

**FACTORS INFLUENCING PRE-SCHOOL TEACHERS' CLASSROOM  
PERFORMANCE IN ECDECENTERS IN PUBLIC SCHOOLS IN KWANZA SUB  
COUNTY, TRANS-NZOIA COUNTY, KENYA**

**BY**

**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE DEGREE OF  
MASTER OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT  
AND POLICY STUDIES**

**MOI UNIVERSITY**

**2015**

## DECLARATION

### Declaration by Student

This thesis is my original work. It has not been presented for a degree in any other university. No part of this work may be reproduced without prior permission of the author or Moi University.

---

Rose Chepkwesis Boiyo

**EDU/PGA/1023/10**

---

Date

### Declaration by the Supervisors

This thesis has been presented for examination with our approval as university supervisors

---

Prof. Kodero Hezborn.

Department of Education Psychology

School of Education

**MOI UNIVERSITY**

---

Date

---

Dr. Chumba Sammy

Department of Education Management and Policy studies

School of Education

**MOI UNIVERSITY**

---

Date

## **DEDICATION**

To my dear husband Iyadi, thanks for the support and encouragement towards the success of this project, and to my beautiful daughters; Chelsea, Celpha, Nicole, Natalia and son Nambwa. It is for you that I strive for a better tomorrow.

## **ACKNOWLEDGEMENTS**

I am indebted to many people who gave their insights, contributions and time towards the writing of this project. I owe special thanks and appreciation to Prof. Kodero and Dr. Chumba my supervisors, whose professional guidance and views shaped my desire and ability to write this thesis. I am particularly grateful to my friends Ruth, Kenei and Karanja for their encouragement when I was almost giving up. To all who contributed to the writing of this thesis, may God bless you abundantly.

## TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS.....	xii
ABSTRACT .....	xiii
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION TO THE STUDY .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem .....	3
1.4 Purpose of the Study .....	4
1.5 Objectives of the Study.....	5
1.6 Research Questions .....	5
1.9 Assumption of the Study .....	7
1.10 Limitation of the Study.....	7
1.11 Scope of the Study.....	7
1.12 Theoretical Framework .....	8
1.13 Conceptual Framework .....	10
<b>CHAPTER TWO.....</b>	<b>14</b>
<b>LITERATURE REVIEW.....</b>	<b>14</b>

2.1 Introduction.....	14
2.2 Factors that cause teachers to become dissatisfied with their profession. ....	14
2.3 School Factors Influencing ECD Teachers performance. ....	16
2.3.1 The physical environment and Teacher performance .....	16
2.3.2 Organizing classroom space .....	18
2.3.3 Physical Conditions .....	19
2.3.4 Identity and Physical Environments .....	20
2.3.5 Physical Facilities .....	21
2.3.6 Methods of teaching.....	22
2.3.7 Use of teaching/learning aids .....	23
2.3.8 Workloads and demands.....	24
2.4 Individual Factors.....	25
2.4.1 Professional Development and Promotion.....	26
2.4.2 Age... ..	26
2.4.3 Gender .....	27
2.4.4 Working (Teaching and Career as a Teacher) Experience.....	28
2.4.5 Personality .....	28
2.4.6 Motivation .....	29
2.4.6.1 Motivation and job performance.....	32
2.4.6.2 Rewards and performance .....	33
2.4.7 Teacher Attitude towards work.....	33
2.4.8 Retention, Attrition and Attraction of Teachers Teaching in the Remote Areas.....	34
2.4.9 Level of training .....	34

2.5 Social Factors .....	35
2.5.1 Team spirit .....	37
2.5.2 Culture.....	38
2.6 Economic Factors .....	39
2.6.1 Remuneration .....	39
2.6.2 Education and economic crisis .....	41
2.7 Summary .....	42
<b>CHAPTER THREE.....</b>	<b>44</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>44</b>
3.1 Introduction .....	44
3.2 Research Design .....	44
3.3 Geographical Location of the Study .....	45
3.4 Target Population.....	46
3.5 Sampling Technique.....	46
3.6 Sample Size .....	47
3.7 Research Instruments .....	47
3.7.1 Questionnaires .....	48
3.7.2 Document Analysis .....	49
3.8 Validity and Reliability .....	49
3.8.1 Validity .....	49
3.8.2 Reliability .....	50
3.9 Data Collection Procedures.....	51
3.10 Data Analysis.....	51

3.11 Ethical Considerations .....	52
<b>CHAPTER FOUR .....</b>	<b>53</b>
<b>DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION ..</b>	<b>53</b>
4.1 Introduction .....	53
4.2 Demographic Description of Participants .....	53
4.2.1 ECD Enrolment .....	55
4.3 The social factors influencing pre-school teachers' classroom performance.....	56
4.3.1 ECD teachers views on social factors influencing teachers' performance.....	56
4.3.2 ECD managers views on social factors influencing teachers' performance .....	59
4.4 Individual/teacher related factor Influencing classroom performance of pre-school teachers.....	62
4.5 Economic factors influencing classroom performance of pre-school teachers' .....	65
4.5.1 ECD teachers views on Economic factors influencing teachers' performance .....	66
4.5.2 ECD managers views on Economic factors influencing teachers' performance .....	67
4.6 School factors that affect pre-school teacher's classroom performance.....	70
4.6.1 ECD teachers views on school factors influencing teachers' performance .....	70
<b>CHAPTER FIVE .....</b>	<b>77</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>77</b>
5.1 Introduction .....	77
5.2 Summary of findings .....	77
5.2.1 The social factors influencing Pre-school teachers' Classroom Performance .....	77
5.2.2 Individual/teacher related factor Influencing classroom performance of pre-school teachers.....	79



5.2.3 Economic factors influencing classroom performance of pre-school teachers' .....	80
5.2.4 School factors that affect pre-school teacher's classroom performance .....	80
5.3 Conclusion.....	82
5.4 Recommendation .....	83
<b>REFERENCES</b> .....	84
<b>APPENDICES</b> .....	95
APPENDIX I: QUESTIONNAIRE FOR ECD TEACHERS .....	95
APPENDIX III: QUESTIONNAIRE FOR ECD MANAGERS .....	100
APPENDIX IV: MAP OF KWANZA SUB COUNTY .....	102
APPENDIX V: RESEARCH AUTHORIZATION .....	103
APPENDIX VI: RESEARCH PERMIT .....	104

**LIST OF TABLES**

Table 3.1 Sampling Frame .....	47
Table 4.1 Demographic Description of Participants.....	55
Table 4.2 ECD Enrolment by Age and Gender .....	56
Table 4.3 ECD teachers' views on social factors Influencing teachers' performance .....	58
Table 4.4 ECD managers' views on social factors Influencing teachers' performance.....	60
Table 4.5 Teacher related factors Influencing performance in ECD centres. ....	63
Table 4.6 ECD teachers' views on Economic factors Influencing teachers' performance	67
Table 4.7 ECD managers' views on Economic factors Influencing teachers' performance	69
Table 4.8 ECD teachers' views on school factors Influencing teachers' performance .....	71
Table 4.9 ECD Managers views on school factors Influencing teachers' performance ....	74

**LIST OF FIGURES**

Figure 1.1: Conceptual Framework showing factors Influencing pre-school teacher’s  
classroom performance in Kwanza Sub County..... 10

**LIST OF ABBREVIATIONS**

DICECE	Sub County centre for early childhood education
ECD	Early childhood development
EFA	Education for all
ESQAC	Education Standards and Quality Assurance Commission
ICT	information communication technology
KNUT	Kenya National Union of Teachers
LICS	Low income developing countries
LRCS	Learning resource centres
MOE	Ministry of education
MOEST	Ministry of education science and technology
NGOS	Non governmental organizations
UNESCO	United Nations educational, scientific and cultural organization

## ABSTRACT

Early childhood development centers comprise one of the immediate social and physical environments influencing children's development made up of personal qualities of people therein, teachers and physical environment. The purpose of this study was to establish factors influencing pre-school teacher's classroom performance in Kwanza Sub County, Trans-Nzoia County. The objectives of the study were to; identify the social factors Influencing pre-school teachers' classroom performance, establish economic factors Influencing classroom performance of pre-school teachers in Kwanza Sub County, investigate the school factors that affect pre-school teacher's classroom performance in Kwanza Sub County and identify individual factors Influencing pre-school teacher's classroom performance in Kwanza Sub County. The study was guided by the Two-Factor Theory advanced by F. Herzberg (1966) who postulates that there are two sets of factors influencing motivation thus high performance. The study adopted a survey design. The target population consisted of all the seventy (70) ECD centres in Kwanza Sub County with 140 Early Childhood and Development (ECD) teachers, 70 managers of ECD centres and four DICECE officers thus a target population of two hundred and fourteen (214) The sample size was 42 pre-school teachers, twenty one (21) managers, one DICECE officer, a total of sixty four (64) respondents. Simple random sampling was used to get the four divisions out of five in the Sub Countys. Stratified sampling was used to get the ECD centres and purposive sampling to pick DICECE officers. The research instruments were questionnaires and document analysis. The Cronbach's alpha was used to establish reliability. Data collected was analyzed using descriptive analysis which was presented in form of tables. The mean enrolment of boys was found to be slightly higher than that of girls especially with those pupils below 3 years. The social factors influencing teachers' classroom performance were the relationship between teacher and children, community and school administration, high expectations from society, the culture of a community and gender. The teacher academic qualification, professional qualification and teaching experience influence their classroom performance. The teacher's attitude, health and age influence the pre-school classroom performance. Individual teacher characteristics can also adversely impact on motivation levels and performance. The amount of salary received compared to others, employment status, rewards and incentives influence pre-school classroom performance. The provision of retirement benefits and house allowance rarely affected the pre-school classroom performance. The ECD enrolment, the physical conditions of classrooms and school, supply of teaching/ learning materials, the number of children and hours worked as well as the parent's expectation, type of school, size of class handled, examination stress and library resources influenced performance in class. Teachers are the backbone of the educational institutions and the future of our nation lies in their hands. In order to improve the quality of education, there is dire need to spend on the teacher training, which in return may provide quality education.

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations and delimitation of the study, theoretical framework and conceptual framework as well as operational definition of terms.

#### **1.2 Background to the Study**

The need for a holistic development of children is appreciated all over the world. The African charter on rights and welfare of the child (OAU, 1990), and the Children's Act (Republic of Kenya, 2000) recognize the right of every child to a standard of living adequate for its physical, mental, spiritual, emotional, moral and social development. This implies that caregivers should provide adequate and appropriate care to children since developmental deficiencies that occur during this stage are difficult to reverse.

The role of the family in care giving has been negatively affected by increased urbanization, introduction to formal education, the universal use of money economy, and the multiplicity of the roles of mothers posing challenges in the use of traditionally effective childcare systems. Consequently Early Childhood Development (ECD) centres have been accepted by contemporary societies worldwide as alternative childcare systems. These centres comprise one of the immediate physical and social environments experienced by young children that Black and Pucket (1996) terms microsystem. The

microsystems are made up of the personal qualities of teachers, other caregivers and peers therein as well as the quality of the physical environment to which the child is exposed. They also comprise activities, role and interpersonal relationships experienced by the developing persons all of which have an influence on children's development. However, evidence abound that the teacher is the most important single factor in determining what a school experience will be like for children (Gardner & Mahler, 1993)

Demonstrating the importance of hygiene factors, research has reported that pre-school teachers whose hygiene needs are satisfied become warm, sensitive and nurturing thus exhibit high performance in their work. The teachers in these studies showed great responsiveness, gave encouragement to children and used less negative disciplinary techniques (Essa, 2003). As a result, children developed positive emotional adjustments and their cognitive, language and social skills were enhanced. Additionally, the children displayed fewer behavioural problems and became socially competent.

Bronfenbrenner (1989) shows that most centres lacked the necessary facilities, equipment and materials that would promote holistic development of children. Methods of teaching are also an important factor therefore pre-school teachers need to employ different strategies and approaches based on their beliefs about learning (Makoti, 2005). Bennell (2004), defines motivation as a psychological process that influences individual behavior with respect to the attainment of workplace goals and tasks. Incentives for pre-school teachers in Kenya to perform well are frequently weak due to ineffective policy.

Increasing hours of work, large class size, more pupils and constantly changing curricula are cited as major demotivators in many countries.

These positive child outcomes clearly demonstrate the need to motivate teachers in order to enhance their performance. Most pre-school teachers work in what Herzberg (1959) described as an “unhealthy psychological environment, including unclear terms and conditions of service (Makoti, 2005), low irregular salary averaging ksh 2000 a month (Waithaka, 2005), heavy workload, which contributed to 54.56 percent rate of pre-school teacher attrition (Ngome, 2002). These factors affected the performance of pre-school teacher’s thus poor foundation in early childhood education.

In addition, most centres lacked the necessary facilities, equipment and materials that would promote their performance thus holistic development of children. According to Ngome (2002), most public centres supported unfriendly work conditions characterized by windowless, rough mud walled and floored classrooms, temperatures went very high or very low, ventilation was inadequate, dust was a problem and children were easily distracted. Most of these classrooms were also congested thereby Influencing performance of teachers (Gakii, 2003; Ng`asike, 2004).

### **1.3 Statement of the Problem**

The need for care that would lead to holistic development of the child is appreciated globally. To secure this right the conditions necessary for optimal development of children need to be secured within children’s microsystems, among which are ECD centres. ECD teachers in Kwanza Sub County are not well prepared to provide the much



needed quality care. This may be depicted in the way they arrive at school, level of preparedness, mode of dressing and level of interaction with learners and other stakeholders in the school set up.

A recent survey carried out by the Kwanza Sub County Quality Assurance and Standards Officers in March 2012, in accordance with the Statistics Act (2006) revealed that majority of the teachers arrive after 9.00 am, one hour late. There are notable cases of absenteeism as well as some of the teachers have to work as casual laborers on farms to make ends meet due to the little pay they get. Lack of preparation among the teachers was also rampant. Most of them do not prepare schemes of work and lesson plans, they have no teaching/learning aids and are poorly equipped with methods of teaching, the level of interaction between ECD teachers and other teachers as well as learners was very low. This could be as a result of low self-esteem of teachers or lack of competence. Since no studies has been undertaken in Kwanza Sub County on the factors that affect pre-school teachers' classroom performance, there was need to conduct the study in order to ascertain these factors. Therefore this study sought to identify factors that affect pre-school teachers' classroom performance in Kwanza Sub County.

#### **1.4 Purpose of the Study**

The purpose of this study was to identify factors influencing pre-school teachers' classroom performance in Kwanza Sub County in order to enhance the achievement of learners.

### **1.5 Objectives of the Study**

This study was guided by the following objectives:

1. To identify the social factors influencing pre-school teachers' classroom performance in Kwanza Sub County.
2. To explore economic factors influencing classroom performance of pre-school teachers in Kwanza Sub County.
3. To investigate the school factors that affect pre-school teacher's classroom performance in Kwanza Sub County.
4. To identify individual factors influencing pre-school teacher's classroom performance in Kwanza Sub County.

### **1.6 Research Questions**

The research raised the following pertinent questions:

1. What are the social factors influencing pre-school teachers classroom performance in Kwanza Sub County?
2. What are the economic factors that affect the classroom performance of pre-school teachers in Kwanza Sub County?
3. What are the school factors that affect classroom performance of pre-school teachers in Kwanza Sub County?
4. What are the individual factors influencing pre-school teachers classroom performance in Kwanza Sub County?

### **1.7 Significance of the Study**

The study may suggest significant policy statements to the government through its recommendation on factors influencing performance of pre-school teachers. The study may contribute to knowledge which might be useful to other researchers who may wish to carry out research in the same field. The findings of this study will act as reference for stakeholders in ECD to effectively advocate for better working condition and environment to enhance performance of pre-school teachers.

### **1.8 Justification of the Study**

Employees are supposed to be motivated in order for the organization to achieve results. Methods of motivation used have to motivate, so a firm's game plan should build in performance bonuses, (Dessler 1994). Teachers need to be motivated in order to get good results in primary schools both in curricular and co-curricular areas. Motivated teachers may help in producing all round citizens. There has been concern by various stakeholders in the education sector on the high rate of turnover of primary school teachers. The study shed some light on factors influencing pre-school teacher's classroom performance in Kwanza Sub County. The study analyzed the main factors that affect school teacher's classroom performance with a view of finding out which factors were more popular and most preferred by teachers.

### **1.9 Assumption of the Study**

The study was based on the assumption that respondents would be honest in their responses during data collection to reflect the true status of teacher's classroom performance. The respondents were aware of factors affecting school teacher's classroom performance.

