

**INFLUENCE OF SELECTED FUNCTIONS OF DEVOLVED
GOVERNMENTS ON PERFORMANCE OF ECDE TEACHERS IN LAIKIPIA
EAST SUB-COUNTY, LAIKIPIA COUNTY, KENYA**

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Degree of Master of Education in Educational Management of Chuka
University.**

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DECLARATION AND RECOMMENDATION


Declaration

This thesis is my original work and has not been presented to any university for award of a diploma or conferment of a degree.


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DEDICATION

This work is dedicated to my supportive wife Charity Muthoni, to my beloved children: Edna, Lona and Evans. To Dr. Marciano Mutiga for his continuous encouragement throughout my study period.

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ABSTRACT

The Early Childhood Education has been facing challenges which range from provision of learning facilities, supervision, and remuneration of teachers among many other challenges. These resulted to poor performance and unproductivity of ECDE teachers. The Kenyan constitution 2010 devolved the early childhood education to the Devolved Governments. This study endeavoured to investigate the influence of selected functions of Devolved Governments of supervision, provision of learning facilities and training on the performance of ECDE teachers. The study was carried out in public ECDE centres in Laikipia East Sub County of Laikipia County, Kenya. The study was guided by the following objectives: To assess the Influence of Devolved Government's Function of Supervision on Performance of ECDE Teachers, to evaluate the Influence of Devolved Government's Function of Provision of Learning Facilities on the Performance of ECDE Teachers and to examine the Influence of Devolved Government's Function of Training on Performance of ECDE Teachers in Laikipia East Sub County of Laikipia County, Kenya. Related literature was reviewed under the following sub headings: The Concept of Performance of ECDE Teachers, Influence of Supervision on Performance of ECDE Teachers, Influence of Learning Facilities on the Performance of ECDE Teachers and Influence of Training on Performance of ECDE Teachers. The study adopted Durkheim's theory of Structural Functionalism whose approach views an institution as only existing because it serves a vital role in the functioning of a society. The research adopted correlational research design. The population of study was 293 which was made up of 198 ECDE teachers, 91 head teachers and four ECDE supervisors. A simple random sampling was used where a sample size of 214 was used. The sample comprised of 137 ECDE teachers and 76 head teachers were used as respondents. Purposive sampling was used to get one supervisor for interview. Piloting of the study was done in the neighbouring sub county of Laikipia North which had similar characteristics with the location of the study. The study used questionnaires and interview schedule as the research instruments. The instrument's face and content validity were ascertained by the experts of Faculty of Education of Chuka University. Quantitative data was analysed using descriptive and inferential statistics. The analysed data was presented in percentages, frequencies, figures, tables, means and regression models. The qualitative data obtained from interview schedule was discussed and analysed through Narrative Analysis. The study established that supervision of ECDE teachers was not sufficient which may have been attributed to lack of enough supervisors, the learning facilities were insufficient in the ECDE centres and that the County Government employs trained teachers from various ECDE teachers training colleges but there were little or no in-service trainings done through workshops and seminars to help improve the performance of ECDE teachers. In view of the findings the study recommends that: The County Government to increase the number of supervisors to improve the supervision of ECDE teachers in the sub county, the County Government to provide enough learning facilities to meet the needs of the new CBC curriculum and that the County Government to establish bills through the county assembly that will ensure there is regular capacity building of the ECDE teachers through seminars and workshops. This study may be of significance in providing useful information about the status and needs of trainings, supervision and provision of learning facilities in ECDE centres for quality preschool education and hence development of holistic child.

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ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
CBC:	Competence Based Curriculum.
COVID:	Corona Virus Disease
DQAS:	Department of Quality Assurance and Standards.
ECDE:	Early Childhood Development Education.
ECE:	Early Childhood Education.
EFA:	Education for All.
GMR:	Global Monitoring Report.
INSET:	In-Service Training.
MOE:	Ministry of Education.
NACECE	National Centre for Early Childhood.
OECD:	Organization for Economic Cooperation Development.
PP 1:	Pre-Primary One
RoK:	Republic of Kenya
SDGS:	Sustainable Development Goals.
UBEC:	Universal Basic Education Commission.
UNICEF:	United Nations Children’s Fund.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

UNESCO, 2010; Garcia & Neuman (2010) asserts that Early childhood is an important period of development of the human mind that influences individual's personality, intelligence, health and attitudes for learning and ones behaviour throughout an individual's life. Accordingly, there is a consideration by Developed countries for this period as being a period from birth to eight years. According to Mustard, 2013 Stephen (2014), ECDE is recognised worldwide to be an important intervention in the life of children whose major objective is maximising the optimal and holistic brain development for proper learning in later stages (UNESCO, 2010). Shore, 2013; emphasises the six years of life as being very important due to environmental experiences during this period in influencing one's life.

In view of the world conference that took place in Dakar, Senegal in the year 2000 to mark its 10th Anniversary for Education for All, the conference indicated that early childhood and education is a priority of the six Dakar EFA goals (Mbiti, 2014). Care for early childhood and education has not been put in the fore front in public policy and in addition the governments have very little capacity for coming up with policies and systems in most developing countries including Kenya. Further according to Ojala (2013), it is noted that lack of enough policy options and programmes to enhance the promotion of child's holistic development affects their development. The World Conference on Education for All (EFA) that took place in March 1990 greatly emphasised on the importance of early years to be the base for the life of an individual.

In the view of a study conducted by Stevenson (2007) in the United States of America, emphasis is put on how the designs of a learning facility can improve the effectiveness of early childhood education and further improve the performance of ECDE teachers. The study confirmed how the quality of learning facilities conforming to health, safety and appropriate development of the child affects the performance of ECDE teachers.

According to Darling et al., 2000, Quality training of ECDE teachers is taken to be an important factor that together produce overall quality early childhood education across

the world. Further, White book (2003) concurs that qualified teachers are an important component of ECDE programs whose outcome result to improved learning of ECDE children. The performance of teachers is acquired through teacher preparation (Organisation for Economic Cooperation and Development (OECD), 2005 & Darling-Hammond, 2000). (UNESCO, 2004) affirms that Children who are taught by teachers who are well equipped with teaching pedagogies have been found to perform better in acquisition of the required skills and attitudes. There exists challenges of teacher training institutions bringing out teachers who do not perform well in several countries across the world. The training obtained during the initial training from their initial teachers training colleges is regarded not sufficient to prepare teachers to develop teaching skills that are required. This calls for the need to have further trainings while in the service through seminars and workshops. (UNESCO Global Monitoring Report, 2010).

Dakar Framework for Action (2000) affirms that there has been neglect of teacher professional development in Africa. These challenges of teacher development have been a focal point in Ghana, Lesotho, Malawi and South Africa since 2003. This view was also in support of the findings by the Multi-Site Teacher Education Research (MUSTER) which published a report on the low quality of Early Childhood teacher trainees. A study by Clarke (2002) on how training influenced supervisors' performance in their roles in Lusaka Zambia revealed that qualifications of supervisors had correlated positively with the performance of the ECDE teachers that they supervised. Qualified supervisors were noted to contribute significantly to ECDE teacher's performance both in and outside the classroom (Mattson, 2006).

A study by Stephen (2002), asserts that most of the early learning institutions in Tanzania are characterised by shortage of learning facilities which are also not appropriate for learning. This negatively affected the performance of learners and ECDE teachers. Further research findings by Ejuu asserted that ECDE training in Uganda is largely carried out in private owned institutions (Ejuu, 2012). These institutions operate with little or no control by the government. These colleges have their own teaching and evaluation curriculum which lead to differences in quality of ECDE teachers and also the certificates awarded (Ejuu, 2012). The researcher

recommended that their government to have a common training with a common curriculum across the country to improve their performance by having similar quality of ECDE teachers.

Studies done in Kenya affirms that there are many factors that have continued to undermine Performance of ECDE teachers. These includes: poor remuneration, poor infrastructure, high pupil teacher ratio, lack of terms of service and lack of specialised teacher training (Maithya & Akala, 2014). Despite these challenges, ECDE teachers have the all the ability to perform better but there is reason to be motivated to have increased output in their performance in public ECDE centres (Owala, 2016). Performance of ECDE teachers has become an important issue in the contemporary society considering their responsibility of imparting knowledge and skills to learners by moulding them towards realizing their potential in life at formative years (Owala, 2016).

A study by Mwaura and Marfo (2013), asserts that several forces attribute to increase teacher's performance in ECDE programs in Africa. Supervision being one of the forces in many educational acts guaranteeing a satisfactory level of educational quality, is majorly achieved through inspection and supervision of legal requirements that schools should comply with (MOE, 2005). It is through the aspect of Supervision that planners, administrators, proprietors, curriculum designers and teachers are helped in deciding on the need for, and implementation of changes in the operation of the ECDE centres. This carried out in terms of content of the subjects, teaching approaches, pedagogies planning and implementation of educational programmes to make these more relevant and effective (MOEST strategic plan 2006-2011).

According to (Smith, 2004), acquisition of appropriate knowledge, skills and professional values that bring about effective professional teaching is offered through pre-service and in-service mode of instruction. This ECDE teacher training programme is expected to equip teachers with competent skills required to enable the ECDE teachers have proper curriculum delivery. This programme is well known as capacity building and is done through seminars, workshops and by benchmarking for

the ECDE teachers who are already trained to keep them equipped with current changes in curriculum and other educational issues (MOE, 2006).

Table 1: Trained ECDE Teachers Recruited by the County Government of Laikipia and other Institutions.

Gender	County Government		BOM and NGOs		Total
	Certificate	Diploma	Certificate	Diploma	
Male	2	5	6	2	15
Female	90	27	54	12	183
Total	92	32	60	14	198

Source: Laikipia East Sub County ECDE Education Office 2019.

Table 1 shows how the ECDE teachers are distributed in terms of their levels of training. The table shows that there are teachers who are employed by the County Government while there are those who are still employed by other institutions notably the parents and NGOs. The table further illustrates ECDE teachers' levels of education in the sub-county where all the teachers either have a certificate in ECDE or a Diploma as the highest level of education.

1.2 Statement of the Problem

The Kenya constitution of 2010 shouldered the management of ECDE to the devolved governments. Further, Kenya gazette supplement number 108, the senate bill number 32 of senate Bills of 2014 described the County Governments to be responsible for the training, registration, staffing and supervision of the early childhood education, development personnel in the county, provide the necessary infrastructure and funds necessary for the development of education centres and for the administration of early childhood education within the county; All the 47 devolved units are required to put up infrastructure, train and recruit qualified ECDE teachers, supervise and in addition provide teaching and learning resources to the public ECDE centres. It is assumed that the County Governments should have put enough mechanisms in place to improve the ECDE teacher's performance through proper supervision, provision of learning facilities and training. Devolved government being a new dispensation, their constitutional roles on Early Childhood Education have continued to undermine the performance of their ECDE teachers. The onset of the new Competence Based Curriculum (CBC) demand for thorough training of ECDE teachers to equip them with

necessary competent pedagogies required to deliver content of the new system and help them shift from the old 8.4.4. Curriculum. There have been numerous challenges in supervision of ECDE teachers in delivery of the curriculum in the sector since ECDE centres are independent from the primary schools where the Head teachers could help in the supervision. Supervision under the new curriculum can ensure the teachers are equipped with the new pedagogies of the new curriculum. Further the supervisors need to have training of the new curriculum to be able to offer curriculum support to the teachers to enable success of this new curriculum. The onset of the CBC has brought up new demands for new and appropriate facilities to enable learners achieve their competencies as required by the new curriculum. The question is, to what extent have these selected roles been able to influence the performance of ECDE teachers in these governments in order to maximize performance of ECDE teachers. This study sought to establish the influence of selected functions of the devolved governments on the performance of ECDE teachers in Laikipia East Sub-County of Laikipia County.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of selected functions of devolved governments of supervision, provision of learning facilities and training on the Performance of ECDE teachers in Laikipia East sub county, Laikipia County, Kenya.

1.4 Research Objectives

The study was guided by the following objectives:

- i) To assess the influence of supervision on Performance of ECDE teachers in Laikipia East sub county, Laikipia County, Kenya.
- ii) To evaluate the influence of provision of learning facilities on Performance of ECDE teachers in Laikipia East sub county Laikipia County, Kenya.
- iii) To examine the influence of training on Performance of ECDE teachers in Laikipia East sub county of Laikipia county, Kenya.

1.5 Research Hypotheses

The study was guided by the following hypotheses that were tested at 0.05 significance level.

- i) Ho1. There is no statistically significant influence of supervision on Performance of ECDE teachers in Laikipia East sub-county Laikipia County, Kenya.
- ii) Ho2. There is no statistically significant influence of provision of learning facilities on Performance of ECDE teachers in Laikipia East sub-county Laikipia County, Kenya.
- iii) Ho3. There is no statistically significant influence of training on performance of ECDE teachers in Laikipia East sub-county Laikipia County, Kenya.

1.6 Significance of the Study

This study may be of significance in providing useful information about the status and needs of trainings, supervision, and provision of learning facilities in ECDE centres and therefore contribute to the improvement of process of implementing pre-school curriculum and providing quality pre-school education to develop holistic child. In addition, the study may benefit Laikipia County Education Administrators to develop policies to facilitate the supervision of ECDE curriculum, enhance trainings of these teachers and also introduce policies and bills on provision of learning facilities. Further the research may also be of significance to the researchers who are interested in this area to contribute to the literature in their research. The study may also enable National Government Education Administrators to come up with strategies that can enable the country to attain its EFA goals and SDGs. Similarly, ECDE teachers, parents and the community may be in a position to contribute positively towards the development of the child.

1.7 Scope of the Study

The study was conducted in 106 public ECDE centres in Laikipia East sub county Laikipia County, Kenya. The public ECDE centres were selected since the devolved governments have direct role of provision of learning facilities to the public ECDE centres. The study specifically sought information about the influence of the functions of County Government of supervision, provision of learning facilities, and training on

the Performance of ECDE teachers in Laikipia East sub county Laikipia county. The study targeted to involve the ECDE teachers, head teachers, and supervisors as the respondents in the study.

