INFLUENCE OF DEVOLUTION SUPPORT TO EARLY CHILDHOOD DEVELOPMENT EDUCATION ON RETENTION OF PUPILS IN PUBLIC PRE-PRIMARY SCHOOLS IN WARENG SUB COUNTY, KENYA

BY

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DECLARATION

Declaration by the Student

This thesis is my original work and has not been submitted for any academic award in any institution; and shall not be reproduced in part or full, or in any format without prior written permission from the author and/or University of Eldoret.

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DEDICATION

This work is dedicated to my husband James Waweru and children Grace, Joseph and Promise for being my supporters in my quest for higher education.

ABSTRACT

Pre-primary education should be accessible to all which mandates government to ensure that necessary resources are availed to ensure provision of quality learning. The spirit of improving pre-primary education resulted to Kenya devolving the function to county governments through passage of new constitution in 2010. Statistics shows that with county government management of pre-primary school, enrolment levels increased from 2013 to date. However, the extent to which this support has resulted to retention of enrolled learners in schools has not been adequately researched. The aim of this study was to examine how devolution support affected retention of pupils in public Early Childhood Education Development (ECDE) schools in Wareng Sub County Kenya. The specific study objectives were: to establish the influence of pre - school teacher support, instructional resource provision, infrastructure and support school feeding programme on retention of pupils in public ECDE centres in Wareng Sub County. Maria Montessori, Jean Piaget and Lev Vygotsky constructivist theory guided this study. This study was conducted in 83 public pre-primary schools in Wareng Sub County, Uasin Gishu County. The study applied a descriptive survey research design with the target population involving 166 pre - school teachers and five county government ECDE field officers. The sample size of 113 respondents computed using sample size determination table by Morgan and Krejcie (1979) and was selected through simple random sampling technique and 5 ECDE field officers through purposive sampling methods. The research instruments involved use of observation checklist, questionnaires and interview schedules. The research instruments were validated and tested for reliability before being taken to the field. Based on the nature of data collected, qualitative and quantitative approaches were used. Qualitative data analysis was aided by use of thematic content analysis. Quantitative analysis of data was done through descriptive and inferential statistics with the help of Statistical Product and Service Solutions computer programme. Data analysed was presented through graphical forms, tables and narrations. Research results showed that all respondents agreed that there has been significant change in public pre-primary centres because of the devolution support. Computed correlation statistics showed existence of significant positive effect ($p<0.05$) between devolution support and retention of learners in public pre-primary schools in Wareng Sub County. However, the support was not common across all four areas under investigation as the county government concentrated only in employing teachers on contract basis, building classrooms and providing curriculum documents to schools. However, the school feeding programme support came from parents and private sector players. The study concludes that indeed that devolution support is critical in ensuring pupils are retained in schools on condition that the four areas of support are being funded well. The study recommends that pre-primary teachers should be employed in schools with higher learner population, teachers need to be under permanent and pensionable terms, the county government to partner with other stakeholders to ensure instructional resources are availed in schools and sensitisation of community on the need to support school feeding initiatives to improve retention rate of children in public pre-primary centres.

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LIST OF ABBREVIATIONS

ASAL	Arid and Semi-Arid Land
CDF	Constituency Development Fund
DICECE	District Children Education Officers
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
EFA	Education for All
GSFP	Ghana School Feeding Programme
KCPE	Kenya Certificate of Primary Education
KIE	Kenya Institute of Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SDVGs	Sustainable Development Goals
SEAMEO	Southeast Asian Ministers of Education Organisation
SFP	School Feeding Programme
SNE	Special Needs Education
SPSS	Statistical Product and Service Solutions
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
WFP	World Food Programme

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CHAPTER ONE

1.1 Introduction

This chapter introduces the background information to the research, describes the problem statement, outline the purpose of the study, and highlight the objectives of the study together with research questions. This chapter also covers study significance, scope, limitations, assumption, theoretical framework and conceptual framework. Lastly, operational definition of significant terms is presented.

1.2 Background to the Problem

Pre-primary education also commonly known as Early Childhood Development Education (ECDE) is lowest basic education structure catering for children who are aged 4 – 8 years (Oyamo, 2013). The desire for early childhood education was promoted by great philosophers Quintillion, Aristotle, Plato among others as important to children development in early stages of their life (Bukaliya & Kudakwashe, 2012). Were (2014) informed that ECDE is designed to care and nurse all young children life aspects to improve their holistic development. Early years (4 – 8) are critical in laying foundation for children learning since it is of great importance to all learners and therefore need to be accessible to all (Hirst, Jewis, Sojo & Cavagh, 2011). Therefore, pre-primary education gives a good foundation for children learning as it aids in skills and knowledge development in addition to confidence, sense of social responsibility and personal competence. Hence, every child needs to access and be retained in ECDE.

According to Education at a Glance 2018 report by Organisation for Economic Development and Cooperation, 9 out of 10 4 – 6 years old representing 88.0% of pre-primary children are enrolled in the European Union with countries such as United Kingdom, Belgium, Iceland, Israel, France and Denmark reporting 98.0%. These initiatives of expansion and investment in ECDE resulted to transition to Grade 1 rising from 75.0% to 85.0% between years 2005 to 2016. Access to ECDE has dramatically increased across the many the Sub-Saharan African countries, following the commencement of free universal education policies (Mureithi, 2013). However, completion rate remains disappointing due to high dropout and repetition in ECDE and lower primary schools in Sub Saharan African countries.

Attempts to ensure universal primary education is realised has been manifested continuously with increased access to pre-primary and primary level of education (OECD, 2018). But, retention of pupils in public pre-primary schools is a challenge in many developing nations (Mureithi, 2013). Major challenges of the entire education spectrum include; management of teachers especially deployment and development of teachers and under-performing teachers, high level of teacher – child ratio due to shortage of experienced instructors, classrooms in some schools are overcrowded this brings in the issue of poor quality of education in public ECDE schools, training programs for teachers have been viewed unfit for the purpose of radical reforms, inadequate provision of educational infrastructure and the failure of the management to be accountable to the funds allocate to the schools (MOE, 2012).

Lyons (2012) indicated that ECDE learning is a compounded activity which consists of interaction of learners' motivation, physical facilities, instructional resources, learners' motivation, skills of teaching and demands of the curriculum. Bosibori, Ngao, Rop and Wesonga (2015) said that instructional resource availability improve schools effectiveness since they are key materials which ensure learners are retained in schools. The required instructional materials which need to be available for classroom learning consist of the following: audio visual instructional resources, maps, charts, textbooks among others. However, research studies paint a grim picture. A study done in Zimbabwe found out that basic picture reading and books were unsuitable and inadequate for classroom instruction by pre-primary children (Bukaliya & Kudakwashe, 2012). This implies that when these resources are inadequately provided, retention of pupils in class could be a challenge. Njenga and Kabiru (2011) stated that children are challenged in ECDE centres, because they face learning environment which is associated with formal learning with no any materials available. In this case, most children result to class repeat because they do not have adequate competences needed for them to transit to the next classroom (Mureithi, 2013).

Physical infrastructure resources and maintenance in ECDE rests on county government in Kenya (Bosibori et al., 2015). Nevertheless, other partners like school sponsors, parents, communities and private sector players perform critical roles in facilitating school facilities with the intention of retention of pupils (Oyamo, 2013). This is because a vulnerable infrastructural facility affects effective teaching and learning process (Mkanyika, 2014). Infrastructural facilities in ECDE include: classrooms, administrative block, stores, latrines, workshops, play grounds, assembly halls, staff quarters, kitchen

and cafeteria (kiosk) amongst others. However, empirical studies shows that ECDE still grapple with inadequate and vulnerable infrastructural facilities challenge. Research conducted in Zimbabwe by Bukaliya and Kudakwashe (2012) found out that ECDE learners were learning in classrooms that were inadequate and inappropriate for learning with some participating under trees. In Kenya, Were (2014) found out that despite the interventions of county governments, majority of ECDE centres were in deplorable state. This shows that facilities provision and support appears to be a challenge facing public ECDE centres.

The National ECDE Policy Framework (2017) indicates that to enhance learners' access, they should not walk for a distance covering more than one kilometre to seek education (Republic of Kenya-RoK, 2017). This policy has been key in ensuring that proper structure and management processes are put in place by county government to ensure successful implementation of ECDE programme. The introduction of FPE in Kenya in the year 2003 enhanced access to education for boys and girls. However, access and retention among children from pastoralist communities was found to be low in comparison to other parts of Kenya (Abdullah, 2011). This shows that even after devolving ECDE services to counties, challenges could be experienced in relation to retention of pupils in schools.

Teacher support in continuous professional development and also better remuneration might affect curriculum delivery in classroom (UNESCO, 2013). However, according to research studies ECDE teachers are looked upon and viewed of less importance than those teaching in primary schools or higher level (Armstrong, 2009; Britton & Propper,

2015; Nduku, 2016). This affects their motivation and commitment level that is critical in ensuring that ECDE children develop interest in learning thereby increasing retention challenges. Mureithi (2013) study in Kiambu County found out that pupils who tend to repeat classes were under instruction by untrained teachers. Those who were taught by trained teachers were adequately prepared to transit to primary level of education. Increased incidents of repetition contributed to learners dropping out of schools since they are demotivated to learn and continue with their schooling. Poor teacher motivation to teach may affect teaching hence pupils may miss coming to school on daily occasion. This state of affairs motivated the researcher to investigate whether with the incoming of county government; teachers have been supported as a measure of ensuring high retention in pre-schools.

According to the Economic Survey (2019), Kenya's government recognises the essential role that ECDE plays in ensuring achievement of Sustainable Development Goals (SDGs) and Education for all Objectives. This is to ensure access and quality provision of pre-primary education. Oyamo (2013) observed that despite increased number of pupil being enrolled in schools since county government came in, the retention rate has not been high pointing to various challenges experienced in public ECDE centres. The scenario could be linked with Wareng Sub County where County Government data showed that the number of children being enrolled in public pre-primary centres increased from the year 2014. However, the report shows that majority of learners face challenges in transiting to the next level (Uasin Gishu County Education Report, 2019). In view of these arguments, the researcher assessed the influence of devolving ECDE on pupils' retention in public pre-primary schools in Wareng Sub County, Kenya.

1.3 Statement of the Problem

Early Childhood Development Education was devolved to county government after the promulgation of new constitution. Effective implementation of this constitutional requirement was done through the County Government Act of 2012 and after the 2013 general election. With the devolving of this education, majority of county governments in Kenya started managing and employing ECDE teachers who used to be paid by parents on contract basis. Several research studies have been done in the area of pre-primary education.

Wangari and Orodho (2014) examined job satisfaction determinants and retention of special needs teachers; they focused at retention of SNE teachers while this research will focus on pre-school pupils. Mureithi (2013) investigated factors affecting pupils' transition from pre - school to standard one in Kiambu County but failed to determine the retention of learners transiting to standard one. Research studies have inadequately been conducted to determine how devolving of ECDE has greatly impacted on retention of pupils. The National Pre-Primary Education Policy (2017) advocates that quality education needs to be provided to ensure that learners progress with their primary education well without repetition or dropouts (RoK, 2017). Initial statistics have shown that when county governments came in, enrolment increased but it is not known whether the support that public ECDE centres have received has led to retention of learners in schools (Nduku, 2016). This was the main reason that catapulted the researcher to assess the influence of devolving ECDE on retention of learners in Wareng Sub County.

1.4 Purpose of the Study

The main purpose of the study was to assess the influence of devolution support to ECDE on retention of pre - school learners in public centres in Wareng Sub County.

1.5 Objectives of the Study

The study was guided by the following objectives;

1. To assess the influence of pre - school teacher support on retention of pupils in public ECDE centres in Wareng Sub County
2. To determine the influence of instructional resource provision and retention of pupils in public ECDE centres in Wareng Sub County
3. To investigate the influence of infrastructure support on retention of pupils in public ECDE centres in Wareng Sub County
4. To establish the influence of school feeding programme on retention of pupils in public ECDE centres in Wareng Sub County

1.6 Research Questions

The study was guided by the following research questions:

1. What is the influence of pre - school teacher support on retention of pupils in public ECDE centres in Wareng Sub County?
2. How does provision of instructional resource influence retention of pupils in public ECDE centres in Wareng Sub County?
3. How does infrastructure support influence retention of pupils in public ECDE centres in Wareng Sub County?

4. What is the influence of school feeding programme on retention of pupils in public ECDE centres in Wareng Sub County?

1.7 Significance of the Study

The study is expected to be beneficial to county governments, pre-primary teachers, school board of management, national government, private sector members and future scholars. At first, the results are important to county government in improving their support to public pre-primary centres by ensuring that issues that face learners' retention are addressed including provision of adequate teaching staff, resources, facilities and support of school feeding programmes. Secondly, pre-primary teachers also benefit from the study findings as recommendations will be made on how they will be motivated and issues of workload addressed through availing of adequate number of years. The teachers also stand to benefit from various training initiatives to be launched by the county government. Thirdly, the school board of management will benefit from the study results as recommendations are made on how they would work with county government and other stakeholders in addressing the retention issues of pupils in ECDE centres. National government through Ministry of Education would benefit from study findings as areas of collaboration with county government in order to ensure pupils are retained are recommended in this study. For instance, in development of guidelines for teacher and instructional resource support. The study findings are also essential to private sector players who may want to partner with county government and public pre-primary schools in working on initiatives of improving retention of learners in schools. It is also expected that the study findings will be beneficial to future researchers.

1.8 Scope of the Study

This research was conducted in Wareng Sub County, Uasin Gishu County, Kenya. The research focused on the influence of devolution support on retention of learners in public ECDE centres in Wareng Sub County. The support areas are in the form of; teacher support, provision of infrastructural, resources, provision of learning resources and school feeding programmes. The dependent variable for this study was learners' retention which was measured through determining learners' school attendance patterns, absenteeism and transition to the next class. The respondents for the study were pre-primary teachers and ECDE field officers. The study collected primary data from questionnaires, interviews and observation checklist. The data collection period lasted for four months.

1.9 Limitation of the Study

The field ECDE officers might find the topic so sensitive and hence give biased response or even refuse to give feedback. To address this issue, an introductory letter and ethical clearance letter were served to them to notify them that the investigation was purely for academic purposes only. The study covered only four areas of county government support and therefore other aspects that the county government could be providing were covered in this research. The research used county government officers in charge of ECDE (field officers) as respondents. Another limitation was that some respondents had busy schedules (education officers) as they attended to administrative duties in and out their wards. In light this, the researcher gave them adequate time to respond and also followed up with phone calls to remind them on the appropriate date and time for conducting the interview.

1.10 Assumptions of the Study

The study makes the following assumptions:

1. The study variables would reflect the support that devolved units are providing to public ECDE
2. The study was conducted within the appropriate timeline and budget.
3. Respondents willingly spared some time to respond to the items in the questionnaire.

1.11 Theoretical Framework

The study theoretical framework is based on constructivist theory advanced by Jean Piaget (1950), Maria Montessori (1965), and Lev Vygotsky (1978). They are regarded as the main philosophers of children learning. According to them, constructivism is an approach to learning which argues that pupils make their own knowledge from the experience they have in schools. This means that knowledge is constructed in rather than being passively absorbed (Moll, 2020). Although the above theorists' individual work is different, they all provide a basis for effective child learning, growth and development. Oyamo (2013) indicated that they believed that learning and development happen when children interact with people and environment surrounding them.

For example, Montessori (1965) indicated that children at early education stage have extraordinary innate powers to absorb what is in their environment. The theorists see children as active participants in knowledge development process (McLeod, 2019). Moreover, they believed that children initiate majority of the tasks needed for learning and development in class. Due to necessity of children active interaction with people and

their environment, the theorists believed that these children are ready for school during the time when they can start of many interactions with people and environment surrounding them (Moll, 2020).

