DETERMINANTS OF TEACHER EFFECTIVENESS IN PUBLIC PRE-SCHOOLS IN UASIN GISHU COUNTY, KENYA

BY

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DECLARATION

Declaration by Candidate

I hereby declare that this thesis is my original work and that it has not been presented for a degree in any other university

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DEDICATION

This thesis is dedicated to my loving husband Thomas Mitei for the financial and moral support, my children Alex Kipkemboi, Adrian Kiplagat, Argvins Kiptoo and Diasy Chemutai for the love they showed me during my studies and to my grandson Liam Sergon for giving me inspiration to soldier on with his social smile. Last but not least, my son in law Dan Sawe who constantly encouraged me to complete my thesis.

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ABSTRACT

Teacher effectiveness is crucial in contribution of quality learning in early childhood development centers, which goes a long way in molding responsible, creative and innovative future persons, who contributes positively to national building. This study seeks to analyze determinants of teacher effectiveness in early childhood development education in public pre-schools in Uasin Gishu County; specifically, it seeks to determine the influence of school management related factors; assess Teacher Training on teacher effectiveness; stakeholders' support in the provision of resources and the effect of teacher recognition on teacher effectiveness. The study adopted incentive theory of motivation, it inclined on descriptive survey research design; and used the mixed methods approach. Pragmatism research paradigm was applied, which combines both positivism and interpretive within the scope of a single research. The target population comprised of head teachers, Early Childhood Development Education teachers and county officials. The sample of the study was selected using Krecje and Morgan's (1970) formula. The sample comprised 189 head teachers, and 189 ECDE teachers and 10 county officials. Quantitative data was collected using questionnaires, while Qualitative data was generated through observation and interview schedules. Quantitative data analysis involved the use of descriptive and inferential statistics. Descriptive statistics involved means, frequencies and standard deviation while inferential statistics involved multiple regressions and correlation analysis. Qualitative data was categorized and organized in form of themes and narratives. Data was presented inform of tables. The study findings indicated that a statistically significant positive effect was found of school management related factors on the teacher effectiveness in public pre-schools ($r=0.507$, $p<0.05$); a statistically significant positive effect was found of Teacher Training on the teacher effectiveness in public pre-schools ($r=0.637$; $p<0.05$); a statistically significant positive effect was found of stakeholders' support on the teacher effectiveness in public pre-schools ($r=0.387$; $p<0.05$) and that a statistically significant positive effect was found of teacher recognition on the teacher effectiveness in public pre-schools ($r=0.434$; $p<0.05$). The findings of the study revealed that most of the teachers were of the view that the county Government has built more Early Childhood Development Education classes. It was also found that extrinsic rewards appeal to teachers more than intrinsic motivation. The study concluded that there is a positive and significant effect of school- related factors; Teacher Training; stakeholders' support and teacher recognition on the teacher effectiveness in public pre-schools. The research suggested that school administrators implement motivating incentive or reward structures in order to strengthen, retain, and increase teacher morale. To improve teachers' effectiveness in the teaching-learning process, the school must invest in and assign enough funds for all teachers' professional development programs. School administrators should make sure that the school environment is favorable for instructors by providing required conditions that might encourage teachers, such as incentives, high compensation, job stability, and interpersonal relationships with teachers. In order to build, retain, and increase teacher morale, school administration must use motivator, incentive, or reward mechanisms. Finally, the research advised that school administration ensure that the educational atmosphere is favorable to learning.

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LIST OF ABBREVIATIONS

CVI	Content Validity Index
CIDP	County Integrated Development Plan
DICECE	District Centre for Early Childhood Education
DQAS	Directorate of Quality Assurance and Standards
DSM	Devolved School Management
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
ECE	Early Childhood Education
EFA	Education for All
FPE	Free Primary Education
GMR	Global Monitoring Report
ICT	Information, Communication and Technology
KICD	Kenya Institute of Curriculum Development
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NGOs	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter basically introduces the study. It discusses the background of the study, statement of the problem, purpose of the study, the objectives, research questions, hypothesis, significance of the study, justification of the study, Scope of the study, limitations to the study; assumptions of the study, theoretical framework, conceptual framework and operational definitions of terms.

1.2 Background to the Study

According to the 2013/2014 Global Monitoring Report (GMR) of Education for All (EFA), in many poor countries, Early Childhood Care and Education (ECCE) programs are conducted by private organizations or charities. In the Gambia, for example, Early Childhood Education is provided by Non-governmental organizations (NGOs), local communities, and the private sector; few training facilities are available for ECE teachers, and programs are not standardized; however, some faith-based organizations have training centres for teachers and also provide in-service programs to teachers working in their centres. In many locations in Tanzania, the responsibility for child raising and the execution of ECDE initiatives has remained in the hands of individual families and communities in the absence of suitable and qualified institutions to meet their ongoing educational and developmental requirements (UNICEF, 2012; Nafungo, 2015).

According to UNESCO (2015), United Nations agencies such as UNESCO have campaigned for the notion of decentralization in order to solve the issues confronting the education sector. There are several reasons for decentralization. In certain circumstances, it is a matter of increasing management and governance efficiency. While this has been successful in certain nations, issues exist in others. For example, in the United States, ECE provision is decentralized to the states, implementation of required workplace conditions across states is lax, and working conditions for ECE teaching staff are generally characterised by low wages and limited benefits, as well as qualification requirements and salaries that are comparatively lower, resulting in high attrition rate and complexity in recruiting new teachers.

Teacher effectiveness is crucial in contribution of learners' learning in Early Childhood Development (ECD) centers, which comprise one of the immediate social and physical environments that influence learners' development. Teachers must be properly motivated to achieve good performance in order for ECD centers to create the required conditions for learners' holistic development. Highly motivated teacher plays a vital role of nurturing, teaching and caring for the young learners, providing social, emotional and language development. Employee motivation contributes to job satisfaction and happiness, which improves job performance (Ufuophu-Biri, 2014). As a result, highly driven people are more likely to outperform less motivated individuals.

Teachers' effectiveness has become an essential problem in modern society due to their obligation of imparting information and skills to learners and moulding them towards fulfilling their potentials in life throughout their formative years (Owala, 2016). Many

nations throughout the world are experiencing a scarcity of properly educated and certified Early Childhood Education (ECE) teaching professionals. The working conditions of ECE teaching personnel are generally worse than those of their counterparts in other educational fields. These difficulties have been dealt with success in certain nations, but they continue to be a difficulty in others (International Task Force, 2010).

Little has been done by governments in the past to promote Early Childhood Development Education (ECDE) because it has been decentralized to non-government organizations and communities which are monopolized by the private sector, turning it into a private venture whose quality is questionable (Gichuki 2015). The Kenyan government for instance does not aid in teacher preparation and construction of the much-needed learning facilities; a number of pre-schools do not have permanent buildings, hence, learning and teaching are held outdoors under trees. Equally, lack of professional development opportunities for teachers and high pupil to teacher ratios is a problem.

Teachers also lacked enough learning and teaching materials to successfully execute the ECDE curriculum and inspire them to carry out their responsibilities (Ng'ang'a, 2019). To address the aforementioned concerns, the Kenyan Constitution 2010 devolved ECDE to county governments as a means of reorganizing ECDE management and tackling the issues that have plagued the ECDE sector. Devolution is a mechanism used by most countries to shift part of the central government's functions and resources to elected regional administrations (Kimathi, 2012). County governments are a kind of decentralized administration in Kenya.

The Kenyan constitution requires elected county governments to control the county's resources, assigning and sharing between departments, including ECDE, and applying them toward achieving excellent free and obligatory ECDE education, as envisioned in the constitution. Despite the fact that the sector has been devolved to county governments, research has revealed that there are still worries about inadequate service delivery in many counties. For example, Gichuki (2015) notes in his research that the Embu county administration has low priority for this area of education, as seen by the poor performance of teachers throughout Embu West in Kenya.

Kenya has transitioned from a centralized to a decentralized government system. The Constitution provides a devolved structure of government in conformity with the devolutionary aims and principles described in Articles 174 and 175. Kenya's Constitution is the primary governing law in education. It includes measures with a variety of ramifications for the education sector. According to Article 43(f) of the Constitution, everyone has the right to an education. Every child has the right to a free and obligatory basic education; 54(1) (b) Any individual with a handicap has the right to use educational institutions and facilities for people with impairments; 55(a). The government shall take appropriate measures, including affirmative action policies, to make sure that youth have access to relevant training and education; Article 56 (b), the state shall implement affirmative action programs to ensure that minorities and marginalized groups have special opportunities in economic and educational fields.

The education sector is now controlled by the Basic Education Act of 2013 and Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya. The Basic

Education Act of 2013 strives to give effect to Article 53 of the Constitution by promoting and regulating free and compulsory basic education, as well as providing for accreditation and registration, governance, and administration of basic education facilities. It also intends to create the National Education Board, the Education Standards and Quality Assurance Commission, and the County Education Board. The Basic Education Act of 2013 also distinguishes between public and private schools. Public schools are those established, owned, or operated by the government, including sponsored schools, whereas private schools are those established, owned, or operated by private individuals, entrepreneurs, or institutions.

Teachers are not devoted to their work since they are paid less than the publicly declared minimum wage; as a result, their appointment is a temporary stop gap measure to give them time to hunt for better positions elsewhere. Furthermore, certain study findings in Kenya have highlighted a number of variables that have continued to impede ECDE instructors' effectiveness. Poor salary, a lack of learning and teaching resources, high pupil-teacher ratios, a shortage of service agreement, and a shortage of qualified teacher training are among them (Maithya & Akala, 2014). At the face of these problems, ECDE teachers have the potential to perform; nonetheless, they must be driven to produce more in public ECDE centers (Owala, 2016).

Devolution works best when the different roles and responsibilities of the players are well defined and specified. County governments, who are obliged by the Kenyan constitution to regulate the ECDE sector, must address the variables that will lead to optimal performance by ECDE instructors. ECDE centres run by the county government of Uasin

Gishu, one of Kenya's devolved governments tasked by the Kenyan constitution 2010 to oversee ECDE services and solve the sector's on-going difficulties.

Teachers in Uasin Gishu County confront the same issues as teachers in other devolved administrations, such as Embu West. Understaffing, a lack of professional development, a lack of learning and teaching tools, a low income, and terrible working conditions are among the obstacles (Gichuki, 2015). Because of the significance of this background knowledge, the purpose of this study will be to examine the elements that may encourage teachers to perform in Uasin Gishu County, Kenya.

The county governments are in charge of pre-primary education and child care facilities, according to the constitution's fourth schedule, Section 26 of the Basic Education Act of 2012 specifies these functions further, stating that:

> "*The County Government's tasks will include providing funding for the creation of infrastructure for institutions of basic education and training utilized to conduct pre-primary education, childcare facilities, home craft centers, and village polytechnics*".

Since the adoption of Kenya's current constitution in 2010 (King'oina, 2014), the notion of devolution, which entails devolving services such as ECDE administration, has gained traction. The significance of ECDE as a major milestone in a person's development cannot be overstated. The devolution process began with the implementation of the Kenyan Constitution (2010), which saw the devolution of pre-school among other devolved powers of county governments. Kenya's Constitution (2010) creates two tiers of government: national and county administrations. Kenya's territory is divided into 47 counties under Article 6(1).

1.3 Statement of the Problem

Research indicates that higher teacher effectiveness is significantly linked to improved student learning outcomes and those highly motivated teachers play an integral role in child development. Most of the teachers however, are de-motivated in Early Childhood Development Education (ECDE). Gatheru (2017) says some of the factors that demotivate ECDE teachers include poor learning and teaching resources. They are most often overlooked since there are many learners in the ECDE centers, although ECDE Service Standard Guidelines stipulate that each ECDE teacher should handle 25 pupils in a class. The Kenyan government has provided modest money for ECDE since independence. Parents and local communities were principally responsible for the planning, development, and management of ECDE (Ng'ang'a, 2019). Teachers, for example, were paid pitiful salaries, which might have hampered the implementation of high-quality early childhood programs and teacher effectiveness (Ng'ang'a, 2019). To remedy this, the Kenyan constitution's fourth schedule delegated responsibilities for ECDE strategy, development, and implementation to county governments in 2010 (Ministry of Education Science and Technology - MOEST 2014, The National Review).

Despite substantial achievements, particularly in terms of access, boosting the productivity of ECDE instructors remains a fundamental concern. According to Akala (2021), issues including salary and bad working conditions have continued to stifle teacher effectiveness in Kenya. As a result, the purpose of this research was to examine determinants of teacher effectiveness in ECDE pre-primary schools in Uasin Gishu County. The study will be useful to preschool teachers and their efforts towards meeting

the increased demand for effective teaching in ECDE centres. It will also benefit KICD in setting effective and efficient curriculum to be implemented in ECDE's throughout the country. It is against this reasons that this study sought to analyse determinants of ECDE teacher effectiveness in public preschools in Uasin Gishu County.

1.4 Purpose of the Study

The purpose of the study was to analyze the determinants of teacher effectiveness in Early Childhood Development Education in public pre-school in Uasin Gishu County, Kenya. It evaluated on school management related factors, Teacher Training, stakeholders support and influence of teacher recognition.

1.4.1 Objectives of the Study

The study was guided by the following specific objectives:

i. To find out the influence of school management related factors on teacher effectiveness in public pre-school in Uasin Gishu county
ii. To assess Teacher Training on teacher effectiveness in public pre-school in Uasin Gishu county.
iii. To establish the influence of stakeholders' support in the provision of resources on ECDE teacher effectiveness.
iv. To assess the influence of teacher recognition on teacher effectiveness in public pre-schools in Uasin Gishu county.

1.5 Research Hypotheses

H_{01} There is no significant relationship between school's management factors and ECDE teacher effectiveness.

H_{02} There is no significant relationship between Teacher Training and ECDE teacher effectiveness.

H_{03} There is no significant relationship between influence of stakeholders' support in provision of learning and teaching resources and ECDE teacher effectiveness.

H_{04} There is no significant relationship between teacher recognition on teacher effectiveness in public pre-school in Uasin Gishu County

1.6 Research Questions

i. What is the influence of school management related factors on teacher effectiveness in public pre-school in Uasin Gishu County?
ii. What is the effect of Teacher Training on teacher effectiveness in public pre-school in Uasin Gishu County?
iii. To what extent does stakeholders' support in the provision of resources on ECDE influence teacher effectiveness in public pre-schools in Uasin Gishu County?
iv. How does teacher recognition influence teacher effectiveness in public pre-schools in Uasin Gishu County?

1.7 Significance of the Study

The Uasin Gishu County Director of Education ECDE will benefit from this study since it will offer positive adjustments that will help the county's ECDE sector function better.

The outcomes of this study are beneficial to pre-school instructors and their attempts to satisfy the growing need for excellent pre-school education that meets the requirements and expectations of the students. Kenya Institute of Curriculum Development (KICD) which is responsible for setting pre-school curriculum through Ministry of education will find the study useful towards its effort in motivating pre-school teachers towards performance. It is hoped that this study benefits KICD in setting effective and efficient curriculum to be implemented in ECDEs' throughout the country. Successful Completion and approval and implementation of this study will contribute to knowledge in areas to be improved in learning.

It is expected that the study will provide an all-round development of the learner which is necessary in meeting the demands of the society and which will keep the child active and innovative. This then, should be reflected in the Performance of learners. The research will add to the corpus of information on the factors that influence teacher effectiveness in public preschools, and it will serve as a foundation for future research in comparable settings. The study will also aid curriculum creators in identifying appropriate management methods for learning and teaching resources in preschools in order to achieve vision 2030.

1.8 Justification

Teacher effectiveness remains an integral aspect of their efficient service delivery and should be a measure of their drive towards realization of the need for care, nurturing and teaching that leads to holistic development of the child that is appreciated globally (UNHCR 2019).

Teachers have a critical role in students' learning; as a result, their motivation is critical, as it has a direct impact on students' performance. In the justification for their work performance, the subject of what drives teachers is virtually completely ignored. Job satisfaction among teachers has been linked to strong academic achievement among pupils (Michaelewa, 2012).

Teachers in a wide range of developing nations were seen to be more inspired when their efforts pay off in the form of improved student performance. Mentoring teachers to see students' expectations, better manage classrooms, and implement new teaching methods can be very effective in motivating them (Mendez, 2011).

Human capital is crucial in an organization (Alderman, 2013). It is impossible for Education sector to succeed without the input of the Teachers. Preprimary school teachers play a valuable role in the wellbeing of learners (Wamukuru, 2015).

When the teacher is not motivated, there is a high likelihood that they do not provide for services as expected of them (Cooper, 2010; Odhiambo, 2018).

Studies show that teachers' motivation may determine their productivity in the process of learning and teaching, yet there is no or little attention focused on their motivation (Monda, 2012).

1.8.1 Scope of the Study

The study was conducted in 186 public preschools within Uasin Gishu County. Respondents comprised 186 head teachers, 189 ECDE teachers and 10 county officials

totaling 385 respondents. The study analyzed determinants of ECDE teacher effectiveness in devolved system of government.

The research design which was adopted was descriptive survey design. Inferential statistics was used while analyzing quantitative data for the study and qualitative data was descriptive since the study employed interview schedule and observation checklist. The study used questionnaires, interview schedule and observation guide as instruments in collection of the data.

1.9 Limitations of the Study

Because some schools in Uasin Gishu County start classes early in the morning and finish around noon, the researcher needed the assistance of research assistants to gather data. The research assistants were taught how to gather data and how to acquire data from respondents in an ethical manner. Some of the head teachers were nervous about disclosing information about their schools during the interview; this was alleviated by assuring them of the secrecy of their identities and assuring them that the research was totally academic. Because the study's duration overlapped with end-of-year exams, not all courses were observed as intended.

Some instructors refused to fill out the surveys because they were too busy, while others claimed to be too busy. They may have bad feelings regarding the information they provided because they are afraid of being accused of being a victim. The researcher took the effort to persuade them and make it clear that the activity was mostly for educational purposes.

1.10 Assumptions of the Study

The study was founded on the following assumptions: that all respondents cooperated in filling out questionnaires and answering interview questions, and that they gave accurate information to help the researchers improve the study. The researcher received clearance from NACOSTI, the county commissioner's office, and the school level.

The findings are useful to the KICD as it contributes to the body of knowledge and that it is of significance to them while developing ECDE curriculum.

1.11 Theoretical Framework

1.11.1 Incentive theory of motivation

This study was anchored on incentive theory of motivation proposed by Hockenbury and Hockenbury in 2013. External benefits are the motive for human activities, according to this psychological hypothesis. People are driven to perform things because of external benefits, according to the notion. In this theory of motivation, behavioral learning ideas such as association and reinforcement play an essential role. This hypothesis appears to move the focus of motivation from the internal to the exterior. External goals, such as incentives, money, or recognition, are said to "pull" behavior, according to incentive theories, it’s simple to imagine a variety of instances in which a specific objective, such as a promotion at work, might operate as an external motivator to encourage certain actions (Hockenbury & Hockenbury, 2013).

People are drawn to actions that provide good rewards and driven away from those that

provide negative rewards. To put it another way, changes in behavior across people or situations may be traced back to the incentives available and the value a person sets on those incentives at the moment (Bernstein, 2011).

This hypothesis is directly related to the drive theory in that it claims that external factors, rather than internal considerations, impact the urge for action. The notion is primarily concerned with the fact that one's activities are aimed at obtaining certain rewards. This theory's significance is that incentives can be used to encourage participants to interact in certain behavior patterns, but they can also be used to persuade people to refrain from doing so. Incentives are only effective if the individual values the reward, and the rewards must be attainable in order to be motivating.

As a result, this theory was applied in this study since it was hypothesized that a variety of external factors impacted teacher retention rates in schools. According to the findings of this study, some of these elements include, but are not limited to, the provision of incentives. These included presents and outdoor trips, as well as appreciation of their instructors' efforts, a boost in revenue or payments, and the supply of gifts and payments.

This idea implies that humans or animals are driven to do things, whereas incentive theorists believe that people and animals are drawn toward specific goals (Bernstein, 2012). To this degree, the incentive theory of motivation acknowledges that people engage in the activities required to achieve goals where a necessary pull element exists. Motivational tactics such as consistent feedback, salary, decent working conditions, defined goals and objectives, insurance coverage, and tuition waivers are important for staff retention, according to this study (Franzoi, 2011). Second, this theory acknowledges

that human beings are motivated by pleasure, that is, by things that are fundamentally enjoyable (Hockenbury & Hockenbury, 2013). Instructors' motivation is thus centered on promotion, training, and acknowledgment for completed work, as well as fast payment, because these inspire pleasure and drive teachers to work more in order to maximize gains. It also offers teachers a purpose to keep working, resulting in higher retention.

Furthermore, proponents of this view acknowledge that human motivation is driven by a desire to maximize pleasure while minimizing pain (Franzoi, 2011). Teachers, like any other human being, require a reward at the conclusion of their labor to motivate them to carry on working. It is therefore critical to use incentives to motivate instructors. Incentives can be used to encourage individuals to engage in specific activities, as well as to persuade them to refrain from doing so. Teachers who are rewarded for their timeliness, for example, are less likely to truant. Because individual teachers value the incentive, a deceptive motivating technique is a valuable tool. Teachers are motivated if the benefits are attainable. The principal's selection of manageable and achievable goals is a crucial tool for motivating instructors.

The theory's fundamental flaw is that not all incentives are created equal, and the benefits that you find compelling may not be enough to motivate someone else to act. Physiological, sociological, and cognitive aspects can all influence which rewards are motivating to a person. A teacher, for example, is more likely to be motivated by advancement when he or she needs it rather than when he or she is content in his or her existing position. A biology instructor may be enticed to organize remedial lessons by the prospect of a sought abroad trip, but a history teacher might be turned off by such an

opportunity. "The value of an incentive might alter over time and in different settings," says the second point. In certain cases, receiving praise from the principal, for example, may provide a positive incentive value for a teacher, but not in others (Franzoi 2011). Even though the incentive theory of motivation has these flaws, it is appropriate for this study since the researcher examines extrinsic motivation holistically. This implies that the research will look at a variety of motivating variables and how they affect teacher effectiveness.

1.11.2 Hertzberg theory of motivation

This study was also anchored on Hertzberg theory of motivation. Frederick Herzberg's motivation conservation theory is the most known motivation theory after Maslow's theory. This theory is also called double-factor theory or motivation hygiene theory (Herzberg, 2013). In fact, Frederick Herzberg developed Maslow's theory by classifying him as lower and higher needs, such as Maslow in Herzberg (Herzberg, 2013). In the work with 201 engineers and accountants, Herzberg asked people two important questions and asked them to explain the events that made them feel the best and feel the worst when they were working. The first one is satisfying, and the second one is the one that makes them feel uncomfortable. Herzberg divided human needs into two groups. The first one is the fear of pain and the second is psychological development.

Motivation factors are called internal factors. Hygiene factors called external factors due to dissatisfaction caused by discomfort or pain (Nelson & Quick, 2017). Hygiene factors are the factors that meet the physiological, safety and social needs of the work and the dissatisfaction that responds to lower level requirements such as physical working

conditions, wages and other payments, administration, status, corporate policies and practices. Institutions determine these factors (Yüksel, 2018). The hygiene factors identified by Herzberg are in Adair (2013) as follows; Job security, Fees, Status, Working conditions, Interpersonal relationships, Control style, Business policy and Personal experience. These factors are support factors. It does not directly affect the motivation of the person. Excellent hygiene factors cause employees to be dissatisfied and have no complaints (Nelson & Quick, 2017). Hygiene factors allow eliminating unsatisfaction and improving performance to some extent. But to improve and renew these factors is not very useful in increasing motivation. For high performance, management should focus on motivating factors and constantly renew them. The motivation factors identified by Herzberg are as follows; Success, Recognition, Work itself, Progress, promotion, Responsibility, Feedback, and Development, upbringing opportunities (Adair, 2013). These factors are closely related. If all of these factors are present, personal development and self-realization needs are met. High levels of performance are achieved (Önen & Tüzün, 2015).

Hygiene issues cannot motivate employees but can minimize dissatisfaction, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. Hygiene topics include company policies, supervision, salary, interpersonal relations and working conditions. They are issues related to the employee's environment. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaning and personal growth. They are issues such as achievement, recognition, the work itself, responsibility and advancement.

1.12 Conceptual Framework

Independent Variables Dependent Variable

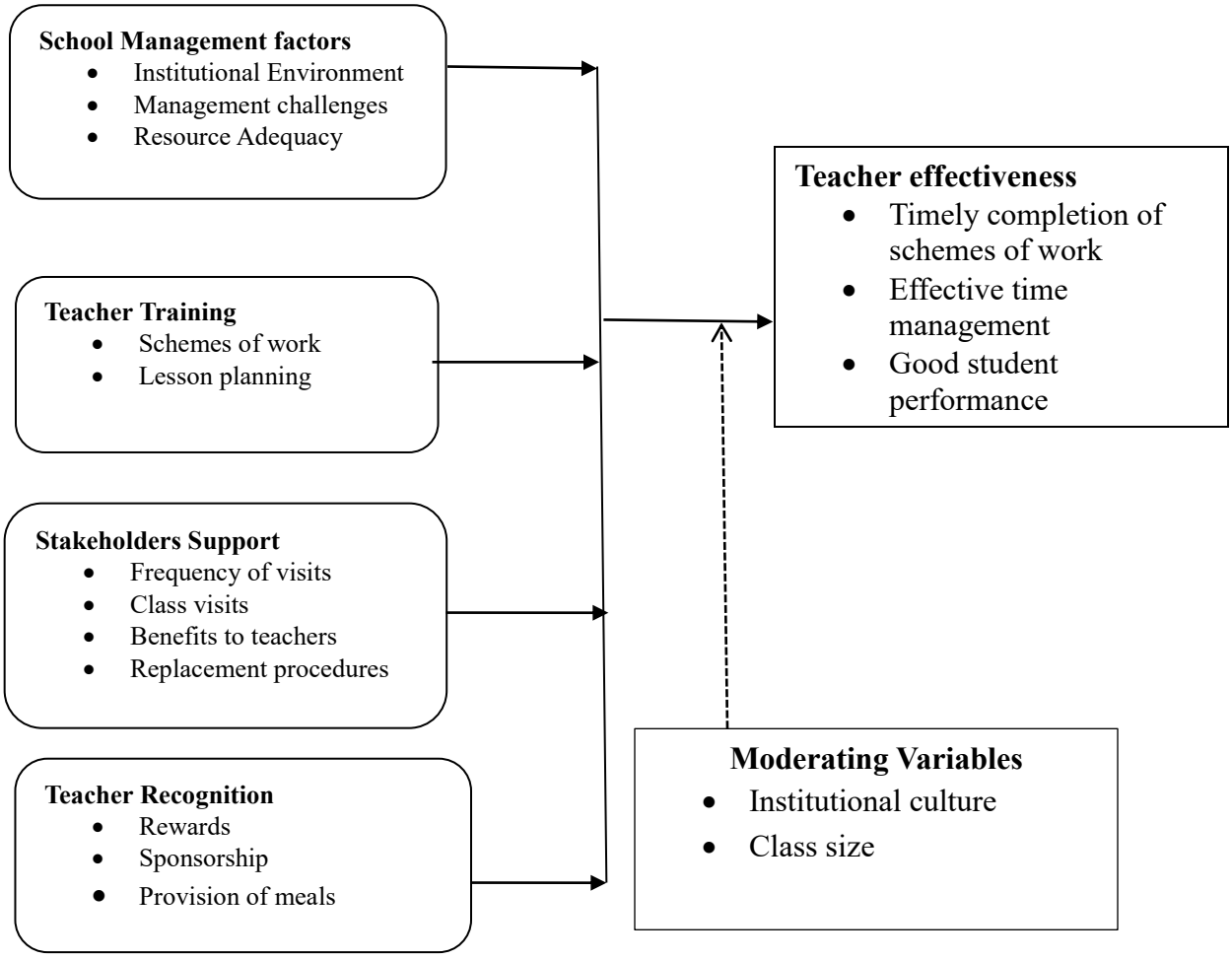

Figure 1 Conceptual Framework

Source: Author (2019)

1.13 Definition of Operational Terms

Analysis- Refers to detailed examination of the elements or structure of something (Han & Yin, 2016).

Early Childhood Development Education refers to the curriculum or education taught to children aged 3 to 9 years in pre-primary schools and standard one to three in primary schools (Martinez-Beck & Zaslow, 2016).

Early Childhood Education Refers to programs and services for families and learners from conception to six years of age in the fields of education, health, nutrition, protection, and sanitation. ECD is holistic, referring to a child's cognitive, social, emotional, and physical development (Martinez-Beck & Zaslow, 2016).

