundamentally on the in-service training of teachers. Teachers constitute a

fundamental human resource in curriculum implementation as they are the ones responsible for curriculum implementation. In this way, it is important to invest in appropriate training of teachers and in-service training because those already in practice are very key for the success of curriculum implementation.

In their study in Mbeere Sub County, Mutune and Orodho (2014) examined the variables in teacher turnover in public secondary schools. In its findings, the high teacher turnover was attributed to, among other factors, teacher demotivation due to poor remuneration, less opportunities for promotions and stunted professional growth owing to unsupportive policies. However, the reviewed study was conducted in Mbeere Sub-County among secondary school teachers, unlike the present study that was carried out in Homabay County to find out the extent to which ECDE teacher professional development influenced curriculum implementation.

2.6 Influence of Teacher Working Conditions on ECDE Curriculum Implementation

Ingersoll and Smith (2003) state that poor working conditions may include less support, too much workload, and poor living conditions including lack of access to medical services. Effective curriculum implementation is influenced by, among other factors, working environment and its ability to bring about job satisfaction, career commitment and plan to remain in the profession. Such poor working conditions may make the teachers develop attitudes that could negatively affect teaching thereby compromising teachers' commitment to their work and desire to stay in their job.

The school environment normally has effects on both the students and teachers. The students' needs cannot be met when the adults' needs have not been met. According

to Saultz, (2017), teachers' jobs are made more pleasant if they work in an aesthetically pleasing surrounding; a designated space where they can relax and plan their work and if their needs are generally taken into consideration. Environment factors such as pleasant temperature, light, colour, sound absorption, ventilation and special arrangement can facilitate or hinder staff in carrying out their duties.

A carefully arranged environment can help prevent teacher burnout by supporting teacher goals for children and making the work surrounding a pleasant place to be. This is as supported by the (UNICEF, 2000) report which stated that teachers working conditions affect their abilities to provide quality education. The condition of infrastructure, learning materials, availability of text books and class size all influence teachers' performance and curriculum implementation.

Working environments that are characterized as productive are those that enable employees to work effectively and at the same time experience psychological success while doing it. These environments according to Seyfarth and Cheney (2015) include; continuous learning culture, supportive administrative leadership, opportunity to work collaboratively with others, mutual respect among employees and managers, opportunities to use one's knowledge and skills to receive feedback on one's performance, comfortable and attractive and well-equipped physical space and finally adequate and equitable compensation.

UNICEF (2010) recommends quality learning environments based on quality of school buildings instructional materials and text books, working conditions for students and teachers and ability of teachers to take certain instructional approaches. In addition, the environment should be gender sensitive, with adequate lavatories and

clean water supply. In a bid to achieve the Sustainable Development Goals (SDG) and the goals of Education For All (EFA), our schools also need an inclusive environment that accommodates children with special needs in regular ECDE classrooms.

Quality curriculum implementation therefore requires adequate and relevant resources and facilities. Bishop (1995) describes resources and facilities as the tools for curriculum implementation. Arrangement of value training is one of the objectives recognized in the new United Nations Sustainable Development Goals (SDGS), UN, 2015. To accomplish quality instruction therefore, learning condition is a significant variable. Quality condition is characterized by the improved working conditions including accessibility of offices, foundation and assets. Thus, educational plan execution and quality instruction is an important factor towards students' obtaining capabilities. Sattar (2020) views quality as the suitability of assets accessible in education.

In Nigeria, Fati (2010) conducted a study in Minna metropolis among 200 teachers randomly selected within 10 secondary schools. The findings of the study indicated that a majority reported the lack of adequate working materials. Moreover, there was inadequate infrastructure with the majority of teachers reporting inadequacy of infrastructure. However, the reviewed study involved secondary school teachers who were randomly sampled, which could not have been a representative of the population of study while in the present research, the sample under study comprised of ECDE teachers sampled by stratification all through to ensure representation.

Waita et al., (2016) conducted a study in Mbooni East District to establish factors that influence teacher attrition in public secondary schools. The study adopted the

Descriptive survey design and targeted 252 respondents. Purposive sampling technique was used to obtain sample population for the district human resource officers, district education officers and the principals whereas stratified random sampling was used to obtain a representative teacher population. Study findings attributed teacher attrition to individual teacher factors as well as institutional factors. The study established that availability of greener pastures in the private sector accounted for 20 percent of attrition. Interdictions accounted for 15 percent, poor remuneration accounted for 10 percent, poor working conditions accounted for 10 percent and health problems accounted 9 percent for the attrition in the district. Whereas the reviewed study was on attrition of teachers, the current study focused on influence of teacher working condition on ECDE curriculum implementation in Homa Bay County.

Ekayanti, Rifa'i, & Irwan, (2018) conducted a study on influence of working conditions on intentions of teacher turnover among secondary school teachers in Meru County. This study examined teacher-working conditions in determining their relationship with turnover intentions using Pearson product moment correlation. Findings indicated that working conditions (r= -0.488) affected turnover intention in an inverse pattern. The reviewed study was carried out among secondary school teachers in Meru County, unlike the present study that focused on ECDE teachers and was to find out the extent to which remuneration influenced curriculum implementation.

Before devolution of management of ECDE, unfriendly working conditions characterized most ECDE centres (Gakii, 2003 & Ngasike, 2014) but this has since

changed minimally in post devolution era in Kenya. ECDE teachers are compelled to work in hazardous and unhealthy conditions and this impacts negatively on the curriculum implementation. (Maithya and Akala, 2014) opines that factors such as poor working conditions have continued to undermine curriculum implementation and teacher performance in Kenya. The county government of Homa Bay has not created an enabling working condition for the ECDE teachers to effectively implement the curriculum. According to Homa Bay County Plan 2013-2018, the physical facilities for ECDE in the county were at 10%. However, it was hoped that this would improve from 10% to 50% by end of 2018.

2.7 Summary of the Literature Review

This chapter reviewed literature on the teacher management by the county government and its influence on the implementation of the early childhood development education as follows:

Waita et al., (2016) in their study on influence of pupils' performance in nation exams found that pupil-teacher ratio significantly influences performance in National Examination but did not look at recruitment as the main cause poor pupil teacher ratio hence creating a research gap. The current study focuses at recruitment as an aspect of teacher management and how it influences ECDE curriculum implementation as opposed to pupil's performance in national examinations. Furthermore, their study was on summative examination at the end of eight years in primary school while the current study focused on the ECDE centres with regards to the management functions of the county government on recruitment of ECDE teachers and the influence on curriculum implementation.

Also Owala (2016) study was on Motivation Factors Influencing Teacher Job Performance in pre-school Teachers in Public ECDE centres in East Karachuonyo Division. In Rachuonyo North Sub-County. Firstly, the locale was very small and could not have informed generalized findings to make a conclusion. The topic similarly was on motivation factors which in my opinion was very general and did not include the aspects of county government functions with regards to management of the ECDE teachers. His study also adopted ex post factor design while this study employed mixed method research design and covered the whole county as opposed to a section of the county.

A study conducted in Togo by Akyem (2010) to determine the effects of teacher professional development in the country. The findings were that in-service courses directly affect teachers' productivity and efficiency. The study recommended that refresher and in-service courses be organized for the teachers for the update of their knowledge content and pedagogy. The study looked at teachers in general and adopted qualitative approach only. This study employed both qualitative and quantitative approach and narrowed the study to ECDE teacher management functions by the county government of Homa Bay.

A study carried out by Tayyab (2010) in India on Factors Affecting Motivational Levels of Teachers at Secondary school level. The findings were that teachers were not satisfied with their working conditions. The study was also based at the Secondary school level. However, this study was carried out in the ECDE centres in Homa Bay County and looked at ECDE teacher remuneration and improvement of teacher working conditions as aspects of teacher management function by the county government and how they influence curriculum implementation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section covers the research design, locale, variables, population, sampling procedures, sample size, instruments, data collection procedures, validity, reliability, piloting, data analysis and finally ethical and logical issues.

3.2 Research Design

To achieve the objectives of the study, the researcher adopted an explanatory sequential design as a mixed method approach. This, according to (Creswell, Shope, & Green, 2006; Orodho, 2009) enables the researcher to follow a logical sequence while handling the research process to the end. The procedure involved the steps as presented in Figure 3.1.

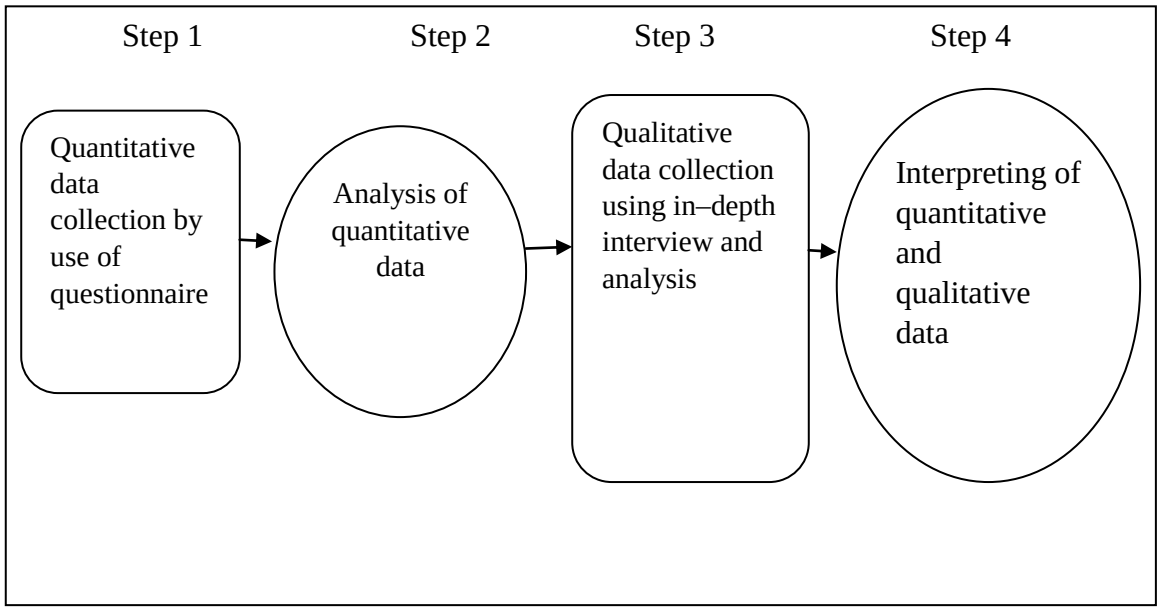

Figure 3.1: Explanatory sequential approach

Source: Creswell, 2021

As illustrated in Figure 3.1, the design followed our steps. The first step involved collection of quantitative data. In this study, lead teachers' and teachers' questionnaires were used to collect quantitative data. The obtained data were analyzed as shown in step two and results of the analysis formed and guided the selection and formulation of the interview protocol Creswell et al., (2006) in step three. In step three, data was collected using focus group interviews. The obtained data was analyzed thematically and the results obtained integrated from the two (quantitative and qualitative) analyses in drawing conclusions. The reason for collecting the second set of data was to support the quantitative data (Creswell et al., 2006).

The mixed method design used in this study according to Creswell (2018) is appropriate when the researcher's intention is to incorporate both qualitative and quantitative methods so as to achieve the research objectives. The combination of the two methods in this study enabled the pooling of strengths of each, thereby gaining from their advantages (Creswell et al., 2006). In this study, quantitative data were collected first from the entire sample followed by the qualitative data collection. Creswell (2006) refers to this as the explanatory sequential method, where the quantitative data obtained are used to aid in identifying the participants for the qualitative phase.

Phase one commences with collection and analysis of quantitative data which has the priority of addressing study questions. The results lead to the need for further selection of participants for focused interview schedule.

Phase two of the study subjected the selected participants to a focused group interview. The interviews were verbatim and recorded before being analyzed. This

enabled the researcher to obtain an in-depth inquiry from the participants and gain further insight into the variables under study (Yin, 2012). The use of triangulation method was appropriate for this study because the researcher's intention was to understand how the qualitative data helped explain quantitative data collected and analyzed in the first phase. The justification of the choice of this design is that the design enables the researcher to use qualitative strand to explain initial quantitative results (Creswell et al., 2006).

3.3 Variables of the Study

This study had three variables: the independent, intervening variables and the dependent variables. The independent variables in the study are the teacher management functions by the county government which included; recruitment of teachers, remuneration of teachers, teacher continuous professional development management and improved working conditions of teachers. The dependent variable is the implementation of early childhood education curriculum.

The intervening variable is a variable that helps to explain the relationship between the independent and dependent variables impacts and tries to explain the relationship between the dependent variable and independent variable. The teachers' management functions by the county government have influence on teacher's capacity to implement effective early childhood education curriculum, guided by the intervening variable which are availability of government policy on ECDE and legal framework on education and also the county government by-laws governing the management of ECDE sector in the county. The absence of the above factors affects the relationship

between teacher management by the county government and curriculum implementation.

3.4 Locale of the Study

3.4.1 Geographical Location

The study was conducted in Homa-Bay County in Kenya. The County is found in the former Nyanza Province and lies between latitude 0.30 south and longitude of 34.9 East with a population of 1.131,950 people covering 3183.3 square km with an annual population growth rate of 1.6% (Kenya National Bureau of Statistics Census Results 2019 in Kenya).

3.4.2 Justification of the Choice of Study Locale

The researcher conducted the study in Homa-Bay County in the Republic of Kenya for the following reasons**:** First, Homa Bay has the highest rate of teachers' turnover, as per the data from Homa-Bay County ECDE department data (2018), which indicated that a number of teachers left the sector to look for greener pastures or because of natural attrition. In 2013 for example, one thousand two hundred and seventy-two (1,272) teachers were employed in the sector by the county government and in 2018, the number reduced to 1,146 meaning that 126 teachers left the sector for various reasons but majorly on poor remunerations and lack of career progression. This sorry state has forced the county government to continuously engage in the recruitment exercise which interferes with the process of curriculum implementation (Homa-Bay County ECDE department data, 2018). Secondly**,** records obtained from the county of Homa Bay indicate that the county suffers greatly from understaffing of ECDE teachers making it difficult to adequately achieve the recommended pupil/

teacher ratio as per the UNICEF requirement of 1: 15 for the ages 4-6 years. Currently the total teachers' population stands at 1319 against the pupils' population of 79858. This means the ratio of pupils to teachers is 1: 61 making it difficult to offer individual attention to students in a classroom. With this high pupil/ teacher ratio, how practical are the teachers implementing the ECDE curriculum? Thirdly, the county has inadequate number of ECDE supervisors to correspond to the number of ECDE centres in the county. The county has only 44 ward supervisors, one quality Assurance and Standards Officer, eight (8) ECDE Deputy Directors and one Director and one (1) Chief Officer giving a total of 54 supervisors against eight hundred and seventy-seven (877) centres. Can forty ward ECDE supervisors effectively monitor and supervise curriculum implementation in the early childhood education centres in the whole county? Lastly, a study carried out by Owala (2016) on Motivational Factors Influencing Teachers Job Performance in Pre-school Teachers in public ECDE centres in East Rachuonyo Division, Rachuonyo North Sub-County only narrowed down to a sub-county which does not have teachers management autonomy but relies on the county teacher management policies and only covered motivation factors which could not necessarily relate to county government management function but rather intrinsic and extrinsic motivational factors. Further, the study only looked at teacher job performance and not curriculum implementation process which in turn gives rise to evaluation of job performance. This necessitates a wider study on the teacher management by the county government and the influence of early childhood education curriculum.

3.5 Target Population

The target population for this study comprised of institutions and respondents as discussed below:

3.5.1 Institutions

The target population for the study comprised eight hundred and seventy-seven (877) public pre-schools in the eight sub-counties in Homa Bay County, Kenya. The county according to the data available at the Homa Bay County Director of ECDE office. The pre-schools were categorized into urban and rural pre-schools for the sake of easy comparison. Eighty-six (86) pre-schools are found in urban centres within Homa Bay County whereas Seven hundred and ninety-one (791) pre-schools are within the rural areas respectively. The breakdown of the schools' target population is represented in the table below:

Table 3.1: Schools target population

Sub –county	ECDE Centres	Urban	Rural	Total
Homa- Bay	72	14	58	72
Rangwe	102	9	93	102
Rachuonyo North	167	14	153	167
Suba North	111	12	99	111
Rachuonyo East	93	9	84	93
Ndhiwa	152	13	139	152
Suba South	97	7	90	97
Rachuonyo South	83	8	75	83
TOTAL	**877**	**86**	**791**	**877**

Source: County government of Homa-Bay, 2021

3.5.2 Respondents

The target population of respondents for the study were two thousand two hundred and forty-five (2245). These included: One thousand three hundred and nineteen (1319) teachers, eight hundred and seventy-six (876) lead teachers, forty (40) ECDE ward supervisors one in every ward, Eight (8) Sub-County ECDE Directors, 3 QASO, One (1) Director of ECDE, one (1) Chief Officer and one (1) County Executive Member (CECM).

3.6 Sampling Procedure and Sample Size

This section deals with sampling procedure and sample size as explained below:

3.6.1 Sampling Procedure

According to Trochim (2006), sampling involves the selection of units from a population whereby units are representative of an entire population of interest and which enables the researcher to fairly generalize the results back to the target population. The study adopted purposive, stratified, census and random sampling techniques.

The study respondents were Lead teachers, teachers and County education officials. The lead teachers and teachers who were included in the study were selected through stratified and random sampling while for county education officials, census sampling was used. Further, stratified and random sampling were appropriate sampling procedure in order to make proportionate but random selection of respondents from sub groups in the population (Mugenda & Mugenda, 2003).

Most of the research data were collected from the ECDE schools. The first stage in the sampling process was to purposively obtain a list of 877 public ECDE schools from the county ECDE office. According to Crossman (2018), a homogeneous purposive sample is vital in selecting a population that is having shared characteristic or set of characteristics that relates to the topic under investigation.

Secondly, the schools were then listed according to the sub-counties where they were located, thus each sub-county formed a stratum. Through proportional allocation, the number of ECDE centres to be selected for each sub-county or strata was obtained. According to Kim, Jang, Kim & Wan,(2018), stratified sampling was used because it is an acceptable way of sampling when there is imbalance in the characteristics of the sample (Creswell, 2014).

Thirdly, selection of the specific ECDE centres to be included in the study was done through simple random sampling. The selection of specific centres involved writing of the names of all the ECDE centres in a given sub-county on small pieces of paper, folding the pieces of paper and then placing them in a small box. The papers were then shuffled after which the required number of papers was randomly picked (see table 3.2). The names of the centres on the randomly selected papers formed the sample for that sub-county. The procedure was repeated for each of the eight sub-counties to obtain sample ECDE centres for inclusion in the study.

Finally, the sampling of county education officials was done through census sampling because the population of the county education officials were few hence census was appropriate in order to get more reliable and suitable data. The sampling for each respondent was done as described below:

(a) Lead teachers of ECDE Centres

All the Lead teachers of the sampled centres from each sub-county were selected for the study (see table 3.2). Lead teachers were chosen because they were in charge of the school administration and oversee the curriculum implementation and so they would be critical in providing data on teacher's remuneration, recruitments, working conditions and continuous professional developments and curriculum implementation.

(b) ECDE Teachers

ECDE teachers from each of the sampled schools in each of the eight sub-counties were selected for inclusion in the study. Teachers were considered well-placed to provide data for answering the research questions with respect to the recruitments, remunerations, continuous professional development, working conditions and curriculum implementation.

(c) County Education officials

Since the County Education Officials Ward ECDE supervisors are very few (54), they were all involved in the study through census sampling. The County Director of ECDE, The Sub-County Directors in charge of ECDE, Chief Education Officer, ward ECDE Coordinators are the overall persons in terms of policy implementation and quality assurance in the county and were all included in the study. The offices of Chief Education Officer and the County Executive Committee Member (CECM) in charge of Education provided relevant data with regard to management of early childhood management at the county level and the quality of education outcome and

their involvement on the study was very crucial. After census sampling, appointment was sought from each relevant county official and interview schedule arranged.

3.6.2 Sample Size

Sample size refers to a portion drawn from a target population and which is a representative of the whole (Chapman, McNeill & Mcneill, 2005; Crowther & Lancaster, 2012). For a descriptive survey, it has been argued that a sample size of 10 per cent of the accessible population is adequate. The above argument is supported by McTavish, Cleary, Brent, Perman & Knudsen, (1977) who assert that a sample size of between 10 and 30 per cent for a descriptive survey is sufficient. Grimm (1993) adds that the larger the sample, the better because as a sample size increase, it becomes more representative of the population. The above arguments informed the decision to use a sample size of 27% of the total population. The study comprised of a sample of 236 (27%) of ECDE centres/ lead teachers and 313(27%) ECDE teachers respectively. The lead teachers of the selected schools were included in the study together with 313 teachers and fifty-four (54) county education officials giving a total of six hundred and three (603) as the sample size.

To obtain a sample of each of the eight sub-counties, the 236 selected schools were proportionately divided and the following figures obtained: Homa Bay 17, Rangwe 26, Rachuonyo North 45, Suba North 30, Rachuonyo East 25, Ndhiwa 41, Suba South 26, Rachuonyo South 22. Teachers totaling 313 (27%) out of 1319 were also used in the study. Proportionate sampling was used because it produces a sample size that is representative of the size of the stratum within the population and it is also simple to

carry out. A summary showing the sampled centres/ Lead teachers and teachers for the eight sub-counties are shown in fig 3.2 below:

Table 3.2: A Summary of sample size

Sub-County	No of ECDE Centres	Sampled Centre/ lead teacher	No of Teachers	Sampled Teachers	Education officials
Homa –Bay	72	19	159	42	
Rangwe	102	28	123	33	
Rachuonyo North	167	45	215	58	
Suba North	111	30	136	37	
Rachuonyo East	93	25	105	28	54
Ndhiwa	152	41	217	59	
Suba South	97	26	86	23	
Rachuonyo South	83	22	121	33	
Total Respondents	**877**	**236**	**1319**	**313**	

Source, researcher 2021

3.7 Research Instruments

The study used two main data collection instruments, namely; questionnaires and interview schedules. Construction of the above instruments is described below:

3.7.1 Questionnaires

Questionnaires (see Appendix A1 and 2) were used to gather data on teacher management by the county government and its influence on curriculum implementation of early childhood education outcome. Questionnaires were administered to the lead teachers and teachers in pre-schools. Questionnaires were appropriate for data collection because the study was descriptive in nature and questionnaires were found to be suitable data collection instruments for descriptive studies (Kothari, 2004; McNabb, 2004; Mugenda & Mugenda, 2003). Two

questionnaires were developed; one for the head teachers and another one for teachers.

Construction of the questionnaires was done systematically according to the research objectives to answer all the research questions by the respondents. Respondents were requested to answer each questionnaire item with assurance of confidentiality so as to provide truthful information and minimize errors. In order to obtain the required data, a variables matrix showing the research instrument and the relevant study variables was developed.

3.7.1.1 Questionnaire for Lead teachers of ECDE Centres

A 22-item questionnaire was administered to the lead teachers commonly referred to as head teachers of early childhood development centres. This questionnaire consisted mostly of closed-ended and structured questions (see Appendix A). Appendix A 1 consist of the background information of the respondents, part B deals with questions on teacher management function by the county government and its influence on implementation of ECDE curriculum. Specifically, this instrument aimed at collecting data on the lead teacher's biographic data and school data. The instrument was also designed to collect data on teacher management by the county government and the influence on curriculum implementation of early childhood education. In details, it was designed to collect data on teacher management by the county government and its influence on curriculum implementation.

3.7.1.2 Questionnaire for Teachers of ECDE Centers

A 13-item questionnaire was administered to teachers of pre-school (see Appendix B). This instrument sought among other things, teachers' bio-data, teachers' professional

satisfaction data, teacher recruitment, professional qualification and professional development, working conditions and teacher remuneration. The instrument also sought data on curriculum implementation including availability of physical facilities and working conditions as provided by the county government in improving curriculum implementation.

3.7.2 Interview Schedule for County ECDE Officials

In the study, an interview guide (see appendix C) was used to gather data from the County Education Officials. An interview was preferred because it allowed the researcher to obtain in-depth data, which is not possible with questionnaire (Mugenda & Mugenda, 2003). According to Cohen and Manion (1994), interviews rely on facts that can offer an account of, regarding behavior, practices, and actions to those who ask the questions. Furthermore, interview schedules allowed the researcher to probe and follow-up respondents' answers for more information and to clarify vague statements.

This instrument was used to elicit information on the following variables with respect to teacher management by the county government and its influence on curriculum implementation of early childhood education. Specifically, data on recruitment, remuneration, working conditions and teacher professional development and issues on curriculum implementation, quality assurance and standards, physical facilities/environment and strategies for quality early childhood education.