The physical environment and curriculum in pre-primary classrooms need to be well organised by teachers. The school head teachers, parents and county government have a role of ensuring that the physical learning environment is appropriate (Tam, 2000). Instructional resources for ECDE children and other physical facilities need to be provided in the right quantity by government to ensure that learners are retained in schools. Financial support for ECDE needs to be increased in order to ensure teachers are well remunerated, motivated and also employed to address high pupil: teacher ratio in classrooms which may result to some learners dropping out of school (Elliott, Kratochwill, Littlefield Cook & Travers, 2000). County government should provide learning resources like picture books so that learning succeeds in schools. Only county governments who understand the importance of ECDE for its children now an in future will be willing to spend support these institutions as it would promote constructivist learning.

Despite their eminence towards ensuring knowledge development by learners. Montessori theoretical argument has been cited to be unreasonably narrowed focused, prescriptive and dogmatic with emphasis on the use of one particular resource in teaching and learning whereas it is required teachers should use a variety of these resources (Moll, 2020). Mcleod (2019) said that constructivism as a whole lack a structure. This is because some learners need a learning environment which is structured so as to reach their potentials while others do not. In relation to this investigation, the retention of

learners in public pre-primary schools is mainly as a result of whether the learners have gained the required knowledge or not. When these pre-primary learners are not able to acquire necessary knowledge in addition to development, they lose interest in learning hence experience transitional challenges. With the right adequate provision of teachers and improvement in environmental conditions of schools (aspects of constructivism), it is expected that learners will acquire knowledge and retained in schools. This explains the reasons for the research being grounded on constructivism approach.

1.12 Conceptual Framework

The conceptual framework indicates the relationship between independent and dependent variable as seen in Figure 1.1.

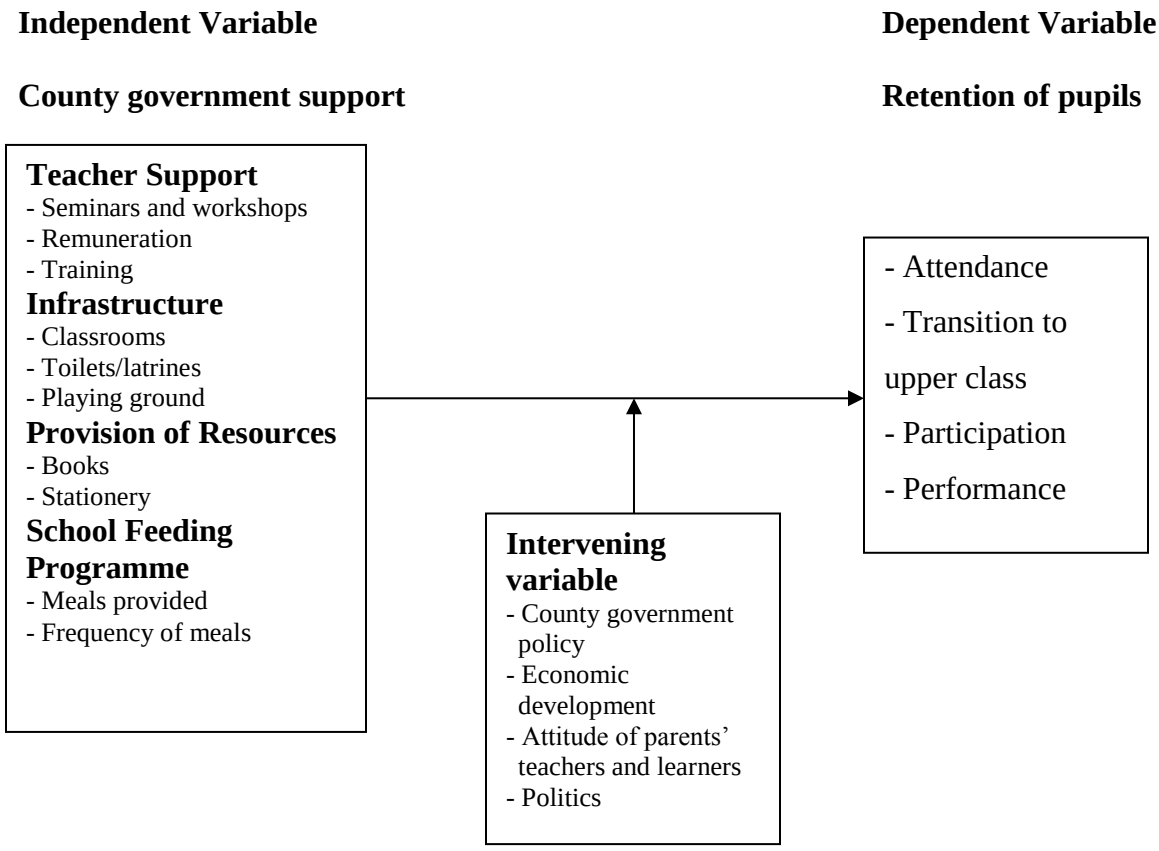

Figure 1.1 Conceptual framework

The conceptual framework shows the interactions between the independent and dependent variable. The independent variables were; teacher support, infrastructure support, instructional resource support and school feeding programme support. The first devolution support to ECDE concerns looking at the efforts that county government has done to ensure teachers are well supported through provision of formal employment, higher pay, remunerations, professional recognition and opportunities for in-service training.

Secondly, it is expected that once teachers have been employed, the county government would go ahead to ensure that the required instructional materials; print, audio and visual resources are provided in adequate quantity for effective learning in schools. Thirdly, it is expected that when teachers are supported, materials are availed, the infrastructural facilities like adequate classrooms, chairs, tables, benches, toilets and play grounds needs to be adequate and of the right standard.

Lastly, as a measure of ensuring learners are retained in schools, the study looks at the kind of support that county government provides towards feeding programme in public pre-primary centres. All these devolution support areas were assumed to have a direct link with the dependent variable; retention of learners in public pre-primary schools. the indicator of learner retention are; checking their attendance partners, transition to the next class, participation in classroom activities and performance in exams. The relationship between devolution supports to ECDE on learner retention could be influenced by the moderating variables identified in Figure 1.1. To control the effect of these intervening

variables, this study targeted public pre-primary schools and included only head teachers, government officers and pre-primary school teachers as respondents.

1.13 Operational Definition of Terms

Attendance - is the act of a pupil being present in schools during school calendar period (available from Monday to Friday).

Devolving – refers to the transfer of powers, functions, responsibility and financing of ECDE to county governments by the constitution of Kenya from Ministry of Education.

Early Childhood Development Centre: are pre-primary centres offering educational services to children aged between 4 – 8 years.

ECDE Learners -Children between 3-8 years.

Influence – is the ability to have an impact on something or someone.

Infrastructural facilities- refer to school structures and facilities that form the component of learning. They are mainly physical structures like classroom, desks, tables, offices among others.

Instructional Resources: refers to learning materials at ensuring successful teaching and learning happens in classroom. They can also be defined as materials or tools locally made or imported that could make tremendous improvement of a lesson if intelligently used.

Retention - Ability to remain at school throughout the learning period.

School feeding program – an initiative that exists in schools to provide meals (drinks, snacks and food) during break, lunch time and afternoon to pre-primary learners.

Teacher support: refers to the aid provided to teachers by county government through payment of teacher salaries, motivation and being sponsored to attend continuous professional development programmes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature on the influence of devolving early childhood development education and retention of learners in schools. The review of literature focus on support areas; teacher support, infrastructure facility for learning support, instructional resource support and school feeding programme. The chapter also presents the summary and research gap for the chapter. The information presented in this chapter is in secondary form as sourced from books, government articles, research thesis and journal papers.

2.2 Influence of Pre - School Teacher Support on Retention of Pupils

For learning to effectively take place in schools, teachers have to be availed and supported. It is the duty of government to ensure that teachers are availed and supported through various means in schools (Britton & Proper, 2015). This will ensure that teachers are well satisfied with their jobs and this performs a significant role in ensuring that they conduct their instructional activities well to aid in child knowledge development and which might ultimately result to learner retention in schools in the long run. Government support to teachers may happen in various forms like; being paid well (remuneration), sponsored to attend training seminars and workshops and also motivated (ezxtrinsic and intrinsic).

Baguiley (2009) informs that that teacher remuneration can be categorised into either incentives or compensations. In schools, the pre-primary teachers are remunerated based

on the services that they render to pupils in classrooms by county governments. The government here develops a paying formular for each teacher based on the job responsibility, work experience, additional roles and education level (Barkhuizen, 2014). Aside from government, Schlechter, Faught and Bussin (2014) indicated that schools are now discovering methods of remunerating their teachers in schools based on their instructional work targets. This means that aside from what government is offering, there is need also for schools to have their own methods of remunerating their teachers in schools since it is not generalised but customised to their own teachers. Durai (2010) advises that institutions are under growing pressures to ensure that what teachers are paid is based on their skills, knowledge, abilities and performance of their jobs. This implies that schools should reward their teachers for the achievements they make in schools.

In South Africa, teachers indicated that non-financial rewards (holidays, working hours) that they required would ensure that they remained committed to their duties and have low tendencies of turnover intentions (South African Council for Educators-SACE, 2019). Teachers indicated that when they are properly supported, it increases their sense of belonging to the school, work productivity and personal connectedness with the children. Armstrong (2009) found out that teachers are regularly challenging the poor reward and communication practices that they receive from their employers. This has resulted to mass exodus of teachers from South African schools to seek better compensations in other careers and countries (SACE, 2019). This research focused whether teachers employed by county government in Kenya are satisfied with the level of financial compensation they are receiving and whether it affects learners' retention in schools.

Turnover of teachers in schools results to considerable loss of service effectiveness that end up having negative effect on school children performance (Williams, Champion & Hall, 2012). Efficient reward and retention practices increase teacher capacities and schools overall performance (Shukia, 2009). Retention strategies need to be able to attract new teachers, motivate the existing ones and motivate them to stay in the teaching profession (Barkhuizen, 2014). This means that the employers (governments) have to ensure that remuneration practices are favourable as a way of retaining teachers and improving curriculum delivery process.

In US, Podgursky and Springer (2011) examined teacher compensation methods in K-12 public schools. They established that the compensation methods for teachers were uncoordinated and fragmented with provisions regularly determined by means that were not systematic in evaluating the overall incentives influence. They recommended that government and school managers need to reform compensation systems in all schools to ensure that they are of benefit and satisfaction to teachers. As cited by Moraa (2015), Bowen, Radhakrishna and Keyser (1994) utilised Herzberg theory to examine the function of hygienic and motivating factors on Indian teachers' academic performance. They found out that teachers were mainly satisfied with interpersonal associations innate of being teachers and the least satisfied with the mechanism that was used to pegged their salary. They concluded that teachers' satisfaction with their work was independent of age, employment form and number of years of being teachers.

In UK, Britton and Propper (2015) examined the influence on labour markets on teachers' salaries. They indicated that teachers' salaries are mainly set in the way that

they are flat across labour markets that are heterogeneous. This resulted to a gap between inside (regulated) and outside labour market for instructors. They utilised centralized wage policy for teachers to assess the influence on pay on performance of the school. Data came from 200,000 teachers from more than 3,000 schools who taught children in schools. The results showed that teachers pay was based on the performance of pupils in exams and that a drop in performance resulted to a drop in teachers' wages in England.

In South Africa, Nthebe (2015) examined the influence of rewards on school principals' effectiveness. Findings revealed that rewards provided were a predictor of principals' service orientation and wellbeing. Nthebe also indicated that total rewards systems would be applicable for utilisation by other sector players like teachers as well. Makhuzeni and Barkhuizen (2015) indicated that many schools in South African were faced with the challenge of retaining competent teachers and one of the recommendations was that a reward strategy needed to be introduced to keep those teachers in schools. From their results, they discovered that the total wards strategies of teacher compensation, career development and performance management were poorly used in schools. This increased incidents of teacher turnover because they were not appreciated which affected pupils learning. The teachers found it difficult to balance their individual needs with work benefits as they deemed it to be inadequate. The gap created from their study is that they looked at teachr retention whereas this study focused on pupil retention.

In Zimbabwe Chimanikire et al. (2007) discovered that majority of faculty members in tertiary colleges were dissatisfied with their jobs. Job dissatisfaction came as a result of poor salaries, inadequate allowances, and inaccessible credit facilities for mortgage and

vehicle purchase in addition to increased workload. This means that teachers received little support from their employers hence affecting their service delivery standards. Another study by Ikenyiri and Ihua-maduenyi (2011) in Nigeria focused on instructors' evaluation of needs effectiveness in primary schools. They discovered that enhancement of housing and transport allowance had a strong influence on teacher effectiveness in curriculum instructions in schools. Further, Olusola (2014) assessed factors inhibiting effective performance by primary school teachers in selected primary schools in Oyo State, Nigeria. Results showed factors that inhibited teacher effectiveness were; job security, illegal deductions of teachers salaries, irregular bank charges, irregular teacher transfers, inadequate motivation of teachers and education officers poor working relationship with teachers. This means that teachers received less support and this affected their instructional performance.

In East Africa, Nairuba (2011) assessed motivational practices effects on teacher performance in primary schools in Jinja town, Uganda. Results showed that fringe benefits like; praise, promotion, recognition and allowance depended on funds availability and school management view on teacher work productivity. There was also a weak relationship between motivational practices and performance of teachers in schools. the researcher concluded that teacher support factors affected performance of teachers in schools. Still in Uganda Masaka District, Acham et al. (2012) investigated the motivation effect on primary school teacher performance. They established existence of positive relationship between motivational (extrinsic and intrinsic) and teacher work performance. This means that motivation support was key to increased performance of teachers which would ensure that learners are retained in schools.

In Kenya, Moraa (2015) examined how school working environment affected pre-primary teachers job satisfaction in Kisii County. It was a descriptive survey study which selected 72 teachers through simple random sampling method. Results showed that many teachers were dissatisfied with the basic salary that they received (61.1%), gender balance (52.8%), non-financial benefits (55.6%), and promotion method (51.5%) and allowances (77.8%). In another study within the city, Wangari and Orodho (2014) examined job satisfaction determinants and special needs teachers' retention in Nairobi County. A descriptive survey design was used. Result showed that many teachers were not satisfied with their terms and conditions for the job and had turnover intentions in future if new opportunities came their way. When pre-primary teachers leave, learners are also likely not to come to school because teachers are not there.

Another area of teacher support is through provision of training and continuous professional development of teachers. SEAMEO and UNESCO (2016) indicate that with changing situations in curriculum and pedagogical approaches, practicing teachers require knowledge and skills to prepare them to fully implement new methods of teaching. They recommended that nation should develop comprehensive and systematic methods of continuous professional development (CPD) programmes for teachers. Musa and Tendukai (2015) said that CPD is a technique that schools utilise to make sure that teacher continuously strengthen their instructional practices throughout their career with the focus on addressing the unique needs of pupils. Through teachers' participation in CPDs, they learn how to solve problems together so that pupils' academic success can be attained. Schools utilise various programmes to offer work time and collaborative learning for teachers. When time is set for teacher training is planned and implemented

effectively, parents receive results about their children outcomes, they realise the advantages to instructors and their learners far outweigh when there is inconvenience in scheduling (Olusola, 2014).