### **1.10 Limitation of the Study**

The study was limited by the fact that it was not possible to control some intervening variables. For example, there could be variation in the capacity of the teachers due to experience and training. Some have more work experience and can understand the role of creation of the child friendly schools better than others and therefore the generalisation of findings to all schools needed to be considered basing on this possible diversity. To overcome this, the researcher employed random sampling technique and collected data from a large proportion of respondents. Research respondents were limited to the Kwanza Sub County as a representative sample. The time allocated for the whole research program was a limitation to the study.

### **1.11 Scope of the Study**

The study was carried out in Kwanza Sub County. It focused on factors Influencing pre-school teacher's classroom performance that is the social, economic, school and individual factors on performance. The study targeted pre-school teachers, managers and DICECE officers as respondents.

### **1.12 Theoretical Framework**

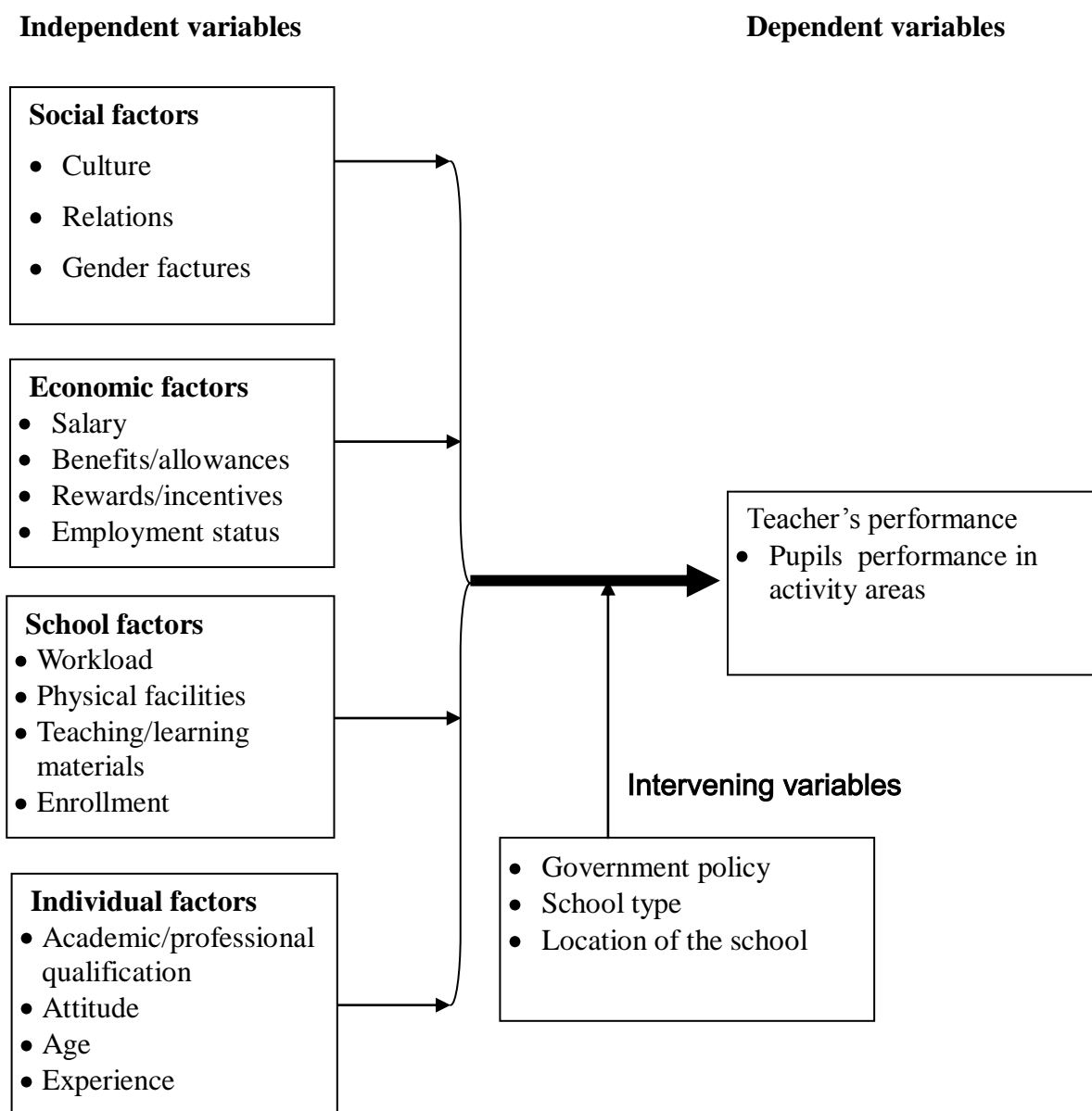
The study was guided by the Two Factor Theory advanced by (Herzberg, 1966). The theory postulates that there are two sets of factors in the workplace that influence motivation thus high performance. One set of factors are those factors which if absent cause dissatisfaction. The factors are related to job content; they are concerned with job employment and extensive to job itself. These are hygiene factors. The other set of factors are those if present serve to motivate the individual to superior effect and performance. They are called motivators. The two-factor theory fundamentals attitudes and their connection with industrial mental health are related to Maslow's theory of motivation. His findings have had a considerable theoretical, as well as a practical influence on attitude towards administration.

According to Herzberg, individuals are not content with the satisfaction of lower order needs at work for example those associated with minimum salary levels or safe and pleasant working conditions. Rather individuals look for gratification of higher level psychological needs having to do with achievement, recognition, responsibility, advancement and the nature of the work itself. So far this appears to parallel Maslow's theory of a need hierarchy. However, Herzberg added a new dimension to this theory by proposing a two-factor model of motivation based on the notion that the presence of one set of job characteristics or incentives lead to worker satisfaction at work while another and separate set of job characteristics lead to dissatisfaction thus satisfaction and dissatisfaction are independent phenomena.

This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in unpleasurable dissatisfaction. Herzberg notes that the hygiene factors describe the job environment and symbolize the physiological needs which the individual wanted and expected to be fulfilled. They include pay which should be appropriate and reasonable, equal and competitive to those in the same domain, school and administrative policies should not be too rigid and should include flexible working hours, dress code, breaks and vocation, fringe benefits for family members, employee help programmes, physical working conditions which should be safe, clean and hygienic, status within organization, interpersonal relationships, job security, recognition and responsibility.

This theory overlooks situational variables and is not free from bias as it is based on the natural reaction of employees. The theory was adopted for this study because research carried out by Essa (2003) reported that pre-school teachers whose hygiene needs are satisfied become warm, sensitive and nurturing and show great responsiveness, gave encouragement to children and use less negative disciplinary techniques as opposed to those whose hygiene needs are unsatisfied. Thus a belief that hard work leads to quick promotion of an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that when teachers are motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort leads to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback.

### 1.13 Conceptual Framework



**Figure 1.1: Conceptual Framework showing factors Influencing pre-school teacher's classroom performance in Kwanza Sub County.**

Source: (Researcher 2012).

ECD teachers are among the most important persons in children's learning. One of the most important influences on the children's psychosocial environment therefore is the level of ECD teacher motivation. Relevant strategies should therefore be geared towards motivating teachers in order to yield high performance. Satisfying teachers needs including addressing the social, economic, school and individual factors is expected to result in teachers becoming effective in stimulating and nurturing children, responding sensitively to their needs, encouraging them and using few negative disciplinary actions.

Consequently, teachers would achieve the ultimate psychosocial development goals in children Herzberg (1959). School factors addressed issues like physical facilities, methods of teaching, and use of teaching/ learning aids which acts as de-motivating factors to these teachers thus affect performance. Individual factors dealt with issues influencing the teacher for example motivation, attitude, and level of training, absenteeism, domestic, marital and psychological problems. All these issues weigh heavily in the minds of the teachers they make quality work.

The social factors influencing performance of pre-school teachers in kwanza Sub County included culture of the community in which the centre is situated and stereotypical beliefs where people believe that pre-school teachers should be female. Economic factors referred to pre-school teacher's salary, and other benefits. Research has revealed that most teachers with financial problems which adversely affect delivery of service. Like other Kenyans, teachers are experiencing economic difficulties brought about by high inflation, which in turn hurt their mental peace and stability.



### 1.12 Operational Definition of Terms

**ECD teacher:** A person who is trained to teach children in a pre-school set up.

**Extrinsic Motivation:** Extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

**Individual factors:** Consist of personality as one of its sub-factors. As understanding personality is crucial for knowing the behavior of an individual in an organization. The teacher's personality, in this section of the unit the interface between personality and organization.

**Institutional Factors:** These are issues within an institution that can affect the teachers work performance.

**Intrinsic motivation:** Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being. In this study, intrinsic motivation of teachers included job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

**Job satisfaction:** An affective or emotional response toward various facets of one job.

Another definition for job satisfaction is an overall affective orientation on the part of individuals toward work roles which they are presently occupying.

**Level of Work Performance:** This is the ranking or scale of work done by teachers within an institution to realize good results.

**Motivation:** A set of factors that initiate and direct behavior towards some goal. It is a driving force.

**Pre – school:** this refers to the period before formal schooling.

**Work Performance –** The teacher’s readiness to attend to duty and produce good results without any complain.

**Workload:** The amount of work or of a working time expected or assigned. Workload is one of the organizational factors in determining job satisfaction. With regards to this study it will focus on workload faced by the teachers varying from the teaching period as well as the hours worked per week.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

In this chapter, the researcher reviewed literature related to factors influencing teachers' performance. The review was conceptualized under the objectives of the study and focused mainly on social, economic, school and individual factors Influencing performance of pre-school teachers.

#### **2.2 Factors that cause teachers to become dissatisfied with their profession.**

Many researchers in the field of social sciences have attempted to define the concept of job satisfaction. However, Al-owaidi (2001) pointed out that there is a diversity of interpretations of the term and that there is no universal comprehensive definition. This fact is confirmed by Oplatka and Mimon (2008), who stated that there was no universal definition of the term job satisfaction that can be agreed upon. In the literature the term reflected a wide range or variety of interpretations of needs, orientations, feelings, perceptions and expectations. Nevertheless, the most cited definition in the field of job satisfaction research within the different disciplines that have examined it, was the one offered by Locke (1976) in which he suggested that job satisfaction was "A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Most of the relevant researches had tried to determine the factors which led to satisfaction and dissatisfaction.

Buitendach and De Witte (2005) differentiated between the dimensions of the factors which might have affected job satisfaction by classifying them into two categories- extrinsic factors which included promotion; co-workers, supervision and recognition, and intrinsic factors included personality, education, age and marital status. However, Dodd-McCue and Wright (1996) stated that the predictor variables of job satisfaction were most likely to overlap and those that lacked the clarification of organizational and job characteristics were causal factors.

Furnham (1992) pointed out that, according to the literature, job satisfaction factors were divided into four groups. These were 1) performance factors focusing on issues such as reward, supervision, and decision-making practices 2) work performance which include workload, autonomy, feedback and the physical working environment, 3) individual performance concerning personal characteristics such as self-esteem and general life satisfaction and 4) fringe benefits which include salary, promotion and performance appraisal. Within the educational context, Crossman and Harris (2006) classified the factors that might have affect job satisfaction into three general categories. These were: 1) environmental factors such as the work itself and the environment, 2) psychological factors such as personality, behaviour, and attitudes, and 3) demographic factors such as gender.

One of the most significant factors influencing job satisfaction, especially in the educational context, is the work itself, which is highly associated with the characteristics of the structure of the educational organization. The organizational structure can play a

significant role in this regard, depending on whether the structure is highly centralized or decentralized. What determines the degree of centralization or decentralization is the extent of decision-making participation and the autonomy which the employee has. The differentiation between the two structures is identified by Lambert et al. (2006). Where the employees work in a highly centralized and formalized organization, they tend to be dissatisfied and uncommitted (Organ and Greene, 1982) and most likely the opposite is the case in a decentralized organization.

### **2.3 School Factors Influencing ECD Teachers performance.**

There is sufficient research to state without equivocation that the building in which students spend a good deal of their time learning does in fact influence how well they learn' (Earthman, 2004).

#### **2.3.1 The physical environment and Teacher performance**

Desirable designs include having 'friendly and agreeable' entrance areas, supervised private places for learners, as well as public spaces that foster a sense of community, with particular attention to the colour used (Fisher, 2000 in McGregor, 2004). Today's schools must create spaces that learners want to go to, similar to the way cafes attract people, rather than the space being purely functional (Bunting, 2004). Other research has acknowledged that learners' achievement lags in shabby school buildings' but go on to say that this research 'does not show that student performance rises when facilities go from decent buildings to those equipped with fancy classrooms, swimming pools, television studios and the like' (Stricherz in Higgins et al. 2005).

In one study the significant improvements in the learning environment were attributed to the better attitudes to teaching and learning towards improvements in the physical environment created amongst all users (Higgins 2005). Decent facilities make additional contributions to teachers work. Siegel has found there was a direct relationship between architecture and the collaboration of teachers. The arrangement of space has immediate and far reaching consequences for teachers' ability to effectively and efficiently accomplish daily activities the formation of social and professional relationships and the sharing of information and knowledge' (Siegel, 1999).

Consideration of the spaces where teachers meet and collaborate is just as important as the design of the classroom. While there can often be a separation between the designer and user in school design, there is a growing movement towards involving users in the design of teaching and learning spaces, with benefits for students and teachers alike – 'making meaning around what they want from education' (McGregor, 2004). Fisher and Wright in McGregor, (2004) propose that school designs should not be imposed or bought off the shelf – they must be the result of an articulated vision which should be facilitated by architects and designers 'to create integrated solutions' (Higgins et al, 2005). Initiatives which aim to encourage young people to actively participate in the design process are enacting citizenship, rather than teaching it through transmission, and are opportunities to re-engage students with learning (McGregor 2004). Keep also cites schools where the 'environment' walls, grounds, lights, mechanical systems – serve as active contributors to the students' learning process' (Keep, 2002). He says that 'learning

opportunities can be woven into the structure of a school, making it an active space rather than a passive space housing a disarray of "things" (Taylor & Aldrich, 1998 in Keep, 2002).

Another proponent for schools needing to have a clearly articulated vision when considering design is the fact that parents and learners now have a greater choice about the school attended. Schools are placed in a position where they can offer specific learning opportunities to learners. 'Planners and educators may increasingly find themselves challenged to develop individualized renovation and construction plans that support a particular school's mission' (Stevenson, 2007)

### **2.3.2 Organizing classroom space**

There is a volume of research that suggests 'less attentive and less successful pupils are particularly affected by the desk arrangement, with their on-task behaviour increasing very significantly when seated in rows instead of tables' (Higgins, 2005). At a more erudite level researchers argue that teachers require a good knowledge of their students to implement an effective seating arrangement. Seating arrangements can be territorial (space organized by individual desk ownership) or functional (space organized for a specific activity). There can often be an 'action zone' where an increased involvement between teacher and students occurs across the front and down the middle of the room (Higgins, 2005; Weinstein, 1979), whereas some favour a horseshoe formation to overcome the fact that often when clustering learners, group size and placement can be driven more by furniture and arrangement than pedagogy (McNamara & Waugh, 1993 in

Higgins, 2005). It may be that a 'one size fits all' model or solution is not possible. It seems that different arrangements are required for different teaching and learning contexts. What researchers do agree upon is that it is imperative for a school to have a clear vision in order to design facilities which can accommodate this (Stevenson, 2007; Higgin 2005).

### **2.3.3 Physical Conditions**

Colour remains the topic of some of the most optimistic claims about morale and efficiency' (Sundstrom, 1987). According to some research, the choice of the best use of colours is dependent on the age of children (brighter for younger students, more subdued for adolescents), as well as differences between males and females (males – bright colours, females – softer). Much research findings about colour is conflicting, and remains hotly debated (Higgins, 2004). Using visual displays in classrooms breeds success because 'students are provided with specific examples of how success is obtained' (Culp, 2006).

There are many studies that examine the effect of the physical conditions of teaching spaces (which includes seating, furnishings, spatial density, privacy, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and colour) on learners' engagement, attainment, attendance and wellbeing (Keep, 2002; Higgins, 2005; Lackney & Jacobs, 2004; McGuffey, 1982; Earthman, 2004; Sundstrom 1987; McNamara & Waugh 1993; Weinstein 1979). Some interesting contentions about the physical aspects of learning spaces include: temperature, heating



and air quality are the most important individual elements for student achievement (Earthman, 2004). Chronic noise exposure impairs cognitive functioning, with numbers of studies finding noise-related reading problems, deficiencies in pre-reading skills, and more general cognitive deficits (Higgins, 2005).

### **2.3.4 Identity and Physical Environments**

Schools and classrooms can be more than a place to inhabit: they can also acquire an emotional significance. One perspective is that educators play an important role in constructing classrooms and schools, and therefore learners' identities. An extension of this idea is that children's environments have an effect on their cognitive and behavioural development and on childhood vulnerability (Ellis, 2005). Looking at learning space is about more than the structures – it is about the social relationships within the space. Space can be conceptualized as being an interaction between physical and social spaces. McGregor claims that the space is 'made' by the social aspects (McGregor, 2004). This attitude is increasing in popularity as we move again towards creating more open spaces to improve social interactions and pupil learning opportunities.