3.8 Pilot Study

Before embarking on the actual study, the researcher carried out a pilot study to ensure that all the research instruments gave the information needed (Bryman, 2016;

Cohen & Manion, 1994; Gorard, 2003). This study adopted the two-stage pre-testing processes as explained by (Gorard, 2003; Robson & McCartan, 2016). The first stage of pre-testing involved the researcher consulting specialists, in this case, supervisors for their input which significantly shaped the instruments. This input also served to enhance the clarity and flow of items in the questionnaires for all respondents.

During the second (and which was the actual) stage of pilot study, the researcher conducted the actual piloting of the research tools. From these, the research was conducted and the responses and comments that were made were to be used to improve the instruments. Piloting was carried out in four schools selected by the researcher (2 rural schools and 2 urban schools). The choice of the four schools was based on the fact that they had the same characteristics as the ones under study. For the interview schedule, piloting was conducted in the neighboring Migori County with four county education officials being involved.

The pilot study aimed at helping the researcher revise questionnaires to improve them in order to capture the required data, achieve clarity and smooth flow of the items in the questionnaires for the respondents.

3.9 Validity of the Instruments

3.9.1 Content validity

Gay (1992) defines validity as the degree to which a test measures what it is supposed to measure. Content validity of the research instruments was arrived at through expert judgement (Burns & Dobson, 2012; Mertens, 1998). Accordingly, experts in the field of educational management helped to achieve this by clarifying the domains of specific content that the test was assumed to represent and then determined how well

that content universe was sampled by the test items (Burns & Dobson, 2012; Gall, Borg, & Gall, 1996; Mertens, 1998). Suskie (1996) suggests that experts can carefully examine all the items on the research instrument and give suggestions that enhance their validity.

In this regard, the researcher consulted two academic members in the field of educational management from Kenyatta University for the validation of the instruments. Content validity was used to determine the relevance, comprehensiveness, completeness of the research instruments. This helped the researcher to maintain focus on the purpose of the study besides affirming the content validity of the instruments. The questions in the questionnaires were linked to specific objectives of the study.

3.9.2 Construct Validity

Construct validity is the extent to which the measure that is employed actually measures the theoretical concept it intend to measure Cohen, Manion & Morrison, (2000) and the adequacy of operational definition of variables in terms of the reflection of the true theoretical meaning. In this study, construct validity was ascertained by clearly defining the variables being measured, formulating, hypothesis based on a theory underlying the variables and testing hypothesis logically.

3.9.3 Face Validity

Face validity is the extent to which the instrument measures what it is designed to measure, just from face value (Cohen et al., 2000) and that it involves the judgment of whether, given the theoretical definition of the variables, the measure appears to in reality measure such variable. In the present study, face validity was judged by the

researcher and the two supervisors from Kenyatta University, Department of Educational Management.

3.10 Reliability of the Instruments

After the pilot test, reliability analysis was undertaken. For reliability analysis Cronbach's alpha was calculated by use SPSS. Cronbach's alpha is the most common measure of internal consistency ("reliability"). The researcher developed some questions in a questionnaire which measured the influence of teacher management by the county government on the implementation of ECDE curriculum. Each question had a 5- point Likert item from "strongly disagree" to "strongly agree". In order to establish whether the questions in this questionnaire reliably measured the same variable, Likert scale was constructed, and a Cronbach's alpha was run. The value of the alpha coefficient ranged from 0 to 1 and was used to determine the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or scales (i.e., rating scale: 1 = strongly disagree, and 5 = strongly agree). The results shown in the reliability statistics table indicates that the Cronbach's alpha was (0.85), which indicated a high level of internal consistency for the scale with this specific sample. The closer the alpha is to 1 the higher the level of consistency. This falls within the range recommended by Gay (1992) that any coefficient correlation more than (0.7) was considered reliable. Also supported by Kerlinger, Lee & Bhanthumnavin, (2000) who said that 0.7 correlation coefficient and above is acceptable.

Table 3.3 shows the Cronbach‘s Alpha for questionnaires and revealed that the instruments had adequate reliability for the study as shown below.

Table 3.3: Cronbach's Alpha reliability analysis

Variables	Cronbach Alpha Coefficient (∝)	Comments
Recruitment	0.814	Acceptable
Remuneration	0.820	Acceptable
Professional Development	0.902	Acceptable
Working Conditions	0.843	Acceptable
Curriculum Implementation	0.702	Acceptable
Average Score	**0.816**	**Acceptable**

Source: Research Data, (2021)

The results in Table 3.3 showed that the questionnaire indicators were generally reliable as shown by the reliability scores. Therefore, the data collection instrument was a reliable measure of study constructs.

3.11 Data Collection Procedures

Data collection was carried out in three logical phases.

Phase one: Pre-field logical phase

This was the pre-field logistics phase. In this phase the researcher laid out the research instruments where the completeness, physical layout, identification and clear instructions were verified. The researcher then drew a work plan which showed a detailed implementation plan of action to guide the research process. Training of research support team was then done because the quality of the data collected depends on the ability of the research support team to collect accurate data (Creswell et al., 2006). Finally, the researcher drew the budget to cater for research expenses which were critical for the success of the study. The researcher and his team made

familiarization visits to the research areas as well as reconnaissance visits to ascertain the availability of the respondents.

Phase two: Field-work logical stage

This stage involved making actual visits to schools within the sample. The researcher created rapport with the respondents to create familiarity and make the research process friendlier to them. It was at this point that the consent to participate in the study was sought. The duly filled questionnaire was then picked after a period of two weeks. For the interviews, the researcher booked the appointments with the relevant respondents. It is important to note that interviews were conducted by the researcher on one-on-one basis with the respondents. This ensured privacy and confidentiality. In every sub-county, interviews for county education officials were conducted the same day where it was possible, and where it was not, the researcher arranged to conduct the same on a different day.

Phase three: Post-field logical phase

This was the post-field logistics phase, where the researcher collected the instrument from the field. This phase also comprised the assembling of the research instruments and debriefing of the research assistants. The completed items were sorted ready for analysis.

3.12 Trustworthiness and Authenticity of Quality Data

The concept of trustworthiness of research is important in so far as ensuring establishing credibility (confidence in the truth of the findings), transferability (applying research results to other contexts), dependability (consistency of the research findings and may possibly be repeated), and confirmability (extent of

neutrality of the findings such that findings of the study is shaped by the respondents and not researcher biasness or interest.

According to Cohen, Manion & Morrison, (2000) credibility can be established through prolonged engagement with people, persistent observation in the field, participants' checks and triangulation. In the present study, this was achieved by conducting a thorough audit in the research process and also anchoring the research on the mixed methods approach that embraces data triangulation design.

3.13 Actual Data Collection Technique

Explanatory sequential mixed methods design was used to collect data. This implied that data was collected in two phases. The first phase involved the collection of quantitative data using administered questionnaires. The questionnaires were distributed and collected by the researcher or assistants to enhance the return rate. During the administration of the questionnaires, the researcher explained the procedure and the requirements. The exercise took about 30 minutes. The questionnaires were then collected for safe storage to ensure confidentiality and later analysis. The analyzed results from quantitative data were then used to further identify the interview participants. The interview group was briefed about the process and informed about the audio recording. This was to allow for verbatim transcription later. All the participants were given pseudo-identification numbers. They were required to cite them as they responded to questions for ease of transcription later. The researcher assured them of confidentiality. The interviews lasted approximately twenty minutes and were carried out in five schools in a quiet room that was provided

by the school. The researcher personally conducted the interviews which was in-depth and allowed further probing if any.

3.14 Data Analysis

In the present study, the data that was generated involved both quantitative and qualitative data given that mixed method approach was used. According to Creswell (2018), a mixed method approach to research combines both quantitative and qualitative forms of data, both in collection and analysis of data. Data analysis involves summarizing large quantities of raw data, categorization, rearranging and ordering data. This started by editing the collected data so that what had little relevance is removed. Questionnaires yielded quantitative data while open-ended questionnaires and interviews schedules generated qualitative data.

3.14.1 Quantitative Data Analysis

Quantitative data were obtained using questionnaires. The data collected through use of questionnaires were first edited to detect errors and omissions and where possible necessary corrections were made (Kothari & Garg, 2019). A comprehensive list of categories that were mutually exclusive were then prepared and codes assigned accordingly. Then coded data were thereafter analyzed using Statistical Packages for Social Sciences (SPSS) Version 24.0 computer software. Martin and Acuna (2002) observed that SPSS software is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient and useful for late generalization (Osborne & Costello, 2009). Both descriptive and inferential statistics methods were used in data analysis and presentation of research findings. Descriptive data originated from general

background information about the lead teachers and teachers as well as preliminary analysis of the research data that was collected. The descriptive data was in form of frequencies, percentages and standard deviations which was presented in tables and figures to facilitate discussions, findings and conclusions. Interpretation, discussion and linkage to literature review was thereafter done by the researcher.

Appropriate inferential statistics procedures of Pearson correlation coefficient and regression analysis was used to test the hypothesis in all the objectives one to four. The hypothesis testing was done at α=.05 significance level.

At α=.05 significance level if p-$\leq\alpha$ then the null hypotheses (Ho) would fail to be rejected. Data output from SPSS were presented and discussed as shown in table 3.4.

Table 3.4: Quantitative data analysis Matrix

Null hypothesis	***Independent variable***	***Dependent variable***	***Method of analysis***
There is no significant relationship between teacher recruitment and early childhood education curriculum implementation	Teacher recruitment	Curriculum implementation	Regression Analysis $Y= \alpha + \beta x1+ \varepsilon$
Teacher remuneration has no statistically significant influence on implementation of early childhood education curriculum.	Teacher remuneration	Curriculum implementation	Simple linear regression $Y= \alpha + \beta x_2 + \varepsilon$
Continued teacher professional development has no statistically significant influence on implementation of early childhood education curriculum.	Continued teacher professional development	Curriculum implementation	$Y= \alpha + \beta x3 + \varepsilon$
There is no significant relationship between teacher working conditions and early childhood education curriculum implementation	Teacher working conditions	Curriculum implementation	Regression Analysis $Y= \alpha + \beta x4 + \varepsilon$

Source***:*** Researcher, 2021

Based on the table 3.4 above, two hypotheses were tested in this study during the quantitate data analysis

The first null hypothesis was: There is no significant influence of teacher recruitment on early childhood education curriculum implementation in Homa-Bay County. Teacher recruitment was the independent variable whereas implementation of early childhood education curriculum formed the dependent variable. Regression analysis were the forms of quantitative data analysis employed for the study.

The second null hypothesis was: There is no significant influence of teacher remuneration on early childhood education curriculum implementation in Homa-Bay County. Teacher remuneration was the independent variable whereas implementation of early childhood education curriculum formed the dependent variable. Regression analysis were the forms of quantitative data analysis employed for the study.

The third null hypothesis was: There is no significant influence of continued teacher professional development on early childhood education curriculum implementation in Homa-Bay County. Continued teacher professional development was the independent variable whereas implementation of early childhood education curriculum formed the dependent variable. Regression analysis were the forms of quantitative data analysis employed for the study.

The fourth null hypothesis was: There is no significant influence of teacher working conditions on early childhood education curriculum implementation. In Homa-Bay County, Teacher working conditions was the independent variable whereas implementation of early childhood education curriculum formed the dependent variable. Regression analysis was the statistical method used to analyze quantitative data employed for the study.

3.14.1.1 Diagnostic Test

Before carrying out regression and correlation analysis, dependent and independent variables were subjected to normality, linearity, multicollinearity, heteroscedasticity and type I error and type II error tests as recommended by (Freund, 2006). This was to ensure that the data meets the necessary assumptions in order for regression to give valid results. The results of these tests are presented in the tables that follow.

3.14.1.1.2 Normality of the Data

Normality of the data was tested through the use of Kolmogrow- Smirnov and Shapiro-Wilk tests as shown in table 3.5.

Table 3.5: Tests of normality (Kolmogorov-Smirnov and Shapiro Wilk test)

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	**Df**	**p-value**	**Statistic**	**Df**	**p-value**
Lead Teachers						
Curriculum Imple.	.487	236	.043	.840	236	.078
Recruitment	.362	236	.043	.815	236	.068
Working Conditions	.136	236	.081	.809	236	.061
ECDE Teachers						
Curriculum Imple.	.434	313	.032	.659	313	.098
Recruitment	.282	313	.087	.765	313	.076
Working Conditions	.145	313	.088	.743	313	.082

Source: Research Data (2021)

The test established that the data was normally distributed (Table 3.5) since all the p-values were greater than 0.05 as suggested by (Pallant, 2020; Shapiro, Wilk & Chen, 1968). Therefore, the study failed to reject the null hypothesis and concluded that data on both the dependent and the independent variables were normally distributed and as a result subsequent analyses were to be carried out.

3.14.1.1.3 Test of Multicollinearity

Multicollinearity is a term that refers to a level of unacceptably that is rather high to the extent that the effects of the independent variable on the dependent variable are inseparable (Leech, 2005). When multi-collinearity exists between variables, relative effects of the explanatory variables are exaggerated and therefore unreliable.

Table 3.6: Test of multicollinearity (Variable Inflation Factor)

Independent Variables	Collinearity Statistics		
	Tolerance	VIF	Comments
ECDE Teachers			
Recruitment	.431	2.322	Acceptable
Working Conditions	.530	1.885	Acceptable
Lead Teachers			
Recruitment	.342	2.117	Acceptable
Working Conditions	.471	1.899	Acceptable

Source: Research Data, (2021)

Tolerance is the percentage of variance in the predictor that cannot be accounted for by the other predictors. Hence very small value indicate that a predictor is redundant; values that are less than .10 may merit further investigation

Variance Inflation Factor (VIF) where a value between 1 and 10 as suggested by Field (2009) indicates the absence of multicollinearity. This test was used to test the presence or absence of multicollinearity in the model. Table 3.6 indicates that factors in the independent variables had VIF values less than 10, hence confirming the absence of multicollinearity.

3.14.1.1.4 Test of Heteroscedasticity

Heteroscedasticity has to do with a systematic change in the spread of the residuals over the range of measured values. According to (Gibbs, 2007; Field, 2009), heteroscedasticity problem is said to be absent if the p values of independent variables are greater than the significant value of 0.05. In Table 3.7, the obtained p-value of recruitment variable of 0.243 and .119 ($p>0.05$) for EDE and lead teachers respectively and the p-value of working conditions variable of 0.262 and 0.274

(p>0.05) for ECDE and lead teachers respectively, showed that the p-value of the two independent variables is greater than 0.05 (p > 0.05) and was concluded that there was no heteroscedasticity problem. Therefore, the two variables (Recruitment and Working Conditions) were successfully used to predict the dependent variable (Implementation of Curriculum) as shown in table 3.7.

Table 3.7: Test of heteroscedasticity

	Unstandardized Coefficients		**Standardized Coefficients**	**t**	**p-value**
	B	**Std. Error**	**Beta**		
ECDE Teachers					
(Constant)	3.789	1.115		4.277	.000
Recruitment	.070	.224	.324	.924	.243
Working Conditions	.632	.056	.127	.814	.262
Lead Teachers					
(Constant)	3.789	1.224		.897	.000
Recruitment	.051	.057	.114	.791	.119
Working Conditions	.76	.067	.243	.564	.274

Source: Research Data, (2021)

Lastly, type I and type II errors were tested because research results may be affected by the wrong interpretation arising from hypotheses testing influenced by these errors. Type I error occurs when the researcher fails to accept a true null hypothesis. Type II error on the other hand occurs when the researcher fails to reject a false null hypothesis Cooper, Schindler & Sun, (2006) According to scholars, type I errors are considered more serious than Type II errors and that reducing the probability of a type II error increased the probability of a type 1 error (Cooper and Schindler, 2008). In an effort to control type I errors, researchers and statisticians believe that these errors largely depend on the level of statistical significance set by the researcher for testing the hypotheses. The levels that are mostly used are P<0.001, P<0.01 and P<0.05

(Frankfort-Nachmias & Nachmias, 2007) The hypotheses tested by the researcher were done using $p<0.05$ which is within the threshold of the conventional significance levels to ensure that the probability of committing type I error was lowered and that practical decisions made out of the recommendations of the tested hypotheses stand a relative low chance of being deceptive.

Zikmund, Babin, Carr, & Griffin, (2003) suggested that the type II errors can be addressed through the sample size by ensuring that it is relatively large. To address the risk of type II error this study obtained data from a sample of 236 lead teachers and 313 ECDE teachers.

3.14.2 Qualitative Data Analysis

Qualitative data from interviews with the lead teachers and teachers were transcribed, coded and analyzed using thematic analysis. The thematic analysis involved identifying, analyzing and reporting patterns (themes) within data. (Braun & Clarke, 2006). It organizes and describes data sets in details. It also interprets various aspects of research topic (Braun & Clarke, 2006).

In addition, according to Braun & Clarke (2006), thematic analysis can report both experiences and meanings from the participants' perspective as well as examining the ways in which events operate within the society. Qualitative data analysis involves data processes such as data reduction, display, conclusion and verification. Raw data from respondents during the interviews are transcribed and read over and over again to check for any incomplete, inconsistent and irrelevant data.

Thematic analysis became relevant for this study as it was dealing with a wide range of research questions, including respondents' experiences. The method has the ability to analyze different types of data, from transcripts of focus groups to document records to or one-on-one interviews and can work with a large or small data-sets. Transcription was analyzed as highlighted by Braun and Clarke (2006) in the phase as shown in table 3.8.

Table 3.8: Phases of qualitative data analysis

Phase/ Description of phase	**Description of phase process**
1. Familiarizing with your data	Transcription of the data (where necessary) reading and re-reading the data, noting down initial codes.
2. Generating initial codes	Coding interesting features of the data in a particular systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for the themes	Collating codes in to potential themes that accurately depict the data
4. Reviewing the themes	The researcher checks how the themes work in relation to the coded extracts and the entire data set
5. Defining and naming the themes	Analysist to refine the specifics of each of the themes, while generating clear definitions and names for each theme.
6. Producing the report	Final opportunity involving analysis where researcher selects vivid extract examples, does a final analysis, while relating back to the quantitative and literature, hence producing scholarly report of the analysis.

Source: Extracted from Braun and Clarke (2006)

The key premise of qualitative data in this study was to help find the gap / conform or disagree with the findings of the quantitative data earlier analyzed as per the four objectives.

Verbal quotations were transcribed, coded as sub-themes and themes. Identities of the participants were made anonymous by the use of initials i.e Lead teacher- LT 1-9 and Teacher- T 1-9 respectively.

Initials enhanced confidentiality on the information given by the respondents. Teachers and lead teachers individually responded by giving their feelings, experience and perceptions on teacher management by the county government and its influence on implementation of curriculum in Homa-Bay County. This was based on the objectives of the study where qualitative data from the interviewees were reported verbatim, transcribed and coded according to various theme.

Following the format of Braun and Clarke (2006) a sample of the verbatim quotations, themes and codes that emerged from the study is shown in the table 3.9.

Table 3.9: Sample themes, codes, interviews excerpts

Interview transcripts	***Codes***	***Themes***
''Recruitment of teachers in the county lacks transparency and fairness, to get recruited as an ECDE teacher, one has to know someone at the county, have a relative and or bribe the county education officials. They hardly follow the merit list for procedural fairness''(Lead Teacher 3	***LT3-***	Teacher recruitment on ECDE curriculum implementation
''Everybody needs to make good money, live comfortable life and afford some fun, this is not the case with ECDE teachers here who are paid peanuts and are expected to handle the most difficult and demanding learners'' *There is high turnover of ECDE teachers because of pay, qualified teachers are looking for less demanding jobs that pay much better than ECDE sector. (Lead Teacher 2.)*	***LT-2***	Teacher remuneration on ECDE curriculum implementation
No matter how much I am supervised by my superiors. I still find myself very low if I am underpaid. I find myself missing school to go look for an alternative source of money to feed my family (Teacher-1)	***T-1***	Teacher remuneration on ECDE curriculum implementation
I feel disappointed when I work extremely hard and my effort is not rewarded, the pay I get cannot allow me to stay decently and leave in a good house. I am posted away from my home place and I have to rent a house with the little pay I get. This effects my productivity (Teacher -7)	***T-7***	Teacher remuneration on ECDE curriculum implementation
''I have only attended in-service training organized by the county government, the two trainings have attended have been my own initiative and self-sponsored. The impact of such training has been fantastic in the process of curriculum implementation. It has greatly changed.it has greatly changed positively my pedagogical approach through exchange of ideas from my peers''(Teacher -9	***T-9***	Teacher continuous professional development on ecde curriculum implementation
"In my school materials are hardly supplied, sometimes we force parents to buy teaching materials, our classrooms are worn out making learners uncomfortable in class. Toilets are being shared with primary learners which is not good for the young learners. These conditions are not good for effective curriculum implementation. I have raised these issues with my supervisors and no response has been forthcoming." (Teacher -5)	***T-5***	Provision of teacher working conditions on early childhood education curriculum implementation**.**

Source; Interview Research Data, 2021

From 3.9 above, verbatim quotations from interviews were transcribed and themes merged. Coding, which is a process of organizing and sorting data was done and it involved assigning a letter or letters with a number to each coding category. Codes help to label, compile and organize data. This made it possible for the researcher to summarize what was happening. In linking data collection and interpretation, coding became the basis for developing analysis (Gibbs, 2007). Coding was used to make it possible to go through all interview scripts in a systematic way.

3.15 Logical and Ethical Considerations

The researcher obtained an introduction letter from the school of postgraduate studies, Kenyatta University (Appendix x) and also sought for research authorization permit from National Commission for Science, Technology and Innovation (NACOSTI) - (Appendix XIII) and permission from the County Ministry of Education officials (Appendix VII & IX) for research authorization letters. The researcher then booked appointment with the county government education officials then appointment with lead teachers and ECDE teachers before the actual research. The participants were then notified of the rationale of the research.

In addition to the authorization from the relevant bodies, informed consent was sought from the participants first, with express declaration of the protection of their right, confidential and professional handling of their background information and information they would give, anonymity, accuracy of data and respect for their opinions. The declaration was made in consent forms for ECDE teachers and lead teachers as an ethical procedure. the researcher ensured that the respondents participated in the study willingly by signing a letter of consent which showed that

they participated in the study willingly. Chain of command was strictly adhered to while in the field (Mugenda & Mugenda, 2003; Orodho, 2009). Participants were given the consent forms to read and sign before attempting to take part in filling the questionnaire forms and responding to interviews (See Appendix XI).

To ensure confidentiality, during data collection, the respondents were not required to provide identification information on the questionnaires or during the interviews. The interviews were also conducted in secluded rooms and in individual offices for the county education officials. To ensure anonymity, the researcher used codes on the questionnaires.

Acknowledgment of writings and research work was cited in the study, and proper referencing and citations of all the work was done. This helped in dispensing copyright infringement/research plagiarism and maintained the uprightness of scientific exploration procedure. To further boost the respondents' confidentiality). Finally, human rights and public relations, mien and decorum were observed while carrying out the research.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings, interpretations and discussions according to study objectives. The chapter has been sub-divided into sections and sub-sections. The findings have been presented in line with the objectives of the study. Analysis of quantitative data was by both descriptive and inferential statistics. The descriptive statistics is used to describe and summarize data in form of tables, frequencies, percentages, means and standard deviation. The inferential statistics was used to help make inferences and draw conclusions on the research hypothesis.

Multiple regression analysis was used to develop a prediction model to investigate how well the sets of the independent variables were able to influence the implementation of Early Childhood Development Education Curriculum in Homa Bay County. Statistical tests, regression analysis has been used to investigate the relationship of the variables. The SPSS version 22 is used to analyze quantitative data whereas the qualitative data is thematically analyzed. For each objective, the results of the quantitative analysis of both descriptive and inferential statistics are tabulated followed by relevant interpretations. Further, analysis from qualitative data is presented under each related objective. Finally, at the end of each objective, a discussion, that integrates both quantitative and qualitative findings of the study is presented.

The study was guided by the following objectives:

i. To establish the influence of teacher recruitment on the implementation of early childhood education curriculum in Homa Bay County.
ii. To investigate the influence of teacher remuneration on the implementation of early childhood education curriculum in Homa Bay County
iii. To establish the influence of continued teacher professional development on the implementation of early childhood education curriculum in Homa Bay County
iv. To determine the influence of provision of teacher working conditions on the implementation of early childhood education curriculum in Homa Bay County.

This chapter begins with a presentation of the instrument return rates; background characteristics of the respondents followed by objective-based sections that formed the basis of the thematic areas that guided the study.

4.2 Return Rate of the Administered Instruments

Table 4.1, which shows the summary of return rate of questionnaires from the respondents, reveals that the questionnaires return rate was adequate for the study.

