

**PROSPECTS AND CHALLENGES FACING THE DEVOLVED SYSTEM OF
GOVERNMENT IN THE PROVISION OF EARLY CHILDHOOD DEVELOPMENT
EDUCATION IN BOMET CENTRAL SUB-COUNTY, KENYA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION,
DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF MASTER OF EDUCATION DEGREE IN
EDUCATIONAL PLANNING**

MOI UNIVERSITY

OCTOBER, 2018

DECLARATION

Declaration by the Candidate

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DEDICATION

Dedicated to my parents, Benjamin and Roselyn Sigei

Your love and value for education has given me a burning desire to move on with
academic endeavors.

ACKNOWLEDGEMENT

It is often the fact that when one produces any work of this magnitude, it is done by standing on the shoulders of others. I would like to thank all those who made the completion of this work possible and thus help turn a long cherished dream into reality.

First and foremost, I would like to convey my gratitude to the almighty God for the gift of life, knowledge and strength that have enabled me to complete these work. I am also indebted to my able supervisors Dr. Joseph Lelan and Dr. Zachary Kosgei for their good guidance, patience, critique and moral support.

I would also like to acknowledge the contributions of the entire library and IT staff of Moi University who gave me the necessary assistance particularly during the literature review phase of this study. To you all I will forever be grateful.

I am thankful all my colleagues and friends particularly Leonard Bett, Philemon Yegon and Paul Chepkwony who were a source of motivation and encouragement during this study. My appreciation goes to all the respondents, teachers and Head teachers who provided the valuable data and Bomet Central Sub-County education office staff for the cooperation and assistance they accorded to me for realization of this work. To all those who may have contributed to this project directly or indirectly, I say thank you very much! “Kongoi Missing” and May God bless you abundantly.

ABSTRACT

The study investigated the prospects and challenges in the provision of early childhood development education with devolved governments with specific reference to Bomet Central Sub-County in Bomet County. To achieve this, the study sought to: to examine the role of county government in training of ECD teachers; to determine the extent of county government participation in recruitment and remuneration of ECD teachers; to investigate the level of supervision by county government and to establish the status of physical facilities in ECD centers in Bomet Central Sub-County. This study was guided by Piaget's Constructivist Theory, a theory developed by Jean Piaget. Descriptive survey research design was adopted. The study utilized both qualitative and quantitative methodologies. The target population comprised of 143 head teachers and 183 ECD teachers from all the pre-schools in Bomet Central Sub-County. Purposive and simple random sampling techniques were used in the selection of the sample comprising of 52 head teachers and 68 ECD. The primary data was collected using questionnaires, and Observation Checklist. The researcher piloted the instruments among 10 head teachers and 10 ECDE teachers who were not included in the actual sample. Cronbach alpha was used to determine the consistency of scales used to measure study variables. The instruments produced a reliability coefficient of 0.785 and were thus deemed reliable. Data collected was both quantitative and qualitative. Quantitative data was analyzed with the assistance of statistical package for social scientists (SPSS version 20) and output presented in pie charts, graphs and frequency tables. Qualitative data was analyzed by building typologies and taxonomies as well as generation of concepts and themes that led to data reduction, data display as well as conclusion drawing and verification. The study established that the county government did not actively engage in the training of ECD teachers though they actively participated in employment of these teachers. It further established that the county government officials were not adequately equipped to handle inspection and assessment of ECDE services. It was established in the study that teachers in the county government were not paid adequate salaries. This led to high levels of demotivation and turnover of teachers. The study also established that the status of physical facilities in ECD centers in the county were not enough for all the children enrolled and were in in dilapidated state due to the fact that the county government was not involved in repairs and maintenance. Based on these findings the study recommends that county government need to partner with other players in the provision of financial support that will facilitate construction of permanent classes, provision of teaching and learning materials and other physical facilities that are required at the ECDE centers. It is the recommendation of the study that the county government should provide adequate and regular salaries for ECDE teachers. Adequate salary for the teachers will ease teachers' financial constraints and will improve work conditions at the ECDE centers for proper implementation of ECDE programme. The study further recommends that the county government should enhance capacity building for effective supervision of ECD programmes. The county government also needs to invest heavily in the development and maintenance of the physical infrastructure in the ECDE centers.

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ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
ECDP	Early Childhood Development Programme
HR	Human Resource
INSET	In Service Education and Training
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology.
NGO	Non-Governmental Organization
TSC	Teachers service commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter covers the following; background of the study, statement of the problem, purpose of study, objectives of the study, research questions, significance, scope, assumptions, limitation and delimitation, theoretical as well as the conceptual framework and operational definition of terms.

1.2 Background of the Study

The first five years are critical for a child's development as during this period, the brain develops rapidly and is particularly responsive to early experiences and environments (Edie & Schmid, 2007). Children therefore stand to benefit immensely from early childhood development and education (ECDE) programmes. Highlighting the importance of ECDE, the first goal in the World Declaration on Education for All (Jomtien, 1990) which was updated and restated in the World Education Forum in Dakar in 2000 (UNESCO, 1990, 2000) emphasized the need to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

According to United Nations Education, Scientific and Cultural Organization (UNESCO, 2015), Early Childhood is defined as the period from birth to 8 years old. A time of remarkable brain development, these years lay the foundation for subsequent learning. Access to quality early childhood development (ECD), care, and pre-primary education is essential for child development and is now recognized as a priority under the Sustainable Development Goals (UNESCO, 2015). Undoubtedly,

early childhood education has the potency of affecting the future of any nation by serving as a foundation upon which all other educational levels rest thereby nurturing children with skills, attitudes and competences necessary for individual and national development (Ngware *et al*, 2016).

Early childhood care and education in recent times has been formalized by most countries thereby allowing private and public investment in helping children to optimize their potentials to augment care from family with systematic social, physical, cognitive, and emotional child development (Bar-On, 2004). An empirical study conducted by the World Bank in Brazil revealed the impact of pre-school education in making children effectively school ready for primary education as well as yielding economic benefits through pre-school education as a policy intervention in redressing developmental distortions. The study indicates that early childhood education serves as a social and economic policy intervention especially for improving the status of the poor (Ngware *et al*, 2016).

The ECDE programme in Kenya has in the past mainly focused on custodial care and cognitive development of young children preparing to join primary school. The increased awareness of the importance of ECDE, mainly because of the large number of women with young children joining the work force (Republic of Kenya, 2006), has not only resulted in greater demand for, but also in the emergence of different modes of service delivery (Swadener, Kabiru, & Njenga, 2000). These include preschool-based, home-based and market-based care. The preschool-based form of care is the most common and is delivered through public and private schools which are either stand-alone or attached to a primary school. The public pre-primary school is usually

a community-owned and managed venture which follows a curriculum designed by the government.

The growth of education and specifically ECDE in Kenya has been guided by various policy guidelines. The educational policy has evolved over the years through recommendations of various commissions and sessional papers. The National Committee on Educational Objectives and Policies of 1976 recommended the establishment of National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Education (KIE), (now Kenya Institute of Curriculum Development, KICD) which was later started in 1984. The NACECE was to harmonize the growth, evaluation and oversight of early childhood education (KESPP, 2005).

The Sessional paper No 6 of 1988 on Education and Training for the Next Decade and Beyond led to cost sharing in education between government, parents and local communities. Cost sharing has been evident in all the stages in the development of ECDE. In fact parents and local communities provide the greatest support to ECD programmes. About 70% of ECD centres are owned and managed by parents and local communities through Pre-school committees. The remaining 30% are managed by Non-Governmental Organizations (NGO's) mainly, religion based and private individuals and organizations, (MOEST, The Background Report of Kenya, 2005). In January 2003, the government introduced Free Primary Education (FPE) to provide opportunities to all Kenyan children eligible for primary schooling to access education. This greatly affected the enrolment of children in early childhood centres. Many children were withdrawn from these centres to wait for the right age to join standard one. This is because in those early childhood schools, parents were supposed to pay levies to buy instructional materials, snacks for their children as well as pay

teachers. The withdrawal of children from ECE schools which translates to non-participation by parents in the development of the pre-schools has left many ECDE centres in poor state.

A conceptual definition of devolution entails an understanding of the complex dynamics of decentralization. Scholars have advanced several definitions of decentralization but the central theme of the definitions is dispersion of decision making governance closer to people. Muia (2008 a) asserts that decentralization is one way through which peoples' rights to participate in governance is sustainable. He highlights two central definitions of decentralization to emphasize the importance of decision making power and management of affairs to subordinate entity.

Similarly, Oloo (2008) defines decentralization as the transfer of authority, responsibility and accountability from the central government to the local government. Devolution is a political arrangement where political, administrative and fiscal power is distributed to semi-autonomous territorial and sub-national units (Muia 2008). Devolution is thus broader than de-concentration. The authority to make public policy decisions is conferred by law. Since powers and structures of devolution are provided in the ordinary law, they are easily amenable to modification or repeal. Devolution happens when the sub-national units have political, administrative and fiscal powers. Devolution transfers responsibilities for services to local governments that elect their own officials, raise their own revenue and have independent authority to make investment decisions. Such devolved units have recognized boundaries within which to operate. However, the national and sub-national units are not separate entities but rather work in cooperation. Devolution is thus the strongest type of decentralization and the most preferred by developing countries. The country's most substantive experience with devolution is through Local Authorities.

Devolution under the Constitution of Kenya, 2010 comprises of two levels of government, namely the National and County Governments. The two levels of government are distinct and inter-dependent with constitutionally assigned and protected functions and powers as defined in the Fourth Schedule of the Constitution. One of the objectives of devolution as provided for in Article 174 of the constitution is to promote social and economic development and the provision of proximate, easily accessible services throughout Kenya and to enhance government responsiveness to the needs of the citizens. The devolved system of government further aims at promoting equitable, efficient and prudent utilization of public resources (GoK, 2016).

With devolution in place, the education sector has had to be realigned to the Constitution and this meant repealing of the old education laws. The passage of the Basic Education Act, 2013 has introduced new structures. These includes: National Education Board, the Education Standards & Quality Assurance Commission and the County Education Board. However, despite the government involvement, the provision of Early Childhood Education has been left in the hands of the community groups, municipal councils and private sectors. This lack of full Government involvement in the provision of ECE has also hindered effective implementation of its responsibilities in Early Childhood Education, consequently affecting participation, quality and equity (GoK, 2016). Early childhood development and education (ECDE) is devolved in Kenya, which means that each of Kenya's 47 counties budgets for and implements ECDE independently. Devolution affords countries a unique opportunity to improve both the quality and equity of ECDE service provision. As governments grapple with the goal of achieving universal access to ECDE by 2030, parallels to the universal primary education (UPE) movement in the late 1990s are instructive. With

the advent of the implementation of the Constitution of Kenya (2010), the devolution process heralded the devolution of pre-school among other devolved functions of the county governments.

1.3. Statement of the Problem

Despite the benefits associated with ECDE, many children in Kenya do not receive quality ECDE services (Hungu, 2011), a situation blamed on insufficient government involvement in this sector. More often than not, public ECDE centres are characterized by inadequate play and learning materials, shortage of trained teachers, and lack of health and nutrition services. Moreover, in most of these schools, the traditional teacher-centred methodology which stresses on memorization and recitation illustrates the heavy focus on academic preparation with little emphasis on development and acquisition of social and emotional skills (Kariuki, Chepchieng, Mbugua, & Ngumi, 2007). The lack of relevant content and inconsistencies in the curriculum also create problems for this sector. The introduction of free primary education in Kenya in 2003 led to a concomitant increase in the number of children attending school. One unintended impact of the implementation of this policy was the decreasing enrolment observed in public and community-owned ECDE centres (UNESCO, 2006). Parents chose to withdraw them from school for various reasons including deciding to keep them at home until they attained primary school age while arguing that ECDE should also be free. With devolution in 2010, ECDE services were placed under the jurisdiction of County Governments (Republic of Kenya, 2010) which are now expected to ensure better quality ECDE for all children. However, the challenges observed in this sector such as poor and irregular pay for teachers and limited investment in ECDE services persist and seem to also have been 'devolved' to County Governments as they grapple with managing other sectors under their watch.