Spaces and how we organize them can tell pupils much about adult expectations and power structures – for example, when grouping pupils according to 'ability' (McGregor, 2004). Similarly, a seminal work in the 1970,s argued that 'a broadly academic ethos seemed to promote academic achievement' (Rutter, 1979). Bunting also makes the link between the physical school environment influencing general attitudes to learning. He

argues that if pupils do not leave school with a love of learning, they will be disadvantaged in today's 'knowledge society' (Bunting, 2004).

### **2.3.5 Physical Facilities**

Studies by Bronfenbrenner (1989) have shown that most ECD centres lacked the necessary facilities, equipment and materials that would promote holistic development of children. The right condition necessary for optimal development and learning need to be secured within children microsystems among which are ECD centres. To do these communities need to focus on the physical learning environment and ensure the physical facilities are up to the recommended standards. Environment refers to those natural conditions and circumstances influencing a person's life. It can also be seen as the external conditions influencing life. The physical components, that is the school structures (classrooms), school types (private, public and home school) and individuals past environment (where he/she was brought up) can also be considered as variables under environmental factors.

Dilapidated physical facilities at the training institutions, inadequate ICT infrastructure, equipment and materials to incorporate ICT programme in the training of teachers have also contributed to the stagnation of enhancement of education. The team further established that teacher training colleges suffer from inadequate, old and poorly maintained transport facilities which affect teaching practice and by extension, the pre-service teacher training curriculum is yet to adopt modern trends in education for instance, ICT and other emerging and contemporary issues. A study done in developed country by Jamison (1981) noted that school facilities account for 28% of the variations

in the academic achievement of pupils. Studies done elsewhere showed that school environment that is not conducive to effective learning, may lead to underachievement on the side of teachers.

Some studies found no statistical significant difference between any of the school types; however, school facilities, school size and characteristics obviously have significant effect on teacher's ability to perform as supported by many studies across the world. The teacher training education suffers from low funding especially at pre-primary level and there is lack of adequate and appropriate tuition, equipment and materials particularly in Learning Resource centres (LRCs).

### **2.3.6 Methods of teaching**

There are several instructional methods available for the teacher some of which lean heavily on specific areas of learning depending on the learners, nature of the theme or objectives of the lesson. A strategy is a general plan with a detailed instructional procedure. It is also the overall way in which the process of instruction is organized and executed (Makoti, 2005). Pre-school teachers need to employ different teaching/learning approaches and strategies based on their beliefs about learning and others on the basis of their training.

For learning to take place, several factors need to be put into consideration among them, what is to be learnt must be specific and must be built on previous experience. It should be sequenced from simple to complex, objectives for the tasks should be achieved at the end of the activities, teachers should offer repeat experiences to assist in mastery of the

concepts, the age of the learner, maturation level, readiness, exposure, emotional and attention span among others need to be considered before the learning activities are planned.

### **2.3.7 Use of teaching/learning aids**

Teaching/learning aids enhance retention which makes learning more permanent. When children manipulate the materials they remember thus leading to concept and skill acquisition, Mbiti (1974). Teaching/learning aids provide first hand experience with reality of teaching physical and social environment. Resources help to overcome the limitation of the classroom and make out what is accessible in class available for example the use of films, slides, videos and photographs.

Teaching/learning aids make it easier for the teacher to explain the concept which might be difficult to him/her. This saves time as explanations are brief and precise. Resources discourage rote learning and make abstract ideas more concrete. It makes learners to develop the powers of imagination, observation, reasoning and creativity. Teachers can acquire teaching/learning aids through improvisation by use of locally available materials, organizing for material development day where parents are invited to show their expertise, through buying; the government through community support grants (CSG) availed funds for purchase of materials and construction of functional classrooms for pre-school children, (Mutahi, 2007).

### **2.3.8 Workloads and demands**

The workload of the teachers has increased tremendously as a result of more administrative duties, increased expectations from parents and children, and the constant new non-educational thesis in schools. Teachers viewed job dissatisfaction as principally contributed to by work overload, poor pay and perceptions of how teachers are viewed by society. It is also suggested that workload does contribute significantly towards teacher burnout, which would eventually affect job satisfaction (Spear et al., 2000). The literature reviewed with regards of workload revealed that workload does influence job satisfaction, which leads to dissatisfaction of the workers (teachers), thus Influencing job satisfaction. Unfair distribution of workload also affects job satisfaction as being revealed by Chua (2008). In his work he added that the unfair workload distribution brings dissatisfaction among the teaching educators at teachers' training institutes. The evidence on teacher workloads is particularly weak, increasing hours of work, larger class sizes, more subjects and consistently changing curricula are cited as major de-motivators to classroom performance.

In many countries what is expected from teachers (the social context) is not pitched at a realistic level in many countries given material rewards, workloads and living environments. Large class sizes and heavy workloads in relation to pay also make pre-school teachers resistant to the introduction of new teaching methodologies and other innovations. However the introduction of free primary education in Kenya has resulted in: increased financial pressures on parents with children in ECD, more demanding school management, recruitment of less well-educated and qualified pre-school teachers.

And increased demands for parental and community involvement in school management. There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. Data are not readily available on the relative workloads of teachers at government and private schools. But elsewhere class sizes is generally smaller in private schools and both students and parents are motivated, which makes teaching more rewarding and less stressful, (Mutahi, 2007).

Teachers that have excellent classroom management will find that they naturally have very few problems in the classroom. Teachers that do not make classroom management a priority will have more discipline problems, poor rapport with students and thus will have more difficult time teaching, (Makoti, 2005). Lewis (February, 2007) revealed that the registered nurses who felt supported and encouraged by their supervisors were more satisfied than those who did not believe their supervisors were supportive. Inadequate leadership by the principal contributed to teacher job dissatisfaction as administrators who were friendly, relaxed, attentive, open-minded and better communicators contributed to greater teacher job satisfaction.

#### **2.4 Individual Factors**

The individual factors influencing professional development and promotion have been consistent issues in influencing job satisfaction as shown below.

### **2.4.1 Professional Development and Promotion**

Several research and publications reviewed here suggest that promotion has a positive effect on job satisfaction. Promotion had been significantly related to job satisfaction in Chua (2005), and many factors such as organizational climate, professional development and promotion prospects resulted in less satisfaction in the teachers' job. Teachers were mostly dissatisfied with professional development, in terms of furthering [their] education. In describing the significance influence of promotion towards job satisfaction it is better to look into previous studies by renowned scholars. Vroom (1964), found that promotional opportunities, hours of work apart from supervision, the work group and job content were possible factors Influencing job satisfaction. The literature reviewed suggested that promotion does have some effects on job satisfaction.

### **2.4.2 Age**

Most studies have found a positive relationship between age and job satisfaction the trend of the labour market indicates that older workers play an increasingly important role in the workforce (Eichar et al. 1991). In teaching, age is an important characteristic that determines teachers' perceptions of their job. Senior teachers are recognized both in terms of their experience and age. The older teachers are often respected by younger teachers because their age is normally equated with their experience.

In terms of the overall job satisfaction, Hulin and Smith (1965) and Shahri (2001) found that the most dissatisfied workers were the younger males, while the most satisfied were

those nearing retirement. They found no relationship between age and satisfaction with pay for males, but a negative relationship was found for females. Siassi *et al.* (1975) reported higher levels of job satisfaction in workers over 40 than in those under 40, regardless of their tenure in the job. They explained this result by suggesting that there is an increase in coping capacity with age, perhaps as a result of greater stability, ego strength and similar factors.

Despite this positive relation between age and job satisfaction there are some other past studies suggesting that job satisfaction is independent of age, as well as an inverse relationship to age, (Wright, King, Berg, and Greecy, 1987). From these findings it is evident that age has significant relationships with job or career satisfaction. While younger teachers are more likely to be satisfied with the intrinsic aspects of the job, the older teachers, on the other hand, are more inclined to be satisfied with the extrinsic aspects of their job. It is evident that the literature reviewed here suggested that age plays a role in influencing job satisfaction.

### **2.4.3 Gender**

Gender is another demographic characteristic that researchers have often investigated in relation to certain aspects of job satisfaction. Hulin and Smith (1964) in Shahri (2001) found that male managers were more satisfied with their jobs than female managers in upper level management. This is supported by the fact that women reported lower overall levels of job satisfaction compared to men, as they rate work burden greater than the men did, as well as most of the women have greater responsibilities at home as they bear the dual pressure of home and work (Bishay, 1996). Kosteas (2009), emphasized the



importance of expectations in job satisfaction. All three papers found evidence supporting the hypothesis that part of the difference in job satisfaction between men and women (the latter reported higher job satisfaction) is due to the fact that women have lower expectations. The abovementioned notions revealed that male workers are reported to have better job satisfaction since they expect more in their career as compared to their female counterparts.

#### **2.4.4 Working (Teaching and Career as a Teacher) Experience**

Working experience also has some significant connection with the overall job satisfaction. Mau et al. (2006) clearly indicates that the beginning teachers (in the case of this study, less than 5 years of experience) are satisfied with their work (92 %). The literature reviewed here indicated that working experience does influence job satisfaction. Job satisfaction and organizational commitment differed significantly based on the work experience of the employees. It was found that the higher the work experience of employees, the higher was their job satisfaction and organizational commitment.

#### **2.4.5 Personality**

Personality may be reflected by age. As suggested in McCrae and Costa (1999), older men and women (those above the age of 30) rated themselves lower in the categories of openness and extroversion, but rated themselves higher in the categories of conscientiousness and agreeability than those below the age of 30. Meanwhile in describing the five models with regards of job satisfaction, because of their essentially negative nature, neurotic individuals experience more negative life events than other

individuals in part, because they put themselves into situations that foster negative effects.

As compared to neuroticism, the extraverts are predisposed to experience positive emotions (Costa & McCrae, 1992), and positive emotionality likely generalizes to job satisfaction, as demonstrated by Connolly and Viswesvaran's (2000) meta-analysis of PA-job satisfaction relationships. Evidence also indicates that extraverts have more friends and spend more time in social situations than do introverts and, because of their social facility, are likely to find interpersonal interactions (such as those that occur at work) more rewarding.

On the contrary, 'Openness' shows no significant relation towards job satisfaction. This is supported by the theory that 'Openness to Experience' is related to scientific and artistic creativity (Feist, 1998), divergent thinking, low religiosity, and political liberalism. None of these psychological states seem to be closely related to job satisfaction. Openness to Experience is a 'double-edged sword' that predisposes individuals to feel both the good and the bad more deeply" rendering its directional influence on affective reactions like subjective well-being or job satisfaction unclear. It is obvious to see that personality plays a pivotal role in influencing job satisfaction.

#### **2.4.6 Motivation**

A physiological or psychological deficiency or need that activates behaviour or a drive that is arrived at a goal or incentive. Motivation is an incentive to act or move. In this study, the variable motivation involved both intrinsic and extrinsic motivators. According

to several authorities the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Extrinsic factors are the factors that do not involve inner feelings but are considered tangible. This is in the form of money or other tangible benefits. It was noted that extrinsic rewards do not come from the work, but is from the supervisors or employees, so that work is done as well as the rules are followed. Extrinsic rewards include things like salary, bonuses, commissions, perks, benefits, claims and cash awards (Kenneth, Thomas 2000).

A study regarding these factors revealed that, as much as the researcher assumed that intrinsic factors would be the major force in choosing teaching as their career, the findings however, proved that the researcher was wrong, as extrinsic factors such as salary and working conditions proved to be a determiner in choosing the career as well. Beside that, teachers in Malaysia were generally satisfied with both intrinsic and extrinsic factors. They were satisfied with job content and teaching, while they were dissatisfied with the professional development. It was revealed that more opportunities must be available for the continuous education and promotion of the teachers. It is also showed that teachers tend to be fairly satisfied with the intrinsic factors of teaching at the beginning of their career, then, as they become more experienced, their satisfaction is reduced. However, after 10 years, their satisfaction increased. This is a clear sign that the beginning or young teachers should be taken into consideration, (Bennell 2004).

Psychological factors include those variables that affect the state of mind and its process. Motivation (orientation), sleep and perceived stresses are all psychological variables

which have effect on teacher's performance lack of appropriate role model, orientation and aspirations affect individual effort and performance in school. According to Bennell (2004), work motivation refers to psychological processes that influence individual behaviour with respect to the attainment of work place goals and tasks. The received wisdom among occupational psychologists is that "pay on its own does not increase motivation". However, pecuniary motives are likely to be dominant among teachers in those low income developing countries (LICS) where pay and other materials benefits are too low for individual and household survivals need to be met.

When these basic needs have been met, it becomes possible for higher order needs which are basis of true job satisfaction to be realized (Kabiru & Njenga, 2007). There is a wide range of views about teacher motivation. In Africa and South Asia most of which are country specific, there appear to be mounting concerns that unacceptably high proportions of ECD teachers in developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, inadequate controls and other behavioral sanctions. Incentives for ECD teachers in Kenya to perform well are frequently weak due to ineffective policy on incentives and sanctions. Very low pay, forces teachers to earn secondary income from private tutoring and other activities. Individual teacher characteristics can also adversely impact on motivation levels and performance. The age profile of teachers has become younger in many countries due to the rapid expansion of primary school enrolments and higher rates of teacher attrition. This means that there are relatively few experienced pre-school teachers who can serve as mentors and provide professional support and leadership (Kabiru & Njenga, 2007).

#### **2.4.6.1 Motivation and job performance**

Various publications focusing on organizational behaviour have spent considerable amount of pages on these three topics: motivation, satisfaction and performance. And rightfully so it does not require too much brainwork to realize that these threesome must have an important level of interdependence with each other. One way to explain the connection between motivation, satisfaction and performance is the following;

Motivation is what people need to perform better. However, not everyone gets motivated by the same things. Where one gets motivated, obtains satisfaction and consequently performs better from getting additional responsibility assigned, another may feel much better, valued and encouraged to higher productivity if he or she is merely listened to or given some flexibility in his or her work schedules, (Herzberg,1959). Unlike the non-teaching staff, pre-school teacher's performance should be influenced by the manner in which the administration and employer take care of their interests in achieving higher order needs.

What this implies is that to motivate a teacher, there should be methods that go beyond free meals, school compound, housing, cash awards and being paraded before parents for applause. Some of these misconceived motivators would work wonders among lowly remunerated non-teaching staff. Herzberg (1959), studied Maslow's theory and carried out a research involving engineers and accountants and discovered that satisfiers (motivators) for the two professional groups are needs for esteem, sense of belonging and self actualization.

#### **2.4.6.2 Rewards and performance**

Vroom's (1964) stated that people to achieve from work, the value placed depends on the strength of its desirability. He further says people will perform their duties when they discover that their efforts are being recognized. Reward includes a sense of achievement, a feeling of responsibility and recognition. The extrinsic rewards are derived from the school and the action of others such as the head teachers, parents and school management committee members. These rewards provide direct link to performance.

#### **2.4.7 Teacher Attitude towards work**

Attitudes are a mental disposition to act that is expressed towards something with favour or disfavor. They are beliefs and opinions that can tend to make individuals to behave in certain ways, Kabiru & Njenga (2007). Attitudes have considerable influence on people's behavior. Mbithi (1974) says that in addition to relevant skills, employees must possess the right attitude to the job if they are going to perform it efficiently. Paper qualification without proper work attitudes cannot yield much of anything. There are, for example, highly qualified teachers in ECD centres wasting learners' time instead of teaching. Such teachers are not interested in their profession even though they have the professional skills. Teacher's attitude towards work is good only when salaries and other conditions of service are attractive with a combination of relevant skills, experiences and positive attitudes towards work will be able to raise the quality of organizations services to a high level and reputable standards.

#### **2.4.8 Retention, Attrition and Attraction of Teachers Teaching in the Remote Areas**

The effect of job satisfaction may come in the retention or the attrition of the teachers. Ministry programs may attract potential teachers and they need to be carefully planned and efficiently implemented. Retention is defined as keeping or retaining the teachers, while attrition means teachers or employees leaving. This is crucial when it comes to the schools studied where they are situated in remote areas and some truly lack basic amenities. In one article done by Collins (1999) he summarized that in retaining as well as attracting teachers, states and rural school Sub Countys have an opportunity to do it, and this is consistent with the teacher supply-and-demand problem being the result of distribution, not the number of teachers.