Table 4.1: Questionnaire return rate

Respondents	Administered QNS	Returned QNS	Return Rate %
ECDE Lead Teachers	236	236	100
EDE Teachers	313	313	100
County ECDE officers	54	39	72
TOTAL	**603**	**588**	

Source: Research data, 2021

Table 4.1 shows from a total of 236 questionnaires administered to the ECDE lead teachers, all of them were returned for data analysis, which is equivalent to 100% response rate. From the ECDE teachers, out of the 313-questionnaire given out, again all of them were returned which translated to 100% response rate. From the County ECDE officers, out of the 54 questionnaires issued, 39 of them were returned, which is equivalent of 72.2% response rate. Morgan (2006) posits that a 50% return rate is adequate, 60% is good enough while the return rate of above 70% is very good. Grounded on this assertion, the current study's questionnaire return rate of over 70% for all the categories of respondents is therefore considered as very good. The noted high response rate was attributed to the fact that the questionnaires were personally administered by the researcher to the respondents. In addition, the questionnaires were simple and respondents friendly; the respondents were assured of confidentiality of the data collected.

For the interview schedules, the response rate from the lead and the ECDE teacher was also noted to be 100% as depicted in the table 4.2.

Table 4.2: Response rate on interview data

Respondents	**Number of participants**	**Number interviewed**	**Return Rate (%)**
Lead Teachers	18	18	100
ECDE Teacher	20	20	100

Source: Researcher 2021

The table 4.2 response rate was achieved because adequate arrangement was made with the participants through mutually agreed appointments dates, and the researcher personally conducted the interviews with the respondents.

4.3 Background Characteristics of the Respondents

The researcher sought to establish the demographic characteristics of the respondents in the study. These characteristics included; age, gender, level of education, length of service, marital status and sponsors of school.

4.3.1 Age of ECDE Teachers

The study sought to establish the age of the ECDE teachers and the results are reported in figure 4.1.

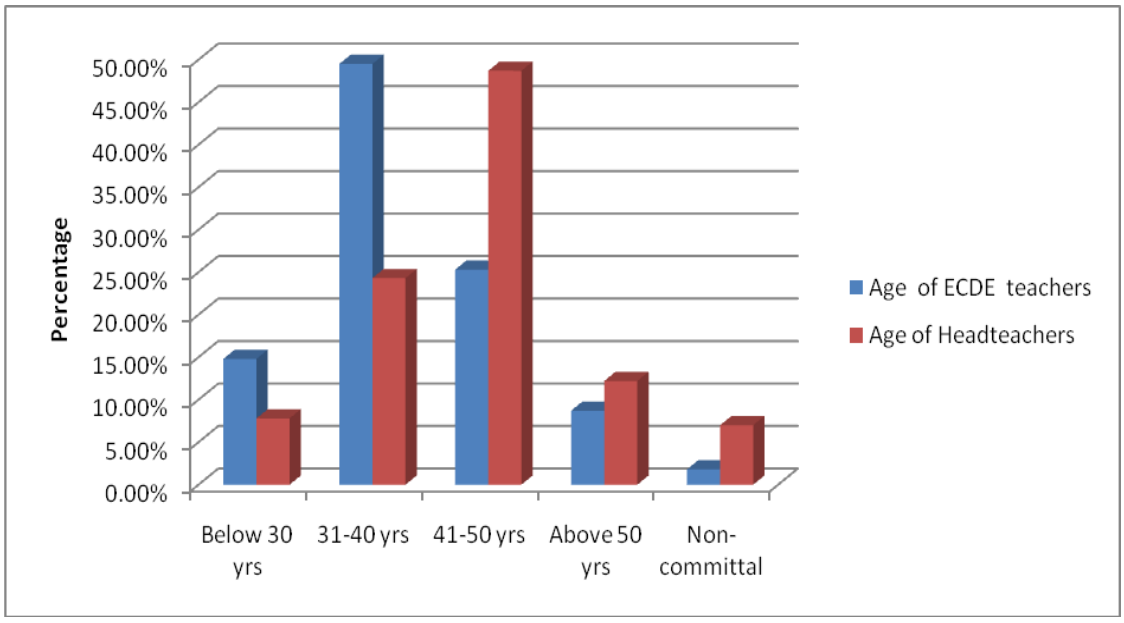

Figure 4.1: Age of ECDE teachers

Source: Research data, 2021

On age of ECDE teachers, it was observed that majority of ECDE teachers were in the age bracket of 31-40 years, constituting 49.5% of the sampled teachers, followed by

the category of 41-50 which constituted 25.3% of the sampled teachers. Figure 4.1 also shows that majority of lead teachers fall between age categories of 41-50 years (48.70%) of the sampled lead teachers while 24.20% of the sampled lead teachers were within the age bracket of 31-40 years of age. Around 8% of the lead teachers fall below the age of 30 years and 10% of the teachers are above 50 years of age. This shows that majority of the lead teachers are in their prime and active age for leadership.

The study also sought to find out the gender of the respondents involved in the study. This is shown in figure 4.2 below:

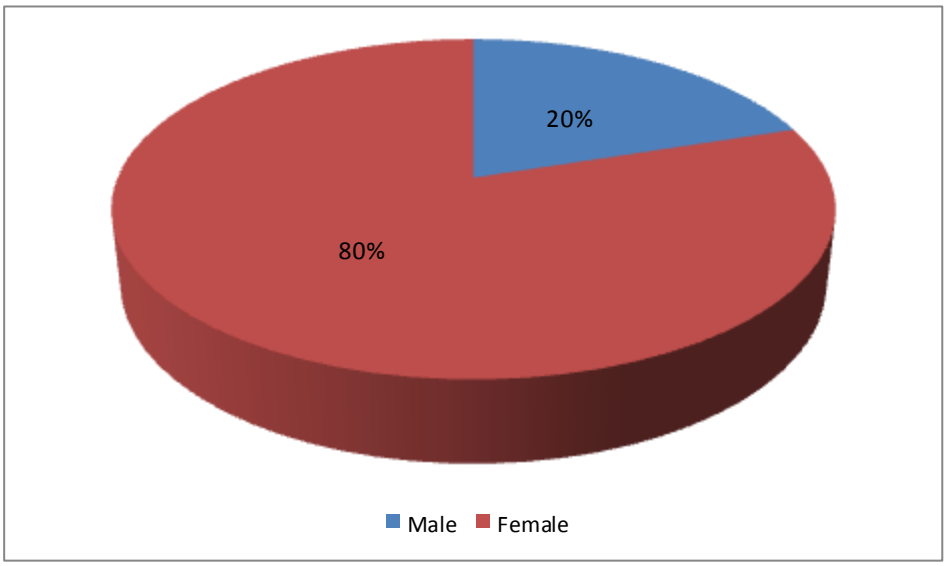

Figure 4.2: Gender of Lead teachers

Source: Research data, 2021

On the aspect of gender, out of the 195 lead teachers, 156 (80%) were females while 39 (20%) were males. This distribution shows that there is a gender disparity among lead teachers. This disparity is not unique to this study population as literature has always indicated a gender bias in the teaching force in pre-school. The apparent

feminization pre-school has been associated with gender stereotypes of care for children being traditionally a responsibility of women. Accordingly, it is generally believed that female teachers are better prepared for this role compared to their male counterparts (Puamau & Pene, 2008). For instance, a study carried out by Center for the Child Care Workforce in 2002 reported that women constitute the highest proportion of the teaching workforce in early childhood education is at 87% while men constitute as low a percentage as 13% and even then, these men mostly teach in grades 5 and 6 (Cunningham & Dorsey, 2004).

Moreover, most people, including some in ECDE still believe that women are naturally predisposed to care-giving for young as opposed to men (Cunningham & Dorsey, 2004; Sander, Caroselli, Becker, Neese & Scheibel, (2002) and this explains the femininity of the teaching profession at the lower levels (Wardle, 2013). This therefore puts the female teachers at a better position for effective ECDE curriculum implementation.

4.3.2 ECDE Teacher Level of Education

The study sought to establish the level of education for the lead teachers and ECDE teachers because the level of education is a key criterion used in management and implementation of ECDE curriculum. The Lead teachers and ECDE Teachers levels of education are shown in figure 4.3.

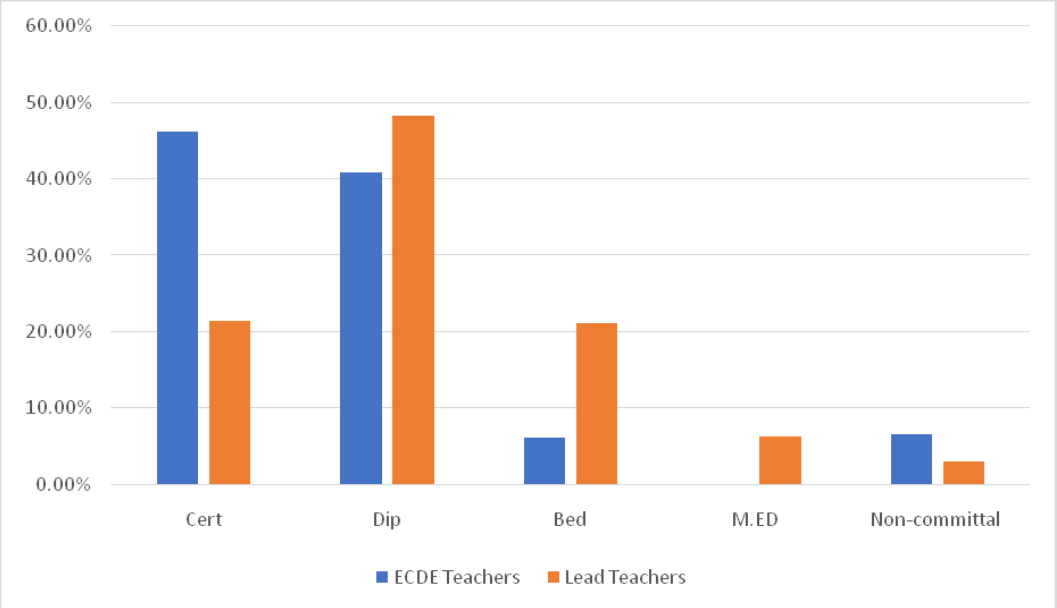

Figure 4.3: Level of education of the lead teachers and ECDE teachers

Source: Research data, 2021

From the figure 4.3 above, lead teachers 94 (48.20%) had Diploma qualification, 41(21.40%) lead teachers had certificate whereas 40 (21.16%) lead teachers had B.Ed., respectively while 12 (6.24%) had M.Ed. On the ECDE teachers' qualifications, the study established that 89 (46.2 %) of the ECDE teachers had attained certificate level of education, followed by 80 (40.8%) of the teachers having attained diploma certificates and only 11 (6.1%) of both the ECDE teachers had B.Ed. and another 10 (6.5 %) of the teachers being none committal on the question of their professional qualifications. The study determined that a bigger percentage of ECDE teachers had the necessary qualifications and capacity to handle the curriculum implementation. The basic academic qualification for an ECDE teacher is a certificate in education, which up to 46.2% of the total respondents had. Another bigger percentage (40.8%) acknowledged having diploma in ECDE education signifying continued learning and therefore improved ability to handle the children well in all the

relevant departments. ECDE education has evolved under the new curriculum and the fact that teachers are learning and improving on their education makes it easier to bring them to terms with the new changes (Republic of Kenya Early Childhood Development Service Standard Guidelines for Kenya, 2006).

4.3.3 Lead Teachers Experience

The study sought to establish the experience lead teachers and teachers had in their service in the teaching profession and leadership as shown in figure 4.4.

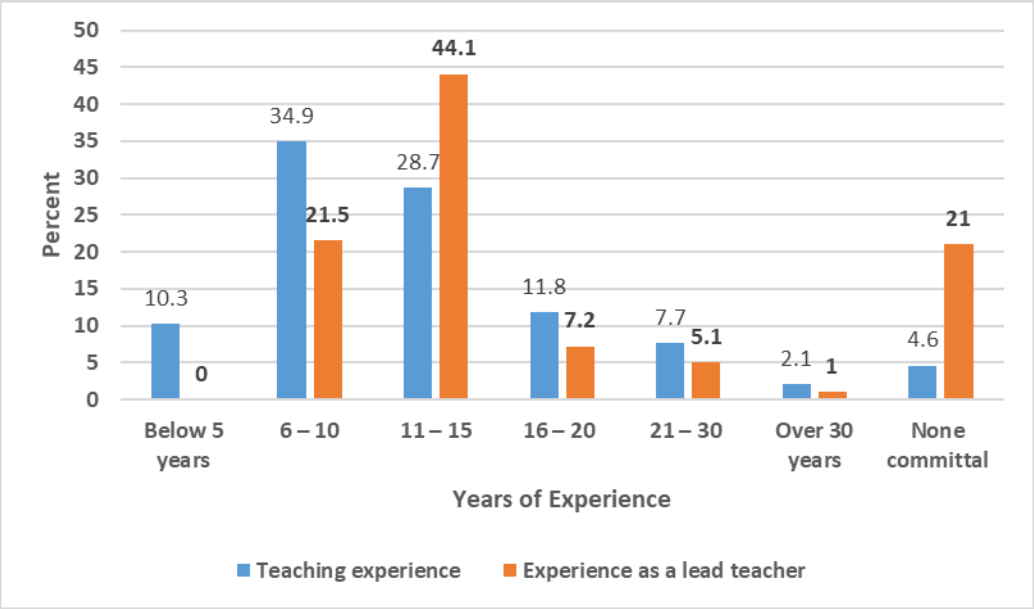

Figure 4.4: Lead teachers teaching and leadership experience

Source: Research data, 2021

Results of analysis indicated that the majority of the lead teachers (44.1%) had 11-15 years' experience in leadership while 22.5% had 6-10 years' experience in leadership. The study also observed that 7.2% had leadership experience with over 16-20 years' experience. The study also established that 1% of the lead teachers had been in the leadership position for over 30 years. Experience is a unique quality in the teaching

fraternity because it offers deeper understanding of the curriculum and when change is brought then it becomes easier to bring on board the new aspect. Most of the teachers interviewed have had experiences between 6 and 20 years. According to this distribution, the teachers who had a longer experience in teaching in the ECDE sector were far much fewer compared to the newly trained teachers which did not greatly impact the curriculum development because most teacher had enough experience to offer good implementation of the curriculum. This finding is in agreement with the findings of Podolsky, Kiini & Darling-Hammond, (2019) who found out that teaching experience positively relates to effective curriculum implementation.

4.3.4 ECDE Teachers' Experience

The study also sought to find out the ECDE teachers' length of service and how the experience influence ECDE curriculum implementation.

Table 4.3: ECDE teachers' experience

Teaching experience	**Teaching experience**
Below 5 years	29 (10.5%)
6 – 10	104 (37.5%)
11 – 15	69 (24.9%)
16 – 20	47 (17.0%)
21 – 30	13 (4.7%)
Over 30 years	7 (2.5%)
Non-committal	8 (2.9%)

Source: Researcher, (2021)

According to the table of results above, 37.5% of teachers had served for a period of between 6 and 10 years. This category was followed by those who had taught for a

period between 11 and 15 years and it was observed that 24.9% constituted the group. Those who had taught for 5 years and below constituted 10.5% of the sampled teachers while those who had taught for a period of between 21 and 30 years constituted 2.5% of the teachers who participated in the study. Nonetheless, there was 2.9% of the sampled teachers who remained non-committal on the question of their experience in teaching in the ECDE sector. According to this distribution, the teachers who had a longer experience in teaching in the ECDE sector were far much fewer compared to the newly trained teachers which did not greatly impact the curriculum development because most teachers had enough experience to offer good implementation of the curriculum.

4.4 Findings on Influence of Teacher Recruitment on the Implementation of Early Childhood Education Curriculum in Homa Bay County

The first objective sought to find out how teacher recruitment by the county government influences the implementation of early childhood curriculum in Homa Bay County. To achieve this objective, the researcher sought to analyze: the lead teachers' views on adequacy of ECDE teachers, lead teachers' view on recruitment of ECDE teachers on the influence of curriculum implementation, ECDE teachers' views on recruitment of teachers on the influence of curriculum implementation, lead teachers' views on ECDE curriculum implementation and ECDE teachers' views on curriculum implementation. The data collected was analyzed as shown below:

4.4.1 Lead Teachers' Views on the Adequacy of ECDE Teachers

The study sought to investigate the lead teachers' views on the adequacy of ECDE teachers as this is very crucial in the implementation of early childhood education curriculum. The result is as indicated in figure 4.5.

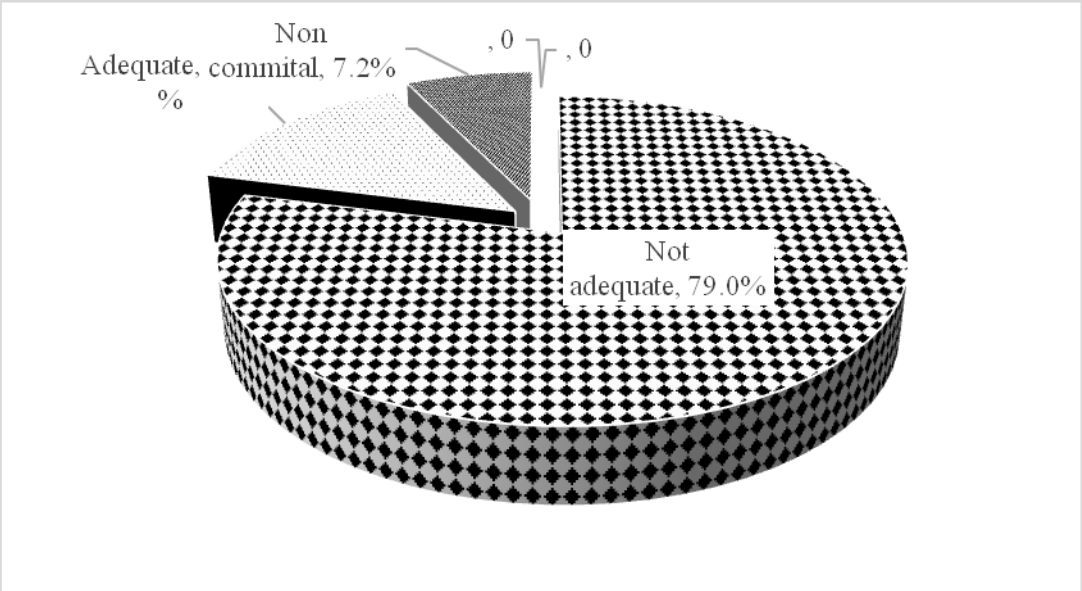

Figure 4.5 Lead teachers' views on the number of ECDE teachers in their centers

Source: Research data, 2021

Figure 4.5 shows 154 lead teachers representing 79.0% of 195 reported that the county does not have adequate ECDE teachers while only 26 lead teachers representing 13.8% reported that teachers are adequate. A total of 15 lead teachers representing 7.6% were none committal. The center with the highest number employed by the County government was 3 teachers. This impacted seriously the teacher-pupil ratio and threatened the effective implementation of the curriculum in all the aspects. The ECDE pupils require continuous engagement throughout their school hours because of their short concentration span and the ease with which they

are distracted. Employing fewer teachers overwhelms the few and the children are disengaged to warrant adequate any development. Teachers are also having different attributes that they impart on the children as they interact, when there is only one teacher, the character development of the child is not holistic as would be when the child interacted with more teachers. In some centers, the County government had employed only one teacher. An average of 1 teacher had been employed in the 195 centers. From the analysis above, it is evident that the number of ECDE teachers was inadequate thereby causing serious under-staffing hence affecting the process of implementation of the curriculum. The average of one teacher per center posed a serious problem especially in a scenario where the only teacher is sick and or has some unavoidable issues, and the pupils will remain unattended hence impeding implementation. These findings are in agreement with the findings of Ndayisaba (2017) and Waita et al., (2016) that congested classes lead to high workload and consequently impede teacher personalized interaction with all pupils and negatively impedes curriculum implementation. The findings corroborate with the findings of Amolo et al., (2016) which showed that TSC staffing policies have a great impact on teachers' distribution within the County.

4.4.2 Respondents' View on Recruitment of ECDE Teachers and the Influence on Curriculum Implementation

The study also sought to establish teachers' (both lead teachers and ECDE teachers) view on recruitment of ECDE teachers on the influence of ECDE curriculum implementation. Lead teachers were asked to indicate their responses for various areas in relation to teachers' recruitment on the influence of curriculum implementation in a 5-point Likert scale with (**1-strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-**

Strongly agree) as indicated in the table 4.4 below. The basis for interpretation was that any mean below 2.5 meant disapproval while above 2.5 meant approval.

Table 4.4: Teachers' views on recruitment of teachers

Item	Respondents	1	2	3	4	5	Mean
New teachers are recruited and posted to the center immediately there exist a vacancy	ECDE Teachers	91 (32.9%)	63 (22.7%)	44 (15.9%)	36 (13.0%)	43 (15.5%)	2.54
	Lead Teachers	67 (32.9%)	57 (22.7%)	26 (13.3%)	30 (15.4%)	15 (7.7%)	2.29
The recruitment of teachers is advertised, shortlisted and interviews done based on merit.	ECDE Teachers	80 (28.9%)	38 (13.7%)	46 (16.6%)	65 (23.5%)	48 (17.3%)	3.01
	Lead Teachers	35 (17.9%)	37 (19.0%)	29 (14.9%)	56 (28.7%)	38 (19.5%)	3.13
The recruitment of teachers is done in a fair, transparent and professional manner.	ECDE Teachers	90 (32.5%)	36 (13.0%)	70 (25.3%)	43 (15.5%)	38 (13.7%)	2.64
	Lead Teachers	50 (25.6%)	37 (19.0%)	38 (19.5%)	37 (19.0%)	33 (16.9%)	2.82
The Teacher / pupil ratio is appropriate for pupil individual attention and pupils' differences.	ECDE Teachers	99 (35.7%)	79 (28.5%)	39 (14.1%)	36 (13.0%)	24 (8.7%)	2.27
	Lead Teachers	75 (38.5%)	50 (25.6%)	21 (10.8%)	29 (14.9%)	20 (10.3%)	2.29
There is a clear policy guiding teacher recruitment process.	ECDE Teachers	81 (29.2%)	43 (15.5%)	74 (26.7%)	42 (15.2%)	37 (13.4%)	2.85
	Lead Teachers	45 (23.1%)	22 (11.3%)	57 (29.3%)	49 (25.1%)	22 (11.3%)	2.90

Note:1-strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree

Source: Researcher, 2021

Table 4.4 showed that 40.8% of the ECDE teachers reported that recruitment of teachers is advertised. Shortlisting and interviews done based on merit while 42.6% of the ECDE teachers disagreed. Also 28.7% of lead teachers agreed and 19.5% of lead

teachers strongly agreed that recruitment of teachers is advertised, shortlisting and interviews done based on merit while 36.9% disagreed. On the question about new teachers being recruited and posted to the centre immediately there exist a vacancy, 55.6% of the ECDE teachers disagreed while 28.5% agreed with the statement. Equally 63.6% of the lead teachers disagreed while 23.1% agreed. On whether recruitment is done on a fair, transparent and professional manner, 45.5% of the ECDE teachers disagreed with the statement while 29.9% agreed. Also 44.6% of the lead teachers agreed while 38.5% disagreed. On clear policy on recruitment, 44.7% of the teachers disagreed whereas 28.6% of the teachers agreed.

On clear policy on recruitment, 44.7% of the teachers disagreed whereas 28.6% of the teachers agreed. Equally 34.4% of the lead teachers agreed that there are clear policies on recruitment whereas 36.4% disagreed. The data shows that ECDE teachers generally disagreed with above statements (mean response 2.27), that teacher/pupil ratio is appropriate for pupil individual attention and pupils' differences. The teachers concurred with the lead teachers that recruitment of teachers is not advertised, shortlisting and interviews done based on merit (mean response 3.01). There are policies that are in existence but the county government is not so enthusiastic to implement them. The new curriculum requires infrastructural development, learning material acquisition and teacher employment to ensure the children are given the perfect environment to learn and be themselves. The recruitment process equally is never transparent and merit oriented because the chances are never shortlisted and picked from the schools as is customary in the other recruitment like secondary schools. They also strongly disagreed that teacher/pupil ratio is appropriate for pupil's individual attention and individual differences. The study also found that 29.2% of the

teachers strongly disagreed that there is a clear policy guiding teacher recruitment process.

In a scale of 1 – 5 (1-strongly disagree, 2-disagree, 3-not sure, 4-agree, 5-strongly agree), the mean response of 3.13 was obtained when the lead teachers were requested to state their views on recruitment of teachers as far as advertisement, shortlisting and conducting of interviews is concerned. From the above mean, views were varied from the lead teachers on the recruitment process of teachers on advertisement, shortlisting and interviews being done based on merit. Nearly a half of the lead teachers hold the view that advertisement, shortlisting and conducting interviews are based on merit. Slightly above a half of the lead teachers had a contrary opinion.