1.8 Limitation of the Study

Limitations are aspects of study that a researcher knows might negatively affects the results generalization of the study and for which the researcher has no control over (Mukwanjeru, 2011). The limitations of the study in this case were that the respondents tried to conceal information particularly where they felt that the questions were sensitive. To overcome this, the researcher assured them of confidentiality. There was a limitation of getting data from the county offices due to the bureaucracies in authorizing and access to information. To overcome this the researcher sought for research permit from NACOSTI and presented it to the county education offices for introduction purposes. The respondents had some mistrust to the researcher since they thought the information could be used politically. The researcher assured the respondents that this was only intended for educational research. There was a limitation in collection of data from the respondents by use of the questionnaires and interview schedule due to the COVID 19 pandemic. The researcher took advantage of COVID 19 sensitization meetings which were organised by education officers to meet the respondents. The chance was utilized to fill in the questionnaires.

1.9 Assumption of the Study

The study was based on the following assumptions:

The study assumed that the respondents gave accurate, truthful, and honest answers to items in the research tools. All pre-schools in Laikipia East sub-county were supervised. That there were In-Service Trainings done by the County Governments on ECDE teachers.

1.10 Operationalization of Terms

Devolved Government: A geographical unit emerging from the statutory delegation of power from the central government of a sovereign state to govern at a regional or local level. It is a form of administrative decentralization. This refers to Laikipia County in this study.

Devolved Government's Function: Refer to the mandated roles of training, supervision and provision of learning facilities in the ECDE.

Early Childhood Development Education: This is the education provided to children under the age of six years where development experiences are provided before start of compulsory schooling, mainly to meet the child's cognitive, social, moral spiritual, emotional and physical needs.

Early Childhood Education Centres: Refer to schools where early childhood development education takes place and provides care for young children in readiness for primary education. The term is used interchangeably with kindergarten, nursery, day care pre-unit, pre-primary and pre-school.

ECDE Teachers: A person responsible for imparting desirable knowledge, attitude, and skills to children of age 3-6 years in the ECDE centres.

Learning Facilities: Refers to physical space and equipment that supports teaching and learning programmes which include; classrooms, libraries, play areas, desks, black boards availed for facilitation of learning.

Performance of ECDE Teachers: Refer achievement in terms of curriculum delivery, lesson preparations, attendance, punctuality, preparation of learning and teaching aids, the teacher's professional records and documents, effectiveness of teaching methods, learner's assessments, and general learner's academic achievement.

Recruitment: process of acquiring new staff members. In this case it refers to employing and staffing of ECDE teachers. Teacher

recruitment is the process of providing an adequate number of quality applicants.

Supervision:

This is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process Modebelu (2008). It is a process that entails keeping check and monitoring to ensure curriculum implementation is done effectively and efficiently.

Trainings:

Refers to the policies, procedures, and provisions designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. It involves Improvement of one's capability, capacity, productivity and performance through teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents a review of the related literature under the following sub-headings: The concept of performance of ECDE teachers, devolved government's function of supervision on the performance of ECDE teachers, devolved government's function of provision of learning facilities and devolved governments function of training on Performance of ECDE teachers. The chapter ends with a presentation of theoretical and conceptual framework.

2.1 The Concept of Performance of ECDE Teachers

Studies to evaluate teacher's performance have been carried out. A study by Lin chongde (2006) on evaluation of teacher's performance in china, asserted that teacher's performance plays a key role in educational overall success of the learners' achievement and also the country's achievement of its educational goals. According to this study, performance of teachers is the basis of any educational achievement. The study affirms that teachers form a fundamental resource in an educational organization. According to the study, job satisfaction determines the teacher's productivity as it is the drive that ensures that teachers perform professionally and enthusiastically. Teacher performance is very important given that teachers are given the noble responsibility. Institutions should put extreme human resource management plans in order to ensure that they tap employee's optimal performance.

A study by Kandir and Özbey (2009) done in Turkey which researched on the difficulties faced by pre-school teachers in implementation of ECDE curriculum found out that preparing annual plans, choosing objectives, teaching methodologies and goals for the whole year were the highest challenges that the teachers faced. These affected the performance of the ECDE teacher to a great extent.

A study by Moyo et al. (2010) in Zimbabwe, on factors affecting the implementation of Early Childhood Development Programmes indicated that the qualifications of teachers affected their ability to deliver effective lessons among others factors identified in the study.

In a study by Ejuu (2012) to establish the gains and challenges faced by different ECDE teacher training colleges in the implementation of the ECDE teacher training framework in Uganda, and a study by MoES (2009) which conducted a survey to approve ECDE teacher training colleges in Uganda, licensing and award registration to these institutions. These studies found that ECDE teacher training framework had not been fully implemented in most of the teacher training colleges. The study established that despite having the training frame work, most colleges were still using their old curriculum. Further the colleges did not follow the guidelines as they were required to (MoES, 2009). The surveys established that these performance gaps continued to negatively affect the performance of ECDE teachers.

A baseline survey conducted by TAYARI programme in selected counties of Laikipia, Nairobi, and Uasin Gishu established that despite the benefits associated with ECDE, many children in Kenya do not receive quality ECDE services, this was as a result of less government involvement in the sector where the ECDE centres were left to be managed by the parents. According to the baseline survey the parents were involved in most of the ECDE activities. In most of the ECDE centres that the survey was carried it was found that there were no adequate play and learning materials. In addition, there was shortage of trained teachers. Untrained teachers were found teaching in the ECDE centres (Kariuki et al., 2007).

According to a survey that was carried out by the Kwanza Sub County Quality Assurance and Standards Officers in March 2012, many aspects of teacher's performance were established. The survey noted that there were challenges of punctuality by the ECDE teachers where it was established that some of them arrived even as late as 9 o'clock. The survey also noted that there was the challenge preparation in terms of the professional records and documents among the teachers. Majority were found lacking schemes of work and lesson plans. There were no use of teaching/learning aids and most of the ECDE teachers were found being less equipped with appropriate teaching methods usable to the level of the learners. Further the researcher established that there were low levels of socialization between ECDE teachers and other teachers as well as learners. This may have been as a result of low self- esteem of teachers or lack of competence.

There was no link of the studies on the performance of ECDE teachers with training, supervision or the learning facilities in a setup of devolved governments which this study sought to establish. Further the current study strived to find out whether there exists relationship between the performance of ECDE teachers' outcomes, with supervision, training or provision of learning facilities.

The survey generalized their findings to counties which do not share similar environmental factors. For instance, Nairobi is purely an urban set up while Laikipia is a remote region. The findings of the survey therefore failed to generalize their findings to all the counties under the study as a result of these environmental differences. The current study was specific to one region and the finding can be generalized to the whole county since it has similar characteristics. The recommendations out of these studies were found unsuitable to be applied in the current location of the study.

2.2 Influence of Supervision on Performance of ECDE Teachers

In England supervision is historical roots which are tracked back from 1902. Since this time supervision was being taken up as the service of this type in England. The practice of supervision has been evolving and undergone through many changes since this time. These changes and reforms witnessed were done because the former practice was overcrowded with political aspects. The changes have been carried out in supervision practice in its subject mainly to the political environment and the wider reforms in education. These reforms were done because School and teacher supervisors have indeed been a political and politicized issue in quite a number of countries where a school inspector had played a political role. However, in many, countries such as Thailand, Russia and Japan, it remains the task of local level inspectors to supervise teachers (Watson, 2006).

According to Watson, (2006), there exists separate administrative supervision from pedagogical supervision in some countries such as Spain and France. It is however not easy to classify duties as either professional or educational and those which are managerial or administrative in nature. Separation of such supervision was hard to sustain especially at school level. An inspector who visited a school would indulge into the supervisory activities and roles such as collecting statistical data or looking

into problems of supply of materials or staffing and building problems and during the same visit perform the activity of inspecting the work of particular classes or teachers (Watson, 2006).

According to Erden (2010), in New Zealand, England, Iceland and Scandinavian countries there exists the nature of supervision that is done without an external inspection service. In Denmark, a similar supervision trend in pre- schools have their pre- schools not visited by external authorities. Internal Monitoring of curriculum is mostly done mainly through the school council, the head teacher and the staff itself while the school plans have to be approved by the municipal council. It is the role of the head teacher to be responsible for the school administration and to observe classroom teaching only in the case of new teachers. Such observation is done to the specific teachers who may have particular problems. In cases of privately owned ECDE centers, each Centre is attached to an inspector chosen by the parents or appointed by the municipality.

A study by Daresh and Playko (2002) on how supervision influenced curriculum implementation in Early Childhood Education schools in Boston revealed that supervision done in ECDE centres, was specific in areas of checking on lesson plans, schemes of work register and other administrative documents. According to the study this kind of supervision was seen to pose a positive influence in academic performance of pupils and teachers. As this study further investigated on the professional development of school administrators, it revealed the extent to which inspection and supervision influenced quality of services given by the school managers. The study concluded that supervision made schools to be proud of their performance acquired through improvement of the quality of education by provision of wide range of cultural, intellectual and practical services.

The study was descriptive which explained the state of the situation of supervision. The study also included other sections of schooling like primary school and secondary school. This study however sought to find out relationship between supervision and the performance of ECDE teachers and whether it has influence on it or not. This study sought to seek whether there exists a relationship between the performance of

teachers in ECDE centres and the function of supervision by the devolved government.

A study conducted in China by Chongde and Yonghong (2006), proves improvement of performance of the ECDE teachers can be influenced by enhancing their supervision. According to the researchers, teacher supervision can be used to evaluate teacher's performance, specifically, teacher job behaviours with a focus on collecting information and data about teacher job quality. These researchers believed that while there are various focuses on teacher behaviour and what effective teaching looks like, behaviours in teacher job performance evaluation should be crucial factors in education and teaching success or failure (Yonghong & Chongde, 2006).

A study in Nigeria by Nakpodia (2006) on Influence of Instructional Supervision in Schools in Nasarawa State asserts that, instructional supervision in the modern era centers has the ability to make significant positive influence on the ECDE teacher's performance by making improvement of the teaching-learning situation. Thus, resulting to benefit both the teachers and learners. Supervision was further seen helping in identification of areas of strength and weaknesses of teachers. After supervision, there is supervisory follow-up activities. These are the activities that ought to be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. In addition to this, National Open University of Nigeria, NOUN (2006) observed that Supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct to improve their performance. If schools are not supervised adequately, it has adverse effects on their output and the educational objectives may not be achieved. Consequently, various instructional supervisory techniques should be employed to ensure quality service delivery by the teachers.

According to a study conducted by Ejjuu (2012), early childhood education in Uganda had several which accelerated low performance of the ECDE teachers in that country. Inadequate inspectors and supervisors of ECDE centres and inadequate funding in the

sector were the key shortcomings that the researcher attributed to the cause of the poor performance of ECDE teachers alongside other factors.

A study by Wangari (2004) on Quality of Learning Environment at Early Childhood Education Level asserts that there are structures in place in the Ministry of Education, Science and Technology of Kenya (MOEST) which is divided into departments that coordinate and oversee the implementation of all the education sector policies. The departments include: Basic Education which includes the Early Childhood Education, Higher Education, Quality Assurance and Standards, Technical Education and Educational Planning and Policy. It is the department of Quality Assurance and Standards that was created in 2004 that was well known as the "Inspectorate", the unit was responsible and mandated to ensure there was quality learning in the learning institutions; the department was however expected to work together and closely with other stakeholders in the education sector to ensure the quality education was provided among the learners.

The studies utilized the old inspectorate systems which were usually in the national governments by the ministry of education and done by QASOs. The current study is based on the new government systems which have to do the supervision of the ECDE sector independently. This study evaluated supervision under a new dispensation of County Governments and seeks to establish to what extent they influence the ECDE teacher's performance.

In the view of the study conducted by Awino (2014), who conducted a study on the impact of supervision on the implementation of early childhood education curriculum in selected public pre-schools in Lang'ata District, the research findings revealed that supervisory activities carried out had a positive influence on the ECDE teachers' performance that led to the motivation of teachers leading to the effective implementation of the curriculum. According to the researcher, normal routine supervisions assist the learners to acquire much in terms of academic achievements. Further, the researcher asserts that routine supervision ensures that the teachers improve in their performance since they end up doing the right thing and implementing the curriculum.

in the right manner as per ECDE guidelines.

2.3 Influence of Learning Facilities on the Performance of ECDE Teachers

Performance of ECDE teachers and the learners is largely influenced by the availability of adequate and appropriate leaning facilities. These facilities are important in ensuring there is conducive learning environment for pupils. Further the recreational facilities that are safe and adequate facilitate this performance. According to Gay (2014), the physical facilities include school buildings, the outdoor areas, objects, furniture and materials in the classroom. All the facilities should be appropriate for use by these early grade learners (Chepkonga, 2017).

Erden (2010) carried out research on problems that pre-school teachers face in the curriculum implementation. A study that used pre-school teachers teaching in public and private kindergartens in Ankara Turkey. After analysis of the collected data gathered through interviews with a group of participants that were selected from these teachers, the research findings revealed that physical facilities were key issues in the performance of teachers of ECDE programmes as they contributed to good working conditions which motivated the teachers to perform better. The study revealed that insufficiency of these facilities such as toilets, classrooms playing grounds resulted to negative influence on performance of teachers in pre-school programme. The conditions and insufficiency of these facilities were linked to the low attendance of the learners which influence in curriculum delivery by the teachers hence affecting their general performance.

According to Studies conducted by in Hungary by Cuyvers and De Weerd (2011) where ECDE is subsidized by the government, the enrolment does not match the infrastructural facilities hence affecting the teaching process by the ECDE teachers which affects their performance and that of the learners. The effect of the availability and appropriateness of the learning facilities were also were seen to contribute to the well-being of learners and consequently its possible outcome on teacher's performance in Antwerp, Belgium Cuyvers and De Weerd (2011). The study further found out that differences in early childhood teachers Performance and learners' wellbeing can be linked to the quality of the infrastructure of the ECDE centres they attend.