#### **2.4.9 Level of training**

A recent report by MOEST (2006) revealed that majority of the pre-school teachers have undergone certificate courses organized by the Ministry of Education and examined by KNEC. A few have diploma and degree certificates in ECD with the latter leaving their teaching jobs for greener pastures. Those left to handle young children have less qualification to handle young children thus ruining the foundation to learning of these children. In developed countries such as USA, UK etc. pre-school children are taught by teachers with masters' degree, who are highly paid unlike in Kenya. The level of training of a teacher determines the quality of performance in his/her work. Only 44 percent of pre-primary teachers are trained- majority of whom have been tutored privately or through government holiday teaching programmes, a task force report reveals. According to the report, a big percentage of pre-primary teacher training curriculums are yet to be

harmonized; for instance, there is the Kenya institute of education, Montessori curricula, headmistress curricula and many others. Majority of trainers especially in private colleges lack necessary skills, (MOEST, 2006).

Generally, Prof Douglas Odhiambo led task force recommends that there should be harmonized national training curriculum for pre-primary teachers to establish national standards and quality to be monitored by the Education Standards and Quality Assurance Commission (ESQAC). It has also recommended that ECD colleges and TTCs should not be dumping place for failures from secondary schools as this negatively affects standards and quality of teachers produced. The ministry should explore possibilities to ensure that all trainees for teacher training are vetted to establish their interest and commitment to teaching as career. Competent staff should be deployed at the county level to ensure effective monitoring of standards and quality teacher training at the colleges and at university levels. Children in schools with trained teachers and healthy and clean environment are usually highly motivated and achieve higher standards of education, (MOEST 2006).

## **2.5 Social Factors**

Social demographic characteristics consist of the teacher's age, gender, marital status and ethnicity. Age plays a significant role on performance as young teachers tend to perform better than their older counterparts, females performing better than males in handling pre-school children. The effect of ethnic minority status on performance may be actually due to the influence of social-economic status. Some studies have shown that the only ready



prediction of future performance is past performance. Self concept of ones performance in the past (positive rating) are well correlated with better performance.

Previous good work performance serves as a good predictor of success especially in subsequent years Interpersonal relationships also enhance performance. This comprise of relationship with children, parents, other teachers and the management committee or employer. Teachers who are comfortable working groups reflect a conducive social environment thus high performance. Causes of conflicts are: deficiencies in the organization and regulation of payments. Peace of mind of people is largely dependant on the degree of implementation of the principle of social justice. It is important that those employees who work better, more prepared, (Kabiru & Njenga, 2007).

Deficiencies in the organization leadership, due to the incompetence of the head, his personality, mismatch, level of maturity of the collective, his lack of moral education as well as lower psychological culture. Imperfection of the group or its individual members; the absence of conscious discipline, which hampers the work of the head and development of the whole team; prevailing stagnation and inertia in the side of the team, which leads to high resistance to innovation, an unhealthy relationship between experienced workers and novices, psychological and moral incompatibility of individual team members, the transfer of personnel, misfortunes, troubles in the relationship of individuals in workplace etc.

Collins (1999) describes social groups as a collection of individuals united by any common characteristics: a general spatial and temporal existence, economic activities, and demographic, psychological and other characteristics. The above features of social behavior manifest in the individual groups. The parameters of any group include:

**Group composition-** the structure of the group process, group norms and values, the system of sanctions. The group can be described in terms of age, professional or social characteristics of members.

**Group structure-** in terms of preferences, the structure of the power, communications etc.

**Group norms-** are certain rules, which was developed and the group adopted it, and which must comply with the behavior of its members.

The internal structure of social rules includes the following structures which can affect performance of its members positively or negatively; role requirements social and group norms of behavior requirements of particular profession, role expectations, role behavior and evaluation of role behavior and sanctions

### **2.5.1 Team spirit**

Teaching can be a lonely profession. Members of any institution must co-operate in order to perform their duties well it is extremely important that teachers see themselves as part of team working towards a common goal of providing quality education to students. Managers on the other hand find it easy to run institutions where there is team work and people work in harmony, (Vroom 1964). One way to improve on performance in an

institution is to work hard as a team and establish norms and rules on how the team operates for vigorous link on them. Norms could address the obligation of an individual member to the team norms and behavior. According to research how people behave and perform as members of a group have great impact on their performance, harmonious working relationship and good team work. Head teachers are to make their most effective use of staff. It is important to have an understanding of relationship and a function. Roles and facilities that influence staff performance should be effective. Building team spirit states how people behave and performance.

### **2.5.2 Culture**

Culture refers to an appreciation of good literature, music, art and food. For a biologist, it is likely to be a colony of bacteria or other micro organisms growing in a nutrient medium in a laboratory Petri dish. However, for anthropologists and other behavioral scientists, culture is the full range of learned human behavior patterns. Culture is a powerful human tool for survival, but it is a fragile phenomenon. It is constantly changing and easily lost because it exists only in our minds. Our written languages, governments, buildings and other man-made things are merely the products of culture. They are not culture in themselves. For this reason, archeologists can dig up culture directly in their excavations. The broken pots and other artifacts of ancient people that they uncover are only material remains that reflect cultural knowledge and skills, (Avery 1998).

Culture and society is not the same thing. While cultures are complexes of learned behavior patterns and perceptions, societies are groups of interacting organisms. Culture is created and transmitted to others in a society. Cultures are not the products of lone individuals. They are continuously evolving products people interacting with each other. Cultural patterns such as language and politics make no sense in terms of the interaction of people.

## **2.6 Economic Factors**

ECD teachers in Kenya are lowly paid and rarely enjoy the same work environment as other professions. The poor motivation of ECD teachers has led to low performance of the teachers' in class.

### **2.6.1 Remuneration**

Teachers will be motivated by obtaining the highest wages through working in the most efficient and productive way. People perform better if well paid. It explains only one aspect of the process of motivation and job satisfaction for good performance and high standards. Makoti (2005) points out that good performance is influenced by well paid teachers. ECD teachers in America are highly paid compared to secondary and primary teachers; as a result performance of pupils is very high as compared to Kenya where teachers are lowly paid. Pre-school teachers rarely enjoy the same work environment as other professions. The size of the teaching force coupled with lower educational qualifications means that teachers are also paid considerably less than the mainstream.

As agreed in 1996 memorandum of understanding on the World Bank project, the government must keep spending on ECD at least 1% of the overall education spending.

This is imperative, if for no reason than to justify the huge investment in ECD that was already made through the project. For example, a large number of ECD teachers were trained as part of the project. If the ECD workforce continues to shrink as a result of lack of clear policy on employment and remuneration. There is danger that investment in their training will yield a minimal long term return as teachers as trained teachers seek employment opportunities elsewhere.

MOE (2006), in Policy Review Report on ECCE in Kenya argues that the currently fees charged to parents should be used almost entirely with exception of wealthier private providers to cover payroll costs. These fees average around ksh 500 per term at public centres. Assuming that 177,000 teachers are required for the pre-unit class (with an enrolment of 400,000 children for an average of 24 children per class), the total would come to around 800 million, if teachers were paid for 12 months at the current average wage of 3000 per month. If ECD teachers were incorporated into TSC at the current salary level of around 10,000 per month, the amount would be enormous.

As it seems highly likely that the government would be able to afford this, other avenues need to be explored. An option is for all trained ECD teachers to be paid a minimum wage and be incorporated into the teaching force on a different grade from the current TSC scale, parents' contribution would make up the difference. This option would place ECD teachers within the framework of government teaching force, and the job security that the scheme would offer could be as important incentive as the pay itself to ECD teachers who currently risk receiving no pay. Job security could be achieved through

annually renewable contracts guaranteeing a minimum salary for trained ECD teachers (UNESCO, 2006).

A report by UNESCO (2006) Cited that decreased enrolments in ECD centres have meant reduced salaries for teachers. In Kenya, ECD teacher's salaries are in most cases covered by parental contribution, unlike their counterparts in primary who are paid by the government according to an official teacher salary scale. In ECD centres, parental fees are paid in proportion to the number of children enrolled and are mostly, if not extremely used to cover teacher salaries, thus, remuneration depends on the total number of children enrolled as well as parents ability to pay fees. The reduced number of ECD enrolments brought about by FPE has been a blow to teachers whose remuneration was meager and unstable already, with parents increasingly reluctant to pay for ECD children. Cases of increased job insecurity among ECD teachers and centres closures are on the rise, particularly in poor communities.

### **2.6.2 Education and economic crisis**

Teacher status itself is an indirect measure of the health of a national educational system. Education in many LICs especially in SSA is viewed as being part of failing economies and weak and failing states. The provision of education and training services has not therefore had the strong symbiotic relationship with successful development as in the newly industrializing countries in Asia where teachers continue to enjoy very high status. The link between education, employment and upward social mobility, which was strong

during the 1950s and 1960s, has been seriously weakened as a result of protracted economic crisis.

## **2.7 Summary**

From the reviewed literature most pre-school teachers work in what Herzberg (1959) describes as an “unhealthy psychological work environment” including unclear terms and conditions of service, heavy workload, low irregular salary which he considered to be demotivating factors. ECD teachers in America are highly paid as compared to secondary and primary teachers as a result performance of pupils is very high. Pre-school teachers in Kenya are in most cases covered by parental contribution, unlike their counterparts in primary who are paid by the government according to an official teachers salary scale.

Teaching facilities need to be improved e.g. teaching aids books and even the working area (staffroom and offices) in order to create a more comfortable working environment. Morale is crucial since teaching requires a great deal of giving hence a nurturing environment will help to replenish the teachers. Teachers are encouraged to get training to improve their skills. This applies to all employees, of course people like to feel that their employer invest in them as well as in their business. From the foregoing literature however, it has been clear that no study had been conducted to assess the factors influencing classroom performance in Kwanza sub-County. Therefore, a research gap is evident in investigating whether teachers increased their morale to perform. This study will investigate and provide information to close the above mentioned research gaps.

Therefore, in addition to relevant skills, teachers must possess the right attitude towards their job if they are going to perform efficiently. Most pre-school teachers are constantly faced with the above factors being uninformed and unprepared to meet with these challenges, to which they succumb to, with the resultant effect of poor performance. To ensure teachers' performance remains optimum, it is imperative that influence of these factors on teachers' performance be sorted and kept on check. Studies have been done on different variables that affect teachers performance with the effect of socio-demographic characteristics, past performance, socio-economic status, environment, psychological (individual) factors, parents, schools, communities, policy makers and governments should make concerted efforts in harnessing the positive effects of these factors to enhance teachers performance.



## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter presents a detailed description of research methodology which included description of research design, geographical location of the study, target population, sampling technique and sample size, research instruments, validity and reliability, ethical considerations and data analysis.

#### 3.2 Research Design

This study adopted descriptive survey research design. A survey research is a self-report study that requires the collection of quantifiable information from the sample by interviewing or administering questionnaire to a sample of individuals (Kothari, 2008; Orodho, 2003; Mugenda 2008). It involves gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible draw possible conclusions from the facts discovered. Survey is a research design used to investigate populations by selecting samples to analyze and discover occurrences, (Oso & Onen, 2005). Survey design provides numeric descriptions of some part of the population. It also describes and explains events as they are, as they were.

The survey design enabled the researcher to collect rapid data and understand a population from part of it. It was suitable for extensive research thus appropriate for this study. This method was appropriate as it gives a detailed description of the factors

influencing classroom teacher performance which can be generalized to other parts of Kenya. This method lends itself to the administration of questionnaire to the sampled individuals.

### **3.3 Geographical Location of the Study**

The study was carried out in public ECD centres in Kwanza Sub County which borders Trans-Nzoia west, Trans-Nzoia east and Uganda on the southern part. It lies between latitude 00 10 to 00 52' North and longitude 350 25' and 350 45' East. The Sub County has both seasonal and permanent rivers and Mt Elgon which has a natural forest on the northern part. The divisions are densely populated with people from all walks of life. Kwanza Sub County is one of the administrative units in Trans-Nzoia county best known as the country's granary.

The Sub County has two constituencies namely; Kwanza and Endebess with the latter having been created recently. People in Kwanza Sub County are farmers growing maize, beans and wheat in large scale as cash crops and for subsistence. They also practiced dairy farming. Flowers which include carnations and Rose flower are grown at Dr Bear's expansive farm in Chepchoina division which are imported to developed countries. Maize seed is also produced by Kenya Seed Company. The company which supplies seeds in East Africa is situated in Endebess division. The roads are not tarmacked therefore travelling during rainy seasons become a challenge. The physical features are Mt. Elgon, River Sabwani flowing to river Nzoia and Saiwa swamp.

### **3.4 Target Population**

A population is a group of individuals, persons, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or learners. Researchers rarely survey the entire population for two reasons; the cost is too high and the population is dynamic in that the individuals making up the population may change over time. The three main advantages of sampling are; the cost is lower, data collection is faster, and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data (Adèr, Mellenbergh, & Hand, 2008). The research population consisted of all the seventy 70 ECD centres in public primary schools in Kwanza Sub County with 140 ECD teachers, 70 managers of the ECD centres and 4 DICECE officers thus a target population of 214.

### **3.5 Sampling Technique**

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Simple random sampling was used to select the ECD centres, divisions and ECD teachers. It was used because each and every item in the population has equal chance of inclusion in the sample. Simple random sampling was appropriate because the entire population was relatively large, diverse and sparsely distributed, hence random sampling technique would help to achieve the desired objective. This technique was appropriate for the study as it is cost effective and efficient in administration. The sampling technique gave each element in the population an equal probability of getting into the sample.

Purposive sampling was used to ECDE managers and DICECE officers. Since, head teachers were more informed and have similar characteristics that are near equal level of education, therefore more homogeneous than when teachers have different levels of education, included as part of the sample.

### 3.6 Sample Size

A sample a set of respondents (people) selected from a larger population for the purpose of a survey. Kerlinger (1983) reported that a sample of 30% is representative of a population to be studied. Thus the sample size was 42 pre-school teachers, 21 managers and one DICECE officer. A total of 64 respondents were involved in the study.

**Table 3.1 Sampling Frame**

<b>Divisions</b>	<b>Target population</b>	<b>Sample size</b>
		<b>30% of the target population</b>
ECD Mangers	140	42
ECD teachers	70	21
DICECE officers	4	1
<b>Total</b>	<b>214</b>	<b>64</b>

**Source: (Researcher 2012)**

### 3.7 Research Instruments

Questionnaires and document analysis were used as tools for collecting data. The selection of these tools was guided by the nature of data to be collected, the time

available as well as the objectives of the study. The overall aim of this study was to establish factors influencing classroom performance of pre-school teachers. Therefore the researcher was mainly concerned with views, opinions, perceptions, feelings and attitudes.

### **3.7.1 Questionnaires**

A questionnaire is a research tool that gathers data over a large sample (Kombo 2006). Gay (2003) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaires were used to collect data from head teachers and teachers. Self-completion questionnaires were selected because they are cost effective when handling large number of widely spread respondents especially those who are literate (Leed & Ormrod, 2001).

The questionnaire was the most appropriate research tool as it allows the researcher to collect information from a large sample with diverse background; the finding remained confidential, saves time and since they are presented in paper format there is no opportunity for bias. The questionnaires were used to collect data from managers and ECD teachers. The questionnaire for head teachers and teachers was developed according to the research objectives. In carrying out this study, the researcher developed questionnaires of close ended and likert type and used to collect data from the sampled respondents.

### **3.7.2 Document Analysis**

Document analysis is written materials that provide specific information required for a particular purpose. In this research statistical data and assessment reports from DICECE office were required for perusal. This was because the nature of records maintained by DICECE office contained pertinent information to the study. While perusing the documents, the researcher posed questions to officers with the aim of seeking clarity. Kothari defines document analysis as involving the review of the contents in order to extract pieces of information that are relevant to the current project. It is particularly valuable when replacing one or more existing systems with a new system that offer increased functionality. The enrolment trends and performance of pupils was deduced from the document analysis.

### **3.8 Validity and Reliability**

It is important for any research study to consider issues of precision and accuracy of the results obtained to be relied on for any decision making and policy formulation. This was attained through consideration of validity and reliability of the research instruments.

#### **3.8.1 Validity**

It is the accuracy and meaningfulness of inferences which are based on the research results. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Mugenda and Mugenda, 2003). To establish validity, the instruments were given to two experts to evaluate the relevance of each item in the instrument to the objectives and rate each item on the Likert scale. Content validity is a measure of the degree to which data collected using particular instrument represents a

specific domain of indicators or content of a particular concept. The researcher first specified the domain of indicators which are relevant to the concept being measured.

To assess the validity of the tools, the researcher sought supervisory assistance of experts in the field of Educational Management and policy studies, School of Education Moi University. They assessed it and gave the required feedback for implementation. The researcher improved the validity of the instruments by giving colleagues to go through them before using them to confirm the validity of the tools. The researcher carried out pilot survey to check the language use and level of vocabulary. Through this, the researcher was able to identify loopholes and made the necessary adjustments.