Although the recruitment process of ECDE teachers is done in line with the guidelines by the county government and the national government regulations, majority of the lead teachers disagree (mean response of 2.90 reported that the guidelines and policies are not being followed. The lead teachers generally disagreed (mean response 2.29), that the new teachers were recruited and posted to the centres immediately there existed a vacancy and teacher/pupil ratio was appropriate for pupil individual attention and pupils' differences (mean response 2.29). Lead teachers noted the county government had not recruited enough teachers. The teacher-pupil ratio was still relatively low and there was need to fill the gap. This finding concurs with the study by the UNESCO (2006) which indicated that Africa is facing a looming teacher's shortage in its effort to achieve Universal Basic Education and Education for All (EFA) by 2015. The report further noted that unless there is substantial investment on teacher recruitment, the Education for All dream will not succeed. This shortage of ECDE teachers certainly affects the implementation of ECDE curriculum.

4.4.3 Relationship between Teacher Recruitment practices and Implementation of Early Childhood Education Curriculum

The study sought to investigate the relationship between teacher recruitment practices and implementation of early childhood education curriculum in Homabay County. Pearson Product Moment Correlation analysis was used to establish the magnitude and direction of the relationships between teacher recruitment practices and implementation of early childhood education curriculum. Mean response across a set of statements of Likert-type scale responses in the both domains of teacher recruitment and implementation of early childhood education were computed to create an approximately continuous variables, within an open interval of 1 to 5 as determined to be suitable for the use of parametric data by Johnson and Creech (1983)) and Sullivan and Artino Jr. (2013). High scale ratings implied high perceived teacher recruitment practices and high implementation of early childhood education, and vice-versa. This was done after reversing all the negatively worded statements. The significance value was set at 0.05; hence, a p-value less than 0.05 would lead to the conclusion that the correlation is statistically significant. The results are summarized in Table 4.14.

Table 4.5: Correlations between teacher recruitment and implementation of early childhood education curriculum

		Teacher Recruitment	ECDE Curriculum Implementation
Teacher Recruitment	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.000
	N	313	313
ECDE Curriculum Implementation	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	
	N	313	313

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data (2021)

It is evident from Table 4.5 that teacher recruitment practice is directly correlated with implementation of early childhood education curriculum. A fairly moderate relationship was established between the variables. This was reflected by a significant correlation coefficient (n=313, *r*=.492, *p*=.000) which was positive, but moderate, with high levels of perceived teacher recruitment practices associated with higher levels of implementation of early childhood education curriculum. The findings are in concurrence with that of (Kogo et al., 2019), who in their study, cited that poor recruitment policies are major challenges to poor curriculum implementation. Equally, Mwatsum (2012) study found that school leadership which encompasses good recruitment practices was significant in academic performance of learners; head teachers' effective monitoring of staff positively correlated to school curriculum implementation.

Further, regression analysis was used to establish the influence of teacher recruitment on implementation of early childhood education curriculum.

4.4.4 Influence of Teacher Recruitment on Implementation of Early Childhood Education Curriculum

$H_0$1: ***Teacher recruitment has no statistically significant influence on implementation of early childhood education curriculum.***

To establish whether teacher recruitment has any influence on implementation of early childhood education curriculum, the null hypothesis that *"Teacher recruitment has no statistically significant influence on implementation of early childhood education curriculum in Homabay County"* was tested. The null hypothesis was tested using simple linear regression analysis with the investigated null hypothesis being, H_0: $\beta_1 = 0$ and the corresponding alternative hypothesis, H_1: $\beta_1 \neq 0$. If the null

hypothesis is true, then from $E(Y) = \beta_0 + \beta_1 x$ the population mean of Y is β_0 for every X value, which indicates that X (teacher recruitment) has no effect on Y (implementation of early childhood education curriculum) and the alternative being that teacher recruitment is associated to implementation of early childhood education curriculum. First, the mean response across a set of statements of Likert-type scale responses in the both domains of teacher recruitment and implementation of early childhood education were computed to create approximately continuous variables, within an open interval of 1 to 5 as determined to be suitable for the use of parametric data by Johnson and Creech (1983) and Sullivan and Artino (2013). This was done after reversing all the negatively worded statements. Thus, high scale ratings implied high perceived teacher recruitment and high implementation of early childhood education and vice-versa. The significance level was set at 0.05, such that if the *p*-value was less than 0.05, then the null hypothesis would be rejected and conclusion reached that teacher recruitment practice has statistically significant influence on implementation of early childhood education. Table 4.19 shows the coefficients values of the regression model.

Table 4.6: Coefficients- Influence of Teacher Recruitment on Implementation of Early Childhood Education Curriculum

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	2.219	.075		29.553	.000	2.072	2.367
	Teacher Recruitment	.266	.027	.492	9.975	.000	.214	.319

a. Dependent Variable: ECDE Curriculum Implementation

$Y = \alpha + \beta x_1 + \varepsilon$

From the model it is shown that the slope coefficient for teacher recruitment practices was positive .266, suggesting that the level of implementation of early childhood education improves by .266 units, which is 95% within CI (.214, .319), for each one-unit improvement in teacher recruitment practices by government of Homa Bay County. Similarly, an improvement on teacher recruitment practices by one standard deviation would result into positive implementation of early childhood education in the county by .492 standard deviations.

It is evident that there is a significant p-value (t= 9.975; p <.001) of the explanatory variable, teacher recruitment practices, demonstrating that there is sufficient evidence to reject the null hypothesis that $\beta_1 = 0$. Hence, the null hypothesis that "*teacher recruitment has no statistically significant influence on implementation of early childhood education curriculum in Homa Bay County*" was rejected. The Hypothesis that there is a significant influence of teacher's recruitment on implementation of early childhood education curriculum in Homa Bay County is therefore supported. Consequently, it was concluded that there is statistically significant positive influence of teacher recruitment on implementation of early childhood education curriculum. The fitted regression model was: Implementation of Early Childhood Education Curriculum = 2.219 + .266 (score of teacher recruitment).

However, to establish whether teacher recruitment influence was truly significant in Homa Bay County, regression Analysis of Variance was conducted, as suggested by Creswell (2014); Tabachnick and Fidell (2007) and Stevens (1996).

Table 4.7 shows the summary of regression ANOVA on influence of teacher recruitment on implementation of early childhood education curriculum.

Table 4.7: ANOVA- Influence of Teacher Recruitment on Implementation of Early Childhood Education Curriculum

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.715	1	25.715	99.503	.000[b]
	Residual	80.375	311	.258		
	Total	106.090	312			

a. Dependent Variable: ECDE Curriculum Implementation

b. Predictors: (Constant), Teacher Recruitment

From the regression ANOVA output shown in Table 4.7, it is evident that teacher recruitment practices are without a doubt a significant predicator to the implementation of early childhood education curriculum, F (1, 311) = 99.503, p<.001. This result points out that the regression model significantly predicts the implementation of early childhood education curriculum. Further, Table 4.8 shows a regression model on the influence of teacher recruitment practices on the implementation of early childhood education curriculum in the county government of Homa-Bay.

Table 4.8: Model Summary on Influence of Teacher Recruitment on Implementation of Early Childhood Education Curriculum

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.492[a]	.242	.240	.50837

a. Predictors: (Constant), Teacher Recruitment

The model summary reveal that teacher recruitment practices accounted for 24.0% (coefficient Adjusted R^2=.240) of the variation of early childhood education curriculum implementation. This finding suggests that variation in the level of teacher

recruitment practices explained 24% of the variability in the implementation of early childhood education curriculum in the county of Homa Bay.

Qualitative data from the lead teachers and teachers interviewed revealed that teacher recruitment has never been transparent and merit oriented as there are no policies guiding the recruitment process and or policies are being ignored. Although advertisements are done, the process of recruitment which is done at the county head office has never been transparent. Replacement can take up to three years and in many cases spell doom to a cohort of teachers who apply and even after the interviews, posting also delays for further too long and this affects curriculum implementation negatively. One lead teacher reported that:

> *Recruitment of teachers in the county lacks transparency and fairness. To get recruited as an ECDE teacher, one has to know someone at the county, have a relative and or bribe the county education officials. They hardly follow the merit list for procedural fairness. (LT-3).*

The implication from this excerpt from the lead teacher-3 is that there are no clear policies regarding recruitment of teachers in the county. Recruitment of teachers is not transparent; neither is it based on merit.

Both quantitative and qualitative data revealed although the teacher recruitment influences the implementation of early childhood Education curriculum, there is lack of clear policy guiding ECDE teacher recruitment in Homa Bay County. The finding of the study agree with findings of (Amolo et al., (2016) which found out that TSC staffing policies have a negative impact on teachers' distribution within Homa Bay

County and this affects curriculum implementation. There is need to develop a link from the national government, down to the county government and the education stakeholders to ensure that the policies and educational frameworks put in place reach the teacher and the ECDE centers.

4.5 Teachers' Views on ECDE Curriculum Implementation

The study also sought teachers' perception on ECDE curriculum implementation. The researcher formulated various items in relation to ECDE curriculum implementation in a five-point Likert scale where teachers needed to respond to. (**1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree)** as shown in table 4.9.

Table 4.9: Respondents' views on ECDE curriculum implementation

ECDE curriculum implementation		1	2	3	4	5	Mean
The learners have developed life skills after undertaking ECDE.	Lead Teachers	16 (8.2%)	12 (6.2%)	12 (6.2%)	80 (41.0%)	75 (38.5%)	3.99
	ECDE Teachers	21 (7.6%)	3 (1.1%)	40 (14.5%)	126 (45.5%)	87 (31.4%)	4.02
The learners are able to attend to personal issues on their own without assistance of their teachers.	Lead Teachers	25 (12.8%)	27 (13.8%)	23 (11.8%)	86 (44.1%)	34 (17.4%)	3.41
	ECDE Teachers	43 (15.5%)	48 (17.3%)	51 (18.4%)	85 (30.7%)	50 (18.1%)	3.20
The level of confidence among learners has changed positively	Lead Teachers	16 (8.2%)	13 (6.7%)	11 (5.7%)	100 (51.3%)	55 (28.2%)	3.87
	ECDE Teachers	16 (5.8%)	17 (6.1%)	47 (17.0%)	114 (41.2%)	83 (30.0%)	3.93
The learners can confidently seek for assistance from their teachers when need arises	Lead Teachers	12 (6.2%)	10 (5.1%)	12 (6.2%)	99 (50.8%)	62 (31.8%)	4.01
	ECDE Teachers	13 (4.7%)	15 (5.4%)	47 (17.0%)	121 (43.7%)	81 (29.2%)	
The statistics on transition to subsequent levels has increased	Lead Teachers	15 (7.7%)	11 (5.6%)	15 (7.7%)	103 (52.8%)	51 (26.2%)	3.88
	ECDE Teachers	16 (5.8%)	20 (7.2%)	54 (19.5%)	120 (43.3%)	67 (24.2%)	4.03
The enrolment in our ECDE programs has increased	Lead Teachers	11 (5.6%)	9 (4.6%)	13 (6.7%)	82 (42.1%)	80 (41.0%)	4.12
	ECDE Teachers	19 (6.9%)	11 (4.0%)	49 (17.7%)	95 (34.3%)	103 (37.2%)	4.04
The rate of absenteeism among leaners has reduced.	Lead Teachers	18 (9.2%)	12 (6.2%)	20 (10.2%)	88 (45.1%)	57 (29.2%)	3.84
	ECDE Teachers	13 (4.7%)	31 (11.2%)	52 (18.9%)	99 (35.7%)	82 (29.6%)	3.83
The rate of content absorption has changed positively	Lead Teachers	14 (7.2%)	9 (4.6%)	14 (7.2%)	100 (51.3%)	58 (29.7%)	3.95
	ECDE Teachers	16 (5.8%)	19 (6.9%)	55 (19.9%)	107 (38.6%)	80 (28.9%)	3.88

Note: 1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree

Source: Researcher, 2021

From table 4.6, it shows that 79.5% of the lead and 76% of the teachers reported that learners had developed life skills after undertaking ECDE while 14.4% of the lead teachers and 14.4% of teachers had contrary opinion. On the statement that learners were able to attend to personal issues on their own without the assistance of their teacher, 61.5% of the lead teachers and 49.8% agreed with the statement whereas 26.6% of the lead teachers and 26.6% were of contrary opinion. On the statement that level of confidence among learners have changed positively, 79.5% of the lead teachers and 79.5% agreed while 15.9% of the lead teachers and 14.9% were of the contrary opinion. On the statement that enrolment in our ECDE programs have increased, 83.1% of the lead teachers and 71.2% agreed with the statement whereas 26.6% and 11.9% were of contrary opinion. On the statement that the rate of content absorption has changed positively, 80.00% of the lead teachers agreed with the statement whereas 11.8% were of contrary opinion.

From the above findings, the level of interaction and the increasing population of the children enrolling in the ECDE centres across the county shows demonstrable evidence of growing trust from parents that quality of education in the ECDE centres are improving and that curriculum implementation is effectively taking place.

To gain further insight, focus group interview (Qualitative data) was conducted from an ECDE lead teacher view on level of curriculum implementation and whether the implementation of curriculum has affected the lives of pupils positively, if the levels of confidence in learners have changed positively and if the rate of content absorption has changed positively. One of the interviewees, lead teacher LT- 5 had this to say:

For me I actually attribute the success of curriculum implementation to my own experience. When I look at the new teachers being posted nowadays by the county government, I don't think they are recruited based on merit and have the right qualification and experience.

They lack commitment to work and do not have the interest of learners at heart. (Interview 5, February 12, 2021).

From the recorded speech above, it was revealed that recruitment policies were not followed and teachers were not recruited on merit or based on years of experience. Some of the teachers recruited by the county government do not meet the threshold hence affecting negatively the process of curriculum implementation.

The findings of the study corroborate with the findings of Kogo et al., (2019) which indicated that lack of strict adherence to recruitment policies are major challenges to poor curriculum implementation hence substandard results in teaching and learning.

The findings are also in line with Amolo et al., (2016) findings that showed that staffing policy of TSC teachers had an impact on teacher distribution that could also affect curriculum implementation.

4.6 County Officers' Views on Curriculum Implementation

The study also sought to establish County ECDE officers' views on ECDE curriculum implementation as shown in table 4.10

Table 4.10: Curriculum implementation noted by the County ECDE officers

ECDE curriculum implementation	1	2	3	4	5	Mean
The learners have developed life skills after undertaking ECDE.	3 (7.7%)	1 (2.6%)	7 (17.9%)	15 (38.5%)	13 (33.3%)	4.00
The learners are able to attend to personal issues on their own without assistance of their teachers.	3 (7.7%)	5 (12.8%)	11 (28.2%)	9 (23.1%)	11 (28.2%)	3.59
The level of confidence among learners have changed positively	1 (2.6%)	4 (10.3%)	5 (12.8%)	22 (56.4%)	7 (17.9%)	3.88
The learners can confidently seek for assistance from their teachers when need arises	1 (2.6%)	3 (7.7%)	6 (15.4%)	19 (48.7%)	10 (25.6%)	3.97
The statistics on transition to subsequent levels has increased	1 (2.6%)	4 (10.3%)	9 (23.0%)	16 (41.0%)	9 (23.1%)	3.87
The enrolment in our ECDE programs has increased	1 (2.6%)	4 (10.3%)	6 (15.4%)	10 (25.6%)	18 (46.2%)	3.65
The rate of absenteeism among learners has reduced.	1(2.6%)	5 (12.8%)	9 (23.1%)	15 (38.5%)	9 (23.1%)	3.74
The rate of content absorption has changed positively	1 (2.6%)	4 (10.3%)	6 (15.4%)	17 (43.6%)	11 (28.2%)	3.94

1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree

Source: Researcher, 2021

Table 4.10 shows that, 71.8% of county officers reported that the learners have developed life skills after undertaking ECDE while 10.3% had contrary opinion. On the statement that learners were able to attend to personal issues on their own without assistance of their teacher, 51.3% agreed with the statement whereas 20.5% were of contrary opinion. On the statement that level of confidence among learners has changed positively, 74.3% agreed while 10.3 % were of the contrary opinion. On the statement that enrolment in our ECDE programs has increased, 64.1% agreed with the statement whereas 12.9 % were of contrary opinion. On the statement that the rate of content absorption has changed positively, 66.7% agreed with the statement whereas 12.9% were of contrary opinion.

From the table above, county education officials reported that the curriculum implementation process is effective and that competence-based curriculum has given children the opportunity to get into class and interact effectively with the teachers through a learning engagement and in the process gain skills that will be helpful to their cognitive ability, life skills and social skills.

Much of the available literature has indicated that commitment in curriculum implementation enhances attainment of academic readiness on the part of students. Accordingly, Ahmed Hersi, Horan, and Lewis (2016) have presented their view of what benefits can accrue to teachers if they get committed to curriculum implementation. Such benefits include ensuring linkages between grades which can help stabilize student performance (Ahmed Hersi et al., 2016). On the other hand, failure to achieve performance and preparedness have been argued to be associated with lack of commitment on the part of teachers in curriculum implementation

(Yurdakul, 2015). Generally, other education stakeholders look upon teachers to display high level skills and understanding of the aspect of curriculum and how it links to student learning (Yurdakul, 2015). However, this supports proper teacher training for teachers to be confident in implementing early childhood education curriculum.

4.7 Findings on Influence of Teacher Remuneration on the Implementation of Early Childhood Education Curriculum in Homa Bay County

The second objective of the study was to establish the extent to which remuneration of ECDE teachers influence ECDE curriculum implementation in Homa Bay County. To investigate this objective, the respondents' views were sought through establishment of salary range of ECDE teachers within Homa Bay County, lead teachers view on teacher remuneration and its influence on the implementation of ECDE curriculum, ECDE teacher view on remuneration and the influence on ECDE curriculum. The researcher used a Likert- scaled questionnaire whose items explored the constructs of remuneration and the implications on ECDE curriculum implementation.

4.7.1 Salary of the ECDE Teachers

The study also sought to establish ECDE teachers' salary range within Homa Bay County as shown in figure 4.6.

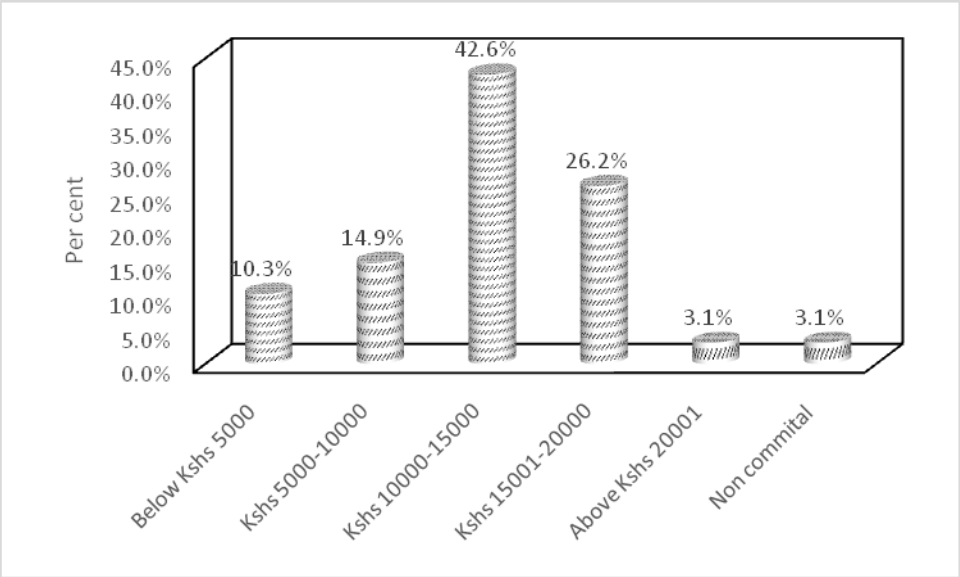

Figure 4.6 ECDE teachers' salary range within Homa Bay County

Source: Survey data, 2021

Figure 4.6 shows that 42.6% of the ECDE teachers earn between Ksh. 10,000 to 15,000. Some teachers 25.9% earn below Ksh. 10,000 whereas 32.0% earn above Ksh. 20,000. Majority of the teachers (71.8%) however felt that the salaries are not matching with the job involvement which lowers their morale. This in turn negatively affected curriculum implementation since some of the teachers move to a more lucrative profession with good pay. This statement agrees with the study carried out by (Owala, 2016). Teacher recruitment and staffing policies are demand-oriented that work in a decentralized system. In schools with vacancies, teachers are hired. The Researcher wanted to determine: Scope of implementation; strengths and weaknesses; implementation challenges; Attitudes, opinions and perceptions of the policy; impact on quality of education; and ways to improve the policy. A causal comparison design was used. The study included teachers, head teachers, officials of the Teacher's Service Commission as well as those of the Kenya

National Examinations Council. Multilevel, cluster, stratified, and random sampling techniques were used. Two questionnaires, an interview guide and a document analysis guide, were used. Data were analyzed using frequency, percentage, mean, standard deviation, analysis of variance, t-test, regression analysis, and content analysis. Most schools were understaffed, but some were either well or overstaffed. This policy minimizes overstaffing. But a lot needs to be done to address the manpower shortage.

There was a significant correlation between policy implementation and average rating scores.

The test showed a significant association between teachers' subject matter expertise and average test results. It was concluded that this policy does not guarantee quality education in schools. It was recommended to revise the policy to ensure adequate staffing and quality training. Owala (2016) reported that most teachers are not satisfied with the salaries they are paid. It is inadequate compared with the cost of leaving that has extremely gone high making teachers to find it difficult to meet their daily expenses. The study also affirms that lack of financial recognition of teachers is a likely contributor of teachers leaving the profession especially with attractive job prospects elsewhere.

Bowen and Lawler (1995) asserted that salary satisfaction is liable of affecting job satisfaction and performance. Curriculum implementation can only be effective when teachers are well remunerated and satisfied.

4.7.2 Respondents' Views on Remuneration and the Influence on Curriculum Implementation

The study also sought to establish teachers view on ECDE teacher's remuneration and how that influenced curriculum implementation in ECDE centres. The results are shown in the table 4.8 below. The researcher developed a 5 Linkert -scale with **1-**

Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree where lead teachers were asked to choose from as shown in Table 4.11 below.

Table 4.11: Teachers' views on Teachers' remuneration and its influence on curriculum implementation

Item		1	2	3	4	5	Mean
Teachers with better remuneration attend classes regularly	**LT**	31 (15.9%)	18 (9.2%)	30 (15.4%)	56 (28.7%)	60 (30.8%)	3.54
	Tr	30 (10.8%	29 10.5%	39 14.1%	73 26.4%	106 38.3%	3.87
Timely payments of teachers' salaries improve their efficiency and classroom effectiveness	LT	27 (13.8%)	15 (7.7%)	17 (8.7%)	58 (29.7%)	78 (40.0%)	3.76
	Tr	26 9.4%	28 10,1%	21 7.6%	68 24.5%	134 48.4%	3.95
Low teacher remuneration led to dissatisfaction and poor classroom lesson delivery.	LT	37 (19.0%)	17 (8.7%)	18 (9.3%)	41 (21.0%)	82 (42.1%)	3.59
	Tr	31 11.2%	37 13.4%	28 11.9%	63 22.7%	113 40.8%	3.69
Poor remuneration led to high staff turnover which affect curriculum implementation	LT	31 (15.9%)	15 (7.7%)	29 (14.8%)	49 (25.1%)	71 (36.4%)	3.62
	Tr	46 16.6%	35 12.6%	43 15.5%	74 26.7%	79 28.5%	3.40
There are teachers' schemes of work for teachers	LT	45 (23.1%)	21 (10.8%)	34 (17.5%)	60 (30.8%)	35 (17.9%)	3.11
	Tr	45 16.2%	33 11.9%	63 22.7%	71 25.6%	65 23.5%	3.31
County government set targets and teachers who meet the target are rewarded accordingly	LT	87 (44.6%)	30 (15.4%)	37 (19.0%)	24 (12.3%)	17 (8.7%)	2.22
	Tr	109 39.4%	49 17.7%	50 18.1%	20 7.2%	49 17.7%	2.43
Teachers' salaries are made in time without any delay	LT	89 (45.6%)	43 (22.1%)	22 (11.3%)	20 (10.3%)	21 (10.8%)	2.15
	Tr	142 51.3%	52 18.8%	21 7.6%	12 4.3%	50 18.1%	2,17
Teachers' challenges on remunerations are timely addressed by the county government and feedback given appropriately.	LT	76 (39.0%)	53 (27.2%)	23 (11.8%)	19 (9.7%)	24 (12.3%)	2.27
	Tr	116 41.9%	59 21.3%	23 8.3%	26 9.4%	47 17.0%	2.55

Note: 1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree

Source: Researcher, 2021

From the results, lead teachers mainly agreed that; timely payments of teachers' salaries improve their efficiency and classroom effectiveness (mean response 3.76) whereas for the ECDE teachers the mean was 3.95. Poor remuneration led to high staff turnover which affects curriculum implementation (mean 3.62) for the lead teachers and 3.69 for the ECDE teachers. Low teacher remuneration lead to dissatisfaction and poor classroom lesson delivery (mean 3.59). The research established that when teachers are paid well in time they deliver better in classrooms and focus on their jobs at all time. The study established that 36.4% of the lead teachers strongly agreed that timely payments of teachers' salaries improve their efficiency and classroom effectiveness.