There is also confusion over who should recruit and manage ECDE teachers as this function was previously managed at the national level by the Teachers' Service Commission (TSC). In addition, there is limited evidence on how well children who receive ECDE services are prepared to transition to primary school. Hence there is need to assess the prospects and challenges facing the devolved system of government in the provision of early childhood development education.

1.4. Purpose of the Study

The study was set out to assess the prospects and challenges facing the devolved system of government in the provision of early childhood development education in Bomet Central Sub-County, Kenya.

1.5. Objectives of the Study

This study was based on the following objectives;

- i. To examine the role of county government in the training of ECD teachers in Bomet Central Sub-County.
- ii. To determine the extent of county government participation in recruitment and supervision of ECD teachers in Bomet Central Sub-County.
- iii. To investigate the level of remuneration of ECD teachers by the county government of Bomet in Bomet Central Sub-County.
- iv. To establish the status of physical facilities in ECDE centers in Bomet Central Sub-County

1.6. Research Questions

The study sought to answer the following research questions:

- i. What is the role of the county government in relation to the training of ECD teachers Bomet Central Sub-County?
- ii. To what extent has the county government participated in recruitment and supervision of ECD teachers in Bomet Central Sub-County?
- iii. What is the level of remuneration of ECD teachers by county government in Bomet Central Sub-County?
- iv. What is the status of physical facilities in ECDE centers in Bomet Central Sub-County?

1.7. Justification of the Study

With the belief that early learning begets later learning and success, just like early failure breeds later failure has been validated in both economic and educational research. The fact that the quality of Early Childhood and Development Education is lacking against the background of lack of support structures both at county and national level financial, physical or human resources is an issue of concern given its contribution in the attainment of EFA, MDGs and Vision 2030 in addition to being a waste of the scarce national resources. It is therefore important to understand the prospects and challenges facing the devolved system of government in the provision of early childhood development education in Bomet Central Sub-County, Kenya

1.8. Significance of the Study

The findings of the study would have both theoretical and practical implications. Theoretically, the study would contribute to the advancement of knowledge about early childhood education in light of devolved system of governance. The study will

also provide useful information about the extent of involvement by the county governments in the training, supervision and recruitment of ECDE teachers. Further the study will bring to the fore the status of physical infrastructure of ECDE centers and therefore contributed to the improvement of the ongoing process of providing quality pre-school education by the Ministry of Education. The study would have practical significance because it may lead to immediate benefit to the Ministry of Education and the county governments in the formulation of future childhood education policies. It is expected that the study will contribute to existing literature in addressing future research problems. The study will add to the existing knowledge on devolved systems of government and their role in development of early childhood education. Policy makers in the government are expected to use this study as an evaluation towards the effect of devolved system of government in the development of early childhood education. The findings may benefit County governments to interrogate holistically early childhood development education sub-sector with a view to realign, implement and provide resources required to enhance education management in the county.

1.9. Scope of the Study

The purpose of this study was to assess the prospects and challenges facing the devolved system of government in the provision of early childhood development education in Bomet Central Sub-County, Kenya. The study targeted public ECDE in Bomet Central Sub-County. Teachers and Head teachers of public ECDE Centres were targeted in the study. As regards the content, the study restricted itself to assessing the prospects and challenges facing the devolved system of government in the provision of early childhood development education. The study was done in the

month of March and August in the year 2017. The study was conducted in 52 public ECDE centers.

The methodological scope of this study used was descriptive survey research design. It incorporates all the elements of both qualitative and quantitative. The instrumental scope of this study used questionnaires for the teachers and head teachers. The researcher administered the questionnaires to the teachers and head teachers to fill. Another instrumental scope of this study used was observation checklist which was filled by the researcher herself to ascertain the status of physical facilities in the ECDE centres.

1.10. Assumptions of the Study

The study proposed to work with the assumptions that:

- i. The respondents are aware of the challenges and prospects of devolution on the provision of ECDE.
- ii. The roles of devolved units are well stipulated and understood by the respondents.
- iii. The period covered under devolution is adequate to provide adequate information and prospects.
- iv. Another one was that the head teachers and teachers would allow the researcher free access into their schools to collect data

1.11. Limitation

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. The following are the limitations that were faced when undertaking research study:

- i. This study only covered Bomet Central Sub-County out of the numerous counties in Kenya, therefore, the study results may not be generalized to other counties in Kenya.
- ii. The researcher had no control over the attitudes of the respondents, which may have had an effect on the validity of the responses. This limitation was mitigated through use of observation checklist and document analysis which helped to verify some of the responses given by the respondents.
- iii. The study only covered public ECDE centers in the Sub-County because private ECDE centers had independent sourcing and management of funds.
- iv. The use of questionnaires to collect data yielded a self-report that may fail the veracity test. However, triangulation help to minimize this limitation.

1.12. Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories. It explains a phenomenon. It attempts to clarify why things are the way they are, (Kombo and Tromp, 2000). This study is anchored upon Piaget's Constructivist Theory. According to this theory, young children are viewed as active participants in the learning process. Constructivist-influenced schools and educators pay a lot of attention to the physical environment and the curriculum of the early childhood classroom. Kindergarten classrooms often are divided into different learning centers

and are equipped with developmentally appropriate materials for young children to play with and manipulate. In this respect therefore, the physical environment and curriculum in ECDE classrooms should be carefully organized by teachers, managers, parents and the government to ensure that they are appropriate. Materials for young children and other physical infrastructure should be provided adequately. Funding in ECDE should be enhanced to capture teacher remuneration to boost their morale. Parents at home should provide learning resources like picture books so that learning does not end in school, but goes on at home. Only parents who understand the importance of ECDE for their children now and in future will be willing to spend their resources on their children at this stage.

1.12.1. Piaget's Constructivism

Jean Piaget (1896-1980), remembered for his extensive research on developmental psychology, explains the learning process by schemes (the organization of information on how things work), assimilation (the placing of new information into schemes), and accommodation (transforming existing schemes or creating new ones). The motivation for learning is the predisposition of the learner to adapt to his environment, hence to institute equilibrium between schemes and the environment. Continuous interactions among existing schemes, assimilation, accommodation, and equilibrium create new learning (Ozer, 2004).

Piaget explores four sequential stages of the psychological development of the young learner and believes teachers should be cognizant of these stages. During the Sensory-motor Stage, (before the age of 2) sensory experiences and motor activities dominate. Intelligence is intuitive in nature and knowledge; it is acquired through mental representation during the Preoperational Stage (from age 2 to age 7). At the Concrete

Operational Stage (from age 7 to age 11), intelligence is logical, conserved, and dependent on concrete references. The Formal Operational Stage (after 11 years of age) is the stage when abstract thinking starts and the learner starts thinking about probabilities, associations, and analogies.

Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning environment, children should be allowed to construct knowledge that is meaningful for them. Piaget believed that learning comes from within: children construct their own knowledge of the world through experience and subsequent reflection. He said that "if logic itself is created rather than being inborn, it follows that the first task of education is to form reasoning (Wadsworth, 2004).

Within Piaget's framework, teachers should guide children in acquiring their own knowledge rather than simply transferring knowledge. According to Piaget's theory, when young children encounter new information, they attempt to accommodate and assimilate it into their existing understanding of the world. Accommodation involves adapting mental schemas and representations in order to make them consistent with reality. Assimilation involves fitting new information into their pre-existing schemas. Through these two processes, young children learn by equilibrating their mental representations with reality. They also learn from mistakes (Wadsworth, 2004).

A Piagetian approach emphasizes experiential education; in school, experiences become more hands-on and concrete as students explore through trial and error. Thus, crucial components of early childhood education include exploration, manipulating objects and experiencing new environments. Subsequent reflection on these experiences is equally important. Piaget's concept of reflective abstraction was

particularly influential in mathematical education. Through reflective abstraction, children construct more advanced cognitive structures out of the simpler ones they already possess. This allows children to develop mathematical constructs that cannot be learned through equilibration — making sense of experiences through assimilation and accommodation — alone (Dasen, 1994).

According to Piagetian theory, language and symbolic representation is preceded by the development of corresponding mental representations. Research shows that the level of reflective abstraction achieved by young children was found to limit the degree to which they could represent physical quantities with written numerals. Piaget held that children can invent their own procedures for the four arithmetical operations, without being taught any conventional rules. Piaget's theory implies that computers can be a great educational tool for young children when used to support the design and construction of their projects (Dasen, 1994).

Learning is an active process: Direct experience, making errors, and looking for solutions are vital for the assimilation and accommodation of information. How information is presented is important. When information is introduced as an aid to problem solving, it functions as a tool rather than an isolated arbitrary fact. (Fosnot, 1996). Learning should be whole, authentic, and "real": Piaget helps us to understand that meaning is constructed as children interact in meaningful ways with the world around them. Thus, that means less emphasis on isolated "skill" exercises that try to teach something like long division or end of sentence punctuation. Students still learn these things in Piagetian classrooms, but they are more likely to learn them if they are engaged in meaningful activities (such as operating a class "store" or "bank" or writing and editing a class newspaper). Whole activities, as opposed to isolated skill

exercises, authentic activities which are inherently interesting and meaningful to the student, and real activities that result in something other than a grade on a test or a "Great, you did well" from the computer lesson software, are emphasized in Piagetian classrooms (Gagne, , Briggs, and Wager, 1992}.

This theory is quite relevant to this study in that it talks about the learner environment that may be physical, financial and human in nature. This are areas where devolved units are supposed to devolved on.

1.13. Conceptual Framework

Conceptual framework is a written or visual presentation that explains either graphically, or in narrative form, the main variables in a study and the presumed relationship among them (Miles and Huberman, 1994). This study is based on the conceptual relationship between the independent variable and the dependent variable. This relationship is based on the assumption that the county government plays an important role in the development and effective performance of ECDE centres. The role of county government is looked at in terms of independent variables, it was itemized as the augmentation of teacher's salaries, construction of school toilets, construction of classrooms, purchase of teaching/learning materials, teacher supply, teaching resources and the source of funds to finance ECDE learning activities requirements. While effective performance of ECDE centres are looked at in terms of as dependent variable, it was itemized as development of ECD Centres, effective teaching in ECDE centres, allocations of funds and pupil's enrolment. However, other factors affect this relationship. These factors constitute the intervening variables such as programme content, utilization of funds and resources, cost element, planners, implementers and donor agencies which have to be managed to enable Community

Support Grants to lead to proper development and effective performance of ECDE centres.