### **3.8.2 Reliability**

It is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). In this study, the researcher tested the reliability of the research instruments through the test-retest method. Two schools were selected from which the managers and 10 ECD teachers were chosen to constitute part of the pilot in the neighboring Saboti Sub County. After a period of two weeks the instrument was repeated. The results from the tests were correlated to obtain a coefficient of reliability. Cronbach's alpha was used to compute the reliability at 5% level of significance. A Cronbach's alpha coefficient of 0.707 was obtained and considered good enough as advocated by (Orodho 2005).

### **3.9 Data Collection Procedures**

According to Kombo and Tromp (2006), a researcher requires a research permit before embarking on the study. The researcher sought an introduction letter from the School of Education, Moi University for the purpose of conducting the research. The letter was used to secure permission from the National Council Science and Technology to collect data from the field. After obtaining the permit the researcher sought permission from the Sub County Commissioner and from the Kwanza Sub County Education Officer to conduct the study. The researcher embarked on collecting data for pilot study on the neighboring Saboti Sub County, to determine the reliability and validity of the research instruments.

After completion of the pilot study the researcher then embarked on the administering of questionnaires for the main study. The researcher personally administered the questionnaire to the teachers and ECDE managers. The sampled ECD centres were visited in their schools and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses.

### **3.10 Data Analysis**

The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. According to Kothari (2004) and Mugenda and Mugenda (1999), this step is essential in scientific and social science research in ensuring that all relevant data are captured for making comparison and analysis. After all data was collected, the



researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, to improve the quality of the responses.

After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 17.0. This research yielded both qualitative and quantitative data. Qualitative data was analysed using content based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings. On the other hand, quantitative data was analysed using various statistics including measures of central tendency and dispersion. Descriptive statistics were employed to analyze quantitative data and results presented in frequency counts and percentages tables.

### **3.11 Ethical Considerations**

The researcher sought for an introductory letter from the Dean School of Education. The researcher informed the DEO of the intended research. The researcher explained to the respondents the purpose of the study and all the respondents were assured of the confidentiality of the information they gave. The researcher assured them that the name of the school and all the respondents' names would not be revealed. The respondents were also assured of getting the feedback from the researcher if they needed it after the study. This was aimed at securing cooperation from them. The researcher also established a rapport with the respondents which facilitated the collection of data.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter provides a presentation of research findings collected through the methodology discussed in chapter three. It deals with data presentation, analysis and interpretation. It provides an Introduction of the findings of the empirical research on the factors influencing pre-school teachers' classroom performance in Kwanza Sub County. The findings presented in form of frequency tables and percentages in the following order; social factors, individual factors, economic factors and the school factors that affect pre-school teacher's classroom performance in Kwanza Sub County. This chapter opens with a section on the demographic description of participants who were involved in data collection. This was followed by reporting of data pertaining to the research questions posed in this study.

#### **4.2 Demographic Description of Participants**

The demographics of participants are described here and include; gender, level of education, professional qualification, ECDE teachers employers and the frequency of their monthly salary. The gender of the ECD teachers was varied during the study with 41(97.6%) of them being female and the least 1(2.4%) were male. From the study it showed that majority of the ECD teachers were female. Thus there was gender disparity

in the schools studied and there is need to sensitize the education stakeholders about equity in education so as to enhance effective conflict resolution methods.

Majority of the ECD teachers 38(90.5%) had the highest academic level being KCSE and 4(9.5%) had KCPE education level. From the study majority of the ECD teachers had low academic levels and more should be done to enhance training of ECD teachers. The highest professional qualification of head teachers and ECD teachers was varied as shown in Table 4.3. Majority of the ECD teachers 24(57.1%) had certificate in Early Childhood Education, while 7(16.7%) were still in training and 6(14.3%) had diploma qualifications. The least 5(11.9%) of the ECD teachers were untrained. The findings indicate that all ECDE teaches in the selected schools had some training and would be able to teach pre-schools in the study area despite the fact that some of them were not trained. There is need to enhance the professional qualification of ECD teachers.

Majority of ECD teachers 26(61.9%) were employed by the community, with 9(21.4%) employed by private individuals and 14.3% of them employed by religious organizations. From the study most of the ECD teachers 35(83.3%) received a salary of below 3,000 shillings per month and the least 16.7% received above 3,000 shillings every month. Most of the ECD teachers 22(52.4%) identify that they receive the salary on monthly basis, with 18(42.9%) when a need arise and the least 2(4.8%) receive them on termly basis.

**Table 4.1 Demographic Description of Participants**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	1	2.4
	Female	41	97.6
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Education	KCPE	4	9.5
	KCSE	38	90.5
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Professional qualification	Untrained	5	11.9
	In training	7	16.7
	Training certificate	24	57.1
	Diploma trained	6	14.3
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Employer	Government	1	2.4
	Community	26	61.9
	Private individuals	9	21.4
	Religious organizations	6	14.3
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Monthly salary	500-1000	8	19.0
	1000-2000	11	26.2
	2000-3000	16	38.1
	Over 3000	7	16.7
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Frequency of pay	Monthly	22	52.4
	Termly	2	4.8
	When need arises	18	42.9
<b>Total</b>		<b>42</b>	<b>100.0</b>

#### 4.2.1 ECD Enrolment

The mean of pupil's enrolment was computed with respect to their age and gender of the pupils. The pupil's enrolment during the study was varied as shown in table 4.2. The mean enrolment of boys was found to be slightly higher than that of girls especially with

those pupils below 3 years. However, the mean enrolment of both boys and girls were similar among the pupils aged 4 years, 5 years and those above 6 years. The findings showed that there were gender disparities during the study and there is need to bridge the gap between male and female by ensuring equity in education.

**Table 4.2 ECD Enrolment by Age and Gender**

<b>Age</b>	<b>3 years</b>	<b>4 years</b>	<b>5 years</b>	<b>6 years</b>	<b>Above 6 years</b>
Boys	4.97561	10.58537	13.29268	5.902439	8.097561
Girls	3.512195	10.97561	12.82927	5.780488	8.097561
<b>Total</b>	<b>8.097561</b>	<b>21.53659</b>	<b>20.85366</b>	<b>11.19512</b>	<b>17.46341</b>

### **4.3 The social factors influencing pre-school teachers' classroom performance**

The first research question posed in this study was: What are the social factors Influencing pre-school teachers' classroom performance in Kwanza Sub County? To answer this question the participants were asked to respond to the items in part B(i) of the questionnaires used in data collection. The result of the analyses is reported in table 4.3 and 4.4. The views of ECD teachers and managers were sought so as to establish the social factors Influencing pre-school performance.

#### **4.3.1 ECD teachers views on social factors influencing teachers' performance**

The ECD teacher's views on social factors that may affect teachers' performance in their centres were varied among the ECD teachers as summarized in table 4.3. Majority of the ECD teachers 40(95.2%) identified that the relationship between teacher and children affect the teachers class room performance, with 2(4.8%) disagreed that the relationship

between teachers and children does not affect the pre-school classroom performance. Majority of the ECD teachers 36(85.7%) identified that the relationship between teacher and community affect the teachers class room performance, with 6(14.2%) disagree that the relationship between teacher and community does not affect the pre-school classroom performance.

Majority of the ECD teachers 39(92.8%) identified that the relationship between teacher and school administration affect the teachers class room performance, with 3(7.1%) disagree that the relationship between teacher and school administration does not affect the pre-school classroom performance. Majority of the ECD teachers 32(76.2%) identified that the high expectations from society affect the teachers class room performance, with 5(11.9%) disagree that the high expectations from society does not affect the pre-school classroom performance.

Majority of the ECD teachers 26(61.9%) identified that the culture of a community affect the teachers class room performance, with 11(26.2%) disagree that the culture of a community does not affect the pre-school classroom performance. Majority of the ECD teachers 27(64.3%) identified that gender affect the teachers class room performance, with 12(28.6%) disagree that gender does not affect the pre-school classroom performance.

**Table 4.3 ECD teachers' views on social factors influencing teachers' performance**

Social Factors	Responses									
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Relationship between teacher and children.	32	76.2	8	19.0			1	2.4	1	2.4
Relationship between teacher and community.	25	59.5	11	26.2			3	7.1	3	7.1
Relationship between teacher and school administration	24	57.1	15	35.7					3	7.1
High expectations from society	16	38.1	16	38.1	5	11.9	3	7.1	2	4.8
Culture of a community.	16	38.1	10	23.8	5	11.9	10	23.8	1	2.4
Gender	15	35.7	12	28.6	3	7.1	10	23.8	2	4.8

The results of data analysis presented in table 4.3 indicate that most of the ECD teachers viewed social factors influencing teachers' classroom performance was the relationship between teacher and children, community and school administration. Majority of the ECD teachers identified that the high expectations from society, the culture of a community and gender affect the teacher's class room performance.

#### **4.3.2 ECD managers views on social factors influencing teachers' performance**

The managers views on social factors that may affect teachers' performance in their centres were varied as summarized in table 4.4. Majority of the managers 19(86.4%) identified that the relationship among teachers affect the teachers class room performance, with 3(13.6%) disagree that the relationship among teachers does not affect the pre-school classroom performance. Majority of the managers 16(72.7%) identified that the relationship between teacher and community affect the teachers class room performance, with 3(13.6%) disagree that the relationship between teacher and community does not affect the pre-school classroom performance. Majority of the managers 18(81.8%) identified that the relationship between teacher and school management affect the teachers class room performance, with 3(13.6%) disagree that the relationship between teacher and school management does not affect the pre-school classroom performance.

Majority of the managers 32(76.2%) identified that the support teachers get from the community affect the teachers class room performance, with 5(11.9%) disagree that the support teachers get from the community affect the teachers does not affect the pre-school classroom performance. Majority of the managers 15 (68.2%) identified that the culture of a community affect the teachers class room performance, with 6(27.3%) disagree that the culture of a community does not affect the pre-school classroom performance. Majority of the managers 14(63.6%) identified that gender affect the



teachers class room performance, with 6(27.2%) disagree that gender does not affect the pre-school classroom performance.

**Table 4.4 ECD managers' views on social factors Influencing teachers' performance**

Social Factors	Responses									
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Relationship among teachers.	6	27.3	13	59.1			2	9.1	1	4.5
Relationship between teachers and the community.	7	31.8	9	40.9	3	13.6	3	13.6		
Teachers' relationship with the school management.	11	50.0	7	31.8	1	4.5	3	13.6		
Support teachers get from the community.	6	27.3	11	50.0	2	9.1	1	4.5	2	9.1
Societal expectation of teachers' performance.	9	40.9	6	27.3			5	22.7	2	9.1
Gender	5	22.7	9	40.9	2	9.1	3	13.6	3	13.6
Culture	5	22.7	10	45.5	1	4.5	2	9.1	4	18.2

The results of data analysis presented in table 4.4 indicate that majority of the managers identified that the relationship among teachers, the relationship between teacher and community as well as school management affect the teachers class room performance. Most of the managers identified that the support teachers get from the community, the

culture of a community and gender affect the teachers class room performance. From the study most of the ECD teachers viewed social factors influencing teachers' classroom performance was the relationship between teacher and children, community and school administration.

Majority of the ECD teachers identified that the high expectations from society, the culture of a community and gender affect the teacher's class room performance. From the study majority of the managers and ECD teachers identified that the relationship between teacher and community as well as school management affect the teachers class room performance. Most of the teachers and managers identified that the support teachers get from the community, the culture of a community and gender affect the teachers class room performance.

From the study most of the managers and ECD teachers viewed social factors influencing teachers' classroom performance was the relationship between teacher and children, community and school administration. The findings agree with Gary (2010) administration provide any support that a teacher needs in order to help him/her achieve goals and successes. An administrator must be visible in the school and classrooms, have a positive relationship with teacher, students and parents and be available to teachers for questions, parents concerns etc. if a teacher does not have this support from administration he/she can develop negative attitude towards the school that will inevitably affect his/her teaching. Pre-school teacher's performance should be influenced

by the manner in which the administration and employer take care of their interests in achieving higher order needs.

Teachers may become role models of children and influence their behavior and view of the world. Children are likely to model teachers who are friendly, firm and systematic and have a goal in teaching their subjects. The trained teachers also pose new challenges, expectations which shape behavior at school.

#### **4.4 Individual/teacher related factor Influencing classroom performance of pre-school teachers**

The second research question posed in this study was: What are the individual/teacher related factors influencing pre-school teachers' classroom performance in Kwanza Sub County? To answer this question the participants were asked to respond to the items in part B (2) of the questionnaires. The result of the analyses is reported in table 4.5. Majority of the ECD teachers 38(90.4%) identified that the teacher academic qualification affects the teachers class room performance, with 4(9.5%) disagree that the teacher academic qualification does not affect the pre-school classroom performance.

Majority of the ECD teachers 32(76.2%) identified that the teacher professional qualification affects the teachers class room performance, with 5(11.9%) disagreed that the teacher professional qualification does not affect the pre-school classroom performance. Majority of the ECD teachers 27(58.1%) identified that the teachers attitude

affects the teachers class room performance, with 2(4.8%) disagreed that the teachers attitudes does not affect the pre-school classroom performance. Majority of the ECD teachers 34(80.9%) identified that the teachers health affects the teachers class room performance, with 3(7.2%) disagreed that the teachers health does not affect the pre-school classroom performance.

Majority of the ECD teachers 25(59.5%) identified that the age of the teacher affects the teachers class room performance, with 10(23.8%) disagreed that the age of the teacher does not affect the pre-school classroom performance. Majority of the ECD teachers 26(61.92%) identified that the teaching experience affects the teachers class room performance, with 4(9.5%) disagreed that the teaching experience does not affect the pre-school classroom performance.

**Table 4.5 Teacher related factors Influencing performance in ECD centres.**

	Responses									
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers' academic qualification.	19	45.2	19	45.2			3	7.1	1	2.4
Teachers professional qualification	16	38.1	16	38.1	5	11.9	3	7.1	2	4.8
Teachers attitude	24	57.1	13	31.0	3	7.1	1	2.4	1	2.4
Teachers health	19	45.2	15	35.7	5	11.9	2	4.8	1	2.4
Age of the teacher	14	33.3	11	26.2	7	16.7	7	16.7	3	7.1
No of years in teaching/experience	14	33.3	12	28.6	12	28.6	4	9.5		

The results of data analysis presented in table 4.5 indicate that majority of the ECD teachers identified that the teacher academic qualification, teacher professional qualification and teaching experience affect their pre-school classroom performance. Most ECD teachers identified that the teacher's attitude, health and age of the teacher affect the pre-school classroom performance. Individual teacher characteristics can also adversely impact on motivation levels and performance. The age profile of teachers has become younger in many countries due to the rapid expansion of primary school enrolments and higher rates of teacher attrition. This means that there are relatively few experienced pre-school teachers who can serve as mentors and provide professional support and leadership.

Gary (2010) argues that a good attitude is by far the factor that will affect a teacher's day-to-day performance the most. A teacher who has a good attitude, a positive outlook and an unwavering dedication to his/her students has an advantage over all others. Positive attitudes to the learning environments, children, topics and methods enhance performance. Teachers should create positive learning environments through provision of appropriate materials and establishing friendly atmosphere where they feel valued. Teachers with positive attitudes tend to perform better than those with negative attitudes.

MOEST (2006) revealed that majority of the pre-school teachers have undergone certificate courses organized by the ministry of education and examined by KNEC. A few have diploma and degree certificates in ECD with the latter leaving their teaching jobs for greener pastures. Those left to handle young children have less qualification to handle

young children thus ruining the foundation to learning of these children. Most of pre-primary teacher training curriculums are yet to be harmonized; for instance, there is the Kenya Institute of Education, Montessori curricula, headmistress curricula and many others. Majority of trainers especially in private colleges lack necessary skills. The entry level of ECDE teacher trainees has not been standard, worse still over emphasis on content rather than pedagogical skills has impacted negatively to the advancement and even spread of early childhood education. Schools and communities have not been well sensitized to support trainees on teaching practice and worse, principles and managers are ill equipped to perform standards and quality assurance duties.

Training programmes covering training parents, caregivers and teachers as well as ECD supervisory team are important for it makes them confident as they handle the children. In organizations, all behavior states that trained personnel play an important role in forming children's personality since they spend a considerable amount at school. With rapid changing nature of education there is need to ensure that the staff is fully trained.

#### **4.5 Economic factors influencing classroom performance of pre-school teachers'**

The third research question posed in this study was; what are the economic factors Influencing pre-school teachers' classroom performance in Kwanza Sub County? To answer this question the participants were asked to respond to the items in part B (3) of the questionnaires. The result of the analyses is reported in table 4.6 and 4.7. The views of ECD teachers and managers were sought so as to establish the social factors influencing pre-school performance.