The lead teachers also reported that teacher's salaries sometime delay and also that the county government has no allowance kitty to appreciate good performance demonstrated by some exemplary teachers. It is therefore important to deduce that the county government is not as enthusiastic with the ECDE as they should because this is among the essential services of the present times.

The data demonstrates that the county government is doing poorly in terms of rates of pay, timeliness of the pay, provision of allowances and appraisals where necessary and in creating a conducive learning environment which negatively influences the implementation of curriculum.

4.7.3 Relationship between Teacher Remuneration and Implementation of Early Childhood Education Curriculum

The study sought to investigate the relationship between teacher remuneration and implementation of early childhood education curriculum in Homa Bay County. The

use of Pearson Product Moment Correlation analysis was enlisted to establish the magnitude and direction of the relationships between teacher remuneration and implementation of early childhood education curriculum. First, mean response across a set of items of Likert-type scale responses in the both measures of teacher remuneration and implementation of early childhood education were calculated to create approximately continuous variables, within an open interval of 1 to 5. This was necessary to make them suitable for the use of parametric data by Johnson and Creech (1983) and Sullivan and Artino (2013). High scale ratings implied high perceived teacher recruitment practices and high implementation of early childhood education, and vice-versa. This was done after reversing all the negatively worded statements. The significance value was set at 0.05; hence, a p-value less than 0.05 would lead to the conclusion that the correlation is statistically significant. The results are summarized in Table 4.12.

Table 4.12: Correlations between Teacher Remuneration and Implementation of Early Childhood Education Curriculum

		Teacher Remuneration	ECDE Curriculum Implementation
Teacher Remuneration	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	313	313
ECDE Curriculum Implementation	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	313	313

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Survey Data (2021)

Results in Table 4.12 reveals that teacher remuneration is directly correlated with implementation of early childhood education curriculum. A moderate relationship was

established between the variables, teacher remuneration and implementation of early childhood education curriculum, this was interpreted from a significant correlation coefficient (n=313, r=.514, p=.000 <.001), suggesting that there is a positive statistically significant relationship between the two variables, with high levels of teacher remuneration associated with higher levels of implementation of early childhood education curriculum. The finding agrees with results of the study by other scholars. For instance, Leigh (2012) had established that the relationship between the average pay and teacher aptitude is positive and significant.

In addition, regression analysis was used to establish the influence of teacher remuneration on the implementation of early childhood education curriculum.

4.7.4 Influence of Teacher Remuneration on the Implementation of Early Childhood Education Curriculum

$H_0$1: ***Teacher remuneration has no statistically significant influence on implementation of early childhood education curriculum.***

To establish whether teacher remuneration has any influence on implementation of early childhood education curriculum, the null hypothesis that *"Teacher remuneration has no statistically significant influence on implementation of early childhood education curriculum in Homa-Bay County"* was tested. The null hypothesis was tested using simple linear regression analysis with the investigated null hypothesis being, H_0: $\beta_2 = 0$ and the corresponding alternative hypothesis, H_1: $\beta_2 \neq 0$. If the null hypothesis is true, then from $E(Y) = \beta_0 + \beta_2 X$ the population mean of Y is β_0 for every X value, which indicates that X (teacher remuneration) has no effect on Y (implementation of early childhood education curriculum) and the alternative being that teacher remuneration is associated to implementation of early childhood

education curriculum. The significance level was set at 0.05, such that if the *p*-value was less than 0.05, then the null hypothesis would be rejected and conclusion reached that teacher remuneration has statistically significant influence on implementation of early childhood education. Table 4.13 shows the coefficients values of the regression model.

Table 4.13: Coefficients- Influence of Teacher Remuneration on Implementation of Early Childhood Education Curriculum

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.883	.101		18.583	.000	1.683	2.082
	Teacher Remuneration	.326	.031	.514	10.576	.000	.265	.387

a. Dependent Variable: ECDE Curriculum Implementation

$Y= \alpha + \beta x_2 + \varepsilon$

The model shows that the slope coefficient for teacher remuneration is positive, as signified by a positive unstandardized coefficient of .326 (SE=.031). This implies that level of implementation of early childhood education improves by .326 units, which is 95% within CI (.265, .387), for each one-unit improvement in teacher remuneration by government of Homa Bay County, when the other covariates are held fixed. This is equivalent to the unique effect of teacher remuneration on implementation of early childhood education. In the same vein, an improvement on teacher remuneration by one standard deviation would result into positive implementation of early childhood education in the county by .514 standard deviations.

The study confirms that there is a significant p-value (t= 10.576; p=.000 <.001) of the explanatory variable, teacher remuneration, signifying that there is sufficient evidence to reject the null hypothesis that $\beta_2 = 0$, suggesting that the alternative hypothesis was supporting. Hence, the null hypothesis that "*teacher remuneration has no statistically significant influence on implementation of early childhood education curriculum in Homabay County*" was rejected. The Hypothesis that there is a significant influence of teacher's remuneration on implementation of early childhood education curriculum in Homabay County is therefore upheld. Consequently, it was concluded that there is statistically significant positive influence of teacher remuneration on implementation of early childhood education curriculum. The fitted line regression model was: Implementation of Early Childhood Education Curriculum = 1.883 + .326 (score of teacher remuneration).

On the other hand, to establish whether teacher remuneration was really a significant predictor to implementation of early childhood education curriculum in Homabay County, a regression Analysis of Variance was conducted, as suggested by Creswell (2014); Tabachnick & Fidell (2007) and Stevens (1996).

Table 4.14 shows the summary of regression ANOVA on influence of teacher remuneration on implementation of early childhood education curriculum.

Table 4.14: ANOVA- Influence of Teacher Remuneration on Implementation of Early Childhood Education Curriculum

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.065	1	28.065	111.862	.000[b]
	Residual	78.025	311	.251		
	Total	106.090	312			

a. Dependent Variable: ECDE Curriculum Implementation

b. Predictors: (Constant), Teacher Remuneration

From the regression ANOVA output shown in Table 4.14, it is evident that teacher remuneration is certainly a significant predicator to the implementation of early childhood education curriculum, F (1, 311) = 111.862, p<.001. This result indicates that this regression model can be used to accurately predict the implementation of early childhood education curriculum in Homa-Bay County.

Further, Table 4.15 shows a regression model for the influence of teacher remuneration on the implementation of early childhood education curriculum in the county government of Homa-Bay.

Table 4.15: Model Summary on Influence of Teacher Recruitment on Implementation of Early Childhood Education Curriculum

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514[a]	.265	.262	.50088

a. Predictors: (Constant), Teacher Remuneration

Table 4.15, which shows the model summary, reveals that teacher remuneration accounted for 26.2% (coefficient Adjusted R^2=.262) of the variation in the implementation of early childhood education curriculum. This finding suggests that variation in the level of teacher remuneration explained 26% of the variability in the implementation of early childhood education curriculum in the county of Homa-Bay.

Qualitative data from the interviewed teachers revealed that majority of them are not happy with their salaries, they feel that their salaries are not commensurate with the work that they do. They revealed that their counterparts in other sectors with similar

qualifications and experience earn high salaries than them. One teacher LT-2 interviewed reported that:

> *Everybody needs to make good money, live comfortable life and afford some fun. This is not the case with ECDE teachers who are paid peanuts and are expected to handle the most difficult and demanding learners-(LT-2).*
>
> *There is high turnover of ECDE teachers because of pay Qualified personnel are looking for less demanding alternative jobs that pay much better than the ECDE. This affects curriculum implementation-(LT-2).*

The implication from this excerpt from lead teacher 2 is that ECDE teachers are not happy with the payment they receive. They feel under remunerated leading to high staff turnover which negatively affects curriculum implementation. Divided attention for a teacher in ECDE is detrimental to the learning of children as learners need full care.

This finding corroborates with the finding of studies such as (Ndani & Kimani, (2011); Owala, (2016), which reported teachers' dissatisfaction with their low salaries they are paid citing it as the greatest demotivating factor. 52.2% of the teachers in their study placed it as the first demotivating factor. In their estimation, this salary is far below what they need to sustain their basic needs, particularly considering that the cost of living that has gone extremely high. This makes it difficult for teachers to find it difficult to meet their basic needs (Owala, 2016). In addition, the findings of the study agree with that of Lyimo (2014) that indicated in Tanzania, teachers' truancy due to search of better alternatives negatively affected instructional activities. According to McDonald et al., (2018) remuneration of ECDE teachers

affects the quality of education offered to the teachers in colleges and consequently to learners in schools and therefore the county governments need to re-look into the issue for the betterment of curriculum implementation in the learning institutions.

Also from qualitative data, some ECDE teachers reported that the most important motivator in the teaching fraternity is salary. They went ahead to state that there is close relationship between salaries and effective curriculum implementation. The two teachers observed that:

> *No matter how much I'm supervised by my superiors, I still find myself very low if I am underpaid. I find myself missing school to go look for an alternative source of money to feed my family.* (Teacher- 1)

> *I feel disappointed when I work extremely hard and my effort is not rewarded. The pay I get cannot allow me to stay decently and leave in a good house. I am posted away from my home place and have to rent a house with the little pay I get. This affects my productivity.* (Teacher -7)

The excerpt from teacher -1 and teacher- 7 is a clear manifestation that teachers are underpaid. This has indeed negatively affected their morale in terms of curriculum implementation.

Findings from both quantitative and qualitative data analysis reveal corroborations with the findings of Owala (2016) who opines that majority of ECDE teachers earn a salary that is below the minimum wage set by the Kenya Labour Laws. In addition, the findings are also in agreement with findings of Liza, (2008) study conducted in USA which revealed that teachers complained of being under-paid despite sometimes putting in some extra hours. Carraher, Gibson and Buckley (2006) in their study entitled "Compensation in the Baltic and USA" also recommended establishment of a

reward system capable of retaining high performance. Rewards such as salaries appear to significantly influence motivation of teachers' involvement in schools hence curriculum implementation. This is in line with Ndani and Kimani (2010) who observed that the motivation of about 50% of ECDE teachers in Kenya were very low. Among the key factors listed that contributed to this was the low pay. This is further supported by a number of researchers Makoti, (2005); Ngome, (2002); and Waithaka, (2003) who indicated that ECDE teachers get low irregular salary averaging to Kshs. 4,000 per month. This is an indication that there is an issue when it comes to remuneration of teachers in ECDE centres.

4.8 Findings on Influence of Continued Teacher Professional Development on the Implementation of Early Childhood Education Curriculum in Homa- Bay County

The third objective of the study sought to investigate the influence of continued teacher professional development on the implementation of early childhood education curriculum in Homa Bay County. To achieve this objective, the researcher sought to analyze: Teachers training during the in-service in relation to continued teacher professional development, lead teachers' view on continuous professional development, ECDE teachers view on teachers' continuous professional development, the influence of continuous professional development on curriculum implementation.

4.8.1 Training During the Service

The study also sought to establish the type of in-service training attended by ECDE teachers per centre and the influence of the training on ECDE curriculum implementation.

Table 4.16: Type of in-service training attended by teachers in a centre

In-service Training	No. of centers (n = 195)	Percentage
ICT workshop	30	15.4
Competency based Curriculum training	173	88.7
Teaching methodology workshop	91	46.7
School management/ leadership training	58	29.7
Health and nutrition workshop	58	29.7

Source: Survey data, 2021

From the table 4,16 above, majority of the ECDE centers, 173 out of 195 (88.7%) had their ECDE teachers trained in Competency- Based Curriculum (CBC) Education. In 91 out of 195 centres, 46.7% of the teachers had attended teaching methodology workshop and 29.7% of the teachers had attended both the school management/leadership training and health and nutrition workshops and only 15% of the teachers had attended ICT workshops. They reported that the teaching pedagogies have improved significantly compared to their peers who have not attended the in-service training and this has positively influenced the process of curriculum of curriculum implementation.

Teachers who had attended some in-service training noted that the courses improved their professional competency implementation and delivery mainly in attendance (mean 2.00) and preparation of professional records and teaching materials (mean 1.75). Most of the teachers (47.7%) noted they became punctual whereas 47.8% became efficient in preparation of professional records and teaching materials. The competency-based seminars and trainings were good for the teacher in that they are

eye openers on the challenges teachers meet while handling the children and they give insights on how these children can be engaged to get the best out of them. This ultimately enhances the process of curriculum implementation. The above statement agrees with the statement made by (Murundu et al., 2000) which showed that quality of the staff to meet the expectations of pupils and the society in curriculum implementation depends fundamentally on the in-service training of teachers. Indeed, teaches are such a central human resource in matters of curriculum implementation. They therefore deserve appropriate training to afford them the capacity to effectively handle curriculum implementation.

4.8.2 Lead Teachers' Opinion on Teachers' Continuous Professional Development

The study further investigated lead teachers' opinion on teachers' continuous professional development. Results are indicated in table 4.17.

Table 4.17: Respondents' views on Teachers continuous professional development

Continuous professional development		1	2	3	4	5	Mean
Organization of seminars enhances teaching skills	LT	18 (9.2%)	14 (7.2%)	13 (6.7%)	73 (37.4%)	77 (39.5%)	3.94
	Tr	16 5.8%	10 3.6%	21 7.6%	104 37.5%	126 45.5%	4.19
Professional seminars address emerging issues in the teaching profession	LT	13 (6.7%)	12 (6.2%)	19 (9.8%)	86 (44.1%)	65 (33.3%)	3.94
	Tr	21 7.6%	17 6.1%	32 11.6%	103 37.2%	104 37.5%	3.96
Holding of workshops enhances exchange of ideas among teachers	LT	15 (7.7%)	7 (3.6%)	12 (6.2%)	80 (41.0%)	81 (41.5%)	4.08
	Tr	20 7.2%	11 4.0%	25 9.1%	96 34.7%	125 45.1%	4.13
Through workshops, teachers are able to network and share ideas on how to respond to different aspects facing learners.	LT	14 (7.2%)	8 (4.1%)	11 (5.7%)	83 (42.6%)	79 (40.5%)	4.08
	Tr	17 6.1%	9 3.2%	25 9.1%	95 34.3%	131 47.3%	4.19
Customized refresher courses enhance the level of teacher's motivation.	LT	16 (8.2%)	12 (6.2%)	17 (8.8%)	80 (41.0%)	70 (35.9%)	3.93
	Tr	17 6.1%	15 5.4	41 14.8%	106 38.3%	98 35.4%	3,98
Holding different refresher courses enhance quality of work life in the teaching profession.	LT	15 (7.7%)	9 (4.6%)	10 (5.2%)	82 (42.1%)	79 (40.5%)	4.05
	Tr	19 6.9%	13 4.7%	38 13.7%	96 34.7%	111 40.1%	4.03

Note: 1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree

Source: Survey data, 2021

From the data, majority of the lead teachers strongly agree (39.5%) that organization of seminars enhance teaching skills. The study observed that a third (33.3%) were of the opinion that professional seminars address emerging issues in the teaching profession. 40.5% of the lead teachers opined that through workshops, teachers are able to network and share ideas on how to respond to different aspects facing learners and 40.5% were for the view that holding different refresher courses enhance quality of work life in the teaching profession.

From the ECDE teachers' opinion, 45.5% of the teachers strongly agreed that organization of seminars enhance teaching skills, 37.5% strongly agree that professional seminars address emerging issues in the teaching profession, while only 7.6% had the contrary opinion. 47.3% reported that through workshops teachers are able to network and share ideas on how to respond to different aspects facing learners. Slightly more than one-third (35.4%) strongly agree that customized refresher courses enhance the level of teachers' motivation. Teachers agreed that seminars, workshops and professional trainings were informing and refreshing. The events brought the ECDE teachers together and gave them a chance to share notes across the county and sometimes with people outside the county or profession and this has positive influence on curriculum implementation.

From the descriptive analysis, it was evident that teachers who were given opportunities to attend professional development training improved greatly in their pedagogy. This is consistent with studies carried out elsewhere including Lombard and Pienaar (2010) which concur that there are better learning outcomes when learners are taught by teachers who continuously attend development programmes.

4.8.3 Relationship between Continued Teacher Professional Development and Implementation of Early Childhood Education Curriculum

The study sought to investigate the relationship between continued teacher professional development and implementation of early childhood education curriculum in Homabay County. Pearson Product Moment Correlation analysis was used to establish the magnitude and direction of the relationships between continued teacher professional development and implementation of early childhood education curriculum. The mean response across a set of items of Likert-type scale responses in the measures of both continued teacher professional development and implementation of early childhood education were computed to create approximately continuous variables, within an open interval of 1 to 5 as determined to be suitable for the use of parametric data by Johnson and Creech (1983) and Sullivan and Artino (2013). This was done after reversing all the negatively worded statements. High scale ratings implied high perceived continued teacher professional development and high implementation of early childhood education, and vice-versa. The significance value was set at 0.05; hence, a p-value less than 0.05 would lead to the conclusion that the correlation is statistically significant. The results are summarized in Table 4.18.

Table 4.18: Correlations between Continued Teacher Professional Development and Implementation of Early Childhood Education Curriculum

		Teacher Professional Development	ECDE Curriculum Implementation
Teacher Professional Development	Pearson Correlation	1	.601**
	Sig. (2-tailed)		.000
	N	313	313
ECDE Curriculum Implementation	Pearson Correlation	.601**	1
	Sig. (2-tailed)	.000	
	N	313	313

**. Correlation is significant at the 0.01 level (2-tailed).

It is evident from Table 4.18 that continued teacher professional development is directly correlated with implementation of early childhood education curriculum. A fairly strong direct relationship was established between the continued teacher professional development and implementation of early childhood education curriculum. This was signified by a significant positive correlation coefficient (n=313, r=.601, p=.000), with high levels of continued teacher professional development associated with higher levels of implementation of early childhood education curriculum.

Further, regression analysis was used to establish the influence of continued teacher professional development on implementation of early childhood education curriculum.

4.8.4 Influence of Continued Teacher Professional development on Implementation of Early Childhood Education Curriculum

$H_0$3: ***Continued teacher professional development has no statistically significant influence on implementation of early childhood education curriculum***

The study to investigate whether continued teacher professional development has any influence on implementation of early childhood education curriculum, the null hypothesis that *"continued teacher professional development has no statistically significant influence on implementation of early childhood education curriculum in Homabay County"* was tested. The null hypothesis was tested using simple linear regression analysis with the investigated null hypothesis being, H_0: $\beta_3 = 0$ and the corresponding alternative hypothesis, H_1: $\beta_3 \neq 0$. If the null hypothesis is true, then from $E(Y) = \beta_0 + \beta_3 X$ the population mean of Y is β_0 for every X value, which indicates that X (continued teacher professional development) has no effect on Y

(implementation of early childhood education curriculum) and the alternative being that continued teacher professional development is associated to implementation of early childhood education curriculum. The significance level was set at 0.05, such that if the *p*-value was less than 0.05, then the null hypothesis would be rejected and conclusion reached that continued teacher professional development has statistically significant influence on implementation of early childhood education. Table 4.19 shows the coefficients values of the regression model.

Table 4.19: Coefficients-influence of continued teacher professional development on implementation of Early Childhood Education Curriculum

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	2.062	.069		29.718	.000	1.925	2.198
	Teacher Professional Development	.353	.027	.601	13.247	.000	.301	.406

a. Dependent Variable: ECDE Curriculum Implementation

$Y = \alpha + \beta x_3 + \varepsilon$

It is evident that the slope coefficient for continued teacher professional development was positive .353, suggesting that the level of implementation of early childhood education improves by .353 units, which is 95% within CI (.301 .406), for each one-unit improvement in continued teacher professional development by government of Homa Bay County. Similarly, an improvement on continued teacher professional development by one standard deviation would result into a positive implementation of early childhood education in the county by .601 standard deviations.

It is evident that there is a significant p-value (t= 13.247; p <.001) of the explanatory variable, continued teacher professional development, signifying that there is sufficient evidence to reject the null hypothesis that $\beta_3 = 0$. Hence, the null hypothesis that "*continued teacher professional development has no statistically significant influence on implementation of early childhood education curriculum in Homabay County*" was rejected. The Hypothesis that there is a significant influence of continued teacher professional development on implementation of early childhood education curriculum in Homabay County is therefore supported. Consequently, it was concluded that there is statistically significant positive influence of continued teacher professional development on implementation of early childhood education curriculum. The fitted line regression model was: Implementation of Early Childhood Education Curriculum = 2.062 + .353 (score of continued teacher professional development).

However, to establish whether continued teacher professional development influence was truly a significant predictor to implementation of early childhood education curriculum in Homabay County, regression Analysis of Variance was conducted, as suggested by Creswell (2014); Tabachnick & Fidell (2001) and Stevens (1996), among others. Table 4.20 shows the summary of regression ANOVA on influence of continued teacher professional development on implementation of early childhood education curriculum.

Table 4.20: ANOVA- Influence of Continued Teacher Professional Development on Implementation of Early Childhood Education Curriculum

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.267	1	38.267	175.474	.000[b]
	Residual	67.823	311	.218		
	Total	106.090	312			

a. Dependent Variable: ECDE Curriculum Implementation
b. Predictors: (Constant), Teacher Professional Development

From the regression ANOVA output shown in Table 4.20, it is evident that continued teacher professional development is truly a significant predicator to the implementation of early childhood education curriculum, F (1, 311) = 175.474, p<.001. This result point out that the regression model significantly predicts the implementation of early childhood education curriculum. Further, Table 4.21 shows a regression model on the influence of continued teacher professional development on the implementation of early childhood education curriculum in the county government of Homabay.

Table 4.21: Model Summary on Influence of Continued Teacher Professional Development on Implementation of Early Childhood Education Curriculum

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601[a]	.361	.359	.46699

a. Predictors: (Constant), Teacher Professional Development

The model summary reveal that continued teacher professional development accounted for 35.9% (coefficient Adjusted R^2=.359) of the variation of early childhood education curriculum implementation. This finding suggests that variation

in the level of continued teacher professional development explained 35.9% of the variability in the implementation of early childhood education curriculum in the county of Homa Bay.

Findings from qualitative data from teachers interviewed revealed that although teachers' professional development training is very fundamental in teacher pedagogical improvement, only a few teachers have attended such training.

For effective curriculum implementation, teacher in-service training should be given priority. One lead teacher had this to say: (LT- 08).

> *I had an opportunity to attend an in-service workshop on competency-based curriculum. The workshop really improved my teaching methods and the way I handle weak leaners. How I wish the county government could organize trainings on termly basis. We could be far with curriculum implementation and quality of learning outcome.*

The implication of the excerpt from lead teacher LT-08 is that although teacher professional training is very significant in curriculum implementation little is being done to expose ECDE teachers to such training and that only a few teachers have attended such in-service training.

Equally, qualitative data from one of the interviewed teachers revealed that teachers have limited opportunities in terms of professional development most of those who attend seminars and workshops are self -sponsored but the impact of such in-service trainings on curriculum implementation are enormous. The Teacher had this to say: TR -9.

> *I have only attended one in-service training organized by the county government; the rest other two trainings have been my own initiative and self-sponsorship. The impact of such trainings has been fantastic in the process of curriculum implementation. It has greatly changed my pedagogical approach through exchange of ideas from my peers.*

The excerpt from teacher TR -9 reveals that there is very little in- service training being organized by the county government although the teacher appreciates the role teacher professional development plays in curriculum implementation.

Both quantitative and quantitative findings revealed that the county government has not taken seriously the issue of teacher professional development. In most cases not even a single in-service training is being organized in one academic year despite the role played by teacher professional development in curriculum implementation and improvement of quality education.

Refresher courses are a welcome distraction to the busy life of an ECDE teacher and often rejuvenate them to come back and do more in terms of improving the content retention of the learners in the wake of curriculum implementation.