In South Africa, study by Department of Education (2012) established that teachers who had been recently trained had less experience in teaching appeared to be more effective in their instructional tasks compared to those who had many years of experience. This is because the newly hired teachers had more to provide because of the knowledge and skills they had compared to those that had been teaching for long in schools. Foskett and Lumby (2002) indicated that employers may significantly contribute to their teacher CPD through supporting them to undergo those training. Therefore, the South African Department of education may need to motivate and retain teachers through offering them CPD to increase their knowledge and skills and eventually performance in their instructional duties (Schullion, 2011). A research in South Africa by Strauss (2012) found out that teachers teaching in rural schools had limited access to CPD opportunities. Barkhuizen (20140 indicated that CPD are essential features which attract and retain teachers. Armstrong (2007) opined that high turnover rate of teachers' affects classroom instructions. This means that the government needed to invest in CPD so as to ensure that teachers' number is adequate in schools.

In Malawi, Selemani-meke (2013) examined factors influencing teacher motivation in implementing what they gained after attending CPD programmes. The research discovered that low allowances given to teachers during CPD resulted to low teacher motivation to effectively implement what they learnt in classroom learning. It was

recommended that CPD programmes implementers needed to increase teacher allowance as a way of motivating them to participate fully in training and which would result to improvement of their teaching and learning activities in classrooms hence retention of learners. In Zimbabwe, Moyo et al. (2012) studied factors affecting implementation of ECD programmes. They found out that teacher qualification had significant influence on effective implementation of ECD programmes. Their study showed that many teachers were not qualified to teach in ECD and this lacked adequate knowledge and skills in implementing the curriculum. The unqualified teachers did not have basic knowledge on pre-primary syllabus interpretation and hence they turned to formal teaching approaches which are not allowed.

Another research was conducted by Bukaliya and Kudakwashe (2012) to evaluate advantages and challenges of ECD programme in primary schools. Result showed that many teachers felt reassured to teach learners who had gone through pre-primary since they were already exposed to classroom activities. However, they noted that one of the challenges is that untrained teachers were hired by pre-primary schools to teach in class and that field education supervisors were not performing their jobs in ensuring that teachers teaching in pre-primary schools were competent and qualified. In Abuja Nigeria, Bose (2016) study looked at the degree at which instructional supervision correlated with performance of teachers. Results showed that adequate supervision in ECD helped teachers to acquire new skills, assisted teachers with less experience to understand new pedagogical methods which helped them to identify, categorise and instructs learners with special needs. However, the training was not provided on regular occasions.

Wanjiku (2013) examined effects of teacher characteristics on pre-primary classrooms climate in Ongata Rongai. Results showed that pre-primary teachers that had secondary level of education developed a better classroom environment compared to those that had primary level of education. This meant that training had significantly influence on cognitive aspects of classroom environment while it did no significantly matter when it came to social and physical development of pupils because teachers who were untrained could even utilise natural hereditary intuition in taking care of children because all teachers surveyed were female. Pupils taught by untrained teachers performed better in physical activities because their teachers compensated their inadequate pedagogical competencies in classroom delivery by permitting pupils to be engaged more in playing activities. The gap created from this study is that it did not capture the issue of how the untrained teacher were supported by their schools to ensures learners are retained in classroom, a focus that this study intends to undertake.

2.3 Influence of Instructional Resource Provision and Retention of Pupils

Instructional resource provision is significant to effective teaching and learning in classrooms (Williams et al., 20120. Instructional resources are crucial components in learning and the pre-primary curriculum cannot be fully implemented without them. For pre-primary curriculum to be effectively implemented according to MOE guidelines, schools need to be supplied with adequate instructional resources like stationeries, teaching aids, textbooks, audio visual materials to permit teachers and pupils to play their individual roles in curriculum implementation process (Nduku, 2016). There would be no meaningful teaching and learning process where there are no adequate instructional resources.

The resources have to be availed to pupils in adequate quantities and qualities and at the required time to allow implementation of curriculum (Mungai, 2014). This is due to the fact that the materials assist teachers to effectively transmit curriculum content to pupils in classrooms (Were, 2014). These resources appear to help children to open up in many fronts which result to all round learning. Were observed that when pupils are exposed to several instructional materials, they appear to be active and wholly involved in instructional process. Hence, pre-primary teachers can provide evidence of effective learning when these materials are used in teaching activities.

A research by Mwonga and Wanyama (2012) showed that instructional materials did not only improve pupil's acquisition of music and movement knowledge but also made sure that their transition from primary school level was untroubled. This meant that government and other stakeholders need to make sure that instructional resources are provided in pre-schools. According to KICD (2017), there exist various instructional materials which can be utilised in ECDE learning categorised as: audio materials (radio), visual (flashcards), tactile aids (toys & dolls) and audio visual aids (videos & television). These materials may help the pupil to learn acquire new knowledge. Materials like pictures and charts can enable a pupil to learn and recall concept that were learnt in classrooms. KICD recommends that classrooms need to be well organised and spacious to allow free movement of teachers and pupils in accessing resources and permit the teacher to move around evaluating pupils activities while motivating them.

KICD (2018) insisted that these materials require to be fixed and installed in a good location where pupils can access them easily. For instance, climbing bars to be situated in

places where the pupils can easily use them to climb up and down the ladders or bars. Onyango (2014) noted that it is exciting for pupils to move upwards and downwards in rotation. As pupils get excited through playing in rotation, their emotions and tensions like fear are cleared away and they get revitalised for the next task. This implies that these resource for play need to be fitted in public pre-school centres. Various researches have been undertaken in relation to supply of materials and learner retention from different countries.

In Nigeria, Ozoemezinem (2015) examined instructional materials effects on retention of form two biology students in Delta state. The research found existence of significant difference between performance of students taught using instructional resources (experimental group) and those that were taught without instructional resources use (control group). Further, there was significant difference in performance between male and female learners taught biology topics using instructional resources. In addition, results showed significant difference in retention of student taught using instructional resources and those taught without these materials. Finally, there existed significant difference in the retention capacity of male and female learners who were exposed to the use of instructional resources. The gap created in this research is that it was in secondary schools looking at one subject (biology) whereas this study is in pre-primary school level. Olayinka (2016) highlighted instructional resources contribution to secondary schools students' academic achievement. It was established that learner instructed using instructional resources performed well compared to those that taught without. It was recommended that social studies teachers needed to use various instructional resources in teaching and also improvise resources in situation of inadequacy.

Najumba (2013) research showed that institutions that had adequate instructional resource (laboratories, libraries and textbooks) performed better in grade seven examinations compared to those schools that did not have these materials. The main factor which influences teaching effectiveness was the availability of instructional resources like syllabus guide, textbooks and charts. Nevertheless, children appeared to perform poor if their teachers lacked pedagogical and didactical competencies and if these resources were underutilised.

In Zimbabwe, Moyo et al. (2012) results on factors affecting ECDE implementation in schools found out that most institutions did not have essential materials for use. Teachers and school heads admitted shortage of basic materials in their schools. The inadequacy of materials was due to poor economic status of parents and inadequate government support centres. The results also showed that teachers to teach in those schools were inadequate since the available teachers had to attend to many learners hence compromising the quality of education.

In Kenya, Onyango (2014) assessed the association between instructional learning materials on pre-primary pupils' transition to primary schools in Rachuonyo South Sub County. The study design was a case study. Onyango established that if learning resources were appropriately acquired, utilised and stored resulted to increased transition rate of pre-primary pupils. It was concluded that for higher transition of pupils to be attained, teaching and learning materials need to be provided. The gap created here is that the research was in a different county (Homa Bay) whereas this study is in Uasin Gishu County which has different governance structures, demographic and economic situations.

A research by Kemuma (2013) investigated instructional materials effect on pupils number work performance in Migori County. It was discovered that usage of audio and visual materials was low when teachers were teaching number activities. Further, instructional materials use in public pre-primary centres was low compared to private pre-primary schools. The gap created here is that it was a comparative study whereas this study focused on public pre-primary schools.

Wambui (2013) instructional materials effectiveness on children participation in science activities public pre-primary schools in Kirinyaga County. Wambui found out that instructional resources were not well utilised because of overcrowded classrooms, the pre-primary centres had inadequate compounds, pupils had low confidence, there was language barrier, some teachers had negative attitude, some children came from households with domestic violence and some teachers lacked adequate professional skills in discharging their duties. Another research was done by Gichuki (2013) in Mirangine Sub County, Nyandarua to investigate influence of immediate pre - school enrolment on curriculum implementation in public pre - schools. It was found out that sharing of teaching/learning resources enabled children to effectively socialize with his/her environment. The nature, quality and quantity of the pre - school dictated among others teaching approach/methodology. Group activities were seen to be quite popular when classrooms had adequate space.

Bosibori, Ngao, Rop and Wesonga (2015) sought to find out the influence of teaching and learning materials availability on inclusive education implementation in Nyamira North Sub County public pre-primary centres. Results showed existence of inadequate

learning materials in pre-schools and this affected inclusive education implementation. Mupa and Tendeukai (2015) looked on factors contributing towards effective teaching and learning in public primary schools. They discovered that teachers did not use various approaches to teaching. They did not prepare various instructional media for use in teaching and learning activities. Teacher stuck to only using syllabus guide and textbooks to conduct teaching. Pupils learned in un-conducive environment, teachers had low morale and this contributed to high failure rate of pupils at grade seven. In Eldoret town, Uasin Gishu County, Koech (2017) determined instructional materialised that were used in public pre-primary schools. The study found out that the instructional materials were inadequate. This research goes further to establish whether availability of instructional materials affected pupils' retention in neighbouring Wareng Sub County, Kenya.

2.4 Influence of Infrastructure Support on Retention of Pupils

For effective implementation of school activities and programmes, infrastructure facilities need to be available and in adequate form (Gichuki, 2013). The school infrastructure consists of playing grounds, libraries, furniture, classrooms, workshops, toilets, laboratories, administration blocks, dormitories, dining halls, stores, kitchen among other facilities that are necessary for effective curriculum implementation (Imazeki, 2004; McCarthy & Guiney, 2004). Wayne and Youngs (2003) indicated that school infrastructure facility need to be well planned, ventilated, spacious, and conducive for teaching and learning. This research determined whether public pre-schools in Wareng Sub County have met this requirement.

Gichuki (2013) informs that schools should have adequate playing facilities (including grounds) that are expansive and well maintained. This is because sporting facilities perform a vital role for pre-primary educational pupils' development as it enables them to develop physically, socially and cognitively. McCarthey and Guiney (2004) that pre-primary schools should have indoor and outdoor facilities to accommodate different kinds of sports since physical activity is one of the units taught outside as recommended by curriculum. These are among the important factors that pre - schools need in their readiness for children.

In Turkey, Erden (2010) researched on challenges that pre-primary teachers encountered when implementing the curriculum. A total of 223 pre-primary teachers from public and private schools in Ankara were targeted. Results showed physical infrastructure influenced the implementation of pre-primary education. classes, playing facilities and toilets were not adequate and this affected ECDE programme implementation. Fonseca and Conboy (2006) posited that organisation of school facilities is key to achievement of school objectives. The Kenya Ministry of Education underscores the need for school management to ensure there is appropriate and adequate infrastructure for effective curriculum implementation (Bosibori et al., 2015). However, most schools are hardly ready for pupils; they fall short in providing conducive climate which would permit pupils for effective transition as well as learning.

In Kenya, the implementation of free primary education policy has resulted to increase in learners' population in schools resulting to overcrowding. The overcrowded classrooms have interfered with teacher capacity to conduct effective instruction (O'Sullivan, 2006).

Teaching children in grade 1 as many as 75 to 100 is not an effective means of instilling required knowledge and skills which are essential to children growth and development (Mureithi, 2013). Overcrowding in classroom coupled with inadequate learning infrastructure (desks, tables and chairs) have been a hindrance towards children learning hence many end up lacking the required knowledge and skills.

Most pre-primary schools that are attached to public primary schools share infrastructure like latrines/toilets in Kenya, the state of these facilities are usually not suitable for pre-primary children. Such facilities are located like approximately 200 meters from the ECDE classroom; they are more nearer to primary school classes than the pre - school classrooms. Pupils appeared to drop out of school because the latrines in schools were in bad shape and inaccessible. To others, parents wait until they are of age and can manage to use this kind of latrines hence skipping the most important part of education the pre - school level.

In Nairobi County, Nyaga (2013) examined administrative challenges that school heads were facing in management of pupils. Results showed that many schools heads said that classrooms facilities were inadequate. Further, classroom furniture in their schools were inadequate to cater for the higher number of learners enrolled in schools. The school heads said that pupils' management and learning was greatly hampered by inadequate learning facilities. Results also showed that toilets were inadequate for pupils to use pointing to poor sanitation in schools despite higher population of learners enrolled. The gap created from Nyaga is that it was done at primary school level whereas this study is at pre-primary level. Another research by Mureithi (2013) in Thika West Sub County

looked on factors affecting pupils' transition from pre-school to primary level. Results indicated that physical environment was one of the major factors affecting pupils transition to grade one. The crowded classrooms contributed to lower transition of learners from pre-school to grade one. Primary school teachers with large classrooms sizes recorded higher incidents of pupils' dropouts compared to those teachers teaching in small size classrooms.

In Kikuyu Sub County, Njoroge (2011) study investigated the constraints on enrolment to pre-primary schools. It was found out that low child enrolment in pre-primary schools was due to poor infrastructure situations in many public pre-schools. in Bungoma South Sub County, Oyamo (2013) assessed determinants of pupils participation in pre-primary education. Results showed that ECDE centres' enrollment was too high compared to available facilities thus creating conditions for easy spread of infections. Secondly, pre-primary teachers' level of motivation was low because of poor infrastructure. In Sub Sub County, Ochieng (2014) looked at measures that head teachers were applying to increase pupils retention. Results showed that one of the strategies that school heads employed was ensuring that pupils participate in sports (clubs and games), ensuring that school facilities were gender appropriate (boys and girls toilets) and ensuring that classroom size were according to the ministry standards. The gap created from Oyamo study is that it was conducted in primary schools in Suba Sub County whereas this study is in Wareng Sub County.

In Matungulu Sub County, Nduku (2016) assessed institutional factors affecting pre-primary education implementation. It was discovered that provision of physical

infrastructure facilities was one of the factors influencing ECDE programme implementation. Facilities like; swings, chairs, slide, staffrooms were inadequate in many schools. Another research by Shinali and Kamau (2016) examined measures that counties used in ensuring support of pre-primary education with focus on Narok County. The researchers found out that whereas the county government is mandated to provide resources for infrastructural facilities improvement, this was just on policy and not so much has been done on the ground. The review of studies in this section has shown that there is no research done on the linkage between provisions of infrastructure support on pupils' retention in public pre-primary schools.

2.5 Influence of School Feeding Programme on Retention of Pupils in Pre-Schools

School feeding programmes are infinitives undertaken by schools through the support of various stakeholders (parents, public and private sector) to provide meals to children in pre-schools. Research has shown hat meals provision may affect pupils learning and in the long run their retention in schools. Various studies have been done on the area to check on the relationship between support for school feeding programme and retention of pupils in schools. In India, Singh (2011) longitudinal design study estimated the influence of introduction of lunch time programme on primary school pupils' anthropometric scores. The research also assessed whether the programme had any influence on addressing the deteriorating health conditions of many children from areas with drought. The study found out that national lunch meal programme acted as a safety net for pupils, cushioning them from negative effects of malnutrition; specifically, there was significant benefits for children who came from families located in drought prone areas as they attended school on daily occasion, their health improved and were retained. Still in India,

Jayaraman, Simroth and De Vericourt (2012) paper provided a large-scale evaluation of India lunch programme implementation on enrolment of children in primary schools. Results showed that lunch time meals resulted to considerable increase in enrolment in primary schools. The studies were conducted in India whereas this study examines whether public pre-primary centres in Wareng Sub County have implemented SFP to manage pupils' retention.