#### **4.5.1 ECD teachers views on Economic factors influencing teachers' performance**

Majority of the ECD teachers 28(66.6%) identified that the amount of salary received affect the teachers class room performance, with 10(23.8%) were undecided and 3(9.5%) of them disagree that the amount of salary received does not affect the pre-school classroom performance. From the study 20(47.6%) ECD teachers identified that the provision of retirement benefits affects the teachers class room performance, with 7(16.7%) were undecided and 15(35.7%) of them disagree that the provision of retirement benefits does not affect the pre-school classroom performance. From the study 14(34.3%) ECD teachers identified that the provision of house allowance affects the teachers class room performance, with 9(21.4%) were undecided and 19(45.2) of them disagree that the provision of house allowance does not affect the pre-school classroom performance.

Majority of the ECD teachers 22(52.4%) identified that one's pay compared to others affect the teachers class room performance, with 12(28.6%) were undecided and 8(15.1%) of them disagree that one's pay compared to others does not affect the pre-school classroom performance. Majority of the ECD teachers 24(57.2%) identified that employment status affect the teachers class room performance, with 9(21.4%) were undecided and 9(21.4%) of them disagree that employment status does not affect the pre-school classroom performance. Majority of the ECD teachers 23(54.7%) identified that rewards and incentives affect the teachers class room performance, with 10(23.8%) were undecided and 9(21.4%) of them disagree that rewards and incentives does not affect the pre-school classroom performance.

**Table 4.6 ECD teachers' views on Economic factors influencing teachers' performance**

Factors	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Amount of salary received.	19	45.2	9	21.4	10	23.8	1	2.4	3	7.1
Provision of retirement benefits.	12	28.6	8	19.0	7	16.7	7	16.7	8	19.0
Provision of house allowance.	6	14.3	8	19.0	9	21.4	8	19.0	11	26.2
One's pay compared to others.	5	11.9	17	40.5	12	28.6	6	14.3	2	4.8
Employment status.	12	28.6	12	28.6	9	21.4	3	7.1	6	14.3
Rewards and incentives	8	19.0	15	35.7	10	23.8	9	21.4		

The results of data analysis presented in table 4.6 indicate that majority of the ECD teachers identified that the amount of salary received, the one's pay they receive compared to others, employment status, rewards and incentives affect pre-school classroom performance. From the study the provision of retirement benefits and house allowance slightly affected the pre-school classroom performance.

#### **4.5.2 ECD managers views on Economic factors influencing teachers' performance**

The ECD managers views on economic factors that may affect teachers' performance in their centres were varied among the ECD teachers as summarized in table 4.7. Majority



of the ECD managers 18(81.8%) identified that the amount of salary received affect the teachers class room performance, with 1(4.5%) were undecided and 3(13.6%) of them disagree that the amount of salary received does not affect the pre-school classroom performance. From the study 11(50%) of ECD managers identified that the provision of retirement benefits affects the teachers class room performance, with 4(18.2) were undecided and 7(31.8%) of them disagree that the provision of retirement benefits does not affect the pre-school classroom performance.

From the study majority 13(59.1%) managers identified that the provision of house allowance affects the teachers class room performance, with 2(9.1%) were undecided and 7(31.8%) of them disagree that the provision of house allowance does not affect the pre-school classroom performance. Majority of the ECD managers 17(77.3%) identified that employment status affect the teachers class room performance, with 3(13.6%) were undecided and 2(9.1%) of them disagree that employment status does not affect the pre-school classroom performance.

Majority of the ECD managers 17(77.3%) identified that rewards and incentives affect the teachers class room performance, with 1(4.5%) were undecided and 4(18.2%) of them disagree that rewards and incentives does not affect the pre-school classroom performance. The results indicate that most of the ECD managers identified that the amount of salary received, the provision of retirement benefits and provision of house allowance affects the teacher's class room performance. Majority of the ECD managers

identified that employment status, rewards and incentives affect the pre-school classroom performance.

**Table 4.7 ECD managers' views on Economic factors influencing teachers' performance**

Factors	Responses									
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Provision of house allowance to ECD teachers.	7	31.8	6	27.3	2	9.1	4	18.2	3	13.6
The amount of salary given	11	50.0	7	31.8	1	4.5	2	9.1	1	4.5
Retirement benefits to the teachers.	6	27.3	5	22.7	4	18.2	2	9.1	5	22.7
Rewards and incentives	10	45.5	7	31.8	1	4.5	2	9.1	2	9.1
Employment status	9	40.9	8	36.4	3	13.6	1	4.5	1	4.5

The findings agree with Taylor (1968), that teachers will be motivated by obtaining the highest wages through working in the most efficient and productive way. Brown (1990) points out that good performance is influenced by well-paid teachers. Pre-school teachers rarely enjoy the same work environment as other professions. The size of the teaching force coupled with lower educational qualifications means that teachers are also paid considerably less than the mainstream. Job security could be achieved through annually renewable contracts guaranteeing a minimum salary for trained ECD teachers (UNESCO, 2006)

#### **4.6 School factors that affect pre-school teacher's classroom performance**

The fourth research question posed in this study stated that: What are the school factors influencing pre-school teachers' classroom performance in Kwanza Sub County? To answer this question the participants were asked to respond to the items in part B (4) of the questionnaires used in data collection, the data collected were coded, scored and analysed using descriptive statistics—percentages in particular. The result of the analyses is reported in table 4.8 and 4.9. The views of ECD teachers and managers were sought so as to establish the school factors influencing pre-school performance.

##### **4.6.1 ECD teachers views on school factors influencing teachers' performance**

The ECD teacher's views on economic factors that may affect teachers' performance in their centres were varied among the ECD teachers as summarized in table 4.8. Majority of the ECD teachers 32(76.1%) identified that the ECD enrolment affect the teachers class room performance, with 7(16.7%) were undecided and 3(7.2%) of them disagree that the ECD enrolment does not affect the pre-school classroom performance. Majority of the ECD teachers 31(73.8%) identified that the physical conditions of classrooms and presence of role models affect the teachers class room performance, with 5(11.9%) were undecided and 6(14.3%) of them disagree that the physical conditions of classrooms and presence of role models does not affect the pre-school classroom performance.

Majority of the ECD teachers 32(76.2%) identified that the physical conditions of school affect the teachers class room performance, with 5(11.9%) were undecided and 5(11.9%) of them disagree that the physical conditions of school does not affect the pre-school

classroom performance. Majority of the ECD teachers 28(66.7%) identified that the supply of teaching/ learning materials affect the teachers class room performance, with 7(16.7%) were undecided and 7(16.7%) of them disagree that the supply of teaching/ learning materials does not affect the pre-school classroom performance.

**Table 4.8 ECD teachers' views on school factors influencing teachers' performance**

Factors	Responses									
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The ECD enrolment.	24	57.1	8	19.0	7	16.7	2	4.8	1	2.4
The physical conditions of classrooms.	20	47.6	11	26.2	5	11.9	4	9.5	2	4.8
The physical conditions of the school.	16	38.1	16	38.1	5	11.9	3	7.1	2	4.8
The supply of teaching/ learning materials.	13	31.0	15	35.7	7	16.7	5	11.9	2	4.8
Number of children in class.	21	50.0	13	31.0	3	7.1	3	7.1	2	4.8
Number of hours worked daily.	8	19.0	13	31.0	9	21.4	9	21.4	3	7.1
Presence of role models.	16	38.1	15	35.7	5	11.9	5	11.9	1	2.4
Parent's expectation of children's performance.	20	47.6	6	14.3	6	14.3	5	11.9	5	11.9

Majority of the ECD teachers 34(81%) identified that the number of children in class affect the teachers class room performance, with 3(7.1%) were undecided and 5(11.9%) of them disagree that the number of children in class does not affect the pre-school classroom performance. Majority of the ECD teachers 21(49%) identified that the number of hours worked daily affect the teachers class room performance, with 9(21.4%) were undecided and 12(28.5%) of them disagree that the number of hours worked daily does not affect the pre-school classroom performance. Majority of the ECD teachers 26(61.9%) identified that the parent's expectation of children's performance affect the teachers class room performance, with 6(14.3%) were undecided and 10(23.8%) of them disagree that the parent's expectation of children's performance does not affect the pre-school classroom performance.

The results of data analysis presented in table 4.8 indicate that majority of the ECD teachers identified that the ECD enrolment, the physical conditions of classrooms, the physical conditions of school affect the pre-school classroom performance. The supply of teaching/ learning materials, the number of children and the number of hours worked daily affect the pre-school classroom performance. The parent's expectation of children's performance affects the pre-school classroom performance.

#### **4.6.2 ECD Managers views on school factors influencing teachers' performance**

The ECD manager's views on school factors that may affect teachers' performance in their centres were varied among the ECD teachers as summarized in table 4.9. Majority of the ECD managers 19(86.4%) identified that the type of school affect the teachers

class room performance and 3(13.6%) of them disagree that the type of school does not affect the pre-school classroom performance. Majority of the ECD managers 18(81.8%) identified that the size of class handled affect the teachers class room performance, with 1(4.5%) were undecided and 3(13.6%) of them disagree that the size of class handled does not affect the pre-school classroom performance.

Majority of the ECD managers 11(50%) identified that the examination stress affect the teachers class room performance, with 1(9.1%) were undecided and 9(40.9%) of them disagree that the examination stress does not affect the pre-school classroom performance. Majority of the ECD managers 17(77.3%) identified that the library resources affect the teachers class room performance, with 1(4.5%) were undecided and 4(18.1%) of them disagree that the library resources does not affect the pre-school classroom performance. Majority of the ECD managers 18(81.8%) identified that the condition of classroom affect the teachers class room performance, with 2(9.1%) were undecided and 2(9%) of them disagree that the condition of classroom does not affect the pre-school classroom performance. Majority of the ECD managers 16(72.8%) identified that the availability of teaching/learning materials affect the teachers class room performance, with 2(9.1%) were undecided and 1(4.5%) of them disagree that the availability of teaching/learning materials does not affect the pre-school classroom performance.

Majority of the ECD managers 18(81.9%) identified that the sanitary facilities affect the teachers class room performance, with 8(36.4%) were undecided and 4(18.2%) of them

disagree that the sanitary facilities does not affect the pre-school classroom performance. Majority of the managers teachers 20(90.9%) identified that the furniture affect the teachers class room performance and 2(9.1%) of them disagree that the furniture does not affect the pre-school classroom performance.

**Table 4.9 ECD Managers views on school factors influencing teachers' performance**

Factors	Responses									
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Type of school.	11	50.0	8	36.4			2	9.1	1	4.5
Size of class handled.	13	59.1	5	22.7	1	4.5	3	13.6		
Examination stress.	7	31.8	4	18.2	2	9.1	5	22.7	4	18.2
Library resources.	9	40.9	8	36.4	1	4.5	3	13.6	1	4.5
Condition of classrooms	12	54.5	6	27.3	2	9.1	1	4.5	1	4.5
Availability of teaching/learning materials.	10	45.5	6	27.3	2	9.1	1	4.5		
Sanitary facilities.	10	45.5	8	36.4	8	36.4	2	9.1	2	9.1
Furniture.	11	50.0	9	40.9					2	9.1

The results of data analysis presented in table 4.9 indicate that majority of the ECD managers identified that the type of school, the size of class handled, the examination stress and library resources affect the pre-school classroom performance. The ECD

managers identified that the condition of classroom, the availability of teaching/learning materials, the sanitary facilities and furniture affect the pre-school classroom performance.

The ECD teachers identified that the ECD enrolment, the physical conditions of classrooms, the physical conditions of school affect the pre-school classroom performance. The supply of teaching/ learning materials, the number of children and the number of hours worked daily affect the pre-school classroom performance. The parent's expectation of children's performance affects the pre-school classroom performance.

The findings agree with Bronfenbrenner (1989) that most ECD centres lacked the necessary facilities, equipment and materials that would promote holistic development of children. The right condition necessary for optimal development and learning need should be secured within children in ECD centres. The communities need to focus on the physical learning environment and ensure the physical facilities are up to the recommended standards. Jamison (1981) noted that school facilities account for 28% of the variations in the academic achievement of pupils. The school environment that is not conducive to effective learning, may lead to underachievement on the side of teachers.

Mbiti (1974) argues that teaching/learning aids enhance retention which makes learning more permanent. When children manipulate the materials they remember thus leading to concept and skill acquisition. Teaching/learning aids make it easier for the teacher to explain the concept which might be difficult to him/her. This saves time as explanations



are brief and precise. The findings agree with (UNESCO, 2006) that a decreased enrolments in ECD centres have meant reduced salaries for teachers. In Kenya, ECD teacher's salaries are in most cases covered by parental contribution, unlike their counterparts in primary who are paid by the government according to an official teacher salary scale.

In ECD centres, parental fees are paid in proportion to the number of children enrolled and are mostly, if not extremely used to cover teacher salaries, thus, remuneration depends on the total number of children enrolled as well as parents ability to pay fees. The reduced number of ECD enrolments brought about by FPE has been a blow to teachers whose remuneration was meager and unstable already, with parents increasingly reluctant to pay for ECD children. Cases of increased job insecurity among ECD teachers and centres closures are on the rise, particularly in poor communities.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter contains a summary on the findings, conclusions drawn and recommendations. These are based on the findings in chapter four and also on the literature review.

#### 5.2 Summary of findings

This section summarized the findings from the study with respect to the study objectives.

##### 5.2.1 The social factors influencing Pre-school teachers' Classroom Performance

The social factors influencing pre-school performance in Kwanza Sub County was varied during the study. Majority of the ECD teachers identified that the relationship between teacher and children affect the teachers class room performance. Most of the ECD teachers identified that the relationship between teacher and community affect the teachers class room performance. Majority of the ECD teachers identified that the relationship between teacher and school administration affect the teacher's class room performance and the high expectations from society affect the teacher's class room performance.

Majority of the ECD teachers identified that the culture of a community and gender affect the teachers class room performance. From the study most of the ECD teachers viewed social factors influencing teachers' classroom performance was the relationship between

teacher and children, community and school administration. Majority of the ECD teachers identified that the high expectations from society, the culture of a community and gender affect the teacher's class room performance.

From the study majority of the managers identified that the relationship among teachers, the relationship between teacher and community as well as school management affect the teachers class room performance. Most of the managers identified that the support teachers get from the community, the culture of a community and gender affect the teachers class room performance. From the study most of the ECD teachers viewed social factors influencing teachers' classroom performance was the relationship between teacher and children, community and school administration. Majority of the ECD teachers identified that the high expectations from society, the culture of a community and gender affect the teacher's class room performance.

From the study majority of the managers and ECD teachers identified that the relationship between teacher and community as well as school management affect the teachers class room performance. Most of the teachers and managers identified that the support teachers get from the community, the culture of a community and gender affect the teachers class room performance. From the study most of the managers and ECD teachers viewed social factors influencing teachers' classroom performance was the relationship between teacher and children, community and school administration. An administrator must be visible in the school and classrooms, have a positive relationship with teacher, students and parents and be available to teachers for questions, parents concerns. Pre-school teacher's performance should be influenced by the manner in which

the administration and employer take care of their interests in achieving higher order needs. Teachers may become role models of children and influence their behavior and view of the world. Children are likely to model teachers who are friendly, firm and systematic and have a goal in teaching their subjects. The trained teachers also pose new challenges, expectations which shape behavior at school.

### **5.2.2 Individual/teacher related factor Influencing classroom performance of pre-school teachers**

The individual/teacher related factors influencing pre-school performance in Kwanza Sub County was varied during the study. Majority of the ECD teachers identified that the teacher academic qualification, teacher professional qualification and teaching experience affect their pre-school classroom performance. Most ECD teachers identified that the teacher's attitude, health and age of the teacher affect the pre-school classroom performance. Individual teacher characteristics can also adversely impact on motivation levels and performance. The age profile of teachers has become younger in many countries due to the rapid expansion of primary school enrolments and higher rates of teacher attrition. This means that there are relatively few experienced pre-school teachers who can serve as mentors and provide professional support and leadership.

Rewards are desirable outcome from individual themselves and include a sense of achievement, a feeling of responsibility and recognition. Extrinsic rewards are derived from the school and the action of others such as the head teachers, parents and school management committee members. Teachers should create positive learning environments

through provision of appropriate materials and establishing friendly atmosphere where they feel valued. Schools and communities have not been well sensitized to support trainees on teaching practice and worse, principles and managers are ill equipped to perform standards and quality assurance duties. With rapid changing nature of education there is need to ensure that the staff is fully trained.

### **5.2.3 Economic factors influencing classroom performance of pre-school teachers'**

The economic factors Influencing pre-school performance in Kwanza Sub County was varied during the study. From the study majority of the ECD teachers identified that the amount of salary received, the one's pay they receive compared to others, employment status, rewards and incentives affect pre-school classroom performance. From the study the provision of retirement benefits and house allowance slightly affected the pre-school classroom performance. From the study findings most of the ECD managers identified that the amount of salary received, the provision of retirement benefits and provision of house allowance affects the teacher's class room performance. Majority of the ECD managers identified that employment status, rewards and incentives affect the pre-school classroom performance.