Teachers should be enabled to access growth opportunities before we expect them to effectively meet learning needs. This is a step that is likely to bolster the implementation of curriculum. This may include other forums such as workshops, bench-marking and seminars are pedagogical cornerstones necessary to propel curriculum implementation and quality learning outcome. To support this finding, results from several studies Smith and Gillespie, (2007); Yoon, Dyehouse, Lucietto,

Diefes-Dux & Capobianco, (2014)show that when teachers have more professional in-service trainings, there is an effective rate of curriculum implementation.

Varied but mutually supporting Professional development opportunities can positively affect teachers' work. Desimone (2011) claims that "a professional development activity is more likely to be effective in improving teachers' knowledge and skills if it forms a coherent part of a wider set of opportunities for teacher learning and development. Her dimensions of coherence include professional in-service training which must build on what teachers already know and content aligned with curriculum implementation. According to Desimone (2011), teachers struggle with curriculum implementation because of limited opportunities for professional development.

Both quantitative and qualitative data analysis reveal that, even though professional development training play significant role in curriculum development, the county government does very little in organizing ECDE teacher in-service training. It is therefore imperative that the county government organizes such in-service trainings to improve ECDE curriculum implementation in the county.

Learning is a lifelong process and therefore teachers must always be refreshed on the curriculum requirements to enable them be ahead of their delivery expectations at all times. Similarly, many studies have also emphasized the role being played by in-service training in improving teacher performance. For example, Samupwa (2008) when emphasizing the impact of teacher-in-service training declares that through in-training, behavior and performance changes positively. Equally, Meece (2009); Pintrich, (2002); Schunk, (2000), opined that in-service training contribute significantly in improving curriculum implementation process. However, the findings

of this study are not in agreement with findings of Mutune and Orodho (2014) study in Mbeere Sub-County which concluded that continued teacher professional development led to high teacher turnover among secondary school teachers. This is contrary to this study finding which places significant roles teacher professional development play in improvement of curriculum implementation in the early childhood development education.

This finding corroborates with the findings that effective training enables staff to acquire new skills, perform tasks differently acquire new knowledge, and even become better than before (Nzuve & Njeru, 2013).

4.8.5 The influence of Instructional Techniques on Curriculum Implementation Process

The study also sought to establish the influence of instructional techniques teachers use on the implementation of curriculum. The results are shown in the table 4.22.

Table 4.22: ECDE instructional techniques and the influence on curriculum implementation process

Teaching methods	Very often	Often	Rarely	Not at all	None committal
Story-telling	107 (38.6%)	121 (43.7%)	21 (7.6%)	2 (0.7%)	**26 (9.4%)**
Displays, pictures, flash cards and models	150 (54.2%)	79 (28.5%)	26 (9.4%)	2 (0.7%)	**20 (7.2%)**
Experiments/demonstrations	88 (31.8%)	108 (39.0%)	49 (17.7%)	7 (2.5%)	**25 (9.0%)**
Question and answer	153 (55.2%)	85 (30.7%)	10 (3.6%)	2 (0.7%)	**27 (9.7%)**
Discussion	112 (40.4%)	110 (39.7%)	24 (8.7%)	2 (0.7%)	**29 (10.5%)**
Role-play	**117 (42.2%)**	**101 (36.5%)**	**35 (12.6%)**	**4 (1.5%)**	**20 (7.2%)**

Source: Research data, 2021

Table 4.22 shows that 55.2% of teachers use questions and answers very often as instructional technique, while 54.2% of the teachers use display pictures, flash cards and models when giving instructions. Story telling as an instructional method is being used by 38.6% of the teachers. Experiment and demonstrations were being used by 31.8% of the teachers while discussion and role-play takes 40.4% and 42.2% respectively. Teachers use engagement method among them role-playing and storytelling to teach the learners and maintain their concentration during class hours. The engagement approaches offer high retention of the knowledge imparted. This involves steps such as goal setting, reviewing and recording, alternative routes for learning, and flexible instruction that greatly foster the curriculum implementation. Role-play as a teaching strategy is a cost -effective and a fun way of both the students and teachers to exchange knowledge thus positively impacting the students' academic performance and effective curriculum implementation (Jarvis, Odell & Troiano, 2002).

4.9 Findings on Influence of Provision of Teacher Working Conditions on the Implementation of Early Childhood Education Curriculum in Homa Bay County

The last of the objectives of this study was to determine the Influence of Provision of Teacher Working Conditions on the Implementation of Early Childhood Education Curriculum in Homa Bay County. To achieve this objective, the researcher sought to analyze: the influence of ECDE centers working conditions on ECDE curriculum implementation, ECDE teachers' views on the influence of ECDE centre working conditions on curriculum implementation, use of learner-centered instructional techniques during Teachers' curriculum implementation and the influence of learner-

centered instructional techniques on Teachers' curriculum implementation process. The results are as shown below:

4.9.1 ECDE Centers Working Conditions

The study also sought to establish lead teachers' views on the influence of centers working condition on curriculum implementation as captured in table 4.23.

Table 4.23: Teachers' views on the influence of centers working conditions on curriculum implementation

Working conditions		1	2	3	4	5	Mean
There are adequate textbooks that enable teachers to prepare and deliver lessons effectively	LT	99 (50.8%)	56 (28.7%)	10 (5.2%)	21 (10.8%)	9 (4.6%	1.86
	Tr	117 42.2%	87 31.4%	21 7.6%	28 10.1%	24 8.7%	2.06
There are adequate indoor playing materials that enable holistic approach to curriculum implementation	LT	95 (48.7%)	47 (24.1%)	13 (6.7%)	32 (16.4%)	8 (4.1%)	1.99
	Tr	111 (40.1%)	90 (32.5%)	24 (8.6%)	34 (12.3%)	18 (6.5%)	2.07
There is enough outdoor playing space for the children to utilize and nurture their talents.	LT	71 (36.4%)	25 (12.8%)	19 (9.7%)	51 (26.2%)	29 (14.9%)	2.68
	Tr	73 (26.4%)	50 (18.1%)	31 (11.2%)	75 (27.1%)	48 (17.3%)	2.90
The classrooms are spacious and child-friendly and conducive for learning	LT	81 (41.5%)	35 (17.9%)	23 (11.8%)	36 (18.5%)	20 (10.3%)	2.35
	Tr	103 (37.2%)	62 (22.4%)	31 (11.2%)	49 (17.7%)	32 (11.6%)	2.40
There are enough physical facilities including furniture for students to learn.	LT	93 (47.7%)	42 (21.5%)	16 (8.2%)	28 (14.4%)	16 (8.2%)	2.09
	Tr	110 (39.7%)	81 (29.2%)	32 (11.5%)	30 (10.8%)	24 (8.7%)	2.13
Feeding programmes and clean drinking water is available at the centre.	LT	70 (35.9%)	31 (15.9%)	22 (11.3%)	44 (22.6%)	28 (14.4%)	2.62
	Tr	65 (23.5%)	59 (21.3%)	33 (11.9%)	67 (24.2%)	53 (19.1%)	2.93
Enough toilets for the pupils population	LT	86 (44.1%)	42 (21.5%)	23 (11.8%)	33 (16.9%)	11 (5.6%)	2.12
	Tr	110 (39.7%)	69 (24.9%)	29 (10.5%)	38 (13.7%)	31 (11.2%)	2.25

Note: 1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly agree

Source: Research data, 2021

Table 4.23 shows that 79.5% of the lead teachers disagreed that there were adequate textbooks that enable teachers to prepare and deliver lessons effectively whereas only 16.0 % had contrary opinion. On adequacy of indoor playing materials that enable holistic approach to curriculum implementation, 72.8% disagreed with the statement whereas 20.5% agreed with the statement. On the statement that classrooms should be spacious, child friendly and conducive for learning, 59.4% disagreed with the statement whereas 28.8% had contrary opinion. On the statement that there were enough physical facilities including furniture for students to learn, 69.2% of the lead teachers disagreed with the statement whereas 22.6% were of the contrary opinion. On the statement that there are enough toilets for the pupils' population, 65.6% disagreed with the statement whereas 22.5% were of the contrary opinion.

Based on the above results, majority of the lead teachers pointed out that the county government has done very little in improving the working conditions in the learning centres. This therefore has direct implication on the implementation of the ECDE curriculum as it limits support services to learners in terms of adequate resources for implementation.

Equally, 73.6 % of the ECDE teachers disagreed with the statement that there are adequate textbooks that enable teachers to prepare and deliver lessons effectively while 18.8% had contrary opinion. On the statement that there are adequate indoor playing materials that enable holistic approach to curriculum implementation, 72.6% disagreed with that statement whereas only 18.8% agreed with the statement. On the statement about enough outdoor playing space for the children to utilize and nurture their talents, 44.5 % disagreed with the statement while 44.4 % had a contrary

opinion. On the statement about if classrooms are spacious and child-friendly and conducive for learning, 60.1% of the teachers disagreed while 29.3% had contrary opinion. On the statement about enough physical facilities including furniture for students to learn, 64.6% disagreed while 19.5% was in agreement with the statement. On the statement about enough toilets for the pupils 'population, 64.6 % disagreed with the statement whereas on 24.9 % had contrary opinion.

From the results, it evident that teacher working conditions are below expectation. There are inadequate learning materials including text books and indoor playing materials that support holistic approach to curriculum implementation. There are inadequate physical facilities including furniture and toilets which support quality learning and curriculum implementation takes place.

The situation in Homa Bay County is similar to the findings of Kang'ethe, Wakahiu, & Karanja, (2015) and the World Bank (2006) that many ECDE centres lack play facilities, adequate sleeping facilities, and dilapidated physical facilities. This happens to contradict the Basic Education Act (2013) article 64 according to which institution of basic education and training should have some outdoor playing facilities and equipment.

This finding corroborates with the study by Zellner, Lyons, Hoch, Weizeorick, Kunda, & Milz, (2012) who documented that there is an explicit relationship between physical facilities of a school and the learning outcome.

The physical conditions including well-ventilated and painted classrooms, text books, adequate play area, clean compound and learning materials are the basic ingredients

for enhancing good learning atmosphere and are very important in ensuring proper implementation of curriculum contribute immensely to teachers' contentment with the working environment (Ndani & Kimani, 2011). Therefore, without the above cited conditions, implementation of the curriculum becomes unrealistic.

4.9.2 Relationship between Teacher Working Conditions and Implementation of Early Childhood Education Curriculum

The study sought to investigate the relationship between teacher working condition and implementation of early childhood education curriculum in Homa Bay County. Pearson Product Moment Correlation analysis was used to establish the degree and direction of the relationships between teacher working condition and implementation of early childhood education curriculum. To ensure that the data was appropriate for parametric analysis, which is robust, the mean response across a set of items of Likert-type scale responses in the both variables were calculated to create approximately continuous variables, as explained by Johnson and Creech (1983) and Sullivan and Artino (2013). Firstly, negatively worded statements were reversed. High scale ratings implied perceived better teacher working conditions and high implementation of early childhood education, and vice-versa. The significance value was set at 0.05; hence, a p-value less than 0.05 would lead to the conclusion that the correlation is statistically significant. The results are summarized in Table 4.24.

Table 4.24: Correlations between Teacher Working Conditions and Implementation of Early Childhood Education Curriculum

		Teacher working condition	ECDE Curriculum Implementation
Teacher working condition	Pearson Correlation	1	.568**
	Sig. (2-tailed)		.000
	N	313	313
ECDE Curriculum Implementation	Pearson Correlation	.568**	1
	Sig. (2-tailed)	.000	
	N	313	313

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Survey Data (2021)

As shown in Table 4.24, the results of the study reveal that teacher working conditions is positively correlated with implementation of early childhood education curriculum. A fairly strong relationship was established between the variables, teacher working conditions and implementation of early childhood education curriculum. This was inferred from a significant correlation coefficient (n=313, r=.568, p=.000 <.001), suggesting that there is a statistically significant positive relationship between the two variables, with high levels of teacher working conditions associated with higher levels of implementation of early childhood education curriculum.

Furthermore, regression analysis was used to establish the influence of teacher working conditions on the implementation of early childhood education curriculum.

4.9.3 Influence of Teacher Working Conditions on the Implementation of Early Childhood Education Curriculum

$H_0$1: ***Teacher Working Conditions has no statistically significant influence on implementation of early childhood education curriculum.***

To establish whether teacher working conditions has any influence on implementation of early childhood education curriculum, the null hypothesis that *"Teacher working conditions has no statistically significant influence on implementation of early childhood education curriculum in Homabay County"* was tested. The null hypothesis was tested using simple linear regression analysis with the investigated null hypothesis being, H_0: $\beta_4 = 0$ and the corresponding alternative hypothesis, H_1: $\beta_4 \neq 0$. If the null hypothesis is true, then from $E(Y) = \beta_0 + \beta_4 X$ the population mean of Y is β_0 for every X value, which indicates that X (teacher working conditions) has no effect on Y (implementation of early childhood education curriculum) and the alternative being that teacher working conditions is associated to implementation of early childhood education curriculum. The significance level was set at 0.05, such that if the *p*-value was less than 0.05, then the null hypothesis would be rejected and conclusion reached that teacher working conditions has statistically significant influence on implementation of early childhood education. Table 4.25 shows the coefficients values of the regression model.

Table 4.25: Coefficients- Influence of Teacher Working Conditions on Implementation of Early Childhood Education Curriculum

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.732	.101		17.202	.000	1.534	1.931
	Teacher working condition	.331	.027	.568	12.161	.000	.277	.384

a. Dependent Variable: ECDE Curriculum Implementation

$Y = \alpha + \beta X_4 + \varepsilon$

The model indicates that the slope coefficient for teacher working conditions is positive, as signified by a positive unstandardized coefficient of .331 (SE=.027). This suggests that level of implementation of early childhood education improves by .331 units, which is 95% within CI (.277 .384), for each one unit improvement in teacher working conditions by government of Homa Bay County, when the other covariates are held fixed. This is comparable to the unique effect of teacher working conditions on implementation of early childhood education. In the same vein, an improvement on teacher working conditions by one standard deviation would result into positive implementation of early childhood education in the county by .568 standard deviations.

Suffice, the study confirms that there is a significant p-value (t= 12.161; p=*.000* <.001) of the explanatory variable, teacher working conditions, signifying that there is sufficient evidence to reject the null hypothesis that $\beta_4 = 0$, suggesting that the alternative hypothesis was supported. Hence, the null hypothesis that "*teacher working conditions has no statistically significant influence on implementation of*

early childhood education curriculum in Homabay County" was rejected. The Hypothesis that there is a significant influence of teacher working conditions on implementation of early childhood education curriculum in Homa Bay County is therefore upheld. Consequently, it was concluded that there is statistically significant positive influence of teacher working conditions on implementation of early childhood education curriculum. The fitted line regression model was: Implementation of Early Childhood Education Curriculum = 1.732 + .331 (score of teachers working conditions).

However, to establish whether teacher working conditions was a statistically significant predictor to implementation of early childhood education curriculum in Homa Bay County, a regression Analysis of Variance was conducted, as suggested by Creswell (2014); Tabachnick & Fidell (2001) and Stevens (1996), among others. Table 4.26 shows the summary of regression ANOVA on influence of teacher working conditions on implementation of early childhood education curriculum.

Table 4.26: ANOVA-Influence of Teacher Working Conditions on Implementation of Early Childhood Education Curriculum

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.189	1	34.189	147.878	.000[b]
	Residual	71.901	311	.231		
	Total	106.090	312			

a. Dependent Variable: ECDE Curriculum Implementation

b. Predictors: (Constant), Teacher working condition

From the regression ANOVA output shown in Table 4.26, it is evident that teacher working conditions is undoubtedly a significant predicator to the implementation of

early childhood education curriculum, F (1, 311) = 147.878, p<.001. This result indicates that this regression model can be used to accurately predict the implementation of early childhood education curriculum in Homa Bay County.

Further, Table 4.27 shows a regression model for the influence of teacher working conditions on the implementation of early childhood education curriculum in the county government of Homa Bay.

Table 4.27: Model Summary on Influence of Teacher Working Conditions on Implementation of Early Childhood Education Curriculum

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568[a]	.322	.320	.48083

a. Predictors: (Constant), Teacher working condition

Table 4.27, which shows the model summary, reveals that teacher working conditions accounted for 32.0% (coefficient Adjusted R^2=.320) of the variation in the implementation of early childhood education curriculum. This finding suggests that variation in the level of teacher working conditions explained 32% of the variability in the implementation of early childhood education curriculum in the county of Homa Bay.

The study sought to investigate teacher management by the county government and its influence on the implementation of Early Childhood Education Curriculum in Homa Bay County, Kenya with a view to inform policy and practice.

Qualitative data collected through interview from some lead teachers revealed that working conditions are not favorable at all because there is lack of teaching materials. The classrooms are in dilapidated conditions and no appropriate desks for the learners. Some schools are in pathetic conditions, no water, toilets are inadequate and learning materials are barely supplied. These inadequacies make it hard for the curriculum demands. One lead teacher confirmed this by saying: LT Interviewee -9.

> *In my school, materials are hardly supplied. Sometimes we force parents to buy teaching materials, our classrooms are worn out making learners uncomfortable in class. Toilets are being shared with primary learnings which is not good for the younger learners. These conditions are not good for effective implementation of curriculum. I have raised these issues countless times with the supervisors and no response has been forthcoming.*

The foregoing excerpt was an indication that working conditions in most of the ECDE centres are not good enough for effective implementation of the curriculum and quality education.

This finding is supported by the statement from UNICEF (2000) that teachers working conditions affect their abilities to provide quality education. The condition of infrastructure, learning materials, availability of text books and class size all influence teacher's performance and curriculum implementation.

This finding is in corroboration with the survey carried out by Kangethe, Wakahiu and Karanja (2005) on 'Assessment of the Early Childhood Development Policy Implementation in Kenya" observed that many ECDE centres used desks designated

for bigger children. They further noted that ECDE centres lacked physical facilities such as classes, desks and chairs.

Akala & Maithya., (2014) on their study opine that factors such as poor working conditions have continued to undermine curriculum implementation and teacher performance in Kenya. Waita et al., (2016) in Mbooni East District showed that poor working conditions contributed to teacher attrition and Ekabu, Kalai & Nyagah, (2018) study on influence of working conditions on intentions of teacher turnover among secondary school teachers in Meru County also showed that poor working conditions had negative relationships with intentions of turnovers. According to Seyfarth and Cheney (2015), productive work environments are those that enable employees to perform their jobs effectively and to experience psychological success while doing it. Therefore, poor working conditions can act as impediment to curriculum implementation.

4.10 Multiple Regression Analysis

The study sought to establish a linear model that could be used to describe the optimal level of implementation of Early Childhood Education Curriculum in Homa Bay County with teacher management as a predictor. This was done by the use of multiple regression analysis, where all the four aspects of teacher management were factored in the model. The four aspects of teacher management include teacher recruitment, teacher remuneration, teacher professional development and teacher working conditions. The multiple-regression helped to investigate how well the set of the variables were able to predict the level of implementation of Early Childhood Education Curriculum and the relative contribution of each of the aspects that make

up the model. Each aspect of teacher management was evaluated in terms of its predictive power, over and above that offered by all the others. In addition, the multiple models enabled the researcher to know how much unique variance, in the implementation of Early Childhood Education Curriculum, each of the aspects of teacher management explained.

A regression model was developed to forecast the relationship between teacher management and implementation of Early Childhood Education Curriculum in Homa Bay County. This model was appropriate because each aspect of teacher management was independent and non-mutually exclusive. Figure 4.29 shows the regression model summary of teacher management on influence on implementation of Early Childhood Education Curriculum.

Table 4.29: Regression Model Summary on Influence of Teacher Management practices on Implementation of Early Childhood Education Curriculum

Variable	B	SE	Beta	T	Sig.	95% CI	Part corr.
(Constant)	.226	.066		3.418	.001	(.096, .355)	
Teacher Recruitment	.224	.012	.413	18.678	.000	(.200, .247)	.405
Teacher Remuneration	.232	.014	.366	16.124	.000	(.204, .261)	.350
Teacher Professional Development	.243	.013	.413	18.272	.000	(.217, .269)	.396
Teacher working condition	.221	.013	.379	16.408	.000	(.194, .247)	.356

R=.925; Adjusted R Square= .853 (*SE*=.22333); *F(4,308)* =454.785, *p* =.000
Dependent Variable: ECDE Curriculum Implementation.
Source: Survey Data (2021).
In this model:

$$Y = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon.$$

Where: Y is ECDE Curriculum Implementation

X_1 Teacher Recruitment

X_2 Teacher Remuneration

X_3 Teacher Professional Development

X_4 Teacher working condition

Predicated optimum level of ECDE Curriculum Implementation was presented by:
0.226 units + 0.224 X_1 units + 0.232 X_2 units + 0.243X_3 units + 0.221X_4 units + error

The model summary reveals that teacher management in the model explains 85.3% of the variation in implementation of Early Childhood Education Curriculum, as indicated by the Adjusted R^2=.853. Disparity in the level of implementation of Early Childhood Education Curriculum in public ECDE in Homa Bay can be explained by the differences in teacher management in the county at 85.3% as perceived by the ECDE teachers and lead teachers. The ANOVA output results demonstrate that teacher management is a significant predictor of implementation of Early Childhood Education Curriculum in Homa Bay County, F (4, 308) = 454.785, p =.000 < .05. Therefore, the knowledge of the level of teacher management is important in predicting implementation of Early Childhood Education Curriculum in Homa Bay County.

It is evident that the four aspects of teacher management had different levels of influence on implementation of Early Childhood Education Curriculum. However, all the aspects of teacher management had significant unstandardized coefficient values: Teacher Recruitment (B=.224; t=18.678, p=.000), Teacher Remuneration (B=.232; t=16.124, p=.000), Teacher Professional Development (***B***=0.243; t=.18.272; p =.000) and Teacher working condition (B=.221; t=16.408, p=.000). Thus, given that all the

four aspects of teacher management had significant unstandardized co-efficient values, there is sufficient evidence to reject the null hypothesis (H_0: $\beta_1=\beta_2=\beta_3=\beta_4 =0$). Hence, the alternative hypothesis was supported and a conclusion made that teacher management has statistically significant influence on the implementation of Early Childhood Education Curriculum. Duncan (1975) argues for the use of unstandardized (not betas) regression coefficients to measure the effect of the independent variable on the dependent variable.

Comparatively, it emerged that the Teacher Professional Development had the highest influence on the implementation of Early Childhood Education Curriculum with an unstandardized value of 243 within a 95% CI (217, 269). Therefore, a unit improvement in Teacher Professional Development as an aspect of teacher management, would result into an improvement in implementation of Early Childhood Education Curriculum by .243 units. Similarly, when the county government improves in Teacher Professional Development by one standard deviation the level of implementation of Early Childhood Education Curriculum would improve by .379 standard deviations, as reflected by Beta value of .379 as shown in table 4.30.

Table 4.30 Comparative analysis of teacher's management practices & their influence on curriculum implementation

Variable	B	SE	Beta	t	Sig.	95% CI	Part corr.
(Constant)	.226	.066		3.418	.001	(.096, .355)	
Teacher Recruitment	.224	.012	.413	18.678	.000	(.200, .247)	.405
Teacher Remuneration	.232	.014	.366	16.124	.000	(.204, .261)	.350
Teacher Professional Development	.243	.013	.413	18.272	.000	(.217, .269)	.396
Teacher working condition	.221	.013	.379	16.408	.000	(.194, .247)	.356

R=.925; Adjusted R Square= .853 (*SE*=.22333); *F(4,308)* =454.785, *p* =.000
Dependent Variable: ECDE Curriculum Implementation.

The second teacher management practice aspect, in terms of influence, was Teacher Remuneration that had an unstandardized coefficient value of β = .232, *p* = .000 <.001, 95% CI (.204, .261), implying that for each one-unit improvement in Teacher Remuneration, there would be an ensuing improvement in the implementation of Early Childhood Education Curriculum by .232 units, when other factors are held constant. Equally, one standard deviation improvement in Teacher Remuneration would result in an improvement in implementation of Early Childhood Education Curriculum by .366 standard deviations.

The third aspect, in terms of influence, was Teacher Recruitment with an unstandardized coefficient value of .224. This suggests that for each one-unit improvement in ECDE teacher recruitment process, there would be a corresponding improvement in the implementation of Early Childhood Education Curriculum in Homa Bay County by .224 units, 95% CI (.200, .247) when other factors are held

constant. In the same way, one standard deviation improvement in ECDE teacher recruitment process would result in an improvement implementation of Early Childhood Education Curriculum by .413 standard deviations.

The fourth facet, in terms of influence, was Achievement with an unstandardized coefficient value of .139 within a 95% CI (.007, .336), implying that for each one-unit improvement in Achievement, there would be a corresponding improvement in Lecturers' Performance in Kenyan public universities by .139 units, when other factors are held constant. Equally, one standard deviation improvement in Achievement would result in an improvement in Lecturers' Performance by .190 standard deviations.