Institutional Environment– Characterized by the elaboration of rules and requirements to which individual organizations must conform in order to receive legitimacy and support (Kagema, 2018).

Learning- Refers to the process of acquiring new or modifying existing knowledge, behaviours, skills, values or preferences (Johansson & Emilson, 2016).

Management challenges – Refers to challenges that arise while the concerned management is dealing with their roles of service delivery. The institution however may be influenced negatively as a result (Kagema, 2018).

Pre-school- Refers to the level of education where learners aged between 3-6 years receive early childhood development education (Johansson & Emilson, 2016).

Pre-school- Refers to the level of education where learners aged between 3-6 years receive early childhood development education (Wanakacha *et al.,* 2016).

Resource Allocation– Refers to having sufficient resources when needed to reliably serve demands in teaching (Johansson & Emilson, 2016).

School management - Refers to the movement of decision-making ability from higher to lower levels in an organization, that is, who is best situated to make choices in an organization (Han & Yin, 2016).

Stakeholders' support– Refers to the support that the ECDE Stakeholders provide and may include provision of Materials for learning and Teaching, Infrastructure and any other support that may go a long way in motivating teachers so as to provide efficient services (Johansson & Emilson, 2016).

Teacher Training – Refers to the planning and organizing is key in preparation for learning and teaching Environment. Teacher Training involve scheming, lesson planning, and preparation of teaching notes and assembling of teaching aids (Han & Yin, 2016)**.**

Teacher effectiveness- Refers to the motivation to teach that stems from an individual's fundamental ideals, as well as the effort devoted on teaching as impacted by a variety of contextual variables (Han & Yin, 2016).

Teaching - Refers to how teachers present and communicate curriculum Content to learners (Wanakacha *et al.,* 2016).

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents reviewed literature on determinants of teacher effectiveness in public preschools. Additionally, the chapter examines the effects of school related factors on teacher effectiveness, teachers' preparedness, stakeholders support on learning and teaching resources and effects of teacher recognition in motivating teachers in Uasin Gishu County, Kenya. The study focuses on introducing the importance of pre-public schoolteacher effectiveness in early childhood development education.

2.1 Concept Review

2.1.1 Concept of Teacher Effectiveness in Public Pre-Schools

If there is good management of good employees, strong infrastructure and culture atmosphere, instructional materials, and good supervision, teachers' effectiveness depends on intrinsic and extrinsic motivation. Teachers' quality is widely regarded as the most important school-related effect on a child's academic success by policymakers, practitioners, and researchers alike (Motoko, Gerald, LeTendre & Scribner, 2017). Furthermore, according to Fenster (2014), a highly successful teacher increases both students' short-term academic learning and their long-term quality of life. People attend to school to gain information, develop skills, and establish beliefs that will help them become productive citizens and reach their full potential as human beings (Wong &

Wong, 2019).

In every educational context, the quality of the teacher is said to be the most important factor in enhancing student accomplishment and narrowing achievement disparities. Teachers' knowledge and abilities, according to Leigh and Mead (2015), are the most essential elements impacting children's learning. As a result, teacher quality is seen as a means to this objective. Teachers' enormous influence on pupils' success are virtually unquestioned, according Goe (2017), the assert that teacher quality has an impact on student achievement, citing academic qualifications and experience as examples of teaching attributes. In the short term, a highly successful teacher increases pupils' academic learning, and in the long run, their quality of life (Goe & Stickler, 2018). The accuracy of this assertion has been backed by empirical data, however, what these empirical findings haven't shown is the particular characteristics or attributes that influence student achievement.

Teachers’ effectiveness is a topic that policymakers should consider if they want to enhance student learning outcomes. The literature on teacher effectiveness highlights four primary areas of concern: planning and preparation, classroom management, instruction (Tournaki, Lyublinskaya, & Carolan, 2019), and professional obligations (Tournaki, Lyublinskaya, & Carolan, 2019). According to research, whether or not instructors are efficient in their teaching activities is determined by their credentials, professional growth, and experience. Teachers who perform well, according to Goe, Bell, and Little (2018), have high expectations for all students and help them learn, as measured by value added or other exam growth measures, or by alternative measures, contribute to positive

academic, attitudinal, and social student outcomes such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior, and use, contribute to the development of classrooms and schools that value diversity and civic-mindedness, collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure, monitor student formatively, adapting instruction as needed, and evaluate teaching using multiple sources of evidence, make a contribution to the development of classrooms and schools that value diversity and civic-mindedness, collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with disabilities (Goe *et al.,* 2018).

According to Darling-Hammond (2017), good instructors have a favorable impact on student educational performance. Similarly, Rockoff and Speroni (2011) found that disparities in teacher effectiveness were connected to inequalities in student accomplishment. Furthermore, Gordon, Kane, and Staiger (2016) argue that teacher effectiveness in the classroom is more important than anything else in predicting student achievement, and that students profit enormously if they are routinely taught by competent instructors.

2.1.2 Teacher Effectiveness in ECD in Kenya

The constitution of Kenya, 2010 created a two-level government comprising of National and County governments (Emily *et al.,* 2016). As a result, there was a division of Kenya territory into 47 counties. Part 2 of the Kenyan constitution provides and confers the

powers to the county government over pre-primary education, home craft centers, village polytechnics, and child care facilities (Nyachieo, 2015). The learners' Act No. 8 of 2011 offers a clear definition of a child and some of the rights such as free and compulsory basic education (Wamukuru, 2015; ElimuYetu Coalition, 2013).

The National Government is the primary financier of education in Kenya. Education is allocated 40 percent of the budget. The finances focus on paying teacher's salaries and capitation grants for primary and secondary schools (Chepkwony et al., 2016). The counties are responsible for financing ECD facilities with parents meeting costs such as feeding and supplementary learning resources (Emily *et al.,* 2016). Although there are cases where donors and non-governmental organizations finance education, their support is always limited particularly in areas where people are needy (Katwii, 2016). It is clear that the national government focuses on the primary rather than pre-primary education. The budgetary allocation for primary school is the largest compared to secondary (Ngeru, 2015).

Critical sectors such as Special Education and ECD receive the smallest share of the allotment (Kamara, 2016). The demand for ECD services is high (Kamara, 2016). A significant percentage of stakeholders were positive on their perception of ECDs' inclusion in the constitution (Elimu Yetu Coalition, 2013). The devolution of management of ECD to counties provides hand-off experiences to the relevant stakeholders (Shinali & Kamau, 2016). In this case, the county and national governments have an opportunity to collaborate together and create policies that enhance capacity of the ECD such that there is mobilization of additional resources. In the past, the national

government was responsible for ensuring that the learners had adequate education (ElimuYetu Coalition, 2013).

Some challenges however, arose because most of the schools, particularly those in the interior parts of the country did not access the services (Emily *et al.,* 2016). As a result, most learners failed to acquire the strong educational foundation because they lacked the required resources (Nyachieo, 2015). The concept of devolution therefore, has played a significant role in improving services. Devolution of management of learning and teaching resources has been very pivotal in motivating teachers in preschool environment (Mwaniki, 2015). Learners at this category do not have sufficient knowledge and skills. Some of their mental aspects such as attentiveness and task persistence are still low. The availability of the resources acts as a motivator for teachers in assisting the learners in improving their psychological needs and wants (Jerome, 2013).

Studies indicate that the provision of resources and opportunities for learners to sort, group, and classify objects using criteria such as color, size, texture, and shape, help the learners to symbolize and use differed imitation and enhance their mental abilities (Njogu, 2015). Depending on the materials employed, learners can actively create their knowledge (Türel *et al.,* 2012; Celikoz, 2010). For example, learners hear and perceive things in connection to what they already know. As a result, learners must be exposed to a variety of materials so that they may more readily create their knowledge (Schunk *et al.,* 2012).

Effective learning and teaching do not only rely on the cognitive capacities but also the learning environment. In this case, the learning environment include the provision of

resources such as new ECDE classes, library, playgrounds, chalks, textbooks, manila papers, teacher pay, and exercise books (Ndung'u, 2014). The utilization of educational materials, as well as a well-organized and controlled learning environment, are the essential factors of effective preschool learning and teaching practice, responsive social and emotional supports, and meaningful interactions as a means of facilitating the learners' skill development and thinking (Omaiyo, 2013).

Pre-school and kindergarten years are critical in the life of learners. They have the opportunity to add what they have learned in their early explorations. In this case, the environment plays a central role in the provision of learning opportunities (Celikoz, 2010). The availability of learning and teaching resources create a surrounding where the learners can freely interact with the teachers. For instance, it is the role of the teachers to create an environment which is favorable to the learners (Arends, 2014). The learners should be able to observe, be active, make choices, and experiment. The presence of the resources would support the teachers in the delivery of knowledge and skills that focus on variety of areas of study.

"It is not necessarily that the use of learning and teaching resources assures successful instruction and enhances performance in numerical work," Piaget (2013) states, "but the resource must be effectively selected and used." The availability and adequacy of learning and teaching materials guarantees that the number of work lessons is concentrated on the children rather than the teachers (Celikoz, 2010). The child is motivated to learn as a result, while the teacher is motivated to impart the necessary knowledge.

Teachers can be described as the focal figure in the preschool education. Unlike parents, they are tasked with ensuring that the learners acquire the much-needed skills and knowledge that would be fundamental to their future. The ability to impart the knowledge depends on the competency of the teacher (Njogu, 2015). It should be noted that good teaching is a personal matter. It is the responsibility of the teacher to ascertain the individual differences among the learners so that they can adjust the instructions to best suit the learners. Instructors are considered the light of the classroom (Lombardi, 2013). It is important therefore, to ensure that the teachers are adequately motivated so that they can deliver their services appropriately. When the learners are motivated, then learning easily takes place.

Motivating the learners require a very challenging role on the part of the teacher (Njogu, 2015). There should be a variety of teaching techniques or styles as a means of capturing the attention or interests of the students. The presence of sufficient learning and teaching resources supports the teachers in inspiring, challenging, and stimulating their students. Learners at the preschool level lack attentiveness, however, when the teacher has resources, it will be easy for them to motivate their students through engagements.

There is a significant relationship between motivation and learning resources. Preschool teachers have to employ teaching resources during their day-to-day interaction with the pupils. Instructional resources play a notable role in learning and teaching processes (Skinner & Belmont, 2013). It promotes the memory level of the students. In the 21st century, education has widely spread and transformed from the common oral teaching to the use of instructional resources. Oral teaching or learning cannot be the key to

successful pedagogy. Preschool learners are easily distracted and bored by the learning activities hence, there is need to keep the teaching process interesting. The resources motivate the teachers in ensuring that the students achieve the intended objective or goal. Orlich, Harder, Callahan, Trevisan & Brown (2012) assert that "instructional tools are locally made or imported that help to facilitate the learning/teaching process." The experience with the learning and teaching resources prepares the student in responding to similar situation in future (Lombardi, 2013). For instance, the learning resources such as pictures leave a memory on the minds of the pupils, who are able to associate particular phenomenon with the images. Learning and teaching resources appeal to the individual attention by creating interest goals that assist in the achievement of direct effort (Skinner *et al.,* 2013). The teacher's challenge of motivation is essentially one of arranging the circumstances with the instructional resources in which the learner sees the objectives they want to attain.

The central role of a preschool teacher is to prepare and ensure that there is a stimulating environment so that they can offer the learners the possibility for learning through aspects such as sight, touch, hearing, and movement (Colker, 2018). Hence, there is need to provide a platform where exploration and manipulation can be undertaken with different learning and teaching resources or objects. It is easier for preschool students to experience, perceive, and conceive learning in an integral manner. Learners in preschool are still at a growth stage in their cognitive capabilities. The teacher should direct the perception of the learners such that there is stimulation of their curiosity on certain aspects of their knowledge acquisition (Colker, 2018).

The presence of learning and teaching resources encourages the preschool teachers in ensuring that the students achieve their goals. Traditionally, it was hard for preschool teachers to determine tastes and preferences of the students in a classroom setting. According to the ECD syllabus, sufficiency in instructional resources enables the learners to acquire number work skills (Wambui, 2013). The interaction with the learning and teaching resources offer teachers the motivation to create a relationship with their students (Orlich *et al.,* 2012).

The devolution of the management of learning resources help in motivating instructors, especially in public preschool (Muia, 2015). A significant percentage of public preschools in Kenya do not have adequate learning and teaching resources (Koech, 2010). As a result, it is impossible for teachers to supplement the learning process with other activities. Different concepts such as matching, pairing, grouping, sorting, sequencing, and ordering relies on the availability of resources in the classroom environment (Wambui, 2013). Preschool learners learn through practice (Kamakil, 2013). The lack of resources hence, decreases motivation among teachers because they do not have the ability to manipulate their teaching process to suit the requirements of the students (Kamakil, 2013). Studies show that when learners are given opportunities to practice and review their mathematical skills and concepts, they can learn through manipulation of concrete resources (Blumenfeld, 2012).

Studies show that learners learn through engagement with activities. Resources play an integral role in the development and growth of learners due to its effects on the psychology and mental aspects of the learners. The presence of activities provides a

platform where they can discover, explore, and attain optimum learning (Monda, 2012). In this case, the teachers would be motivated to actively participate in the process of helping the learners. ECD learning is centered on involvement such as manipulation of objects which help in nourishing various aspects of the child's development that create a foundation of intellectual, emotional, and social skills that are essential for school and life (Owala, Odongo & Raburu, 2016), the provision of learning and teaching resources offers an adequate platform to the learners since they can develop new experiences and encourage them in the knowledge acquisition process. It should be noted that a significant percentage of the preschool learners are between the age of three and five. The best way for them to learn is through concrete resources because they can sort and group objects with ease (Monda, 2012). The learning and teaching resources enables the learners to develop their senses in the preschool setting. The incorporation of the learning and teaching resources gives more direct rewards, emphasis, and reinforces the teaching process (Owala, Odongo & Raburu, 2016).

Preschool teachers would be willing to work with the learners when there is sufficient presence of the resources. It simply makes their work easy. Teachers who vary the learning of learners through interaction and action with environment and others through the use of aids or resources makes the classroom colorful and depicts the relevance and learnt themes in each lesson for the learners. The presence of learning and teaching resources guarantees the understanding and retention on the part of learners. Therefore, the adoption of the learning and teaching resources can either have a positive or negative effect on the performance of the preschool learners.

The future of the learners depends on the foundation laid by the preschool teachers in their early years. Teaching is considered a noble task that is characterized by keenness or attention (Monda, 2012). Teachers play a valuable role in shaping the future of learners because kids are the future of the generations and society to come and hence, it is the role of most nations to invest substantially on the ECD. The investment would help in guaranteeing the international education goals of the learners (Owala, Odongo & Raburu, 2016). Studies show that there is inefficiency in the management of preschool education across the world. Although teachers are the engines that drive the nation towards achievement of goals, they are often neglected as they draw no satisfaction from their work. Studies show that teacher effectiveness may determine their productivity in the process of learning and teaching yet there is no or little attention focused on their motivation (Monda, 2012).

Governments in various countries have centered their attention on the learners rather than teachers. It should be noted that activities such as provision of learning resources have direct effect on both the students and teachers. Exposing the learners to the environment is very critical. A motivated teacher implies that they can adequately expose the student to the surrounding such that they can develop their intellectual and social skills. Learning and teaching resources assist the learners in understanding abstract concept, solving problems, and developing critical thought process (Owala, Odongo & Raburu, 2016).

The concept of numbers can be taught with the help of building blocks. Resources can play a notable function in establishment of social skills among learners. Learning and teaching resources would motivate the teachers in incorporating the significance of

collaboration in the students (Monda, 2012). The resources can be utilized in solving problems as groups. Preschool learners moreover, can interact freely with others, adapt to the new technology, and think through logically. Preschool learners are at a very vulnerable age in their growth and development. For example, they can acquire good or bad habits depending on the effectiveness of the teachers. The presence of the learning and teaching resources can aid the teacher in controlling the emotions of the students during interaction. Issues such as thumb sucking, aggression, shyness, temper, fighting, and bullying are common at the early stages of the preschool learners (Monda, 2012).

Although the parents can deal with the issues, they do not have an active role to play. The problems can be attributed to the social and emotional development. Learning and teaching resources will help the teacher in incorporating positive values such as self-confidence, self-discipline, and curiosity (Monda, 2012). Pre-school is crucial because it establishes the expectations and patterns of success which assist in the creation of confidence climate for the child's learning effort.

Learning and teaching resources has impacts on motivation in a preschool environment. Teachers should comprehend the objectives of the play resources to the learners which are to explore, and establish personal skills and talents. Studies portrays that play resources can help in increasing the vocabulary and self-expression as learners play freely, their large and small motor skills grow, body muscles strengthen, and controlling and coordinating different body parts is possible. Additionally, preschool learners can develop their accuracy, estimation of skills, relaxing, and recreation (Monda, 2012). The provision of a wide variety of the learning and teaching resources would motivate

teachers in assisting learners in their growth and development initiatives. Teacher effectiveness would ensure that they promote brain development in the learners. The presence of adequate resources would help the teacher in exposing the child to aspects such as dance and music (Monda, 2012).

Young children learn through discovery and ability to acquire new skills. In the long run, there is holistic development on the part of the kid. During the learning process, the utilization of learning resources entails using more than one of the human senses at the same time. Learning and teaching resources therefore, is very crucial to the teachers and preschoolers. According to the Kenya Institute of Education (KIE), educational researchers delved deeper on some of the reasons as to why learners enjoy playing with toys (Monda, 2012). The conclusive study stated that learners who are exposed to a variety of toys at an early age tend to develop a higher intellectual functioning than those who receive little or no stimulation and have no toys to play with, they also promote a high degree of socialization and develop creativity as they play.

Larson (2010), states that a significant percentage of teachers fail to use learning visual aids Lauritzen (1985), asserted that reading is an abstract process that has nothing to do with the semi-concrete resources such as objects and pictures. He further noted that learning and teaching resources are irrelevant in the process since teachers employed choral reading. Unlike the use of materials, choral reading requires little preparations for teaching. There has been tremendous growth and development however, in phases such as social, economic, and technology. As a result, a child requires a change of learning approach from active to passive. In this case, the presence of learning and teaching

resources provides passive means because the preschoolers have the ability to contribute to the process.

The use of choral reading complicates the education process, since teachers play an active role in the classroom, they do not find time and energy to determine if the child has a problem or not. When learners are given an opportunity, they can discover much more of what they need to know and learn. For instance, they receive answers to their questions regarding the learning process with the presence of resources. If the child has a problem with arranging building blocks, the teacher can automatically judge that they have an issue with numbers (Monda, 2012). From this perspective, it can be concluded that if a teacher does not use the learning and teaching resources for their learners, there is a high likelihood that the overall development of the child was adversely affected.

Sang (2013), asserts that schools that have adequate and good learning and teaching resources, have a high likelihood of performing well. It should be noted that preschoolers do not require expensive play resources for them to grow and develop physically and mentally respectively. The locally available resources can be improvised to serve the same purposes in ECDs. There should be frameworks that motivate teachers in shunning from too much reliance of the new resources but rather become innovative and use the readily available resources. Therefore, the motivation of teachers would ensure that they can improvise the learning and teaching resources. As a result, there would be no or minimal scarcity of the materials in the preschool environment.

There is a strong relationship between staffing of preschools and performance. In the preschool setting, staffing can be described as the number of employees within the

preschool with regards to the teachers (Ratemo, 2016).

The growth and developmental stage of the preschoolers requires attention from their teachers. Staffing is centered on the teacher-pupil ratio (Ratemo, 2016). In most public schools, the ratio of the teachers to students is usually low. As a result, the learners do not acquire the knowledge and skills at a required level leading to reduced performance. Okumbe (2018), states that staffing is a process of bringing in, training staff and maintaining proper work environment. The quality of education depends on the level and range of training and qualification of the staff. The teacher is perceived as a custodian of knowledge. The preschoolers are likely to emulate the behavior of their teachers. Motivation would ensure that teachers are ready to demonstrate their will to change and learn.

Low motivation results in professional misconduct, poor preparation, underutilization of class time, and reliance of traditional practices that may affect the ability of the instructors in offering their services. One problem facing ECDs in Kenya is low staffing as the government does not recruit preschool teachers throughout the country. Some of the reasons offered by the responsible authority include lack of funds and avoidance (Ratemo, 2016). The delegation of the duty to governors has helped in improving operations in ECD centers in Kenya. For instance, it is the role of Uasin Gishu County to ensure that preschools realize adequate staffing.

The national government channels resources through budgets to the counties. Staffing influences teacher effectiveness because it compromises their performance and standard of education in the ECD centers (Ratemo, 2016). Despite the role played by the county

governments, staffing of the teachers is still unbalanced. Most of the teachers prefer to teach in schools that are located in towns or along the road (Ratemo, 2016). As a result, the schools that are present in remote areas will automatically lack teachers. The devolution of management of resources has played an integral role in the balancing exercise of ECD teachers. Devolution has hence, helped in reducing the rampant shortages of teachers in the remote areas of Kenya.

2.1.3 Overview of ECD

ECD education is a very crucial stage on the child's growth and development. Some of the notable founders of ECD include Johann Froebel, Heinrich Pestalozzi, and John Dewey among others (Prochner & Kabiru, 2018). It is during this stage that the child develops in every aspect of their lives such as intellectual, physical, social, and emotional development. The rate and proportion of mental and physical abilities is high from birth to age six (Stockall, Dennis & Miller, 2012). In this case, the learners need high quality personal care and learning experiences.

ECD is the developmental experience of the child before they start compulsory schooling (Wamukuru, 2015). Some of the pre-public ECD include childcare centers, kindergartens, nurseries, and pre-schools (Mwaniki, 2015). Pre-primary offers an adequate opportunity for learners to develop to the best of their abilities (Nyachieo, 2015). It is important for the government and other education stakeholders to invest on pre-primary education because of its role in further learning and growth of the child (Alderman, 2013).

A proper approach should be developed at this level such that it can ensure that the

education system cut costs in the long run while promoting exposure and cognitive skills and knowledge (Jaluo, 2013). The emphasis on pre-school has been contributed by the substantial benefit it offers to the learners and society as a whole. Kenya would reap from investing their efforts on improving ECDs across the country (Jaluo, 2013). Pre-schools provide an adequate platform for early identification and intervention (Emily & Ruth, 2016).

Globally, close to 17 percent of learners have special needs due to disabilities while others are vulnerable because of marginalization and discrimination (Mwaniki, 2015). Thus, the learners can maximize their potentials and contribute based on their talents. The introduction of the free primary education (FPE) was fundamental in increasing the potential for all learners across the nation. Learners however, ought to be equally "ready to learn" through providing the required skills in their pre-school (Elimu Yetu Coalition, 2013). Currently, there is low access to pre-schools nationally which necessitate support for this age group.

2.1.4 Concept of Devolution of School Learning and Teaching Resources

Devolution of school learning and teaching resources, according to Fund (2010), is a management paradigm that is school-based, student-centered, and quality-focused. Schools are given more freedom and autonomy in managing their own operations and resources for school growth as a result of the devolution of duties, allowing them to create an atmosphere that encourages continual improvement. Simultaneously, schools must strengthen accountability in school administration by involving important stakeholders in decision-making as part of the governance structure.

The ultimate goal of school learning and teaching materials is to raise learning and teaching standards. DSM (Devolved School Management) is a system in which school districts delegate financial management responsibilities to individual schools. Each school is given an annual budget that allows them to buy things like furniture and equipment, as well as arrange for repair work and upkeep. They may also be in charge of making management choices on other financial matters, such as employee costs. DSM choices are made at the school level by the head teacher in cooperation with the School Board and parents (Osman, 2013).

According to Fund (2010), devolution of school learning and teaching resources includes learners who are fit and active, well-nourished, and ready to take part and learn, as well as students who are assisted in learning by their families and communities; surroundings that are healthy, safe, protective, and gender-sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricula and resources for the acquisition of basic skills, particularly in the areas of literacy and mathematics; and content that is reflected in relevant curricula and resources, and are related to national educational goals and healthy social involvement.

The Directorate of Quality Assurance and Standards (DQAS) in Kenya is responsible for overseeing and ensuring that schools provide high-quality education (Ojiambo, 2019). The education officer, according to Ajuoga, Indoshi, and Agak (2010), is in charge of overseeing curriculum implementation in schools and improving teacher effectiveness. To put it another way, school learning and teaching resources must be devolved to allow for external assessment of how curricula are implemented at the school level (Gongera,

Muigai and Nyakwara, 2013).

2.2 Review Literature on Study Variables

2.2.1 School Management Related Factors

Many studies undertaken on motivation focus on organizational behaviour and have come up with findings related to satisfaction and performance. It doesn't take much thought to know that this trio must have a high level of reliance with one another. People require motivation in order to improve their performance. But not everyone is inspired by the same things. One may feel much better, valued, and encouraged to higher productivity if he or she is simply listened to or given some flexibility in his or her work schedules, whereas another may feel much better, appreciated, and incentivized to higher productivity if he or she is simply listened to or given some flexibility in his or her work schedules (Herzberg, 1959). Unlike non-teaching employees, pre-school teachers' effectiveness should be impacted by how the administration and employer look after their interests in meeting higher-order demands.

This means that there should be measures for a teacher to perform that go beyond free meals, a school complex, housing, monetary prizes, and being paraded in front of parents for acclaim. Some of these erroneous motivators might work well for low-paid non-teaching employees. Herzberg (1959) investigated Maslow's theory and conducted study with engineers and accountants, discovering that the two professional groups' satisfiers (motivators) include esteem, feeling of belonging, and self-actualization.

When employees are asked to rate numerous aspects of their job, such as supervision,

compensation, advancement chances, co-workers, and so on, the nature of the task itself emerges as the most essential employment element. This is not to argue that well-designed pay systems or competent supervision are irrelevant; rather, by making work as fascinating and demanding as feasible, much may be done to impact worker satisfaction. Unfortunately, some managers believe that compensation is the most important aspect of a job, to the exclusion of other factors such as exciting work. Employees ranked interesting work as the most important job attribute, while good wages ranked fifth, according to Kovach (2015), in a study examining the importance of job attributes. When it came to what managers thought employees wanted, good wages ranked first, while interesting work ranked fifth.

In their study, Nyam and William-West (2014) looked at the psychological and sociocultural elements that influence teacher motivation in Nigeria. To obtain data, the researchers employed a questionnaire and an interview schedule. The study's findings revealed that the study participants' motivation was typically low owing to a lack of suitable instructional support from school administrators in the form of teaching-learning materials, a poor-quality connection with school administrators, and insufficient parental support. According to the findings, poor working circumstances were a major factor in teachers' desire to seek different jobs.

Mark (2015), conducted research on the elements that influence teacher motivation and work performance. Data was obtained from 39 participants, including 32 teachers, four school heads, one District Education Officer, one Teachers Service Department (TSD) officer, and one Chama cha Walimu Tanzania officer, using a questionnaire and an

interview schedule (CWT). Teachers were happy with school infrastructure, the provision of a quiet school atmosphere, and teaching learning tools, according to the data. However, a number of factors in their schools demotivated the teachers, including the school administration's failure to consider their opinions, strict school leadership, heavy workload, lack of recognition by the employer, delays in promotion, and school heads' tendency to make decisions that only suited them while ignoring the needs of teachers. The research advised that the government and school administration improve the quality of the working environment for teachers in order to increase their motivation and morale.

Unfavorable working conditions, such as poor service conditions, were also identified as demotivating factors among preschool instructors in a research conducted by Makoti (2015), in Kenya's Murang'a region. This conclusion is in line with a recent research conducted in Kenya's Nakuru Municipality by Majanga, Nasongo, and Sylvia (2010). For example, the study found that in Kenya, free primary education (FPE) has resulted in higher class sizes, a teacher shortage, a hard workload for teachers, and, as a result, teacher demotivation. The report proposed that teachers' working circumstances be improved by hiring additional instructors in order to reduce the problem of excessive workload among teachers.

The sum of conditions under which a person or a group of people work or fulfill their obligations, according to Akinyele (2010), is the work environment. Work environment in a school context has two key components: the physical environment and the behavioral component of work environment. In a school context, the physical environment includes the tools and other types of resources available to personnel, such as funds and facilities.

On the other hand, the behavioral component of the work environment refers to characteristics such as collegiality, leader-member relationships, student attitudes and behavior toward instructors, and parental cooperation with teachers. Employees may exhibit poor organizational behavior as a result of an undesirable work environment.

Heavy workload, lack of collegiality among staff members, weak institutional support, poor teacher-supervisory practices by their seniors, learner indiscipline, disrespect by parents, insufficient teaching-learning resources, insecurity, and a poor physical environment are all characteristics of an unfavorable work environment in a school setting. Teachers at such a school are more prone to disrespect their superiors and coworkers, to fight change, and to take acts that undermine team motivation and, as a result, the school's goals. (Yincheng, 2016).