The diagrammatic relationship between the independent and dependent variables is summarized in the figure 1.1

INDEPENDENT VARIABLE

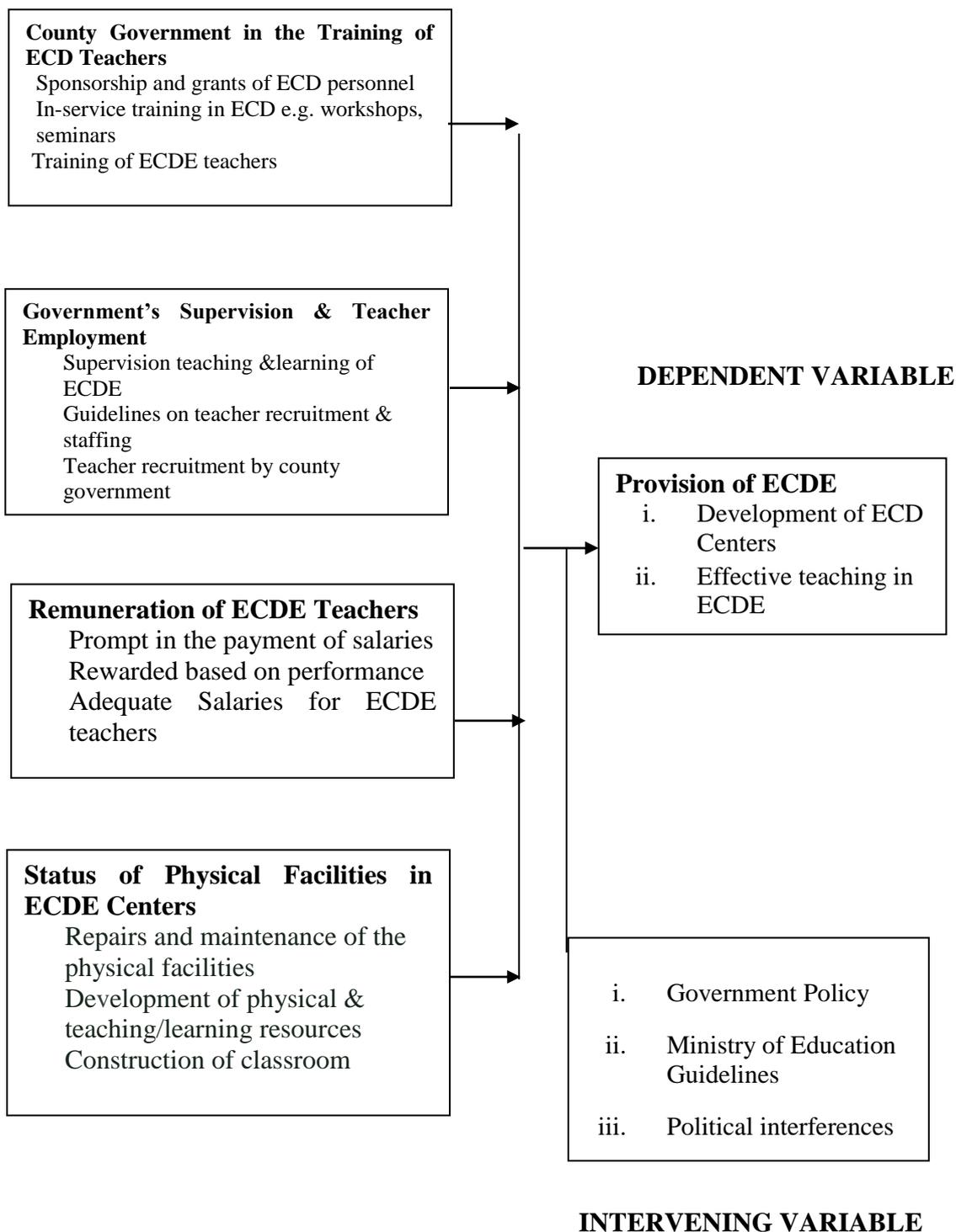


Figure 1: Conceptual Framework Diagram Showing Relationship between Study Variables

1.14. Operational Definition of Terms

Remuneration: is a catalyst that accelerates productivity. It is connected to performance where the inclination to carry out job task is determined by motivation. A clearly defined pay system is essential in improving the performance of a business by giving an incentive for the effective performance of individual employees (Lawler, 1983Helen Jaja2011).

Devolved Government: It involves delegation of duties from upper level of government to lower level

Early Childhood Education: A branch of educational theory which relates to teaching of young children up until the age of eight with a particular focus on education notable in the period before the start of compulsory education.

Training: It is being integrated with other human resource objectives in some organization (smith 2009).An organized activity aimed at imparting information or instructions to improve recipient performance or to help him or her attain a required level of knowledge or skill.

Recruitment: It is a positive process concerned with reaching out, attracting and ensuring a supply of qualified personnel and making out selection of requisite manpower both in their qualitative and quantitative aspect.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter covers; concept of devolved system of government and ECDE, devolved functions, training and qualification of ECDE teachers, recruitment and remuneration of ECDE teachers, supervision of ECD teachers and ECDE facilities and instructional materials in pre-schools. The ideas relevant to these were done by reviewing relevant journals, books and research done by other scholars.

2.2 Devolved System of Government and Early Childhood Development Education

Devolution is a type of decentralization. It is a political arrangement where political, administrative and fiscal power is distributed to semi-autonomous territorial and sub-national units (Muia, 2008). Devolution transfers responsibilities for services to county governments that elect their own officials, raise their own revenue and have independent authority to make investment decisions. It is the statutory granting of powers from the central government of a sovereign state to govern at a sub-national level, such as a regional or local level. It is a strong form of decentralization. Devolved territories have the power to make legislation relevant to the area. In essence, devolution is a form of decentralization where political, administrative and fiscal authority is transferred from the national level to independent sub-national constitutional or statutory agencies.

Across the world in both federal and unitary states, devolution is apparent to varying degrees (Rodriguez-Pose and Gill, 2005). The transfer of power downwards to regions is a highly significant recent development, which can involve the introduction

of new political bodies at a sub-national level and an increase in their power: ‘Any form of devolution implies some degree of sub-national legitimacy and some form of decentralization of authority and resources’ (Rodriguez-Pose and Gill, 2003). Within the EU there are examples of political authority in the field of education being decentralized to sub-national units in countries as diverse as Belgium, Germany, Spain and the UK. In terms of policies, there has been a trend towards increasing influence for local and regional governments in relation to control of the curriculum and the hiring and firing teachers (Rodden, 2004).

There has also been decentralization of management and administration to the school level, associated with the introduction of quasi-markets, competition, provider autonomy, school choice, school evaluation and performance indicators (Lubienski, 2007, Koretz, 2008; Klitgaard 2008). Some responsibilities have been delegated to schools in Belgium, the Netherlands, Spain, Sweden and England, Wales and Northern Ireland (Eurydice, 2008). Decentralisation to this level has often been associated with seeking to make the education system more efficient, responsive and accountable, the idea being that the redistribution of power to a school level will stimulate educational innovations designed to meet the needs of pupils, parents and employers (OECD, 2008).

Devolution is one of the most transformative changes to Kenya’s governance system brought about by the Kenya Constitution, 2010. Article 174 of the Constitution provides that one of the key objectives of devolution is to promote social and economic development and provide proximate, easily accessible services throughout Kenya. The constitution defines Kenya’s model of devolution as one that consists of two distinct and interdependent levels of government that are required to work in cooperation and consultation (Article 6(2)). The two have autonomy to the extent that

the constitution allocates functions and powers to both of them. They are coordinated with each other. This definition is enhanced in Article 189(a) which requires government at either level to perform its functions and exercise its powers in a manner that respects the functional and institutional integrity of government at the other level and respects the constitutional status and institutions of government at the other level and, in the case of county government, within the county level. The constitution allocates functions to both the national and county governments. These functions fall into three categories: functions exclusive to level of government, those that are concurrent and those that are residual. The constitution gives the responsibility and mandate for the achievement of the objects of devolution to the following state organs: parliament and the legislative assemblies in the county governments, the National Executive, the executive structures in the County Governments, the Judiciary and Independent Tribunals, Commissions and Independent Offices. These institutions have the collective responsibility to facilitate the achievement of the objects of devolution as outlined in Article 174.

Under the devolved system of government, citizens participate in their governance by exercising their sovereignty either directly or indirectly through elected and appointed representatives. This is a major departure from the past where power and resources were centralized and citizens had minimal participation in governance. One of the objectives of devolution as provided for in Article 174 of the constitution is to promote social and economic development and the provision of proximate, easily accessible services throughout Kenya and to enhance government responsiveness to the needs of the citizens. The devolved system of government further aims at promoting equitable, efficient and prudent utilization of public resources.

Empirical evidence on the impact of devolution depicts mixed results and in some cases it is inconclusive. For example, a study of the federal state of India suggests that decentralization promotes government responsiveness in service delivery, especially if the media is very active at the local level (Besley and Burgess, 2002). Another study of Italy indicates that devolution may exacerbate regional disparities in public spending and economic outcomes (Calamai, 2009). Azfar et al (2001) finds that local officials have limited authority to influence service delivery while citizens' influence at the local level is hampered by limited information. As a result, devolution does not achieve the desired effects of allocative efficiency. Shackleton et al., (2002) suggest that arguments favouring devolution (specifically in relation to natural resource management) typically amount to little more than rhetoric. We are cautioned that general presumptions in favour of decentralization are “hard to justify” (Treisman, 2007), as it is difficult to identify specific political conditions that will result in positive or negative effects (Treisman, 2007). It has been further argued that political decentralization can result in unfulfilled expectations and unanticipated problems (Grindle, 2007), and in some cases, “devolution of legal powers and administrative responsibilities to sub national units of government has left some localities ill-prepared and unequipped to meet the demands placed upon them in the complex intergovernmental system” (McGuire et al, 1994).

According to UNESCO (2005), organs of the United Nations such as UNESCO have advocated for the concept of decentralization to address the challenges facing the education sector. Reasons for decentralization are numerous. In some cases it is a question of increasing efficiency in management and governance. Though this has succeeded in some countries in other countries the challenges remain. For instance, In the United States, provision of ECE is decentralized to the states, enforcement of

minimum working standards across states is weak and working conditions of ECE teaching staff is generally characterized by low wages and limited benefits, their qualification requirements and salaries are comparatively lower, consequently leading to high turnover rates and difficulty in recruiting new teachers (International ECE Task Force 2010).

In Kenya, the education sector is also governed by the Basic Education Act, 2013 and the Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya. The Basic Education Act, 2013 aims at giving effect to article 53 of the Constitution, and to promote and regulate free and compulsory basic education, provide for accreditation, and registration, governance and management of institutions of basic education. It also aims at providing for the establishment of the National Education Board, the Education Standards & Quality Assurance Commission and the County Education Board (GoK, 2010). The Basic education Act, 2013 also categorizes basic educational institutions into public and private schools. Public schools which are schools established, owned or operated by the Government and including sponsored schools while private schools as those established, owned or operated by private individuals, Entrepreneurs and institutions (Sihanya, 2013).

The fourth schedule of the constitution places pre-primary education and child care facilities under the county governments. These roles are further specified by Section 26 of the Basic Education Act, 2012 which states that the roles of the County Government will include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting pre-primary education, childcare facilities, home craft centres and village polytechnics. The Basic Education Act 2013 establishes the National Education Board

(NEB) and the County Education Board (CEB) to carry out an array of functions at the two levels of devolved government. The National Education Board (NEB) is to be the link between the Ministry of Education, the Cabinet Secretary and the County Education Board. It is noteworthy that the functions of the NEB are mostly advisory and facilitative. The County Education Board is assigned the task of implementing the proposals and directions of the National Education Board, and by extension the *central* or national Government through the Ministry of Education (Sihanya, 2013).

There are challenges regarding the implementation of education in the devolved systems of Government in Kenya. Some of the roles assigned to the County Education Board (CEB) and the National Education Board (NEB) are vague. There remains a lot of discretion by the Cabinet Secretary in these national Government institutions. In addition, to some extent the Cabinet Secretary still retains a lot of powers under the devolved system too, even where county governments have a clear mandate. This constrains the effectiveness of the devolution in the education sector. Moreover, devolution in the education sector is largely in the basic education structure while higher levels of education are left to the *central* or national Government. Examples include the roles of the relevant institutions under the Basic Education Act, 2013, Kenya Institute of Curriculum Development Act, 2013, the Kenya National Examination Council Act, 2012, the Universities Act, 2012 and the Legal Education Act, 2012. Some of the powers of sponsors of schools under the Basic Education Act, 2013 may hinder the working of the County Education Boards, the relevant county executive members and the county assemblies (Sihanya, 2013).

2.3. Role of County government in training of ECD Teachers

According to John Dewey (1857-1950) a qualified teacher has the ability to organize the knowledge of the world in a reasonable way independent of learning. He further says that knowledge consist of learning about real world. The trained teachers has to endeavor first and to understand the world organize it in most rational way possible and present it to learner. This view may still engage the learner with activities with hand on learning with opportunities to experiment and manipulate objects of the world. The pre-school teachers and trainers are key agents in the programme. Through the training provided, they are equipped with knowledge and skills which help them to provide for the total needs of children, to mobilize parents, local communities and sponsors so that they improve the services for young children both in and outside preschools. The programme also provides for the personal growth and development of the teachers and trainers by providing them with knowledge.