The fifth facet, in terms of influence, was Work Itself and Working Conditions with an unstandardized coefficient value of .119 within a 95% CI (.055, .184), implying that for each one-unit improvement in Achievement, there would be a corresponding improvement in Lecturers' Performance in Kenyan public universities by .119 units, when other factors are held constant. Equally, one standard deviation improvement in Achievement would result in an improvement in Lecturers' Performance by .173 standard deviations.

The influence of Comfort with Pay and Benefits, and that of Responsibility as facets of Job Satisfaction were relatively low and statistically insignificant ($p>.05$) in the regression model. One-unit improvement in Comfort with Pay and Benefits would result in a corresponding improvement in Lecturers' Performance in Kenyan public universities by .037 units, when other factors are held constant. Equally, one standard deviation improvement in Comfort with Pay and Benefits would lead to an

improvement in Lecturers' Performance by .075 standard deviations. Similarly, one-unit improvement in Responsibility would result in a corresponding improvement in Lecturers' Performance in Kenyan public universities by .036 units, when other factors are held constant. Equally, one standard deviation improvement in responsibility would lead to an improvement in Lecturers' Performance by .071 standard deviations. Field (2016) contends that a rough indication of the relative importance of the variables could be arrived at by comparing the absolute values of standardized regression coefficients, which is expressed in terms of standard deviations.

Furthermore, the study explored part correlation coefficients which reflected the contribution of each facet of Job Satisfaction to the total R squared of the model. The results revealed that each of the facets contributes uniquely to the model. For example, whereas Company Policy and Administration had a part correlation coefficient of .297 which translates to 8.8% of the unique contribution to R-squared, Responsibility, and Comfort with Pay and Benefits collectively reflected almost a negligible (<1%) contribution to the model. Recognition uniquely explains about 7%; Achievement explains about 3%; Advancement Opportunity explains 2.5%; and Work Itself and Working Conditions explains about 2% of the variance in Lecturers' Performance. Nonetheless, it was concluded that Job Satisfaction regression model was adequate to predict Lecturers' Performance in Kenyan public universities. The model was statistically significant accounting for 80.2% (Adjusted R^2=.802) of the variation in Lecturers' Performance in Kenyan public universities.

The findings agree with various theoretical arguments, especially the Decision-making Theory (Simon, 1945; Mintzberg, 1973; Iyayi, 2002), in addition to some previous studies. Decision-making is at the very heart of business success in any organization (Gberevbie, 2008). Decisions are the selection of a proposed course of action which could be in several areas including job satisfaction (Butler, 1997). Decisions may be made on the most appropriate job satisfaction interventions as well as elimination of any factors that may cause dissatisfaction. Generally, prudent decisions facilitate the acquisition and retention of performing employees.

However, other factors (not covered in this regression model) also accounted for a large part of the model which was not explained by the aspects of counselor self-disclosure factored in the model. The other possible factors that may influence counselling seeking behavior but not included in the study could include other explanatory variables, moderating effects and extraneous variables whose effects were not completely excluded. Students' factors such as age, gender, personality traits and others could account for the other unaccounted variance in the dependent variable.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the findings, conclusions, recommendations and suggestions for further study. The study focused on teacher management by county government and its influence on implementation of early childhood education curriculum in Homa Bay County, Kenya and five broad objectives were analyzed.

First, the study sought to establish the influence of teacher recruitment on the implementation of early childhood education curriculum. Secondly, the study investigated the influence of teacher remuneration on the implementation of early childhood education curriculum. Thirdly, the study established the influence of continuous teacher professional development on the implementation of early childhood education curriculum and the influence of provision of teacher working conditions on the implementation of early childhood education curriculum in Homa Bay County.

5.2 Summary of the Findings

5.2.1 Influence of Teacher Recruitment on the Implementation of Early Childhood Education Curriculum

In this section, the researcher has tried to answer the question "What is the influence of teacher recruitment on the implementation of early childhood education curriculum in Homa Bay County? The main findings are:

i. Although the county has a number of ECDE teachers who are not employed, the county does not employ enough teachers to mitigate the teacher's shortage. The

centre with the highest number of employed ECDE teachers by the county government was three teachers. An average of 1.61 teachers had been employed by the county government.

ii. A good number of both the lead teachers and ECDE teachers reported that recruitment of ECDE teachers is advertised, shortlisted and interviews done based on merit.

iii. Majority of teachers agreed that when new teachers are posted to the centre immediately there exists a vacancy, learners significantly develop life skills after undertaking ECDE training and are able to attend to personal issues on their own without assistance from their teachers. (r=0.175, p=0.019). Learner's confidence also changed positively (r=0.148, p= 0.047).

iv. It was further noted that with a recruitment advertised, teachers shortlisted and interviews done based on merit, there was a significant increase in enrolment in ECDE programs (r=0.266, p= 0001) and the rate of content absorption changed positively (r= 0.196, p= 0.0001).

v. On lead teachers view on recruitment fairness, transparency and professionalism, majority of the lead teachers reported that fairness, transparency and professionalism of teacher recruitment was significantly affecting learner's development of life skills (r=0.246, p=0.0001).

vi. Majority of the teachers pointed out that when there is a clear policy guideline concerning teacher recruitment, there is a significant learners' development of life skills after undertaking ECDE course (r=0.167, p= 0.004. They also noted that

clear policy guidelines significantly reduce the rate of absenteeism among the learners (r=0.212, p= 0.004).

vii. On County Government policy issues County Government officers and lead teachers reported that ECDE policies have aided in development of teaching in response to global changes (mean response 3.650), support in alignment of education policies among schools and have aided in recruitment of competent and qualified ECDE teachers (mean 3.65).

viii. Further analysis revealed that lead teacher's recruitment significantly predicts implementation of early childhood education curriculum ($\beta 1 = .357$, $t = 5.369$; $p<0.05$), Therefore, the Hypothesis that there is a significant relationship between recruitment of lead teachers and implementation of early childhood education curriculum in Homabay County is therefore supported.

But for the ECDE teachers, analysis revealed that teacher recruitment did not significantly predict implementation of curriculum ($\beta 1 = -.066$, $t = -.746$; $p>0.05$), which means that a unit increase in recruitment of ECDE teachers does not result in a -.066 change in successful implementation of early childhood education curriculum. The R squared value showed that ECDE teachers' recruitment did not explain .2% percent of the variance ($R^2 = .002$, $F = .557$; $p>0.05$). Therefore, the hypothesis that there is a significant relationship between recruitment of ECDE teachers and implementation of early childhood education curriculum in Homabay County is therefore rejected.

5.2.2 The Influence of Teacher Remuneration on the Implementation of Early Childhood Education Curriculum

In this section the researcher tried to answer the question **"**What is the influence of teacher remuneration on the implementation of early childhood education curriculum in Homa Bay County? The main findings are:

Majority of the lead teachers (71.8%) felt that the salaries are not matching with the job involvements. This is because of the following:

i. a) The county government does not have schemes of service for the ECDE teachers.
   b) According to the economy of Kenya, ECDE teacher's salary is too low.
   c) Dealing with children involves so much, materials and supervision at all the time. Responsibilities are so many compared to the workload.
   d) There is no allowance for the teachers and they are not employed on permanent basis.
   e) In most cases, teachers use their salaries to buy some of the teaching materials.

ii. Majority of the teachers agreed that timely payments of teacher's salaries improve their efficiency and classroom effectiveness (mean response 3.76 out of 5). Poor remuneration led to high staff turnover which affects curriculum implementation (mean 3.62 of 5) and low teacher remuneration lead to dissatisfaction and poor classroom delivery (mean 3.59).

iii. a). ECDE teachers reported that when they have better remuneration, learners adequately taught, the enrolment in the ECDE increases r=0.135, p= 0.036) and the rate of absenteeism in both learners and teachers reduce.

iv. Teachers also revealed that when there is better remuneration, the level of teacher Commitment increases and the learners are able to develop skills (r=0.341, p=0.0001) and the rate of content absorption increases.

5.2.3 The influence of Continued Teacher Professional Development on the Implementation of Early Childhood Education Curriculum

In this section, the researcher has tried to answer the question "What is the influence of continued teacher professional development on the implementation of early childhood education curriculum?''.

The main findings are:

i. Majority of the ECDE centres (88.7%) had their ECDE teachers trained in competence-based curriculum and in 46.7% of the centres, teachers had attended teaching methodology workshops as shown in table 4.17.

ii. Teachers who attended some in-service trainings noted that the courses improved their professional competency, implementation and delivery in attendance (mean 2.00) and preparation of professional records and teaching materials (mean 1.75)

iii. Most teachers (47.7%) reported that they became punctual whereas 47.8% became efficient in preparation of professional records and teaching materials.

iv. Majority of the head teachers were of the opinion that holding professional workshops enhances exchange of ideas among teachers (mean response 4.08), and that through workshops teachers are able to network and share ideas on how to respond to difficult aspects facing learners (4.08).

v. Majority of the ECDE teachers reported that refresher courses enhance quality of work life in the teaching profession (4.05).

vi. Most of the sampled ECDE teachers noted that, organization of seminars enhances teaching skills and had significant influence on ECDE curriculum implementation ($p \leq 0.05$).

vii. Similarly, most teachers revealed that workshops had a positive influence on curriculum implementation where teachers were able to network and share ideas on how to respond to different aspects facing learners ($p \leq 0.05$).

5.2.4 Influence of Provision of Teacher Working Conditions on the Implementation of Early Childhood Education Curriculum

In this section, the researcher attempted to answer the question" What is the influence of provision teacher working conditions on the implementation of early childhood education curriculum?" The main findings are:

i. Majority of the lead teachers 84.1% reported that the county government has not directed enough resources to improve the working conditions in the ECDE centres. Similar sentiment was noted by 83.0% of the ECDE teachers.

ii. At the centres, majority of the lead teachers reported that, there is no adequate textbooks that enable teachers to prepare and deliver lessons effectively (mean response 1.86) and no indoor playing materials that enable holistic approach to curriculum implementation (mean 1.99).

iii. Majority of the lead teachers (83.2%) reported that there were no feeding programs neither were there clean drinking water in their centres.

iv. In the view of most teachers, centres working conditions were generally below average, the worst being the inadequacy of textbooks which is a prerequisite

for lesson preparation and effective delivery curriculum (mean response 2.07).

v. On teaching methods, majority of the teachers (55.2%) reported that they use question and answers very often as an instructional technique, this is because the county government are unable to supply materials necessary for carrying out experiments/ demonstration. However, they confessed that teaching by use of flash cards, display of pictures and models have positive significant effect on learners' confidence ($r=0.165$, $p=0.011$).

vi. Further analysis revealed that there was a positive correlation between teachers working conditions and implementation of early childhood education at (($r = 0.102$, $p<0.05$). Lead teachers working conditions was a predictor to curriculum implementation (($\beta 1= .105$, $t=1.560$; $p<0.05$), which means that a unit increase in lead teachers working conditions result in a .105 change in successful implementation of early childhood education curriculum. The R squared value showed that teachers working conditions explain only 1% percent of the variance ($R^2 = .010$, $F= 2.435$; $p<0.05$), implying that other factors not captured in the model explains 99% of the variation. The Hypothesis that there is a significant relationship between lead teachers working conditions and implementation of early childhood education curriculum in Homa Bay County is therefore supported.

5.3 Conclusion

The Kenyan government is committed to fulfilling her obligations, to the Education For All (EFA) and the Millennium Development Goals (MDGs) to which she is a signatory and the devolution of Early Childhood Education (ECDE) to the county

level. From the study findings, it is concluded that: On the first objective, the influence of teacher recruitment on the implementation of early childhood education curriculum in Homa Bay County. The county government of Homa Bay does not employ enough ECDE teachers despite the availability of such teachers not absorbed. Therefore, the understaffing occasioned by insufficient recruitment of ECDE teachers by the county government of Homa Bay negatively influence implementation of early childhood education curriculum.

On the second objective, the influence of teacher remuneration on the implementation of early childhood education curriculum in Homa Bay County, the study concludes that, though teachers under the county government earn much more compared to their counterpart employed by parents, the salaries for the ECDE teachers in the county is quite low, in some instances below the prescribed government minimum wage. Salaries are not matching with the job involvement and this was contributed by the fact that the county government does not do schemes of service for the ECDE teachers. Further the study concludes that low salaries affect teachers' attendance to duties, high turnover rate, teacher's dissatisfaction with duty hence poor lesson delivery which ultimately negatively influence the implementation of early childhood education curriculum.

On the third objective, the influence of continued teacher professional development on the implementation of early childhood education curriculum in Homa Bay County, the study concludes that the county government had organized professional development trainings for ECDE teachers and the training programmes enhanced

teachers' preparation and positively influenced the implementation of ECDE curriculum implementation.

Lastly, on the fourth objective, the influence of provision of teacher working conditions on the implementation of early childhood education curriculum in Homa Bay County, they concluded that the county government has not directed enough resources towards improving teacher working conditions. Most ECDE centres lacked or had no physical facilities that were in bad shape and affected teachers' level of implementation of early childhood education curriculum.

5.4 Recommendations

In view of the study finding, the following are the main recommendations.

i. There is need for the county government of Homa Bay to consider recruiting more teachers in the county as currently there is a serious shortage of ECDE teachers in the county which has a negative influence on curriculum implementation.

ii. The county government of Homa Bay should come up with a policy document on schemes of work for the ECDE teachers in the county which should include terms of service for the teachers. Salaries should be based on ones' qualifications and pegged on the minimum government wage.

iii. The study recommends that regular workshops should be organized for the ECDE teachers by the county government on curriculum implementation and a mechanism be put in place to ensure that all ECDE teachers attend such workshops.

iv. The study recommends that the county government needs to establish a public-private partnership framework that aims at enhancing financing infrastructure and improving working conditions across the county.

v. Finally, the County Government of Homa Bay should enhance quality assurance services to the ECDE centres by employing more quality assurance and standards officers to ensure that children in those centres receive quality education and under favorable/acceptable environments.

vi. Based on the findings that there are few organized in-service trainings for the pre-school teachers, the Ministry of Education (MoE) and the County Government should partner together in enhancing teacher professional development trainings that target ECDE teachers especially on Competence-Based Curriculum.

5.5 Suggestions for Further Study

The study identifies the following areas for further research.

i. A further study should be carried out on county government policies regarding recruitment, remuneration, continuous profession development and provision of prudent working conditions.

ii. A similar study could be replicated focusing on Management of pre-school Teachers in private sector in Homa Bay County.

iii. A further study should be carried out on the attributes of high ECDE staff turnover in Homa-Bay County.

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APPENDICES

APPENDIX I: PRE-SCHOOL LEAD TEACHERS QUESTIONNAIRES

The purpose of this questionnaire is to collect information teacher management by county government and its influence on implementation of early childhood education curriculum in Homa-Bay County. It further seeks to solicit information on the county government functions on ECDE teacher management and the influence on curriculum implementation of early childhood education.

INSTRUCTIONS

The researcher kindly requests you to respond to the questions asked. You are assured that the responses given will be kept in confidence and used for research purposes only. You are reminded not to demonstrate your name anyplace right now. In segment A tick the reaction that you find appropriate in the given boxes. In segment B and C (V) tick where proper in the spaces gave.

Section A: Demographic information of the respondents

Tick where applicable

1. **Age:** Below 30 yrs ( ) 31 to 40yrs ( )
   41to50yrs ( ) 50 yrs and above ( )
2. **Gender:** Female ( ) Male ( )
3. **Marital Status:** Single ( ) Married ( )
   Divorced ( ) Widowed ( )
   Separated ( )
4. **Religion:** Christianity ( ) Islam ( ) Others ( )
5. **Level of education:** **Certificate ( )** Diploma ( )
   B.Ed ( ) Med ( )

Any other (Specify).....

6. **Teaching Experience:** Below 5 yrs ( ) 6-10yrs ( )

   11-15yrs ( ) 16-20yrs ( ) 21-30yrs ( )

   Over 30 yrs ( )

7. **Experience** as **a Head teacher:** Below 5 yrs ( ) 6-10yrs ( )

   11-15 yrs ( ) 16-20yrs ( ) 21-30yrs ( )

   Over 30 yrs ( )

8. Year of establishment of the school.....

9. School sponsor:.....

10. **Category of school:** Urban ( ) Rural ( )

11. **Current Student Population:** below-100 ( ) 101-200 ( )

    201-300 ( ) Above 300 ( )

SECTION B

1. **Influence of Recruitment on curriculum implementation of the ECDE curriculum.**
   a) How many teachers employed by the county government are there in this centre?.....
   b) Is the number of teachers adequate to manage children population in this centre? Yes ( ) No ( )
   c) If your answer is NO, are there other teachers who are not employed by the county government in this centre?

      ……

      ……

      ……

d) The following are statements on teachers professional functions on curriculum implementation at the centre: Tick them in the order in which you agree or disagree **(1- Strongly Disagree) (2- Disagree) (3-Not Sure) (4-Agree) (5- Strongly Agree)**

Functions	**1**	**2**	**3**	**4**	**5**
New teachers are recruited and posted to the centre immediately there exist a vacancy					
The recruitment of teachers is advertised, shortlisted and interviews done based on merit.					
The recruitment of teachers is done in a fair, transparent and professional manner.					
The Teacher / pupil ratio is appropriate for pupil individual attention and pupils differences**.**					
There is a clear policy guiding teacher recruitment process.					

2. Influence of teacher remuneration on the implementation of early childhood education (ECDE).

a) Approximate the salaries of ECDE Teachers in this centre

Below 5000 ( ) Between 5001- 10,000 ( )

Between 10001- 15000 ( ) 15001-20000 ( )

Above 20000 ( )

b) In your opinion do you think the salaries are matched with the job involvement? Yes ( ) No ( )

c) If your answer is NO in B above, briefly explain .....

.....

.....

e) To what extent do you agree with the following statements regarding teacher recruitment by the county government? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

Teacher Remuneration	**1**	**2**	**3**	**4**	**5**
Teachers with better remuneration attend classes regularly					
Timely payments of teachers salaries improve their efficiency and classroom effectiveness					
Low teacher remuneration lead to dissatisfaction and poor classroom lesson delivery.					
Poor remuneration lead to high staff turnover which affect curriculum implementation					
There is teachers schemes of work for teachers					
County government set targets and teachers who meet the target are rewarded accordingly					
Teachers' salaries are made in time without any delay					
Teachers' challenges on remunerations are timely addressed by the county government and feedback given appropriately.					

3. Influence of continued professional development on the implementation of ECDE curriculum

a) Tick appropriately if you have ever attended any of the following In-Service trainings.

i. ICT Workshop ( )

ii. Competency –Based Curriculum Training ( )

iii. Teaching methodology workshop (Pedagogy) ( )

iv. School Management/ Leadership training ( )

v. Health and Nutrition Workshop. ( )

b) Identify any other training other than the ones listed above organized by the county government which you have attended .....

.....

.....

C) If you have attended how did the courses in A how did it improve your professional competency/ curriculum implementation and delivery in terms of :-

i. Teaching strategy

Very Efficient ( ) Efficient ( ) Not efficient ( ) Undecided ( )

ii. Preparation of professional records and teaching materials

Undecided ( ) Not efficient ( ) Efficient ( ) Very Efficient ( )

iii. Punctuality

Very Punctual ( ) Punctual ( ) Late ( ) Very Late ( )

iv. Attendance

Excellent ( ) Very good ( ) Good ( ) Undecided.

D) To what extent do you agree with the following statements regarding continuous professional development of teachers? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

Continuous professional development	**1**	**2**	**3**	**4**	**5**
Organization of seminars enhances teaching skills					
Professional seminars address emerging issues in the teaching profession					
Holding of workshops enhances exchange of ideas among teachers					
Through workshops teachers are able to network and share ideas on how to respond to different aspects facing learners.					
Customized refresher courses enhance the level of teacher's motivation.					
Holding different refresher courses enhance quality of work life in the teaching profession.					

4. Influence of teacher working conditions on the curriculum implementation

a) In your opinion, has the county government directed enough resources towards improving teacher working conditions? NO ( ) YES ( )

b) Briefly explain your answer .....

.....

c) To what extent do you agree with the following statements regarding teacher working conditions? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

Working conditions	**1**	**2**	**3**	**4**	**5**
There are adequate textbooks that enable teachers to prepare and deliver lessons effectively					
There are adequate indoor playing materials that enable holistic approach to curriculum implementation					
There is enough outdoor playing space for the children to utilize and nurture their talents.					
The classrooms are precious and child-friendly and conducive for learning					
There is enough physical facilities including furniture for students to learn.					
Feeding programmes and clean drinking water is available at the centres.					
Enough toilets for the pupils population					

5. To what extent do you agree with the following statements regarding county government policies on ECDE? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

County Government Policies on ECDE	**1**	**2**	**3**	**4**	**5**
Awareness of ECDE policies among teachers aids in implementation of its curriculum					
Government policies on ECDE aids in alignment of education policies among schools					
ECDE policies on feeding have supported achievement of curriculum implementation effectively.					
ECDE policies on recruitment have aided in recruitment of competent and qualified teachers					
ECDE policies have aided in development of teaching in response to global changes.					

6. To what extent do you agree with the following statements regarding ECDE curriculum implementation? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

ECDE curriculum implementation	**1**	**2**	**3**	**4**	**5**
The learners have developed life skills after undertaking ECDE.					
The learners are able to attend to personal issues on their own without assistance of their teachers.					
The level of confidence among learners have changed positively					
The leaners can confidently seek for assistance from their teachers when need arises					
The statistics on transition to subsequent levels has increased					
The enrolment in our ECDE programs have increased					
The rate of absents among leaners have reduced.					
The rate of content absorption has changed positively					

Thank you

APPENDIX II: QUESTIONNAIRE FOR ECDE TEACHERS

The purpose of this questionnaire is to collect information teacher management by county government and its influence on implementation of early childhood education curriculum in Homa-Bay County. It further seeks to solicit information on the county government functions on ECDE teacher management and the influence on curriculum implementation of early childhood education.

INSTRUCTIONS

The researcher kindly requests you to respond to the questions asked. You are assured that the responses given will be kept in confidence and used for research purposes only. You are reminded not to indicate your name anywhere in this questionnaire. In section A tick the responses that you find suitable in the provided boxes. In section B and C **(V)** tick where appropriate in the spaces provided.

SECTION A: BACKGROUND INFORMATION OF THE RESPONDENTS-Tick where applicable

1. Age: Below 30 yrs ( ) 31 to 40 yrs ( )
   41to50yrs ( ) 50 yrs and above ( )
2. Marital Status**:** Single ( ) Married ( ) Divorced ( )
   Widowed ( ) Separated ( )
3. Religion**:** Christianity ( ) Islam ( ) Others ( )
4. Level of education**:** Certificate ( ) Diploma ( ) Bed ( )
   PGDE ( )
   ED MED ( ) Any other (Specify).....
5. Teaching Experience:
   Below 5 yrs ( ) 6-10yrs ( ) 11 -15yrs ( )
   16-20yrs ( ) 21-30yrs ( ) Over 30 yrs. ( )
6. Category of school**:** Urban ( ) Rural ( )
7. Current Student Population**:** below-100 ( ) 101-200 ( )
   201-300 ( ) Above 300 ( )

SECTION B

7. Influence of Recruitment on curriculum implementation of the ECDE curriculum

(a) How many learners do you have in your classroom? .....

(b) Is the number of teachers adequate to manage children population in this centre? YES ( ) NO ( )

(c) If your answer is NO, are there other teachers who are not employed by the county government in this centre?

(d) The following are statements on teachers professional functions on curriculum implementation at the centre: Tick them in the order in which you agree or disagree **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

Functions	**1**	**2**	**3**	**4**	**5**
New teachers are recruited and posted to the centre immediately there exist a vacancy					
The recruitment of teachers is advertised, shortlisted and interviews done based on merit.					
The recruitment of teachers is done in a fair, transparent and professional manner.					
The Teacher / pupil ratio is appropriate for pupil individual attention and pupils differences**.**					
There is a clear policy guiding teacher recruitment process.					

8. Influence of teacher remuneration on the implementation of early childhood education (ECDE)

a) Salaries of ECDE Teachers in this centre. Tick appropriately where you belong

Below 5000	( )	Between 5001- 10,000	( )
Between 10001- 15000	( )	15001-20000	( )
Above 20000	( )		

b. In your opinion do you think the salaries are matched with the job involvement and qualification? YES ( ) NO ( )

c. If your answer is NO in B above ,briefly explain .....