Because the work environment is such an important driver of the degree and quality of employee performance outcomes, academic and non-academic researchers have long sought empirical explanations on the relationship between work environment and employee motivation. The overarching goal of these studies has been to uncover workplace characteristics that have the potential to demotivate individuals. The rationale behind these researches is that the results will reveal how to solve the identified demotivating issues and, as a result, increase worker performance. Chen (2010), for example, conducted a research in Jinzhau, China, among middle school teachers (n=294). The data was collected using a five-point Likert scale questionnaire, which was then analyzed using independent t-test and one-way ANOVA statistics.

Teachers were unhappy (and hence demotivated) by variables such as workload, school

leadership and administration, student behavior patterns, and insufficient parental support, according to the findings. Policymakers and school leaders in Jinzhau city should pay attention to these factors in order to retain and motivate teachers in their current schools, according to the study, because they are highly likely to increase teachers' motivation to seek employment in other schools or occupational sectors.

Sirin (2019), used an interview schedule and an email-delivered questionnaire to conduct a survey among physical education research assistants in 40 Turkish institutions. The research found that, on average, research assistants had a positive impression of their jobs and were motivated in their work. However, the survey found that respondents were demotivated in a number of work-related characteristics, particularly the level of supervision provided by their supervisors. The study provided numerous recommendations, one of which was that university administrators should support research assistants' career objectives by inspiring and directing them toward their goals.

Through a multilevel analysis of national surveys performed in the United States, Liu and Meyers (2018), investigated teachers' satisfaction and motivation with various elements of their jobs. Teachers were unsatisfied and hence demotivated by working circumstances in their schools, which included micromanagement, job instability, and poor communication with their superiors, according to the poll. These findings corroborated Ari and Sipal (2019) and Hean and Garret (2011) findings in Turkey and Chile, respectively.

In Bangladesh, Haq and Islam (2015), conducted a situational analysis research on work satisfaction and motivation among teachers. The study relied on secondary data from

media, educational publications, and personal experiences to determine how instructors felt about and reacted to professional situations. Through interviews with 126 respondents who performed various positions in the industry, the research gathered qualitative perspectives. Teacher motivation was found to be influenced by the following factors: school location, type of school, promotion and career path, physical facilities of the school, student behavior, and opportunities for additional teacher training, workload, relationships with the community, and relationships with School Management Committees (SMC's), as well as school quality factors such as learning and teaching resources. The research also found that in cases when the elements were unfavorable, instructors' motivation or readiness to put in extra effort in their instructional jobs was low, and vice versa.

Denmar & Marmoah (2017), performed research in Indonesia with the goal of determining if there was a link between job environment, motivation, and teacher effectiveness. The research employed a survey method using a correlation methodology. The study's sample consisted of 60 people drawn from a pool of 120 people using a proportionate random selection approach. A questionnaire was used to collect data, which was then analyzed using descriptive statistics. The findings demonstrated that a pleasant and dynamic work environment had a significant effect on teacher motivation. The study also found other work-related motivating elements such as the availability of learning and teaching materials, the appropriateness of physical facilities, and the quality of teamwork and collegiality. Teachers' motivation and morale rose at schools where work environment motivational aspects were advantageous to them, according to the study.

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Teachers are highly likely to be demotivated and demoralized, according to Ingersoll's (2011) study in the United States, when they are denied the opportunity to participate in decision-making by school administrators, including inadequate administrative support and exposure to an autocratic school climate and unfavorable educational policies. Ineffective supervision, typified by selective justice and witch hunts, was also a major factor impacting teacher motivation and satisfaction in most developing nations, particularly in Africa and South Asia, according to Diamantes (2014) and Mathew (2015). Michaelowa (2012), found that, contrary to common belief, wages are not as essential as the availability of textbooks and other logistical assistance for learning and teaching in a research on teacher job satisfaction in Francophone Sub-Saharan Africa.

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administration's failure to consider their views, strict management is guided, work overload, lack of acknowledgement by the boss, delays in advancement, and school heads' tendency to make decisions that only suited them while ignoring the needs of teachers. The research advised that the government and school administration improve the quality of the working environment for teachers in order to increase their motivation and morale.

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Matoke, Okibo, and Nyamongo (2015), investigated the factors that influence teacher effectiveness in public secondary schools in Kenya's Masaba south sub-county. A descriptive survey design was used in this investigation. Data was gathered using a questionnaire and an in-depth interview schedule. The outcomes of the study revealed that the work environment had a substantial impact on teacher motivation. Inadequate learning and teaching facilities, such as labs, respectable classrooms, educational trips, and reference materials, were also shown to be a source of teacher demotivation in the research location. Similarly, Juma's (2011) study in Kenya's Bungoma north region

related teacher motivation to the status of learning and teaching resources in schools, finding that lack of essential resources and facilities in schools had a negative impact on teacher motivation.

A good school, according to Lerine and Lezotte (2010), has characteristics such as a productive climate and culture with an orderly environment, staff cohesion and problem-solving orientation focusing on public acquisition of knowledge with maximum use of time and mastery of skills, appropriate monitoring of pupil's progress, outstanding leadership, and significant parental involvement, as well as an effective instructional arrangement and implementation. According to Okumbe (2011), good pupil management necessitates a concerted effort on the part of head teachers to guarantee that teachers' creativity and school operations are efficiently and effectively promoted.

2.2.2 Adequacy of Resources

Early childhood education requires both physical and human resources. Learning and teaching materials are provided to assist effective teaching, learning, and subsequent performance by motivated instructors. Kerrich (2019) claims that when instructors are given a range of things and tools to work with; they are more likely to teach well because various teaching materials pique students' interest and curiosity, resulting in improved teacher effectiveness. Learners' learning of new concepts is improved in situations with a sufficient range of instructional tools. As a result, how well resources are acquired, handled, and maintained is a crucial factor in teacher effectiveness.

In a seminar paper, Tebbs (2016) stated that more attention should be paid to the

provision of adequate facilities and resources, as well as opportunities for teachers to share ideas on how to use available, accessible, and appropriate resources to solve educational problems, thereby increasing their motivation. Furthermore, even before it is implemented, a new program requires relevant and suitable infrastructure. A confident, successful, productive, and motivated teacher has enough and relevant instructional materials and facilities. Learning resources and human resources are critical components in effective implementation. These resources include the school's physical facilities as well as learning and teaching materials that aid in the implementation process.

To improve teacher effectiveness, physical facilities, learning and teaching tools are essential. Learners can use resources to assist them grasp the subject they're studying and reach the specific goals they've set for themselves based on the material. Teachers are valuable resources in the learning and teaching process and should be regarded alongside other educational resources. They are the ideal resources to include into a specific teaching strategy meant to achieve a certain learning practice, such as a theme approach, without which head teachers may face administrative issues. This is obvious proof that implementing new ideas and practices is hampered by a lack of resources because instructors are less motivated (Heckman, 2015).

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learning and teaching facilities, such as suitable classrooms, educational excursions, and reference materials, were also identified as a source of teacher demotivation in the study. Similarly, Juma's (2011) study in Bungoma, Kenya related teacher motivation to the status of learning and teaching resources in schools, finding that lack of essential resources and facilities in schools had a negative impact on teacher motivation.

2.2.3 Institutional Environment

Working conditions are defined by Gerald (2016) as "all current factors impacting labor at the workplace." Working circumstances are influenced by a variety of variables both inside and outside the school. Teachers' workload, classroom atmosphere, teachers' housing, and commuting distance from home to school are all important variables in their working conditions. Teachers' morale is affected more by these circumstances. Long commutes from home to work, for example, induce tardiness and may contribute to absenteeism (Dinah et al., 2012). High workloads can cause fatigue and even sickness in teachers, and in the worst-case scenario, they can cause degeneration. Teachers' morale can be affected by bad classroom infrastructure, such as poorly ventilated classrooms or worn-out classroom floors. Furthermore, bigger class sizes put a load on the instructor and jeopardize quality service delivery because the teacher may not be able to attend to all pupils precisely. As a result, improved working circumstances are critical in enhancing teacher morale and, as a result, performance.

Teachers confront continual policy changes as a consequence of greater reform, which may be confusing and demotivating. Furthermore, constant transfers mean that teachers are rarely able to experience the improvement in student accomplishment as a result of

their efforts (Bennel & Akyempong, 2017). Although school principals can serve as role models and leaders (Javaid, 2019), many lacks the essential expertise and experience. Headmasters are rarely given any training and are frequently elevated due to political clout. Many school principals still have educational obligations that hinder them from adequately overseeing and assisting instructors (Charron et al., 2016). Other factors restricting head teachers' ability to increase teacher effectiveness include poor management systems, extremely strict budgetary management regulations, and head teachers' control over instructors (Mpokesa & Ndaruhutse, 2018).

In Lesotho, professional connections between teachers and their supervisors are more important than salary and amenities in motivating teachers (Urwick, Mapuru & Nehobotin, 2015). Frequent policy changes, a lack of merit-based promotion, illogical deployment, a strained relationship between instructors and directors, and a lack of support from regional education bureaus are among the institutional issues that undermine teacher effectiveness in Ethiopia. What is the value of a teacher? (A report on the motivation and morale of teachers in Ethiopia n.d.). The way learners learn and develop has been a point of great concern.

Employee performance and productivity are heavily influenced by their working environment. By work environment, we mean the procedures, methods, structures, tools, and situations in the workplace that have an influence on individual performance, whether positive or negative. Policies, regulations, culture, resources, working relationships, work location, and internal and external environmental variables all have an impact on how people execute their jobs. Clements-Croome (2010), claims that the

environment in which individuals work has an impact on both job performance and job happiness. Workers in modern office buildings conduct more complicated activities that rely on sophisticated technology, and corporations with rising occupancy costs often strive to minimize them without negatively impacting workers. Such workplace decisions aim to make an investment in employees' quality of life, with the idea that this will lead to verifiable productivity gains. Researchers are increasingly discovering correlations between employee health and feature of the physical environment at work, such as indoor air quality and illumination, the majority of current research on workplace stress focuses on psychosocial variables that impact job performance, strain, and employee health. The physical environment has been incorporated in several theoretical models of workplace stress.

Research on physical environment characteristics, however, frequently relate to the physical dimensions of the activities being performed rather than elements of the physical area in which labor is performed. Because research on job strain and other characteristics of workplace stress tends to ignore the expanding body of work on workplace environmental psychology, the goal of this paper is to bridge the gap between these two disciplines of study. It is critical for management to try to establish a workplace where everyone is highly driven and respected. He goes on to say that if employees take care of their health, they will be happier in both their personal life and at work. People will be more creative and effective in their contributions at work if they feel better about how they handle their life.

Physical resources do, in fact, contribute to a more favorable atmosphere for better

learning and teaching. According to studies on the influence of the school environment on teacher motivation, a school atmosphere that is not favorable to teaching might result in poor motivation and hence underperformance (Chimombe, 2011). The provision of suitable learning and teaching facilities, including equipment and human resources, at all levels improves the quality and relevance of imparting skills to students (Lumuli, 2019). Classrooms, labs, libraries, playing fields, and textbooks are just a few examples of learning and teaching resources. Because there are more students in a smaller class, teachers are more motivated to teach effectively.

Yuma (2011), connects school performance on exams to the status of learning and teaching resources. Because the impoverished are typically in places where schools are severely lacking in essential amenities, an attitude of helplessness may be instilled early in pupils, causing them to have a bad attitude toward school; he observes that students from low homes score poorly in tests. Workload issues are adversely connected with teacher job satisfaction and favorably correlated with absence, according to Michaeloaw (2012). A tremendous workload in Africa not only reduces teachers' effort but also makes them hesitant to implementing innovative teaching methods (Bennel & Akyeampong 2017).

Physical resources have been shown to have a significant influence on teacher effectiveness in terms of adequacy and quality. A school with sufficient teaching materials is more likely to have a higher school mean. Teachers' morale suffers as a result of poor quality and insufficient physical resources in the classroom. A school with insufficient classrooms will be obliged to accommodate more pupils than is advised,

resulting in an increase in the teacher-to-student ratio (Psycharapolous & woodhall, 2005).

The teaching of science courses has been hampered by a lack of fundamental equipment such as laboratories. Due to a lack of resources for successful instruction, topics that should be taught practically are taught theoretically as part of the adaptive mechanism by instructors. This has an impact on students' performance, lowering their competition for opportunities based on achievement in certain disciplines (Lumuli, 2019). As a result, the purpose of this study was to see if environmental factors had an impact on teacher motivation, which has resulted in performance disparities between schools.

Instructors, according to Enoch Rabotapi (2016), should be motivated in particular, and new teachers should be inducted to aid their transition into the workplace. This is likely due to the difficulty of adjusting to a new setting, which might impair their interactions with pupils and, as a result, their performance. Administrators should inspire teachers by ensuring that they are well informed and ready to operate in the twenty-first century, according to Chrispen Chiome (2016). They need to be technologically savvy. This will also assist the teacher in providing advanced examples in class, hence improving student performance.

According to Sharma (2016), teachers' working circumstances have a favorable relationship with their effectiveness. As a result, every administration should guarantee that the required facilities exist to encourage instructors and keep them on their toes. For example, a lack of resources such as printers or foolscaps, charts, chalks, and a staffroom with seats can demotivate instructors and limit how they educate, i.e., teaching technique

and student morale, resulting in low performance.

According to Croome (2010), the work environment influences job performance and effectiveness; there is a relationship between an individual's health and the work environment when cleanliness, illumination, and air freshness in the rooms are considered. Teachers' well-being must be prioritized, and their morale must be promoted through maintaining a positive environment and lessons.

Tayyab (2010), used a quantitative survey technique to investigate the determinants impacting teacher effectiveness at the secondary school level in India's Rawalpindi city. The instructors of class X in secondary schools made up the study's population. A total of 80 instructors were chosen for the study from a random sample of ten schools. A questionnaire was used to collect data. On a percentage basis, the replies were evaluated and interpreted. Teachers were dissatisfied with their employment, career choice, student conduct, and test stress, according to the data. According to the findings, teachers should get training, be treated with respect, and be compensated appropriately for their skills and talents.

In Perth, Western Australia, Kilgallon (2016), investigated characteristics that impact early childhood classroom teachers' retention in the profession and in teaching. With a population of 57 ECE trained instructors, the study used a qualitative research approach. In-depth interviews were used to gather information, which was then examined thematically. The researchers discovered that ECE teachers were sustained by maintaining personal well-being and a balanced life, which included enjoying daily interactions with students and developing relationships with coworkers; positive attitudes

toward learning, teaching, and change were found to have an impact on sustainability as participants emotional intelligence and personal wellbeing. Teachers' wisdom, as evidenced by self-awareness, realistic expectations, and the capacity to justify teaching approaches to fit a variety of requirements, was found to be important in sustaining personal well-being and life worth balance in the profession and in the classroom.

Faustino (2019), did a research in Tanzania to find out if there was a teacher effectiveness issue. A triangulation of data method was used in the study. With a population of 10 government-funded elementary schools in Dares-Salaam, the sampling approach was purposeful. At each school, the head teachers and four randomly selected teachers were questioned individually. Document analysis and focus group talks were used to obtain qualitative data, which was then analyzed using a theme framework. According to the conclusions of the study, there is a lengthy list of things that need to be done in Tanzania to boost teacher work satisfaction and motivation. However, given the severe budget restrictions, it was evident that some reforms, most notably salary raises and the implementation of non-trivial transportation and housing allowances, were necessary. It was also suggested that, over the following decade, a comprehensive and coordinated national plan be implemented to boost teacher work satisfaction and motivation.

Akyem (2010), used a descriptive survey technique to conduct a research in Togo to measure teacher development in the country. A random sample of 1000 instructors were taken. The researchers performed audio-recorded face-to-face interviews with 26 questions. The transcribed data was divided into categories individually and analyzed using a cross-case matrix. Teachers' productivity and efficiency are strongly influenced

by how they operate and their workplace conditions, according to the research. It went on to say that working conditions have a minor impact on job satisfaction, and that if a job is supposed to bring fulfillment, the working environment should be conducive. Furthermore, excessive job expectations will lead to discontentment if the rewards do not match the responsibilities. The study concluded that there is a need for academic enticement and teacher professional development. It was also proposed that no teacher be recruited without having completed professional education training and that refresher and in-service courses for teachers be scheduled at regular intervals to keep them up to speed on the content of related disciplines as well as teaching skills.

Makoti (2015), used a descriptive survey with a qualitative methodology in Kigumo Division, Muranga County to determine teachers' competency to function at the ECDE level. With a sample population of 300 teachers recruited from the public, church-sponsored, and private sectors, the sampling procedure was random. The information was gathered using a questionnaire and then examined thematically. The study's findings revealed that pre-school teachers' decent working environment and terms of service are a source of motivation. It was also shown that working close to home and having positive relationships with students and other instructors was important to them. Furthermore, community acknowledgment for outstanding work, a sustainable workload, and fringe benefits were indicated as motivators for pre-school instructors in the survey. Working environment should be favorable to increase teacher motivation, according to the study. As a result, teachers must be motivated in order for pupils to reach their full potential. Teachers' effectiveness, on the other hand, is determined by motivation levels.

Osewe (2011), used a qualitative technique to study the elements that lead to pre-school teachers' dissatisfaction in Kisumu Municipality. With a population of 30 schools and 150 instructors, the sampling procedure was simply random. Semi-structured interviews were used to obtain qualitative data, which was then evaluated thematically. Most pre-school instructors are demotivated, according to the research, since the school curriculum presupposes that teachers have access to learning resources when such materials are sparse. Basic utilities such as water and power are also vital for teacher job satisfaction and motivation, according to the report. The guidelines said that the learning atmosphere should be pleasant and friendly to both instructors and students. With this in mind, he suggested that adequate resources at learning centers be provided to incentivize instructors to achieve strong outcomes, resulting in high transfer rates.

At African Nazarene University in Kenya, Cheptoek (2017), evaluated the impact of working circumstances on job performance among non-academic personnel. A descriptive survey approach was used in the study, with a sample of 280 workers serving as key respondents. Interviews were used to gather information, which was then evaluated using descriptive statistics. According to the findings, workers' job performance is directly influenced by their current working conditions, which include management, involvement in university development activities, proper monitoring, and feedback, among other things. The research concluded that in order for the university to meet its development goals, non-academic workers must have better working circumstances, since they are as crucial in improving service delivery.

Akumu (2013), performed a research in Rangwe Division, Homa Bay Sub County, on the

influence of classroom monitoring on the quality of learning and instruction among primary school teachers. With a sample of 180 instructors from public elementary schools, the study used a correlation research methodology. The sample was selected using a saturated sampling strategy, and data was gathered using surveys and analyzed by using descriptive statistics like mean and linear regression. The study's main results were that there was a strong link between supervision and high-quality instruction. The research concluded that the Ministry of Education's Department of Quality Assurance and Standards' oversight should be increased, and circuit supervisors should be hired to prohibit instructors from working in secondary schools. This necessitated the strengthening of the sub-county inspectorate by giving sufficient finances to conduct routine school inspections. Regular visits to schools would encourage instructors to be more punctual and early in the classroom, avoiding the distraction of looking for secondary work.

Pre-school teachers' effectiveness, according to Owala, Odongo, and Raburu (2016), has become an essential problem in modern society because of their duty of imparting information and skills to learners while shaping them toward achieving their potentials in life throughout formative years. This necessitates the creation of a conducive atmosphere for instructors to carry out their duties. Teachers must be motivated in order for public ECDE centers to create the required circumstances for children's holistic development. Their jobs aren't secure, resources aren't sufficient, incomes aren't competitive, and school leadership styles aren't engaging. The goal of this ex post facto design research, which was based on Maslow's Hierarchy of Needs Theory, was to identify motivating variables impacting preschool instructors' work performance in public ECDE institutions.

The study's goals were to determine the impact of working circumstances and socioeconomic characteristics on preschool instructors' job performance in public ECDE facilities. According to the findings of the study, instructors have the capacity to perform well, but they must be motivated in order to boost productivity in public ECDE centers. According to the report, county governments and communities should devise ways to motivate their teachers by enhancing their terms and circumstances of employment in order to boost their productivity.

Employees, on the whole, favor physical environments that aren't unsafe or uncomfortable. Most employees favor facilities that are convenient to home, clean, have appropriate tools and equipment, and are in excellent repair, among other things. The need for physical comfort based on his or her bodily demands, as well as the desire for surroundings that promote or do not obstruct the achievement of his or her work goals, are the primary factors driving an employee's preference for pleasant working conditions (Hayden, 2013). His research demonstrates that physical workplace concerns are sometimes reflections of deeper frustrations like emotional issues and worry. Many teachers' work and residential environments are depressing, which lowers self-esteem and demotivates them. Many schools lack basic utilities such as piped water and electricity, as well as staff rooms and restrooms. For virtually all teachers, housing is a big concern.

Bennell and Akyeampong (2017), writing on teacher effectiveness in Sub-Saharan Africa and South Asia, found that all twelve nation case studies underlined the significant influence that working and living conditions had on teacher motivation and classroom performance. Workload, which includes the number of students and working hours,

teachers' overall classroom circumstances, managerial support, school location, living arrangements, and commute distance are all factors that impact teacher motivation, according to the authors. Positive attitudes about learning and teaching will be promoted by school administrators who establish friendly, inclusive, yet professional environments. Teachers' effectiveness is influenced by their working environment as well. To increase the quality of education, more focus should be paid to improving the working circumstances of teachers. To increase student learning, the availability of learning and teaching resources, as well as the general classroom atmosphere, should be improved.

'Friendly and agreeable' entry areas, supervised quiet places for learners, and public spaces that build a feeling of community are all desirable designs, with special attention to color (McGregor, 2014). Rather than being just practical, today's schools must build environments that learners desire to visit, similar to how cafés draw people. Other research has acknowledged that students' achievement lags in shabby school buildings, but they go on to say that this study "does not show that student achievement rises when amenities go from decent building structures to those fitted with fancy classrooms, water fountains, television studios, and the like" (Higgins *et al.,* 2015).

Major improvements in the educational environment were ascribed in one research to improved attitudes toward learning and teaching toward physical environment changes made among all users (Higgins, 2015). Good facilities help instructors do their jobs more effectively. According to Siegel, there is a clear link between architecture and teacher cooperation. Teachers' capacity to successfully and efficiently complete daily work, the building of professional and social connections, and the exchange of information and

expertise are all affected by how space is organized (Siegel, 2019).

Just as essential as the architecture of the classroom is the consideration of the areas where instructors meet and interact. While there is frequently a divide between the designer and the user in school design, there is a rising trend to include users in the design of learning and teaching environments, which has advantages for both students and instructors –'making meaning around what they want from education' (McGregor, 2014). According to Higgins *et al,* (2015) school designs should not be forced or purchased off the shelf; rather, they should be the outcome of a well-articulated vision that is aided by architects and designers "to produce integrated solutions" (Higgins et al, 2015).

Initiatives that attempt to inspire young people to actively participate in the design process are chances to re-engage students with learning by living citizenship rather than teaching it through transmission (McGregor, 2014). Keep also mentions schools where the 'environment,' such as walls, grounds, lighting, and mechanical systems, play an active role in the kids' learning process' (Keep, 2012). 'Learning opportunities may be weaved into the framework of a school, turning it into an active environment rather than a passive one storing a jumble of "things," he claims (Taylor & Aldrich, 2018 and Keep, 2012). Another argument in favor of schools having a clearly expressed vision when it comes to design is that parents and students now have more options when it comes to which school they attend. Schools are in a unique position to provide students with specialized learning opportunities. 'Planners and educators may increasingly be faced with the task of developing tailored restoration and building plans that support a school's

goal (Stevenson, 2017).

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Supervisory duties for instructional supervisors must be extremely well-trained. To accomplish the numerous supervisory responsibilities to which they are called, a supervisor must have a broad repertoire of knowledge, abilities, and approaches, as Oliva and Pawlas (2014) pointed out. It is also important for head teachers to be involved in instructional monitoring. Sergiovanni and Starratt (2017), state that head teachers are supposed to supervise both the instructors' instructional activities and the students' learning activities. The position of head teachers in European nations such as Germany, Portugal, Slovenia, Sweden, and Northern Ireland is balanced between administrative, educational, and strategic planning in their schools (Balanskat & Gerhard, 2010). The head teacher, according to Fullan (2010), is the most probable individual to be in a position to form the organizational circumstances required for success, such as the establishment of shared goals, collaborative work structures and climates, and methods for monitoring results.

According to Gumo (2013), the curriculum implementation process requires active support and engagement from administrators, not necessarily as curriculum specialists, but as change supervisors. As a result, the level of commitment of the school heads to overseeing the ECDE employees for excellent performance is a critical characteristic. The amount of time and energy that head teachers give to achieving a goal, as well as the extent to which they remain true to their supervisory function in the face of resistance and practical obstacles, demonstrate their commitment to the aim (Balanskat & Gerhard, 2010). Because preschool instructors rely on the head teachers for direction and assistance in curriculum implementation, head teachers should be knowledgeable with curriculum objectives in order to provide effective supervision throughout implementation (Wanzare, 2013). It is the role of the head teacher to give direction and oversee the extent to which the ECE curriculum is applied in this setting (Nyakwara, 2014). As a result, he or she will be held accountable and liable for achieving pre-school objectives (Gardener & Mahler, 2013). One of the duties of head teachers is to supervise the learning and teaching process in their schools. He must also maintain track of the degree to which teachers are involved in the curriculum's execution, as well as the accuracy with which he keeps track of the children's progress (Martinez, Nandeau & Preira, 2012).

Physical observation of class presentation is one technique for a head teacher to obtain insight into the quality of learning and instruction. According to Gachoya (2015), the supervisor can gain information regarding quality standards and performance through this visit. Fisher (2011), advises, however, that witnessed teachings should be thoroughly examined, since it serves little use if an observer just exudes kindness, mumbles

aimlessly, or appears unsure of the objective following a lecture. Similarly, Karanja and Githinji (2011), state that a supervisor should utilize an observation schedule to note the teacher's degree of class management, teaching styles, lesson presentation, knowledge of subject, learner participation, and relevancy of content provided. Furthermore, the supervisor can improve the information gathered by videotaping the lecture without distracting the class. During the post-conference session, the instructor and supervisor can utilize the filmed information to analyze the strengths and faults of the lesson.

According to Kamau (2014), the absence of competent administration in most ECDE facilities has a detrimental influence on the early childhood education operations. At the same time, according to Njue (2014), personnel at ECDE centers lack the supervision they require from head teachers in order to function as an effectively care and education team. Children become bored and their learning demands are not satisfied as a result of bad teaching approaches and inefficient child management strategies. In Kenya's public elementary schools, underdeveloped self-review and insufficient center planning obstruct growth even further (Gumo, 2013).

Kiragu (2014) investigated the role of primary school head teachers in the implementation of the early childhood education curriculum in Murang' a County's Makuyu Division. The survey discovered, among other things, that the majority of primary school head teachers never verified the professional documentation of pre-school instructors and that primary schools did not give advice and counseling to pre-school teachers. The survey also discovered that while head teachers offered curriculum support materials to pre-school teachers, they did not monitor the application of the ECE

program.

2.2.4 Teacher Training on Motivation

In Kenya, the KICD is in charge of developing the curriculum and monitoring its implementation, whereas the teacher facilitates classroom teaching and ensures that it is carried out correctly. Teaching is based on a shared phenomenon of accomplishing national educational goals. This is judged by the teacher's capacity to comprehend, develop, and administer the curriculum while adhering to the professional procedures to guarantee that the instructional objectives are met.

According to Brown et al. (2014), no matter how kind and friendly a teacher is, he or she cannot possibly succeed unless he or she has a deep understanding of the subject matter. Teaching does not happen by accident, and it requires meticulous planning and preparation in order to be effective. Classroom management, lesson preparation, organization of learning and teaching activities, evaluation, and feedback are all part of the teaching process. Effective classroom training and adequate teacher preparation are critical to students' success in the classroom.

According to Rosenshine *et al.,* (2015), the first thing a teacher should do before starting to teach and meeting a group to educate for the first time is to plan, which is also an indication of achieving educational goals. Ofoegbu (2014), went on to say that instructors' ineffectiveness un classroom contact with pupils might be to blame for learners' low performance and Nigeria's widely acknowledged falling educational standards. This was connected to poor teacher effectiveness in terms of completing

instructional tasks, bad teaching practices, and limited teacher resources.