In Ghana, Kamaludeen (2014) examined how SFP influenced pupils' enrolment, attendance and retention in primary schools. Findings showed that there existed successes and failures when implementing the SFP. The benefits of SFP were; average increase in enrolment, attendance and retention of pupils; there was improvement in pupils' involvement in learning and pupils' cognitive development. the failures were associated with issues on quality and quantity of meals provided, employment of cooks, training of cooks, de-worming of children, unavailability of cooking areas, poor monitoring and evaluation of the programme and procurement and value chain challenges. In Uganda, Acha, Kikafunda, Malde, Oldewage-Theron and Egal (2011) sought to assess the impact of breakfast and lunch meal intake by pre-primary school children performance. They found out that poor performance was relatively high; meals were provided on irregular basis and that children who consumed meals in schools daily had a higher achievement compared to those children whose schools had irregular feeding programmes. The research gap created here is that they did not measure the extent to which provision of breakfast and lunch programme affected retention of pupils, a focus of this study.

In Kenya, Abdulahi (2011) SFP impact on access and retention of nomadic primary schools children from Wajir Central Sub County. They discovered that food supply was even in schools and this sustained the children throughout the term. Most pupils came to school because meal was provided despite the distance from home to school being a setback. Additionally, there existed a significant relationship between SFP on pupils' access and retention in Wajir Central. Another research by Khatete, Pendo and Oyabi (2013) focused on the impact of SFP on pupils' participation in Taita Taveta and Nairobi counties primary schools. The researchers used 37 primary schools. They found out that SFP had several impacts on school activities including pupils' participation in co-curricular activities, school attendance and also academic performance. Results showed that SFP in the two counties had no significant influence on enrolment nor did it result to improvement in performance of schools in KCPE exams. Additionally, the SFP performed an important role in increasing learners' participation on co-curricular activities. The gap created from Khatete was that it was a comparative research whereas this study looks on one Sub County by not comparing schools but focusing on them as a whole.

In Laikipia East Sub County, Kisa (2014) investigated the influence of SFP on pupils' retention of in primary schools. The study was conducted in this area because for many years there had been massive dropout of pupils from school partly due to poverty. Many pupils were forced to go and look for menial job in order to support their parents. Results revealed that the nature of food provided influenced retention of pupils in schools. Results revealed that a stable source of food encouraged learners to remain in school so that they could benefit from the feeding programme. Unsustainable sources of food like

CDF and WFP were found to influence retention only when food was available. Results also revealed that parent involvement in food production and support of school feeding programmes performed a big role pupils' retention in schools. Mkanyika (2014) determined the influence of SFP on pupils' participation in flood prone areas of Garsen division in Tana River County. The research methodology for the study was descriptive survey design. The study established that SFP influenced pupils' enrolment in primary school in Garsen. Additionally, SFP contributed to pupils school attendance patterns and their participation in classroom was high (active). In schools, the research found out that higher drop out was witnessed in schools that had no SFP. The study was conducted in Garsen that has different climatic conditions whereas this study is done in Wareng Sub County that has a highland climate.

2.6 Research Gap and Chapter Summary

The chapter has reviewed literature relating to devolution support and its influence on retention of learners in schools. The review of literature has established that it is necessary for public schools to be supported to ensure learners are retained in schools (Makhuzeni & Barkhuizen, 2015; Shinali & Kamau, 2016). However, several research gaps have been identified; for instance, a study by Makhuzeni and Barkhuizen, 2015 was on the effect of rewards on teacher retention in south African schools, the research focused on teacher retention while this research focused on how teacher support influence learner retention. Shinali and Kamau (2016) used desktop methodology to analyse county government's role in financing ECDE while this research used primary data to determine the influence of devolution support towards learner retention in public pre - schools. Similarly, Wangari and Orodho (2014) research focused on job satisfaction and retention

of teachers while this research looked at how teacher support influences learner retention. From the above studies, it was clearly that there was no adequate research that has been conducted yet in the country to check how devolution support has influenced learner retention in public ECDE centres in Kenya and Wareng County in particularly. This shows existence of literature gaps that the study intended to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter represents the methodology that will be employed by the study. This chapter describes the research design, target population, sample size and sampling procedure, research instruments; validity and reliability of the instruments, procedure for data collection, data analysis and ethical considerations of the study.

3.2 Research Methodology

The study was grounded on mixed method research methodology. This is an approach to inquiry which combines qualitative and quantitative methods (Creswell, 2014). It is a methodology which is crucial to capture the best of quantitative and qualitative approaches. Mixed methodology was utilised in all phases of this study to obtain adequate data on influence of county government support on retention of pupils in public ECDE centres in Wareng Sub County. The advantage of using mixed method research is that the strength of each method is used to overcome the deficiency of the other (Leedy & Ormrod, 2018). The use of mixed methodology also allowed deeper analysis since data from the field is collected using various instruments.

3.3 Research Design

Orodho (2009) defines research design as the scheme or plan that is used to generate answers to research problems. The study used descriptive survey design; Mugenda and Mugenda (2009) define survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one

or more variables. Descriptive survey design is used widely to obtain data useful in evaluating present practice and in providing basis for decision. Descriptive survey was appropriate for gathering information on influence of devolving early childhood education on retention of learners in Wareng Sub County, Kenya. The reason for use of descriptive survey was to collect primary and secondary data through questionnaires, interviews and document checklist.

3.4 Area of Study

The study was conducted in Wareng Sub County, Kenya. It is one of the three sub counties in Uasin Gishu County. Wareng Sub County is bordered by Nandi North to the West, Kipkelion West, Nandi Central, Tindiret and Koibatek to the South, Eldoret West and Eldoret East to the East and Shinyalu Sub Counties to the North. The main economic activity of the people is agriculture although cosmopolitan towns have business and small industries. The Sub County has various public facilities like hospitals, universities, secondary schools, airport and market centres. The reason for choosing Wareng Sub County because of retention experienced by pupils transiting from pre-primary to grade one that is higher compared to neighbouring sub counties. A research Koech (2017) in several zones covering Eldoret town found out that the number of learners enrolled in public pre-primary centres was lower compared to private pre-primary schools.

3.5 Target Population

Mugenda and Mugenda (2009) define population as an entire group of individuals, events or objects having common observable characteristics to which the researcher wishes to draw conclusion and generalize the results of the study. Wareng Sub County has 83

public primary schools with pre – school centers attached to them. The study target population involved all teachers in pre - school classes (Pre-primary 1 and Pre-primary 2) in 83 public pre – school centers in Wareng Sub County and 5 county government officials (field officers) in charge ECDE in the Sub County distributed in the five zones. The study target population comprised of 166 pre - school teachers and 5 county government education field officers.

3.6 Sample Size and Sampling Technique

This section presents the method that was used to determine the study sample size from which data was collected. It also describes the sampling technique that was used in selecting elements that were included as the subjects of the study sample.

3.6.1 Sample Size

A sample size is a sub-set of the total population that is used to give the general views of the target population (Kothari, 2012). The sample size must be a representative of the population on which the researcher would wish to generalise the research finding. The researcher used Morgan and Krejcie (1979) table to calculate the sample size for the study (See Appendix V). According Appendix V, when the target population was 166, the corresponding sample size is 113. Therefore, the final sample size for the research consisted of 113 teachers and five county government ECDE field officers from Wareng Sub County.

3.6.2 Sampling Technique

This is the act of selecting a suitable sample or a representative part of a population for the purpose of determining characteristic of the whole population (Frankel & Wallen,

2004). The study used probabilistic and non-probabilistic sampling techniques to obtain the study sample from the target population. Probabilistic technique used was simple random sampling technique. This sampling method ensures that each teacher had an equal chance of being selected (Leedy & Ormrod, 2018). This number involved putting the number of teachers (166) written in a piece of paper and inserted in a trough (or basket), then mixing the pieces containing teacher codes thoroughly after which the researcher started drawing each piece continuously mixing until a total of 113 was selected and achieved. For county government ECDE field officers, non-probabilistic sample of purposive sampling method was used. This was because they are in charge of ensuring the goals of education relating to curriculum are effectively carried out in schools.

3.7 Research Instruments

Research instruments are tools used in the collection of data on the phenomenon of the study (Creswell, 2009). The study used a questionnaire, interview guide and observation checklist to gather information from the study respondents. The questionnaire was used for ECDE teachers. According to Mugenda and Mugenda (2009), a questionnaire is a list of standard questions prepared to fit a certain inquiry. The questionnaire for this study had closed-ended questions and open-ended questions. Closed-ended restricted the respondents to direct answers without further explanations and open-ended allowed a brief explanation of the options in the close-ended questions. The questionnaire was structured according to the objectives of the study and had six sections (as seen in Appendix IV).

Interview schedule was developed for county government officers in charge of ECDE. The study used the interview schedule for gathering data because it permits much greater depth than other methods of data collection. It also provides a true picture of opinions and feelings; however, they are time consuming, expensive to conduct and sincere answers to please the interviewer. This research used observation checklist to check and confirm the availability of various support areas by county government and also collect data on retention levels in public ECDE centres in Wareng Sub County.

3.7.1 Validity of Research Instruments

Fraenkel, Wallen and Hyun (2012) define validity as the appropriateness, correctness and meaningfulness of the specific inferences which are selected on research results. It is the degree to which results obtained from the data analysis actually represent the phenomenon that is under study. This study used content validity, to ensure that the instruments cover the subject matter of the study as study intends. Kothari (2012) describes content validity as the extent to which a measuring instrument provides adequate coverage of the topic that is under study. To ensure content validity of the instruments, the researcher consulted research experts and peers undertaking the same program. Research experts assisted in assessing the variables to be measured by the instruments, while the colleagues helped in determining whether the set of items are accurately representing the variables under study.

3.7.2 Reliability of the Research Instruments

Reliability is the degree of consistency that the instrument or tool demonstrates on repeat trials, such that apart from delivering accurate results, the measuring instruments must

deliver similar results consistently after repeated trials (Leedy & Ormrod, 2018). The reliability of the instruments was estimated through an internal consistency which involves the split half method. This method involved one testing session by administering the questionnaires to the pilot group thereafter splitting the items in the instruments into two halves that is odd and even numbered items. Odd numbered items will be placed in one subset while even numbered placed in another subset. Each of this subset will be treated separately and scored accordingly.

The questionnaire items were answered by the respondents in the pilot testing schools where they were assigned arbitrary scores. The scores that were obtained were keyed into the SPSS software and Cronbach alpha (r) statistics computed. A correlation coefficient was calculated. Mbwesa (2006) supposes that Cronbach alpha coefficient value which falls above +0.5 then the instrument is taken reliable and suitable for data collection. The research r-value was 0.651 which was above the 0.5 threshold as proposed by Mbwesa making the instrument reliable.

3.8 Data Collection Procedure

Data collection procedure involves the researcher preparing a research proposal with the consultation of supervisors. The research proposal presented to a panel appointed by the University of Eldoret for approval and permission to collect data on the phenomenon of the study. The researcher later obtained a letter of introduction from the University School of Education which was used to get a permit from the National Commission for Science, Technology and Innovation (NACOSTI), authorizing the researcher to carry out the study. The researcher also obtained permission to conduct research from County

Commissioner and Director of Education, Uasin Gishu (as per the letter of authorisation from NACOSTI).

The researcher later visited the selected public pre-primary schools to seek permission from the Head teachers to use their schools for the study. After getting consent, the questionnaires were administered to pre-primary teachers during lunch and break time through drop and pick method to a majority of them. Those who were unable to fill on the day, the researcher had to come back and collect. Interviews with education officers at zonal level were conducted in their respective offices after making prior arrangements with them on the date and time of conducting the interview. The responses of interview were recorded through note taking by the researcher. The period of one interview covered 10-15 minutes. The recording of various facilities and resources available in schools was done during the time questionnaires were administered to teachers in eight schools only.

3.9 Data Analysis Technique and Presentation

Data analysis is the process of systematically searching and arranging interview scripts, field notes, data, questionnaires and other materials from the field with the aim of obtaining answers to research questions (Orodho, 2009). The raw data from the field was systematically organised and converted to numerical form by being given codes representing measurements of variables. The quantitative data was coded, entered and analysed with the help of Statistical Product and Service Solution (SPSS version 23.0). Analysis of quantitative data was through descriptive statistics; frequencies, percentages, means and standard deviation. Quantitative analysis also involved performing a Karl Pearson correlation to determine the direction and strength of relationship between

independent and dependent variables. Qualitative data from interviews was analysed using themes and sub-themes through content analysis. Analysed data presented using tables, graphs and narrations.

3.10 Ethical Consideration

The research conformed to ethical guidelines when conducting this research. At first, all necessary permission and approvals were sought prior to data collection. The researcher exercised utmost caution when administering the research instruments by ensuring that respondents' rights and privacy was respected. Before they were issued with the research instruments, consent was sought by the researcher by explaining to them the purposes of the study. To ensure confidentiality, the questionnaires for teachers were identified through numerical codes instead of names of individual teacher and no respondent was forced to participate into the exercise.

In addition, the interviews do not show demographic identity of respondents who participated. Further, the participation of respondents was voluntary and no one was coerced to participate. Finally, all cited sources have been fully acknowledged in the reference section and similarity index has been kept below UOE threshold of 20.0% and below.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study on how devolution support to pre-primary schools has influenced retention of learners in Wareng Sub County, Kenya. The presentation of study results was in quantitative and qualitative forms as presented in the next sub-sections. The study collected data through the use of observation checklist, interviews and administration of questionnaires. The total response rate from these instruments is provided in Table 4.1.

Table 4.1 Instrument Response Rate

No.	Instrument	Sampled	Returned	Return rate (%)
1	Questionnaire	113	107	94.7
2	Interview	5	5	100
3	Observation checklist	8	8	100
	Total	**126**	**120**	**98.2**

Response rate for the study shows that it was high (98.2%) with the questionnaires having the lowest return rate at 94.7% and this was due to incorrectly filled questionnaires which were removed during the coding and entry stage. Nevertheless, the response rate justifies the true situation of the interactions between the independent and dependent variable for this study.

4.1.1 Demographic Information of Respondents

The study collected demographic information of respondents based on their; gender, work experience and level of education. Figure 4.1 shows the distribution of pre-primary teachers based on gender

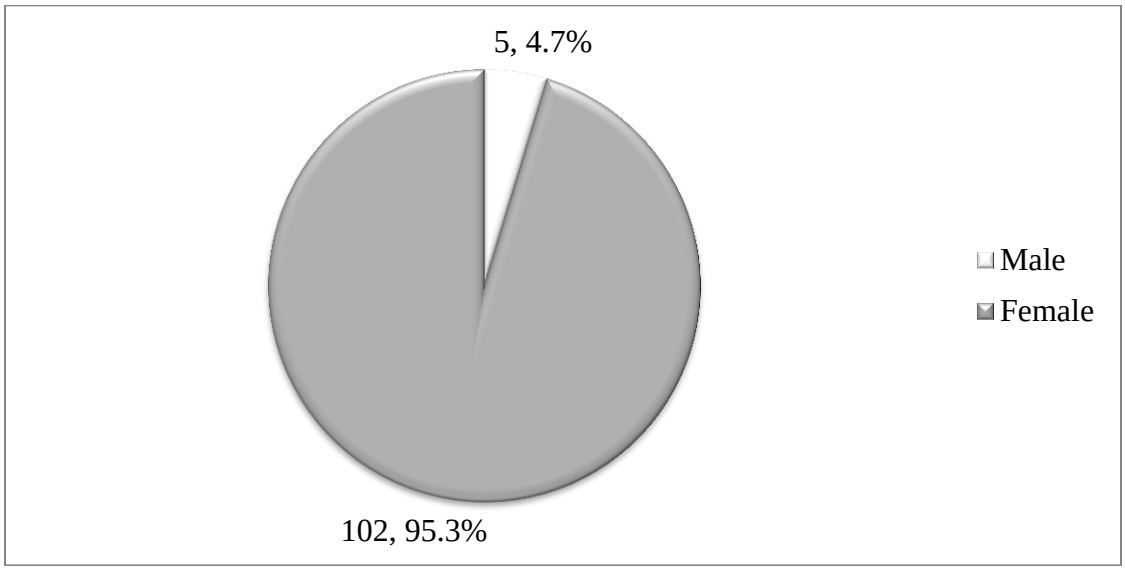

Figure 4.1 Gender of Teachers

Figure 4.1 show that most 102 (95.3%) of pre-primary teachers were female with only 5 (4.7%) being male. the result coincides with Oyamo (2013) research in Bungoma South Sub County that showed 90.0% and Nduku (2016) research in Matungulu Sub County found out that 95.8% of pre-primary teachers were female. This shows that the ECDE profession is mainly attractive to female teachers than male.