.....

d. To what extent do you agree with the following statements regarding teacher recruitment by the county government in your school ? Respond by ticking the most appropriate answer. **(5-Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

Teacher Remuneration	**1**	**2**	**3**	**4**	**5**
Teachers with better remuneration attend classes regularly					
Timely payments of teachers salaries improve their efficiency and classroom effectiveness					
Low teacher remuneration lead to dissatisfaction and poor classroom lesson delivery.					
Poor remuneration lead to high staff turnover which affect curriculum implementation					
There is teachers schemes of work for teachers					
County government set targets and teachers who meet the target are rewarded accordingly					
Teachers' salaries are made in time without any delay					
Teachers challenges on remunerations are timely addressed by the county government and feedback given appropriately.					

9. Influence of continued professional development on the implementation of ECDE curriculum

a. Tick appropriately if you have ever attended any of the following In-Service trainings.

ICT Workshop	( )
Competency –Based Curriculum Training	( )
Teaching methodology workshop (Pedagogy)	( )
School Management/ Leadership training	( )
Health and Nutrition Workshop.	( )

b. Identify any other training other than the ones listed above organized by the county government which you have attended .....

.....

c. If you have attended how did the courses in A how did it improve your professional competency/ curriculum implementation and delivery in terms of :-

d. Teaching strategy

Very Efficient ( ) Efficient ( ) Not efficient ( ) Undecided ( )

e. Preparation of professional records and teaching materials

Very Efficient ( ) Efficient ( ) Not efficient ( ) Undecided ( )

f. Punctuality

Very Punctual ( ) Punctual ( ) Late ( ) Very Late ( )

g. Attendance

Excellent ( ) Very good ( ) Good ( ) Undecided.

h). To what extent do you agree with the following statements regarding continuous professional development of teachers? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

Continuous professional development	**1**	**2**	**3**	**4**	**5**
Organization of seminars enhances teaching skills					
Professional seminars address emerging issues in the teaching profession					
Holding of workshops enhances exchange of ideas among teachers					
Through workshops teachers are able to network and share ideas on how to respond to different aspects facing learners.					
Customized refresher courses enhance the level of teacher's motivation.					
Holding different refresher courses enhance quality of work life in the teaching profession.					

10. Influence of teacher working conditions on the curriculum implementation

a. In your opinion, has the county government directed enough resources towards improving teacher working conditions? YES ( ) NO ( )

b. Briefly explain your answer.....

.....

.....

c. To what extent do you agree with the following statements regarding teacher working conditions? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree).**

Working conditions	**1**	**2**	**3**	**4**	**5**
There are adequate textbooks that enable teachers to prepare and deliver lessons effectively					
There are adequate indoor playing materials that enable holistic approach to curriculum implementation					
There is enough outdoor playing space for the children to utilize and nurture their talents.					
The classrooms are precious and child-friendly and conducive for learning					
There is enough physical facilities including furniture for students to learn.					
Feeding programmes and clean drinking water is available at the centre.					
Enough toilets for the pupils population					

11. **a)** On a scale of 1-3 describe the availability of water in the school?

i) Available always ( )
ii) Supplied from outside ( )
iii) Not available at all ( )

b) How adequate are the sitting / writing surfaces of the desks/chairs for the pupils in our class?

i. Very adequate and comfortable ( )
ii. Available but pupils squeeze ( )
iii. Not enough and some pupils sit on the floor ( )
iv. In a terrible condition ( )

12. To what extent do you agree with the following statements regarding county government policies on ECDE? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

County Government Policies on ECDE	**1**	**2**	**3**	**4**	**5**
Awareness of ECDE policies among teachers aids in implementation of its curriculum					
Government policies on ECDE aids in alignment of education policies among schools					
ECDE on feeding and support issues have enhanced achieved of its syllabus.					
ECDE on recruitment have aided in recruitment of competent and qualified teachers					
ECDE policies have aided in development of teaching in response to global changes.					

13. On curriculum implementation, how often do you use the following learner-centred instructional techniques?

Teaching methods	**Very often**	**Often**	**Rarely**	**Not at all**
Story-telling				
Displays, pictures, flash cards and models				
Experiments/demonstrations				
Question and answer				
Discussion				
Role-play				

14.a) As a teacher, are you satisfied with the way in which the county government address issues related to your job and in a professional manner?

Yes ( ) No ( )

b) Briefly explain the choice of your answer .....

.....

.....

15. To what extent do you agree with the following statements regarding ECDE curriculum implementation? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

ECDE curriculum implementation	**1**	**2**	**3**	**4**	**5**
The learners have developed life skills after undertaking ECDE.					
The learners are able to attend to personal issues on their own without assistance of their teachers.					
The level of confidence among learners have changed positively					
The leaners can confidently seek for assistance from their teachers when need arises					
The statistics on transition to subsequent levels has increased					
The enrolment in our ECDE programs have increased					
The rate of absents among leaners have reduced.					
The rate of content absorption has changed positively					

Thank you

APPENDIX III: INTERVIEW GUIDE FOR COUNTY DIRECTOR OF ECDE, CHIEF EDUCATION OFFICER, SUB –COUNTY ECDE DIRECTORS AND OTHER COUNTY ECDE OFFICIALS

The purpose of this questionnaire is to collect information teacher management by county government and its influence on implementation of early childhood education curriculum in Homa-Bay County. It further seeks to solicit information on the county government functions on ECDE teacher management and the influence on curriculum implementation of early childhood education.

Please give your precise and honest answers. The responses will be treated with confidentiality.

SECTION A: Personal and contextual information

✓ Tick or fill as Appropriate

1. Gender: Male [ ] Female [ ]

2. Age: 25-30 [ ] 31-35 [ ] 36-40 [ ]
   41-45 [ ] 46-50 [ ] 51 and Above [ ]

3. Academic Qualifications:
   Diploma in Education [ ] BED [ ] MED [ ] PhD [ ]
   Others Specify .....

4. Number of the ECDE centers in the county: .....

5. Number of the county ECDE coordinators in the county .....

6. Total number of the ECDE staff in the Sub -county .....

SECTION B:

1. Influence of Recruitment on curriculum implementation of the ECDE.

Answer where appropriate

7. Are you aware of the major policies that govern teacher recruitment in the early childhood education in Kenya?

   Yes [ ] No [ ]

   If yes, they include:.....

   .....

8. a) In your opinion do you think the county government of Homa Bay has recruited enough teachers to support curriculum implementation in the county/ Sub-County?

   Yes ( ) No ( )

   b). Justify your answer above.....

   .....

   .....

9. a) Review do you think the county government provides enough financial allocation to the ECDE department to support teacher recruitment in the county?

   Yes ( ) No ( )

   b) Support the choice of your answer.....

   .....

10. What challenges do the county governments face in the process of teacher recruitment in the county?.....

    .....

2. Influence of Teacher Remuneration on curriculum implementation of the ECDE

11. Does the county government have schemes of service for the teachers in the county?

12. What is the starting salary scale per month for the certificate, diploma and degree holders in the county?

a. Certificate .....b. diploma-.....c. Degree.....

13. Other than the salaries, is there any other benefit that these ECDE teachers enjoy in the county?.....

14. A part from salaries, is there any other benefit enjoyed by the teachers in the county?.....

15. In your view, do you think teachers are satisfied or dissatisfied with the remuneration arrangements by the county government/Do the salaries come in time or sometimes payment delay?.....

Justify your answer.....

16. In your opinion, do you think there is relationship between the salaries earned by teachers and work performance? Yes ( ) No ( )
Justify .....

3. Influence of Teacher Professional Development on curriculum implementation of ECDE

17. Does **the** county government have in-service trainings for the teachers?

Yes ( ) No ( )
Justify .....

18. How are the in-service trainings organized?

a. Workshops
b. Seminars
c. Benchmarking
d. Any other specify.....

19. On a scale of 1-5 (Where 5 stands for excellent, 4 good, 3 fair, 2 poor and 1 very poor). Rate the importance of teacher professional development in terms of curriculum implementation.

Excellent ( ) Good ( ) Fair ( ) Poor ( )

Very poor ( )

4. Influence of teacher working condition on curriculum Implementation of the ECDE

20. Does the county government supply the following learning materials to the centres:

a. Adequate Text books YES ( ) NO ( )
b. Adequate Chairs and tables YES ( ) NO ( )
c. Playing materials YES ( ) NO ( )
d. Food programme YES ( ) NO ( )
e. Clean water for drinking YES ( ) NO ( )
f. Enough toilets for the population YES ( ) NO ( )

21. For the NO answers what is the county government doing to correct the same?

.....

.....

22. Any other relevant information?.....

.....

.....

23.**On County Government Policies**

To what extent do you agree with the following statements regarding county government policies on ECDE? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

County Government Policies on ECDE	**1**	**2**	**3**	**4**	**5**
Awareness of ECDE policies among teachers aid in implementation of its curriculum					
Government policies on ECDE aid in alignment of education policies among schools					
ECDE feeding programmes have enhanced achievement of curriculum implementation.					
ECDE policies on recruitment have aided in recruitment of competent and qualified teachers					
ECDE policies have aided in development of teaching in response to global changes.					

24 On ECDE Curriculum implementation

To what extent do you agree with the following statements regarding ECDE curriculum implementation? Respond by ticking the most appropriate answer. **(5- Strongly Agree) (4- Agree) (3-Not Sure) (2- Disagree) (1- Strongly Disagree)**

ECDE curriculum implementation	**1**	**2**	**3**	**4**	**5**
The learners have developed life skills after undertaking ECDE.					
The learners are able to attend to personal issues on their own without assistance of their teachers.					
The level of confidence among learners have changed positively					
The leaners can confidently seek for assistance from their teachers when need arises					
The statistics on transition to subsequent levels has increased					
The enrolment in our ECDE programs have increased					
The rate of absents among leaners have reduced.					
The rate of content absorption has changed positively					

Thank you

APPENDIX IV: RESEARCH SCHEDULE

Dec (2017) – Dec (2022)

	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Activity																			
Identification of Research topic																			
Literature Review																			
Drafting research proposal																			
Developing research instruments																			
Proposal writing																			
Proposal presentation and correction of proposal																			
Data collection																			
Data analysis and report writing																			
Submission of report																			
Graduation																			

APPENDIX V: PROPOSED RESEARCH BUDGET

S/No	ACTIVITY BUDGET				
	CORE ACTIVITIES	**ITEMS/PARTICIP-ANTS**	**QUANTITY**	**RATE @KSHS**	**TOTAL COST (KSH)**
1	Consolidation of literature Designing and developing research instruments	Library search travelling expenses Typing and photocopying of research instruments	10 Days 140 pages	2000 3/=	20000 420
	Purchase of a lap -top	Research work Lap -top	1	40,000	40,000
2	Research induction and training (3days)	Transport for researcher and four research assistants	3 days x 5 people	500	7500
3	Pilot survey Finalizing of research instruments (typing and photocopying)	Transport for researcher and 4 research assistants Questionnaires	1Day x 5 people 120 X 1 Counties	500 3/=	2500 360
4	Main field data collection (2 months)	Travel, accommodation and subsistence researcher Research assistants	1 researcher x 60 days 4 x 60 days	500/= 300	30000 72,000
5	Data processing analysis and report writing	1 researcher and 4 research assistants	5pax	200	1000
6	Purchases	Accessories Video Camera	1	14000	14000
7	Contingency			10,000	10000
	Grand Total				**197,780**

APPENDIX VI: STATISTICAL OUTPUTS

a. Teacher recruitments

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ECDE teacher	2.6620	5	.28525	.12757
	Lead teacher	2.6860	5	.37899	.16949

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ECDE teacher & Lead teacher	5	.914	.030

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ECDE teacher - Lead teacher	-.02400	.16532	.07393	-.22927	.18127	-.325	4	.762

b. Teachers' remuneration

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ECDE teacher	3.1713	8	.69419	.24543
	Lead teacher	3.0325	8	.70398	.24890

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ECDE teacher & Lead teacher	8	.969	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ECDE teacher - Lead teacher	.13875	.17415	.06157	-.00684	.28434	2.254	7	.059

c. Teachers' continuous professional development

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ECDE teacher	4.0800	6	.10354	.04227
	Lead teacher	4.0033	6	.07394	.03018

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ECDE teacher & Lead teacher	6	.468	.350

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ECDE teacher - Lead teacher	.07667	.09501	.03879	-.02304	.17637	1.977	5	.105

d. Centers working conditions

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ECDE teacher	2.3914	7	.37645	.14228
	Lead teacher	2.2443	7	.31458	.11890

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ECDE teacher & Lead teacher	7	.974	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ECDE teacher - Lead teacher	.14714	.10029	.03790	.05439	.23989	3.882	6	.008

APPENDIX VII: LETTER OF INTRODUCTION TO SCHOOLS

Dear Sir/madam,

My name is Edward Otieno Obuya, a Ph.D. student at Kenyatta University, school of Education (Educational Management department). I am currently conducting a **study on teacher management by the county government and its influence on implementation of early childhood education curriculum in Homa-Bay County.** I would be extremely grateful if you could allow me to use your school as one of the sampled schools.

.

I look forward to your positive response

Yours sincerely,

Edward Otieno Obuya

(Student)

PARTICIPANT AGRREMENT:

I have read the information in this letter and agree that my school will participate in this study.

Signature..... Date……

If you do not wish your school to participate, sign the designated line below.

I DO NOT allow my school to participate. _____

APPENDIX VIII: ECDE TEACHERS / LEAD TEACHERS' CONSENT FORM

This is research study designed to investigate on **teacher management by the county government and its influence on implementation of early childhood education curriculum in Homa-Bay County**. The findings will help in enhancing and improving the implementation of ECDE curriculum in Homa Bay County. I would like to request you to complete this research questionnaire and help on this noble task. Remember that all the information that you give will be treated with ultimate confidentiality.

Kindly sign in the space provided if you agree to participate in the study.

Signature :(.....) I agree/do not agree to participate in this study.

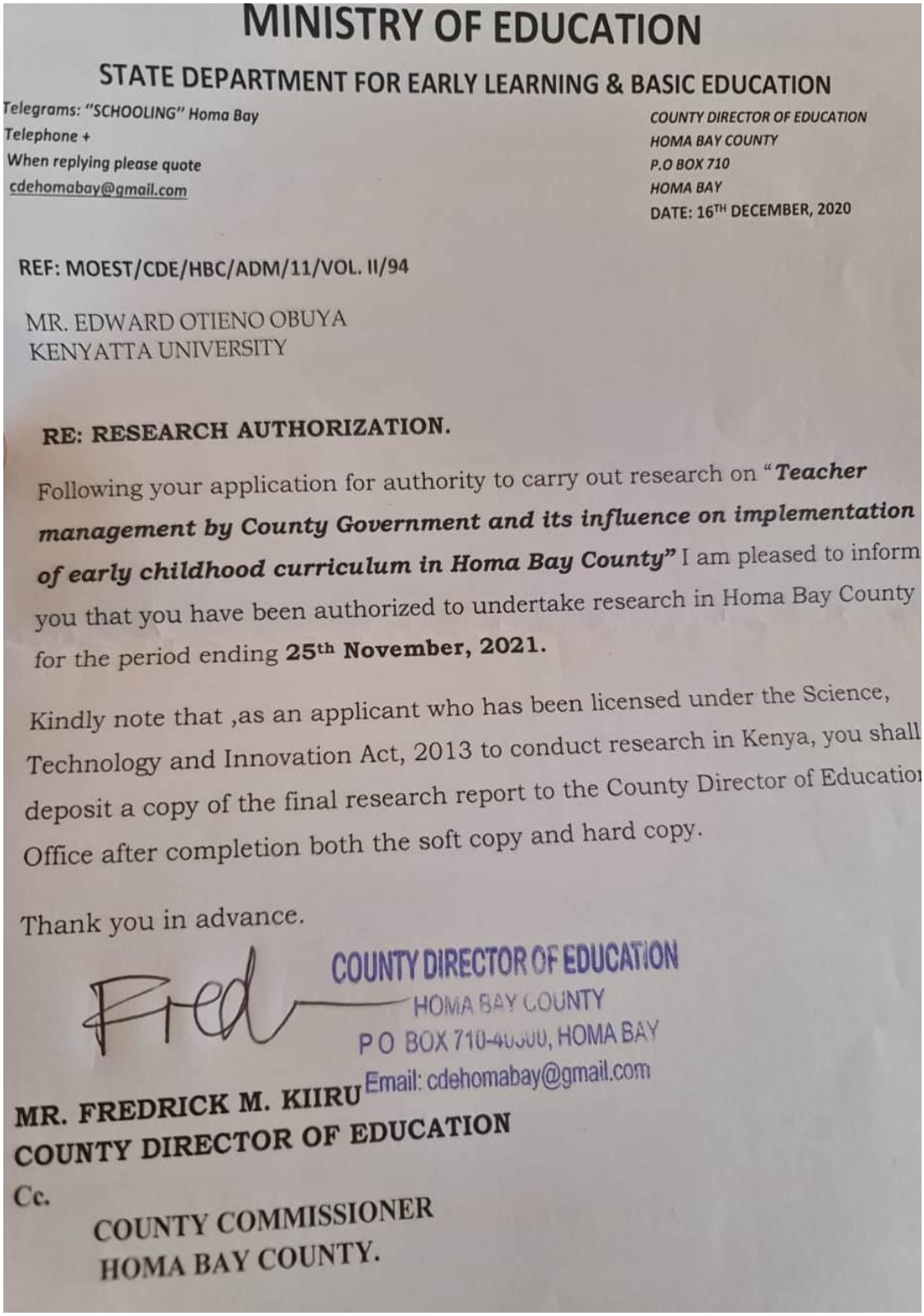
Thank you very much for agreeing to participate in the study.

Yours Respectfully,

Edward Otieno Obuya

PhD Student, Kenyatta University

APPENDIX IX: RESEARCH AUTHORIZATION LETTER FROM COUNTRY DIRECTOR OF EDUCATION



MINISTRY OF EDUCATION

STATE DEPARTMENT FOR EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING" Homa Bay
Telephone +
When replying please quote
cdehomabay@gmail.com

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P.O BOX 710
HOMA BAY
DATE: 16TH DECEMBER, 2020

REF: MOEST/CDE/HBC/ADM/11/VOL. II/94

MR. EDWARD OTIENO OBUYA
KENYATTA UNIVERSITY

RE: RESEARCH AUTHORIZATION.

Following your application for authority to carry out research on "***Teacher management by County Government and its influence on implementation of early childhood curriculum in Homa Bay County"*** I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending **25th November, 2021.**

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 County Director of Educatio Office after completion both the soft copy and hard copy.

Thank you in advance.

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P O BOX 710-40300, HOMA BAY
Email: cdehomabay@gmail.com

MR. FREDRICK M. KIIRU
COUNTY DIRECTOR OF EDUCATION

Cc.
COUNTY COMMISSIONER
HOMA BAY COUNTY.

APPENDIX X: RESEARCH AUTHORIZATION FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 918676

Date of Issue: 25/November/2020

RESEARCH LICENSE

This is to Certify that Mr.. Edward Otieno Obuya of Kenyatta University, has been licensed to conduct research in Homabay on the topic: TEACHER MANAGEMENT BY COUNTY GOVERNMENT AND ITS INFLUENCE ON IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION CURRICULUM IN HOMA BAY COUNTY, KENYA for the period ending : 25/November/2021.

License No: NACOSTI/P/20/7569

918676

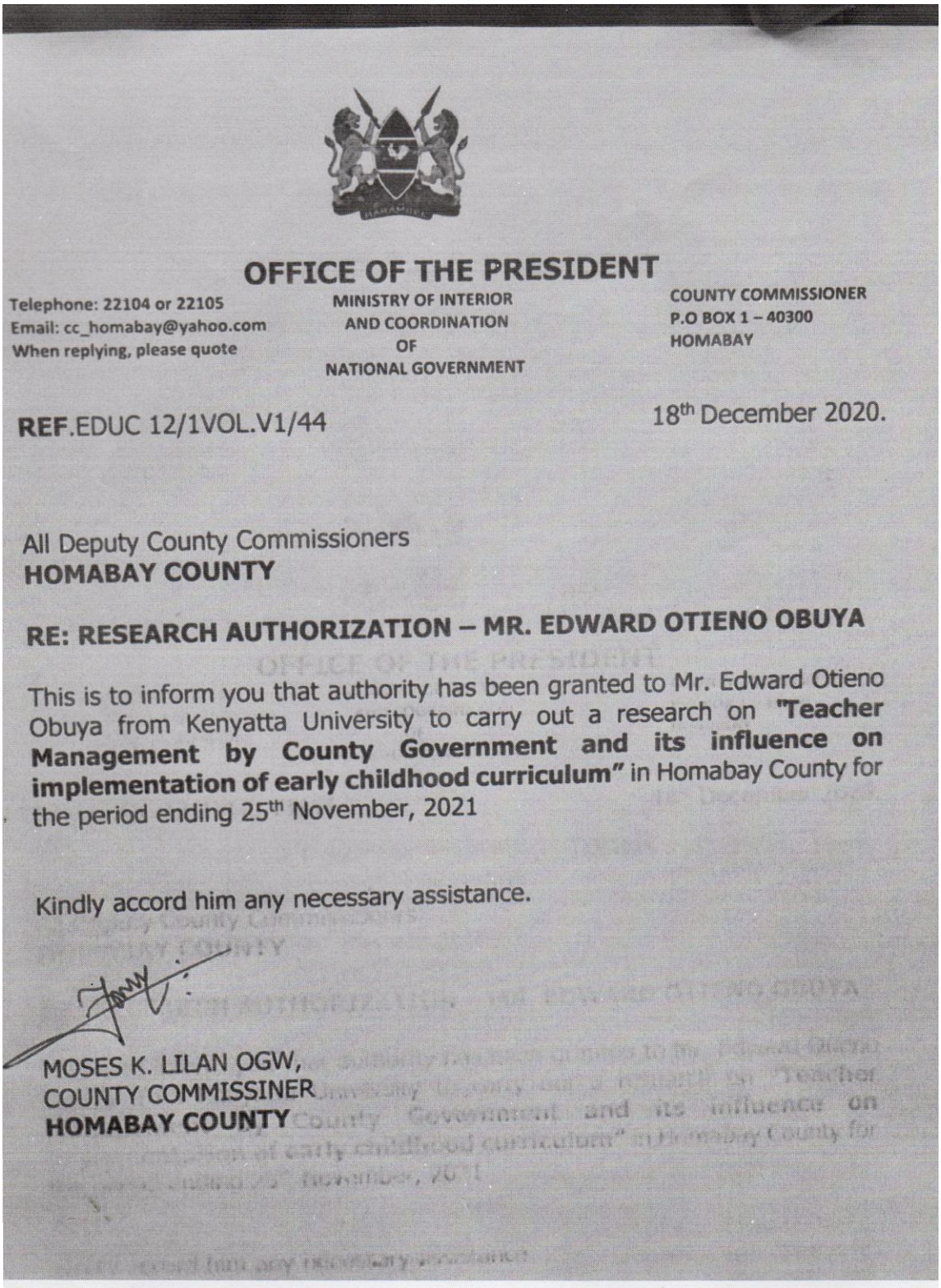
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX XI: RESEARCH AUTHORIZATION FROM NACOSTI



OFFICE OF THE PRESIDENT

Telephone: 22104 or 22105
Email: cc_homabay@yahoo.com
When replying, please quote

MINISTRY OF INTERIOR
AND COORDINATION
OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER
P.O BOX 1 – 40300
HOMABAY

REF.EDUC 12/1VOL.V1/44

18th December 2020.

All Deputy County Commissioners
HOMABAY COUNTY

RE: RESEARCH AUTHORIZATION – MR. EDWARD OTIENO OBUYA

This is to inform you that authority has been granted to Mr. Edward Otieno Obuya from Kenyatta University to carry out a research on **"Teacher Management by County Government and its influence on implementation of early childhood curriculum"** in Homabay County for the period ending 25th November, 2021

Kindly accord him any necessary assistance.

MOSES K. LILAN OGW,
COUNTY COMMISSINER
HOMABAY COUNTY

APPENDIX XII: RESEARCH 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. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 15th September, 2020

TO: Mr. Edward Otieno Obuya
C/o Ed. Mgt. Pol & Curr Studies Department.
Kenyatta University

REF: E83/CE/28751/2015

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 11th September, 2020, approved your Ph.D Research Proposal Entitled, "Teacher Management by County Government and its influence on Implementation of Early Childhood Education Curriculum in Homa Bay County, Kenya".

You may now proceed with data collection, subject to clearance with the 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.

By a copy of this letter, The Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D studies.

Thank you.

EDWIN OBUNGU
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational, Management Pol & Curr. Studies
Registrar (Academic)

Supervisors:

1. Dr. Hellen Guantai
C/o Department of Ed. Mgt. Pol & Curr. Studies
Kenyatta University

2. Dr. Ephantus Kaugi
C/o Department of Ed. Mgt. Pol & Curr. Studies
Kenyatta University

EO/nn

Appendix XIII: The Map of Homa-Bay County