The Sub-Saharan African (SSA) regional workshop for African teachers, held in September 2017 at the Safari Park hotel in Nairobi, Kenya, with the theme "challenge of ensuring quality teaching in every classroom in Africa," was organized to assist participating countries in developing appropriate policies for managing the teaching force, which in most countries is the most valuable resource in the education system, and to help strengthen classroom practices.

Instructors are frequently criticized for test failures, with parents and the general public attributing failure to teachers' carelessness (Quality Assurance and Standards Circular No.1 2019). This was thought to be caused by poor curriculum delivery and low teacher involvement in classroom instruction, resulting in a wide range of results in different schools, leaving one to wonder why the disparities exist when the instructions are given by the same teachers who went through the same training program.

Teachers must prepare all phases of curricular document implementation before they are utilized by students with their help. It includes putting together a scheme of work and a lesson plan after determining the instructional objectives, as well as the use of appropriate teaching methods, teaching aids, and evaluation tools. Curriculum instruction is anticipated to be founded on these solid teaching principles, which the teacher should follow in order to provide effective classroom education.

For use in the instructional development process, planning for teaching necessitates supporting papers and records. The instructor needs teaching papers, which are materials

that any serious teacher must be familiar with in order to build and apply them in the classroom (Urevbu, 2015). To do so, a teacher should consult the syllabus book, which provides guidance on how to plan for effective classroom instruction, including how to set objectives, compose the scheme of work, and create lesson plans.

In Kenya, the syllabus includes national educational goals as well as teaching themes or subjects, teaching methods/learning activities, teaching materials, and references. Many scientists and psychologists believe that the cognitive, emotional, and psychomotor domains of the ECDE learning curriculum are particularly in need of teaching resources. In a research conducted in Botswana (2013-2015), it was shown that learners who attended pre-schools with well-trained instructors stayed in school longer and had lower dropout rates. Other nations where the results were achieved included Israel, Ireland, Colombia, Jamaica, Trinidad, and even Kenya (Bernard Van Leer Foundations, 2012). As a result, study of teacher traits and motivation in the implementation of the ECDE curriculum in Kenya is required.

Practical skills and abilities are well taught with the use of resources, ECDE learning becomes operational via the use of a variety of well selected, appropriate learning materials. For the students, too much teacher talk is tedious. Learners demand a child-friendly setting, according to the NACECE Report (2016), where a teacher sets up learning nooks full of materials based on the topic or activity content. As learners explore and learn freely in both indoor and outdoor activities, materials are updated or renewed on a regular basis.

This will only work if instructors are well-prepared and educated in the selection and use

of a wide range of educational resources (Ongus, 2013). In Kenya, the primary goal of ECDE learning is to assist children in developing language and communication abilities, as well as manipulative and mathematical skills in idea processing and reading and writing skills. The kid should develop favourable attitudes toward schooling as well as physical, moral, spiritual, and emotional growth. Pupils were ready to transfer from pre-school to primary school without difficulty provided instructional materials were purchased and skilfully employed by well-prepared instructors.

A pre-school teacher is someone who teaches children aged 3 to 5, which is the youngest age group in early childhood education. These young children are nurtured, taught, and cared for by these pre-school instructors. They use a range of instructional methodologies to provide early childhood care and education. Teachers devise and administer a curriculum that addresses a variety of aspects of a child's development, including motor skills, emotional and social development, and phonological awareness. They play an important part in children's development since they teach them to read and write, as well as improve their vocabulary, creative arts, science, and social studies. Preschool children learn primarily via exploration, play, and formal teaching, which is why pre-school instructors use storytelling, rhyming games, and acting games to advance language and vocabulary development, as well as to build social skills by having children work together. Pre-school instructors must be informed about the topic they teach, have expertise in the field, have a positive attitude toward the job, and be pragmatic and adaptable in order to assist children succeed in their studies. Preschool instructors must also understand and respond to individual and cultural variations in their students, as well as use a variety of teaching strategies to help them achieve greater success. They must be

well-organized, trustworthy, patient, and resourceful. They should use multicultural teaching approaches.

Teachers must also be able to collaborate and communicate effectively with their colleagues, support staff, parents, and community members. According to Howes (2017), a teacher's degree of education, as well as professional position and experience, is one of the characteristics that has a significant influence on children's performance. Teachers' professional standing is determined by their teaching style and interactions with youngsters. Teachers with greater early childhood education expertise have a favorable interaction with their students. The use of the teacher's power of motivation during pre-school English learning activities is critical to the arousal, regeneration, and maintenance of the children's excitement for learning. This is a significant duty for the teacher.

The environment in the classroom has a significant influence on children's motivation and attitude toward learning. Greenwald (2019), points out that a teacher's academic and professional qualifications have an impact on how well he or she can motivate pre-school children to achieve the expected levels of interest, completion of English activities, neatness in class work, and participation during the English lesson. The most crucial attribute for instructors in early childhood development, according to the National Association for the Education of Young Children, is excitement and love for children. This extends beyond simply connecting with them and wishing to make a difference in the lives of each and every youngster. Teachers must want to open every child's door to learning and help them overcome whatever obstacles they may face.

Teachers who work with young children need patience and a sense of humor. Young

children are boisterous by nature, with short attention spans and little self-control. Every child learns in a unique way, making the teacher's job more difficult. Patience mixed with a sense of humor aids the instructor in controlling and managing the students' conduct while remaining focused on the final objective. According to Bandura (1971), early childhood educators must master effective methods for interacting with young children and communicating with them at their level. They should be able to communicate with the kid's parent about his or her child's needs, abilities, issues, and accomplishments so that both parties (teacher and parents) can assist the youngster in overcoming his or her emotions. In order to attain a more satisfying and beneficial end, the teacher should also communicate with other instructors that come to her class on a daily basis. Teachers in today's global world must be prepared to teach in multi-cultural classrooms with a diverse range of ethnicities, cultures, and customs. This is because each kid has a distinct personality and learning style, and teachers must accept these distinctions and work with each child's style in order to effectively reach and educate them. This will assist the instructor in creating a welcoming and comfortable learning environment. Individual learning styles should be accommodated in lesson planning through activities and objectives. The instructor must be adaptable and willing to change their teaching methods to accommodate individual diversity.

What qualities do you need to be a successful early childhood educator? This is a question that has vexed contemplative teacher educators, idealistic teachers, and apprehensive parents who entrust their young children to another adult. A mix of knowledge, abilities, and personal attributes determines a teacher's effectiveness (Katz, 2013). While prospective teachers can improve their knowledge and abilities, their

personal traits, which include the social-emotional, spiritual, and cognitive worlds, are more likely to be set in stone.

Cantor (2010), points out that while one can have both knowledge and talent, nothing will happen unless one is willing to put both to use. Personal characteristics are difficult to detect because they are ingrained thoughts and attitudes that we cannot immediately witness or measure using established methods. A survey of 227 public school teachers and 14 principles was conducted at Ball State University (Johnson, 2020), to evaluate the qualities associated with teacher success. According to the research, an excellent teacher possesses the following qualities: a thorough understanding of the subject matter, a personal interest in each kid, and the establishment of a caring, loving, and warm environment.

In addition, the instructor should provide comprehensive education, plan, and arrange learning. She or he should be interested in children. Taylor and Wash (2013), showed that the following personal attributes can lead to excellent early childhood education in a more recent study. Passion for children is what distinguishes a genuinely good teacher. Perseverance, which may also be referred to as "dedication," is another quality. Teachers must be willing to be long-term champions for the betterment of children's lives. A teacher's willingness to take chances is a distinguishing feature that sets them out from the pack. Taking risks entails refusing to accept any response if a yes will increase a child's education. Perseverance and a willingness to take chances are the polar opposites of pragmatism. The teacher understands which conflicts are winnable and when to use their resources to help the student. Patience is a quality that goes hand in hand with

practicality. When dealing with the bureaucracy as well as engaging with children and their families, instructors should be patient. Not every child learns quickly, and some have characteristics that may put even the most capable instructor to the test.

Another trait that leads to good teaching is adaptability. Early childhood education necessitates the ability to cope with change and the unexpected. An example would be if a teacher had to cancel an outdoor play due to inclement weather. Respect is a crucial quality in a teacher, especially when the instructor appreciates families and children. This quality was characterized as "appreciation of variety," according to the research. They defined it as not just respecting children and their families from all origins, but also maintaining the concept of exposure to people from many backgrounds who speak a variety of languages enriches everyone's life. We understand that students' self-grow in a respectful setting, and competent instructors naturally create this environment.

According to the report, another quality that a teacher should have is creativity. Teaching in a less-than-ideal physical situation or with limited resources necessitates ingenuity. Teaching students from various origins who may not approach school in the same manner requires ingenuity. It requires imagination to teach children with different learning styles, and it takes even more imagination to make learning enjoyable. A successful early childhood teacher is known for his or her creativity. Learning is a passion. Teachers should model this trait in order to instill a passion of learning in their students. Teachers who are lifelong learners instill in their students the importance of learning. A sense of humor is an important aspect of good teaching. Nothing delivers the idea that learning should be enjoyable like a room full of spontaneous laughing. "All that children require is

that we should love them and respect them, and that we should be willing to laugh when it's hilarious," the research says.

In order to inspire the student in the English language, a competent instructor should be able to meet the psychological demands of the kid, which include the need for love, companionship, and intimacy. Children need to know that their teacher loves them as individuals and is truly worried about them, therefore, pre-school teachers should be able to build positive teacher-child relationships. Teachers should guarantee that students are in a safe atmosphere free of bullying. Discipline should be child-friendly, thus teachers should refrain from caning, abusing, or sending students home for small infractions. In a school where children feel safe and secure, they will study better. Previous experience can aid in the learning of new concepts that are comparable to those learned previously (Bandura, 1971 & Gumo, 2017).

According to research, experience may work as a teacher and sharpener for greater understanding of a subject being learned (Weinstein, 2018). Depending on what one has learned before and how one uses new knowledge, the experience may be valuable or insignificant to a person (Gumo, 2013). Teaching experience can be viewed as a trustworthy indicator of a person's ability to do a specific activity. Successful teaching experience, according to Sidhu (2012), is a great asset. Teaching experience, according to Bell (2018), may be beneficial in the classroom by ensuring that the instructor adopts acceptable models of instruction. An experienced teacher is seen to be competent and to have acquired a range of teaching abilities through teaching for a long time. Hanushek (2021), Hanushek (2017), and Hanushek (2011), claim that this is only true for the first

five years of teaching. Teachers appear to contribute to student learning in little steps. Children's achievement in reading at the elementary and middle school levels is favorably connected with their first five years in the classroom. Barnes (1985), noticed that while it may follow the same pattern in the early years of teaching, it may not in the later years of teaching. As a result, this study looked into the attribute of instructor experience.

According to Goe (2017), a teacher's experience might influence the classroom techniques he or she uses. They include how teachers engage with students and the educational tactics they employ to complete certain objectives. Aligning instruction with assessment, communicating, performing, presenting intellectual challenges, and allowing students to explain what they are learning are all examples of this strategy. Using formative assessment to determine the extent to which experience and adhering to a unified set of optimal teaching practices are important. Teachers' practices allude to a process-based approach to teacher quality, which might be referred to as instructional quality.

Teachers' attitudes are thought to have a significant role in affecting how students learn and teach English. If a teacher's attitude toward teaching English is bad, it will have an impact on the students' learning and, as a result, their English performance. There is no subject in which a teacher has more influence over his or her students' attitudes and understanding than mathematics, according to Irumbi (2010) and Cockcroft (1982). An English Teacher has the potential to influence the attitudes of thousands of young people toward English and to have a significant impact on many of their job choices over his or her professional life. This suggests that the attitudes of teachers toward English have a

stronger influence on English than any other subject.

Oketch (2016), discovered that a teacher's attitude toward English has a substantial impact on the attitude and accomplishment of students. When Mwangi (2016), discovered that the teacher's negative attitude was mirrored in the children's low English performance, he came to similar conclusions. Alvidrez (2019), studied the association between instructors' attitudes about English and students' English success and discovered that students who are taught by teachers who have a negative attitude toward English do poorly in English. As a result, teachers' attitudes have an important effect in students' performance in the subject. In her research of what urban early childhood teachers believe about English and how they teach it, Addie (2019), discovered that views about English were related to years of experience. Teachers with 30 years or more of experience had a more favorable view about English than those with 1-3 years.

Teachers who establish high standards and have high expectations for their pupils, according to Muller (2019), are more likely to elicit motivation to achieve well in pre-school children throughout English language acquisition. If a student perceives that their instructor feels they can reach particular goals in the classroom, they are more likely to believe that they can as well, and are therefore driven to learn English and achieve established goals. Teachers must be wary of allowing preconceptions and prejudice to shape their expectations. Individual qualities such as race, conduct, and academic performance such as homework completion may all be developed by teachers.

The teacher, according to pragmatism, is an aid, guide, and philosopher. The primary role of a pragmatic instructor is to pose challenges to his students and encourage them to

come up with viable answers on their own. The instructor must give opportunity for children's intrinsic characteristics to grow naturally. His major responsibility is to present challenges to his students and aid them in finding solutions. The use of the student's interest is the foundation of discipline in this situation. The teacher and the students work together to solve a problem. The teacher's function is that of a guide and director; the learner is the one who acts, and learning becomes a cooperative venture—a joint business. The pursuit of similar goals creates its own order. Education becomes a communal process of sharing among members of diverse groups, with everyone participating on an equal footing. There are no incentives, nor are there any consequences for the martinet. The discipline stems from the school's overall culture (Miettinen, 2016).

The focus of pragmatism's teaching style is on the kid, not the book, the instructor, or the subject. The child's primary interest is "to do and to make." The procedure should be adaptable and dynamic. It must be adaptive and customizable to the nature of the topic and the students' capabilities. In the teaching-learning process, the pragmatist's curriculum allows for innovative and meaningful activities. Pragmatists see school as a miniature of society where children may learn to act and behave in ways that are appropriate for their interests, aptitudes, and talents. In education, the project method is a contribution of pragmatic philosophy. "A project is a wholehearted intentional action carried out in a social setting," Kilpatrick says. According to John Dewey, a youngster learns by doing. All learning must be accomplished via activity. People who learn by doing become more creative, confident, and cooperative. They also highlight the techniques of discovery and inquiry. According to a pragmatic viewpoint, methods such as problem solving, play-way, experimental, and laboratory procedures that follow the

idea of learning by doing can be applied. Education is a developmental process.

Knowledge is learned through the learner's own experiences and experiments. One practice leads to another, and so on, and the child's knowledge base grows. The process of reconstructing experience continues, leading to personality modification and growth. For pragmatists, the process of education has no end. It is a constant reorganization, restructuring, and integration of the race's experience and actions, in addition to the individual. As a result, education will be beneficial if it promotes the development and growth of both the person and the society in which he lives. Education is for the kid, not the child for education, and the child is not an empty bottle waiting to be filled with outside information. Education brings out and develops the innate abilities, proclivities, and aptitudes that each kid possesses. One of the goals of education is to maximize the development of a child's innate abilities.

Finding fresh experiences to share with children will be a challenge for an early childhood educator. Children should be guided rather than led, and they should be taken in a path that interests them. Allow the kid to pick their learning and playing style as a guide, while keeping safety in mind. Give up the idea that a teacher is an expert on everything. Instead of offering solutions for children, become a partner in their learning and encourage them to find their own. Teachers who partner with children learn with them and share their experiences. Teachers in early childhood education help children learn by offering interesting activities and resources. Children find learning simple and enjoyable when they are given a developmentally appropriate atmosphere, fascinating resources, and enough time to explore, play, and engage. To nourish is to foster.

Nurturing a kid includes all elements of growth, including social, emotional, cognitive, and physical development. A teacher should encourage proper growth and development in every contact. Teachers must also pay attention to a child's words and behaviors, as well as interpret them. Teachers can evaluate a child's requirements and aid in the child's growth by listening closely. Throughout the day, teachers communicate with a variety of people, including parents, children, support workers, the public at large, and executives. Teachers of young children must be ready to engage with all of these individuals. You should feel free to express yourself, ask questions, seek advice, and share your experiences.

The learning achievement of pre-school children can be influenced by a variety of teacher qualities. Teachers' attitudes, experience, and motivation have all been recognized as such influences. Attitude may be defined as a continuous tendency to react in a specific manner—often favorably or negatively—to any subject. It is about a person's unique manner of thinking, acting, and behaving. It has major consequences for the student and the immediate social group with whom he or she interacts inside the educational system. Attitudes are developed as a result of a learning experience of some type. It can also be taught by just following the teacher's lead or viewpoint. Attitude is a combination of cognitive and emotional factors. According to Adediwura and Bada (2017), attitude is significant in educational psychology because it influences social thinking, or how a person thinks about and processes social information. Because attitude has to do with how one thinks and processes social information, pre-school teachers' attitudes may have an impact on their relationships with the children they work with.

Attitude may be learnt through mimicry or imitation, which also has a part to play in the learning and teaching situation. What teachers like, dislikes, appreciates and how they feel about their job, could have a significant effect on their learners (Anaeche, Ozofor, & Iyoke, 2018)). One can say then that attitude could be one of the factors militating against the intellectual development of pre-school children. Unfortunately, many teachers seldom realize that how they teach, behave interact with learners can be more paramount than what they teach. This is to say that some teachers do not realize the fact that their attitude could have effect on the learning achievement of pre-school children. In respect of this, it is very obvious that investigating the teachers' attitude as determinants of pre-school children learning achievement is essential.

According to Adeyanju (2014), a teacher who has a good attitude toward teaching and his students would undoubtedly teach more effectively than a teacher who has developed negative attitudes about the students he is responsible for. Teachers, as life molders, must exemplify strong character and qualities, be truthful in their words and actions, and provide a positive example for their students in their own lives (Ryan, 2010).

Teachers' experience is another crucial aspect that may impact preschool children's learning performance. Many scholars have emphasized the necessity of experienced instructors in classrooms. Some of these academicians claim that teaching skills increase with experience, and that students learn better when they are taught by teachers who have been teaching them for a long time (Ijaiya, 2010). Teachers' expertise is significant since they are ultimately responsible for turning policy into action, which is why they have played such an important role in educational achievement. According to Okorji and Ogbo

(2013), an experienced teacher is one who achieves desired outcomes while performing his or her duties as a teacher. According to Ogunleye, & Bamidele, (2010) many students score poorly in tests due to a lack of familiarity with teaching style and topic. In support of this claim, Oderinde (2013), stated that one of the reasons why many applicants struggle to pass their exams is because they are taught by untrained professors who are inexperienced in teaching methods. In other words, when unskilled instructors work with pre-school children, their learning outcomes are likely to suffer. As a result, it is critical to do study on the effects of teachers' experiences on the learning achievement of pre-school children.

2.2.5 Stakeholder's Support and Teachers Motivation

Stakeholder participation in early childhood development is critical since it lays the groundwork for a child's future learning. The stakeholders are not cooperating, and there is no sense of teamwork. Stakeholders in this scenario do not value ECD participation, which might be attributed to factors originating from two sources: parents and educators. To begin with, most parents work long distances from their homes and so are unable to attend parent-teacher conferences. Some people lack understanding and information regarding ECD programs, which has a negative impact on their willingness to participate.

Guidelines, according to Meier and Marais (2017), should be followed to increase stakeholder engagement. Teachers should be instructed on how to deal with parents, keep parents aware about the value of their engagement and contributions, and keep them updated about the curriculum and how they may help at home. Because of the influence on matric outcomes, stakeholder engagement is critical in the early stages of a child's

education.

Connolly *et al.,* (2015), concur that schools would most likely fail in their efforts to teach pupils generalizable abilities if they do not gain parental support. Parents are said to be their children's first instructors, having taught them hundreds of skills before they started kindergarten. As a result, their participation is critical. They also feel that parental participation is about more than just assisting students at home. Parental participation can take numerous forms, including tutoring at school and volunteering in the classroom. The school must develop an environment that will pique the parents' attention. Curriculum evenings, sharing school lunch with their children and policy formulation are all things that parents should be part in. When parents are active in the learning process, students do better. It takes a village to raise a kid, according to an African saying.

According to Lemmer *et al.,* (2010), educators must understand their students' community and home life in order to develop or strengthen a healthy relationship between the school and the home. They must be aware of parents' educational aspirations for their children, as well as the language used at home, community and family values and conventions, and how children are educated in their families and communities. Similarly, parents must be aware of what the school wants their children to learn, how they were educated, and the books and resources they use in school. Parents should also be aware of how instructors evaluate students and how they may help their children at home. The purpose of parents' engagement is to encourage and support their children's learning, school performance, and overall well-being.

2.2.5.1 Parental Participation

Schools are tasked with using a variety of techniques to include parents in their children's education. According to Krainer (2011), initiatives involving parents who volunteer to participate in the classroom have advantages in Australia; they demonstrate the necessity for a welcoming classroom climate as well as sensitivity to parent diversity and availability. Parents take part in monitoring of resources such as funds in the public primary schools. Parents are involved in teaching morals, ethics and adoptive teachings, to adjust for and accept change in their society (Dennis, 2011). Parents are involved in discipline, guide and counsel, monitor, supervise and organize their children at home before attending school. Although America, UK and China education have developed, parents are so involved in their collar jobs where they are paid according to hours and lack time to attend forum meetings to discuss school matters with teachers, a gap that need to be filled.

According to Ediger (2013), in India, parents are involved in making sure children communicate in English while they are at home to promote learning at school. Parents should monitor children’s behavior during holidays and guide them on school matters (Caroline, 2016). They should be involved in providing structural facilities such as good water supply, sports facilities and medical facilities. Smith (2016), points out that parents should be involved so much on counseling children to avoid problems like violence, drugs and alcohol abuse, sexual activities, truancy and other problems that hinder learning in school. In Tanzania as one of East African country, parents are involved in education as stakeholders to participate in learning (Nkuba & Kyaruzi, 2015). Parents

should have authority over children's' variety of reading materials at home and therefore, the materials available should have the appropriate in depth and relevance (Davies, 2013). Parents especially in Africa are below poverty line and are involved in casual labor. In Tanzania, parents mainly work in Ujamaa villages and lack time to discuss matters on education leaving everything to teachers (Nkuba & Kyaruzi, 2015).

Parents' involvement is very vital in education as stakeholders to promote learning (Bartle 2011). Watson (2013), points out that every parent in traditional society was a teacher to instill morals to their children. Introduction of formal education all over the world had led parents to be involved in schools in various ways. Parents are involved in promoting communication, social events and fundraising in schools (Celewa, 2011). Dweck (2010), asserts that parents are involved in provision of learning and teaching materials especially in lower classes. In a study conducted by Monansa (2019), parents of children aged 5 to 16 years attending schools in England participated in establishing their degree of involvement in their children's education. According to the study, parents felt very much involved the more in primary than in secondary schools. Out of the households surveyed, majority wanted to be more involved and participate in school's management activities to ensure that their children could obtain the best from the school.

Houtenville and Conway (2018), observed that children are more likely to be active and perform better in school when their parents/guardians demonstrate interest in their school work, do assist them with homework, and are willing to ensure completion of school assignments. They also revealed that the more parents are involved or participate in education on a long-term basis at all levels, including decision-making, advocacy, and

supervisory roles as fund raisers and boosters, volunteers, and home instructors, the better for student accomplishment. The purpose of a research undertaken in the United States was to find out how effective teacher contact with preschool parents is in increasing preschool participation (Myers & Myers, 2015). During an obligatory summer school program, students were assigned to receive a daily phone call home and a text/written message as part of a randomized field experiment to determine the causal influence of teacher contact. It was established that, the frequent teacher-parent communication increased parents' preschool engagement as measured by homework completion rates, class participation and on-task behavior.

Garcia (2016), claims that, although parental engagement in the school can support the preschool's efforts and improve children's social and academic abilities, preschool children's qualities may inspire parental involvement. That is, children's conduct, as well as their social and intellectual abilities, may trigger parental intervention. For example, a misbehaving kid may lead to increased parental participation at school as the parent attempts to work with instructors to eliminate negative behaviors. Parents with brilliant children, on the other hand, may feel compelled to enhance their engagement in school in order to obtain the abilities necessary to help their children develop even further (Tucker-Drob & Harden, 2012). Child elicitation is the notion of children urging changes in their parents' actions. Garcia (2017), investigated the elicitation of parental participation in preschool by children.

Garcia (2017), investigated the extent to which children's academic and social skills influence their parents' participation in Head Start, as well as whether obstacles and

social support help to mitigate such correlations. Head Start is the nation's biggest federally supported early childcare program (Administration for Children and Families, 2014). Early childhood education for young children, as well as parent training and chances to encourage parents to acquire new skills and participate in the classroom, are provided through Head Start (Garcia, 2017). The study discovered, among other things, that the qualities of children did not immediately evoke parental participation. The absence of obvious connections revealed that parental engagement may vary based on variables that promote or impede parents' ability to participate, such as social support and involvement obstacles.

Koch (2018), conducted a qualitative study in Ohio, USA, to analyze the Early Beginnings Head Start programs, parent participation methods and determine the influence of parent involvement on preschool children's early language and literacy development. The Early Beginnings program, according to this research, uses a variety of strategies to engage and educate parents, including seminars, home visits, conferences, and newsletters. Workshops were determined to be the most effective approach of including parents in the program's efforts to teach them on early language and literacy abilities. The workshop's utilization of multilingual facilitators, hands-on learning, and conversations proved to be quite beneficial to parents.

In Britain, Elnokali, Bachman and Votruba-Drzal (2010), conducted a study on Parent Involvement and Children's Academic and Social Development in Elementary School. Using a sample of 1364 children, the study investigated children’s trajectories of academic and social development across first, third and fifth grade. The study found that

improvements in parent involvement predicted declines in problem behaviors and improvements in social skills but predicted no change in achievement. It was, however, noteworthy that Elnokali *et al.,* (2010) study considered older children who might not have required much academic assistance from their parents. The current study focus was on the preschool learners whose parental assistance was much needed.

Ajayi, Haastrup, and Arogundade (2019), investigated parent engagement in school administration as a predictor of secondary school success in Nigeria. The study looked at the link between parental engagement in school administration and school effectiveness in Nigerian secondary schools. The survey found that parents were heavily involved in secondary school administration. The study also found that secondary schools in the study region were somewhat successful, while there was no significant link between parental engagement in secondary school administration and school performance.

Using randomized cluster sampling of 100 schools from eight out of ten regions, Osei-Akoto, Chowa, and Ansong (2012), explored the amount of parental participation in academic success in Ghana. According to the findings, the majority of parents (83 percent) do not help their children with homework. The study, however, was unable to determine the impact of parental participation on academic success. Guolaung Erlendsdottir (2010), performed a qualitative survey in Namibia to determine the extent to which parents are involved in their children's academic achievement. Seven parents of kids who had received good results in exams took part in the study. Although all parents expressed a high degree of interest in their children's education, the study's design was restricted since the sample size was too small to generalize to a broader population.

In Uasin Gishu Kenya, Kibet (2010), explored the role of parents in increasing preschool children's education and discovered that parental participation in education was low. Ciaraka (2013), investigated the role of parents in enhancing learning processes in Egoji-Meru elementary schools. The survey discovered that while parental engagement in homework was strong, the majority of parents (93 percent) did not give additional learning tools. According to Spernes (2011), sharing of responsibilities between parents and schools was modest in most Kenyan rural primary schools, and there was little correlation between parental participation and pupils' academic success.

Muiru, Thinguri, Njagi and Ngunu (2014), conducted a study on parental involvement and primary school academic performance in Teso North District. Among other findings, the study found that about a quarter of parents could turn up for a meeting to discuss school academic performance, most of head teachers indicated they had a feeding program, learners' absenteeism was caused by domestic chores, and that most head teachers faced great problems due to parent's poverty and lack of interest in school programs. However, Muiru *et al.,* (2014), study did not seek to relate the actual learner grades or marks attained in an examination and the extent of parents' involvement and thus rendering their deductions weak. The current study used inferential statistics to establish the influence of parents' involvement and learners' academic performance and thus the results could be generalized to the entire population.

In Njoro sub-county of Nakuru County, Kenya, Sang, (2016), explored parental engagement in the provision of education in public Early Childhood Development and Education centers. The study looked at the extent to which parents offer food programs

and learning and teaching materials, as well as parental engagement in levies paying and promoting their children's learning at home. It also looked into the problems that parents have when it comes to providing ECDE. Data was obtained from forty-six pre-school teachers, twenty-three head teachers, and forty-six parents utilizing a mixed methods approach with interview schedules and questionnaires. The study found out that most children carried their own packed food due to absence of school feeding program. It was also found that the parents were the main financiers of pre-schools and due to poverty and high unemployment rates, most could not meet their obligations. A few pre-schools got little government grants.