A study by Kurebwa (20120) of factors that affect the implementation of early childhood development Programmes in Zimbabwe, found out that learning facilities such as classrooms were inadequate and not appropriate for use by the ECDE learners. A percentage of 79% in most of the ECDE centres did not match the age and the size of the learners and the learner's population. about two thirds, classrooms were termed as unsuitable for use by young children as their state were characterized by poor state of floors, walls, roofs and ventilations. This study was however purely descriptive; hence, it did not determine the statistical relationship between the states of such facilities with performance of the teachers. This study sought to know the relationship between the facilities and the performance of the ECDE teachers.

Duruji (2014), in a study in Nigeria on Learning Environment and Academic Performance of Schools, revealed how combined influence of deteriorating conditions of building pressures on teaching facilities and learning environment. The findings showed how these conditions of facilities deter quality of teaching and learning and therefor causing poor performance of the ECDE teachers. The study used mixed learning institutions of all level of learners and was not specific to the ECDE centres. This study was however specific to ECDE centers and determined how such facilities in the study influence the performance of ECDE teachers.

Several empirical studies have been conducted in Ethiopia to check on the relationship between learning facilities and the performance of teachers. A study conducted by Willims (2000) cited in Marlina (2004) on availability of school facilities and their influences on quality of education in Eastern Harari primary schools in Harari regional state, Ethiopia showed that there was shortage of school learning facilities and instructional materials which were seen to be of less in quantity and quality. The researcher related this shortage to the low performance of both the ECDE teachers and the learners. The study generalized the learning institutions as primary schools since it is inclusive of ECDE therefore could not be clear whether there was any influence of the facilities on the ECDE centre. The study was general in that it involved primary schools where the ECDE centres were hosted. This study was specific to ECDE centres.

Furthermore, the study revealed how availability and suitability of the learning facilities influence the performance of ECDE teacher and the achievement of learners. For instance, in a study conducted by Moyo and Kurebwa (2010) on factors that affect implementation of ECD programmes in Zimbabwe in Chiwundura circuit observed that despite of the adequacy of facilities such as toilets in three-quarters of ECDE centres, 85% of the facilities were found to be unsuitable for use by younger children. This was because the toilets were in the primary school section and were therefore shared by the ECDE learners and the other learners in the primary school section. The facilities were not appropriate to the age of these learners. This increased the chances of infection among the young children leading to high absenteeism of learners which affected the performance of the teachers.

Similar findings were published in Kenya by Chepkonga (2017) in a study that conducted in public ECDE centres in West Pokot on influence of learning facilities on provision of quality education in public ECDE centres. The study noted that pupils in primary schools shared toilets with ECDE children. He linked sharing of toilet facilities with increasing incidences of sanitation-related ailments among ECDE children which increased learner's absenteeism leading to less contact time with their teachers and eventually causing decline in the performance of both the teachers and the learners.

A comparative study by Patrick Abuom (2017) on implementing Early childhood in Kenya, done in Kisumu, Homabay and Migori counties affirmed that although most governments across the globe recognize the importance of ECDE, the provision of quality ECDE has met several challenges, most of which are contextual. According to the study the researcher shown that the infrastructure and learning resources have been lacking in adequate measures to satisfactorily aid quality of ECDE learning and teaching.

For ECDE schools to achieve quality education, availability of quality educational facilities and good infrastructure is necessary. These quality facilities have been found to be a major determinant of achievements in the performance of the ECDE teachers.

The learning environments are found to be positively related to good academic achievement by learners and performance of teachers (Wangari, 2003).

According to a seminar paper by Chepkorir (2014), more attention is required to the provision of adequate facilities and resources and opportunities for teachers to share ideas on the use of available, accessible and appropriate facilities in the solution of educational problems. The performance of teachers and Pupils whose over populated classrooms or in classes that are in multi-graded cannot be expected to do well as their counterparts studying in classes that are separated to cater for PP1 and PP2 per grade as well as modern equipped classrooms. Such multi-graded classrooms caused confusion among learners hence reflecting low performances by the learners and the curriculum delivery by the teachers.

In a study in Kenya by Sitati (2016), the researcher affirms that there was an indication that majority of the public schools do not have separate sanitary facilities for the ECDE children, the children in the ECDE centres used the sanitary facilities from the primary schools' sections which were not appropriate to their age. This posed a health hazard to the young children. In addition, they interrupt the learning process hence lowering the performance of teachers in their endeavor to achieve quality education in the ECDE centers.

2.4 Influence of Training on Performance of ECDE Teachers

A study conducted by Ackerman (2004) in the United States of America affirms that the process of training of ECE teachers is an important element in improving their performance. According to the researcher, improvement of the teacher's performance through training is enhanced by provisions of teacher's scholarships and provision of financial assistance to boast different trainings and career progressions of the teachers while in the service through in service training. According to the researcher this is conducted through seminars and workshops. This enables the teachers to keep on toes with the curriculum requirements and upgrade their teaching methodologies. (Ackerman, 2004). The study was however based in a national government set up and further under a different system of education while this study targeted to investigate the situation in a devolved unit and a completely new curriculum set up of CBC in Kenya.

A study conducted by Whitebook (2003) on Higher Qualifications for kindergarten Teachers and Learning Environments for Children in developing countries, concurs that qualified teachers are an essential component of ECDE programs that result in improved learning outcomes of ECDE children. The performance of the teachers is mainly acquired through teacher preparation (Organization for Economic Cooperation and Development (OECD) (2005) & Darling- Hammond 2000).

The researchers asserts that the children who are taught by well-trained who are well-prepared are found to portray achieving more academically. The teachers have more refined use of teaching methodologies in Early Childhood Development and Education. They were found to be more sociable and perform well on cognitive tasks (Bowman et al 2001). It is a common challenge for teacher training colleges to bring out incompetent teachers after the training. This problem is rampant and common in many countries (UNESCO, 2008). UNESCO Global Monitoring Report (2010) affirms that, in many countries, initial training is not just enough to prepare teachers to develop teaching skills. Due to the way the teacher preparation is organized, many teacher trainees shy away from joining teaching profession in western countries like Denmark. Further the report affirms that there is need to have to have refresher trainings even after the training is done in teacher training colleges to equip the teachers with appropriate teaching methodologies. This gives then motivation and confidence in their work which leads to increased performance.

Studies in In Africa, affirms that Early childhood teacher education and professional enhancement was reported to be neglected (Dakar Framework for Action, 2000). In countries such as Ghana, Lesotho, Malawi and South Africa challenges of the trainings of teachers has been witnessed since 2003 when Multi-Site Teacher Education Research (MUSTER) on teacher education published a report on the low quality of teacher trainees (Mattson, 2006). The study further revealed that there was poor quality of early childhood teacher training that was further illustrated in Namibia where more than three-quarters of sampled of teachers did not demonstrate use of appropriate teaching methodologies while handling the leaners in the classes. The study also concurred with the findings by (Universal Basic Education Commission

(UBEC), 2007) in Nigeria where pre service of the teachers was perceived to be teacher training as unsatisfactory and hence causing for a demand for further training thereafter.

In a comparative study by Nafungo (2015) on issues surrounding success performance of teachers in ECDE programme in Nigeria, Lesotho and Gunea Bissau, it was noted that trained teachers were seen to perform well in their work and therefor being the major determinants of excellent performance of pupils. The finding found that the performance of these teachers was determined by their educational background and training (Nafungo, 2015). There are great efforts that were put by the Nigerian government where several strategies were put in place to facilitate the performance of the ECDE. Such strategies involved improvement of the teacher's performance by having various training which were to be taken up the ministry of education. The government put up funds that targeted institutions of for higher learning that introduced ECDE training courses in universities and colleges. These funds ensured there was training of quality teachers who were deployed in various centers making the whole exercise a success (Nafungo, 2015). This study was a comparative study among countries and may not be generalized to County Government. The current study seeks to investigate the influence of trainings to the performance of teacher in a different set up of devolved government.

The Nigerian governments put in the forefront the need to have for qualified early childhood teachers which is the basis of achieving its national development objectives as well as meet its commitments to such international initiatives as Education for All (EFA) and the Sustainable Development Goals (SDGs) (Egbo, 2013). To put more emphasis of the training of ECDE teachers, the Nigerian government recognizes the importance of appropriate ECDE teacher training in coming up with appropriate educational system. According to the National Policy on Education (2004) it is emphasized that all teachers in educational institutions should be professionally trained based the existing curriculum and on specified goals and objectives. Egbo (2013), expresses that building teacher capacity means that the government and policy makers must provide the necessary resource materials and 'tools' of the ECDE teachers and the teachers are required to teach effectively. The researcher states that

since there are changes that occur in education sector often, then it is impossible to deliver 21st Century Education with 19th century tools. It therefore calls for constant trainings.

In reference to a study that was conducted by Kurebwa (2010) on factors that affect the implementation of early childhood development programmes in Zimbabwe, the study reveals that the needs for teacher qualification on the implementation of effective ECD programmes was a logical requirement to undertake that required to be achieved by subjecting the teachers into in-service trainings through workshops and seminars. Further this study affirmed that unqualified teachers did not have the prerequisite knowledge and skills required for implementing ECDE programmes hence hindered their performance. These ECDE who lacked the training during the service were seen to be in short of the basic skills to enable them have accurate interpretation of ECD syllabus therefore resulting to formal teaching. Smith (2004) maintained that continuous indulging in the capacity building of the ECDE teachers boasted to a great extent the performance in curriculum delivery and implementation thus helping the learners to achieve more in the learner's wholesome development.

Ejuu(2012) studying implementation of the Early Child Hood Development Teachers Training Frame Work in Uganda found the initiative attracted inadequate funding from the donor Agencies towards Ugandan government. This affected the implementation of ECDE programmes. Further, the challenge affected ECDE teacher's trainings. The study established that improvement in the ECCE teachers training was paramount in attaining quality ECDE teachers. In Uganda most of the ECDE teachers training colleges are privately owned except Kyambogo University (Ejuu, 2012). The privately owned teacher training institutions were mostly conducted and operated with little government control and regulation. This resulted to having different training pedagogies. The outcome resulted to teachers who were trained in varying methods thus creating varying quality of their qualification certificates due to differences in curriculum for teaching and examining their own students. Such variations and differences lead to differences in quality of their certificate awarded by these colleges Ejuu (2012).

According to a study in Kenya by Sitati and Bota (2014) on teachers' professionalism, there was little address made on the ECDE teachers needs as required by the current constitution. The study further established that the ECDE teachers took their own initiative to undergo training in various training institutions across the country and used their own resources to acquire their training. Despite this effort there was minimum role of subsidizing their training cost that was done by the County Governments. This implies that the County Government is not keen on funding professional development of teachers and that individual teachers funded their own professional development. The findings also concur with the MoEST (2003) report which found out that seminars, workshops and in-service courses were not organized at any given time. This resulted to lack of competence among the teachers especially when there were changes made in the curriculum. The findings also concurred with the study by Kivuva (2002), on professional quality of teachers in ECDE which portrayed variations in the teacher training in the training models (DICECE, Montessori and Kindergarten Headmistress's Association (KHA)). Such a critical observation calls for a harmonization of the ECDE teacher training programmes to enable production of teachers who have similar training.

A study by Wangari, (2003) on Quality of Learning Environment at Early Childhood Education Level, found that the QASOs can support the curriculum implementation by working closely with teachers to establish problems and needs for learners. This was to be done by organizing workshops assisting new teachers to translate theories learnt in colleges, provision of guidance and advisory service in all schools on issues related to curriculum, review the teaching and learning materials and advice on quality in-service training programmes for ECDE teachers whenever curriculum is revised.

In a study by Kabiru&Njenga,(2009) on Foundations of Early Childhood Development and Education Curriculum Development on factors that hinder male from teaching ECDE classes in Eastern zone of Nakuru Municipality, the study established biasness in the uptake of the teaching in terms of gender in the uptake of teaching job in the ECDE sector. The study found out that despite male teachers having gone for trainings and graduated successfully, they do not uptake the teaching jobs in ECDE centres. The study was in support by the data of results where the findings revealed that 93.33% were found to be females while only 6.67 were the only males who were teaching

ECDE centres in this zone. The study attributed this with the societal stereotypic tendency where females are taken to only being able to deal with young children. It is therefore viewed as an extension of the female role of giving birth and rearing of children.

2.5 Theoretical Framework

This study was guided by David Emile Durkheims' theory of Structural functionalism, (1958-1971). Functionalism is a structure framework applicable in building theory that sees society as made of segments of parts that work together to uplift harmony and oneness in the work. This approach makes a focus on the society through a macro-level orientation, which is a broad focus on the social structures that shape society as a whole, and believes that society has evolved like organisms. This theory approach evaluates social structure and social functions. Functionalism addresses society as a whole in regards to the functions based on constituent elements; namely norms, customs, traditions, and institutions. Emile Durkheims was concerned with the question of how certain societies maintain internal stability and survive over time. He proposed that such societies tend to be segmented, with equivalent parts held together by shared values, common symbols or systems of exchanges. He applies the term mechanical solidarity to refer to these types of "social bonds, based on common sentiments and shared moral values that are strong among members of pre-industrial societies".

In the view of this theory an institution only exists because it serves a vital role in the functioning of the society. The theory is applicable to this study because it explains how the human society is organized and what each of the various social institution does in order for the society to continue existing. In this study the County Government is one of the various institutions in the society. It serves important roles for the functioning for the entire county. It is mandated by the Kenyan constitution passed in 2010 to manage the provision of ECDE education in order to ensure high ECDE teacher performance. The functions of the County Governments must clearly be delivered and the influence of the functions must be clearly defined. These functions are training, supervision and provision of the learning facilities. Outcomes of these functions would be teacher performance in terms of lesson presentation, attendance,

punctuality, preparations of teaching aids and professional records.