When asked to indicate their work experience as pre-primary teachers, results are provided in Table 4.2.

Table 4.2 Pre-Primary Teachers Work Experience

Question	N	Min	Max	Mean	Std. Deviation
How long have you been an ECDE teacher	107	1.00	20.00	10.8879	5.21577
Valid N (Listwise)	107				

Results showed that the least working experience recorded was one year and a maximum of 20 years of teaching in pre-primary. The average work experience that teachers had was ten years. In agreement with the study findings, Nduku (2016) found out that most teachers had been teaching for above 11 years and have adequate experience in the profession. In another study, Bosibori et al. (2015) found out that 61.0% of teachers experience in teaching at pre-primary level ranged from 6 – 10 years. This means that most teachers are in a good position to provide information on the devolution support in their schools from the time the county governments came in. these teachers were also asked to provide the level of education. Results are given in Figure 4.2.

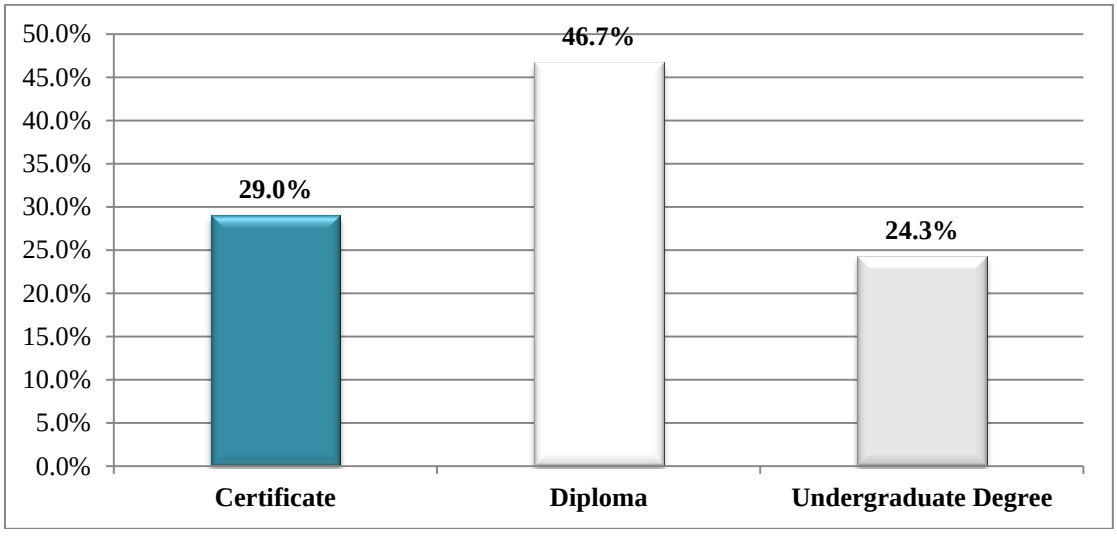

Figure 4.2 Teachers Academic Qualification

Results showed that 31 (29.0%) of teachers had certificate level of education, 50 (46.7%) had diploma in ECDE while 26 (24.3%) had bachelor's degree level of qualifications. In line with the study results, Bosibori et al. (2015) research in Nyamira County found out that 44.0% of pre-primary teachers had diploma, 35.0% had certificate and 7.0% had undergraduate level of education. Results are different from Oyamo (2013) research in Bungoma South Sub County that found out that 69.0% of teachers were certificate holders, 23.8% had diploma level of education and 2.4% had undergraduate degree in ECDE. This shows that the level of professional qualification among pre-primary teachers in Wareng is higher than Bungoma South and this could be due to availability of tertiary institutions; Moi University, University of Eldoret, Mosoriot TTC and other private institutions offering certificate, diploma and degree programmes in ECDE than Bungoma County that had only Kibabii TTC by 2013. Nevertheless, teachers have met minimum threshold for working as teachers in pre-primary schools as recommended by TSC.

The teachers were also asked if they were employed by TSC. The results showed that 76 (71.0%) of teachers were contracted by Uasin Gishu public service board while 31 (29.0%) had been employed board of management of public pre-primary centres in Wareng Sub County.

4.1.2 Retention of Pupils in Public Pre-Primary Schools in Wareng Sub County

The dependent variable for this study was retention of pre-primary learners. The teachers were asked to provide their responses on the rate of students retention in their schools in a

scale of five; Very High (5), High (4), Moderate (3), Low (2) and Very Low (1). The descriptive results are provided in Table 4.3.

Table 4.3 Retention of Pupils in Public Pre-Primary Schools

Retention measures/ indicators	N	Mean	Std. Deviation
Enrolment	107	4.0374	.67188
Completion of full school year calendar	107	3.9533	.46344
Transition to next class	107	3.9159	.51618
Attendance / Participation	107	3.7290	.54201
Absenteeism	107	2.1028	1.02731
Valid N (Listwise)	107	3.5476	0.64416

Key: *M*=Mean, *SDV*-Standard Deviation & N-Number of respondents

Results showed that teacher admitted that enrolment of pupils in their schools was high (*M*=4.03, *SDV*=0.67) since county governments came in 2013. The results coincide with Oyamo (2013) who found out enrolment in Bungoma South Sub County public pre-primary centres had increased resulting to 40.5% of school having classroom capacity of 40-60 children. The teachers agreed that the completion of learners admitted in school in academic year was quite high in Wareng Sub County (*M*=3.95, *SDV*=0.46). This means that contrary to the situation before county governments came in, completion of full academic years by pre-primary pupils has increased. The same can be said on learners' transition from PPI to PPII and eventually to primary school level was found to be high (*M*=3.91, *SDV*=0.51). The results is different from Oyamo (2013) who found out that 71.5% of respondents indicated that transition to the next class by learners was above 50.0% and only 19.0% said that transition was 100.0%

The teachers agreed that the attendance and participation rate of pre-primary learners in schools was significantly higher (*M*=3.72, *SDV*=0.54). This means that more children attended school on regular occasion within an academic year. On the absenteeism rate by pupils, pre-primary teachers indicated that it was low (*M*=2.10, *SDV*=1.02). This implies that incidents of absenteeism among learners in public pre-primary schools in Wareng Sub County have significantly declined during the past seven years of devolved government being in charge of ECDE centres. Oyamo (2013) found out that in the period before devolution, 52.4% of learners in public pre-primary schools missed schools for 3 – days a week.

Average retention rate shows that 70.8% of teachers indicated that retention rate of learners in the last seven years of devolution is higher in the study area. This information was corroborated by interview with ECDE field officers who agreed that there was significant improvement in retention of pre-primary learners from the 2013. Officer No. 1 said that:

> *The number retained is good as the teachers are available at all times but there is still room for improvement.*

Still, Officer No. 2 also remarked that:

> *The number retained is reasonable – this is to say the children admitted from day one, very few are transferred. This is because parents are assured of teachers being in school at all times.*

In addition, Officer No. 3 also agreed that:

The efforts by the county government has yielded positive results up to 98.0% of retention and transition of ECDE pupils this is because teachers are in school regularly as well pupils. The curriculum syllabus are covered on time

This means that there is improvement in retention of schools in Wareng Sub County through efforts made by county government of Uasin Gishu as indicated from the pre-primary teachers, teachers and head teachers who participated in the study.

4.2 Pre-School Teacher Support and Retention of Pupils in Schools

The first objective of the study sought education officers and pre-primary teachers view with regard to the kind of support that teachers are provided to ensure learners are retained in schools through the input of county government of Uasin Gishu in Wareng Sub County public pre-primary centres. The teachers were asked to indicate level of agreement on the extent to which they were supported by county government of Uasin Gishu. The results are presented in Table 4.4. Results showed that 36 (33.6%) of pre-primary teachers agreed and 28 (26.0%) strongly agreed that the low salaries that they receive (Kshs. 10,000/= as indicated by school heads interviewed) affects their morale and motivation to perform their duties. Only 16 (15.0%) disagreed and 12 (11.2%) strongly disagreed with the statement. This means that the low salaries that teachers receive from county government affects their motivation as it is not commensurate to their workload and responsibilities that they have in school. the results coincides with Moraa (2015) who found out that majority of pre-primary teachers in Kisii County were not satisfied with the payment package that they received from county government.

Table 4.4 Teacher Support by County Government of Uasin Gishu

	Teacher support	SD	D	U	A	SA	M	*SDV*
1	Low salaries payment affects our motivation to perform duties	12 (11.2%)	16 (15.0%)	15 (14.0%)	36 (33.6%)	28 (26.0%)	3.4860	1.3273
2	Non employment of adequate teachers affects pupils' attendance in school	16 (15.0%)	10 (9.3%)	18 (16.8%)	45 (42.1%)	18 (16.8%)	3.3645	1.2914
3	Lack of professional identity by county government affects teacher morale in performing their duties	9 (8.4%)	20 (18.7%)	18 (16.8%)	27 (25.2%)	33 (30.8%)	3.5140	1.3273
4	Inadequate opportunity for in-service training affects teacher pedagogical competencies and knowledge advancement	4 (3.7%)	18 (16.8%)	16 (15.0%)	52 (48.6%)	17 (15.9%)	3.5607	1.0656
5	Lack of fringe benefits for teachers; allowances, recognition, promotion and praise affect teacher delivery of content	16 (15.0%)	8 (7.5%)	36 (33.6%)	47 (43.9%)		4.0654	1.0575
	Composite scores						**3.5981**	**1.2138**

Key: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree, SA-Strongly Agree, M-Mean, SDV-Standard Deviation.

This information on teachers receiving low salaries was supported by field officers interview who agreed that pre-primary teachers are not well remunerated. Officer No. 1 remarked that:

> *Teachers are not well remunerated – what they get cannot even be called a salary. They get very little money that cannot motivate them. – Government should do something on that.*

Similarly, Officer No. 2 mentioned the following:

> *Remunerations – teachers are paid very little to be called a salary*

The results coincide with Oyamo (2013) where 95.2% indicated that teachers received low salaries and this affected their satisfaction as remuneration ranged from Ksh. 500-3,500/= per month before county government came in the year 2013 which was expected to increase. In addition, Wangari and Orodho (2014) established that low salary given to did not commensurate with their teaching workload and affected their level of satisfaction in schools.

Secondly, 45 (42.1%) of teachers agreed and 18 (16.8%) strongly agreed that non-employment of adequate teachers affects pupils' attendance to school. The results showed that 58.9% of teachers agreed that existing teachers are faced with huge workload which affects pupils' attendance and also teacher inability to make follow up on individual pupils. Nevertheless, the officers interviewed said that some schools have two teachers employed by county government while others have one. To other schools (only a few), they are yet to get teachers employed by county government. One Officer No. 4 said that:

> *The county government has so far employed two teachers in every public ECDE in the county. This has been the burden to parents and community at large.*

The situation of lack of adequate teachers was experienced by Bukaliya and Kudakwashe (2012) who found out that 90.0% of schools hired unqualified ECDE teachers hence compromising the quality of learning provided in schools.

Thirdly, results showed that 27 (25.2%) of teachers agreed and 33 (30.8%) strongly agreed that lack of professional identity by county government affects their moral in performing duties. Only 20 (18.7%) disagreed and 9 (8.4%) disagreed with the statement. This means that teacher are not professionally recognised by county government and this affects their service delivery level since they are seen as inferior compared to other county government employees whose job security is guaranteed and they are not under contract. This finding agrees with Wangari and Orodho (2014) who found out that teacher were lowly recognised compared to other county government workers who earned comparatively higher salary perks. This means that the lack of valuing the pre-primary teachers may increase potential of transfers to private schools that are paying off well or even switch their career profession.

Result reveal that close to half 52 (48.6%) of teachers agreed and 17 (15.9%) strongly agreed that inadequate opportunity for in-service training affects their pedagogical work in classroom which is a determinant of whether pupils can participate or not. The information was backed up by three education officers interviewed where Officer No. 1 said that:

> *The county government have failed in providing continuous professional development, visiting teachers in classes and finding out the challenges they face in delivery of lessons and retraining of teachers.*

This means that field officers agreed that the county government of Uasin Gishu has not done much in the field of supporting teachers in professional development. This means that the county government does not hold or sponsor pre-primary teachers for regular in-service training and workshops to increase their knowledge and skills in ECDE curriculum implementation. The results coincide with Mureithi (2013) research from Kiambu county which showed that number of pre-primary teachers who received training on transition was slightly lower compared to those in primary schools. Teachers who received training on transition registered higher retention rates compared to those who received little training on transition. However, two officers said that the teachers have received training from county government. Officer No. 3 reported that:

> *ECDE teachers are employed by the county government. The teachers are also supported through training and classroom observation by the officers to ensure quality education is offered in ECDE centres.*

The only training that they admitted pre-primary teachers was on the new CBC curriculum as noted by Officer No. 4 who said that:

> *The county government has trained all ECDE teachers on the previous and the new curriculum ion how to develop professional records and to implement it effectively.*

On the last statement, 47 (43.9%) of pre-primary teachers strongly agreed and 36 (33.6%) agreed that lack of fringe benefits for teachers like promotion, recognition, allowances and praise affected their service delivery. This means that teachers are not provided with fringe benefits and therefore have less motivated when performing their duties which may affect retention of pupils in their classrooms in some way or another. Wangari and

Orodho (2014) supported this finding noting that additional duty allowance provided to teachers was not available despite the work they were doing to promote learning in schools. In addition, Moraa (2015) found out that pre-primary teachers were not satisfied with their conditions of employment since fringe benefits like healthcare package; housing allowance and job security were not provided to them.

Composite data shows that 71.9% of teachers (M=3.59, SDV=1.21) agreed that the support provided to them is low and to check if this level of support affected their retention of pupils. The result agrees with Wangari and Orodho (2014) research that found out that 54.7% of teachers reported that the support they were receiving was inadequate. This means that teacher support is critical but the situation on the ground in many areas of the country point a different picture. A correlation analysis was performed and results presented in Table 4.5.

Table 4.5 Effect of Teacher Support on Retention of Pupils

		Teacher Support	**Retention of Pupils**
Teacher Support	Pearson Correlation	1	.236*
	Sig. (2-tailed)		.014
	N	107	107
Retention of Pupils	Pearson Correlation	.236*	1
	Sig. (2-tailed)	.014	
	N	107	107

*. Correlation is significant at the 0.05 level (2-tailed).