Watson (2020), discovered that many nations throughout the world have substantial community engagement and dedication in educational matters. Villages in rural regions in nations like China, Tanzania, Kenya, Thailand, and Bangladesh are required to assist establish schools and pay for upkeep in cash or labour to subsidize. Parents provide a vital source of financial and material support for school growth (MOE 2017). This is significant due to the cost-sharing arrangement for providing educational services. ROK (2018), suggests that parents and the community assist the government by giving equipment to educational institutions in order to implement the cost-sharing program. Parents, among other things, give educational obligations to their children at school. MOE (2018), notes that on average household spending on secondary education is 25% per student more than the government.

Through sessional paper No. 1 of 2015, the parents are to cater for boarding fee, for students in boarding school; they should meet the cost of uniform, and other school

projects like expansion of infrastructure upon approval by the District Education Board (DEB). Parents contribute to the construction of infrastructure in secondary school education, although they are eclipsed by BOMs, according to Masube (2018). Parents also have very little say over how much money the government distributes. He also advises the Head of School to strive for a more amicable cooperation among all school stakeholders. Furthermore, according to Masube (2018), there are worries about parents' engagement in secondary school decision-making processes. Historically, schools have made decisions in isolation, and when they fail, they confront parental criticism. Despite the fact that it is a rare occurrence, the government has begun to delegate decision-making to the people. Parents and the community must carry out program activities, while the government offers technical assistance and oversight through the Kenya Education Sector Support Programme (KESSP), which is based on a sector-wide approach to program planning and implementation (SWAPPI). This is consistent with the government's aim of enabling citizens to participate actively in national development (TSC. Report, 2017).

This research adopts a simplified model of the expenses that after-school programs and systems would be anticipated to experience in creating, operating, and sustaining their activities in order to report on the cost components of after-school programs, according to Robert et al (2010). According to Catsambis (2017), many parents are eager to assist in the supply of school infrastructure as well as in high school decision-making processes. They would also benefit immensely from assistance in obtaining funding for tertiary education. A second line of study emphasizes the relevance of school procedures in incorporating all families and assisting kids in achieving academic success (Epstein

2010). According to the findings of those research, minority parents may effectively participate in their children's education, and school and teacher interventions can assist these families succeed (Epstein, 2010, 2012).

As vital partners to the school, Jackson (2015), underlines the need of consulting and including parents in the growth planning of the school. He believes that all parents should not only be kept informed, but also participate in the school's important activities. This is due to the fact that their feedback and insights may greatly assist in the definition of the school's goals, vision, and purpose, as well as the setting of development priorities. Ngunchu (2015), observes a lack of complete participation from relevant stakeholders, notably parents, even after they have contributed to a school development initiative. He believes that they are often kept in the dark throughout the execution of educational programs, despite the fact that they have a lot to offer aside from financial support.

Schools are part of communities, and these communities have a big influence on teacher motivation. Teachers in under-resourced schools when basic facilities and learning and teaching resources are not accessible have a tremendous difficulty in developing nations (Kadzamira, 2016; Sargent & Hannum, 2013). Teachers in remote schools have a difficult time satisfying their fundamental physiological demands of food, housing, and clothes. Poverty affects one's physical state, making it difficult to get basic essentials. Teachers in remote areas may suffer transportation and educational facility shortages. Recreational possibilities, as well as opportunities for personal improvement and progress, are sometimes restricted.

Teachers were content with their jobs, according to Kleop and Tarifa (2014), since they

were highly regarded in the communities where they lived and worked, were extremely well integrated in the communities where they worked, and were regularly found in the homes of their pupils. This suggests that the relationship between the teacher and his or her parents has a significant influence on the instructors' self-perception. Teacher motivation can be influenced by how the community views instructors. Teachers' morale can be boosted even more by community support from parents of pupils in the community. It seems to reason that when the social distance between the instructor and the student is small, teachers are more likely to be motivated, but where the social distance is large, teachers are more likely to be dissatisfied. Teachers' dedication is harmed when they believe society is disdainful of their job. Many instructors have been shown to be demotivated when they are promoted "en masse" without an assessment method tied to work performance (Ingersoll, 2011).

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Parents are required to pay for boarding fees for children at boarding schools, uniform costs, and other school projects such as infrastructure construction upon permission of the District Education Board by sessional document No. 1 of 2015. (DEB). Masube (2018), contends that, despite being the largest donors to the construction of secondary school infrastructure, parents have been eclipsed by BOMs. The money distributed by the government likewise has very little impact on the parents. He goes on to say that the head teacher should constantly strive to improve harmonic collaboration among school stakeholders.

According to Masube (2018), there are worries about parents' engagement in secondary school decision-making processes. Historically, schools have made decisions in isolation, and when they fail, they confront parental criticism. Despite the fact that it is a rare occurrence, the government has begun to delegate decision-making to the people. Parents and the community must carry out program activities, while the government offers technical assistance and oversight through the Kenya Education Sector Support Program (KESSP), which is based on a sector-wide approach to program planning and implementation (SWAP). This is consistent with the government's aim of enabling citizens to participate actively in national development (TSC Report, 2017).

2.2.5.2 Board of Management Influence

According to the requirements of Education Act chapter 211, the primary duty of a school BOM is to guarantee the effective and accountable use of resources in the provision of education in public secondary or private schools (Jackson 2015). The governing board ensures that the school is run that can provide education opportunities in line with the

requirement of relevant education laws and regulations that may be in existence or may come into existence from time to time by holding regular meetings on a schedule set by policy to discuss the dispatch of the school's business (Masube, 2018).

According to Mwanthi (2017), the BOM also requires the preparation, approval, and submission of the school's yearly budget to the proper education authority in order to receive government subsidies for the school's activities the next year. It guarantees that the school principal manages and accounts for all school money. The board also directs the school administration to submit to the appropriate authorities any information returns or audited accounts that authorities may need from time to time. It keeps the institution's leader accountable for the school's efficient operations and for providing timely information to the board so that it may make educated choices about the school. In addition, the BOM is in charge of providing educational facilities. The board can use its powers to buy land for school infrastructure if necessary. The board must also supply day-to-day operating supplies for an educational program in addition to providing school facilities in the form of sites and buildings (Masube, 2018).

It is in charge of obtaining and managing school funds, which includes accepting all fees, grants, gifts, and other sources of money for the school. The schools recurrent and development budgets must be prepared, approved, and implemented by the board. It plans, directs, supervises, and monitors the school's authorized initiatives and programs. The board supervises student admissions under the overall authority of the Ministry of Education's education secretary (MOE). According to Tondeur (2018), school administration, particularly the principal, is charged with many duties such as general

school administration, curriculum, leadership and human relations, community connections, and working relationships in collaboration with the BOM.

2.3.6 Teacher Recognition and Teacher effectiveness

According to Stecy (2012), recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievement, publicly and privately, makes them feel appreciated. Good work done by teacher should always be acknowledged (Macharia, 2012). Devising better methods of determining ways and means of rewarding teachers is paramount to the educational administrators, if they expect the rewards to have an impact on job performance (Kivaze, 2010). Most head teachers recognize teachers' efforts by offering positive feedback, giving teachers trophies during prize giving days or a letter of appreciation (Cole, 2016).

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2014), concludes that commitment of

employees is based on rewards and recognition. Lawler (2013), argued that prosperity and survival of the organizations is determined by how they treat their human resource. Afifah & Tielung (2014), examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

Remuneration is typically utilized to energize, direct or control employee behavior. An organization exists to accomplish specific goals and objectives. Individuals in an organization have their own needs. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success. Through motivation, individuals willingly engage in some behavior. In retention, linking pay to performance is likely to help improve workforce composition (Cole, 2017). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers becomes discouraged and tend to leave the organization. Thus, the effect of motivation on the performance and retention of employees should be assessed and addressed in public organizations.

If employees feel that their inputs outweigh the outputs, then they become de-motivated in relation to the job and the employer. Employees respond to this feeling in different

ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive. Other employees seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job. The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behavior to reduce the tension and that quite often a variety of behaviors are available for correcting a situation of perceived inequality.

Carraher *et al.,* (2016), advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employee's, an organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Bishop (2017), suggested that pay is directly related to productivity and reward system depends upon the size of an organization. Organizations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees.

Reio and Callahon (2014), argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a

vital role in motivating employee and increasing his performance. Lawler (2013), argued that prosperity and survival of the organizations is determined by how they treat their human resource. Afifah & Tielung (2014), stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc., while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, etc. Filipkowski and Johnson (2008), examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a manufacturer. A positive relationship was found between job insecurity and intentions to turnover, and a small negative correlation was found between measures of job insecurity and organizational commitment. Tosti and Herbst (2009), discussed about behavior systems approach which can be used to achieve a customer centered organization through examples and reports from consultation cases. Johnson et al (2010), established the effects of presenting organizational information through implicit and explicit rules on sales-related target behaviors in a retail setting. He found that when organizational information was presented in a specific form, productivity was increased and maintained longer than when presented in other forms.

Okumbe (2018), suggested that the motivation of workers is enhanced when workers perceive equitable pay compared to their input. When employees feel that they are inequitably remunerated, dissatisfaction sets, and this reduces their performance. Debbie (2017), research findings appear to confirm views by Herzberg (1966) that pay is a hygiene factor rather than a motivator and once people are satisfied with their pay, additional increases will have little effect where other factors are pushing an individual towards quitting. Torrington *et al.,* (2015), asserts that those hygiene factors are of some

threshold. Rewards or output (promotion, salary, status) equate to the input (skills, efforts, experience), fairly compared with the rewards given to others. Teachers' unions assert that salary levels are low, often declining real terms and argue that its relatively low compared to other professions. Where teachers' salaries have been eroded down by the government, teachers are always pushed into a second job or private tutoring. Secondary income activities create divided attention and loyalty of teaching which impacts negatively on the quality of schooling.

Sogomo (2013), investigated factors that contribute to low satisfaction of primary school teachers in Samburu. The study adopted a descriptive survey approach. Sampling was through stratification with a population of 300 teachers. Qualitative data was collected using semi structured questionnaire and analyzed through descriptive statistics. The findings were that morale of teachers is low in Samburu because they possess low status, lack of promotion opportunities and poor pay, they also have to teach under unsatisfactory conditions. Furthermore, it was evidenced that poor working environment and low remuneration have attracted few qualified (trained) teachers in the area due to the fact that they move from one place to another in search of water and pasture. The recommendations were that the government should consider having monetary incentives in terms of salary and allowances that will make fresh graduates entering the teaching profession to have enthusiasm in their job at the same time it will encourage those already employed to do their best and make it competitive and attractive rather than an alternative career option. Additionally, it recommended that supervision of teachers and maintenance of quality assurance should be put in place in such areas to give feedback to the teachers by providing them with information about their performance. Effective

feedback will further encourage and motivate employees to stay with the organization in relation to work commitment.

According to Cherrington (2009), as cited by Muriithi (2007), praise and recognition are effective in motivating teachers, which enhances job performance. This entails credit for work done which can be supported by verbal praise of excellent work and public recognition through awards. According to Cole (2016), and as cited by Musila (2010), recognition is a reality despite age and educational level. He stressed that recognition must be sincere and need to be based on above average performance. From Musila"s study 67.3% of the respondents felt motivated when they got recognition from their immediate supervisor. From a study undertaken by Masengo (2011), 48.9% of the respondents revealed that they were happy by the way their job performance was acknowledged in the school. In her study, teachers revealed that they were given incentives for job well done and this raised their job performance.

From a Study done by Kageha (2007), on motivation practices among head teachers, it found that most of them motivated their staff through provision of better housing at subsidized rates, providing meals such as breakfast, tea breaks, lunch and supper, through the generous contribution of Parent Teachers' Association (PTA). This has been noted to have given teachers time to teach extra lessons and accord personal attention to the students. The report also said that teachers were also motivated by being given gifts and presents (household goods, certificate of merits) which enhanced job performance. Sogomo (2013), in his study in US on elementary school teachers examined the role of recognition among teachers' job satisfaction and found that a leader needs to

acknowledge the work of their subordinates immediately, publicly thanking for the work well done.

All teachers yearn for reassurance that they are doing a good job. Administrators should recognize teacher's effort by offering positive feedback both publicly and privately, weekly memos or emails and regular staff meetings are the perfect methods of recognizing special contributions from teachers or from other staff members. Such recognition should be performed during special events or closing assemblies. The advantage of doing this is that it will enable other teachers emulate their colleagues who have done well. Motivation is the key to keeping them focused and feeling worthy. Fredrick Herzberg spent much of his professional life researching what motivates people in the work place. His findings show that when a person is recognized for a high level of learning outcomes at work, it has a powerful effect on motivation (Mose, 2015).

Recognition needs should happen all the way down the hierarchical ladder of any organization or school. If the person who is directly responsible to teachers does not seem to notice or care when they perform outstandingly. they understandably feel unappreciated. This in turn, can affect their work learning outcomes negatively to the detriment of the school they work for. Recognition from colleagues or those higher up the ladder can also be very effective at motivating the teachers. Teachers who work in an environment where recognition is part of the institutional culture are much more likely to reciprocate in kind of making the learners acquire the basic skills as required (Akyeampong, 2017).

Motivational factors on the other hand are factors which make a difference on how the

worker feels about their job in a long-lasting way. Herzberg (1959). cited areas such as motivational, achievement, recognition, the work itself and advancement and responsibility. If we strive to have vibrant high-quality language organizations, the motivation of learners, teachers, managers/administrators and all other staff members, is an essential part of good management practice. If we accept that taking the time to recognize good work can make a significant difference to people's level of motivation, then language organization would be well advised to make sure that the recognition of people's merit initiatives and hard work becomes part of their institutional culture (Rugarabamu, 2018).

Teachers must be made to feel recognized and motivated so that the country`s educational system could play its role of being the key to the door of development. There is concern over the lack of respect for the teaching profession over the years but not withstanding the precarious situation in which some teachers found themselves in. Many teachers are willing to work but are handicapped by the lack of educational materials and infrastructure (Raburu, 2016).

When teachers' views are sought in major education reforms, they would own those policies and be committed to supporting them to succeed. Thus, without recognition, no educational reform in any country will succeed. Educational reforms succeed where teachers are recognized, respected and motivated. This is seen clearly where the teachers are involved in curriculum change implementation. In Kenya, some pilot schools have been picked in each county. Organization structure of basic education of 2-6-3-3 curriculum has been launched. Basic Education will be organized into 3 levels. Early

years Education, middle school education and senior school. The model of new curriculum 2-6-3-3 system in Kenya states that early years education (5 year) preprimary and lower primary will comprise two years of preschool and three years of lower primary education. All learners are expected to begin their education at this preprimary level. It is a two-year program. Digital literacy and pertinent contemporary issues will be integrated across all subjects. From the sampled schools, the preschool teachers are participating in the curriculum change in all the counties thus teachers' recognition in curriculum implementation (Kenya Institute of Curriculum Development, 2017). Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievement publicly and privately makes them feel appreciated. Good work done by teachers should always be acknowledged (Mutua, 2016).

Devising better methods of determining ways and means of rewarding teachers is paramount to the educational administrators. If they expect the rewards to have an impact to the teacher, they should offer positive feedback giving teachers trophies, conducting prize giving days or a letter of appreciation (Berhenke, 2013). Praise and recognition are effective to most teachers which enhances acquisition of basic skills. This entails credit for work done which can be supported by verbal praise of excellent and public recognition through awards.

According to Mutua (2016), recognition must be sincere and need to be based on acquisition of basic skills. It was found that teachers gained satisfaction from receiving praise and appreciation from their peers or those higher in rank. Praise and recognition can be rated as strong motivation. Motivation can be implicit or explicit. Implicit

recognition can be mirrored in a head teacher's choice of teachers to act as mentors or to teach classes (Adeyinka, Asabi, & Adedotun, 2013).

The need for recognition relates to the dimension of Maslow's need for esteem which refers to the desire for reputation or prestige, status, fame, glory dominance, recognition, attention, importance and dignity. Teachers' need for self-esteem indicates that they seek good evaluation of themselves. Lack of recognition for achievement may provide feelings of dissatisfaction which could generate apathy following the Maslow's hierarchy of needs (Taormina & Gao, 2013).

Teaching is a noble profession and as soon as one engages into it, he gains a lot. Lack of prestige, low remuneration and low autonomy in planning and teaching has been associated with private tutoring an activity where teachers often enjoy more professional status, self-esteem and better pay. Teachers feel that another way to increase societal respect for teaching is to improve the public awareness of the actual conditions they face (Onyambu, 2014).

An individual has his or her concerns that bring about job enrichment or satisfaction. Amanuel' in his findings says that 'job satisfaction is brought about by personal interest in the career' (Amanuel, 2009), quotes. (Analou 2009), who believes that the level of satisfaction varies from one person to another, especially with respect from different individuals, cultural background, organizational settings, and environmental factors present. Individual factors consist of varied personal attributes, such as skills, personality, and education status. Thus, job satisfaction is made up of diverse values, which a person consciously or unconsciously desires to obtain from a given job. Different individuals

view satisfaction on a subjective perspective, for instance, some people would consider being rewarded with a trip, and others would find satisfaction from staying in ones' region and also not transferred. (Amanuel, 2009), comments that other individual factors that bring about job satisfaction would include, flexibility, pleasant surroundings, cooperation with colleagues, job placement and adequate rest. Individual factors that would bring dissatisfaction include monotony of job routine, fatigue, jealousy, over competition, and poor physical surroundings (Amanuel, 2009).

(Amanuel, 2009), furthermore, quotes Wallace (2012), who believes that indeed job satisfaction is an individual's emotional and affective action over a job. The employee assesses the degree to which the types or amount of rewards experienced correspond to his or her performance. Job satisfaction plays a complex role in employee motivation. It has rewards, reinforcement values, which enhance individual spirit of performance. It also influences learning and employees would adjust to their behavior to suit the principles and accords of their works surrounding the job.

All teachers yearn for reassurance that they are doing a good job. Administrators should recognize teacher's effort by offering positive feedback both publicly and privately. Motivation is the key to keeping teachers focused and feeling worthy. Fredrick Herzberg spent much of his professional life researching what motivates people in the work place. His findings show that when a person is recognized for a high level of learning outcomes at work, it has a powerful effect on motivation (Mose, 2015).

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care when they perform outstandingly, they understandably feel unappreciated. This in turn, can affect their work learning outcomes negatively to the detriment of the school they work for. Recognition from colleagues or those higher up the ladder can also be very effective at motivating the teachers. Teachers who work in an environment where recognition is part of the institutional culture are much more likely to reciprocate in kind by making the learners acquire the basic skills as required (Akyeampong, 2017).

Motivational factors on the other hand are factors which make a difference on how the worker feels about their job in a long-lasting way. Herzberg (1959), cited areas such as motivation, achievement, recognition, the work itself, advancement and responsibility. If we strive to have vibrant high quality language organizations, the motivation of learners, teachers, managers/administrators and all other staff members, then it is an essential part of good management practice If we accept that taking the time to recognize good work can make a significant difference to people's level of motivation, then language organization would be well advised to make sure that the recognition of people's merit initiatives and hard work becomes part of their institutional culture (Rugarabamu, 2018).

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policies and be committed to supporting them to succeed. Without recognition, no educational reform in any country will succeed. Educational reforms succeed where teachers are recognized, respected and motivated. This is seen clearly where the teachers are involved in curriculum change implementation. In Kenya, some pilot schools have been picked in each county. Organization structure of basic education of 2-6-3-3 curriculum has been launched. Basic Education will be organized into 3 levels. Early years Education, middle school education and senior school. The model of new curriculum 2-6-3-3 system in Kenya states that early years education (5 year) preprimary and lower primary will comprise two years of preschool and three years of lower primary education. All learners are expected to begin their education at this preprimary level. It is a two-year program. Digital literacy and pertinent contemporary issues will be integrated across all subjects. In the sampled schools, the preschool teachers are participating in the curriculum change in all the counties, thus teachers' recognition in curriculum implementation (Kenya Institute of Curriculum Development, 2017).

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awards. According to Mutua, (2016) recognition must be sincere and need to be based on acquisition of basic skills. It was found that teachers gained satisfaction from receiving praise and appreciation from their peers or those higher in rank. Praise and recognition can be rated as strong motivation. Motivation can be implicit or explicit. Implicit recognition can be mirrored in a head teacher's choice of teachers to act as mentors or to teach classes (Adeyinka, Asabi, & Adedotun, 2013).

The need for recognition relates to the dimension of Maslow's need for esteem which refers to the desire for reputation or prestige, status, fame, glory dominance, recognition, attention, importance, dignity or appreciation. Teachers' need for self-esteem indicates that they seek good evaluation of themselves. Lack of recognition for achievement may provide feelings of dissatisfaction which could generate apathy According to Maslow's hierarchy of needs (Taormina & Gao, 2013), Teaching is a noble profession, as soon as you launch yourself into it you gain a lot. Lack of prestige, low remuneration and low autonomy in planning and teaching has been associated with private tutoring, an activity where teachers often enjoy more professional status, self-esteem and better pay. Teachers feel that another way to increase societal respect for teaching is to improve the public awareness of the actual conditions they face (Onyambu, 2014).

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 (2015), 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.

MOE (2006), in Policy Review Report on ECCE in Kenya argues that the current fees charged on parents should be used almost entirely with exception of wealthier private providers to cover payroll costs. These fees average around ksh. 5000 per term at public centers. 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, parent's 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, 2016).

2.4 Research Gap

Several academics in Kenya have attempted to explore the elements that influence teacher effectiveness, with the majority of data coming from secondary school studies. By performing an empirical study in this area, the researcher hoped to close this gap. Second, it is critical to note that with the establishment of County government, there is a goal to improve the enrolment ratio in ECD centers, and so the study intends to examine the factors of ECDE Teacher effectiveness in public ECDEs. The government has also made significant progress in terms of providing supervisory people to the ECDE to monitor teacher preparation and give required assistance (Republic of Kenya, 2012).

The government only provides for basic products and resources in ECDE centers and they are inadequate, and the government has not effectively financed Early Childhood Development and Education (ECDE) programs owing to budgetary restrictions. It's worth noting that pre-school programs are under the jurisdiction of the county government, and most of these centers haven't been receiving monthly funds to help them purchase essential learning and teaching equipment. According to, the Embu County administration places low priority on the ECDE sector of education, as seen by low teacher effectiveness throughout Embu West Kenya, necessitating the conduct of more research in the same field, ideally in a separate county.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter explains how the researcher gathered and evaluated data. It includes the study's topic, philosophical research paradigm, research design, target population, sampling processes used, and the sample size chosen. It also contains information on the data gathering methods used. This chapter contained a review of the validity and reliability of research tools, as well as data processing methodologies and ethical considerations.

3.1 Study Location

The study was conducted in 186 public preschools within Uasin Gishu County. Uasin Gishu County lies between longitudes 34 degrees 50‟ east and 35 degrees 37‟ West and latitudes 0 degrees 03‟ South and 0 degrees 55‟ North. Trans Nzoia County to the north, Elgeyo Marakwet County to the east, Baringo County to the south east, Kericho County to the south, Nandi County to the south west, and Kakamega County to the north west have shared boundaries with the county. It has a total size of 3,345.2 square kilometers. The county of Uasin Gishu is a highland plateau with heights ranging from 2,700 meters above sea level to around 1,500 meters. To the east, the topography is higher, and it gradually descends towards the western boundary. The County is separated into three physiographic zones: upper highlands, upper midlands, and lower highlands.

The county was chosen because, according to its County Integrated Development Plan (CIDP) (2013-2018), the existing level of performance by the sector has to be addressed promptly, given that over 80% of children under the age of five who should be enrolled in ECDE are not doing so. This is significant because children who have participated in ECDE develop physical abilities, gain a broad vocabulary, language, and classification ability, and are aware of temporal and spatial linkages. These youngsters are also capable of solving basic issues, gaining a broad variety of information, expressing ideas in words, images, and other forms, and developing understanding of and appreciation for other people's needs and perspectives. It is therefore, imperative that every learner in the County gains an ECDE experience as a foundation.

3.2 Research Philosophy

This study was based on pragmatism research philosophy which applies the element of both positivism and interpretive philosophy. Positivism is based on the assumptions that there are universal laws that govern social events and uncovering these laws led a researcher to describe, predict and control social phenomena. A researcher with a positivist orientation regards reality as being out there in the world and requires one to discover it using conventional scientific methodologies (Bassey, 2011). The pragmatism philosophy places "the research problem" as central and applies all approaches to understanding the problem (Creswell, 2013).

The study applied concurrent mixed method model where qualitative and quantitative data are collected simultaneously, concurrent triangulation entails using more than a single method in collecting data, comparing these different forms of collected data and to

find out if there is convergence, differences or combination (Creswell, 2019). The use of mixed methods leads to validated results (Creswell, 2013). Mixed methods application was used so that the overall strength of the study would be greater than the two methods when used separately i.e. quantitative and qualitative. (Creswell and clerk, 2017)

The most essential factor of the research philosophy, according to pragmatic research philosophy, is the research topic. According on the nature of the research subject, pragmatics can integrate both positivist and interpretative views within the framework of a single study. This technique was critical in this study since it aimed to analyze instructor conduct in connection to performance. The study is qualitative and quantitative in nature, qualitative in that it investigates the perceptions, reasons, and motivations of teachers in relation to how devolution of learning resources affects performance using interview schedules and observation guides, and quantitative in that it investigates the perceptions, reasons, and motivations of teachers in relation to how devolution of learning resources affects performance using interview schedules and observation guides. Quantitative study in that it investigated observable phenomena through statistical techniques by use of questionnaires.

3.3 Research Design

A descriptive survey research approach was used in this study. A research design is a detailed strategy that allows a researcher to carry out a study (Kombo & Tromp, 2016). Research design, according to Kombo and Tromp, is the framework of a study, the glue that keeps the research pieces of a project together. Descriptive survey study tries to characterize a population, circumstance, or phenomena in a methodical and precise

manner. It can answer the questions of what, where, when, and how, but not why. A descriptive research plan can study one or more variables using a range of research methodologies.

3.4 Target Population

A target population is that population to which a researcher wants to take a broad view of the results of a study (Coolican, 2013). In this study, the target population comprised of 10 County Officials, 372 teachers and 372 head teachers drawn from 372 ECDE Centers. 754 Teachers were included because they are directly affected by any motivation actions undertaken by the government or the pre-schools. The County Government of Uasin Gishu is made up of six-sub counties as shown below.

Table 3.1: Population distribution of Public Preschools and teachers

Sub-County	County Officials	Pre-schools	Head teachers	Teachers
Soy	2	58	58	58
Moiben	2	43	43	43
Turbo	1	78	78	78
Ainabkoi	2	70	70	70
Kapseret	2	72	72	72
Kesses	1	51	51	51
Total	**10**	**372**	**372**	**372**

Source: Ministry of Education UG County (2021)

3.5 Sample and Sampling Design

The study determined the sample from the Krejcie and Morgan (1970) formula.

3.5.1 Sampling of Pre Schools

According to Krejcie and Morgans' formula, 189 preschools were selected from a population of 372.

Kerjeci and morgan (1970) formulae for determinng the sample size was used as follows:

$$n = \frac{x^2 Np(1-p)}{\mathrm{d}^2(N-1) + x^2 p(1-p)}$$

X^2 =table values of chi-square at df =1 for desired confidence level (0.5=3.841)
N= Population size
P=population proportion (assumed to be 0.5)
d=degree of accuracy (expressed as a proportion)

Substituting for N=372, we have

$$n = \frac{3.841 * 372 * 0.5(1-0.5)}{0.0025(372-1) + 0.025(1-0.5)}$$

= 189.

Therefore, the sample 189

Subjects in non- probability sample are usually selected on the basis of their accessibility or by purposive personal judgment of the researcher (Depoy & Gitlin, 2011). Non-probability sampling is a strategy in which samples are collected in a way that does not ensure that all members of the population have an equal chance of being chosen. Non-probability sampling, in contrast to probability sampling, is not the result of randomized selection procedures. Purposive sampling was employed to choose head teachers for this

study, and all head teachers from all selected ECDE centers were able to complete the interview schedule.

Considering the accessible population of head teachers and pre-school teachers which is large to be covered in the whole county, a sample size was selected to act as a representative of the whole. The study used the Krejcie and Morgan (1970) formula. The researcher interviewed all head teachers from these 189 preschools, 189 ECDE teachers and 10 county officials (Sub County Directors, CSOs), making a total of 388 respondents. In selecting participants for the study, the main aim is to gather a wider representative range of respondents from the pre- schools in Uasin Gishu County. This method had the benefit of yielding research data that was generalized to the larger population.

3.6 Data Collection Instruments

This study used questionnaires, interview schedule and observation guide to collect data relevant to the study. Patson and Warren (2014), suggests the use of all methods in collecting data which is of great significance since no single method adequately addresses the problem, each brings to the fore different features of empirical reality.