Kipkorir and Njenga (1997) emphasized that training emphasizes on the practical aspects of the course, for example, materials development and field experience. This ensures that those trained are practical and will be able to exploit the human and physical environment for the benefit of the young children under their Care. The environment is thus used as a fundamental source of developing all curriculum and other support materials as, for example, learning and play materials and folklore. The curriculum is constantly expanding to meet the need for students to be more versatile and knowledgeable in areas such as infant/toddler development and care, brain development, diversity issues, parent relationships, and school-age care. A strong interest in special topics classes remains and is a major source of professional development for many licensed teachers and others already working in the profession. This group of curriculum offers an intermingling of community professionals with the

ECE majors. ECD in Kenya concerns the holistic development of children of children between 0-5 years old.

According to Bruce (1991) qualified teachers are aware and keen on factors to consider when selecting instructional materials from the immediate environments. The local leaders play an important role in the programme because they act as catalysts for mobilizing the parents and local communities so that they increase their participation and Involvement in the pre-school education programme.

Hauline (1999) points out that it is a truism that teachers are human beings of any educational system that upon their devotion depends on the success of any performance in learner. It is vital to have adequate human resources in terms of teacher quality. Without qualified teachers as, goals of education can never be achieved.

A study by Sifuna and Karagu (1988) found out that the teacher is a key determinant of service quality at preschool. His/her effectiveness is determined by the qualification and training, supervision and support the teacher is given. Teachers with low grades experience difficulty in implementing National Centre for Early Childhood Education curriculum, especially in language development. This is because these teachers may have failed in this subject making it difficult for them to handle it. Ngome (2002) emphasized the training of teachers as this has a direct influence on knowledge, skills, and practices acquired by the teacher and passed on the ECE child. He also noted that the high attrition rate in ECD education is likely to affect quality of service provision. Ndegwa (2005) noted that qualified teachers were favorable to child centred teaching methodologies which were mainly emphasized during training.

Over the years, there have been attempts to devolve in-service training (INSET) in Kenya through institutionalization (Bunyi, Wangia, Magoma and Limboro, 2013). Inservice Training (INSET) programs are professional development programs committed to improve educator functions and grow their facilitation skills. It is through INSET that educational institutions realize multiple goals, ranging from training teachers in the use of the latest technology, to helping them grow their skills in implementing pedagogical best functions, and sometimes even aiding educators as they innovate in pursuit of improved educational outcomes (Gathumbi, Mungai and Hintze, 2013). Osman and Mukuna (2013) opine that INSET is undertaken because learning is a lifelong pursuit and aimed at improving the quality of education.

Waithaka (2005) further put importance of training ECDE teachers after observation he made in most ECDE centers in Kenya which emphasis in academic and give little time for learners to interact with instructional materials. Field officers are of importance in the programmes because they give professional guidance and support to the teachers, parents and local communities on issues related to the welfare of young children and the improvement of the pre-school services. In order to ensure that these officers carry out their duties effectively, a training programme has been designed which equips them with relevant knowledge and skills on issues related to their work.

Librera et al (2004) adds that qualified teacher is expected to create this environment as well as put forth resources he or she feels are most beneficial to the child to learn. The programme organizes seminars for them, during which various issues on ECCE are discussed, such as the roles of different partners in the pre-schools, community mobilization, care of children and services required in pre-schools (Kipkorir and Njenga, 1997).

Tasson and Kate (2002) say that qualified teachers have ability to transform the immediate local materials available and bring them to classroom for learners too interact with learning activities.

Training hence should remain important, which in recent times it is the most important functions of the NACECE and DICECE because it equips teachers and trainers with knowledge and skills which help them to provide quality services to children and to mobilize parents and local communities so that they improve the welfare of young children and families. There are two types of training programmes, one for the trainers and the other for the teachers. Participatory approaches are used in training programmes whereby trainees contribute to their Training through discussions and the sharing of ideas and experiences. This approach helps the Trainees to develop confidence because they feel they can contribute to their training programme.

According to UNESCO (2008) there is vital importance of training early childhood educators and the kind of training offered matters. Training should first and foremost raise educators awareness about sustainable development and the role early childhood education plays in promoting foundation of education for sustainable development. The participants agreed that provision of high quality training constitute one of the priority policy concerns, and that empowering educators and caregivers should be undertaken through pre-service and in-service training.

A quality early childhood workforce is central to the success of any child development strategy (Shrestha, Eastman, Hayden, 2009). The current education Training Act does not include ECD the policy framework that direct the MOEST provision of ECD is the partnership policy first stipulated in Sessional Paper NO.6 of

1988 and National Development Plan of 1989/1993. CBO, NGO, religious organizations and local governments manage some ECD programmes. Act (2015) Teachers were to be employed by government with improved terms of service to increase motivation to care for, teach and interact with children for better learning outcomes.

All teachers in ECDE centres require adequate training in early childhood education to enable them to provide an age appropriate program for young children. Teacher training is an important factor as it determines teacher quality that leans on the knowledge, experience, professional knowledge and academic ability. The content knowledge of the teacher impact greatly on the child's performance in that teachers who teach subjects that they have studied in depth in colleges perform better than those who have not. UNESCO (2010a) in its comparative study of the issues surrounding success of ECD programmes in Nigeria, Lesotho, and Guinea Bissau noted that trained teachers are the major determinants of excellent performance of projects in a school setting. It continues to argue that the quality of a teacher depends on educational background and training (Nafungo 2015). In Kenya ECDE teacher pre-service colleges lack effective system for accreditation, licencing and certification. Due to inadequate staff sometimes the colleges make do of one inspection at the time of registering, sometimes some of the ministry officials do not physically inspect the premises, because of this some ECDE training colleges are situated in unsuitable places that do not meet legal requirement for training (Chepsiror 2014).

2.4. Extent of County Government Participation in Recruitment of ECD Teachers

In order for the county and national government to remain relevant in provision concurrent function of ECDE in this era of devolved system of governance, a well-coordinated cooperation need to be put in place to address the existing gaps in ECDE sub-sector. According to sessional paper No. 14 of 2012 pre-school teacher education sector is facing multifaceted challenge in this era devolved governance system. To begin with the sub-sector has diverse employer and the majority are not well remunerated resulting in high attrition rates and low morale, there is no clear career and professional route to becoming an ECDE teacher educator, majority of teachers in the teacher training institution do not have teacher education training qualification.

Recruitment is a term used in the sphere of employment. It has been applied to more than one aspect of the working environment. Heineman and Judge (2005) define recruitment as the process of acquiring, deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness. It entails the process of assigning teachers duties in stations where their services are required through postings, transfers, and placement of institutional administrators. Deployment of teachers aims at ensuring equitable distribution and optimal utilization of teachers; and providing qualified and competent managers to public education institutions. The main challenges in teacher staffing includes the interference from stakeholders in the process of carrying out teacher balancing and rationalization. The deployment or posting as it is commonly referred in Kenya has seen teachers preferring urban centers to rural areas. This is common among women who would like to join their husbands working in urban centers. The rural areas are not favored because of the poor living conditions, especially by the young.

Republic of Kenya (2006a) recommends that an appropriate teacher: children ratio for ECDE children to be 1:10 for three to five years old, 1:15 for the six to eight years old. According to the Bomet County Integrated Development plan 2018-2012, the county has 1,221 public Early Childhood Development Education Centres (ECDE) with 2,022 teachers employed by both the county government and School Boards of Management (BOMs). The enrolment as per the current statistics is 53,727 children in public centres. Teacher pupil ratio is currently at 1:58 in public centres. The transition and completion rates are at 89% while retention rate is at 80%.

The ratio of 1: 58 shows that the county governments are yet to employ adequate ECDE teachers for effective learning (County Integrated Development Plan, 2018). Studies by Makori & Onderi 2013; Aloo *et al*, 2011 and Kipsoi & Sang, 2008 all come to the conclusion that while the implementation of the staffing policy was intended to enhance teacher retention, equality in teacher distribution and more importantly to improve the efficiency in teacher recruitment practices non- adherence to the staffing policy guidelines lead to manipulation of the recruitment and the staffing process to suit interest of certain individuals in the society; some schools refuse to shortlist qualified applicants in favour of their 'preferred' candidates; other schools concealed interview dates in order to fill the vacancies with their people. High teacher/child ratios is linked to quality performance in child care centres (Obuchere et al 2010). Understaffing hinders teacher performance, naturally teachers cannot handle this big numbers in classes effectively because it does not allow them to handle individual differences of the children and produce positive outcome.

2.5. Extent of Supervision of ECD Teachers by County Government

Supervision is an important aspect of ECDE curriculum implementation. It aims at regular and continuous monitoring of activities to ensure that the curriculum goal/objectives are met (KIE, 1995). Supervision of ECDE curriculum is done by the Directorate of Quality Assurance and Standards in collaboration with DICECE trainers and supervisors who have a special responsibility of supervising the ECDE curriculum eg preschool head teacher. It is important to supervise in order to gather information from children, care-givers, parents, communities, and general ECD environment. This can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in ECD. The changes resulting from supervisory activity strengthen the ECD programmes (KIE, 1995).

According to KIE (1995), supervision is a continuous monitoring of ECD activities to ensure effective implementation of ECD approved curriculum. This leads to the holistic development of children, motivate, enriches and promote personal as well as professional growth all those involved. Supervision is important because it helps to ensure that children's' needs are met, enables efficient implementation of curriculum, checks whether the objectives of the programmes have been achieved, promotes maintenance of basic standards, identifies problems and constraints and identifies strengths and achievement.

During supervision, the supervisor is supposed to take into consideration the various factors so as to ensure that the environment of ECD centre is conducive to the total development of a child. Supervision involves assessing physical facilities such as classrooms, toilets, compound, indoor and outdoor equipment and materials for their suitability for learning and child development. In many educational acts, guaranteeing

a satisfactory level of educational quality is achieved primarily through inspection and supervision of legal requirements that schools should comply with.

Citizens have roles according to 2010 Kenyan constitution which provides elaborate mechanisms for public participation in governance and decision making. Public participation is one of the national values and principles of governance as enshrined in article 10 of the constitution. The basic education Act, 2013 states that the structures of governance and management of education will be established to encourage cooperation and collaboration among stakeholders involved in management and governance of basic education. The Act further recognizes the role of parents, guardians and sponsors among other players in the sector (GoK, 2010).

Supervision staff is expected to play three different yet complementary roles, which are quite evident in the job description; to control and evaluate, to give, to give support and advice and to act as a liaison agent. Simple control without support will not easily lead to quality improvement. This is why the two dimensions of supervision have been intimately linked. Supervisor is also the main liaison agents between the top of the education system where the norms and rules are set at school where education takes place. Their liaison role is however not only vertical but entrusted in horizontal relations and have a privilege to play in identifying and spreading ideas and good practices in schools (UNESCO,2007).

In Europe and several states in USA supervision staff focuses on giving support and thus playing a developmental role. In a few other countries in which school based management practices have been introduced New Zealand and UK in particular, a similar separation between control and support is taking place. But in these cases, the shift is more towards control for external supervision, while support and advice

services are supposed to be handed directly at the school level as part of an overall quality assurance approach UNESCO (2007).

According to Deanery (2011), a supervisor is someone who oversees the performance and development of others; with a view of extending their professional skills and understanding. Chepkonga (2012) supervision involves stimulation and professional growth of teachers, selection and revision of educational objectives, materials for instruction and methods of teaching and evaluation. Githinji and Kanga (2011) pointed out that lack of supervision in education has affected the quality of services. Quality Assurance standard Officers (QUASO) should be adequately equipped to handle inspection and assessment of ECDE services including issues of transition.

ACT (2015), meaningful evaluation must involve all stakeholders in assessment processes. At the national level, there are two critical functions directly involved in policy formulation and implementation. These are the Directorates of Quality Assurance and policy planning. The directorates have devolved functions at regional levels. These is to be done by county and District Education Officers, Quality Assurance Officers and DICECE Officers who are in charge at regional levels. The function of DICECE is to develop localized curriculum and research on capacity of early childhood teacher. The ACT also pointed out that outcomes would be products of the content and methodologies used to teach children in ECD centers, with adequate supervision by education officials to ensure quality and the expectation that children will grow physically healthy as a result of school feeding programmes.