2.6 Conceptual Frame Work

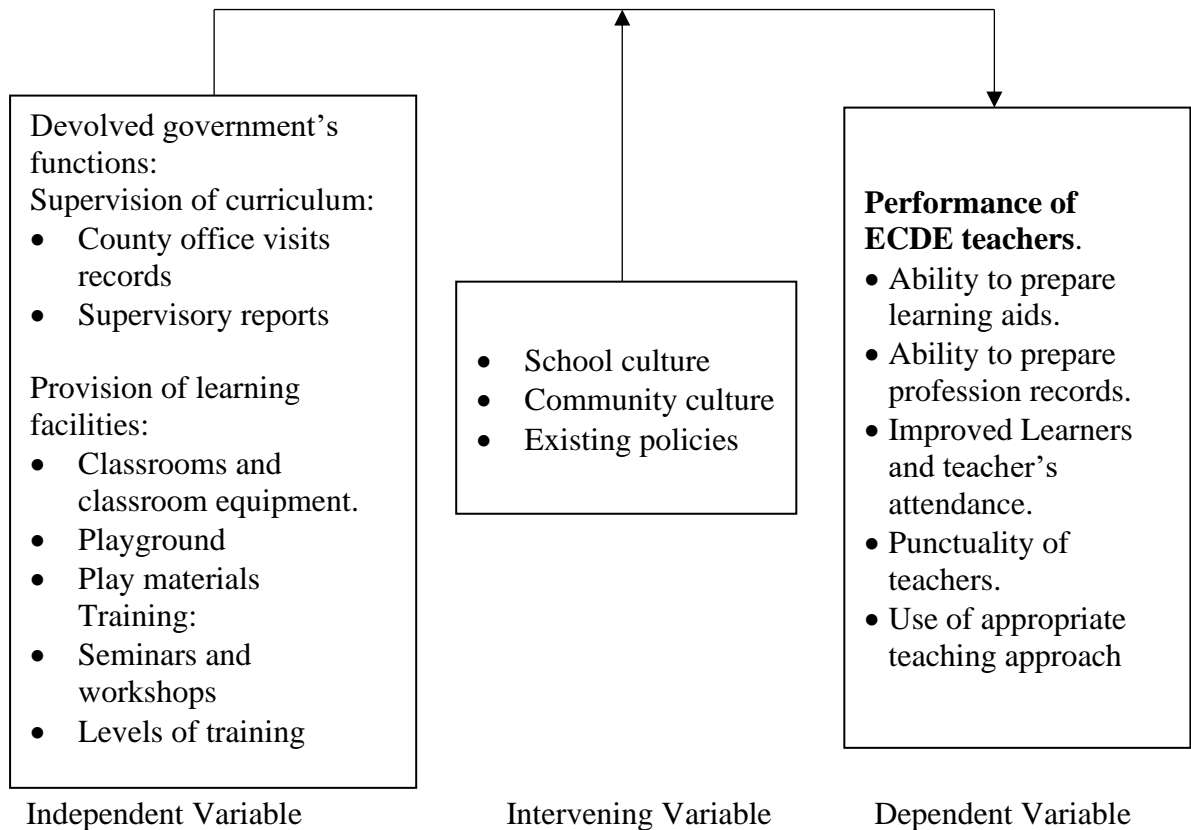


Figure 1: Conceptual Framework.

The conceptual frame work was used in the study to show the relationship between the variables. In the study, dependent variable is the performance of ECDE teachers which include ability to prepare of learning aids, ability to prepare of profession records, improved Learners and teacher's attendance, Punctuality of teachers and use of appropriate teaching. These represents the outcomes influenced by the independent variables the devolved government's functions. When there is proper curriculum supervision by the devolved government, it is expected that there is an influence on teacher's performance. Supervision ensures there is proper delivery of the curriculum where the teacher prepare teaching aids, proper lesson presentation and have the required professional records thus eventually lead to high cognitive development.

Provision of the learning facilities such as classrooms improve performance of ECDE teachers by reducing congestion of learners in the learning area thus ensuring good learner/ teacher contact. Facilities such as the sanitary facilities ensures that the learners live in healthy conditions thus keeping them healthy and eventually keeping themselves present in the school. Absenteeism is minimized thus improving their performance of the learners and that of the ECDE teachers.

The influence of devolved government function of training which includes Seminars, and workshops of teachers influence the performance of teachers by ensuring that teachers are updated on pedagogies especially on the onset of the new CBC. On the other hand, the training of teachers by taking them for in-service trainings ensures that there is better curriculum delivery. The influence of the independent variables the dependent variable may however be affected by the intervening variable such as the school culture, community culture and existing policies.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter outlined the methodology that was used in the study. The chapter covers the research design, study location, population and sample size, sampling technique, research instruments, validity and reliability, data collection, ethical concerns and data analysis.

3.2 Research Design

The study adopted Correlational Research Design. This design is a quantitative research method where two or more variables from the same group of participants are used by the researcher to determine whether there is a relationship or co variation. In correlational research designs, the researcher used the correlation statistical test to determine and give description on the measure of the degree of association (or relationship) of variables or sets of scores. The design gave out the empirical evidence showing how variables relate to each other. Correlation design was used to show the relationship between the independent variable of the devolved government's functions of supervision, provision of learning facilities and training and the dependent variable of the performance of ECDE teachers.

3.3 Location of the Study

The study was conducted in public ECDE centres in Laikipia East sub county, Laikipia County- Kenya. The study was located in this area since research on the Influence of Selected Functions of Devolved Government on the Performance of ECDE Teachers had not been done in this area before. There was indication of low supervision due to low number of supervisors, need for in-service trainings due change of curriculum and inadequate learning facilities which may have an influence on ECDE teacher's performance especially on the new CBC curriculum.

3.4 Population of the Study

.According to Laikipia East Sub County Education Office there are 106 ECDE centers. The target population of this study was comprised of 198 ECDE teachers, 91 head

teachers and four sub county ECDE supervisors which was a total population of 293 as illustrated in Table 2.

Table 2: Population of the Study

Category	Population
ECDE teachers	198
Sub county supervisors	04
Head teachers	91
Total	293

Source: Laikipia East Sub County ECDE Office. (2019).

3.5 Sample Size and Sampling Procedure

Simple random sampling technique was used to select head teachers and ECDE teachers as the respondents to fill in the questionnaires. A sample size above 30% was obtained which according to Gay (2002) was adequate sample in social sciences to be used in a study. In addition, in reference to Kathuri and Pals table of determining sample sizes, 137 ECDE teachers and 76 head teachers was recommended to be sufficient sample for this study. To obtain the sample for the respondents, names of all the ECDE centres were written in pieces of papers and folded. The researcher randomly picked 69 ECDE where each consisted 2 ECDE teachers apart from one centre which had one teacher. The required sample of 137 ECDE was therefore obtained. Further, from the sampled ECDE centres, the names of the selected ECDE centres were written and folded. The researcher again picked 76 centres where the Head teachers from those centres were used as respondents in the study. This was to give equal chances of being selected from the wide population. Accordingly, Purposive sampling was used to select one out of the four supervisors to be used as a respondent in the interview schedule. This was intentionally done because the supervisor was deemed to have the required information.

Table 3: Sample Size.

Category	Total Population	Sample size	Sampling Method
ECDE teachers	198	137	Simple Random Sampling
Supervisors	04	01	Purposive sampling
Head Teachers	91	76	Simple Random Sampling
Total	293	214	

3.6 Research Instruments

Research instruments are the tools used for collecting data. In this study, data was collected largely by use of questionnaires and interview schedule. Two sets of questionnaires were used in this study; one for the ECD teachers and the other one for Head teachers. Interview schedule was used for the ECDE supervisors.

3.6.1 Questionnaires for Head Teachers and ECDE Teachers

The researcher used questionnaires as the main tool of gathering information. The questionnaires were the main tool for collecting data in this study. Questions were prepared by the researcher based on research problem under investigation guided by the study's objectives. There were questionnaires for ECDE teacher's appendix I and questionnaires for head teacher's appendix II. The Questionnaires consisted of sections A, B, C, D & E. Section A comprised of structured questions concerned with respondents' demographic variables namely gender, age, educational qualification and work experience. Section B contained information related to respondents view on the dependent variable (The Performance of ECDE Teachers). Sections C, D, & E contained information related to the specific objectives of the study notably: Influence of Devolved Government Functions of Supervision on the Performance of ECDE Teachers, Influence of Provision of Learning Facilities on The Performance of ECDE Teachers and Influence of the Devolved Government's Function of Training on the Performance of ECDE Teachers.

3.6.2 Interview Schedule for ECDE Supervisor

Interviews are crucial tools for data collection since they provide correct in-depth information which may not be captured in the questionnaire. It can be usable in getting detailed and explore sensitive and personal information. In the view of Creswell (2009) interview enable researcher to have good control of the required information by avoiding obtaining irrelevant responses from the. The researcher used structured interview with the purpose of obtaining an in-depth information about the variables of the study. It was administered to one supervisor since she gave a cross overview of all the other respondents. Interview was administered to one supervisor and consisted of five sections A, B, C, D & E. Section A gave the bio data and some general information. Section B contained information related to respondents view on the

dependent variable (the performance of ECDE teachers). Sections C, D & E contained information related to the specific objectives of the study notably: Influence of Devolved Government Functions of Supervision on The Performance of ECDE Teachers, Influence of Provision of Learning Facilities on The Performance of ECDE Teachers and Influence of the Devolved Government's Function of Training on the Performance of ECDE Teachers.

3.7 Piloting of the Study

Pilot study helps to identify ambiguous or irrelevant items in the questionnaires. A pilot study was conducted in the neighbouring Sub County of Laikipia North. The choice of Laikipia North Sub County was based on the fact that it had similar characteristics with the area of study. The sample to be piloted should be 10% of the sample projected for the larger population. This is a reasonable sample since a larger sample for pilot study could influence the actual survey responses while a smaller sample could not give out reasonable outcome. 40 respondents consisting of 30 ECDE teachers and 10 head teachers were used for the pilot study and were not used in the actual study. This enabled the researcher to evaluate the clarity of the instruments and the problems the respondents were likely to encounter in the process of answering the questions.

3.7.1 Reliability of the Research Instruments

Mugenda and Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data. Questionnaires were administered to 40 respondents consisting of 10 head teachers and 30 ECDE teachers in ECDE centres in Laikipia North. Internal consistency reliability was analysed using Cronbach's alpha (α) to determine the measure of reliability of the items. This was used to evaluate the degree to which different items that probe the same construct produce similar results. The analysis was done with the help of SPSS version 25 for windows and reliability for the objectives and the questionnaires were established as illustrated in Table 4 and 5.

Table 4: Reliability Test Results for Items per Objectives.

Objective	No. of Item	Cronbach alpha (α)
Performance of ECDE Teachers	5	0.916
Devolved government function of supervision	7	0.973
Devolved government function of provision of learning facilities	5	0.821
Devolved government function of training	6	0.922
Mean		0.908

Source: Primary Data

Table 5: Reliability Test Results of the Questionnaire

Respondents	N	Cronbach's alpha (α)
ECCE teachers	30	0.908
Head teachers	10	0.876
Mean of the Cronbach's alpha		0.892

Source: Primary Data

A reliability coefficient of 0.908 was obtained from the ECDE teacher's questionnaires while a coefficient of 0.876 was obtained from the head teacher's questionnaires. The mean of the two questionnaires was 0.892. The results therefore showed the items were reliable for use in the main study since a coefficient of 0.7 and above is considered as reliable for a study.

3.7.2 Validity

Validity is the ability of an instrument to measure what it intended to measure. The researcher established in this study both Content and face validity were. The validity test was carried out to ascertain the accuracy, meaningfulness and the degree to which results obtained from the data analysis actually represent the phenomenon under the study. Content validity refers to how adequate the items selected for inclusion in the questionnaire adequately represent the universe of items in the area of study while face validity deals with the reflection of the content being measured (Oso & Onen, 2009). To ascertain the face and content validity of the instrument used in this study, the opinion of experts was sought. The instruments were presented to the two experts in the Department of Education of Chuka University for validation.

3.8 Data Collection Procedure

The researcher obtained clearance and authorization letter from Ethics Review Committee of Chuka University and further obtained a research permit from the National Council of Science, Technology and Innovations (NACOSTI). The researcher then presented the permit to Laikipia County Director of Education who made an introduction letter. Subsequently, the researcher informed the sub county director of the intention to carry out the research in his area of jurisdiction. The research permit and the introduction letter from the County Director of Education was then presented to the ECDE supervisor and an appointment sought to have an interview. Arrangement to meet the respondents was made and the questionnaires were given to them to fill during one of their meetings during COVID 19 back to school sensitization meeting. The questionnaires were then collected and data analysed by use of descriptive statistics using SPSS (Statistical Package for Social Sciences software Programme) and was presented through percentages, means and frequencies. Appointment was made to have interview with the ECDE supervisor. The qualitative data collected from the interview was analysed while strangulating it with the data from the questionnaires.

3.9 Ethical Considerations

The study was guided by ethical principles of Autonomy, voluntary participation and confidentiality. Autonomy was ensured during the administration of the research instruments. This is an obligation on the part of the investigator to respect each participant as a person capable of making an informed decision regarding participation in the research study of (Cohen, Manion, and Morrison. 2013). The researcher the revealed the nature and purpose of the study to ensure that the participants had received total, the risks, benefits and alternatives. The respondents consent to participate in the research was out of their own preference, free from any coercion or promises of benefits unlikely or likely to result from participation. The participants were required to participate in the study voluntarily and without any pressure from the researcher. The respondents were informed of their right to take part in the research process. The researchers handled the respondents with Confidentiality or Anonymity where no names were allowed to be written in the research tools. This gave them freedom and confidence while making the responses. According to (Cooper and

Schinder, 2013), this is a very important requirement during the research process. This is because all respondents in this research were treated well as human beings and privacy guaranteed through collection of data in official and agreed setting. Permission to conduct the survey was sought from the relevant authorities.