3.6.1 Questionnaire

A questionnaire is a set of questions to which a respondent is supposed to reply in writing (Kothari, 2012). Questionnaires were given to pre-school instructors who were randomly selected. Primary data from pre-school instructors was collected through questionnaires. The questionnaire was chosen because it offers a broader perspective than any other study technique. Primary data from the sampled population was collected via questionnaires.

The questionnaire was broken down into two parts. The demographic profile of the responder was included in Section A, which included the instructors' work experience, gender, and professional qualifications. Section B asked questions on the study's goals. The first objective was to assess adequacy of learning and teaching resources on teacher effectiveness, assess Teacher Training on ECDE teacher effectiveness, institutional environment, influence of stakeholder support on resources and the influence of teacher recognition on teacher effectiveness. Haward and Blum (2010), highlighted the use of multiple measures to assess the key constructs of the research questions.

3.6.2 Interview Guide for Head Teachers and County Education Officers

Face-to-face interviews were used as a data gathering approach in this study. An interview guide is a list of questions that an interviewer asks the respondent while conducting the interview. Data was gathered through interviews with the heads of 189 pre-schools and 10 county education authorities. An interview guide made it feasible to acquire the information needed to achieve the study's particular objectives (Orodho, 2012). According to Kothari (2018), an interview schedule is most suited for a thorough inquiry. Interviews provide the benefit of providing the researcher with additional information as well as supplemental information about the respondents.

3.6.3 Observation

In qualitative research, observation usually entails staying in a location for an extended period of time. Most naturalistic field studies, according to Locke (2019), are descriptions of what happens when a visitor is present. Throughout the observations, the researcher

observed all the 189 pre-schools and made careful to take field notes and focus on what he or she saw. In addition, the researcher should fill up an observation schedule. Many researchers additionally keep notes to help them figure out what the observed occurrences imply and to aid in answering the research questions throughout the data analysis process (Bogdan & Biklen, 2017; Pitney & Parker, 2019).

3.7 Reliability of the Research Instruments

The degree to which the instrument produces the same findings in replicated trials is referred to as reliability (Orodho, 2012). A pilot research was conducted in nearby Elgeyo Marakwet County to confirm the questionnaires' trustworthiness. Because the two counties have comparable circumstances, this location was chosen for testing. The researcher piloted the instruments once in the field, where the questionnaires were randomly divided into two halves, to produce a reliability index using Pearson's Product Moment Correlation coefficient. Then, the study analyzed Product Moment Correlation of one half with the aid of Statistical Package for Social Science (SPSS), the same was for the other half and compare the results. The piloting of the questionnaire and interview schedule was to identify faults hence improve its reliability. The SPSS computer software aided in working out this coefficient correlations achieved. Co-efficient alpha of 0.70 was obtained and was considered high enough that the research instruments were reliable and therefore adopted for data collection. According to Oluwatayo (2012) a reliability index of 0.70 and above is considered reliable, there are four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below). Table 2 below shows the

reliability results.

Table 3.2:Reliability Results

Objective	Alpha value	Number of items
Teacher effectiveness	0.837	10
School management related factors	0.799	10
Teacher Training	0.716	10
Stakeholders' support	0.823	10
Teacher recognition	0.734	10

3.8 Validity of the Research Instruments

The degree to which evidence supports any inferences a researcher draws based on data obtained using a certain instrument is referred to as validity (Fraenkel, Wallen & Hyun, 2012). Two forms of validity were investigated in this study: face validity and content validity. The chance that questions in an instrument were comprehended is referred to as face validity. A pilot research was undertaken to increase the face validity, following which responses to each question were watched to detect any misconceptions or ambiguity. Face validity was improved by modifying items that were considered to be vague or ambiguous. The researcher attempted to ensure that several data gathering techniques were triangulated (Creswell, 2014). Context validity of a language test relates to the linguistic and content demands that must be met for successful task realisation and features of the task setting that serve to describe the performance required. This was ensured by structuring the questions such that they capture the intentions of the study.

The questionnaire was handed to two supervisors for content validity evaluation for this study. The content validity was measured using the Content Validity Index (CVI). The supervisors and experts from the department were used to form an expert panel. A high

degree of knowledge is the most significant requirement for selection. A total of five specialists were chosen. The researcher asked them to rate each item on a five-point scale (1=Very Good, 2=Good, 3=Average) to determine its content validity. 4 = Poor, 3 = Extremely Poor). An item-level CVI (I-CVI) and a scale-level CVI were computed using the ratings (S-CVI). The 1-CVI was calculated by dividing the number of experts who rated an item as good. When the total number of experts is ten, an item must reach a minimum agreement of eight experts, according to Shi, Mo, and Sun (2012). By averaging the I-CVIs, the S-CV1 was calculated. The S-CVI should be 0.70 or higher, according to Polit and Beck (2014), in order to be significant.

3.9 Data Collection procedures

The researcher received approval from Moi University's School of Education and a research permission from the National Commission for Science, Technology, and Innovation (NACOSTI). Clearances were also obtained from Uasin Gishu County's County Commissioner and County Director of Education. The County Director of Education approved the researcher to conduct the study in the Sub County after receiving correspondence from these departments. The researcher visited the preschools twice, first visit was when giving out the questionnaires and then the second visit was when collecting them. The interview schedule was administered through face-to-face method of collecting data. Data collection instruments took approximately two months.

3.10 Data Analysis Procedure

Before undertaking data analysis, data collected was sorted, coded and input into SPSS Statistical Analysis Software version 25, was used to produce tables, descriptive statistics including frequency, percentage, mean and standard deviation of the study variables. Data was cross tabulated in order to ensure ease interpretation. Data was summarized and presented in the form of frequency tables, and was analyzed using quantitative and qualitative data analysis techniques. Quantitative techniques involved the use of descriptive and inferential statistics. Inferential statistics involved multiple regressions and correlation analysis qualitative data was basically transcribed and qualitatively analyzed through coding and discovering new themes.

3.10.1 Hypothesis Testing

Tests of hypothesis are also referred to as tests of significance. The researcher is able to manipulate different independent variables against a common dependent variable. Independent variables manipulated was to analyze the influence of school management related factors, Teacher Training, and to determine the influence of stakeholders' support in provision of resources and the influence of teacher recognition against a single dependent variable which is teacher effectiveness. Parametric tests were used while analyzing data for this study and to judge the significance.

Correlation is a statistical tool that helps to measure and analyze the degree of relationship between two variables. It was applicable in this study as it deals with analysis of independent and dependent variables.

The Pearson correlation of coefficient ‘r’ indicates how far away these data points are to the line of best fit (how well the data points fit this new model). It takes a range of values from +1 or -1, the closer the value of r: the greater the variation around the line of best fit. 0 means there is no relationship between variables.

Table3.3: Strength of Association of Coefficient r

Strength of association	Positive	Negative
Small	1 To .3	-0.1 to- 0.3
Medium	.3 To. 5	-0.3 to -0.5
Large	.5 To 1.0	-0.5 to -1.0

Formula for getting Pearson product moment correlation

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2 (N \sum Y^2 - (\sum y)^2}}$$

Pearson Product Moment Correlation (PPMC) was used during analysis to measure the strength of a linear association between the dependent variable which is teacher effectiveness and independent variables under study and is denoted by ‘r’.

3.10.1.1 Assumptions of Pearson’s Correlation Coefficient

There is linear relationship between two variables, for instance, when the two variables are plotted on a scatter diagram; a straight line was formed by points.

Cause and effect relations exist between different forces operating on the item of the two-variable series.

3.10.1.2 Advantages of Pearson's Coefficient

It summarizes in one value, the degree and direction of correlation.

3.10.2 Methodological Matrix/Data Analytical Matrix

Table 4 shows the summary of how data was analyzed. For each objective of the study it is able to indicate tools/methods to be used whether questionnaire, interview schedule or observation guide, it also indicates scales of measurements which is falling under, whether nominal, ordinal, interval or ratio, it also indicates the statistical/Analysis technique to be used whether correlation or regression and whether descriptive or inferential statistic.

Table 3.4: Tools to be Used and Analysis

	Objective	Method Used	Type of Statistic
1	To determine influence of School management related factors on teacher effectiveness	Questionnaires, Observation schedule	Descriptive *(Means & Standard Deviation)*
2	To assess Teacher Training	Questionnaire for teachers Interview schedule for head teachers and county officers	Inferential *(Correlation Analysis)*
3	To determine the influence of stakeholder support	Questionnaires	Descriptive *(Means & Standard Deviation)*
4	To assess the influence of teacher recognition on teacher effectiveness	Questionnaires Interview guides	Descriptive *(Means & Standard Deviation)*

3.10.2 Underlying Assumptions of Multiple Regression Model

A regression model is a mathematical representation of what and how independent variables are related to the dependent variables. All regression models have assumptions, and violation of these assumptions can lead to unreliable results. The following

assumptions that underline multiple regression model of analysis were assessed:

i. Normality is the assumption that the scores on a continuous variable are normally distributed about the mean, (Tharenon *et al.,* 2007). Normality of independent variables was tested using mathematical methods. The normality of distribution was inspected using the degree of Skewness and kurtosis of variables. Similarly, the normality of distribution was also checked by use of Kolmogorov-Smirnov test.

ii. Linearity refers to the degree to which the change in the dependent variable is related to change in the independent variables (Hair *et al.,* 2010). Linearity between the dependent variable and each independent variable was tested using the Pearson's Product Moment Correlation Coefficient (PPMC). The goal was to assess the strength of linear relationships among variables.

iii. Homoscedasticity refers to the assumption that the dependent variable exhibits similar amounts of variance across the range of values for independent variables around the regression line, meaning they have equal spread.

iv. Multi-collinearity refers to the presence of high correlations between independent variables (Williams *et al.,* 2013). In this study, multi-collinearity was assessed by means of tolerance and Variance Inflation Factor (VIF) values. Normally, a tolerance value of below 0.01 or a VIF value greater than 10 reveals a serious multi-Collinearity problem (Hair *et al.,* 2006; Leech *et al.,* 2011). Tolerance indicates the amount of variability of the particular independent variable not explained by other independent variables, whereas VIF is the inverse of the tolerance statistic.

3.11 Ethical Considerations

Ethics are rules of conduct that define what is and are not acceptable behavior. During the authoring and publishing of academic research, a variety of ethical difficulties might arise. Plagiarism, data fabrication or falsification, conflicts of interest, confidentiality, handling of human and animal subjects in research, authorship concerns, and requests for permission are among them (Hammersley & Traianou, 2012). Permission to conduct the study was acquired from the appropriate authorities as well as the teachers who took part in the study (Depoy & Gitlin, 2011). Following the clearance of the thesis, the researcher requested an introduction letter from Moi University and obtained an authorization from NACOSTI to conduct research in a sampling pre-school in Uasin Gishu County. When permission was given, the researcher set up an appointment with the Uasin Gishu County Directors of Education. At addition, the researcher booked an appointment with the head teachers of the selected schools to speak with them, following which appointments were made with the schools, authorities, and instructors in the sampled schools.

Ethical measures are principles that the researcher should bind himself or herself to when conducting his or her research (Schulze, 2012). Ethical issues will be strongly emphasized in order to protect the rights of respondents and researchers. The ethical principles that the researcher adhered to while conducting this research are as follows;

1. **Permission to conduct research**: In this study, the researcher requested permission from the School of Education to apply for a research permit from the Ministry of Education, Science and Technology. An introductory letter was also sent to the relevant office in order to carry out the research.

2. **Informed consent**: the participants were provided with sufficient information on the study prior to the administration of the research instrument. The potential benefits and value of the study were also explained to the participants. De Vos, (2018) postulates that informed consent concerns the communication of all possible research information to the participants as accurately as possible. As a result, the researcher provided the participants with information on the purpose of the study. This was done by attaching a cover letter to the questionnaire setting out the purpose of the study. Issues related to research, such as objectives, investigation procedures and possible advantages or disadvantages, were shared with the participants.
3. **Confidentiality and Anonymity**: the researcher must be responsible at all times and vigilant, mindful and sensitive to human dignity. The confidentiality of participants in this study was not compromised, as their names were not used or appearing in the data collection. No private or secret information has been disclosed since the confidentiality rights of the participants have been respected.
4. **Raport:** In order to establish a good working relationship with the participants, the researcher sought to develop a relationship with them. The researcher took on the individual responsibility for the conduct and consequences of the research by adhering to the timeframe agreed with the Chief Teachers and Teachers.
5. **Voluntary participation:** the respondents agreed to participate in the research on a voluntary basis, without any coercion or promise of benefits that would not likely result from participation (Hucker, 2015; Best & Kahn, 2022). Participation

was strictly voluntary, with respondents at any time free to withdraw. This was explained to them before the research began.

6. **Respect:** All research participants were treated with respect (Grasso & Epstein, 2012). No teacher was forced to participate in the study. Participants had the right to refuse to participate in the study, and that right was respected.
7. Since this study involved prolonged observation and interviews in the sampled schools, the researcher was aware of their impact. In order to minimize the intrusion into the flow of school activities, all focus group discussions were conducted after classes (Creswell, 2011).

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The purpose of the study was to investigate the determinants of teacher effectiveness in Early Childhood Development Education (ECDE) in public pre-school in Uasin Gishu County, Kenya. The objectives of the study were to: determine the influence of management related factors on teacher effectiveness in public pre-school in Uasin Gishu county; assess Teacher Training on teacher effectiveness in public pre-school in Uasin Gishu county; establish the influence of stakeholders' support in the provision of resources on ECDE teacher effectiveness and to assess the influence of teacher recognition on teacher effectiveness in public pre-schools in Uasin Gishu County. The study sampled 372 head teachers, 372 teachers, and 10 sub-county directors' education. This chapter presents the analysis, interpretation and discussion of findings.

4.2 Response Rate

The study administered respective instruments to the sampled 372 head teachers, 372 teachers, and 10 sub-county directors' education and the response rate was as depicted in Table 5

Table 4.5: Response Rate

Group	Sample	Returned/Interview rate	Percentage
Head teachers	189	175	92.6
Teachers	189	181	95.8
Sub-county directors	10	10	100.0
Total	**388**	**366**	**82.4**

The results of the study revealed that the overall response rate was 82.4% with head teachers giving an interview rate of 94.1%, class teachers was 95.7% and sub-county directors of education giving a return rate of 100.0%. From these findings on the response, it was observed that overall response rate was 82.4%. This was affirmed by Mugenda and Mugenda, (2013) and further by Saleh and Bista (2017) who noted that a response rate of more than 75% is appropriate for data analysis. A response rate of 75.0% and above in this case met the required threshold for data analysis.

4.3 Pilot Study Results

The questionnaire tool was subjected to a pilot study to determine its reliability. The pilot study involved 10% of the sampled respondents hence 25 respondents were randomly picked from the teachers. The pilot results were as follows;

Table 4.6: Reliability Results

Objective	Alpha value	Number of items
Teacher effectiveness	0.837	10
School management related factors	0.799	10
Teacher Training	0.716	10
Stakeholders' support	0.823	10
Teacher recognition	0.734	10

The pilot results indicated that the reliability of the teacher effectiveness in public pre-schools was 0.837 using Cronbach's alpha test of reliability; the reliability of the school-related factors was 0.799; the reliability of Teacher Training was 0.716; the reliability of the stakeholders' support was 0.823 and that the reliability of the teacher recognition was 0.734. According to Sekaran and Bougie (2011), a Cronbach's alpha of 0.7 and above is considered good. All the study objects were viewed to be reliable since the showed an alpha test value of greater than 0.70.

4.4 Demographic Information

Background information is aimed at providing relevant information about the respondents. The study grouped demographic information in terms of gender, years of working and the education level.

4.4.1 Distribution of Respondents by Gender

The study sought to establish the distribution of respondents by gender as shown in Table 4:7.

Table 4.7: Gender of the Respondents

Gender	Frequency	Percent
Male	105	58.0
Female	76	42.0
Total	**181**	**100.0**

The study findings on the gender of the respondents showed that 105 (58.0%) were male while 76 (42.0%) were female. This shows that the research succeeded in minimizing the effect of gender biasness by collecting data from both genders hence ensuring that their views are represented in the study.

4.4.2 Distribution of Respondents by Years of Being a Teacher

Table 4.8: Years of Being a Teacher

Years of Being a Teacher	Frequency	Percentage
1-5 years	20	11.0
6-10 years	80	44.0
11-15 years	81	45.0
16 – 20 years	4	2.0
Total	**181**	**100**

According to the study's findings, 20 (11.0 percent) of the respondents had worked for 1-5 years, 80 (44.0 percent) had worked for 6-10 years, 81 (45.0 percent) had worked for 11-15 years, and just 4 (2.0 percent) had worked for 16-20 years. According to Bass (2015), age brings with it experience, responsibility, and competence, and the majority of respondents were experienced, responsible, and skilled, as seen by the data. It also suggests that the majority of the respondents had served for 11 to 15 years, and that the survey gathered data from all of the years of service covered. According to the study's

findings, the majority of teachers interviewed had taught for a long time, and they may not be dissatisfied with their jobs due to stress, but rather due to other factors, which was the study's focus.

Nagy and Davis (2015) discovered that motivation decreases with years of experience, therefore teachers with more experience are more motivated and pleased than youth with less experience. In the Netherlands, Esther and Marjon (2018) investigated teacher motivation and its associations with teaching self-efficacy, professional commitment, and views of the learning environment. Teachers' assessments of the academic assessment throughout their training were shown to be connected to their motivation based on earlier learning and teaching experiences, as well as their motivation based on teaching as a fallback job.

4.4.3 Distribution of Respondents by Highest Level of Education

Table 4.9: Highest Level of Education of Respondents

Level of Education	Frequency	Percentage
Certificate	60	33.0
Diploma	67	37.0
B.Ed	54	30.0
Total	**181**	**100**

The study findings on the education level of the respondents indicated that 60 (33.0%) were certificate level, 67 (37.0%) of the respondents had diploma level; 54 (30.0%) had a bachelors' degree of education level. The majority of respondents had a diploma level which was a satisfactory level of education that can comfortably facilitate proper understanding of the questionnaire. This indicated that the respondents had requisite

knowledge about the question and hence they could easily understand and give a true and fair answer.

4.5 Descriptive Findings and Discussions

The study examined the views of different respondents on determinants and the teacher effectiveness in public pre-schools. The respondents were requested to indicate their views on a Likert scale ranging from-Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4 and Strongly Agree=5. The frequencies and percentages of the findings were recorded. The findings were also presented in the form of mean and standard deviation.

4.5.1 School management related factors and Teacher effectiveness

The first objective of the study was to establish the effect of school management related factors on teacher effectiveness in public pre-schools. The researcher was interested in the opinions of the respondents on the extent to which such constructs affect teacher effectiveness. The study findings were as shown in Table 10

Table 4.10: School management related factors and Teacher effectiveness

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
Head teacher is supportive enough	F	9	16	29	77	51	181	3.80	1.047
	%	5	8.6	15.8	42.4	28.1	100	76.0	
The classes adequate and spacious enough to allow activities	F	9	20	26	72	55	181	3.79	1.074
	%	5	10.8	14.4	39.6	30.2	100	75.8	
Teachers are given recognition and rewards when they perform	F	0	4	25	112	40	181	4.04	0.342
	%	0	2.2	13.7	61.9	22.3	100	80.8	
Teachers work and support each other	F	9	14	31	51	75	181	3.93	0.346
	%	5	7.9	17.3	28.1	41.7	100	78.6	
There are mentoring and peer exchange programs	F	0	4	27	78	72	181	4.18	0.591
	%	0	2.2	15.1	43.2	39.6	100	82.6	
There is provision of lunch programs in the school	F	9	9	21	75	66	181	4.00	0.577
	%	5	5	11.5	41.7	36.7	100	80.0	
Teachers are taken for retreats and offered trips	F	0	0	7	61	113	181	4.15	0.404
	%	0	0	3.6	33.8	62.6	100	83.0	
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery	F	9	9	16	61	86	181	4.14	0.010
	%	5	5	8.6	33.8	47.5	100	82.8	
There are health talks meant for teachers' motivation	F	13	26	51	66	25	181	4.50	0.346
	%	7.2	14.4	28.1	36.7	13.7	100	90.0	
Availability of training opportunities among teachers mojtivates them to perform	F	0	0	16	62	103	181	4.48	0.591
	%	0	0	8.6	34.5	56.8	100	89.6	

From the above results, the standard deviation results show that the data was within a considerable range of between -2 and +2 implying that the standard deviations obtained in the study were small indicating minimal variations in the responses given.

The study findings revealed that 76.0% (mean=3.80) were of the view that head teacher is supportive enough, 75.8% (mean=3.79) were of the view that the classes adequate and spacious enough to allow activities, 80.8% (mean=4.04) were of the view that teachers are given recognition and rewards when they perform, 78.6% (mean=3.93) were of the view that teachers work and support each other, 82.6% (mean=4.18) were of the view that

there are mentoring and peer exchange programs, 80.0% (mean=4.00) were of the view that there is provision of lunch programs in the school, 83.0% (mean=4.15) were of the view that teachers are taken for retreats and offered trips, 82.8% (mean=4.14) were of the view that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery, 90.0% (mean=4.50) were of the view that there are health talks meant for teachers motivation whereas 89.6% (mean=4.48) were of the view that availability of training opportunities among teachers motivates them to perform.

The study results revealed that majority of the respondents were of the view that there are health talks meant for teachers' motivation. These health talks enhance teachers' job satisfaction and commitment in their work. This motivation and professional commitment produce good attendance and professional attitudes towards learners which in turn affect the performance of learners academically. This presence of motivation in teacher to perform their duties diligently could be manifested in teachers at the school in question. Teacher work happiness has a direct correlation with teacher effectiveness. The better the teacher job satisfaction, which includes: teacher growth and development, appreciation for teachers' achievements, the opportunity to realize independence, and the opportunity to develop and improve and self-development, all of which have been accommodated in job satisfaction variables of teacher development, the better the teacher effectiveness, which takes the form of: demonstrated ability in planning quality learning, demonstrated ability to carry out a lesson plan, demonstrated ability to plan a lesson plan, demonstrated ability to plan a lesson plan, demonstrated ability to plan a lesson plan, demonstrated ability. The more the instructors' accomplishment motivation, the better: The desire to do

something better, seeking to gain feedback on performance, had a demanding aim, not like the success of which, incidentally, like a challenging work skills, the better the performance: demonstrated ability to plan high-quality learning activities, demonstrate the ability to carry out high-quality learning and teaching activities, the ability to implement educational assessment using the proper technique and use it for various purposes, the quality of appropriate teacher behavior, adherence to the curriculum, self-development implementation, and teacher and learner achievements.

In an interview with head teachers on how school management elements impact teacher motivation, they stated that, despite the obstacles, satisfied instructors are driven to work and assist students pass their exams. On the other side, they stated that demotivated instructors are unconcerned with their students' performance, which has an impact on the school's performance.

Furthermore, the physical amenities of the school were also necessary for teachers to perform successfully, according to the views of the head teachers. Teachers' effectiveness was observed to improve when they have the necessary materials, adequate physical facilities, a clean school atmosphere, and the ability to utilize the resources of many publications. The importance of infrastructure in schools was emphasized by teachers.

Musili (2015), in his research carried out in public secondary schools in Kibwezi sub-county, Kenya, observed that, when teachers are motivated, they are able to perform better than when they are frustrated or ill motivated. A highly motivated teacher would go an extra mile in ensuring effective syllabus coverage. He or she also gives extra work to the weaker learners, and this will certainly ensure improved school performance. Extra

work given to learners can positively influence their performance and it enables learners to effectively complete the syllabus thus giving room for revision.

Hasbay and Altındag (2018) revealed that teacher effectiveness was affected mostly by school management factors, followed by working environment and wages. Hence, the wage factor did not show any effects that directly increase teacher effectiveness. It is determined that the right attitude of school managers, with proper and efficient communication and career investments and developments for teachers, has to be increased. Also, it is supported by results of analysis that the performance of teachers is increased by providing them with working conditions in which they can feel comfortable and under no pressure.

School-level physical infrastructure such as special areas for skills courses, cleanliness, teaching materials, and class size also affected teacher effectiveness. The results obtained in the qualitative interviews were consistent with results by Yavuz and Karadeniz (2019) demonstrating the effect of physical infrastructure on performance, albeit not being ranked among the most critical factors by teachers. In the research on teacher effectiveness (Ada *et al.,* 2013), the physical environment of the schools was observed to be a performance influencing factor.

4.5.2 Teacher Training and Teacher effectiveness

The study sought to determine the effect of Teacher Training on the teacher effectiveness in public pre-schools. The researcher was interested in the opinions of the respondents on the extent to which such constructs affect teacher effectiveness. The study findings were

as shown in Table 11

Table 4.11 Teacher Training and Teacher effectiveness

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
There are professional documents for use in the classroom	F	9	16	29	77	51	181	4.00	1.187
	%	5	8.6	15.8	42.4	28.1	100	80.0	
There is a working and strictly followed timetable	F	8	22	27	109	14	181	3.55	0.969
	%	4.3	12.2	15.1	60.4	7.9	100	71.0	
Teacher sometimes improvise resources for teaching	F	8	22	27	109	14	181	3.55	0.764
	%	4.3	12.2	15.1	60.4	7.9	100	71.0	
The teachers often use materials while teaching	F	20	30	36	91	4	181	3.16	0.606
	%	10.8	16.5	20.1	50.4	2.2	100	63.2	
Teachers' workload is to the standard	F	0	4	27	78	72	181	3.11	1.446
	%	0	2.2	15.1	43.2	39.6	100	62.2	
There are professional records normally approved by relevant authorities	F	9	9	21	75	66	181	4.13	0.860
	%	5	5	11.5	41.7	36.7	100	82.6	
Teachers attend facilitation on preparation of learning and teaching resources	F	0	0	7	61	113	181	4.12	0.936
	%	0	0	3.6	33.8	62.6	100	82.4	
Training improves teachers' confidence thus improving their performance	F	9	9	16	61	86	181	3.98	1.130
	%	5	5	8.6	33.8	47.5	100	79.6	
Most teachers are always prepared to teach in the school	F	13	26	51	66	25	181	4.12	0.764
	%	7.2	14.4	28.1	36.7	13.7	100	82.4	
Given an opportunity to change my job, they would not hesitate to leave teaching	F	0	0	16	62	103	181	4.28	0.606
	%	0	0	8.6	34.5	56.8	100	85.6	

From the above results, the standard deviation results show that the data was within a considerable range of between -2 and +2 implying that the standard deviations obtained in the study were small indicating minimal variations in the responses given.

The study results revealed that 80.0% (mean=4.00) were of the opinion that there are professional documents for use in the classroom, 71.0% (mean=3.55) were of the opinion that there is a working and strictly followed timetable, 71.0% (mean=3.55) were of the opinion that teacher sometimes improvise resources for teaching, 63.2% (mean=3.12)

were of the opinion that the teachers often use materials while teaching, 62.2% (mean=3.11) were of the opinion that teachers' workload is to the standard, 82.6% (mean=4.13) were of the opinion that there are professional records normally approved by relevant authorities, 82.4% (mean=4.12) were of opinion that teachers attend facilitation on preparation of learning and teaching resources, 79.6% (mean=3.79) of the opinion that training improves teachers' confidence thus improving their performance, 82.4% (mean=4.12) were of the opinion that most teachers are always prepared to teach in the school while 85.6% (mean=4.28)were of the opinion that given an opportunity to change their job, they would not hesitate to leave teaching.

The findings of the study revealed that most of the teachers were of the view that given an opportunity to change their job, they would not hesitate to leave teaching. This implies that pre-school teachers are less motivated and have no satisfaction with their teaching work. Furthermore, whenever the preschool teachers are satisfied in their works, they tend to possess a positive attitude towards their employment, hence their outputs are enhanced. Indeed, job satisfaction among preschool teachers play a very significant role in the entire child development as well as the initiatives of the early child care education. Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their learners, overall school cohesion and enhanced status of the teaching profession. This was supported by Ololube (2016) who indicated that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. Chokera (2014) revealed that Teacher Training have enormous influence on pupils' academic

performance in public primary schools.