2.6. Level of Remuneration of ECD Teachers under devolved units.

According to Ajila and Abiola (2004) two types of rewards are very much popular in the corporate environment, which are intrinsic reward and extrinsic reward. Intrinsic

rewards are related with the rewards that are natural with job. This reward is achieved by individuals when they successfully achieve their own objectives. On the other hand, extrinsic rewards are outside the job such as working condition, security, promotion, working environment and service contact.

Most staff turnover experienced in ECDE centres is always due to working in low status job with low pay. Teachers in the United Kingdom and California who were considered leaving the profession ranked salary considerations as the most important factors driving their decision (Tye & O'Brien 2002, Mary & Elishibi 2010). Owala (2016) reported that most teachers are not satisfied with the amount of money they are paid. It is indeed inadequate, the cost of living has gone up and most teachers find it difficult to meet daily expenses like transport, house rent, food, medical care and school fees for their children from the meagre pay they get. Ndani and Elishiba (2010) note that low salary emerged as the greatest demotivator with (52.2%) of the teachers placing it in the first priority. This coupled with delayed and irregular payment of salary, lack of salary increment, and failure to compensate for putting in extra time further demotivated the teachers.

Gupta (2005) said that, remuneration includes several things such as bonuses, commission, salary, fringe benefits such as pensions, holiday entitlement. There are forms of pay given to employees as a result of employment; these are in two forms of payment; direct financial payment and indirect financial payment. Direct financial payment can come in form of wages, salaries, incentives, commission and bonuses. While indirect can be in form financial benefit like employer-paid insurance and vacations. There are two types of rewards; they are financial and non-financial rewards.

Mathis and Jackson (2008) pointed out that need, desire; want and drive are all similar to motivation. According to the HR experts, creation of effective reward system is necessary to motivate employees but there is a need of good and enthusiastic managers, who can drive people towards good performance. In order to create an effective motivation process, it is necessary that there should be an appropriate remuneration policy for employees (Kubr 2002).

Financial Reward also can be refer to as an incentive which can be in form of financial reward given to an employees whose production exceed predetermined standard that is the production is beyond what the organization Presently, in order to motivate employees, both intrinsic and extrinsic rewards should be a part of remuneration policy. It is also well discussed that individuals effectively work to the extent for the job, which provides them remuneration if they are intrinsically motivated. In contrast to this, if people are extrinsically motivated, they effectively work to the extent by which they can attain external rewards from the job.

Ajila and Abiola (2004) supports that, it can be concluded that if the remuneration is intrinsic to the job, desire for motivation is also intrinsic or if the remuneration is extrinsic to the job, desire for motivation is also extrinsic to the job Perry, Mesch and Paarl berg (2006) says that in order to increase the performance and productivity of the employees, managers should adopt good remuneration policies. This will ultimately help organizations to offer quality services and products to the customers (Maxwell 2008). It is the reason that most of employers now use remuneration policies to attract, motivate, retain and satisfy employees. (Ajila and Abiola 2004) founded through different research that performance-based remuneration motivates employees to work hard.

Khan, Farooq and Ullahb (2010) through his study support the arguments of Ajila and Abiola (2004) and said that in an effective rewards system, there are several factors that influences the performance of employees such as basic remuneration, bonus, incentives, fringe benefits, monetary and non-monetary rewards, commission, etc. All these factors are good sources to boost the performance of the employees. Carraher (2011) defined that remuneration helps in developing strong relationship between employers and employees.

Kmiotek and Lewicka (2008) founded out that employees motivate through different monetary remuneration and an effective remuneration helps in reducing absenteeism, turnover intentions, provides organizational attractiveness to different job seekers and also helps in increasing employees' job performance. It has was stated by Guedri and Hollandts (2008) in their study that managers in different organizations consider remuneration as a major factor that helps in increasing productivity of employees.

Carraher (2011) asserted, it is necessary that there must be appropriate rewards to motivate employees and persuade their working behaviour. In contrast to both Carraher (2011) and Employee retention and organizational performance (2011), Mathis and Jackson (2008) said that other factors such as job itself, participation, appropriate feedbacks, morale and discipline are more important than remuneration that impact on remuneration.

According to Blythe (2005), in the present competitive environment, job satisfaction is more important than money, thus, manager should concentrate on all non-monetary factors, promotions, health insurance, rewards systems, etc. Zyl (2010) has stated in his research study that relationship between labour productivity and remuneration is constructive, which is also supported by Carraher (2011). It is the reason that high

remuneration enables employees to put their best efforts and enhance the extent of productivity of employees. There are numerous reasons that support this information such as if an organization adopts more differentiated remuneration, it will enhance the human efforts and a higher remuneration structure also enhances the productivity of employees (Montana and Charnov 2008).

This can also be in form of pay structure, incentives and benefits these three usually have an important role to play in implementing strategies in an organization. Firstly, for a high level of pay or benefits relative to that of competitors can ensure that the company attracts and retains high quality employees, but this might have a negative impact on the company's overall labour cost. Secondly, by tying pay to performance, the company can elicit specific activities and level of performance from employees.

In fact employee remuneration in any organization is an embodiment of many factors. Employee remuneration has caused an effect phenomenon, one area that brings about employee remuneration is motivation of the workers.

2.7. Status of Physical Facilities in ECDE Centers

Piaget (1968) gave a suggestion that children should be exposed to adequate instructional resources; acquisition of knowledge by children in their interactions with the environment through exploration and use of concrete materials such as blocks, stones, toys etc. Children learn classification through use of tangible materials since mental representations cannot be attained without materials. Durbin, (1989), resources are the only means through which organizational activities, service and satisfactory ends are attainable for achievement of objectives. School facilities consist of all types of buildings for academic and non-academic purpose, equipment, classroom

facilities, furniture, instructional materials, audio-visual aids, toilets, CT which enhance smooth running of learning process.

According to Kipkorir and Njenga, (1997) the pre-school activities which provide mainly for early stimulation emphasize the use of learning and play materials and real life experiences as a way of providing effective learning to children. As the children manipulate the materials, explore and experiment, they develop language and reasoning skills and they also acquire concepts of the world around them. Anderson (1998) believed that children should be provided with adequate resources since children become whole through use of instructional resources these help them to apply what they know as they arrange and play with a variety of instructional resources.

A study by KIE (1985) Found that most ECD centers in Kenya do not have a single instructional resources and facilities they use standard one book instead of using the prescribed ECD curriculum. The teachers undergo a two-year on-the-job and in-service course which has six residential sessions which alternate with six field experience sessions. The residential sessions take place during the holidays, while the field experience sessions take place during term time. During the residential sessions, the teachers cover child development, health and nutrition, community education, history of pre-school education, general knowledge and pre-school curriculum. Development of learning and play materials and understanding the needs of children are emphasized during the training in order to ensure that the teachers are able to provide for the needs of children and also provide rich and stimulating learning experiences for them. The teachers are also given skills on community mobilization

so that they are able to support from the communities to improve the pre-school facilities, develop learning and play materials and provide feeding programmes.

Shang, Schneider and Buckley (2004) points out those school facilities enables he teacher to accomplish his or her task as well as help the learner to learn and achieve effectively. They added that availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn positively affecting learners academic achievements. Mbakwem, and Asiabaka (2007) gave ideas about physical conditions, equipment and facilities in schools by lamenting that unhealthy nature of the buildings: uncompleted, old, insufficient desks, antiquated, unhygienic toilets and overcrowded are uncondusive classrooms for learning.

As Khan and Igbal (2012) adequate and quality school facilities are basic ingredients for quality education and achievement of intended goals of school program. They also emphasizes the idea that learning is complete activity that require learners and teachers motivation, adequate facilities and standardized buildings and classrooms with their facilities such as chairs, tables, desks, and other instructional materials and equipment for children development.

The physical environment, which includes the classroom setting as well as the outdoor setting, should provide opportunities for the ECD children to explore and learn. The International Association for the Education of young children (1991) states that the quality of the physical space and material provided affects the level of involvement of ECDE children and the quality of interaction between the teacher and the children(Murundu,Indoshi,Okwara 2010). Nguluka (2012) said that expenses for providing ECDE is divided into; site ,equipment food, toilets indoor and outdoor play areas which are supposed to be adequate, staffing, supervision and evaluation.

2.8. Research Gap

The reviewed literature show that scholars agree that investment in ECDE remains a noble cause not only for parents but also governments and development partners. This is mainly based on its very short and long term benefits in terms of improving school performance, child health conditions; promoting a long-term reduction of marginalization and social equality, ensuring that children born in relative poverty have the opportunity to reach their maximum physical, economic and social development potential. From the foregoing theoretical and empirical review of literature it has emerged there exists a significant body of literature on decentralization of education. It is evident from this review that majority of these studies were done in the developed countries of Europe and the United states of America and Asia. Few of these studies have explored the prospects and challenges facing the devolved system of government in the provision of early childhood development education in the African context and Kenya in particular. There is need to undertake an assessment of the prospects and challenges facing the devolved system of government in the provision of early childhood development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter highlights the research design, study area, sample selection, data collection instruments, piloting, data collection procedures and analysis. Lastly the chapter will also highlight some of the legal and ethical considerations the researcher upheld.

3.2. Research Design

Research design is a plan or a framework for guiding a study. The design connects the questions or objectives of the study to the data gathered. The study adopted descriptive survey design. Borg and Gall (1989) states that descriptive survey research is intended to produce statistical information about the education that interest policy makers and educators. According to Orodho, (2004) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design was considered ideal, since the study involved collecting data in order to answer questions about the study. Chandran (2004), notes that descriptive study describes the existing conditions and attitudes through observation and interpretation techniques.

3.3. Area of Study

Singleton (1993) observes that the ideal setting for any study is one that is directly related to the researcher's interest, one which is easily accessible and one that allows the researcher immediate rapport with the respondents. Bomet County is divided into five (5) Sub-Counties namely Bomet Central, Bomet East, Chepalungu, Sotik and

Konoin. The study was carried out in Bomet Central Sub-County which is the smallest with an area of 266 Km². According to the County Integrated Development Plan 2018-2022 (2018), the entire county has 1,221 Early Childhood Development Education Centres (ECDE) with 2,022 teachers employed by both the county government and School Boards of Management (BOMs). 143 of the public ECDE centres are located in Bomet Central Sub-County. The teacher pupil ratio is currently at 1:58. This is against the national recommended average of 1:35 (GoK, 2016). The County Integrated Development plan notes that this sub-sector of education is faced with numerous challenges including inadequate infrastructure and inadequate teaching and learning materials as well as understaffing and low teacher motivation. Bomet County was used in the study since it is one of the counties with conflicting and contradictory public/ media coverage in relation to the provision of ECDE. In addition, this county was also chosen because so far, no study similar to the current study has been undertaken in the Sub-County in the recent past particularly with the onset of devolution.

3.4. The Study Population

The study population constitutes all the items, elements or people under consideration in any field of inquiry. It is the larger group from which the sample is taken, the group about which the researcher wishes to draw conclusions (Orodho and Kombo 2002). The target population comprised of all the public ECDE centers in Bomet Central Sub-County, all the teachers and head teachers in the Sub-County. There were total of 143 public ECDE centres in Bomet Central Sub-County as at the time of this study. From these centres, the total number of head teachers was 143 and the total number of ECDE teachers was 183.

3.5. Sample and Sampling Techniques.

According to Orodho and Kombo (2002), a sample is the process of selecting a number of individuals or objects from a population of study. The selected group contains elements which represent characteristics possessed by the entire group. In social science research, 30% of the population constitutes an adequate sample size (Gay, 2002). On this strength the researcher used over 30% of the population to get a sample size of 120 respondents. Simple random sampling was used to select the ECDE centres (sample frame) for this study. This was aimed at increasing the response rate. Purposive sampling was used to select head teachers and teachers in the ECD centers to take part in the study. Accordingly, 68 teachers and 52 head teachers representing over 30% of the population were selected as respondents to the instruments of the study to give a sample matrix of 120 respondents. Sample size is shown in table 3.1

Table 3 1: Sample Size

Respondents	ECD Population(N)	Sample size
Head Teachers	143	52
Teachers	183	68
Total	326	120

From the 120 questionnaire distributed to the respondents, only 98 were fit for analysis representing 81.66% response rate.