3.10 Data Analysis

After the data was collected, cross-checking of all instruments was done to determine inaccurate, incomplete data and then their quality was improved through correction of detected errors and omissions. Data coding was then done as per objectives of the study and then entered in a computer for analysis. A statistical package for social sciences (SPSS version 25) for windows was used to analyse the data. The quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics was used to analyse single variable in terms of means, frequencies, standard deviations and percentages. Linear regression was used to show or predict the relationship between the two variables while correlation was used to describe the relationship between the dependent and independent variables. The obtained data was presented using frequencies, means, percentages figures, and tables for the purpose of making interpretations clearer. The qualitative data obtained from the interviews was analysed through Narrative Analysis to analyse content from the interview of respondent by highlighting critical points found in the research.

Table 6: Data Analysis Matrix

Research Hypothesis	Independent variables	Dependent Variables	Test Statistics
Ho1. There is no statistical significant influence of supervision on the performance	Devolved governments function of supervision	Performance of ECDE teachers	Linear regression
Ho2. There is no statistically significant influence of provision learning facilities on the performance of ECDE teachers.	Devolved governments function of learning facilities	Performance of ECDE teachers	Linear regression
Ho3. There is no statistically significant influence of training on the performance of ECDE teachers	Devolved Governments Function Of training	Performance of ECDE teachers	Linear regression

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis of the findings from the data collected through questionnaires and interview schedule. The chapter presents the response rate of the study tools, the demographic information of the respondents in terms of gender, work experience and the employer of the respondents. It presents the respondents views on the dependent variable of performance of ECDE teachers and their views on the independent variables which is the Devolved Government's Function of Supervision, Provision of Learning Facilities and Training. The chapter presents discussions on the findings of the study based on the three objectives and presents them mainly by use of tables. Correlation of the dependent and the independent variable was shown using a Model Summary.

4.2 Response Rate

The researcher sought to know the response rate of the respondents in order to give light on the appropriateness of use in the study. The study had a sample size of 213 which was composed of 137 ECDE teachers and 76 head teachers. This is illustrated in table 7.

Table 7: Response Rates

Respondents	Sample	Achieved	%
ECDE teachers	137	137	100
Head Teachers	76	76	100

Source: Primary data

A response rate of 100% was met as illustrated in table 7. The response of rate of 100% was made possible by using the respondents when there was a meeting for induction on return to school's readiness seminar due to COVID 19 organized by the ministry of education officials. This made it possible to have all the respondents together and fill the questionnaires. According to Mugenda and Mugenda (2003), a response rate above 95% is adequate for a study. This return rate obtained was deemed adequate and appropriate for the study.

4.3 Demographic Information

This is the general information of the respondents. The general information was necessary in the study in determining gender, the respondent's level of education, the employer of the respondents and the work experience of the respondents.

4.3.1 Gender

An item was included in the questionnaire to establish the gender distribution of the respondents and findings are presented in Table 8.

Table 8: Distribution of ECDE Teachers and Head Teachers by Gender

Respondents	Gender	Frequency	Percentage
ECDE Teachers	Males	16	11.7
	Female	121	88.3
Total		137	100.0
Head Teachers	Males	70	92.1
	Females	6	7.9
Total		76	100.0

Source: Primary Data

The findings in Table 8 shows that majority of ECDE teachers were female who occupied a percentage of 88.3% while there were fewer male ECDE teachers who were only 11.7%. On the contrary there were more male head teachers who were 92.1% against their female colleagues who are 7.9%. This shows high gender disparity in ECDE centers and in headship in primary schools where the ECDE centres are hosted.

These findings concurred with the study by Njenga and Kabiru (2009) who affirms that having more female teacher than males in ECDE centres is attributed to societal stereotypical tendency where females are taken to only being able to deal with very young children and therefore viewed as an extension of female's role of giving birth and rearing children.

These finding also concurred with the findings of UNESCO (2010) which indicated lack of female principals in schools hence affecting role models of girls in schools of Sri Lanka, Samoa and Uzbekistan. This trend seems to spread to other learning institution as in this study where the male head teacher dominates leadership in

schools. The study also concurs with the same study which noted over representation by male teachers in leadership roles in Indonesia and Samoa.

4.3.2 Duration of Service

The researcher sought to know how long the respondents have been in the service with the idea of obtaining their work experiences. The findings are presented in Table 9.

Table 9: Duration of Service of the ECDE Teachers and Head Teachers

Duration	ECDE Teacher		Head Teachers	
	Frequency	%	Frequency	%
<5	5	3.6	2	2.6
5-10	40	29.2	14	18.4
11-15	36	26.3	18	23.7
16-20	25	18.2	9	11.8
21-25	11	8.0	7	9.2
Over 25	20	14.6	26	34.3
Total	137	100.0	76	100.0

Source: Primary Data

The findings showed that majority of ECDE teachers had a service of fifteen years and below which translated to 59.1%. While 40.8% had a service of more than fifteen years. This may have been attributed to new employments by the County Governments when the Early Childhood Education was devolved to the counties. Further, this trend may have been contributed by change of curriculum to Competency Based Curriculum which require that learners go through two years in pre-primary. This translated to having two pre-primary classes of pre-primary I and pre-primary II which resulted to more demand for more teacher per ECDE centre leading to an increase in number of teachers.

The findings in Table 9 also show that the majority of the head teachers have been in the service of more than sixteen years which is 55.3%. 42.1% had a service of between 5- 15 years while only 2.6% had a service below 5years. The long service by head teachers may have been contributed by the fact that one of the requirements to be a head teacher is that you must have served as teacher for 3 years, 3 as senior teacher and 3 years as deputy head teacher. This implies that, to qualify to be a head teacher one must have attained a minimum of ten years of service. The service of below 5

years may have been attributed to the new requirement where to become a head teacher, one is required to have a Degree in Education.

4.3.3 Level of Education

An item was included in the questionnaire to establish the level of education of the respondents and findings are presented in Table 10.

Table 10: Respondent's Level of Education

	Certificate		Diploma		Degree	
	Frequency	%	Frequency	%	Frequency	%
Teachers	99	72.2	38	27.8	0	0.0
Head Teachers	42	55.3	24	31.6	10	13.2

Source: Primary data.

The findings in Table 10 shows high number of the ECDE teachers have certificates as their highest level of qualifications which is represented by 72.2% while the rest of 27.8% have diplomas as their highest level of qualifications. This is contributed by the fact that a qualification of a certificate in Early Childhood Education is the basic requirement for recruitment as an ECDE teacher. The 27.8% may have furthered their studies while in the service. The furthering of education by the ECDE teachers may have been influenced by their interest to have better remunerations.

Majority of the head teachers were Primary Teachers One certificate holders which was 55.3% while 44.8% had advanced their studies to diplomas and degrees. The high number of certificate holders may have been due to the fact that it was not a requirement to have higher education to become a head teacher as it has been since the year 2017. The change of the requirement was as a result of Collective Bargain Agreement between the Teachers Service Commission and the Kenya National Union of Teachers.

This concurs with the view of Chepsiror (2014) where training of ECDE teachers is done in two levels of certificate level and the diploma level. This study established that the highest level of education for ECDE teachers was diploma level thus there is a need for In-service trainings of these teachers.

4.3.4 Employer of the Respondents

The researcher further sought to seek information about the employer of the respondents and presented the findings as shown in table 11.

Table 11: Employer of the Respondents.

Employer	ECDE Teachers		Head Teachers	
	Frequency	%	Frequency	%
County Government	121	88.3	0	0.0
National Government	0	0.0	76	100.0
BOM	16	11.7	0	0.0
Total	137	100.0	76	100.0

Source: Primary Data.

The findings in Table 11 shows that the ECDE centres had a mixture of employers where 88.3 percent were employed by the County Government while 11.7% were employed by the BOM. This implies that employing ECDE teachers was not yet fully taken up by the County Government. The researcher also established that 100% of the head teachers in public primary schools where the public ECDE centres are hosted, were employed by the National government under the Teacher's Service Commission.

4.4 Performance of ECDE Teachers

The researcher presents the views of the respondents on the dependent variable of performance of ECDE teachers by use of means and frequencies. Triangulations was made between the ECDE teacher's responses and those of the head teachers. The researcher used guidance of the experts in regard to interpretation of the means obtained from the respondents as illustrated in Table 12.

Table 12: Means Interpretation Schedule

Range of Mean	Interpretation
1.00-1.79	Strongly Disagree (SD)
1.80-2.59	Disagree (D)
2.60-3.39	Undecided (UD)
3.40- 4.19	Agree (A)
4.20-5.00	Strongly Agree (SA)

Source: Experts

The table from the guidance of the experts shows how the means of responses obtained from five point Likert responses of the respondents are cross checked to give accurate interpretation of the responses. It shows interpretations of the result of means from one to five.

4.4.1 View of ECDE Teachers and head Teachers on Performance of ECDE Teachers

The study sought to establish the view of ECDE teachers and that of the head teachers on whether the selected functions of devolved government of supervision, provision of learning facilities and training have led to improvement in the performance of ECDE teachers in terms of preparation of teaching and learning aids, preparation of professional records, general attendance to work, punctuality to work and effectiveness in teaching methods. The responses are as shown in Table 13.

Table 13: Means of the Responses of ECDE Teachers and the Head Teachers on the Performance of ECDE Teachers

Performance Indicators	N	ECDE Teachers			Head Teachers	
		Mean	Interpretation	n	Mean	Interpretation
Preparation of teaching and learning aids.	137	2.9343	Undecided	76	2.7105	Undecided
Preparation of professional records	137	2.9635	Undecided	76	3.0132	Undecided
General attendance to work	137	2.4905	Disagree	76	2.5711	Disagree
Punctuality to work	137	2.5394	Disagree	76	2.5933	Disagree
Effectiveness in teaching methods	137	2.5694	Disagree	76	2.4579	Disagree
Mean	137	2.6994	Undecided	76	2.669	Undecided

Source: Primary Data

The study established that both the ECDE teachers and the head teachers were undecided on whether the selected functions of devolved governments led to improvement of performance of ECDE teachers. ECDE and the Head teachers disagreed more on whether the selected functions generally had influenced the performance of ECDE teachers in terms of general attendance to work, punctuality to work and in the effectiveness in the teaching methods. On average, a mean of 2.5333 of the ECDE teacher's responses disagreed while 2.5407 disagreed with the statement

that the devolved governments function of supervision, provision of learning facilities and training have led to improvement of ECDE teacher's performance. This may have been as a result of either insufficient or no supervision, provision of learning facilities or training that have been put in place by the County Government. This therefore does not help to improve in teaching methods, punctuality to work, preparation of professional records, preparation of teaching or learning aids or in general attendance.

The findings in this study concurred with a study that was carried out by the Kwanza Sub County Quality Assurance and Standards Officers in March 2012, where aspects of teacher's performance were established. The survey noted that there were challenges of punctuality by the ECDE teachers were it was established that some of them arrived even as late as 9 o'clock. The survey also noted that there were challenges of teacher preparations in terms of the professional records and documents among the teachers. Majority were found lacking schemes of work and lesson plans. There were no use of teaching/learning aids and most of the ECDE teachers were found being less equipped with appropriate teaching methods usable to the level of the learners which compromised their performance as a result of low self-esteem of teachers or lack of competence.

4.4.2 Interview with the ECDE supervisor

Interview with the sub county supervisor was conducted to seek to know her view on the performance of ECDE teachers in the sub county.

On what strategies the County Government has put to ensure that the performance of the ECDE teachers is up to date in terms of preparation of learning aids, preparation of professional records, general attendance, and punctuality to work and effectiveness in teaching methods, the supervisor had this to say.

Supervisor: *Sometimes we organize seminars on updates of pedagogies especially this time of transition from the old 8.4.4 system to the new Competency Based Curriculum (CBC). Noting that the teachers were trained in the old curriculum, then we do refresher courses to keep them to toes with the changes. In general, the teachers are able to perform well in terms of preparation of professional records and teaching methodologies. The*

supervision that is done is usually advisory on what the teachers are doing in the field and helping them on their area of difficulties. To improve in their preparation of learning and teaching aids, we do exchange programmes. Teachers are able to visit their colleagues and learn from each other. We also set material and professional records development days especially when the schools are closed to develop these materials together.

On what the County Government has done to improve ECDE teacher's performance in the sub county, the supervisor had this to say.

Supervisor: *We are well aware of the challenge of having some centres having only one teacher handling two years grades. This will be addressed to soon so that the teachers in the centres can be more productive in their work. Likewise, the county is underway going to improve on the supervision strategies by improving the mobility and adding more supervisors so that the teachers can be assisted.*

The findings revealed that there were changes in curriculum which demands for in service trainings to equip the teachers with the needs in the change of curriculum. The supervisor confirms that they need to have improved supervision measures to improve the performance of the ECDE teachers. In the view of the supervisor, the frequency of the visits was minimal and sometimes lacking due to the limited number of supervisors. Some schools were never visited throughout the year. The views of the supervisors differed with MOE (2005) that recommended for directorate to recruit more supervisors in ECDE. The view of the supervisor revealed that there was shortage of ECDE supervisor's contrary to the MOE recommendations. Further the report revealed that effectiveness of inspection plans promoted work programmes which were arranged from national district divisional and zonal levels. The plan for supervision according to the supervisor reveals that it is done from one level of the sub-County. Which differs with the arrangements and recommendations by MOE, UNESCO (2005).

4.5 Influence of Devolved Government Function of Supervision on the Performance of ECDE Teachers

The first objective was to assess the influence of devolved function of supervision on the performance of ECDE teachers. The researcher sought to assess this by use of the means of the responses by respondents and making comparisons between the responses by use of expert's guidance of interpretation of the means. The researcher further made discussions on the findings and sought to look at the related literature. The respondent's view is illustrated in Table 14.