Results showed that there exists a significant positive effect (r=0.236, p=0.014) between teacher support and retention of pupils. The correlation values are positively weak (r<0.5)

which means that teachers have not been offered much support by the county government to ensure they perform their duties well hence retention of students. However, the correlation statistics suggests that if more support is provided to teachers by county government, the retention of learners will increase significantly and vice versa is true. This is reinforced by Britton and Propper (2015) who indicated that teacher pay is significant to improved school outcomes which include retention of teachers and pupils. They found out that in UK, regulated pay which was outside the labour market practices affected learners' performance in schools. The information on inadequate support that pre-primary teachers received was supported by officer No. 5 who indicated that:

> *Also, teachers are regularly, in school because they are paid by the county government. Also, teachers are trained and empowered by being supported thus providing effective quality education in class and most parents are not taking their children to private schools.*

This means that the support that county government provides to teachers is a critical ingredient towards higher retention of pre-primary learners in public schools in Wareng Sub County, Kenya.

4.3 Effect of Instructional Resource Provision and Retention of Pre-primary Pupils

The second objective of the study investigated the effect of instructional resource provision by county government on retention of learners in public pre-primary schools in Wareng Sub County. The instructional resources are critical to learning support and hence they are supposed to be provided by county government to both pre-primary teachers and children. The information for the study was collected from interviews with

ECDE ward field supervisors and pre-primary teachers. Table 4.6 presents the result of pre-primary responses on the extent to which resources have been provided by county government of Uasin Gishu to support learning and help in increasing retention.

Table 4.6 Provision of Instructional Resources by County Government

	Resource provided	**Not provided**	**Low**	**Average**	**High**	**Very High**	**M**	***SDV***
1	Teacher guides and syllabus manual	4 (3.7%)	5 (4.7%)	44 (41.1%)	49 (45.8%)	5 (4.7%)	3.4299	.8139
2	Audio-visual aids e.g. radio	89 (83.2%)	8 (7.5%)	10 (9.3%)		0 (0.0%)	1.2617	.6194
3	Visual aids e.g. flash cards, tactile aids like dolls, toys maps	33 (30.8%)	39 (36.4%)	31 (29.0%)	4 (3.7%)	0 (0.0%)	2.0561	.8669
4	Learning aids e.g. charts and pictures	9 (8.4%)	8 (7.5%)	76 (71.0%)	14 (13.1%)	0 (0.0%)	3.0187	.9711
5	Books; exercises and textbooks, reference books	17 (15.9%)	34 (31.8%)	41 (38.3%)	15 (14.0%)	0 (0.0%)	2.5047	.9253
6	Stationery e.g. chalks, pens, pencils, markers	12 (11.2%)	33 (30.8%)	54 (50.5%)	4 (3.7%)	4 (3.7%)	2.5794	.8799
	Average provision						**2.4751**	**0.8461**

Key: M-Mean, *SDV*-Standard Deviation

Results on provision of teacher guide shows that 44 (41.1%) said the county government provided on average basis and 49 (45.8%) said it was highly provided. The mean value suggest that teacher guides and syllabus manual provision to pre-primary teachers by county government of Uasin Gishu County was on average level (M=3.42, SDV=0.81). This means that efforts have been made to ensure at least the teacher curriculum guide for

pre-primary in addition to syllabus is provided to at least 68.6% of schools in Wareng Sub County.

Secondly, 89 (8.2%) of pre-primary teachers admitted that they have not been provided with audio visual aids like radio to conduct some of their lessons or allow their pupils to listen to programmed radio lessons. The result agrees with Kemuma (2013) research in Migori County which established that only 10.0% of schools had audio-visual materials in classrooms and hence learners acquisition of numbers work skills and concepts was low. This means that audio visual media are not provided to pre-primary children through facilitation of county government of Uasin Gishu County.

On provision of visual aids like flashcards, tactile aids like maps, toys and dolls, 33 (30.8%) have never received, 39 (36.4%) said supplies received was low, 31 (29.0%) said that it was on average and only 4 (3.7%) said that it was high. This implies that the visual aids provision by county government of Uasin Gishu to public pre-primary centres in Wareng Sub County is low (M=2.05, SDV=0.86). The result coincides with Koech (2017) who found out that majority (53.0%) of schools had access to cards, printing blocks and rollers to aid in learning. This means that the duty of providing these resources is shifted to parents who majority are unable to purchase these visual aids hence affecting teaching and learning process of children in these schools.

On provision of learning aids, 76 (71.0%) agreed that it was provided on average. This means that the learning aids like charts and pictures are moderately provided to schools and therefore may not be enough to cover all learners admitted in those schools which are high which affects curriculum implementation process.

With regard to county government provision of textbooks, exercise books and reference books, 17 (15.9%) have never been provided, 34 (31.8%) said that the number is low, 41 (38.3%) said it was average and only 15 (14.0%) reported that the proportion of book supply by county government in their schools was high. This means that pre-primary children have not benefited from books supply by county government as the cost of providing them rests with the parents. The results coincide with Bukaliya and Kudakwashe (2012) study in Zimbabwe which found out that reading books were not adequately provided in public pre-primary schools by government.

Results reveal that 54 (50.5%) of pre-primary teachers indicated that they are sometimes provided with stationery resources from county government which includes chalks, markers, pencils and pens. However, 33 (30.8%) said that what they receive from county government in terms of stationery materials was very low and hence not adequate to facilitate effective instruction in their schools. the result concurs with Nduku (2016) research in Matungulu Sub County where public pre-primary centres did not have charts, modelling plasticines, colouring pencils, pen, pencils, crayons and outdoor activity materials.

Summed statistics show that teachers agreed that the supply of instructional resources was low (M=2.47, SDV=0.846) in their schools. This result agrees with Nduku (2016) who found out that teaching and learning provision in ECDE were sometimes availed by county government of Machakos. This means that not much effort has been done by the county governments across Kenya to ensure that public pre-primary centres under them have the required necessary resources. Officer No. 4 also said the following:

The county government provided teaching reading resources to all public ECDE. The materials include; teachers guides, learners workbooks, charts and chalks. Thought the provision is not consistent due to budget constraints, it assists the ECDE to ensure teaching is implemented well. The teachers are also trained and courage in developing of teaching learning resources using locally available resources. These learners are to appreciate their environment.

The state of inadequacy in some schools could prompt some parents to transfer their children to other schools that have these resources.

The teachers were asked to indicate the instructional resources that were provided by county government of Uasin Gishu more to their schools and ones that were not provided. The outcomes are given in Table 4.7.

Table 4.7 Instructional Provide and those not provided in Pre-Primary Schools

No	**Ones Provided more**			**Items not provide**		
	Item	**Freq**	**Percent**	**Item**	**Freq**	**Percent**
1	Teachers guide	38	42.2	Audio-visual	59	59.6
2	Flashcards	16	17.8	Stationery	17	17.2
3	Textbooks	14	15.6	Pens, pencils & markers	13	13.1
4	Charts & pictures	9	10.0	Tactile aids	5	5.1
5	Chalks	8	8.9	Teaching aids	5	5.1
6	Syllabus	5	5.6			
	Total	90	100.0	Total	99	100.0

Results showed that 38 (42.2%) of teachers said that the instructional resource that was provided by county government to them was teachers guide followed by flashcards

(17.8%) and textbooks (15.6%). The result coincides with information provided by ECD field officer No. 5 who said that:

> *The county government has partnered with other stakeholders and NGO to provide teaching/learning resources to ECDE. These includes; teacher guides and learners books that have enabled the teacher to provide / implement the curriculum effectively.*

This means that county government did partner with stakeholder to ensure some teaching materials were provided to their schools. However, when asked to list items that were not provided by county government to aid in learning activities included audio visual resources that was ranked to be the highest (59.6%), then stationeries (17.2%) and pens, pencils and markers (13.1%). This their open-ended responses coincide with the previous results provided in Table 4.6 that showed that instructional learning resources were not adequately provided to public pre-primary centres in the study area. The results are supported by ECDE field Officer No. 1 who said that:

> *County government provided only once, they were not enough for all the learners and even some of the centres did not get any.*

This means that since county government provided materials to teachers in the initial period, they have not yet supplied them back again.

To examine how provision of instructional resources by county government impacted on retention of pre-primary learners in school, Karl Pearson correlation was computed. The results are given in Table 4.8.

Table 4.8 Effect of Instructional Resource Provision and Retention of Pupils

		Instructional Resource	Retention of pupils
Instructional Resource	Pearson Correlation	1	.390**
	Sig. (2-tailed)		.000
	N	107	107
Retention of pupils	Pearson Correlation	.390**	1
	Sig. (2-tailed)	.000	
	N	107	107

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

Results showed that there exist significant positive effect (r=0.39, p=0.001) between instructional resource provision by county government and retention of pupils in public pre-primary schools in Wareng Sub County. The r-values are further below 0.5 which implies that despite the relation being positive, it is a bit weak and this could be due to the low support that county government provides to schools in terms of supply of required resources to aid in teaching and learning. In agreement with the study results, Bosibori et al. (2015) study found out that teaching and learning materials were inadequate in public ECDE centres in Nyamira county and this affected retention of special needs learners in schools as per the goals of ensuring inclusive education is attained. The lack of adequate materials could be an aspect that can affect retention of pupils in schools as parents would like their children to be provided with the best education. The same information was shared by officers interviewed where one of them No. 3 said that:

> *Inadequate teaching/learning resources which some children are not happy and feel demoralised. Also, inconsistent provision of teaching / learning resources.*

This means that lack of provision of adequate teaching and learning resources by county government makes learners not to be concerned about schooling which may affect their decision to come to school on regular occasions. Lastly, the pre-primary teachers were asked to provide their information on the impact that county governments have had with regard to provision of instructional materials for learning. The results are recorded in Table 4.9.

Table 4.9 Pre-Primary Teachers View on Impact of County Government Support towards Instructional Resources on Retention of Pupils in Class

Views	Frequency	Percent
Makes learning more effective hence learners are retained	30	28.0
Very low hence pupils are less interested in learning as materials are inadequate	25	23.4
No impact because the county government provided only once	17	15.9
Uniformity in class because books are adequate for all learners	12	11.2
Average	10	9.3
Provision motivates teachers to deliver content well	9	8.4
More resources, more retention of pupils	4	3.7
Total	**107**	**100.0**

The results showed that 28.0% of teachers perceived that provision of adequate instructional learning resources would make learning to be effective in class hence retaining the learners. However, those who were provided with fewer materials said that it has had low impact since pupils are not interested in learning when materials are less leading to incidents of non-retention in schools. This means that adequate provision of

instructional resources will motivate teacher to perform their instructional task well hence higher retention of pre-primary pupils in Wareng Sub County. This finding agrees with Were (2014) research from Rachuonyo South Sub County who found out that effective utilisation of teaching and learning resources increased pre-school pupils transition to grade one. In Nigeria, Ozoemezinem (2015) found out that learners taught using instructional materials were highly retained compared to those taught without instructional learning materials. Therefore, county government have a role of ensuring that schools receive adequate instructional learning materials to ensure higher retention of learners.

4.4 Infrastructure Support and Retention of Pupils in Public Pre-Primary Schools

The third objective of the study seeks to determine the infrastructure support that county government of Uasin Gishu has provided to ensure retention of students in schools. This is because lack of infrastructure that is accommodative for all learners and safe may make learners to miss or switch schools. The study collected information from ECDE field officers at ward level (5 in number) and pre-primary teachers. The result on the extent to which pre-primary teachers agreed and disagreed on the extent to which county has supported public pre-primary centres with adequate infrastructural facilities. The outcomes are presented in Table 4.9.

Table 4.9 County Government Infrastructure Support to Public Pre-Primary Schools

	Infrastructure support	SD	D	U	A	SA	M	*SDV*
1	Increase in number of pupils has not led to increase in number of classes thereby affecting retention in my school	29 (27.1%)	50 (46.7%)	4 (3.7%)	14 (13.1%)	10 (9.3%)	2.3084	1.2620
2	Lack of adequate playing grounds and facilities affect pupils school attendance in our school	10 (9.3%)	34 (31.8%)	5 (4.7%)	41 (38.3%)	17 (15.9%)	3.1963	1.2991
3	Lack of proper and adequate toilets/latrines has affected pupils coming to school daily	10 (9.3%)	25 (23.4%)	10 (9.3%)	45 (42.1%)	17 (15.9%)	3.3178	1.2559
4	Inadequate desks, chairs, tables and benches provision has affected pupils' participation rate in our school	5 (4.7%)	14 (13.1%)	9 (8.4%)	41 (38.3%)	38 (35.5%)	3.8692	1.1743
5	Lack of renovation and repairs of school facilities by county government has affected pupils' retention	4 (3.7%)	30 (28.0%)	9 (8.4%)	47 (43.9%)	17 (15.9%)	3.4019	1.1644
	Composite scores						**3.2187**	**1.2311**

Key: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree, SA-Strongly Agree, M-Mean, *SDV*-Standard Deviation.

Findings in Table 4.9 show that 29 (27.1%) of pre-primary teachers strongly disagreed and 50 (46.7%) disagreed that increase in number of people enrolled has not resulted to increase in the number of classes. This means that pre-primary teachers agree that when the county government came in the year 2013, new classrooms were built to change the face of the institutions that were in a dilapidated state before. The construction of new classrooms has indeed changed retention of pre-primary pupils in the study area. The findings were supported by ECDE field officers interviewed who said that new permanent classrooms blocks have been added while those without had been constructed. Officer No. 3 said that:

> *The county government has done a lot since the inception as ECDE is concern. It has constructed ECDE classroom, i has constructed ECDE ablution block and it has started equipping constructed classrooms. This has improved quality in ECDE and improves sanitation.*

Even Officer No. 4 also said that

> *ECDE being core function of county government, construction of ECDE classrooms has been emphasised and so far at least each public school has one complete classroom which is conducive for learning. Though we still use the old classrooms, we appreciate new and hope that at least adequate classrooms will be constructed.*

In line with the study results, Nduku (2016) research found out that 66.7% of head teachers reported that the classrooms were adequate in Matungulu Sub County. However, findings of this study disagrees with Bukaliya and Kudakwashe (2012) study in

Zimbabwe which found out that 96.0% of respondents said that classrooms that were meant for ECDE learners were inadequate and those available were not according to the required standards.

Result also show that 41 (38.3%) of teachers agreed that lack of adequate playing grounds and facilities associated with it affects pupils attendance to school. But, 34 (31.8%) disagreed with the statement. This means that some schools (41%) have adequate and well levelled playing grounds while 54.2% which seems to be majority do not have adequate playground for children play or even some facilities associated with them. Similar to the study results, Nduku (2016) discovered that all (100.0%) teachers said that playing grounds in their institutions were inadequate. This means that children who love playing may decide not to come to school or switch to other schools that have better facilities (mostly private ones).

Result also showed that 45 (42.1%) of teachers agreed and 17 (15.9%) strongly agreed that lack proper and adequate sanitation facilities has affected pupils coming to school daily. Only 25 (23.4%) disagreed and 10 (9.3%) strongly disagreed with the statement. This means that only 32.7% of public pre-school centres have proper and adequate latrines/toilets from the support they receive from county government. The results coincides with Nduku (2016) who found out that 95.8% of schools in Matungulu Sub County did not have adequate toilets for ECDE learners. This information was supported by Officer No. 3 who said that:

> *ECDE toilets have been constructed in some schools and they intend to construct in every school – this will improve sanitation.*

To support this, Officer No. 5 also said the following:

> *The county government has started construction of ablution block in ECDE. Though so far has not reached halfway but the process is ongoing. This helps to improve sanitation in ECDE centres.*

For those schools that do not have toilets, they share with their primary counterparts. In agreement with the study results, Oyamo (2013) discovered that only 28.6% of schools had toilets constructed to accommodate ECDE children but majority were sharing toilets with the primary sections. This aspect of sharing may discourage pre-primary children from attending school as they may be bullied by their 'bigger' primary pupils.