3.6. Research Instruments

Research instruments are the tools used for collecting data. In this study, data will be collected by use of questionnaires and an observation checklist. Two sets of questionnaires were used in this study; one for the ECD teachers and the other for the head teachers of the sampled ECD centers.

3.6.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information (Kerlinger, 1986). The questionnaire was 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. The two sets of Questionnaires consisted of two sections; section A which comprised structured questions concerned with the ECD teachers and Head teachers demographic variables namely gender, age, educational qualification and experience. Section B sought information related to the specific objectives of the study.

Questionnaires with both closed ended items will be used because they are easy to administer and are economical in the use of time and money. They are also easier to analyze and interpret. Likert Scale was also used. This is because they were easy to complete and are unlikely to put off respondents. They also consume less space and allow easy comparison of responses given to different items.

3.6.2. Observation Checklist

A checklist is a list of items to be noted. The checklist in this study comprised of a list of physical facilities available in the ECDE centers. Observation involved checking the available teaching and learning resources and ticking against what is seen.

Through observation, the researcher counter checked information acquired through the questionnaires.

3.7. Validity and Reliability of Instruments

3.7.1. Validity

Validity is the accuracy, meaningfulness and the degree to which results obtained from the data analysis actually represent the phenomenon under study (Mugenda and Mugenda, 2003). It is the ability of an instrument to measure what it purports to measure. Content and face validity will be established in this 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 and Onen, 2009). To improve face validity of the instruments, a pilot study conducted among selected respondents comprising of 10 head teacher and 10 ECDE teachers in public ECDE centers in Bomet East Sub County. The choice of Bomet East Sub-County was based on the fact that it had similar characteristics with the area of study. Piloting ensured that research instruments were clearly stated and that they had some meaning to the respondents. The piloted questionnaire was scrutinized to identify items that seemed unclear or ambiguous to the respondents. Such items were reviewed and reworded, thereby improving the face validity of the instrument.

To verify the validity of the instrument used in the study, the opinion of experts was sought. The instruments were presented to two experts in the school of education (supervisors) who are doyens in this area of study.

3.7.2. Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To establish reliability of the instruments a pilot study was conducted in a population similar to the sampled population but which were not used in the final study. The clarity of the questionnaire items was assessed and those items found to be inadequate or vague or ambiguous were modified to improve the quality of the research instruments thus increasing its reliability. The Cronbach alpha method was used to determine the reliability coefficients of the data collection tools. This method is appropriate in situations where a tool will be administered once (Kothari, 2004). The research instrument would be accepted if it yields reliability coefficients of 0.7 or above. Accordingly a reliability coefficient which was above .70 was produced when the instruments were run as shown in table 3.2 On the basis of the yielded reliability coefficient, the instrument was deemed reliable.

Table 3 2: Reliability Coefficient

Reliability Statistics		
Instruments	Cronbach's Alpha	N of Items
Head Teachers' Questionnaire	.709	38
Teachers' Questionnaire	.719	37

3.8 Data Collection Procedures

An introductory letter was first sought from the department of Education Administration and Planning, the researcher applied for a research permit to conduct research from NACOSTI. The researcher then paid the County Director of education

ECDE office a visit and presented the letter and requested for permission to conduct research in Bomet Central Sub-County before embarking on collection of data. The researcher personally administered the questionnaires to the heads and teachers of ECDE centres. Respondents were given instructions and assured of confidentiality of their responses. The researcher then issued the questionnaires to the respondents for the purpose of filling the instruments in order to carry out analysis.

3.9 Data Analysis

Data analysis refers to examining what has been collected in a survey and making deductions and inferences (Kothari, 2004). After all the data is collected, cross-checking of all instruments was done to determine inaccurate, incomplete or unreasonable data and then improve the quality through correction of detected errors and omissions. Data coding was done as per objectives of the study and then entered in a computer for analysis.

Data analysis procedure involved both quantitative and qualitative analysis. According to Gay (2002), descriptive survey is commonly represented by use of frequency tables, graphs, pie-charts means, calculation of percentages and tabulating them appropriately. Quantitative data was analyzed using ANOVA and qualitative data was analysed using Descriptive statistics .Data was presented using frequency tables, means and percentages, charts and bar graphs.

3.10. Ethical consideration

In any form of research there is need to consider not only the expertise and diligence but also honesty and integrity of the researchers. This is done to recognize and protect the right of human subjects by observing the right to self-determination, anonymity, confidentiality, and informed consent. The researcher sought consent from the

participants before they were issued with questionnaires to fill. The respondents were informed of their right to voluntary consent or decline to participate and to withdraw participation at any time without penalty. Anonymity and confidentiality was upheld throughout the study by not disclosing the respondents name on the questionnaire

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The study findings are presented on the prospects and challenges facing the devolved system of government in the provision of early childhood development education in Bomet Central Sub-County, Kenya. The data was gathered using two sets of questionnaires; one for teachers and the other for Head teachers as well as observation schedule. The questionnaires were designed in line with the objectives of the study which were:

- i. To examine the role of county government in the training of ECD teachers in Bomet Central Sub-County.
- ii. To determine the extent of county government participation in recruitment and supervision of ECD teachers in Bomet Central Sub-County.
- iii. To investigate the level of remuneration of ECD teachers by the county government of Bomet in Bomet Central Sub-County.
- iv. To establish the status of physical facilities in ECDE centers in Bomet Central Sub-County

4.2. Response Rate

From the sampling frame of the study, a total of 120 questionnaire copies were distributed across the schools under study in the sub-county. Out of the 120 questionnaire copies distributed 110 were returned. Twelve questionnaires were

rejected due to incomplete information leaving 98 of them qualified for analysis representing 81.66% response rate. It is therefore on the basis of this response rate that the analysis of this study was done and findings presented. The summary of the response rate is presented in table 4.1.

Table 4 1: Response Rate

	Number	Percentage
Distributed Questionnaires	120	100%
Returned Questionnaire	110	91.66%
Rejected Questionnaire	12	10.00%
Questionnaires fit for Analysis	98	81.66%

Source: Field Data

4.3. Demographic Information

The demographic information of the respondents was important to the researcher because it was important to understand the nature of the respondents who were taking part in the research study. The study sought demographic data of the respondents including gender, age, level of education, and years of teaching experience. The researcher was keen to know the views of both genders on the role played by devolved government in provision of ECDE in Bomet Central Sub-County, Bomet County in Kenya. The age of teachers was important for the research study because the researcher wanted to determine the age profile of ECDE teachers. This was so because teaching age is an important indicator of experience and probably has a bearing on teacher effectiveness.. The researcher was also interested to know the educational qualification of teachers. This was important to the researcher because

professional training directly influences effectiveness in content delivery in ECDEs. The number of years of teaching experience was important for the research study. This was because the ability to understand the issues under the research study was dependent on actual field exposure on the teaching and learning environment. The data is subsequently summarized in table 4.2

Table 4 2: Demographic Information

Biographic details		Headmasters		Teachers	
		f	%	f	%
Gender	Male	31	72.1	2	3.6
	Female	12	27.9	53	96.4
	Total	43	100.0	55	100.0
Age	20-25	9	20.9	16	29.1
	26-35	18	41.9	32	58.2
	36-45	12	27.9	5	9.1
	46-55	4	9.3	2	3.6
	Total	43	100.0	55	100.0
Educational level	KCSE	2	4.7		
	Dip	31	72.1	55	100.0
	Bed	10	23.3		
	Total	43	100.0		
Experience	1-10	15	34.9	25	45.5
	11-20	20	46.5	26	47.3
	21-30	6	14.0	2	3.6
	31-40	2	4.7	2	3.6
	Total	43	100.0	55	100
Leadership	<5 Years	18	41.9		
	5-9 Years	14	32.6		
	10-14 Years	7	16.3		
	15 and above	4	9.3		
	Total	43	100.0		

Source: Field Data

The analysis presented in table 4.2 reveals that in terms of the head teachers' gender, majority of the respondents were male 31 (72.1%) as compared to the female 12 (27.9%). The findings are supported by Achoka et al (2012) who observed that there existed gender disparities in institutional management with fewer females taking-up

these positions with higher responsibilities. On the other hand, the study also revealed that the 53 (96.4%) of the teachers' respondents were female. These findings corroborate with those of Chepngetich (2007) and Kombo and Gogo (2004) who observed that ECE teaching was more female oriented than male, attributing this to the special role women play in ECE. The low participation of males in this profession is attributed to the belief that women are better ECE teachers as articulated by Froebel (Nasibi, 2005) and Jean Rousseau (Begi & Koech, 2010). In terms of the age bracket, the study revealed that majority 18 (41.9) of the head teachers and 32(58.2%) of teachers were between the age of 26-35.

The academic qualifications and experience of respondents was sought by the study. Accordingly, the study revealed that 31(72.1%) of head teachers and 55(100%) of teachers had diploma qualifications. This is an indication that most teachers met the minimum requirements for teaching ECE children as stipulated in the ECDE policy guideline (ROK, 2006). The findings contradicted those of Kombo & Gogo (2004) and Thomson et al (2009) who reported that ECE is characterized by large numbers of untrained teachers. Eric (2002) had reported similar findings that many ECE teachers enter the field with little education beyond high school and minimal specialized education in ECE. However this scenario seems to be changing rapidly. Majority of head teachers 20(46.5%) had worked for between 11 and 20 years while majority of teachers 26(47.3%) had working experience had worked for between 6 and 10 years. This implies that they had the skills, knowledge and experience for implementing the ECE program.. The study also sought to establish the number of years the head teachers were in leadership position. The study revealed that 18(41.9%) of the head teachers had between 1 and 5 years of experience in leadership position. This implies that appointment to headship is based on teachers' teaching experience. This may be

deemed as an important attribute as the head teachers may have the capacity and the relevant experience to handle teaching and management issues of the centres. These findings are in agreement with Senate (1996) who reiterated that most ECE teachers in Australia are highly experienced with in-depth practical knowledge about teaching young children. Further, Gakii (2003) observed that the more experienced ECE were likely to have positive relationships with their pre-school children as compared to those who are less experienced.

4.4. Role of County Government in the Training of ECD Teachers in Bomet Central Sub-County

The first objective of the study sought to establish the role of the county government in the training of ECD teachers in Bomet Central Sub-County. Responses were sought from both the head teachers and teachers of the sampled schools. The likert scale was used: SA=5, A=4, U=3, D=2, SD=1 The results are presented in table 4.3.

Table 4 3: Views on Role of County Government in Training of ECD Teachers

Views on the Role of County Government in Training ECD Teachers	Head teachers			Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
The county government has a training needs assessment policy for ECDE teachers	43	4.21	.675	55	4.09	0.928
The county government takes part in the training of ECDE teachers	43	3.21	1.489	55	4.36	0.95
The county government provides Sponsorship and grants of ECD personnel for further training	43	1.77	.812	55	1.65	0.726
The county government organizes seminars in ECD innovations in the county	43	2.28	1.333	55	2.64	0.778
The county government organizes in-service training for ECDE teachers in the county	43	2.86	1.441	55	3.89	1.012
The county government organizes workshops to be able to supervise and advice on ECDE issues in the county	43	3.49	1.183	55	2.93	1.069
The county government has a policy guidelines on capacity building of ECDE personnel	43	3.07	1.486	55	3.96	0.693
Valid N (listwise)	43			55		

Training is acknowledged as important, preparing teachers for their work since it equips them with the necessary knowledge, skills and attitudes to enable them perform their duties competently (MoEST, 2003). In Kenya, the MOE, through its agents, has also established various mechanisms through which the provision teachers' needs can be achieved. The MOE has for some time mounted an extensive

INSET (In-service Training) programmes for teachers. The study findings presented in table 5 revealed that the county government undertook training needs assessment in ECDE centres as shown by the high means and low standard deviation ($M= 4.21$, $SD= .675$) for the head teachers and ($M= 4.09$, $SD= 0.928$) for the teachers respectively. However, it does not provide sponsorship and grants to interested teachers as reflected by the low mean and standard deviation ($M=1.77$, $SD= 1489$).