Table 14: Means of the Responses from the Respondents on Supervision

Performance Indicators	ECDE Teachers			Head Teachers		
	N	Mean	Interpretation	n	Mean	Interpretation
Supervision by county Supervisors has propelled ability to prepare professional records?	137	2.3942	Disagree	76	2.144	Disagree
Supervision by county supervisors influenced ECDE teacher's attendance and that of the learners	137	2.5547	Disagree	76	2.1053	Disagree
Supervision by county government supervisors on CBC influenced preparedness in terms of the new curriculum implementation.	137	2.3285	Disagree	76	2.2105	Disagree
Continuous supervision influenced punctuality to work.	137	2.4015	Disagree	76	1.9211	Disagree
Supervision by the county government supervisors influenced use of teaching and learning aids	137	2.4161	Disagree	76	1.9605	Disagree
Supervision influenced delivery of ECDE CBC	137	2.3285	Disagree	76	1.9868	Disagree
There are regular supervisory visits done for curriculum support	137	2.3723	Disagree	76	2.0667	Disagree
Average Mean	137	2.3994	Disagree	76	2.0564	Disagree

Source: Primary Data

Both head teachers and the ECDE teachers disagreed on whether devolved government function of supervision had influence on the performance of ECDE teachers. The head teachers were however less optimistic about this and differed more on whether supervision by the county supervisors has propelled ability to prepare professional records, supervision on CBC influenced preparedness in terms of the new curriculum implementation, whether Continuous supervision by the County Government supervisors influenced ECDE teacher's punctuality to work and to whether Supervision by the County Government supervisors influenced use of teaching and learning aids. The head teachers disagreed more on whether continuous supervision influenced ECDE teacher's punctuality to work, supervision by county supervisors influenced use of teaching and learning aids and to whether supervision influenced delivery of ECDE CBC.

These findings might have been influenced by a smaller number of supervisors in the field. This may have resulted to ineffective supervision or no supervision done in the ECDE centres by the sub county supervisors due to understaffing in the supervision department. These findings concur with Erden (2010) where the study indicated that there was external supervision done in the pre-schools in Denmark and therefor there was less guidance given to teachers. This study also concurs with the study by Ejuu (2012) whose findings in his study indicated shortage of supervisors for ECDE centres which was affiliated to shortage of funds by the government. This study established that high percentage of the respondents disagreed with the influence of supervision on the performance of ECDE teachers.

This study however differed with the study by Wangari (2003) where according to her Quality and standard officers were seen to support the curriculum implementation by working closely with the teachers to establish problems and need of the teachers and the learners. According to the researcher training of for ECDE teachers was done by use of workshops, assisting new teachers to translate theories learnt in colleges, provision of guidance and advisory services in all schools related to curriculum review, the teaching and learning materials and advice on quality in service training programme whenever a curriculum was revised.

4.5.1 Testing Hypothesis

The first hypothesis for this study was that “there is no statistically significant influence of supervision on the Performance of ECDE teachers in Laikipia East sub-county Laikipia County, Kenya”. The hypothesis was tested using linear regression at 0.05 significance level. The model summary is presented is presented is Table 15.

4.5.1.1 Model Summary

Table 15: Model Summary

Model	R	R-square	Adjusted R-Square	Std error of the estimate
1	0.456 ^a	0.208	0.205	0.95028

Predictor (constant). Devolved Government Function of Supervision

From table 15 R is considered as one measure of correlation of the dependent variable of performance of ECDE teachers and the independent variable devolved government’s function of supervision. A value of 0.456 in the model table indicated that there is high level of correlation between the two variables. R square is the coefficient of determination of the proportion of variance in the dependent variable that can be explained by the independent variable of devolved government’s function of supervision which is 0. 208 This implies that 20.8% of variation of performance of ECDE teachers is explained by devolved government’s function of supervision.

4.5.1.2 Estimated Model Coefficient

The regression analysis further produced the estimated model coefficients illustrated in Table 16.

Table 16: Estimates Model Coefficients

	Unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t	Sig
1 (Constant)	1.812	0.153		11.882	0.000
Devolved government function of supervision	0.452	0.061	0.456	7.451	0.000

Dependent Variable: Performance of ECDE Teachers.

The general form of the equation from the above coefficient table to predict is:

$$Y = a + bx$$

Where:

Y is performance of ECDE teachers

X is government supervision

1.812 is constant

0.452 is unstandardized coefficient B

Hence $Y = 1.812 + 0.452x$

This indicates how much performance of ECDE teachers varies with the government supervision. In this case the unstandardized coefficient B for the government supervision is 0.452. This implies that an increase in one unit of devolved government function of supervision leads to 0.452 increase in the performance of ECDE teachers. This similarly means 10% increase in devolved government function of supervision leads to 4.52% increase in performance of ECDE teachers.

The p-value obtained was 0.00 which was less than 0.05 while the t value was 7.451 greater than 2.00. Since the p-value is < 0.05 and t is > 2.00 , the null hypotheses was rejected at 95% level of confidence ($\alpha=0.05$). The researcher concluded that there was statistically significant influence of devolved government function of supervision on the performance of ECDE teachers in Laikipia East, Laikipia County - Kenya.

These results of this study concur with the study conducted by Daresh and Playko (2002) in Boston who carried out research on how supervision influenced curriculum implementation in Early Childhood Education schools. Results obtained from the study revealed the activities that were involved in supervision which was in areas of checking on lesson plans, schemes of work, registers, and other administrative documents which had a positive influence in academic performance of pupils and teachers. The study further showed how inspection and supervision influenced quality of services given by school managers. The study concluded that supervision improved the performance of the ECDE teachers and the quality of education in the education sector which made the schools to be proud of their activity programmes which provided a wide range of cultural, intellectual and practical services. Just like this

study, the researcher established that there is a relationship between supervision by the County Government and the performance of ECDE teachers.

4.5.2 Interview with the Supervisor

Interviews were conducted on the sub county ECDE supervisor. On the respondents' views on influence of devolved government function of supervision on the performance of ECDE teachers in Laikipia East sub county Laikipia County Kenya.

The researcher sought to know if supervision activities were satisfactory in improving teacher's performance in the area of punctuality, attendance, lesson preparation and curriculum delivery.

Supervisor: *The supervision activities are not satisfactory. Due to shortage of supervisors, we end up visiting a centre even once a year or none. Sometimes we combine efforts with those supervising other sub counties to transverse the county which may take us long time to reach all the ECDE centres. The vastness of the sub county and the poor road networks to the centres also pose a big challenge to satisfactorily supervise ECDE.*

What is the frequency of visits by the supervisors in the ECDE centre?

Supervisor: *We try to do supervision at least once per ECDE Centre per year. This is attributed by the fact that the sub county is assigned only one supervisor to do the supervision beside other duties assigned.*

What do you consider as being most demanding for supervision visits in ECDE centres?

The supervisor made this comment on this.

Supervisor: *The highest demand for supervision currently is the demand for training the teachers on the new curriculum, monitoring its trend and its' implementation. Our trainings as the supervisors need to cascade to the teachers for implementation of the same.*

The supervisors felt that the supervisions are not sufficient. This may be the reason to why the head teachers and the ECDE teachers disagreed to whether the County Government's supervision had influence of the performance of ECDE teachers. The

frequency in which the supervision is done no doubt denotes that there are difficulties in supervision of ECDE teachers which negatively influence performance.

The views of the supervisor differ with study by Awino (2014) on impact of supervision on the implementation of early childhood education curriculum in selected public pre-school in Lang'ata District in a study that investigated the impact of supervision on the implementation of the ECDE curriculum. It was seen that Supervisory activities carried out lead to motivation of teachers and thus leading to effective implementation of Competency Based Curriculum. Contrary to the findings of the study by Awino, this study established that supervision is not effective due to the shortage of supervisors. This may demotivate the teachers and subsequently affect their performance.

4.6. Influence of Devolved Government Function of Provision of Learning Facilities on the Performance of ECDE Teachers

The researcher sought to know the respondents view on the Influence of Devolved Government Function of Provision of Learning Facilities on the Performance of ECDE Teachers. The respondents gave views as illustrated in Table 17.

Table 17: Means of the Responses on Learning Facilities

Item	ECDE Teachers			Head Teachers		
	n	Mean	Interpretation	n	Mean	Interpretation
Provision of classrooms	136	2.7206	Undecided	76	3.1316	Undecided
Provision of toilets/latrines	136	2.4338	Disagree	76	2.8947	Undecided
Play grounds	136	2.6250	Undecided	76	2.9200	Undecided
Desks tables and chairs	134	2.0000	Disagree	76	2.3684	Disagree
Staffrooms and ECDE office	135	1.5704	Strongly disagree	76	1.9737	Disagree
Mean	135	2.2699	Disagree	76	2.6576	Undecided

Source: Primary Data

The ECDE teachers generally disagreed whether the facilities indicated have influence on the performance of ECDE teachers while the head teachers were not decided if provision of learning facilities has any influence on the performance of ECDE teachers. Both the ECDE teachers and the head teachers disagreed to whether

provision of desks, chairs, and staffrooms and ECDE offices had influence on the ECDE teacher's performance. The ECDE teachers strongly disagreed while the Head Teachers also disagreed that the provision of learning facilities which are staffrooms and ECDE offices had any influence on the ECDE teacher's performance. The findings revealed that the County Government role of provision of learning facilities was not to satisfaction. This is why the Head teachers and the ECDE teachers disagreed on whether provision of learning facilities influence performance of ECDE teachers.

This may have been attributed by the fact that ECDE teachers are the ones in direct use of the facilities and they were fully aware of whether they were available or not. The outcomes may have been attributed to lack of or shortage in provision of these facilities by the County Government in the ECDE centers. The challenge of provision of learning facilities has been established in many studies. The study concurred with the Studies conducted in Hungary by Cuyvers and De Weerd (2011) where ECDE is subsidized by the government, the enrolment does not match the infrastructural facilities hence affecting the teaching process by the ECDE teachers. This affects their performance and that of the learners. Further this study concurred with a research study conducted by Moyo and Kurebwa (2010) on factors that affect implementation of ECD programmes in Zimbabwe in Chiwundura circuit which observed that despite of the adequacy of facilities such as toilets in three-quarters of ECDE centres, 85% of the facilities were found to be unsuitable for use by younger children. The facilities were not appropriate to the age of these learners. This increased the chances of infection among the young children leading to high absenteeism of learners which affected the performance of the teachers.

4.6.1 Testing of hypothesis

The second hypothesis for this study was that "There is no statistically significant influence of devolved government function of provision of leaning facilities on the Performance of ECDE teachers in Laikipia East sub-county Laikipia County, Kenya". A linear regression was used to test the hypothesis. The analysis was conducted at 95% level of confidence ($\alpha=0.05$). The function of supervision was regressed against

the performance of ECDE teachers. The regression analysis generated the following model summary.

4.6.2 Model Summary

Table 18: Model Summary

Model	R	R-square	Adjusted R-Square	Std error of the estimate
1	0.277 ^a	0.077	0.072	1.02570

a. Predictor (Constant). Provision of Learning Facilities

From Table 18 R is considered as one measure of correlation of the dependent variable that is performance of ECDE teachers and the independent variable of the Devolved government's function of provision of learning facilities. A value of 0.277 in the model summary indicated a correlation between the two variables. R square is the coefficient of determination of the proportion of variance in the dependent variable that can be explained by the independent variable of devolved government's function of provision of learning facilities which is 0.077. This means that 7.7 % of variation of performance of ECDE teachers is explained by devolved government's function of provision of learning facilities.

4.6.3 Estimated Model Coefficients

The regression analysis further produced the estimated model coefficients illustrated in Table 19.

Table 19: Estimated Model Coefficients

	Unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t	Sig
1 (Constant)	1.890	0.237		7.981	0.000
Devolved government function of provision of learning facilities	0.392	0.094	0.277	4.181	0.000

Dependent Variable: Performance of ECDE Teachers.

The general form of the equation from the above coefficient table to predict is:

$$Y = a + bx$$

Where:

Y is performance of ECDE teachers

x is devolved government function of provision of learning facilities

1.890 is the constant and

0.392 is unstandardized coefficient B

$$Y = 1.890 + 0.392x$$

This indicates how much performance of ECDE teachers varies with the devolved government function of provision of learning facilities. In this case the unstandardized coefficient B for devolved function of provision of learning facilities is 0.392. This implies that an increase in one unit of devolved government function of provision of learning facilities leads to 0.392 increase in the performance of ECDE teachers. This also would imply 10% increase in devolved government function of provision of learning facilities leads to 3.92% increase in performance of ECDE teachers.

From the p-value = 0.00 was obtained and t value was 4.181. Since the p-value is < 0.05 and t is > 2.00, the null hypothesis was rejected at 95% level of confidence ($\alpha=0.05$). Thus, there was statistically significant influence of devolved governments' function of provision of learning facilities on the performance of ECDE teachers in Laikipia East, Laikipia County - Kenya. This study established that most of the facilities are shared between the primary section and the ECDE learners just as in the findings in a study published in Kenya by Chepkonga (2017) who noted that pupils in primary schools shared toilets with ECDE children. He linked sharing of toilet facilities with increasing incidences of sanitation-related ailments among ECDE children which increased learner's absenteeism leading to less contact time with their teachers and eventually causing decline in the performance of both the teachers and the learners. The study further concurs with a study in Kenya by Sitati (2016) which showed indication that majority of the public schools do not have separate sanitary facilities for the ECDE children, posing a health hazard to the young children thus interrupting the learning process hence lowering the performance of teachers in their endeavour to achieve quality education in the ECDE centers.

4.6.4 Interview with the Supervisor

The researcher wanted to establish the view of the supervisor in view of provision of learning facilities. On whether learning facilities were sufficient in the ECDE centres in the sub county, the supervisor had this to say:

Supervisor: *The County Government is underway to supply chairs and table to the ECDE centres but currently the children are using the facilities given by the host primary schools. The classrooms are not sufficient since each centre requires at least two classrooms to host pre-primary one and pre-primary two. We have managed to construct one classroom in a few centres. Since majority of the ECDE centres are found in primary schools, they are using facilities of the primary schools until when we get our own.*

As to whether the facilities have influence on the performance of ECDE teachers, she said: *There is a challenge in this achievement since the facilities are not sufficient. For instance, there are strains in storage areas due to lack of ECDE offices and staff rooms. This may have negative influence in terms of their performance.*

2. Does the available facilities have influence on performance of ECDE teachers in the sub county?

Supervisor: *I may not conclusively say yes, because the facilities have not fully been supplied to the centres. The county has built some classes in a few ECDE centres. The main challenge is the need to have two classrooms which has been brought about by the change of curriculum where it required that the learners have to undergo two years in the pre-primary. The challenge of developing new materials and books has also been a challenge. The new guide books take time to reach us due to bureaucracies to purchase them. These among other challenges affect the performance of our teachers.*

The researcher noted that ECDE learners use primary schools' facilities where they are hosted. This may have been attributed to the transition period from national government to County Government. The county may have not fully taken up its

responsibility of provision of learning facilities. This may have made the learners to use inappropriate materials or have none at all.