Result also show that 41 (38.3%) of pre-primary teachers agreed and 38 (35.5%) strongly agreed that inadequate provision of desks, benches, tables and chairs by county government has affected participation rates of children in schools. This means that despite constructing classrooms, majority of schools use the dilapidated desks while those without end up sitting in the floor due to unavailability of proper furniture. This finding coincides with Bukaliya and Kudakwashe (2012) results in Zimbabwe which showed that furniture available in schools were not suitable for pre-primary children as some children found challenges in resting their feet on the ground when seated on the desks. Others struggled to sit on the desk once they disembarked. This means that the furniture provided was for pupils in primary schools and not pre-primary.

Nevertheless, the ECDE officer interviewed said that efforts are being made to ensure that schools are fitted with adequate and proper furniture. The officer No. narrated that:

> *Some schools have received tables and chairs and the process is ongoing till all schools receive adequate and appropriate furniture.*

This information coincided with Officer No. 5 who claimed that:

> *The county government has started to equip the constructed classroom with appropriate and adequate furniture. This will promote proper sitting and development in learners.*

Findings also show that 47 (43.9%) of teachers agreed and 17 (15.9%) strongly agreed that lack of renovation and repairs of school facilities by county government has affected the retention rate of pupils. This means that some facilities that are in bad condition classrooms seems not to be repaired and this put at risk the learning process which may end up influencing some parents to transfer their children to different schools while other children may not be motivated to come to school on regular occasions. The result henceforth shows that despite classrooms being constructed, there has not been significant improvement (M=3.21, SDV=1.23) of teaching and learning facilities in Wareng Sub County public pre-primary schools. This result agrees with Moraa (2015) who found out that only 30.0% of ECDE centres had met the minimum standards for learning as the learning facilities available were inadequate and below average.

The teachers were asked to indicate their view on the role of county government in expansion of school infrastructure in the past four years. Their responses are given in Table 4.11.

Table 4.11 Pre-primary Teachers View on the Role of County Government in Expansion of School Infrastructure

Views	Frequency	Percent
County government has tried to expand infrastructure	43	42.2
Not so much to the level required since they are not well stocked with furniture - chairs and tables	34	33.3
There is a great improvement	21	20.6
Has not done much in expanding infrastructure	4	3.9
Total	102	100.0

Results showed that 43 (42.2%) of pre-primary teachers perceived that the country government has tried to expand infrastructure. This is echoed by 21 (20.6%) who said that there has been tremendous improvement. This information was supported by ECDE field officers interviewed where Officer No. 1 recorded that:

> *Government has done a commendable job. Have changed completely the face and shape of the centres*

They indicated that the government had done well on the infrastructure front by changing the appearance of the centres completely. However, 37.2% of pre-primary teachers indicated that not so much has been done because classrooms that were built were not well stocked with furniture. To examine the effect of county government infrastructure support on retention of pre-primary learners, a Karl Pearson Correlation was computed. Results are provided in Table 4.12.

Table 4.12 Effect of Infrastructure Support on Retention of Learners in Pre-Primary

		Infrastructural facilities	Retention of pupils
Infrastructural facilities	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	107	107
Retention of pupils	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	107	107

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

Results showed that there exists significant positive effect (r=0.403, p=0.001) between infrastructure support and retention of learners in public pre-primary centres in Wareng Sub County. The result also shows that the correlation is weak positive (r<0.05) which implies county government needs to increase their support to pre-primary centers of not only constructing classrooms but equipping them to ensure learners are retained. The statistics suggests that an increase in infrastructure support by county government would result to increase pre-primary pupils' retention in public pre-primary schools in Wareng Sub County, Kenya. The findings are supported by officer No. 3 who said that as a result of county government support, the following can be seen:

> *...conducive classroom has retained learner in school because the classroom has adequate and appropriate resources that encourage learner to learn.*

Similarly, Officer No. 4 reported that:

...availability of conducive classrooms in our ECDE has contributed to retention of pupils because the parents do not transfer children to private institutions as before.

From the above information, significant strides have been made by the county government to ensure proper infrastructure is put in place in school. The teachers were therefore asked on how retention has been affected as a result of county government support in expansion of infrastructure. The results are presented in Table 4.13.

Table 4.13 Pre-primary Teachers Views on Infrastructure Support and Retention of Pupils

Perceptions	Frequency	Percent
High retention because there are more spaces and facilities for learning	40	39.2
Slightly improved making some learners uncomfortable	32	31.4
Average	13	12.7
Low infrastructure, poor retention of learners	9	8.8
Safety of learners has been assured and parents comfortable with the situation in school	4	3.9
No change	4	3.9
Total	102	100.0

Findings showed that 39.2% of prep-primary teachers perceived that when the infrastructure support is high, there would be high retention of learners in schools. However, 31.4% of teachers felt that few improvements have been made making a certain number of pre-primary pupils still uncomfortable in schools. This is because the safety of learners has to be the priority and parents convinced on the situation of schools that their children are attending.

4.5 School Feeding Programme and Retention of Pupils in Public Pre-Primary Schools

The fourth objective of this study set to look out on the effect of school feeding programme on retention of pupils in public pre-primary schools in Wareng Sub County. the study wanted to find out whether county government offered any support in the implementation of feeding programme and if not, if those programmes existed in schools, who was organising and coordinating. The information on this objective was collected from ECDE field officers at 5 wards of Wareng Sub County and sampled pre-primary teachers. At first, the researcher asked the pre-primary teachers whether they had a feeding programme. The responses are provided in Figure 4.3.

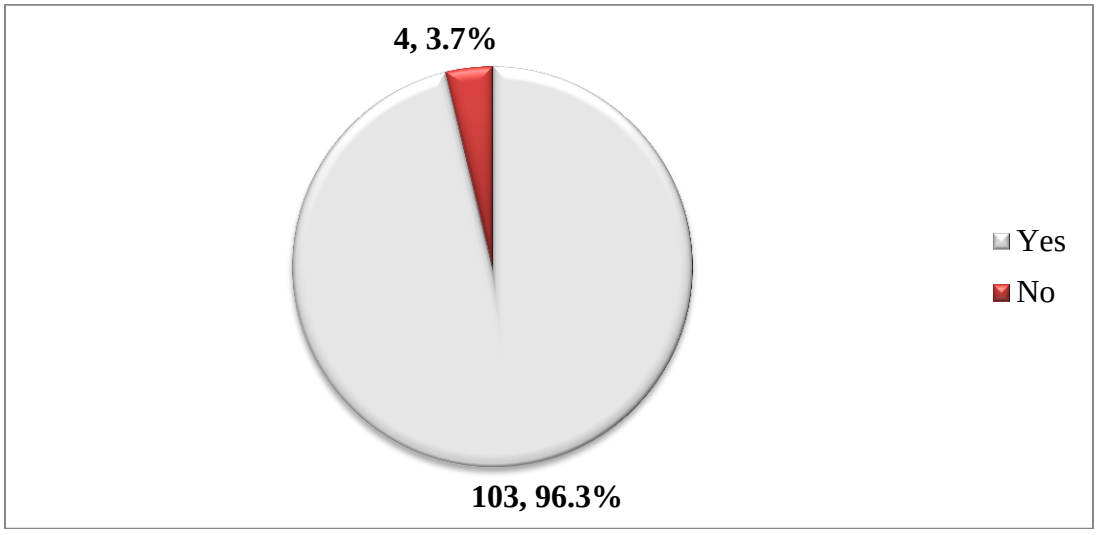

Figure 4.3 Existence of Pre-Primary Feeding Programme

According to the results, almost all 103 (96.3%) of public pre-primary schools in Wareng Sub County indicated to have a feeding programme running in their schools. only 4 (3.7%) of schools appeared not to have this programme. This means that the issue of school feeding programme as a strategy of ensuring learners are retained in schools is

common across the schools. The results are different from Oyamo (2013) research in Bungoma South who found out that only 59.5% of schools had implemented meals programme in schools.

When asked on the frequency to which they provided feeding programme to pupils in their schools, 5 (4.9%) provided feeding programme on rare occasion, 8 (7.8%) provided on occasional basis while majority 90 (87.4%) said that they always provide feeding programmes every day. The sub-sequent question that followed sought to find out the individual(s) or organisation that coordinates and supports feeding programme. The results from teachers are provided in Figure 4.4.

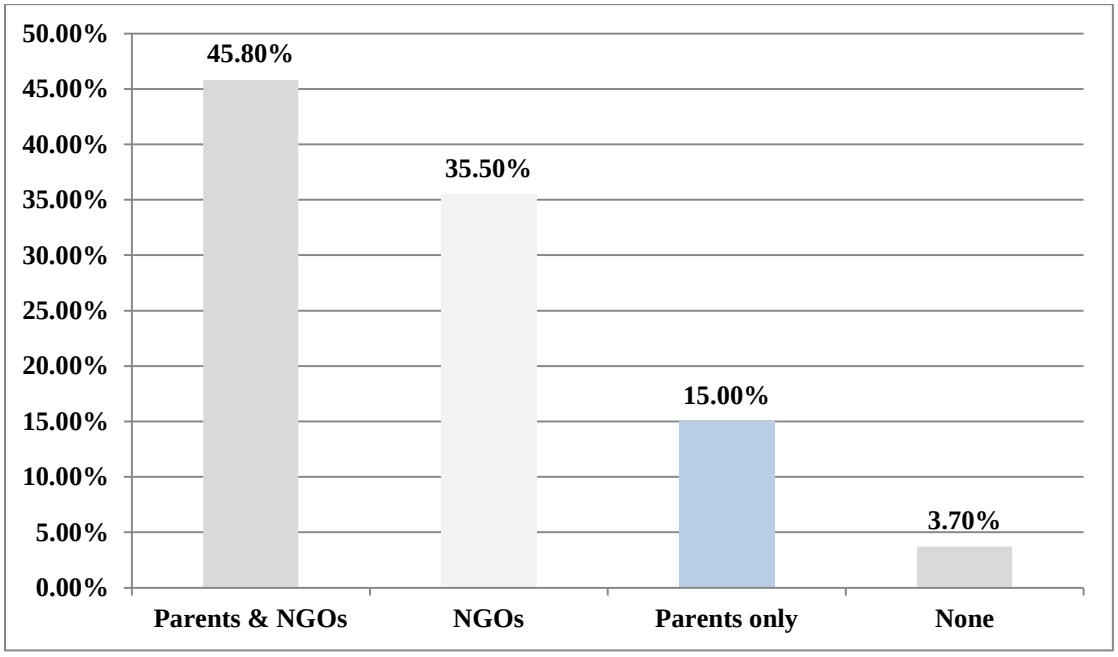

Figure 4.4 Supporters of Pre-School Feeding Programme

Results in Figure 4.4 showed that 49 (45.8%) of school feeding programme is supported by parents in partnerships with NGOs, 38 (35.5%) said that it is NGOs who sponsor school feeding programme, 16 (15.0%) of pre-primary teachers said that children parents

support the programme while 4 (3.7%) said that pupils pay for their own food from the canteen / restaurants nearby since the programme does not exist in their school. The result henceforth shows that NGOs and parents are the main sponsors of school feeding programme and not county government. To get more information on whether county government supported school feeding programme, all (5) ECDE field officers agreed that the county government of Uasin Gishu does not sponsor school feeding programme in public pre-primary centres. Officer No. 3 remarked that:

> *The county has not supported feeding programme by providing funds but through the officers they have encourage parents to provide feeding programme and other resources in ECDE.*

Further, the study noted that aside from not supporting directly through sponsoring feeding programme, the ECDE officers provided awareness and nutritional information to various stakeholders in pupils learning as indicated by Officer No. 4 who said that:

> *Feeding programme is emphasised by the county government through so far no budgetary allocation has been done but through the field officers, they encourage to sensitise the community (parent) to provide feeding programmes to ECDE centres to promote retention of learners in school.*

Officer No. 5 also added similar views:

> *The county government has not emphasised much on school feeding programme. The officers in the wards are encouraged to sensitise parents (community involvement) on provision of feeding programme in school. The county government gives direction that the school feeding programme is available but by the parent. Due to limited resources, the county government invited NGO to*

provide school feeding programmes in the slum areas which has been of great help and also parents are involved in supporting them.

According to the officers, the issue of limited budget prevents county government from supporting pre-primary schools with free school feeding programme.

Aside from that, the study sought teachers views on whether children attendance of school is based on meals provided in schools. Result is presented in Table 4.14.

Table 4.14 Whether Children Attendance to School is based on Meals Provided

Feedback	Frequency	Percent
When there is food, attendance rate is higher among children	73	70.9
They do not attend school because of meals but they like going to school	5	4.9
Attract children to school	25	24.3
Total	103	100.0

Results showed that Most 73 (70.9%) of pre-primary teachers agreed that when there is food, attendance rate is higher among children, 25 (24.3%) also added that when there is meal provision in school, children are attracted to those schools hence higher retention. Nevertheless, only 5 (4.9%) said that meals provision does not determine whether children attend schools or not. The results coincide with Oyamo (2013) who found out that meal provision in schools was effective in increasing daily attendance by pupils in schools. From the foregoing, it is clear that children attendance to school is dependent on whether there exists meals programme or not considering that some children come from poverty-stricken households.

To corroborate this information, the ECDE officers interviewed (all 5 of them) agreed that provision of feeding programmes increases learners' retention rate in public pre-primary schools. For example, Officer No. 5 said that:

> *Feeding programme is an area that has contributed a lot in retention of learners in ECDE. This is because children are active and playful. Thus, requires something that enables to continue learning. Most parents enrol their children in schools which have feeding programme and learners are also comfortable.*

From the above, it means that some parents enrol their children in schools that have consistent food programme. The result coincides with Mkanyika (2014) research from Garsen Sub County that showed that many head teachers attributed increase in children attendance because of the implementation of school feeding programme. Further, Mohammed (2015) also found out that school feeding programme enhanced enrolment to a great extent. This means that school feeding programme attract many children to be enrolled in schools.

Further, teachers were asked to provide their views on the influence of school feeding programme on retention of children in public pre-primary centres in Wareng Sub County. Results are presented in Table 4.15.

Table 4.15 Influence of feeding programme on pre-primary pupils' retention in schools

Influence	Frequency	Percent
Consistent feeding leads to higher retention of learners	52	53.1
Absenteeism is minimal when the meals are provided	29	29.6
It has retained children because good health as a result of the diet they receive	9	9.2
Attracts more learners especially those from vulnerable backgrounds	8	8.2
Total	98	100.0

According to 52 (53.1%) of teachers, provision of regular meals programme would result to higher retention of learners. Teachers (29.6%) added that incidents of absenteeism are minimal when meals programmes are available in public pre-primary centres. This corresponds with Mkanyika (2014) research that showed pupils' attendance of schools was high when SFP programmes were available in schools. This was because during lunch time, all children consume their meals in schools and do not go home for lunch break. Teachers (9.2%) also added that pupils are retained in school hence do not suffer regularly from diet associated diseases like kwashiorkor or even Marasmus since balanced meals is provided in school. Lastly, teachers (8.2%) said that through meals provision, pupils from vulnerable are attracted to school (enrol) and the continuous provision helps them to be retained in school until they transit to grade 1. This finding coincides with Mohamed (2015) research that showed that learners retention increased as a result of implementation of school feeding initiatives.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the main summary of findings made in chapter four, provides major conclusions of the study, makes recommendations and suggests areas for further research.

5.2 Summary of Findings

This study was conducted in Wareng Sub County, Uasin Gishu County, Kenya. The study collected information from ECDE ward field officers through interview and questionnaires administered to pre-primary teachers. The presentation of summary of the findings according to the study objectives is done in the following sub-sections.