This implies that teachers' professional needs were not adequately addressed by the county government. These findings are in agreement with those of Sitati and Bota (2014) whose study 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 echoes that of MoEST (2003) report which found out that seminars, workshops and in-service courses were not organized at any given time. The findings also led support to a study by Kivuva (1997), on professional quality of teachers in ECDE 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 determine whether the background variables (gender, age and teaching experience) had a significant effect training needs of teachers, Analysis of Variance (ANOVA) test was computed at the level of 0.05 level of significance. The ANOVA test results are shown in Table 4.4.

Table 4 4: Analysis of Variance (ANOVA) Results**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	.289	3	.096	3.001	.039
	Within Groups	1.638	51	.032		
	Total	1.927	54			
Age Bracket	Between Groups	2.719	3	.906	1.821	.155
	Within Groups	25.390	51	.498		
	Total	28.109	54			
Teaching Experience	Between Groups	1.946	3	.649	1.249	.302
	Within Groups	26.490	51	.519		
	Total	28.436	54			

It was hypothesized that there was no statistically significant effect between gender, age and teaching experience and training needs of teachers. Table 4.6 shows that the mean squares for gender, age bracket and teaching experience were 1.927, 28.109 and 28.436 respectively. The F value was at 3.001 for gender, 1.821 for age bracket and 1.249 for teaching experience respectively. The results also give the p-values at 0.039 for gender, 0.155 for age bracket and 0.302 for teaching experience respectively. The p-values in gender was less than 0.05 level of significance thus the null hypothesis was rejected and it was therefore concluded that there was significant difference in gender and training needs of teachers. The p-values in age and teaching experience was more than 0.05 level of significance thus the null hypothesis was accepted and it was therefore concluded that there was no significant differences between age and teaching experience on the training needs of teachers in the county.

4.5. Extent of County Government participation in Supervision and Employment of Teachers in Bomet Central Sub-County

The second objective of the study sought to examine the role of county government in supervision and recruitment of teachers in Bomet Central Sub-County. From the sampled schools, responses from both head teachers and teachers of ECD were sought, analyzed and presented in table 4.6 and 4.6. The Likert scale was used: SA=5,A=4,U=3,D=2,SD=1

Table 4 5: Views on extend of County Government participation Supervision and Employment of Teachers

Descriptive Statistics

Views on Role of County Government in Supervision and Employment of Teachers	N	M	S. D	N	M	S. D
The county government is involved in the supervision teaching and learning of ECDE through the QASO	43	3.51	1.609	55	4.09	.928
The county government has implemented ECDE teacher recruitment policy	43	4.58	.499	55	4.36	.950
ECDE teacher recruitment at the County Government is done fairly	43	3.23	1.571	55	1.65	.726
The CG has adequate funds for employing ECDE teachers	43	2.58	1.332	55	2.64	.778
There is a clear scheme of service by the county government for ECDE teachers	43	2.47	1.564	55	3.89	1.012
The county government is frequently involved in general routine inspection of ECDE centers	43	3.23	1.586	55	2.93	1.069
The county government has developed guidelines on teacher recruitment and staffing	43	2.51	1.653	55	3.96	.693
Valid N (listwise)	43			55		

Table 8 reveals that with regards to the county government's involvement in supervision and teaching and learning of ECDE, respondents were not sure as to the role played by the county government ($M= 3.51$, $SD= 1.609$). This is in line with the findings of Githinji and Kanga (2011) who note that quality Assurance Standard Officers (QUASO) are not adequately equipped to handle inspection and assessment of ECDE services. Awino (2014) notes that there was inefficient and inadequate supervision of ECDE curriculum implementation, which had engrained the education in the public pre-schools.

Respondents were asked to indicate as to whether the county government is frequently involved in general routine inspection of ECDE centers. From the low means and standard deviations ($M= 3.23$, $SD= 1.586$) for Head teachers, the findings therefore implies that there was a shortcoming in the area of supervision which could hinder effective implementation of the programme. The findings are similar to those of Muthaa (2015) whose study established that the government involvement in the in the effective implementation of the ECDE programmes was inadequate as it was not involved in the employment of teachers.

Respondents were asked to indicate whether County government has implemented ECDE teacher recruitment policy and teacher employment. The high mean and low standard deviation ($M=4.58$, $SD=.499$ for head teachers and ($M= 4.36$ $SD=.950$) respectively show that county government have participated in employment of ECDE teachers.

To determine whether there was a statistically significant difference between the county government's involvement in supervision of teaching and learning of ECDE

centers through its quality assurance and standards officers and implementation of teacher recruitment policy, the following hypothesis was formulated and tested.

H₀₂: *There is no statistically significant relationship between the county's government involvement in supervision of teaching and learning of ECDE centers through its quality assurance and standards officers and implementation of teacher recruitment policy*

Table 4 6: One-Way Analysis of Variance (ANOVA) Results

ANOVA					
The county government is involved in the supervision teaching and learning of ECDE through the QASO and implementation of teacher recruitment policy					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.126	1	11.126	4.673	.037
Within Groups	97.618	41	2.381		
Total	108.744	42			

Given that the P value is (p=0.37) is less than 0.05, the hypothesis which stated that there is no statistically significant relationship between the county government involvement in supervision of teaching and learning of ECDE centers through its quality assurance and standards officers and implementation of teacher recruitment policy is therefore rejected.

4.6. Investigate level of remuneration of ECDE teachers by the County Government in Bomet Central Sub-County

The third objective sought to establish whether ECDE teachers were well remunerated by the County Government. Responses from both head teachers and teachers of ECD were sought, analyzed and presented in table 4.7. The Likert scale was used: SA=5,A=4,U=3,D=2,SD=1

Table 4 7: Views on level of ECD Teachers Remuneration by the County Government

Views on level of ECD Teachers Remuneration by the County Government	Head Teachers			Teachers		
	N	M	S. D	N	M	S. D
The county government are prompt in the payment of ECDE teachers' salaries	43	3.60	1.003	55	4.40	.807
ECDE teachers are rewarded based on performance by the county government	43	1.63	.787	55	1.53	.790
The county government pays ECDE teachers adequate salaries	43	1.86	1.187	55	1.78	1.117
Remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county	43	3.77	1.360	55	4.22	.629
Salaries of ECDE teachers are harmonized across the county	43	4.12	.931	55	4.29	.685
Valid N (listwise)	43			55		

The study sought head teachers and teachers' views on the level of ECD teachers' remuneration by the county government. The study findings revealed that teachers in the county government were not paid adequate salaries as indicated by the low means and standard deviations ($M= 1.86$, $SD= 1.187$) by head teachers and ($M=1.78$, $SD=1.117$) by teachers. The findings are similar to those of Abagi (2008) whose finding states that teachers' remuneration is poor for the majority of teachers. The salary ranges from Ksh500 to 18,000 per month based on urban-rural divide and also who pay the salaries. The private owners of ECDE centers in major town like Mombasa, Nairobi, Kisumu and Nakuru pay trained teachers with a Certificate or Diploma an average of Ksh 10,000 per month. The municipal council's teachers'

salaries range from Ksh13, 000 to 18,000 per month. The teachers who teach in rural and slum-based public and community/religious ECDE Centers get salaries that range from Ksh500 to 3,500 per month. In many rural ECDE centers, teachers are very demotivated because of low and irregular payment. In some cases, teachers go for three to four months without being paid because parents are not paying ECDE fees.

This remuneration cannot be considered low but abuse. Majority of the ECD teachers alluded to the researcher that they were teaching because it was their passion and that they were really volunteering since no payment was made sometimes.

4.7. The Status of Physical Facilities in ECDE Centers in Bomet Central Sub-County

The fourth objective sought to establish the status of physical facilities in ECDE centers in Bomet Central Sub-County. Views of both head teachers and teachers of ECDE were sought analyzed and presented in table 4.8. The likert scale was used: SA=5, A=4, U=3, D=2, SD=1

Table 4 8: Views on the status of Physical Facilities in ECDE centers

Views on the status of physical facilities in ECDE centers in Bomet Central Sub-County	Head Teachers			Teachers		
	N	M	S.D	N	M	S.D
The county government is involved in the development of physical facilities and teaching/learning resources at ECDE centers	43	3.09	1.130	55	1.53	1.052
The county government is involved in the repairs and maintenance of the physical facilities in ECD centers	43	2.02	1.205	55	1.85	.848
The classrooms are not enough for all the children in the school	43	1.93	1.334	55	2.18	1.321
Classrooms are of standard sizes according to the MOE guidelines	43	2.40	1.514	55	1.62	.933
The roofs are well designed to prevent leakages	43	2.40	1.514	55	1.93	1.215
The floors are well designed and cemented for easy mobility of pupils.	43	2.09	1.360	55	2.04	1.305
The classroom doors and windows are adequate according to the recommended sizes	43	2.56	1.485	55	1.82	1.038
The desks and chairs are enough for all the pupils	43	3.12	1.451	55	1.93	1.230
The size of chairs and desks are of recommended sizes	43	3.81	1.500	55	2.15	1.283
Teacher's chair, table and cupboard are available in the ECD classroom.	43	2.77	1.493	55	2.93	1.120
Pre-school have toilets/latrine for boys, girls and teachers,	43	3.09	1.509	55	3.65	1.075
The toilet is specially designed for young children.	43	2.35	1.446	55	2.85	1.367
The play equipment are appropriate for all children in the pre-school	43	1.88	1.051	55	1.80	.524
The play equipment are safe and securely fixed to protect children from injury	43	1.81	1.200	55	1.73	.870
Valid N (listwise)	43			55		

The status of physical facilities in ECD centres in the county as revealed by the study findings were not enough for all the children enrolled (HT-M= 1.93, SD= 1.334; Trs-M= 2.18; SD= 1.321) and were in dilapidated state due to the fact that the county government were not involved in repairs and maintenance of the facilities (HT-M= 2.02, SD=1.205; Trs- M= 1.18 SD= .848) for head teachers and teachers respectively. Further, the study reveals that classrooms sizes were not in line with the ministry's guidelines. This findings were supported by the observation done by the researcher that established existence of inadequate physical facilities such as toilets, classrooms, desk and chairs, play equipment e.t.c.The observation made also found poor state of repairs and maintenance of these facilities.

These findings are supported by the findings of Abagi (2008) whose study contends that ECDE classrooms and physical environment in general are in a very poor condition across the districts and not suitable for the young children' learning and safety. Most of the ECDE centers, public and community ones in particular, do not meet the national Early Childhood Development Service Standard and Guidelines. Most of the centers are squeezed (less than 8 x 6 metres) and are dilapidated. The toilet facilities were not specifically designed for young children and were in poor state. Abagi (2008) also contends that sanitary facilities for ECDE children are general in poor state. He further notes that such facilities are not suitable for 3-5 year old children and worse still for children with special needs.

The findings mirror that of (Erden, 2010) whose study established that problems related physical facilities were preventing teacher from effective curriculum implementation. While small classroom environment negatively affects the types of activities (more teacher directed and on-table activities compared to free play

activities) carried out in classroom, having a high child ratio even worsen the situation as the preschool teachers do not have a chance to deal with each child in their classrooms.

Teachers were required to fill a table containing a list of the facilities which were available, adequate, inadequate, complete, incomplete or lacking. For lack and inadequate facilities, they were required to give alternatives that they used to cater for learning. The challenge on physical facilities was responded to as follows: All respondents agreed that they share the facilities with the immediate primary school. From the observation schedule, it can be observed that most of pre- schools lacked very basic facilities like toilets and playgrounds as they are shared with the parent primary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the study giving the implications of the findings based on the research objectives. It also gives conclusions, recommendations and suggestions for further research.