This study differed with the recommendations in a study by Chepkorir (2014) that recommended that more attention was required to the provision of adequate facilities and resources and opportunities for teachers to share ideas on the use of available, accessible and appropriate facilities in the solution of educational problems. The study concurred with the study conducted by Chebii (2014) which indicated that there was severe shortage of learning facilities and resources in pre-schools. The study further indicated that teachers and school related factors affected implementation of curriculum delivery in ECDE centres in the devolved units. The two studies recommended that for the County Government to succeed in implementing the ECDE curriculum and enhance performance of the ECDE teachers, they have to develop good policies and strategies to facilitate the curriculum.

4.7. Influence of Devolved Governments' Function of Training on the Performance of ECDE Teachers

The third objective was to examine the influence of devolved government function of training on Performance of ECDE teachers in Laikipia East sub county of Laikipia county, Kenya. To establish this, the researcher obtained responses from the respondents and the results were as illustrated in Table 20.

Table 20: Respondents View on Influence of Training on Performance of ECDE Teachers

Statement	N	Head teacher		N	ECDE Teacher	
		Mean	Interpretation		Mean	Interpretation
Your ECDE centre is well staffed with Qualified and trained teachers	76	3.7368	Agree	136	3.7353	Agree
The County Government regularly conducts in-service trainings for ECDE teachers such as CBC, ICT food and nutrition Teachers' trainings organized by the County Government has positive influence on teacher's performance	76	2.6184	Undecided	136	2.2701	Disagree
All teachers in the ECDE centre have undergone seminars and workshops to equip them with skills for the new CBC curriculum	76	2.2237	Disagree	136	1.9853	Disagree
Teacher's training resulted to improved attendance by teachers	76	2.0526	Disagree	136	1.9416	Disagree
Trainings organized by the County Government has improved teachers teaching methods	76	2.1579	Disagree	136	1.8897	Disagree
Trainings on CBC has helped teachers to improve on preparation on the use of new professional records	76	2.0658	Disagree	136	1.9854	Disagree
Total Mean	76	2.1053	Disagree	136	2.0365	Disagree
		2.422	Disagree	136	2.3395	Disagree

Source: Primary Data

Both the head teachers and the ECDE teachers disagreed that the devolved government function of training had influence on the performance of ECDE teachers. There was however agreement by the head teachers and by ECDE teachers that the ECDE centers were well staffed with qualified and trained teachers. This is evidenced by a record of means of 3.7368 for Head teachers and 3.7353 for the ECDE teachers. This shows that the teachers employed by the County Government had gone through training in various ECDE teachers' colleges. The result also implied that apart from the training obtained from the teachers' colleges, there are minimal training done during the service through workshops or seminars for capacity building in the areas such as CBC, ICT food and nutrition. This may have been the cause of disagreeing those Teachers trainings organized by the County Government had positive influence on teacher's performance.

These findings concurred with a comparative study by Nafungo (2015) on issues surrounding performance of teachers in ECDE programme in Nigeria, Lesotho and Gunea Bissau, a study that noted that training of teachers was the major determinants of excellent performance of teachers. The study also argues that the performance of these teachers depended on educational background and training done during their training in their teachers' colleges and after trainings obtained during their teaching service through workshops and seminars (Nafungo, 2015).

These findings also concurred with a study by (Mattson, 2006), who consistently noted that Early childhood teacher education and professional enhancement was reported to be neglected (Dakar Framework for Action 2000). Further, the low quality of early childhood teacher training was further illustrated in Namibia where more than three-quarters of a sample of teachers did not demonstrate the desired teaching approaches when teaching learners in class. This is Similar in Nigeria where many teachers perceive teacher training as unsatisfactory (Universal Basic Education Commission (UBEC), 2007).

The findings differed with recommendations that were made by Wangari (2003) that trainings can be done by organizing workshops by assisting teachers to translate theories learnt in colleges, provision of guidance and advisory service in all schools on

issues related to curriculum, review the teaching and learning materials and advice on quality in-service training programmes for ECDE teachers whenever a curriculum is revised. This study revealed minimal follow up of the recommendations.

4.7.1 Testing the Hypothesis

The third hypothesis in this study was “There is no statistically significant influence of training on the performance of ECDE teachers in Laikipia East sub-county Laikipia County, Kenya.” The Null hypothesis was tested at 0.05 significance level using regression analysis. The model summary generated is presented in Table 21.

4.7.2 Model Summary

Table 21: Model Summary

Model	R	R-square	Adjusted R-Square	Std error of the estimate
1	0.503 ^a	0.253	0.250	0.92302

a. Predictors: (Constant). Devolved Government Function of Training

In Table 21 R is the correlation coefficient of the dependent variable performance of ECDE teachers and the independent variable of devolved government function of training. The value of 0.503 in model indicates that there was high relationship between the two variables. R square (0.253) is the coefficient determination of the proportion of variance in the dependent variable performance of ECDE teachers that can be explained by the independent variable devolved government function of training. This implies that 25.3% of variation of the performance of ECDE teachers is explained by the devolved government function of training.

4.7.3 Estimated Model Coefficients

The analysis further produced the estimated model coefficients presented in Table 22.

Table 22: Estimated Model Coefficients

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t	Sig
1 (Constant)	1.372	0.185		7.425	0.000
Devolved government function of training	0.633	0.075	0.503	8.456	0.000

Dependent Variable: Performance of ECDE Teachers

The general form of the equation from the above coefficient table to predict is:

$$Y = a + bx$$

Where:

Y is performance of ECDE teachers

x is government training

1.372 is the constant and

0.633 is the unstandardized coefficient B

$$Y = 1.372 + 0.633 x$$

This indicates how much performance of ECDE teachers varies with the devolved government function of training. In this case the unstandardized coefficient B for the devolved government function of training is 0.633. This means that an increase in one unit of devolved government function of training leads to 0.633 increase in the performance of ECDE teachers. This similarly means 10% increase in devolved government function of training leads to 6.33% increase in performance of ECDE teachers. The p value was 0.00 which is less than 0.05 while the t value was 8.456 greater than 2.00. Since the p-value is < 0.05 and t is > 2.00, the null hypothesis was rejected at 95% level of confidence ($\alpha=0.05$). The researcher concluded that there was statistically significant influence of devolved government function of training on the performance of ECDE teachers in Laikipia East, Laikipia County - Kenya.

4.7.4 Interview with the Supervisor

The research sought to know if the sub county had organized for any in-service trainings of ECDE teachers on CBC, the areas that the teachers have had training and if trainings of ECDE teachers have any influence on their performance.

On whether Sub County had organized for any trainings of ECDE teachers on CBC, *Since the onset of the new curriculum, the county is going around organizing trainings for the ECDE teachers but we have not been able to reach out to all of them. We have also distributed reading material and guides to the effect hoping that the teachers can catch up with the curriculum change even before we reach them. We are also using other teachers that we had trained to reach the others in their school clusters. This is due to a smaller number of the personnel to handle the changes and trainings.*

About the areas that the ECDE teachers had in- service training in, the supervisor had this to say:

We have had trainings in areas such as material developments and preparations of the professional records in accordance with the new curriculum. The County Government hopes to increase number of trained personnel in order to reach out to the teachers and help them perform better in their duties.

As to whether trainings of ECDE teachers have any influence on their performance. *The trainings have made the teachers improve on their performance in terms of curriculum delivery, preparation of professional documents and more so helped them to identify the learner's talents which the major objective of the new Competence Based Curriculum.*

From the interview, it is clear that the trainings done may not be satisfactorily enough to enable the ECDE teachers perform better. This may have been attributed to lack of enough personnel to train these teachers.

These findings concurred with a study done by Bota and Sitati (2014) on teachers' professionalism addressed by the County Governments that showed that the ECDE teacher's needs were not adequately addressed by the County Government. The study

further established that despite a majority of ECDE teachers undertaking their training in government institutions, the government played a minimum role in subsidizing their training costs. This implies that the County Government is not keen on funding professional development of teachers and that individual teachers funded their own professional development. The findings also echo that of MoEST (2003) report which found out that seminars, workshops and in-service courses were not organized at any given time.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the research findings, the conclusions, recommendations focusing on the objectives of the study and recommendations for future studies.

5.1.1 Summary of the Research Findings

The section presents summary of the research findings based on the research objectives.

5.1.2 Influence of Devolved Government Function of Supervision on the Performance of ECDE Teachers

The study determined that majority of the head teachers and the ECDE teachers disagreed that: Supervision by county Supervisors propelled ability to prepare professional records, Supervision by county supervisors influenced ECDE teacher's attendance and that of the learners, Supervision by County Government supervisors on CBC influenced Preparedness in terms of the new curriculum implementation. Further the respondent disagreed that Supervision by the County Government supervisors influenced use of teaching and learning aids and Supervision influenced delivery of ECDE CBC and that Supervision by the County Government supervisors influenced use of teaching and learning aids. Further, both the ECDE teachers and the head teachers disagreed that there were regular supervisory visits. From regression analysis results, β was 0.452, p value was 0.00 less than 0.05 while the t value was 7.451 greater than 2.00. The devolved government function of supervision significantly predicted the performance of ECDE teachers in Laikipia east sub county Laikipia County - Kenya.

5.1.3 Influence of Devolved Government Function of Provision of Learning Facilities on the Performance of ECDE Teachers

The study established that both the head teachers and the ECDE teachers were not decided on whether provisions of classrooms influence the performance of the ECDE teachers. The head teachers were still undecided on whether the provision of

toilets/latrines and playground contributed to performance of the ECDE teachers while the ECDE teachers disagreed that provision of those facilities influence their performance. They were however undecided if the provision of playground had influence on their performance. The ECDE teacher strongly disagreed that the provision staffrooms and ECDE offices influenced their performance. The supervisor confirmed from the interview that most of the ECDE centres use facilities of the primary schools where they are hosted and that they were not enough. The regression analysis indicated that there was a significant relationship between the devolved government function of provision of the learning facilities and the performance of ECDE teachers. Where β was 0.392, p value was 0.00 less than 0.05 while the t value was 4.181 greater than 2.00. The devolved government function of provision of learning facilities significantly predicted the performance of ECDE teachers in Laikipia East Sub County Laikipia County - Kenya.

5.1.4 Influence of Devolved Government Function of Training on the Performance of ECDE Teachers

The study established that the devolved government recruits well trained ECDE teachers from various ECDE teachers training colleges. The Head teachers were undecided on whether the County Government regularly conducts in-service trainings for ECDE teachers such as CBC, ICT and food and nutrition. Both the ECDE teachers and the head teachers disagreed that: teacher's trainings organized by the County Government had positive influence on teacher's performance, ECDE teachers had undergone seminars and workshops to equip them with skills for the new CBC curriculum, Trainings organized by the County Government had improved teachers teaching methods and also disagreed that Trainings on CBC helped teachers to improve on preparation and use of new Professional records. The study indicated that there were few trainings done through workshops and seminars as confirmed by the interviewee. This confirms the responses by the ECDE teachers and the Head teachers. There was a significance relationship between the devolved government function of training and the performance of ECDE teachers. β was 0.633, P (sig) value was 0.00 less than 0.05 while the t value was 8.456 greater than 2.00. The devolved government function of training significantly predicted the performance of ECDE teachers in Laikipia East Sub County Laikipia County - Kenya.

5.2 Conclusions.

Conclusions of the study were made in accordance with the established findings based on the objectives of the study.

5.2.1 Influence of Devolved Government Function of Supervision on the Performance of ECDE Teachers

The study concluded that there was statistically significant influence of the devolved government function of supervision on the performance of the ECDE teachers. That the supervision of ECDE teachers was not sufficient which may have been attributed to lack of enough supervisors. This made both the ECDE teachers to generally disagree that there was influence of supervision on the performance of ECDE teacher. This means there is a challenge in implementation of the new CBC curriculum in the ECDE centres.

5.2.2 Influence of Devolved Government Function of Provision of Learning Facilities on the Performance of ECDE Teachers

The study concluded that there was statistically significant influence of devolved government function of provision of learning facilities on the performance of ECDE teachers in Laikipia East, Laikipia County – Kenya. The learning facilities were insufficient in the ECDE centres as confirmed by the respondents and the supervisor. This may have been as a result of the change of curriculum where the learners in the pre-primary have to learn for two years hence increasing the demand for more facilities such as the classrooms. Thus, they disagreed that the learning facilities had influence on the ECDE teacher's performance.

5.2.3 Influence of Devolved Government Function of Provision of Training on the Performance of ECDE Teachers.

The study concluded that there was statistically significant influence of devolved government function of training on the performance of ECDE teachers in Laikipia East, Laikipia County – Kenya. The County Government should prioritize training for ECDE teachers in various capacities to enhance their performance. Teachers thereafter require in-service trainings through workshops and seminars which was not satisfactorily done to help improve the performance of ECDE teachers hence there was

poor implementation of the new CBC curriculum in Laikipia East Sub County Laikipia County Kenya.

5.3 Recommendations

In view of the findings of the study and the conclusion reached, the following recommendations are made:

- i. The County Government increase the number of supervisors to improve the supervision of ECDE teachers in the sub county.
- ii. The County Government to provide of enough learning facilities to meet the needs of the new CBC curriculum and fully implement it.
- iii. That the County Government establish bills through the county assembly to ensure there is regular capacity building of the ECDE teachers through seminars and workshops so improve ECDE teacher's performance.
- iv. The County Government establishes a mechanism of helping the ECDE teachers upgrade their studies.