### **5.2.4 School factors that affect pre-school teacher's classroom performance**

The school related factors influencing pre-school performance in Kwanza Sub County was varied during the study. From the study majority of the ECD teachers identified that the ECD enrolment, the physical conditions of classrooms, the physical conditions of school affect the pre-school classroom performance. The supply of teaching/ learning

materials, the number of children and the number of hours worked daily affect the pre-school classroom performance. The parent's expectation of children's performance affects the pre-school classroom performance.

Majority of the ECD managers identified that the type of school, size of class handled, examination stress, library resources affected the pre-school classroom performance. Most of ECD managers identified that the condition of classroom, the availability of teaching/learning materials, the sanitary facilities and furniture affect the pre-school classroom performance. The ECD teachers identified that the ECD enrolment, the physical conditions of classrooms, the physical conditions of school affect the pre-school classroom performance. The supply of teaching/ learning materials, the number of children and the number of hours worked daily affect the pre-school classroom performance. The parent's expectation of children's performance affects the pre-school classroom performance.

The right condition necessary for optimal development and learning need should be secured within children in ECD centres. The communities need to focus on the physical learning environment and ensure the physical facilities are up to the recommended standards. The school environment that is not conducive to effective learning, may lead to underachievement on the side of teachers. Teaching/learning aids make it easier for the teacher to explain the concept which might be difficult to him/her. This saves time as explanations are brief and precise. Resources discourage rote learning and make abstract

ideas more concrete. It makes learners to develop the powers of imagination, observation, reasoning and creativity.

### **5.3 Conclusion**

The social factors influencing teachers' classroom performance was the relationship between teacher and children, community and school administration. The high expectations from society, the culture of a community and gender affect the teacher's class room performance. The amount of salary received compared to others, employment status, rewards and incentives affect pre-school classroom performance. The provision of retirement benefits and house allowance rarely affected the pre-school classroom performance.

The ECD enrolment, the physical conditions of classrooms and school affect the pre-school classroom performance. The supply of teaching/ learning materials, the number of children and hours worked as well as the parent's expectation affects classroom performance.

The type of school, the size of class handled, the examination stress and library resources affect the pre-school classroom performance. The condition of classroom, the availability of teaching/learning materials, sanitary facilities and furniture affect the pre-school classroom performance. The ECD enrolment, the physical conditions of classrooms and school affect the pre-school teachers classroom performance. The teacher academic qualification, teacher professional qualification and teaching experience affect their pre-school classroom performance. The teacher's attitude, health and age affect the pre-

school classroom performance. Individual teacher characteristics can also adversely impact on motivation levels and performance.

#### **5.4 Recommendation**

From the study the following recommendation were made;

- i. There is a strong need to create awareness in the society to recognize the status and important role of teachers in education of students.
- ii. The salaries of the teachers should be increased and incentives be provided to the teachers so as to acknowledge their efforts and motivate them to continue with their better performance.
- iii. The government should improve physical infrastructure in preschools and provide enough learning facilities to the schools
- iv. Teachers are the backbone of the educational institutes and future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education. With rapid changing nature of education there is need to ensure that the staff is fully trained.

#### **5.5 Suggestion of Areas for Further Research**

The study was carried out in Trans-Nzioa County as a representative sample and thus, there is need to carry out studies in other counties throughout the country. There is need to conduct other studies on the effect of job satisfaction and motivation on pre-school teachers performance. A study should be carried out on the effect of government policy on ECD teachers performance.



## REFERENCES

- Abdualkhalig, N. (1982). Job satisfaction and its impact on work productivity. *Social sciences journal Kuwait University*, 3, 73-106.
- Adèr, H. J. & Mellenbergh, G. J. (Eds.). (2008). *Advising on research methods: Proceedings of the 2007 KNAW colloquium*. Huizen, the Netherlands: Van Kessel.
- Alagbari, A., (2002). Job satisfaction among a sample of general education head teachers in Eastern region of Saudi Arabia. *Journal of golf and Arabic island studies*, 29, 169-197.
- Alarami, H. (1998). *Job satisfaction among head teachers of general education school*. Dissertation (MA). Quaboos University.
- Alomari, K. (1992). Level of job satisfaction among Jordanian head teachers and its relationship with some occupational and personal feature. *Moata for researches and studies sires of social and humanity sciences*, 7 (2), 11-35.
- Alonazi, A. (2001). *Relationship between a degree of occupational performance and job satisfaction among secondary schools head teachers in Northern region of Saudi Arabia*. Dissertation (MA). Umm Alqura University.
- Aloryali, N. (2002). *Job satisfaction among governmental general education head teachers in Northern region of Saudi Arabia, field study*. Dissertation (MA). King Saud University.
- Alotabi, M. (2000). *Administrative stress facing public schools' head teachers and its impact on their performance*. Dissertation (MA). Umm Alqura University.
- Al-owaidi, K. (2001). *A Study of job satisfaction and commitment among vocational trainers in Saudi Arabia: the case of Tabuk and Hail*. PhD thesis. Exeter University.
- Anyangah, M. (1986). *A review to pre-primary education programme in Kisumu distict*. Unpublished thesis, Kenyatta University, Nairobi, Nairobi, Kenya.
- Ashton, P. T., and Webb, R. B.(1986). *Making A Difference: Teachers' Sense of Efficacy and Student Achievement*. New York: Longmann.
- Avery, M. (1998). *The impact of teachers' demographic characteristics on the level of job satisfaction in secondary schools in rivers state: A case study of teachers in rivers state secondary schools*. Unpublished Master Thesis, Port Harcourt: University of Port Harcourt, Nigeria.

- Bacharach, S. and Mitchell, S., (1983). The source of dissatisfaction in educational administration: a role-specific analysis. *Educational administration quarterly*, 19 (1), 101-128.
- Bennell, P. S. (2004). *Teacher motivation and incentives in sub-sahara Africa and Asia*. USA: Brighton.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Science*, 3: 147-154.
- Black, J. K. & Puckett, M. B. (1996). *The young child: Development from pre-Birth through eight years*; (2<sup>nd</sup> ed). Englewood cliffs, new jersey: Prentice Hall, inc.
- Bobbitt, S. A. Leich, M. C. Whitener, S. D., and Lynch, H.F.(1994). *Characteristics of*
- Boe, E.E. and Gilford, D.M.(1992).*National Research Council. Teacher Supply, Demand, and Quality*. Washington, DC: National Academy Press.
- Bronfenbrenner, U. (1989). Ecological systems theory. *Annals of Child Development*, 22, 723–742.
- Brown, Charles, 1990. 'Firms' Choice of Method of Pay', *Industrial and Labor Relations Review*, 43, 165-182
- Buitendach, J. and De Witte, H., (2005). Job insecurity, extrinsic and intrinsic job satisfaction and affective organizational commitment of maintenance workers in a Parastatal. *South Africa Journal of Business Management*, 36 (2), 27-37.
- Bunting, A. (2004). 'Secondary schools designed for a purpose: but which one?' *Teacher*, no. 154 pp.10–13.
- Carnegie Task Force on Teaching as a Profession. (1986). *A Nation Prepared: Teachers for the 21st Century*. New York: Carnegie Forum on Education and the Economy.
- Choy, S. P. Bobbitt, S. A., Henke, R. R., Medrich, E. A., Horn, L J., and Lieberman, J. (1993). *America's Teachers: Profile of a Profession*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 93-025.
- Chua, L. C. (2005). A critical review of commitment studies: A call for research in Sarawak school settings. *Jurnal Penyelidikan Institut Perguruan Batu Lintang*, 3-4.
- Chua, L. C. (2008). An exploration of job satisfaction and commitment of teacher educators. *Jurnal Penyelidikan Institute Perguruan Batu Lintang*, Jilid 8.

- Cohen, L. and Manion, L. (1994) *Research Methods in Education* (fourth edition). London: Routledge.
- Collins, T. (1999). *Attracting and retaining teachers in rural areas. ERIC Digest*. Charleston W.V. ERIC Clearinghouse on Rural Education and Small Schools (ERIC Document Reproduction No. ED438152).
- Collinson, V. (1996). *Reaching Students: Teachers ways of knowing*. Newbury Park, CA:
- Conley, S. H., Bacharach, S. and Bauer, S., (1989). The school work environment and teacher career dissatisfaction. *Educational administration quarterly*, 25 (1), 58-81.
- Connolly, J. J., & Viswesvaran, C. (2000). The role of affectivity in job satisfaction: A metaanalysis. *Personality and Individual Differences*, 29, 265-281.
- Crossman, A. & Harris, P., (2006). Job satisfaction of secondary school teachers. *Educational Management and Leadership*, 34(1), 29-46.
- Culp, B (2005), 'Management of the Physical Environment in the Classroom and Gymnasium: It's not That Different', *Teaching Elementary Physical Education*, vol. 17, no. 5, pp.13–15.
- Dabo, A. (1998). *The study of workers values and its implication to administration in the 21st Century: A case study of college of education, Gidan Waya, Kafauchan*. Forum Academia, 6, 112-124.
- Darling-Hammond, L. (1984). *Beyond the commission reports: The coming crisis in teaching* (R-3177-RC). Santa Monica, CA: Rand Publications.
- De Nobile, J., (2003). *Organisational communication, job satisfaction and occupational stress in Catholic primary schools*. Thesis (PhD). University of New South Wales. Corwin Press.
- Derlin, R. and Schneider, G., (1994). Understanding job satisfaction: principals and teachers. Urban and Suburban. *Urban education*, 29 (1), 63-88.
- Dessler, G. (2001). *Management: Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Dinham, S. & Scott, C., (2000). Moving into the third outer domain of teacher satisfaction. *Journal of Educational Administration*, 38 (4), 379-396.
- Dodd-Mccue, D., & Wright, G., (1996). Men, Women, and altitudinal commitment: the effects of work place experience and socialisation. *Human Relation*, 49(8), 1065-1092.

- Dweck, C. S. (1999). *Self-theories: Their role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press.
- Earthman, GI (2004), 'Prioritization of 31 Criteria for School Building Adequacy', American Civil Liberties Union Foundation of Maryland.
- Edwards, A. & Knight, P. ((1994). *Effective years of education: teaching young children*.
- Eichar, D.M., Norland, S., Brady, M.E. & Fortinsky, R.H. (1991), The job satisfaction of older workers, *Journal of Organisational Behaviour*, 12, 609-620.
- Ellis, J. (2005), 'Place and Identity for Children in Classrooms and Schools', *Journal of the Canadian Association for Curriculum Studies*, vol. 3, no. 2
- Essa, E. L. (2003). Introduction to early childhood education (4<sup>th</sup> ed). Toronto: Thomson Delman learning.
- Faragher, E. Cass, M. and Copper, C., (2005). The relationship between job satisfaction and health: a meta-analysis. *Occup environ med*, 62, 105-112.
- Feist, G. J. (1998). A meta-analysis of personality in scientific and artistic creativity. *Personality and Social Psychology Bulletin*, 2, 290-309.
- Filak, V. F. & Sheldon, K. M. (2003). *Student Psychological Need Satisfaction and College Teacher-Course Evaluations*. Educational Psychology, Vol. 23, No. 3, pp. 235-247.
- Firestone, W. A. (1990). *The Commitments of Teachers: Implications for Policy, Administration, and Research*. In S. B. Bacharach (Ed.), *Advances in Research and Theories of School Management and Educational Policy* (Vol. 1, 151-183). Greenwich, CT: JAI Press.
- Fisher, K (2000). 'Building better outcomes: the impact of school infrastructure on student outcomes and behaviour', *Schooling Issues Digest*, Canberra: Department of Education, Training and Youth Affairs
- Fisher, K (2004). 'Re-voicing the Classroom: a spatial manifesto', *Forum*, vol. 46, no.1, pp.36–38.
- Furham, A. (1997). *The psychology of behaviour at work*. Hove: Psychology Press.
- Furnham, A. (1992), *Personality at work: the role of individual differences in the Workplace*. Routledge, London.
- Furnham, A. (1992). *Personality at Work*. New York: Routledge.

- Gakii, M. C. (2003). *Pre-school teacher factors that influence the teacher-child relationships in Miringa Mieru Division, meru central Sub County, Kenya*. Unpublished M.Ed Thesis, Kenyatta University, Nairobi Kenya.
- Gakuru, O. N. (1976). *The pre-school education and access to educational opportunities in Nairobi*. Unpublished M.A Thesis, University of Nairobi, Nairobi, Kenya.
- Gardner, P. & Mahler, B. (1993). *Early childhood programmes. Human relationships and learning*. Florida: Harcourt Brace Jovanovich College Publishers.
- Gary, (2010) General classroom teachers' information and perceptions of Attention Deficit Hyperactivity Disorder. *Behavioral Disorders*, 27 (4), 327-339
- Gay, L.R. (1992). *Educational Research: Competence for Analysis and Application*. 4<sup>th</sup> Edition. New York: Macmillan Publishers.
- Ghazali bin Othman (1979) *An investigation of the sources of job satisfaction of Malaysian School Teachers*. PhD Thesis: University of California, Los Angeles.
- Golembiewski, R. T. (1973). *Motivation*. In Carl Heyel (Ed.), *The Encyclopedia of Management 2nd*. New York: Van Nostrand Reinhold.
- Gosnell, S. (2000). *Determinant of career satisfaction among federal employees. Paper presented at the seminar on public policy*. Georgia Institute of Technology., Georgia, USA.
- Gray, G. L. (2004), *Changing Internal Audit Practices in the New Paradigm: The Sarbanes-Oxley Environment*, research monograph, The Institute of Internal Auditors Research Foundation.
- Gruneberg, M. (1979). *Understanding job satisfaction*. London: MacMillan.
- Gupta B.G (1996) *Human Resource Management*. India, Sultan Chand and sons Hall
- Hackman J. R. & Oldham, G. R. (1976). *Motivation through the design of work: Test of a theory*. *Organizational Behavior and Human Performance*, 16: pp. 250-279.
- Herzberg, F. (1959). *The Motivation of Works (2<sup>nd</sup> edition)*. New York: John Wiley and Sons.
- Herzberg, F. (1966). *Work and nature of man*. New York: World publishing.
- Herzberg, F. (1968). One more time: how do you motivate employees? *Harvard business review*, 46, 53-62. HOY, W. AND MISKEL, C., 1987. *Educational administration: theory, research and practice*. 3rd ed. New York: Random House.

- Herzberg, F. Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: Johnwiley & Sons inc.
- Hickson, C. & Oshagbemi, T. (1999), The effect of age on the satisfaction of academics with teaching and research, *International Journal of Social Economics*, 26, 6, 537-544.
- Higgins S, Hall E, Wall K, Woolner P and C McCaughey (2005), 'The Impact of School Environments: A literature review', The Centre for Learning and Teaching, School of Education, Communication and Language Science, University of Newcastle
- Hulin, C.L. & Smith, P.C. (1965), Sex difference in job satisfaction, *Journal of Applied Psychology*, 48, 1, 88-92.
- Huysman, John T. (2008). *Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers job satisfaction*. Rural Educator.
- Ifinedo, P. (2003). *Employee Motivation and Job Satisfaction in Finnish Organizations: A Study of Employees in the Oulu Region, Finland*. Master of Business Administration Thesis, University of London.
- Ifinedo, P. (2004). *Motivation and Job Satisfaction among Information Systems Developers-Perspectives from Finland, Nigeria and Estonia: A Preliminary Study*. In Vasilecas, O., Caplinskas, A., Wojtkowski, W., Wojtkowski, W. G., Zupancic, J. and Wryczw, S. (Eds.), *Proceedings of the 13th. International Conference on Information Systems Development: Advances in Theory, Practice Methods, and Education*, 9 - 11 September, 2004, Vilnius, Lithuania, pp. 161 - 172.
- Ingersoll, R. M. and Alsalam, N. A. 1(996). *The Effects of Professionalization on Teachers: A Multilevel Analysis*. Washington, DC: U.S. Department of Johnson,
- Ingersoll, R. M., Han, M., and Bobbitt, S. (1995). *Teacher Supply, Teacher Qualifications, and Teacher Turnover: 1990-91*. Washington, DC: U.S.
- Jamison, D. (1981), Improving elementary mathematics education in Nicaragua: An experimental study of the impact of textbooks and radio on achievement, *Journal of Educational Psychology*, 73(4), pp. 556-567.
- K.I.E., (2000). *Training manual for pre-school teachers*. Nairobi: Government Printer.
- Kabiru, M. & Njenga, A. (2007). *General psychology and personality*. Nairobi: Government printers.
- Karagu, G. K. (1980). *An investigation of job satisfaction-dissatisfaction among elementary School teachers and head teachers in Nairobi* , Kenya: JKF.