5.2. Summary of Findings

The findings are presented as per the objectives of the study. A summary of the findings are discussed below.

5.2.1. Role of County Government in the Training of ECD Teachers

The first objective of this study sought to examine the role of county government in the training of ECD teachers. The study findings revealed that the county government undertook training needs assessment in ECDE centres. Majority of the head teachers (Mean of 4.21) strongly agree that county government has training needs assessment policy for ECD teachers. Majority of teachers (Mean of 4.36) strongly agree that county government take part in the training of ECD teachers.

5.2.2. Extent of County Government participation in Supervision and Employment of Teachers

The second objective of the study sought to examine the extent of county government in supervision and recruitment of teachers. There appears to be confusion as to whether the County Governments should employ and manage the ECDE teacher. This results from the fact that Teacher Management is the sole and constitutional responsibility of the Teachers Service Commission (TSC). Majority of the teachers

(Mean of 4.38) strongly agree that the county government is involved in the supervision teaching and learning of ECDE through the QUASO. While majority of head teachers (Mean of 4.58) strongly agree that the county government has implemented ECD teacher recruitment policy.

5.2.3. Level of remuneration of ECDE teachers by the County Government

The third objective of the study sought to investigate level of ECDE teacher remuneration by the county government. The study finding revealed that teachers in the county government were not paid adequate salaries. Majority of the respondents (Mean of 4.12) strongly agree that salaries of ECD teachers are harmonized across the county.

5.2.4. The Status of Physical Facilities in ECDE Centers in Bomet Central Sub-County

The fourth objective of the study sought to establish the status of physical facilities in ECDE centers in the county. From the study findings majority of the head teachers strongly disagree with a mean of 1.93 and 1.81 respectively that the classrooms are not enough for all the children in the school and that the play equipment's are safe and securely fixed to protect students from injury.

5.3. Conclusions

From the study findings, it is apparent that the county government does participate in the training of ECD teachers at the in-service level but not the pre- service. Devolution has therefore compelled the devolved units to invest in ECD teacher training.

It is also concluded that the county government is actively involved I the recruitment and supervision of ECD teachers and also has fully implemented ECD teacher

recruitment policy. This has therefore enabled the devolved units to check on the quality of teaching and learning at the ECDE level.

The county government poorly remunerates ECD teachers. This may eventually compromise on the quality of service offered at this level. More over the status of physical facilities in the devolved units is wanting and quite inadequate. This is attributable to the fact that the county government was not involved in repairs and maintenance of the facilities. Further, the study concludes that classrooms sizes were not in line with the ministry's guidelines.

5.4. Recommendations

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

- i. The county government should allocate adequate resources for training at both inservice and in-service ECD teachers, quality assurance officers and all other players that are directly involved in the ECD training
- ii. The county government should ensure that the facilities available at the ECD centers are adequate to meet the growing demand for this level of education.
- iii. The county government should harmonise ECD teacher salaries consistent to their equivalence in the national government.
- iv. Government should supervise the ECDE programmes thoroughly in order to ensure that they adhere to the required standards. Thorough and constant supervision will improve the quality of ECDE programme implementation.

5.5. Suggestions for Further Research

This study entailed a general study of a few ECD centers in Bomet Central Sub-County. As such the findings of this study may not be generalized to cover other areas. If this study is to have a wider meaning the following suggestions could be useful for further research.

- i. A larger study sample to cater for all categories of ECD centers in Kenya is required. This would identify the nature and involvement of the county governments in the development of early childhood education.
- ii. A thorough study should be done on source of funds for ECDE in Kenya.
- iii. It is advisable that further research be done on the other counties in Kenya on the role of other education providers such as NGOs, religions organizations and communities in providing ECDE to children
- iv. There is need to conduct other studies on the effect of job satisfaction and motivation on pre-school teachers performance.
- v. A study should be carried out on the effect of government policy on ECD teachers performance.

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APPENDICES

Appendix: A: Headmaster's Questionnaire

Instructions:

Please respond to the questions as accurately, completely and as honest as possible and tick (✓) one response as appropriate or fill the space provided.

SECTION A: Demographic information.

Indicate your gender

Male female

2. What is your age bracket?

20-25 years 26-35 years 36 – 45 years 46 – 55 years 56 and
above years

3. What is your educational qualification?

KCSE Diploma Bachelor of education Masters

Any other (specify).....

4. How many years of teaching experience in pre-school?

1– 10 11 – 20 21 – 30 31 – 40

5. How many years have you been in leadership position in this pre-school as the head teacher?

Less than 5 yrs 5 to 9 yrs 10 to 14 yrs 15 yrs and above

Section B: Specific information

The following are statements on the role played by devolved system of government in provision of early childhood development education. Please indicate with a tick (✓) the extent to which you agree or disagree with these statements in relation to training, supervision and recruitment, remuneration and **status** of physical facilities.

**KEY: SA-Strongly Agree A-Agree U-Undecided DA-Disagree
SDA-Strongly Disagree**

Statements	SA	A	U	DA	SDA
Role of county government in the training of ECD teachers					
The county government has a training needs assessment policy for ECDE teachers					
The county government takes part in the training of ECDE teachers					
The county government provides Sponsorship and grants of ECD personnel for further training					
The county government organizes seminars in ECD innovations in the county					
The county government organizes in-service training for ECDE teachers in the county					
The county government organizes workshops to be able to supervise and advice on ECDE issues in the county					
The county government has a policy guidelines on capacity building of ECDE personnel					
Role of county government in supervision & extent of teacher employment					
The county government is involved in the supervision teaching and learning of ECDE through the QASO					
The county government has implemented ECDE teacher recruitment policy					
ECDE teacher recruitment at the County					

Government is done fairly					
The CG has adequate funds for employing ECDE teachers					
There is a clear scheme of service by the county government for ECDE teachers					
The county government is frequently involved in general routine inspection of ECDE centers					
The county government has developed guidelines on teacher recruitment and staffing					
Remuneration of ECD teachers					
The county government are prompt in the payment of ECDE teachers' salaries					
ECDE teachers are rewarded based on performance by the county government					
The county government pays ECDE teachers adequate salaries					
Remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county					
Salaries of ECDE teachers are harmonized across the county					
Status of physical facilities in ECDE centers					
The county government is involved in the development of physical facilities and teaching/learning resources at ECDE centers					
The county government is involved in the repairs and maintenance of the physical facilities in ECD centers					
The classrooms are not enough for all the children in the school					
Classrooms are of standard sizes according to the MOE guidelines					
The roofs are well designed to prevent					

leakages					
The floors are well designed and cemented for easy mobility of pupils.					
The classroom doors and windows are adequate according to the recommended sizes					
The desks and chairs are enough for all the pupils					
The size of chairs and desks are of recommended sizes					
Teacher's chair, table and cupboard are available in the ECD classroom.					
Pre-school have toilets/latrine for boys, girls and teachers,					
The toilet is specially designed for young children.					
The play equipment are appropriate for all children in the pre-school					
The play equipment are safe and securely fixed to protect children from injury					

Appendix: B: Teacher's Questionnaire

Instructions:

Please respond to the questions as accurately, completely and as honest as possible and tick (✓) one response as appropriate or fill the space provided.

SECTION A: Demographic information.

Indicate your gender

Male female

What is your age bracket?

20-25 years 26–35 years 36 – 45 years 46 – 55 years 56 and
above years

3. What is your educational qualification?

KCSE Diploma Bachelor of education Masters

Any other (specify).....

4. How many years of teaching experience in pre-school?

1– 5 6 – 10 11 – 15 16 and above

5. How many years have you been in leadership position in this pre-school as the head teacher?

Less than 5 yrs 5 to 9 yrs 10 to 14 yrs 15 yrs and above

Section B: Specific information

The following are statements on the role played by devolved system of government in provision of early childhood development education. Please indicate with a tick (√) the extent to which you agree or disagree with these statements in relation to training, supervision and recruitment, remuneration and status of physical facilities.

**KEY: SA-Strongly Agree A-Agree U-Undecided DA-Disagree
SDA-Strongly Disagree**

Statements	SA	A	U	DA	SDA
Role of county government in the training of ECD teachers					
The county government has a training needs assessment policy for ECDE teachers					
The county government takes part in the training of ECDE teachers					
The county government provides Sponsorship and grants of ECD personnel for further training					
The county government organizes seminars in ECD innovations in the county					
The county government organizes in-service training for ECDE teachers in the county					
The county government organizes workshops to be able to supervise and advice on ECDE issues in the county					
The county government Provides policy guidelines on capacity building of ECDE personnel					
Extent of teacher supervision & employment					
The county government is involved in the supervision teaching and learning of ECDE through the QASO					
The county government has implemented ECDE teacher recruitment policy					
ECDE teacher recruitment at the County Government is done fairly					

The CG has adequate funds for employing ECDE teachers					
There is a clear scheme of service by the county government for ECDE teachers					
The county government is frequently involved in general routine inspection of ECDE centers					
The county government has developed guidelines on teacher recruitment and staffing					
Remuneration of ECD teachers					
The county government are prompt in the payment of ECDE teachers' salaries					
ECDE teachers are rewarded based on performance by the county government					
The county government pays ECDE teachers adequate salaries					
Remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county					
Salaries of ECDE teachers are harmonized across the county					
Status of physical facilities in ECDE centers					
The county government is involved in the development of physical facilities and teaching/learning resources at ECDE centers					
The county government is involved in the repairs and maintenance of the physical facilities in ECD centers					
The classrooms are not enough for all the children in the school					
Classrooms are of standard sizes according to the MOE guidelines					
The roofs are well designed to prevent leakages					
The floors are well designed and cemented for					

easy mobility of pupils.					
The classroom doors and windows are adequate according to the recommended sizes					
The desks and chairs are enough for all the pupils					
The size of chairs and desks are of recommended sizes					
Teacher's chair, table and cupboard are available in the ECD classroom.					
Pre-school have toilets/latrines for boys, girls and teachers,					
The toilet is specially designed for young children.					
The play equipment are appropriate for all children in the pre-school					
The play equipment are safe and securely fixed to protect children from injury					

Appendix C: Observation Schedule on the Status of physical facilities in ECDE Centers

Physical Facilities	Condition			
	Very Good	Good	Poor	Very Poor
Toilets				
The toilets state of use				
State of maintenance & repair				
Floor surface				
Ventilation				
Classrooms				
Floor surface				
Ventilation				
Roofing				
Size				
Lighting				
Desks and Chairs				
Size and design				
Adequacy				
Play Equipment				
Adequacy				
Safety				
Storage				
Fixed play equipment in good condition				
Play Ground				
space available				
space adequacy				
ground surface Condition				

Appendix D: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/8573/7688**

Date:
6th November, 2015

Caroline S. Cherotich
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The role played by devolved system of government in provision of Early Childhood Development Education in Bomet County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Bomet County** for a period ending **2nd November, 2016.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Bomet County.

The County Director of Education
Bomet County.



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54

DATE: 19th June, 2015

The Executive Secretary

National Council for Science and Technology
P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF CHEROTICH CAROLINE (EDU/PGEP/1006/13)

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"The Role Played by Devolved System of Government in Provision of Early Childhood Development Education in Bomet County, Kenya."

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK:01

REPUBLIC OF KENYA


 COUNTY GOVERNMENT OF BOMET
 DEPARTMENT OF EDUCATION & VTI

Phone 0722 240764

 Office of the Executive Committee Member
 Education & Vocational Training
 P. O. Box 19 - 20400
 BOMET
5th JANUARY, 2016

CAROLINE S. CHEROTICH

 Moi University
 P.O Box 3900 - 301000
 ELDORET.
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The role played by devolved system of government in provision of Early Childhood Development Education in Bomet County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Bomet Central for a period ending 2nd November, 2016.

You are advised to report to the Sub County Administrator and the Sub County Education Coordinator, Bomet Central Sub County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research/thesis to our office.

 David Kungat
 Chief Officer, Education & VTI
 BOMET COUNTY

 CC: CEC, Education & VTI
 Sub County Administrator
 Sub County Education Coordinator

Appendix E: Research Permit