Most head teachers were on the view that increased payment of salaries, improved working conditions and regular feedbacks could help motivate them. Some of the responses given by the respondents were as follows;

> *"I actually think anybody can be motivated in his/her job if the payment is good. I could be more satisfied if my salary is increased to cater for increased cost of life".*

These findings were supported by Waithaka (2013) who argues that the most common job satisfier among the preprimary schools is good management, whereas poor salary scale is the most common job dissatisfies. The study found that the cooperation nature of the children was the most satisfying factor and further indicated that most preschool teachers were found to be satisfied in their work. On the contrary, Makoti (2015) investigated terms and conditions of service for pre-school teachers and found out that most preschools teachers are often demotivated by the existing terms of services. However, the scholar suggested that there was need for the government agencies to provide clear guidelines with regard to the terms and conditions for the preschool teachers to be used by all the employers. Therefore, this raises the need for further studies in this area in order to gain clear insights on the impacts of the terms and condition of service on the preschool teachers' job satisfaction.

4.5.3 Stakeholders' Support and Teacher effectiveness

The study sought to examine the effect of stakeholders' support on the teacher effectiveness in public pre-schools. The study results were as shown in Table 12

Table 4.12 Stakeholders' Support and Teacher effectiveness

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
The county Government has built more ECDE classes	F	9	16	29	77	51	181	3.99	0.971
	%	5	8.6	15.8	42.4	28.1	100	79.8	
The county Government has provided for sanitary facilities	F	9	20	26	72	55	181	2.81	0.439
	%	5	10.8	14.4	39.6	30.2	100	56.2	
The county government has provided for teacher's offices	F	0	4	25	112	40	181	2.97	0.546
	%	0	2.2	13.7	61.9	22.3	100	59.4	
The road to our school has been refurbished by the county government	F	9	14	31	51	75	181	2.80	0.167
	%	5	7.9	17.3	28.1	41.7	100	56.0	
The parents involved in provision of teaching /learning resources	F	0	4	27	78	72	181	2.88	0.123
	%	0	2.2	15.1	43.2	39.6	100	57.6	
The school provides me with lesson preparation materials	F	9	9	21	75	66	181	3.00	0.971
	%	5	5	11.5	41.7	36.7	100	60.0	
I get financial assistance when am in need	F	0	0	7	61	113	181	3.91	0.439
	%	0	0	3.6	33.8	62.6	100	78.2	
I am given leave absence in case I have a reason to justify	F	9	9	16	61	86	181	3.38	0.546
	%	5	5	8.6	33.8	47.5	100	67.6	
Parents are supportive to the teachers	F	13	26	51	66	25	181	3.02	0.167
	%	7.2	14.4	28.1	36.7	13.7	100	60.4	
The school board supports and attends to the needs of all teachers	F	0	0	16	62	103	181	3.36	0.123
	%	0	0	8.6	34.5	56.8	100	67.2	

From the above results, the standard deviation results show that the data was within a considerable range of between -2 and +2 implying that the standard deviations obtained in the study were small indicating minimal variations in the responses given. The study findings indicated that 79.8% (mean=3.99) of the respondents were of the opinion that the county government has built more ECDE classes, 56.2% (mean=2.81) were of the opinion that the county government has provided for sanitary facilities, 59.4% (mean=2.97) were of the opinion that the county government has provided for teachers offices, 56.0% (mean=2.80) were of the opinion that the road to their school has been refurbished by the county government, 57.6% (mean=2.88) were of the opinion that the parents involved in provision of teaching/learning resources, 60.0% (mean=3.00) were of

the opinion that the school provides them with lesson preparation materials, 78.2% (mean=3.91) were of the opinion that they get financial assistance when they are in need, 67.6% (mean=3.38) were of the opinion that they are given leave absence in case they have a reason to justify, 60.4% (mean=3.02) were of the opinion that parents are supportive to the teachers whereas 67.2% (mean=3.36) were of the opinion that the school board supports and attends to the needs of all teachers.

The findings of the study revealed that most of the teachers were of the view that the county Government has built more ECDE classes. This means that the classrooms that have been built through the county's department of education are aimed at creating conducive learning and teaching environment for the county's young learners. The new classrooms have not only boosted the morale among teachers and pupils but have reflected on the performance of the young learners with noted difference in quality of the pupils transiting to primary school. Children are now able to study in conducive environments since the schools are located within their reach, more so providing learning and teaching materials (Competency-Based Curriculum). The county has also ensured all ECDE schools have qualified teachers.

From the interviews conducted, the head teachers acknowledged that before the new classroom projects, the pupils used to be housed in a classroom at the nearby primary schools, but the pre-school pupils are now happy to have their own classrooms. The project has boosted the morale among pre-school learners and pre-school teachers.

These findings were supported by Kiilu (2018) who found that facilities provision by the county government positively and significantly predicted implementation of pre-primary

education. Berlinski and Galiani (2017) provided evidence on the impact of a large-scale construction of pre-primary school facilities in Argentina. The study estimated the causal impact of the program on pre-primary school attendance and maternal labor supply. Identification relies on a difference-in-difference strategy where they combined differences across regions on the number of facilities built with differences in exposure across cohorts induced by the timing of the program. The study found a sizeable impact of the program on pre-primary school participation among children aged between 3 and 5. In addition, the study found that the implicit childcare subsidy induced by the program appears to increase employment.

Waltman, (2012) in a study on factors contributing to job satisfaction and dissatisfaction in pre-primary school teachers, established that pre-primary school teachers were not satisfied with the method of promotion and with learning and teaching materials and housing. The study also revealed that many ECE centers in Kigumo Division lacked basic facilities like classrooms, furniture, play grounds, modern toilets and safe drinking water. Similarly, Ndani and Kimani (2011) study, established that preschool microsystems were insufficient to sustain children's development. For instance, they suggested that most of the physical environment in their level of study was not suitable for children's' learning. Therefore, the current study sought to find out how teacher motivational factors influenced the provision of quality ECE.

4.5.4 Teacher Recognition and Teacher effectiveness

The study finally sought to determine the effect of teacher recognition and the teacher effectiveness in public pre-schools. The study results were as tabulated in Table 13.

Table 4.13: Teacher Recognition and Teacher effectiveness

Statements		SD	D	U	A	SA	Total	Mean	Std Dev
Teachers are provided with meals at school	F	0	0	20	48	113	181	4.52	1.165
	%	0	0	10.8	26.6	62.6	100	90.4	
Teachers receive awards after excelling	F	0	0	20	48	113	181	4.51	0.275
	%	0	0	10.8	26.6	62.6	100	90.2	
Head teacher/stakeholder appreciate my good work by applauding verbally	F	0	0	20	53	108	181	4.48	0.450
	%	0	0	10.8	29.5	59.7	100	89.6	
Teachers are provided with sponsorship once they excel	F	0	5	16	83	77	181	4.28	0.273
	%	0	2.9	8.6	46	42.4	100	85.6	
Teachers are taken for trips/tours	F	0	5	16	83	77	181	4.28	0.236
	%	0	2.9	8.6	46	42.4	100	85.6	
Reward system in our school is inclusive	F	0	0	22	61	98	181	4.42	0.905
	%	0	0	12.2	33.8	54	100	88.4	
Extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation	F	0	0	7	61	113	181	4.58	0.936
	%	0	0	3.6	33.8	62.6	100	91.6	
School management understands fully the need to reward teachers	F	0	0	7	61	113	181	4.59	0.860
	%	0	0	3.6	33.8	62.6	100	91.8	
School management uses rewards to encourage teachers to work more	F	13	26	51	66	25	181	3.35	1.165
	%	7.2	14.4	28.1	36.7	13.7	100	67.0	
All teachers are recognized using a fair and transparent method	F	0	0	20	60	102	181	4.45	0.275
	%	0	0	10.8	33.1	56.1	100	89.0	

From the above results, the standard deviation results show that the data was within a considerable range of between -2 and +2 implying that the standard deviations obtained in the study were small indicating minimal variations in the responses given.

The study results indicated that 90.4% (mean=4.52) were of the opinion that teachers are provided with meals at school, 90.2% (mean=4.51) were of the opinion that teachers receive awards after excelling, 89.6% (mean=4.48) were of the opinion that head teacher/stakeholder appreciate my good work by applauding verbally, 85.6% (mean=4.28) were of the opinion that teachers are provided with sponsorship once they excel, 85.6% (mean=4.28) were of the opinion that teachers are taken for trips/tours,

88.4% (mean=4.42) were of the opinion that reward system in our school is inclusive, 91.6% (mean=4.58) were of the opinion that extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation, 91.8% (mean=4.59) were of the opinion that school management understands fully the need to reward teachers, 67.0% (mean=3.35) were of the opinion that school management uses rewards to encourage teachers to work more while 89.0% (mean=4.45) were of the opinion that all teachers are recognized using a fair and transparent method.

The findings of the study revealed that most of the teachers were of the view that extrinsic rewards such as money and materials appeal to teachers in their schools more than intrinsic motivation. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. Besides resorting to secondary employment, teachers who earn low wages are often unable to eat properly before coming to school. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas.

According to 95% of the head teachers interviewed, they agreed that if teachers are able to support themselves and their families, how teachers are paid may be more important than how much they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay

schemes. Majority of the head teachers noted that;

> *"Teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened".*

Rewarding teachers is an important factor in their motivation. Most educational institutions have gained the immense progress by fully complying with their educational outcome strategy through a well-balanced reward and recognition programs for teachers' wellbeing. Motivation of teachers and their productivity can be enhanced through providing them effective recognition which ultimately results in improved academic performance. At times, management pays more attention to extrinsic rewards but intrinsic rewards are equally important in teacher motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating teachers and increasing his/her performance. These findings justify the findings of Cho (2013), as he opined that lack of teacher motivation leads to low students' academic performance. The findings also revealed that lack of incentives and benefits make the teachers to be less motivated towards work. These findings are in line with Jang, Kim & Reeve (2012), as they found incentives and benefits to have positive effect on teacher motivation on their work.

Teacher motivation plays a vital role in students learning and their academic achievement. It is important to note that a teacher should be motivated intrinsically and extrinsically so as to improve on the teaching skills that result to students' academic performance. A teacher must be extrinsically motivated through government management policy and administration. Certainly, teachers' salaries and promotions are basically the rewards for hard work that motivates them in their profession (Olowoselu, Hussin &

Kasa, 2016). Teachers are perceived to be the biggest asset in the society and community on the context of education. A motivated teacher can shape the future of a child because he can positively impact the life of a learner in their early years, therefore, the teacher should be motivated intrinsically and extrinsically.

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

4.6 Assumptions of the Regression Model

The assumptions of multiple regressions that were considered during this study include linearity, independence of errors, homoscedasticity, normality, and multicollinearity. This section specifically presents how each assumption was tested.

4.6.1 Linearity Test

The linearity requires the relationship between the independent and dependent variables to be linear. It tests if the relationships are linear in nature. On-linearity of the regression analysis under-estimated the true relationship between the study variables. The linearity

assumption was tested with a scatter diagram as depicted in Table 14.

Table 4.14 Linearity Test

Model		Linearity Test				
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	15.338	4	3.835	72.181	.000[a]
	Residual	4.302	177	0.057		
	Total	19.64	181			

4.6.2 Normality Assumption

To test for the normality of the dependent variable (Teacher effectiveness), the Kolmogorov-Smirnov test and Shapiro-Wilk tests were conducted so as to determine the appropriate test to be conducted and make sure that the assumption of normal distribution was not violated. According to Ghasemi and Zahediasl (2012), if the p-values of the variables are less than 0.05, the data are not normally distributed and hence the test rejects the hypothesis of normality. To find out if the residuals follow a normal probability distribution, a histogram or a predicted probability (P-P) Plot was used to test for normalities. The Kolmogorov-Smirnov test results areas shown in Table 15 below.

Table 4.15 Normality Test

	A	**Kolmogorov-Smirnov(a)**			**Shapiro-Wilk**		
		Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Teacher effectiveness	2.6	0.241	5	.212(*)	0.948	5	0.621
	3.5	0.258	4	.212(*)	0.826	4	0.311
	4.3	0.148	14	.212(*)	0.815	14	0.202
	4.0	0.260	2	.212(*)	0.815	14	0.202
	4.2	0.276	3	.	0.942	3	0.637

The Kolmogorov-Smirnov and Shapiro-Wilk test statistic results were 0.241 and 0.948 respectively. The p-values were 0.20 and 0.721 respectively. Since the p-values were more than 0.05, the data of the variables were normally distributed.

4.6.3 Multicollinearity Test

The study examined the data in order to verify if the assumption of no correlation between independent variables was met. The results of the multicollinearity test were demonstrated by tolerance and Variance Inflation Factor (VIF). The results are summarized in Table 16. The findings revealed that the tolerances of the four constructs ranged from 0.252 to 0.502. The VIF scores ranged from 1.73 to 3.97.

Table 4. 16 Multicollinearity Statistics

Model		**Collinearity Statistics**	
		Tolerance	VIF
1	(Constant)		
	School management factors	.294	3.401
	Teacher Training	.278	3.595
	Stakeholders' support	.252	3.969
	Teacher recognition	.502	1.990

Dependent Variable: Teacher effectiveness

The study found that stakeholders' support was the highest related to the other independent variables (Tolerance = 0.252, VIF = 3.969). Teacher Training was the second-high rated correlation with the other independent variables with (Tolerance = 0.278, VIF = .595). School management related factors was the third-rated correlation with other independent variables (Tolerance = 0.294, VIF = 3.401). Teacher recognition had the least high correlation with the other independent variables (Tolerance = 0.502, VIF= 1.990). For this model, VIF values are all below 10 and tolerance statistics are all

well above 0.2 and conclude that there was no collinearity. This means, therefore, the variation due to each independent factor was considerably independent and all the factors were included in the prediction model. The assumption on multicollinearity was deemed to have been met. The results were within the normal range, indicating multicollinearity was not present among the explanatory variables.

4.6.4 Autocorrelation Test

Autocorrelation occurs when the residuals are not independent of each other. The study used Durbin-Watson to test autocorrelation. The test result was as presented in Table 17as follows.

Table 4.17: Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.859[a]	0.826	0.792	0.1798	2.031

The study results indicated that the Durbin Watson test was 2.031 which was between 1.5 and 2.5 and therefore the data is not auto correlated.

4.7 Inferential Analysis

In this section, the study sought to test the relationship between the study variables.

4.7.1 Correlation Analysis

Pearson correlation analysis was used to test the association between the study variables. Pearson correlation was used to measure the extent of correlation between variables of

the study and to show the strength of the linear relationship between variables in the correlation ranges between +1 and – 1, where r >0.7 indicates a strong positive relationship, r=+0.5 and below 0.7 indicates a moderate relationship and where r =+0.49 and below indicates a weak relationship between study variables. Where r=0 indicates that there is no relationship. The study findings were as tabulated in Table 18.

Table 4.18: Overall Correlation Analysis

		School management related factors	Teacher Training	Stakeholders' support	Teacher recognition	Teacher effectiveness
School Management related factors	Pearson Correlation	1				
	Sig. (2-tailed)					
Teacher Training	Pearson Correlation	0.091	1			
	Sig. (2-tailed)	0.423				
Stakeholders' support	Pearson Correlation	-0.096	0.087	1		
	Sig. (2-tailed)	0.397	0.443			
Teacher recognition	Pearson Correlation	.528(**)	0.035	0.044	1	
	Sig. (2-tailed)	0.000	0.756	0.696		
Teacher effectiveness	Pearson Correlation	.507(**)	.637(**)	.387(**)	.434(**)	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	

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

The study findings indicated that a statistically significant positive effect was found of School management related factors on the teacher effectiveness in public pre-schools (r=0.507, p<0.05). This implies that a unit change in School management related factors leads to a 50.7% change in the teacher effectiveness in public pre-schools. When School management related factors are positive, teacher effectiveness is also positive.

The relationship between Teacher Training and teacher effectiveness was analyzed and the study findings indicated that a statistically significant positive effect was found of Teacher Training on the teacher effectiveness in public pre-schools (r=0.637; p<0.05). This showed that a unit change in Teacher Training leads to a 63.7% change in the teacher effectiveness in public pre-schools. When Teacher Training is positive, teacher effectiveness is also positive.

The study findings indicated that a statistically significant positive effect was found of stakeholders' support on the teacher effectiveness in public pre-schools (r=0.387; p<0.05). This implies that a unit change in stakeholders' support leads to a 38.7% change in the teacher effectiveness in public pre-schools. When Teacher Training are positive, teacher effectiveness is also positive.

The study findings indicated that a statistically significant positive effect was found of teacher recognition on the teacher effectiveness in public pre-schools (r=0.434; p<0.05). This implies that a unit change in teacher recognition leads to a 43.4% change in the teacher effectiveness in public pre-schools. When teacher recognition is positive, teacher effectiveness is also positive.

4.7.2 Multiple Regression Model

T-test of the statistical significance of each regression coefficient was conducted in order to determine the beta which indicates how strongly each independent variable affects the dependent variable. Table 19 shows the results.

Table 4.19: Determinants and Teacher effectiveness

Model	Coefficients			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	0.372	0.224		1.648	0.209
School management related factors	0.169	0.026	0.314	6.604	0.000
Teacher Training	0.259	0.024	0.413	5.744	0.000
Stakeholders' support	0.229	0.034	0.126	8.876	0.000
Teacher recognition	0.209	0.046	0.229	5.313	0.004

a. Dependent Variable: Teacher effectiveness

Table 19 shows the regression coefficients results where School management related factors had a positive and significant effect on teacher effectiveness in public pre-schools ($\beta=0.169, p<0.05$), Teacher Training had a positive and significant effect on teacher effectiveness in public pre-schools ($\beta=0.259$, $p<0.05$), Stakeholders' support had a positive and significant effect on teacher effectiveness in public pre-schools ($\beta=0.229$, $p<0.05$) and teacher recognition had a positive and significant effect on teacher effectiveness in public pre-schools ($\beta=0.209$, $p<0.05$).

The multiple regression equation generated for the study was as follows.

Y (Teacher effectiveness) = 0.372 (Constant) + 0.169 (School management related factors) + 0.259 (Teacher Training) + 0.229 (Stakeholders' support) + 0.209 (Teacher recognition)

$$\mathbf{Y=0.372 + 0.169X_1 + 0.259X_2 + 0.229X_3 + 0.209X_4}$$

From the regression equation, Teacher Training was the most important variable to the

teacher effectiveness in public pre-schools contributing 26.3% to the teacher effectiveness in public pre-schools while School management related factors contributed 17.0%, stakeholders' support 23.1% and that teacher recognition contributed 21.3% to the teacher effectiveness in public pre-schools respectively. The constant value of 0.372 implies that at zero School management related factors, Teacher Training, stakeholders' support, and teacher recognition affect teacher effectiveness in public pre-schools.

In Table 19, the coefficients refer to the slope of the regression line and the amount of variance each predictor contributes to the general regression equation. The School management related factors coefficient parameter is 0.169 meaning that for every adjustment in one unit of School management related factors; it would result in a 0.169 change in the teacher effectiveness in public pre-schools while all other variables are kept constant. The coefficient parameter of Teacher Training is 0.259 meaning that for every change in one unit of Teacher Training, it would result in a 0.259 change in the teacher effectiveness in public pre-schools while all other variables kept constant.

The stakeholders' support coefficient parameter is 0.229 meaning that for every change in one unit of stakeholders' support, a 0.229 change in the teacher effectiveness in public pre-schools will be predicted all other variables kept constant. The teacher recognition coefficient parameter is 0.209 meaning that for every change in one unit of teacher recognition, a 0.209 change in the teacher effectiveness in public pre-schools will be predicted all other variables kept constant. The standard errors of the independent variables that are School management related factors = 0.026, Teacher Training = 0.024, stakeholders' support = 0.034 and teacher recognition = 0.046 are the standard errors

associated with the coefficients. The standard error was used for testing whether the parameter was significantly different from 0 by dividing the parameter estimate by standard the error to obtain a t-value.

The study used multiple linear regression analysis to determine the combine linear relationship between the dependent variable (Teacher effectiveness) and the independent variables (School management related factors, Teacher Training, Stakeholders' support, and Teacher recognition). The study results were as tabulated in table 4.16 and 20.

Table 4.20: Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921[a]	0.882	0.812	0.792

Predictors (School management related factors, Teacher Training, Stakeholders' support, Teacher recognition)

The model indicated that the simple correlation was 0.921 which indicates a degree of correlation. The total variation (the adjusted R^2 of the study model is 0.812 with the R^2 = 0.882) in the teacher effectiveness in public pre-schools was 89.1% explained by determinants (R Square = 0.882, Standard Error=0.792). This means that the linear regression explains 88.2% of the variance in the data. This implies that there was no first-order linear auto-correlation in the multiple linear regression data. This further implies that 88.2% of the variation in teacher effectiveness is accounted for by determinants (School management related factors, Teacher Training, stakeholders' support, and teacher recognition) in the study while 11.8% of the teacher effectiveness is accounted for by other factors out of the study.

4.7.3 Assessing Fit of Multiple Regression Model

Analysis of variance was used to determine if the multiple regression model was fit for the data. The results were shown in Table 21.

Table 4.21: ANOVA Model

ANOVA						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	15.338	4	3.835	72.181	.000[a]
	Residual	4.302	179	0.057		
	Total	19.64	181			

a Predictors: (Constant), School management related factors, Teacher Training, Stakeholders' support, Teacher recognition

b Dependent Variable: Teacher effectiveness

The next output table is the F-test. The linear regression's F-test has the null hypothesis that the model explains zero variance in teacher effectiveness (F=72.181, p=0.000[a]). The F-test is highly significant; thus, it is assumed that the model explained a significant amount of the variance in teacher effectiveness. This implies that the multiple regression model was fit for the data and hence School management related factors, Teacher Training, stakeholders' support, and teacher recognition affect teacher effectiveness in public pre-schools.

ANOVA model predicted the teacher effectiveness in public pre-schools significantly well (p=0.000[a]). This indicated the statistical significance of the regression model that was run and that overall, the regression model statistically significantly predicted the

teacher effectiveness in public pre-schools (it was a good fit for the data).

4.8 Hypotheses Testing

In this section, the study sought to test the hypotheses of the study.

The first null hypothesis postulated that there is no significant relationship between schools related management factors and ECDE teacher effectiveness. The study findings indicated that there was a positive and significant effect of School management related factors on the teacher effectiveness in public pre-schools ($\beta=0.169$, $p<0.05$). The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a statistically significant effect of School management related factors on teacher effectiveness in public pre-schools. This implies that a positive change in School management related factors leads to a positive change in the teacher effectiveness in public pre-schools.

The second null hypothesis postulated that there is no significant relationship between Teacher Training and ECDE teacher effectiveness. The study findings indicated that there was a positive and significant effect of Teacher Training on the teacher effectiveness in public pre-schools ($\beta=0.259$, $p<0.05$). The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a statistically significant effect of Teacher Training on the teacher effectiveness in public pre-schools.

The third null hypothesis postulated that there is no significant relationship between influence of stakeholder's support in provision of learning and teaching resources and ECDE teacher effectiveness. The study findings indicated that there was a positive

significant effect of stakeholders' support on the teacher effectiveness in public pre-schools ($\beta=0.229$, $p<0.05$). The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a statistically significant effect of stakeholders' support on the teacher effectiveness in public pre-schools.

The fourth null hypothesis postulated that there is no significant relationship between teacher recognition on teacher effectiveness in public pre-schools. The study findings indicated that there was a positive significant effect of teacher recognition on the teacher effectiveness in public pre-schools $(\beta=0.209, p<0.05)$. The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a significant effect of teacher recognition on the teacher effectiveness in public pre-schools.

4.9 Qualitative analysis from Headteachers and County Officials

Uasin Gishu County has six sub-counties from which one ECD education officer and one head teacher were purposively sampled totalling to 10 ECD County officers and 1899 head teachers. Interview sessions were conducted with head teachers and County education officers. They were asked to respond on the following issues pertaining teacher effectiveness in public pre-schools within Uasin Gishu County; which are the supports that you have received/provided for from county education office/National government? Elaborate each, Do county education office/ National government provide adequate/relevant learning and teaching resources for ECDE? Do teachers prepare well for the lessons before they teach? Do county education office/ National government provide for ECDE infrastructure? Does the National government/county education office supervise ECDE programs? What considerations to you take while enrolling ECDE

pupils? What are the challenges that you face while managing ECDE in your area of jurisdiction? And finally, what are the effects experienced from these challenges?

Majority of the respondent affirmed that National government provided adequate support in the provision of temporary teachers to cater for the rising numbers of students. 95% of the head teachers and County officials agreed that,

> *Some of the support that the county education office provided to teachers include professional development opportunities, classroom resources, and funding for school-based programs. The county office also offered support in terms of data and research, as well as advocacy and communication.*
>
> They also agreed that the National government and County government ensure that there is adequate training for ECDE teachers and other personnel; Ensure that the ECDE curriculum is implemented and the quality of ECDE services improved; Ensure that the quality of ECDE services is monitored; Ensure that ECDE services are integrated with other services in the county; Ensure that ECDE teachers and other personnel are given incentives; Ensure that ECDE services are accessible in all areas of the county; Ensure that ECDE centres are adequately equipped in terms of materials and equipment; Ensure that there is adequate funding in the ECDE sector; Ensure that ECDE policy is reviewed and updated; Ensure that the ECDE curriculum is aligned and implemented with the National ECDE curriculum

When the respondent instructors were asked whether National Government/County education office provided adequate/relevant learning and teaching resources for ECDE? 95% of the respondents agreed that and specified some of the resources provide;

> *For instance, the various adequate learning and teaching resources the National government or county education office provides for ECDE include: textbooks, teacher guides, teacher training, curriculum materials, assessment tools, and school infrastructure and school supplies.*

Concerning whether teachers prepare well for the lessons before they teach. 100% of the respondents agreed that:

> *Yes, teachers prepare well for the lessons before they teach. Teachers use a variety of resources to prepare for the lessons, including books, internet resources, and classroom materials. They also take into account the needs of the students and the level of the class.*

Regarding whether the county education office provides for ECDE infrastructure? 95% of the respondents agreed that;

> *There is infrastructure for ECDE provided by the county education office. The county education office provided classrooms, toilets, and furniture on different occasions. There is also a library and a playground.*

Concerning whether the county education office supervises ECDE programs;

> *All of the respondents agreed that County officials do supervise ECDE programs within the county.*

On the considerations taken while enrolling ECDE pupils, majority of the respondents agreed that;

> *The child's age, the child's developmental level, the child's previous educational experiences, the child's learning style, the child's family's educational history 6. The child's cultural background, the child's physical abilities, the child's mental health were some of the considerations they took before enrolling ECDE pupils.*

At least half of the respondents agreed that they faced challenges while managing ECDE in their area and agreed that:

1. *Lack of adequate funding from the government – this has led to a shortage of resources and has made it difficult to provide quality ECDE services.*
2. *Lack of trained and qualified personnel – this has led to a shortage of staff who are able to provide quality ECDE services.*
3. *Lacks of awareness about ECDE services – many parents are not aware of the ECDE services that are available and how they can benefit their children.*
4. *Inadequate infrastructure – this has made it difficult to provide quality ECDE services due to a lack of proper facilities.*

Finally, on the the effects of the challenges faced while managing ECDE;

The challenges faced while managing ECDE can have a number of effects, including:

- *Reduced quality of care for children*

- *Increased stress and workload for ECDE staff*
- *Reduced morale among ECDE staff*
- *Inability to attract and retain qualified staff*
- *Increased financial pressures on ECDE centres*

Table 4.22: Summary of Variables Significance

Hypothesis	Statement	Coefficient Value	Sig.	Result
H_{01}:	There is no significant relationship between school management related factors and ECDE teacher effectiveness.	0.169	0.000	Null Hypothesis Rejected
H_{02}:	There is no significant relationship between Teacher Training and ECDE teacher effectiveness	0.259	0.000	Null Hypothesis Rejected
H_{03}:	There is no significant relationship between influence of stakeholder's support in provision of learning and teaching resources and ECDE teacher effectiveness.	0.229	0.000	Null Hypothesis Rejected
H_{04}:	There is no significant relationship between teacher recognition on teacher effectiveness in public pre-schools	0.209	0.000	Null Hypothesis Rejected

4.10 Research Findings and Discussions

Objective One: ***To find out the influence of school management related factors on teacher effectiveness in public pre-school in Uasin Gishu County***

It agrees with the findings from Hasbay and Altındag (2018) which revealed that teacher effectiveness was affected mostly by school management factors, followed by working environment and wages. Hence, the wage factor did not show any effects that directly increase teacher effectiveness. It is determined that the right attitude of school managers, with proper and efficient communication and career investments and developments for

teachers, has to be increased. Also, it is supported by results of analysis that the performance of teachers is increased by providing them with working conditions in which they can feel comfortable and under no pressure.

Chen (2010) study, found that teachers were unhappy (and hence demotivated) by variables such as workload, school leadership and administration, student behavior patterns, and insufficient parental support. Policymakers and school leaders in Jinzhau city should pay attention to these factors in order to retain and motivate teachers in their current schools, according to the study, because they are highly likely to increase teachers' motivation to seek employment in other schools or occupational sectors.