- Karega Mutahi (2007). Kenya Education Sector Support Programme 2005 – 2010: *Delivering quality education and training to all Kenyans*. Ministry of Education Science And Technology Nairobi.
- Karingi, S. W. (1987). *The quality of teachers in pre-school institutions: The case of Lady Northey day nursery school in Nairobi and St Michaels day nursery school iEmbu municipality*. Unpublished M.ED Thesis, Kenyatta University, Nairobi, Kenya.
- Keep, G (2002), 'Buildings that teach', *The Educational Facilities Planner*, vol .37, no. 2.
- Kenneth, W. T. (2000). *Intrinsic motivation at work: Building Energy and Commitment*. Berrett-Koehler Publishers, Inc., San Francisco, CA.
- Kerlinger, F. N. (1983). *Foundation of behavioural Research, 2<sup>nd</sup> edition*. Holt Rinchart and Winston inc. New York, London.
- Kerlinger, F.N. (1978). *Foundations of Behavioral Research*. New York: Surjeet Publications.
- Kombo, D.K and Tromp, L. A (2006). *Proposal and Thesis Writing*. Nairobi. Pauline Publication Africa.
- Kosteas, V.D. (2009). Job satisfaction and promotions. JEL: J28. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95-744.
- Kothari C.R (2004) *Research Methodology: Methods and Techniques*. New Delhi, New Age International
- Krystal, Abigail, M. and Albert M. (1975). Self Help and Voluntary Day care centres. *Kenya Education Review*, 3(2), 120-130.
- Lackney, JA & P. J, Jacobs (2004), 'Teachers as Placemakers: Investigating Teachers' Use of the Physical Learning Environment in Instructional Design', US Department of Education, Educational Resources Information Centre (ERIC).
- Lambert, E. Paoline, E. & Hogan, L, (2006). The importance of centralisation and formalisation on correctional staff job satisfaction and organizational commitment: An exploratory study. *Criminal Justice Studies*, 19 (1), 23-44.
- Lee, V. E., Dedrick, R. F., and Smith, J. B. (1991). The Effect of the Social Organization of Schools on Teachers' Efficacy and Satisfaction: *Sociology of Education*, 64:190-208.

- Lewis, D. (February, 2007). *Multiple factors affect job satisfaction of Hospital RNs*. Robert Wood Johnson Foundation. Number 22.
- Locke, E. (1976). The In. M. D. Dunnette (ed). *Handbook of industrial and organizational psychology*. Chicago: Rand McNally, 1297-1394.
- Locke, E., 1976. The nature and causes of job satisfaction. In: M. D. Dunnette, (ed.), *Handbook of industrial and organizational psychology*, 105-112. . Chicago: Rand McNally
- Loke Yim Pheng. (2009) *NUTP online*. Retrieved from : <http://www.nutp.org>.
- M.O.E. (2006). *Early childhood development policy framework*. Nairobi: Government printer.
- M.O.E. (2007). *Service charter*. Nairobi: Government printer.
- Ma, X., & MacMillan, R. B. (1999). Influence of workplace conditions on teachers' job satisfaction. *The Journal of Educational Research*, 93, 39-47.
- Makoti, N. (2005). *Terms and conditions of service and their relationship to motivation of preschool teachers in Kwale Sub County, Kenya*. Unpublished MEd thesis, Kenyatta University, Kenya.
- Maslow, A. H. (1943). *A theory of Human Motivation*. Psychological Review, 50, p. 370.
- Maslow, A. H. (1970). *Motivation and Personality*. 2nd edition, New York: Harper and Row.
- Mathieu, J. E. (1991). *A Cross-Level None recursive Model of the Antecedents of mathematical experiences*. A study of kasarani division, Nairobi, Kenya Unpublished M.ED Thesis, Kenyatta university, Nairobi, Kenya.
- Mau, W.C.J. Ellsworth, R & Hawley, D. (2006). *Job satisfaction and career persistence of beginning teachers*. Department of Counselling, Educational and School Psychology, Wichita State University, Kansas, U.S.A.
- Mbithi, D. (1974). *Foundations of school administration*: Nairobi: Oxford University press, Kenya.
- McCrae, P. T. Costa, P. T., Pedroso de Lima, M., Simoes, A., Ostendorf, F., Angeleitner, A., Marusic, I., Bratko, D., Caprara, G. V., Barbaranelli, C., Chae, J. H., & Piedmont, R. L. (1999). Age differences in personality across the adult life span: Parallels in five cultures. *Developmental Psychology*, 35(2), 466-477.
- McGregor, J. (2004), 'Spatiality and the Place of the Material in Schools', *Pedagogy, Culture and Society*, vol. 12, no. 3 pp.347–372.



- Mckenna, E. (1987). *Psychology in business: theory and applications*. London: Lawrence Erlbaum Associates.
- McNamara, D & D Waugh (1993), 'Classroom Organisation', *School Organisation*, vol. 13, no. 1, pp.41–50.
- Mercer, D. (1997). Job satisfaction and secondary head teacher: the creation of a model of job satisfaction. *School leadership and management*, 17 (1), 57-67.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage.
- Michaelowa, K. (2002). *Teacher career satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan Africa*. Hamburg: Institute of International Economics.
- MOEST (2006). *Teacher Certificate in Early Childhood Development and Education Syllabus*. Nairobi: K.I.E.
- Mugenda, O. M., & Mugenda, A. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts press.
- Mutai, L.M (2001). *Qualitative Research Approaches: The Modern Perspective*. New Delhi: Oaklands.
- Neuman, L. (2000). *Research Methods: Qualitative and Quantitative Approaches*, Tuner Publishers.
- Newby, J. (1999). *Job Satisfaction of Middle School Principals in Virginia*. Thesis (PhD). Virginia State University.
- Ng`asike, J. T. (2004). *Teachers use of play as medium for bridging pre-school children's Holistic development*. Unpublished M.Ed Thesis, Kenyatta University, Nairobi Kenya.
- Ngome, C. K. (2002). *Quality and attrition of early childhood development teachers in Kenya*, manuscript submitted for publication.
- O.A.U. (1990). *The African Charter on the rights and welfare of the child*, Nairobi: Kenya.
- Oplatka, I. and Mimon, R., 2008. Women principals' conceptions of job satisfaction and dissatisfaction: an alternative view? *International Journal of Leadership in Education*, 11(2), 135-153.

- Organ, D., and Greene, C. (1982). The effects of formalisation on professional involvement: a compensatory process approach. *Administrative Science Quarterly*, 19(1), 23-44.
- Organization of African Unity (OAU) (1990). *African Charter on the Rights and Welfare of the Child*, 11 July 1990, CAB/LEG/24.9/49 (1990), available at: <http://www.refworld.org/docid/3ae6b38c18.html> [accessed 10 June 2015]
- Orodho, J. (2005). *Techniques of writing research proposals and reports in Education and Social Sciences*: Nairobi Kenya.
- Oso & Onen, (2005). *Writing research project and report*. Nairobi: JKF.
- Ostroff, C. (1992). The Relationship Between Satisfaction, Attitudes, and Performance: An Organizational Level Analysis. *Journal of Applied Psychology*, 77: 963-974.
- Patton, M.Q. (2002). *Quantitative and Qualitative Research Approaches*. London: Prentice Hall.
- Poppleton, P., & Riseborough, G. (1991). *A profession in transition: Educational policy and secondary school teaching in England in the 1980s*. *Comparative Education Review*, 26, 211-226.
- Republic of Kenya, (2000). *National Early Childhood Development Policy Framework*. Nairobi: Government Printer.
- Rutter, M (1979), *Fifteen thousand hours: Secondary schools and their effects on children*, Open Books.
- Scott, C. Cox, S. and Dinham, S. (1999). The occupational motivation, satisfaction and health of English school teachers. *Educational psychology*, 19 (3), 287-308.
- Shahri Abdul Rahman (2001). An investigation into teachers' career satisfaction in the State of Sarawak, Malaysia. *Institute of Development Policy and Management, University of Manchester, England*
- Siassi, I., Crocetti, G. & Spiro, H.R. (1975), Emotional health, life and job satisfaction in ageing worker, *Industrial Gerontology*, vol.2, pp289-296.
- Siegel, J (1999), Architecture California, vol. 20, no. 1, in McGregor, J 2004, 'Editorial', *Forum*, vol 46. no. 1, p.2
- Soo, H. C. (2005). *Policy Review Report: Early childhood care and education in Kenya*.

- Spear, M., Gould, K., Lee, B. (2000), *Who would be a teacher? A review of factors motivating and de-motivating prospective and practicing teachers*, NFER, Slough.
- Stevenson, K R (2007), 'Educational Trends Shaping School Planning and Design: 2007', National Clearinghouse for Educational Facilities, Washington DC accessed online on 17/05/07 <<http://www.edfacilities.org/pubs>>.
- Sundstrom (1987), 'Work Environments: Offices and Factories', in Stockol D & I Altman (eds) *Handbook of Environmental Psychology*, Wiley p.751.
- Taylor, R.S. (1968). Question-negotiation and information seeking in libraries. *College & Research Libraries*, 29 (3), 178-194.
- Team, H., (1999). *Job satisfaction among secondary school head teachers in Palestine*. Dissertation (MA). Jordan University.
- Thomas, D. (2006). A general inductive approach for analysing qualitative evaluation data. *American journal of evaluation*, 27 (2), 237-246.
- UNESCO (2006) *Policy Review Report: Early Childhood Care and Education in Kenya, Early Childhood and Family Policy*, UNESCO: Paris.
- UNESCO. 2006. *Strong foundations: early childhood care and education. EFA global monitoring report 2007*, Paris, UNESCO.
- Vroom, V. H. (1964), *Work and Motivation*, John Wiley & Sons, Inc., New York.
- Waithaka, E.N. (2005). *A study of pre-school teacher job satisfaction by type of school sponsorship in Thika Municipality*. Unpublished M.Ed Thesis, Kenyatta University, Nairobi, Kenya.
- Weinstein, CS (1979), 'The Physical Environment of the School: A Review of the Research', *Review of Educational Research*, vol. 49, no. 4.
- Wells, G. (1986). *The meaning makers*. London: Hodder & Stoughton.
- Whawo, D. D. (1993). *Educational Administration: Planning and Supervision*. Benin City: Jodah Publications.
- Wright, Jr. R., King, S.W., Berg, W.E. and Greecy, R.F. (1987). Job satisfaction among black female managers: A causal approach. *Human Relations*, 40, 489-506.
- Yaseen, F., (1990). *Job satisfaction among head teachers in Jordan*. Dissertation (MA). Jordan University.

## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR ECD TEACHERS

This research is a study on factors influencing pre-school teachers' classroom performance by ROSE C BOIYO, Master of Philosophy in Educational Administration, Reg. No EDU/PGA/1023/10. Department of Educational Management and Policy Studies, Moi University. The research intends to investigate factors that affect pre-school teachers' classroom performance and come up with recommendations that may help stakeholders in ECD to effectively advocate for better working conditions for pre-school teachers. I would greatly appreciate your help by according some time to respond to these questionnaires. All I ask is that you provide information, comments, observation and policy position where applicable as frankly and honestly as you can.

Your confidentiality is guaranteed and your answers will be dealt with in absolute confidence as per research ethics concerning academic and scholarly work of nature.

#### PART A: BACKGROUND INFORMATION

1. What is your highest academic level?

KCPE

KCSE

University

2. What is your professional qualification?

Untrained

In training

Trained certificate

Diploma trained

Degree holder

3. What is your gender?

Male

Female

#### 4. ECD ENROLMENT BY AGE AND GENDER

AGE	3 years	4 years	5 years	6 years	Above 6 years
BOYS					
GIRLS					
TOTAL					

#### Part B: Factors Influencing Performance

##### 1 social factor

The following are social factors that may affect teachers' performance in ECD centres. Kindly Rate the responses by ticking (√) the social factors influencing performance of ECD teachers in your centre. Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D);Strongly Disagree (SD)

FACTORS	SA	A	U	D	SD
Relationship between teacher and children.					
Relationship between teacher and community.					
Relationship between teacher and school administration					
High expectations from society					
Culture of a community.					
Gender					

(b) In your opinion what are the other social factors that influence performance of ECD teachers in your school.

.....  
 .....

**2. Teacher related factors**

The following are teacher related factors that may affect their performance in ECD centres. Kindly, rate the responses by ticking (√) the individual/teacher related factors influencing performance of ECD teachers in your station.

Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D);Strongly Disagree (SD)

<b>Teacher Motivation</b>	<b>SA</b>	<b>A</b>	<b>DA</b>	<b>SD</b>	<b>U</b>
Teachers' academic qualification.					
Teachers professional qualification					
Teachers attitude					
Teachers health					
Age of the teacher					
No of years in teaching/experience					

(b) What are other teacher characteristics that influence their performance?

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

### 3. Economic factors

The following are economic factors that may affect teachers' performance in ECD centres. Please, rate the following responses by ticking (√) the economic factors influencing performance in your station. Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D);Strongly Disagree (SD)

<b>Economic factor</b>	SA	A	DA	SD	U
Amount of salary received.					
Provision of retirement benefits.					
Provision of house allowance.					
One`s pay compared to others.					
Employment status.					
Rewards and incentives					

Tick in the box an appropriate response

Who is your employer?

Government

Community

Private individuals

Religious organization

(a) What is your monthly salary range in Kenya shillings?

500-1000  1000-2000  2000-3000

Over 3000

(c) How regular is your monthly salary?

Monthly  Termly  Yearly   
 When need arises

### 1 School related factors

The following are school factors that may affect teachers' performance in ECD centres. Kindly, rate the following responses by ticking the school factors influencing performance in your station.

Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

FACTORS	SA	A	U	D	SD
The ECD enrolment.					
The physical conditions of classrooms.					
The physical conditions of the school.					
The supply of teaching/ learning materials.					
Number of children in class.					
Number of hours worked daily.					
Presence of role models.					
Parents expectation of children`s performance.					



### APPENDIX III: QUESTIONNAIRE FOR ECD MANAGERS

Kindly fill in the questionnaire provided below. All information will be treated with total confidentiality.

#### PART A: Background Information

Name of your ECD Center .....

Division.....

Sub County.....

No of teachers in the centre .....

#### PART B: Special Information

##### 1 Social factor

The following are social factors that affect the performance of ECD teachers in your school. Kindly rate the responses by putting a tick (√) on these factors.

Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D);Strongly Disagree (SD)

Factors	SA	A	U	D	SD
Relationship among teachers.					
Relationship between teachers and the community.					
Teachers' relationship with the school management.					
Support teachers get from the community.					
Societal expectation of teachers' performance.					
Gender					
Culture					

## 2. Economic factors

The following Economic factors may affect performance of teachers in your centre.

Kindly put a tick (✓) appropriately. Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D);Strongly Disagree (SD)

Factors	SA	A	U	D	SD
Provision of house allowance to ECD teachers.					
The amount of salary given					
Retirement benefits to the teachers.					
Rewards and incentives					
Employment status					

## 3 School factors

The following school factors may affect classroom performance of ECD teachers in your centre. Kindly rate the responses by putting a tick (✓) on the factors.

Using the following scale:

Strongly agree (SA) ; Agree (A); Undecided (U); Disagree (D);Strongly Disagree (SD)

Factors	SA	A	U	D	SD
Type of school.					
Size of class handled.					
Examination stress.					
Library resources.					
Condition of classrooms					
Availability of teaching/learning materials.					
Sanitary facilities.					
Furniture.					



## APPENDIX V: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

**NCST/RCD/14/012/814**

**22nd June 2012**

Our Ref:

Date:

Rose Chepkwesis Boiyo  
Moi university  
P.O Box 3900  
Eldoret

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors affecting pre-school teachers classroom performance in Kwanza District, Trans Nzoia County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for a period ending **31st December, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Trans Nzoia District** 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.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

District Commissioner  
District Education Officer  
Trans Nzoia County.

APPENDIX VI: RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. **NCS7/RCD/14/012/814**

**THIS IS TO CERTIFY THAT**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**Rose Chepkwesis Boyo**

**of (Address) Moi University,**

**P.O.Box 3900-30100, Eldoret,**

**has been permitted to conduct research in**

**Location**

**District**

**Trans Nzoia**

**County**

**on the topic: Factors affecting pre school**


**teachers classroom performance in Kwanza**

**District, Trans Nzoia County, Kenya**

**for a period ending: 31<sup>st</sup> December, 2012.**

Date of issue **22<sup>nd</sup> June, 2012**

Fee received **KSH. 1,000.**



Applicant's **Rose Chepkwesis Boyo** Signature

Secretary **[Signature]**

National Council for Science & Technology