5.4 Suggestion for Future Research

The researcher recommends the following areas for future studies:

- i. Influence of selected functions of devolved government on the performance of ECDE teachers in other devolved governments.
- ii. Causes on gender disparity in ECDE Teachers' recruitments in any county.
- iii. Impact of ECDE teachers' remuneration on the performance.
- iv. Terms of employment for ECDE teachers in the devolved governments and the influence on their performance.

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APPENDICES

Appendix I: Questionnaire for ECDE Teachers.

I am a Masters candidate of Chuka University carrying out an academic research study for a Master's degree in education management. I humbly request you to fill in the questions below as per instructions given. All information provided will be used for academic purposes only and shall be treated as confidential. Feel free to express and share your views.

Section A: Bio Data

A1). What is your gender? Male Female

A2). Duration of Service. Below 5 year 5-10 11-15 16-20 20-25 over 25

A3). What is your highest level of education: M/ED B/ED DIPLOMA CERTIFICATE any other specify.....

A4) who is your employer. County Government national government parents NGO any other specify.....

SECTION B: View on Performance of ECDE Teachers.

B1. Devolved government function of supervision, provision of learning facilities, and training has improved your performance as an ECDE teacher in the following performance indicators.

Tick. 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

No	Indicators (statement)	1	2	3	4	5
1.	Preparation of learning aids					
2.	Preparation of professional records					
3.	General attendance to work					
4.	Punctuality to work					
5.	Effectiveness in teaching methods					

SECTION C: Influence of Devolved government functions of supervision on the performance of ECDE teachers by County Government supervisors

C1). Indicate the extent to which you agree or disagree on the following facts of supervision as done by County Governments.

Tick. 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

No.	Statement	1	2	3	4	5
1.	Supervision by county supervisors has propelled your ability to prepare professional records?					
2	Supervision by county supervisors influenced your attendance and that of the learners.					
3	Supervision by County Government supervisors on CBC influenced preparedness in terms of the new curriculum implementation?					
4	Continuous supervision influenced your punctuality to work?					
5	Supervision by the County Government supervisors influenced your use of teaching and learning aids?					
6	Supervision influenced your delivery of ECDE CBC					
7	There are regular supervisory visits done for curriculum support					

SECTION D: Influence of provision of learning facilities on the performance of ECDE teachers.

D1). Learning facilities provided by the County Government have facilitated your performance as a teacher.

Tick. 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

NO.	Facilities	1	2	3	4	5
1.	Provision of Classrooms					
2.	Provision of Toilets/latrines					
3.	Playgrounds					
4.	Desks, Tables & chairs					
5.	Staffrooms & ECDE office					

SECTION E: Influence of the Devolved Government’s Function of Training on the Performance of ECDE Teachers.

E1). Indicate levels against these facts.

1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly agree

No.	Statement	1	2	3	4	5
1.	Your ECDE centre is well staffed with qualified and trained teachers					
2	The County Government regularly conduct in-service trainings for ECDE teachers such as of CBC, ICT, food and nutrition.					
2.	Teacher training organised by the County Government has positive influence on your performance.					
3.	All teachers in the Centre have undergone seminars and workshops to equip them with skills for the new CBC curriculum					
4.	Teacher training has resulted to improved attendance by teachers.					
5	Trainings organized by the County Government has improved your teaching methods.					
6	Trainings on the CBC has helped you to improve on preparation on the use of new professional records.					

Thanks for the Cooperation

Appendix II: Questionnaire for Head Teachers.

I am a Masters candidate of Chuka University carrying out an academic research study for a Master’s degree in education management. I humbly request you to fill in the questions below as per instructions given. All information provided will be used for academic purposes only and shall be treated as confidential. Feel free to express and share your views.

Section A: Bio Data

- A1). What is your gender male Female
- A2). Duration of Service. Below 5 year 5-10 11-15 16-20 20-25 over 25
- A3). What is your highest level of education: M/ED B/ED DIPLOMA CERTIFICATE any other specify.....
- A4) who is your employer. County Government national government parents NGO any other specify.....

SECTION B: View on Performance of ECDE Teachers.

B1. Devolved government function of supervision, provision of learning facilities, and training has improved your performance of ECDE teachers in the following performance indicators.

Tick. 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

No	Indicators (statement)	1	2	3	4	5
1.	Preparation of learning aids					
2.	Preparation of professional records					
3.	General attendance to work					
4.	Punctuality to work					
5.	Effectiveness in teaching methods					

SECTION C: Influence of Devolved government functions of supervision on the performance of ECDE teachers by County Government supervisors

C1). Indicate the extent to which you agree or disagree on the following facts of supervision as done by County Governments.

Tick: 1 Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

No.	Statement	1	2	3	4	5
1.	Supervision by county supervisors has propelled ECDE teachers' ability to prepare professional records?					
2	Supervision by county supervisors influenced attendance of ECDE teachers and that of the learners.					
3	Supervision by County Government supervisors on CBC influenced preparedness in terms of the new curriculum implementation?					
4	Continuous supervision influenced punctuality of ECDE teachers to work?					
5	Supervision by the County Government supervisors influenced ECDE teachers' use of teaching and learning aids?					
6	Supervision influence teacher's delivery of ECDE CBC					
7	There are regular supervisory visits done for curriculum support					

SECTION D: Influence of provision of learning facilities on the performance of ECDE teachers.

D1). Learning facilities provided by the County Government has facilitated performance of ECDE teachers.

Tick. 1: Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly Agree

NO.	Facilities	1	2	3	4	5
1.	Provision of Classrooms					
2.	Provision of Toilets/latrines					
3.	Playgrounds					
4.	Desks, Tables & chairs					
5.	Staffrooms & ECDE office					

SECTION E: Influence of the Devolved Government's Function of Training on the Performance of ECDE Teachers.

E1). Indicate levels against these facts.

1 Strongly Disagree 2: Disagree 3: Undecided 4: Agree 5: Strongly agree

No.	Statement	1	2	3	4	5
1.	Your ECDE centre is well staffed with qualified and trained teachers					
2	The County Government regularly conduct in-service trainings for ECDE teachers such as of CBC, ICT, food and nutrition.					
2.	Teacher training organised by the County Government has positive influence on teacher's performance.					
3.	All teachers in the Centre have undergone seminars and workshops to equip them with skills for the new CBC curriculum					
4.	Teacher training has resulted to improved attendance by teachers.					
5	Trainings organized by the County Government has improved teachers teaching methods.					
6	Trainings on CBC has helped teachers to improve on preparation on the use of new professional records.					

Thanks for the Cooperation

Appendix III: Interview Guide for the Sub County ECDE Supervisors

I am a Masters candidate of Chuka University carrying out an academic research study for a Master's degree in education management. I humbly request you to fill in the questions below as per instructions given. All information provided will be used for academic purposes only and shall be treated as confidential. Feel free to express and share your views.

BIO DATA

1. Gender.
2. What is your length of stay in the sub county?
3. What is the current enrolments by gender of ECDE pupils in the sub county?
4. What is the current staffing in gender in the sub county ECDE centres?

View of the Performance of ECDE Teachers.

1. What strategies has the County Government put to ensure that the performance of ECDE teachers in terms of preparation of learning aids, preparation of professional records, general attendance, punctuality to work and effectiveness in teaching methods is achieved?
2. What has the County Government done to improve ECDE teacher's performance in your sub county?

Influence of Devolved Governments Functions of Supervision on performance of ECDE Teachers.

1. Do you consider supervisory activities satisfactory in improving teacher's performance in the area of punctuality, attendance, lesson preparation and curriculum delivery? Kindly give details of your response.

2. What is the frequency of visits by the supervisors in the ECDE centre?

3. What do you consider as being the most demand for supervision visits to ECDE centres?

Influence of Provision of Learning Facilities on the Performance of ECDE Teachers.

1. What is the situation of the learning facilities in terms of sufficiency in the ECDE centres in the sub county?
2. To what extent does the learning facilities influence performance of ECDE Teachers in the sub county?
3. Who provides leaning facilities in ECDE centres in the sub county?

Influence of Devolved Government's Function of Training and Recruitment on Performance of ECDE Teachers.

1. Has the sub county organized for any trainings of ECDE teachers on CBC?
2. If part 1 is yes, which are the areas that the teachers have had training on.
3. In your view, does trainings of ECDE teachers have any influence on their performance?

Thanks for your Cooperation.

Appendix IV: Table for the Determining Sample Size from Given Population

Table for determining needed samples from a given finite population cases such that the sample proportion is within plus or minus 0.5 of the population proportion with a 95% level of confidence.



N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	500000	381
90	73	260	155	700	248	2400	331	750000	382
95	76	270	159	750	254	2600	335	100000	384

Note 'N' is the population size

'S' is the sample size

Kathuri and Pals (1993). Introduction to Education Research.

Appendix V: Research Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 829072	Date of Issue: 05/October/2020
RESEARCH LICENSE	
	
This is to Certify that Mr. GEOFFREY MBUGI KITHAKA of Chuka University, has been licensed to conduct research in Laikipia on the topic: INFLUENCE OF SELECTED FUNCTIONS OF DEVOLVED GOVERNMENTS ON THE PERFORMANCE OF ECDE TEACHERS IN LAIKIPIA EAST SUB-COUNTY, LAIKIPIA COUNTY, KENYA for the period ending : 05/October/2021.	
License No: NACOSTI/P/20/6986	
829072	
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 VI: Introduction Letter by Laikipia County Director of Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION
COUNTY DIRECTOR OF EDUCATION OFFICE - LAIKIPIA

Telegrams: "Education" LKP.
Telephone: 062-31518, 31519
Email: laikipiacountydirector@yahoo.com



County Director of Education,
Laikipia County,
P.O. Box 253.
NANYUKI.

When replying please quote:

Ref: LPA/C/A/94. VOL.1 / (133)

26th October, 2020

TO: WHOM IT MAY CONCERN

RE: RESEARCH AUTHORITY- MR. GEOFFREY MBUGI KITHAKA NO.829072

The National Commission for Science, Technology and Innovation letter ref. No. **NACOSTI/P/20/6986** dated **5th October, 2020** refers.

This is to inform you that the above named person has been authorized to carry out research on "***Influence of selected functions of devolved Government on the Performance of ECDE Teachers in Laikipia East Sub-County in Laikipia County***", for a period ending **August, 2021**.

After completion of your research please furnish this office with a copy of the research findings.



MURERWA S.K.(MRS)
COUNTY DIRECTOR OF EDUCATION,
LAIKIPIA.

C.C.
National Commission for Science,
Technology and Innovation,
NAIROBI.

The County Commissioner,
LAIKIPIA.

Sub-County Director of Education,
LAIKIPIA EAST.

Appendix VII: Introduction by the Board of School of Post Graduate

THARAKA
P.O BOX 193-60215,
MARIMANTI, KENYA



UNIVERSITY
Telephone : +(254)-0202008549,
+(254)-02020076920
email: info@tharaka.ac.ke
Website: https://www.tharaka.ac.ke

COLLEGE
(A Constituent College of Chuka University)

OFFICE OF THE DIRECTOR
BOARD OF POST-GRADUATE STUDIES

Our Ref/ TUC/BPGS/1/08/2020

14th August, 2020

TO WHOM IT MAY CONCERN.

Dear Sir/ Madam,

Introductory Letter

Name: Geoffrey Mbugi Kithaka **Reg. No.** EM15/29182/17.

The above named is our postgraduate student undertaking a Masters' degree Programme (M. ED) in **Educational Management**. The student has finished course work and is expected to collect data. The title of the research is "INFLUENCE OF SELECTED FUNCTIONS OF DEVOLVED GOVERNMENTS ON THE PERFORMANCE OF ECDE TEACHERS". The study will be conducted in **LAIKIPIA EAST SUB - COUNTY, LAIKIPIA County**.

The candidate has defended the proposal successfully at the faculty and has submitted the required number of corrected copies to the Office of the Director, Postgraduate Studies. The candidate is expected to begin collecting data, analyse and write a report on the findings. This is expected to take twelve (12) months (August 2020 to August 2021). The proposal has passed the university Ethics Review Committee requirements.

Any assistance accorded to him will be highly appreciated. Thank you in advance.

Yours faithfully,


Dr. Kiptui David Kipkorir (Ph. D)

Director,
Board of Postgraduate Studies.

CC...

1. The Principal/ CEO
2. Deputy Principal (ARSA)
3. Registrar (AA)

Appendix VIII: Clearance by the Ethics Review Committee



CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18

P. O. Box 109-60400, Chuka

Direct Line: 0772894438

Email: info@chuka.ac.ke

Website: www.chuka.ac.ke

REF: CUIERC/ NACOSTI/082

31/August/2020

TO: Geoffrey Mbugi Kithaka

RE: **Influence Of Selected Functions Of Devolved Governments On The Performance Of E.C.D.E Teachers In Laikipia East Sub County, Laikipia County, Kenya.**

This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812*. The approval period is 31st August 2020 -31st August 2021

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC*.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

PROF. ADIEL MAGANA
CHAIRMAN CHUKA UNIVERSITY

Chuka University is ISO 9001:2015 Certified...



Inspiring Environmental Sustainability for Better Life

Appendix IX: Location of Laikipia East Sub County in Laikipia County Kenya



Appendix X: Reliability Test per Questionnaire

Teachers Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	26	83.9
	Excluded ^a	4	16.1
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.908	29

Head teachers Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	7	70.0
	Excluded ^a	3	30.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.876	29

Appendix XI: Reliability Test for Objectives

Performance of ECDE Teachers Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	39	97.6
	Excluded ^a	1	2.4
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.916	5

Devolved government functions of Supervision Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	39	97.6
	Excluded ^a	1	2.4
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.973	7

Provision of learning facilities Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	39	97.6
	Excluded ^a	1	2.4
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.662	6

Devolved Governments Function of Training Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	39	97.6
	Excluded ^a	1	2.4
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.922	7