The above research agrees with the findings from the researcher on school management related factors on teacher effectiveness in public pre-school

Objective Two: ***To assess Teacher Training on teacher effectiveness in public pre-school in Uasin Gishu County.***

According to Haq and Islam (2015) research, it revealed that Teacher motivation was found to be influenced by the following factors: school location, type of school, promotion and career path, physical facilities of the school, student behavior, and opportunities for additional teacher training, workload, relationships with the community, and relationships with School Management Committees (SMC's), as well as school quality factors such as learning and teaching resources. The research also found that in cases when the elements were unfavorable, instructors' motivation or readiness to put in extra effort in their instructional jobs was low, and vice versa.

Greenwald (2019), points out that a teacher's academic and professional qualifications have an impact on how well he or she can motivate pre-school children to achieve the

expected levels of interest, completion of English activities, neatness in class work, and participation during the English lesson. The most crucial attribute for instructors in early childhood development, according to the National Association for the Education of Young Children, is excitement and love for children. This extends beyond simply connecting with them and wishing to make a difference in the lives of each and every youngster. Teachers must want to open every child's door to learning and help them overcome whatever obstacles they may face.

In order to be effective in class, Urevbu, (2015) revealed that a teacher should consult the syllabus book, which provides guidance on how to plan for effective classroom instruction, including how to set objectives, compose the scheme of work, and create lesson plans hence the above finding relates with the researcher's findings on teacher training.

Objective Three: ***To establish the influence of stakeholders' support in the provision of resources on ECDE teacher effectiveness.***

According to Dweck (2010) findings, parents are involved in provision of learning and teaching materials especially in lower classes. In a study conducted by Monansa (2019), parents of children aged 5 to 16 years attending schools in England participated in establishing their degree of involvement in their children's education. According to the study, parents felt very much involved the more in primary than in secondary schools. Out of the households surveyed, majority wanted to be more involved and participate in school's management activities to ensure that their children could obtain the best from the school.

Tondeur (2018) found out that school administration, particularly the principal, is charged with many duties such as general school administration, curriculum, leadership and human relations, community connections, and working relationships in collaboration with the BOM.

Mwanthi (2017) findings stated that the BOM also requires the preparation, approval, and submission of the school's yearly budget to the proper education authority in order to receive government subsidies for the school's activities the next year. It guarantees that the school principal manages and accounts for all school money. The board also directs the school administration to submit to the appropriate authorities any information returns or audited accounts that authorities may need from time to time. It keeps the institution's leader accountable for the school's efficient operations and for providing timely information to the board so that it may make educated choices about the school. In addition, the BOM is in charge of providing educational facilities. The board can use its powers to buy land for school infrastructure if necessary.

According to TSC Report, (2017) Parents and the community must carry out program activities, while the government offers technical assistance and oversight through the Kenya Education Sector Support Programme (KESSP), which is based on a sector-wide approach to program planning and implementation (SWAPPI). This is consistent with the government's aim of enabling citizens to participate actively in national development. The findings of the study revealed that most of the teachers were of the view that the county Government has built more ECDE classes. This means that the classrooms that have been built through the county’s department of education are aimed at creating

conducive learning and teaching environment for the county's young learners.

Objective Four: ***To assess the influence of teacher recognition on teacher effectiveness in public pre-schools in Uasin Gishu County.***

According to Stecy (2012), recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievement, publicly and privately, makes them feel appreciated. Good work done by teacher should always be acknowledged (Macharia, 2012). Devising better methods of determining ways and means of rewarding teachers is paramount to the educational administrators, if they expect the rewards to have an impact on job performance (Kivaze, 2010). Most head teachers recognize teachers' efforts by offering positive feedback, giving teachers trophies during prize giving days or a letter of appreciation (Cole, 2012).

Carraher *et al.,* (2016), advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employee's, an organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Bishop (2017), suggested that pay is directly related to productivity and reward system depends upon the size of an organization. Organizations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. All these findings relate to the findings from the study that rewarding teachers is an important factor in their effectiveness.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the determinants of teacher effectiveness in Early Childhood Development Education (ECDE) in public pre-schools in Uasin Gishu County, Kenya. The study focused on school management related factors, Teacher Training, stakeholders support and influence of teacher recognition. This chapter presents the summary of findings, conclusions and recommendations.

5.2 Summary of Findings

The first objective of the study was to assess Teacher Training on teacher effectiveness in public pre-school in Uasin Gishu County. The study findings revealed that 76.0% (mean=3.80) were of the view that head teacher is supportive enough, 75.8% (mean=3.79) were of the view that the classes are adequate and spacious enough to allow activities, 80.8% (mean=4.04) were of the view that teachers are given recognition and rewards when they perform, 78.6% (mean=3.93) were of the view that teachers work and support each other, 82.6% (mean=4.18) were of the view that there are mentoring and peer exchange programs, 80.0% (mean=4.00) were of the view that there is provision of lunch programs in the school, 83.0% (mean=4.15) were of the view that teachers are taken for retreats and offered trips, 82.8% (mean=4.14) were of the view that Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery, 90.0% (mean=4.50) were of the view that there are health talks

meant for teachers motivation whereas 89.6% (mean=4.48) were of the view that availability of training opportunities among teachers motivates them to perform.

The study findings indicated that there was a positive and significant effect of School management related factors on the teacher effectiveness in public pre-schools ($\beta=0.169$, $p<0.05$). The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a statistically significant effect of School management related factors on teacher effectiveness in public pre-schools.

In the second objective, the study sought to assess the influence of teacher recognition on teacher effectiveness in public pre-schools in Uasin Gishu County. The study results revealed that 80.0% (mean=4.00) were of the opinion that there are professional documents for use in the classroom, 71.0% (mean=3.55) were of the opinion that there is a working and strictly followed timetable, 71.0% (mean=3.55) were of the opinion that teachers sometimes improvise resources for teaching, 63.2% (mean=3.12) were of the opinion that the teachers often use materials while teaching, 62.2% (mean=3.11) were of the opinion that teachers' workload is to the standard, 82.6% (mean=4.13) were of the opinion that there are professional records normally approved by relevant authorities, 82.4% (mean=4.12) were of opinion that teachers attend facilitation on preparation of learning and teaching resources, 79.6% (mean=3.79) of the opinion that training improves teachers' confidence thus improving their performance, 82.4% (mean=4.12) were of the opinion that most teachers are always prepared to teach in the school while 85.6% (mean=4.28) were of the opinion that given an opportunity to change their job, they would not hesitate to leave teaching. The study findings indicated that there was a positive and significant effect of Teacher Training on the teacher effectiveness in public

pre-schools ($\beta=0.259$, $p<0.05$). The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a statistically significant effect of Teacher Training on the teacher effectiveness in public pre-schools.

Concerning the third objective, the study sought to establish the influence of stakeholders' support in the provision of resources on ECDE teacher effectiveness. The study findings indicated that 79.8% (mean=3.99) of the respondents were of the opinion that the county government has built more ECDE classes, 56.2% (mean=2.81) were of the opinion that the county government has provided for sanitary facilities, 59.4% (mean=2.97) were of the opinion that the county government has provided for teachers offices, 56.0% (mean=2.80) were of the opinion that the road to their school has been refurbished by the county government, 57.6% (mean=2.88) were of the opinion that the parents involved in provision of teaching/learning resources, 60.0% (mean=3.00) were of then opinion that the school provides them with lesson preparation materials, 78.2% (mean=3.91) were of the opinion that they get financial assistance when in need, 67.6% (mean=3.38) were of the opinion that they are given leave absence in case they have a reason to justify, 60.4% (mean=3.02) were of the opinion that parents are supportive to the teachers whereas 67.2% (mean=3.36) were of the opinion that the school board supports and attends to the needs of all teachers. The study findings indicated that there was a positive significant effect of stakeholders' support on the teacher effectiveness in public pre-schools ($\beta=0.229$, $p<0.05$). The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a statistically significant effect of stakeholders' support on the teacher effectiveness in public pre-schools.

The study finally sought to find out the influence of school management related factors on teacher effectiveness in public pre-school in Uasin Gishu County.

The study results indicated that 90.4% (mean=4.52) were of the opinion that teachers are provided with meals at school, 90.2% (mean=4.51) were of the opinion that teachers receive awards after excelling, 89.6% (mean=4.48) were of the opinion that head teacher/stakeholder appreciate my good work by applauding verbally, 85.6% (mean=4.28) were of the opinion that teachers are provided with sponsorship once they excel, 85.6% (mean=4.28) were of the opinion that teachers are taken for trips/tours, 88.4% (mean=4.42) were of the opinion that reward system in our school is inclusive, 91.6% (mean=4.58) were of the opinion that extrinsic rewards such as money and materials appeal to teachers in school more than intrinsic motivation, 91.8% (mean=4.59) were of the opinion that school management understands fully the need to reward teachers, 67.0% (mean=3.35) were of the opinion that school management uses rewards to encourage teachers to work more while 89.0% (mean=4.45) were of the opinion that all teachers are recognized using a fair and transparent method. The study findings indicated that there was a positive significant effect of teacher recognition on the teacher effectiveness in public pre-schools *(β=0.209, p<0.05.* The study, therefore, rejected the null hypothesis and accepted the alternate hypothesis which showed that there was a significant effect of teacher recognition on the teacher effectiveness in public pre-schools.

The study findings indicated that a statistically significant positive effect was found of School management related factors on the teacher effectiveness in public pre-schools (r=0.507, p<0.05). This implies that a unit change in School management related factors

leads to a 50.7% change in the teacher effectiveness in public pre-schools. The relationship between Teacher Training and teacher effectiveness was analyzed and the study findings indicated that a statistically significant positive effect was found of Teacher Training on the teacher effectiveness in public pre-schools (r=0.637; $p<0.05$). This showed that a unit change in Teacher Training leads to a 63.7% change in the teacher effectiveness in public pre-schools. The study findings indicated that a statistically significant positive effect was found of stakeholders' support on the teacher effectiveness in public pre-schools (r=0.387; $p<0.05$). This implies that a unit change in stakeholders' support leads to a 38.7% change in the teacher effectiveness in public pre-schools. The study findings indicated that a statistically significant positive effect was found of teacher recognition on the teacher effectiveness in public pre-schools (r=0.434; $p<0.05$). This implies that a unit change in teacher recognition leads to a 43.4% change in the teacher effectiveness in public pre-schools.

5.3 Conclusions

The study concluded that there is a positive and significant effect of School management related factors on the teacher effectiveness in public pre-schools. School-related factors such as health talks enhance teachers' job satisfaction and commitment in their work. This motivation and professional commitment produce good attendance and professional attitudes towards learners which in turn affect the performance of learners academically. This presence of motivation on teachers to perform their duties diligently could be manifested in teachers at the school in question. Teacher job satisfaction has a very significant direct impact on teacher effectiveness.

The study concluded that there is a positive and significant effect of Teacher Training on the teacher effectiveness in public pre-schools. Pre-school teachers are less motivated and have no satisfaction with their teaching work. Furthermore, whenever the preschool teachers are satisfied at the workplace, they tend to possess a positive attitude towards their employment, hence their outputs are enhanced. Indeed, job satisfaction among preschool teachers play a very significant role in the entire child's development as well as the initiatives of the early child care education. Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their learners, overall school cohesion and enhanced status of the teaching profession.

The study concluded that there is a positive significant effect of stakeholders' support on the teacher effectiveness in public pre-schools. Before the new classroom projects, the pupils used to be housed in a classroom at the nearby primary schools, but the pre-school pupils are now happy to have their own classrooms. The project has boosted the morale among pre-school learners and pre-school teachers. This means that the classrooms that has been built through the county's department of education are aimed at creating conducive learning and teaching environment for the county's young learners. The new classrooms have not only boosted the morale among teachers and pupils but have reflected on the performance of the young learners with noted difference in quality of the pupils transiting to primary school.

The study concluded that there is a positive significant effect of teacher recognition on the teacher effectiveness in public pre-schools. Extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation. When teachers

do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. Besides resorting to secondary employment, teachers who earn low wages are often unable to eat properly before coming to school. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas.

Teacher motivation is the foundation for every great school. If all the staff is excited to be there, they have a common goal and can work together to ensure student achievement. Motivated teachers create classroom environments that use situational motivation to directly impact student learning. This is important because a motivated teacher goes hand in hand with student success, which is the ultimate goal of every school. Motivation is defined as the willingness of someone to do something; however, since everyone is unique, not everyone will be motivated in the same way or to the same degree. Therefore, it's imperative to untangle the web of human behavior to understand how best to motivate each teacher, and this is what this research study will attempt to reveal.

5.4 Recommendations

School administrators and teachers have a big responsibility, creating the way schools work, creating school goals, thus creating an effective and safe school. It is necessary for school administrators and teachers to improve the quality of work life and to improve

working environments in order for school administrators and teachers to be connected to the work they are doing, to be satisfied with their work, to be able to fulfill with satisfaction, cope with stress and burnout, and to maintain strong communication with learners, parents, and teachers. School managers and teachers with a high level of work quality and working conditions typically achieve the desired success and provide a more powerful means of communication and the efficiency of their work.

To enhance the performance of teachers in the teaching-learning process, the school has to invest and allocate an adequate amount for the professional development program of all teachers. They should not be confined only in the four walls of the classroom, but they have to be allowed to keep abreast of all the updates in teaching. They are duty bound to work with other individuals in the community aside from doing daily routines in education. Thus, training and workshops whether in local, national or international that promote the better performance of teachers in teaching and in fostering activities that attract the individuals in the community to participate for the betterment of the school are necessary.

The school administrators should ensure that the school environment is conclusive for teachers by providing a necessary condition that can motivate teachers such as incentive, payment of good salary, job security and having interpersonal relations with teachers. The school administrators should ensure that they employ qualified teachers most especially early childhood trained teachers to teach pre-school children and organize special workshop, short courses, training and re-training programs, to keep them in touch with effective teaching strategies that could enhance learning achievement of preschool

children. The government should do everything that is possible to enhance the job performance of teachers so that pupils could develop intellectually.

Management of the schools needs to put up motivation incentive or reward structures in order to strengthen, keep and improve the morale of the teachers. For example, individual recognition of high-performing teachers should be conducted. It is undeniable that a motivated staff keeps pushing for better and enhanced ways to improve their performance and ultimately produce good results at learners' level. There was also need of putting up attractive incentives for high performing learners, for example; prize giving.

The stakeholders can externally motivate teachers while the teachers themselves are inwardly motivated. The combination of both internal and external motivations is the best way that teachers get to produce desirable outcomes academically. Individuals are influenced by actions that they observe from others in their environment. Academic learning outcomes can be propelled by the environment. This environment includes preschool teachers who are the most important participants in children's life and who should positively interact with the learners so as to produce positive individuals with positive results.

The teachers of pre-school children should have interest of pupils in their minds and put up the right attitude towards the teaching and arranging of activities that are geared towards positive learning achievement. Teachers should assist each learner to discover their educational status and should not see them as adult miniature. Teachers should not view them as objects to label as either bright or dull. Parents should work hand in-hand with teachers in order to assist them in developing children's learning achievement. The

government should formulate policies that would normalize the payment of school fees of pre-school children which could in turn influence the stability of the teacher's salary in private schools. The study finally recommended that the school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among learners and ensuring that school rules and regulations are adhered to.

5.5 Suggestions for Future Studies

This study was only conducted in Uasin Gishu County. This limited the study to one area. The study also only measured the viewpoints of public pre-school teachers; therefore, the views of other respondents such as other private pre-school teachers were not considered. The researcher therefore recommends that other studies be conducted on the same subject area using the views of both public and private pre-school teachers and in other counties other than Uasin Gishu County.

From the study results, school management should ensure they do their best by executing well the tasks endowed on them. They should put in place infrastructure and also ensure teachers are working in a conducive environment to warrant their effectiveness. The government should also provide proper training to its teachers in order to equip them with skills and knowledge that supports efficient and effective teaching and learning. Stakeholders ranging from school administration, parents and County administration should understand their roles in order to support teachers while working. And finally teachers while performing their work should be recognized, acknowledged and rewarded in order to perform effectively.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

You are kindly requested to give information by filling in the blank spaces to help us come up with appropriate strategies of assisting the pre-school learners. Do not write your name in the questionnaire. Your cooperation is highly appreciated. Tick the correct alternative and fill in the spaces where applicable.

SECTION A - BACKGROUND INFORMATION

Fill and tick honestly where appropriate.

1. Indicate your gender? Male () Female ()
2. How long have you been a teacher?

1 – 5 years	()	6 – 10 years	()
11 – 15 years	()	16 – 20 years	()
21 – 25 years	()	25 years	()

4. What is the highest level of your academic qualifications?
   (i)M. Ed ( ) (ii) B. Ed ( ) (iii) Dip Education ( )
   (iv) Certificate ( ) (v) PI ( )

Others Specify……..

SECTION B: SCHOOL MANAGEMENT RELATED FACTORS

Please for the following question; indicate your level of agreement/ disagreement on the influence of school management related factors on teacher effectiveness. Mark your choice using a tick where necessary in the spaces provided

5 = Strongly Agree, 4 = Agree 3= Tend to Agree, 2 = Disagree 1 = Strongly Disagree

	1	2	3	4	5
Head teacher is supportive enough					
The classes adequate and spacious enough to allow activities					
Teachers are given recognition and rewards when they perform					
Teachers work and support each other					
There are mentoring and peer exchange programs					
There is provision of lunch programs in the school					
Teachers are taken for retreats and offered trips					
There are health talks meant for teachers' motivation					
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery					
Availability of training opportunities among teachers motivates them to perform					

SECTION C: TEACHER TRAINING ON PERFORMANCE

Please for the following question; indicate your level of agreement/ disagreement on the Teacher Training on performance. Mark your choice using a tick where necessary in the spaces provided.

SA=Strongly Disagree D= Disagree N = Neutral A= Agree SA = Strongly Agree

Statement	SD	D	N	A	SA
There are professional documents for use in the classroom					
There is a working and strictly followed timetable					
Teacher sometimes improvise resources for teaching					
The teachers often use materials while teaching					
Teachers workload is to the standard					
There are professional records normally approved by relevant authorities					
Teachers attend facilitation on preparation of learning and teaching resources					
Training improves teacher's confidence thus improving their performance					
Most teachers are always prepared to teach in the school					
Given an opportunity to change my job, I would not hesitate to leave teaching					

SECTION D: STAKEHOLDERS SUPPORT ON PERFORMANCE

Please for the following question; indicate the extent to which you agree / disagree with the following ECDE infrastructure that county government has built for preschools. Mark your choice using a tick or write a clear response where necessary in spaces provided.

SA=Strongly Disagree D= Disagree N = Neutral A= Agree SA = Strongly Agree

Statement	SA	A	N	D	SD
The county Government has built more ECDE classes					
The county Government has provided for sanitary facilities					
The county government has provided for teachers' offices					
The road to our school has been refurbished by the county government					
The parents involved in provision of teaching /learning resources					
The school provides me with lesson preparation materials					
I get financial assistance when am in need					
I am given leave absence in case I have a reason to justify					
Parents are supportive to the teachers					
The school board supports and attends to the needs of all teachers					

SECTION E: TEACHER RECOGNITION

Please for the following question; indicate your level of agreement/ disagreement on teacher recognition. Mark your choice using a tick where necessary in the spaces provided.

SA=Strongly Disagree D= Disagree N = Neutral A= Agree SA = Strongly Agree

Statement	SA	A	N	D	SD
Teachers are provided with meals at school					
Teachers receive awards after excelling					
Head teacher/stakeholder appreciate my good work by applauding verbally					
Teachers are provided with sponsorship once they excel					
Teachers are taken for trips/tours					
Reward system in our school is inclusive					
Extrinsic rewards such as money and materials appeal to teachers in this school more than intrinsic motivation					
School management understands fully the need to reward teachers.					
School management uses rewards to encourage teachers to work more					
All teachers are recognized using a fair and transparent method					

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS

How are you Sir/Madam? I am Elseba Jepkoech Too a Doctor of Educational Administration and policy student from Moi University. I am carrying out a research on **the determinants of teacher effectiveness in Early Childhood Development Education in public pre-school in Uasin Gishu County, Kenya**. You are being requested to take part in a research study. Your participation is voluntary which means you can choose whether or not to participate. If you decide to participate you are welcome to this interview session. Please feel free and respond appropriately. To begin with:

The following questions will guide the researcher.

1. Which are the supports that you have received/provided for from county education office? Elaborate each (Ask a probing question).
2. Does county education office provide adequate/relevant learning and teaching resources for ECDE? (Ask a probing question).
3. Do teachers prepare well for the lessons before they teach?
4. Do county education office provide for ECDE infrastructure? (Ask a probing question).
5. Does the county education office supervise ECDE programs?
6. (Ask a probing question).
7. 6. What considerations to you take while enrolling ECDE pupils?
8. What are the challenges that you face while managing ECDE in your area of jurisdiction?
9. What are the effects experienced from these challenges?

We have come to the end of the interview session.

Thank you for your co-operation.

APPENDIX III: INTERVIEW GUIDE FOR COUNTY OFFICIALS

How are you Sir/Madam? I am Elseba Jepkoech Too a Doctor of Educational Administration and policy student from Moi University. I am carrying out a research on **the determinants of teacher effectiveness in Early Childhood Development Education in public pre-school in Uasin Gishu County, Kenya**. You are being requested to take part in a research study. Your participation is voluntary which means you can choose whether or not to participate. If you decide to participate you are welcome to this interview session. Please feel free and respond appropriately. To begin with:

The following questions will guide the researcher.

1. Which are the supports that you have received/provided for from National Government? Elaborate each (Ask a probing question).
2. Does National Government provide adequate/relevant learning and teaching resources for ECDE? (Ask a probing question).
3. Do teachers prepare well for the lessons before they teach?
4. Do National Government provide for ECDE infrastructure? (Ask a probing question).
5. Does the National Government supervise ECDE programs?
6. (Ask a probing question).
7. 6. What considerations to you take while enrolling ECDE pupils?
8. What are the challenges that you face while managing ECDE in your area of jurisdiction?
9. What are the effects experienced from these challenges?

We have come to the end of the interview session.

Thank you for your co-operation.

APPENDIX IV: OBSERVATION SCHEDULE

ECDE Infrastructure	**Comments/Remarks**
Classrooms	…….. ……
Teachers guides and syllabus	…….. ……
Learning and teaching resources	…….. ……
Chairs and tables	…….. ……
Text books	…….. ……
Chalk boards/White boards	…….. ……

APPENDIX V: WORK PLAN

No	Activity	Time period	Remarks
1	Thesis writing	AUG – DEC 2019	
2	Approval of thesis by department (thesis oral examination)	OCT 2020	This process will culminate with effecting of suggested amendments
3	Development, validation and finalization of the evaluation instruments	NOV 2020	This includes testing and pre-testing of the data generation instruments
4	Selection and training of research assistants	DEC 2020	This was a one day exercise
5	Data generation	JAN 2021	The research assistants will disperse to the selected locations simultaneously
6	Data Analysis and interpretation	FEBR 2021	The process was iterative with returning to the field for confirmation if necessary.
7	Thesis report preparation	MARCH, 2021	
8	Submitting thesis to examiners	MARCH 2022	The process will take approximately two months.
9	Oral thesis examination, effecting correction suggested	AUGUST 2022	

APPENDIX VI: LETTER OF RESEARCH AUTHORITY FROM MINISTRY

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Email: cdeuasingishucounty@gmail.com
: cdeuasingishucounty@yahoo.com
When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET

Ref: No. MOE/UGC/ACT/9/VOLL. 81/217

29TH NOVEMBER, 2021

Eliseba Jepkoech Too
Moi University
P.O Box 3900 -00100
ELDORET

RE: RESEARCH AUTHORIZATION.

In reference to your Licence Ref no. **NACOSTI/P/21/11133** dated 14TH October,2021 from National Commission for Science,Technology and Innovation (NACOSTI), and your request letter dated 29TH November,2021, you are hereby granted the authority to carry out research on "***Determinants of Teachers Performance in Early Childhood Education In Public Pre- Schools*** *, Period Ending 14th October, 2022,"*Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection.

Samuel K. Kimaiyo
For: County Director of Education
UASIN GISHU.

FOR: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
P. O. Box 9843 - 30100, ELDORET

APPENDIX VII: NACOSTI PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 782328

Date of Issue: 14/Oct/2022

RESEARCH LICENSE

This is to Certify that Ms. EUGEERA CHEPKOECH TOO of Moi University has been licensed to conduct research in Uasin Gishu County on the topic: DETERMINANTS OF TEACHER PERFORMANCE IN EARLY CHILDHOOD EDUCATION IN PUBLIC PRE-SCHOOLS IN UASIN GISHU COUNTY, KENYA for the period ending: 14/Oct/2023

License No: NACOSTI/P/22/21133

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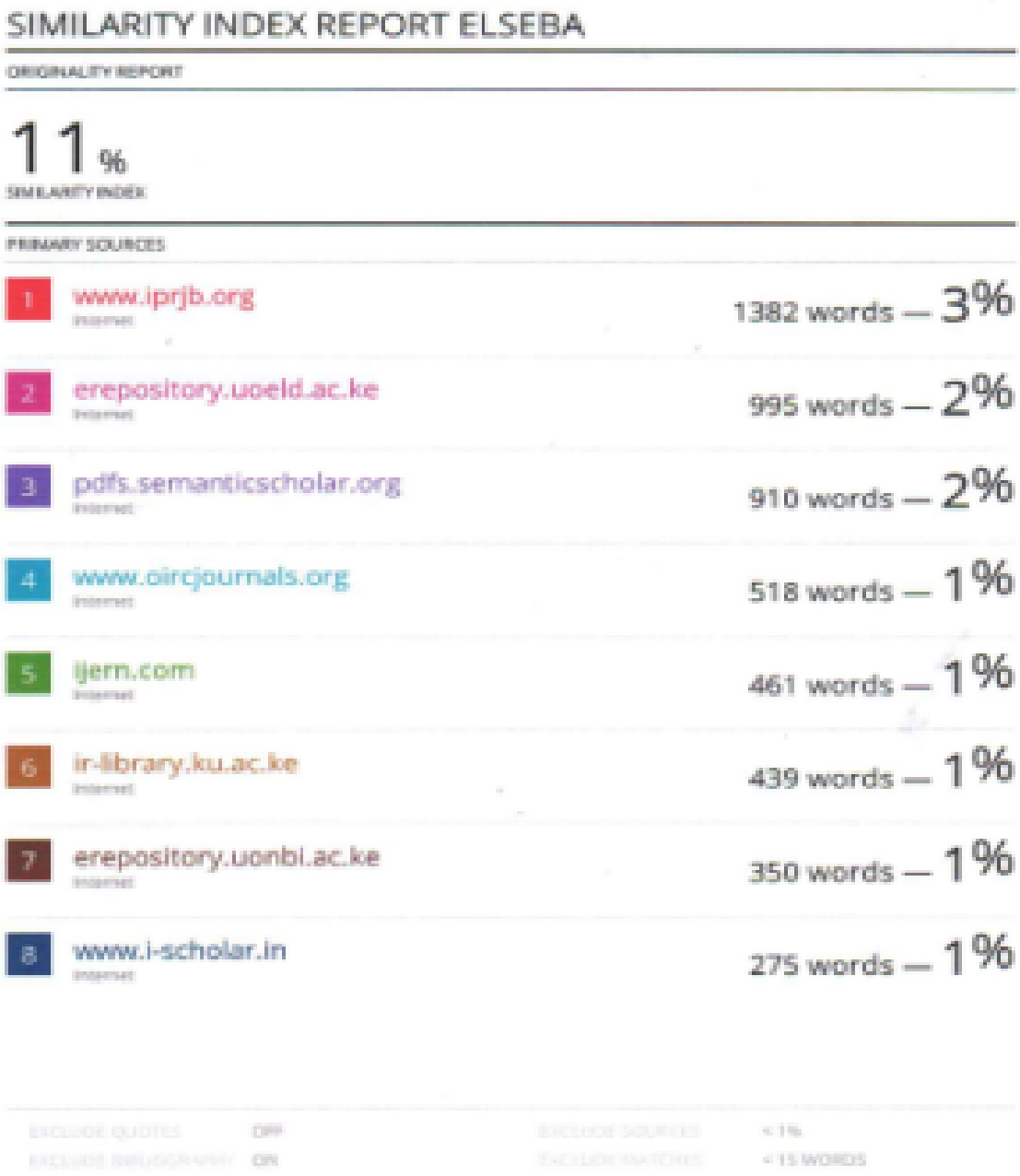

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16th /06/2022