5.2.1 Pre-Teacher Support and Retention of pupils in Schools

The research results showeded that county government of Uasin Gishu had at least employed two teachers in majority of schools on contract basis. However, reports showed that not all schools pre-primary teachers have been employed by county government. The teachers indicated that the jobs offered by county government does not guarantee their security to remain there if an opportunity arises because the pay is low and there are no other incentives attached to it apart from the salary of Ksh. 10,000/= and NHIF payments. Result also showed that despite the initial training hat teachers underwent on new CBC curriculum, the training and workshops are rare. The study found out that teachers were inadequately supported and this affected their service delivery, motivations and even capacity to implement classrooms responsibilities well. This goes against the principles

of constructivism theory which said that learning interactions should be there between teachers, learners and school environment to promote learning. In a situation where teachers are not well supported, the acquisition of knowledge and skills becomes impossible.

The ECDE officers interviewed suggested that the support that county government can provide to ECDE teachers is to employ them on permanent and pensionable terms like other county government workers employed by County Public Service Board. Computed correlation statistics showed that there existed significant positive effect ($p<0.05$) between pre-primary teacher support and retention of public pre-primary teachers in public pre-primary schools in Wareng Sub County, Kenya. Teacher support was a major area that had contributed a lot in retention of learners in ECDE. This is because the parents enrolled their children in school without struggling to pay fees to meet the teachers' salaries. The teachers are also motivated and perform their duties effectively ensuring that children acquire education.

5.2.2 Instructional Resource Provision and Retention of Pupils in Schools

Instructional resources involve materials required for curriculum instruction by teachers and learners. These materials include; syllabus guide, reference books, stationery, textbooks, exercise books among other audio and visual items. The study found only teacher guides and syllabus manual were provided to teachers to use in schools (M=3.42). However, audio visual media, textbooks, learning aids and stationeries were not provided by county government to public pre-primary schools. The lack of adequate

instructional learning materials made some children not to be motivated to learn increasing incidents of truancy, absenteeism or even transfer to other schools.

The problem of inconsistent supply of teaching and learning resources by county government was a challenge faced by schools. The computed correlation statistics showed that there existed a significant positive effect ($p<0.05$) between instructional resource provision and retention of pupils in public pre-primary schools in Wareng Sub County. This meant that more provision of instructional materials by county government will increase the retention rate of pre-primary pupils in the study area.

5.2.3 Infrastructure Support and Retention of Pupils in Schools

The third objective of the study sought to determine the kind of infrastructure support that county government provided to public pre-schools and their effect on pre-primary pupils retention. According to the result, both pre-primary teachers and ECDE officers commended the county government for at least ensuring that a new classroom (s) was built in each school across the sub county. This has improved the learning conditions in classrooms resulting to their retention in school. This has resulted to attainment of learning goals in schools.

To some extent, the study found out that the county has started construction of ablution blocks in several schools although the process is underway as a way of ensuring that sanitation conditions are improved in those facilities. The construction of new facilities had also created increased enrolment of children in public pre-primary centres but this did not match with fitting of required furniture resources in those institutions. The burden

of fitting the new classrooms with furniture (tables, chairs, benches and desks) rested on school management and parents.

Further, the existing facilities were not repaired or well-maintained while playing grounds were not levelled or expanded to accommodate the surging number of learners. This situation posed a great challenge towards retention of learners. Nevertheless, the correlation data showed existed of significant positive effect ($p<0.05$) of infrastructure support and retention of pre-primary pupils in public primary schools in Wareng Sub County, Kenya.

5.2.4 School Feeding Programme and Retention of Pupils in Schools

The fourth objective of the study examined how schools were implementing school programme and whether the county government supported it to ensure learners are retained in schools. Due to high poverty index from majority of households in the sub county, it was hoped that the introduction of meal programmes would address the issue of retention in schools. Research results showed that the county government is not involved in facilitating or sponsoring any feeding programme in public pre-school centres in the sub county.

Nevertheless, the county government through ECDE field officers created awareness to parents and schools on the importance of providing this programme towards ensuring children healthy growth and development. The NGOs and parents were the supporters of feeding programme and this ensured that learners came to school daily ensuring till they complete their education cycle. The study found out that despite no support provided by county government towards meal programme, the provision of school feeding

programme had significant positive effect on retention of pupils in public pre-primary schools in Wareng Sub County, Kenya.

5.3 Conclusions

The study investigated how devolution support influenced retention of pupils in public pre-primary centres in Wareng Sub County. The study found the retention of learners in pre-school centres to be high since the year 2013. According to the education officers interviewed they said that there has been significant improvement in retention of learners as a result of various initiatives that the county government has undertaken. The conclusions of the findings as per objectives are as follows:

On the first objective, the county government has made significant efforts in employing pre-primary teachers (2) on contract terms in majority of schools in the sub county. Further, teachers had received training on CBC. However, remunerations, promotions and job security issues were still prevalent among teachers and this affected their morale to teach. The study found that there existed significant positive effect between teacher support by county government and retention of pupils in public pre-primary schools in the study area. The situation before was bad. Learners were not able to stay in a public centre for a whole year. This was because the teachers kept moving looking for greener pastures and learners were left unattended hence parents opted to take their children to private schools. But at least for now, the few that are brought to public ECDEs are retained for the teacher is always around and hence learners are available.

With regard to the second objective, the study found out that instructional teaching and learning resources provided to teachers were curriculum books and syllabus guide. Other

instructional resources like teaching aids, textbooks, stationery, audio and visual resources were not provided at all by county government in schools. Even to those that admitted to have received, they indicated that it was provided once and now they rely on parents and school management support to ensure competency-based curriculum is implemented in their schools. This explains why a weak significant positive relationship was established between supply of instructional materials and retention of learners in school.

On the third objective, the county government has made significant progress in ensuring all public pre-primary schools have at least one or two permanent classrooms for learning. Both pre-primary teachers and ECDE education officers agreed this was a significant investment that the county had supported from the time devolution started. They have gone ahead to start building ablution blocks to separate ECDE children from using the primary facilities which are in bad condition and unclean. Despite constructing classrooms, it was the duty of the school management and parents to organise on how desks and chairs could be availed for learners a challenge that many parents faced. It is deduced that there existed a significant positive effect of infrastructure support and retention of pre-primary pupils in the study area.

On the fourth objective of the study, the study concluded that there was no support from the county government in school feeding programme. Parents and NGOs were the sponsors of this programme that was found to have a significant positive effect on the retention of learners. Children from poor households were able to be retained in school

because porridge and lunch time meals were provided in their schools hence increasing retention rate.

In conclusion, the retention rate of pupils in the public pre-primary schools in the sub county as a result of devolution support was high as compared to the year 2013 before. This is because teacher is motivated, qualified and can handle learners well, provide quality education to learners and can ready to support learners in any way. Also, parents are enrolling their children at the right age because they do not have problems of paying fees.

5.4 Recommendations

Based on the findings of the study and conclusions, the following recommendations are made as per research objectives:

(i) In improving teacher support, there is need for county government to ensure that teacher: pupil ratio in public pre-primary schools is standardised. For teachers who are on contract terms, there is need for county government of Uasin Gishu to confirm them as permanent and pensionable to guarantee their job security and improve their motivation. The government need also to fund ECDE teachers on regular training one CBC curriculum implementation through attendance of workshops and seminars aimed at increasing their pedagogical competencies.

(ii) In improving instructional support, there is need for county government in year budget to continue allocating more funds for instructional resource purchase and partner with other stakeholders to provide resources that will help keep learners in school.

(iii) To improve school facilities, the county government to allocate funds to construct more classrooms, ablution blocks and purchase of furniture in schools.

(iv) The community should be sensitised on the role of the community in provision of feeding programme to ensure children healthy growth and development. There is need for county government to consider partial sponsorship to school feeding programmes through supply of nutritional supplements to schools.

5.5 Suggestions for Future Research

The study makes recommendations for future research to be done on the following areas:

(i) Further research can be done on the same area to establish how devolution support has affected implementation of new competency-based curriculum in pre-primary schools.

(ii) Influence of devolution support on teachers' job satisfaction

(iii) Similar research can be replicated in other sub counties to examine existence of similarities or differences.

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APPENDICES

APPENDIX I: RESEARCH INTRODUCTORY LETTER

Re: Request to Participate in Research

Dear respondent,

I am a student at University of Eldoret undertaking Masters Degree in Early Childhood Development Education Studies. In order to fulfil my course requirements, I am supposed to conduct research related to my field of study. Therefore, the purpose of this questionnaire is to seek your opinion on "Influence of devolution support to early childhood development education on retention of pupils in Public pre-primary schools in Wareng Sub County, Kenya". I am therefore requesting you to answer all questions presented in this paper. For close ended questions, you are supposed to tick (√) in the options provided to you and also write your write your opinion/views in the open spaces provided.

Remember that you are not supposed to write your name or name of your school in this questionnaire booklet. I therefore guarantee that the responses you will give will be treated with utmost confidentiality considering that this is an academic work.

Thanks in advance for your co-operation.

Caroline Wamboi Mwangi

Masters Student

University of Eldoret

APPENDIX III: QUESTIONNAIRE FOR ECDE TEACHERS

Instructions

Kindly follow the instruction guide through the questionnaire. Please respond to each question by ticking the appropriate response. Your response will be highly confidential.

Section A: Demographic Data of Respondents

1. What is your gender?

Male [ ] Female [ ]

2. How long have you been an ECDE teacher? .....

3. What is your highest level of academic qualification? .....

Section B: Pre - school teacher support and retention of pupils in school

4. Are you employed by county government of Uasin Gishu?

Yes..... No.....

5. What is your view on the employment of teachers by county government and pupils' retention? What is the relationship?

.....

.....

6. Indicate whether you agree or disagree on the following statements with regard to teacher support by county government in relation to retention of pupils in your school

Teachers support by county government teachers	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
When we are not paid well, teachers are not motivated hence learners lose interest in learning					
Lack of employment of teachers affects pupils' attendance in school					
Lack of professional identity by county government affects teacher morale that affects learners school participation					
Inadequate opportunities for training dissatisfy many teachers hence retention of pupils is affected					
Lack of fringe benefits for teachers; allowances, recognition, promotion and praise affect teacher delivery of content hence affects retention					

Section C: Instructional resource provision and retention of pupils in public ECDE centres

7. What can you say on the level of support that you have received from county government in instructional resources provision in your school as indicated in the following table

Instructional resource support	**Very high**	**High**	**Average**	**Low**	**Not provided**
Teacher guides and syllabus manual					
Audio-visual aids e.g. radio					
Visual aids e.g. flash cards, tactile aids like dolls, toys maps,					
Learning aids e.g. charts and pictures					
Climbing bars					
Books; exercises and textbooks, reference books					
Stationery e.g. chalks, pens, pencils, markers					

8. Among the mentioned instructional resources, which ones have the county government supported more and which have not been provided?

(a) Ones provided more: .....

.....

(b) Ones not provided: .....

.....

9. What has been the impact of county government support towards purchase and provision of instructional resources towards retaining pre-school children in class?

.....

.....

.....

Section D: Infrastructure support and retention of pupils in public ECDE centres

10. Infrastructures are facilities required by learners to support provision of quality education in public ECDE centres? Indicate whether the availability and adequacy of infrastructural facilities influence has affected the retention of pupils in your school by agreeing or disagreeing with the statements provided in the table below.

Infrastructure availability	**Strongly disagree**	**Disagree**	**Undecided**	**Agree**	**Strongly agree**
Increase in number of pupils has not led to increase in number of classes thereby affecting retention in my school					

Lack of adequate playing grounds and facilities affect pupils school attendance in our school					
Lack of proper and adequate toilets/latrines has affected pupils coming to school daily					
Inadequate desk provision by county government has affected pupils' participation rate in our school					
Lack of renovation and repairs of school facilities by county government has affected pupils' retention					

11. What is your view on the role of county government in expanding school infrastructure for the past four years?

.....

.....

12. How has retention been affected as a result of county government support in infrastructure development?

.....

.....

Section E: School Feeding Programme and retention of pupils in public ECDE centres

13 (a) Do you have school feeding programme in your school?

Yes [ ] No [ ]

(b) For those who have said yes, indicate the frequency to which school feeding programme is provided for in an institution

Always [ ] Often [ ] Sometimes [ ] Rarely [ ]

(c) Who provides support for school programme? (Mention all those involved and how they are involved)

.....

.....

14. What is your view on whether children attendance of school is based on the meals provided at the institution?

.....

.....

15. What is your view on the influence of school feeding programme on retention of students in public ECDE centre?

.....

.....

Section F: Retention of Pupils in Public ECDE centres

16. What can you say on the retention of pupils in your school since the county government took over in the year 2013 on the following areas?

Enrolment

Very high [ ] High [ ] Moderate [ ] Low [ ] Very low [ ]

Attendance / Participation

Very high [ ] High [ ] Moderate [ ] Low [ ] Very low [ ]

Absenteeism

Very high [ ] High [ ] Moderate [ ] Low [ ] Very low [ ]

Completion of full school year calendar

Very high [ ] High [ ] Moderate [ ] Low [ ] Very low [ ]

Transition to next class

Very high [ ] High [ ] Moderate [ ] Low [ ] Very low [ ]

17. What is your view on the retention of pupils in your institution (express your opinion on the statements provided in the lines below

.....

.....

.....

.....

The end

Thank you

APPENDIX III: INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

Introduction

This interview is intended to seek your view with regard to how county government support to ECDE centres influences retention of pupils in Wareng County. this research is for academic purpose only.

Questions

1. How long have you worked in the education sector and especially in the ECDE?
2. What has been the status of ECDE centres (public) before the county government came in?
3. Indicate how the county government has supported ECDE in the following areas?
    (a) Teacher support (remuneration, continuous professional development
    (b) Resource facilities provision
    (c) Infrastructure support
    (d) School feeding programme
4. Among the four items mentioned above, which one has your government been focusing most and give reasons as to why?
5. What was the situation (in terms of retention and transition) of pupils from pre-school in the year before 2013?
6. What can you say on the number of pupils retained as a result of efforts made by county government in this sub county?
7. Among the four support areas, which one has resulted to increase in retention levels in schools in this sub county?
8. What are some of the challenges that you have faced in providing support to public ECDE centres with the aim of improving retention?
9. What do you think needs to be done to improve retention of pupils through adequate county government support?

The End

Thank You

APPENDIX IV: OBSERVATION CHECKLIST

The researcher to observe the following and record them

Division ..... Zone ..... School Code .....

Information to be gathered

Number of pupils enrolled in the following classes

Pre-School 1 ..... Pre-School 2 .....

Number of teachers

Employed ..... Not employed .....

To check on admission and retention rate of pupils in the following years

Year	Admitted	Completed Pre-School 2
2014	.....	.....
2015	.....	.....
2016	.....	.....
2017	.....	.....
2018	.....	.....

To check on the condition of the following instructional resource provision

Resource	**Model/design**	**Adequacy**	**Comments**
Textbooks			
Curriculum guide			
Teaching aids			
Audio-visual			
Visual aids			
Stationery			
Others			

To check on the condition of the following infrastructure resources

Facility	**Model/design**	**Adequacy**	**Comments**
Classes			
Toilets			
Desks			
Tables			
Playground			
Playing facilities / resources			
Store			

School Feeding Programme

To check on the following:

Existence of school feeding programme or not Yes [ ] No [ ]

Number of times meals are eaten per day in a school .....

Content of meals provided to children in ECDE.....

Source of support on school feeding programme.....

APPENDIX V: SAMPLE SIZE DETERMINATION TABLE

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N- Target Population
S-Sample Size

Source: Krejcie and Morgan (1979).

APPENDIX VI: RESEARCH LETTER FROM UNIVERSITY OF ELDORET

University of Eldoret
flame of knowledge and innovation

UNIVERSTY OF ELDORET
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

DATE: 9TH December, 2020

The Executive Secretary,
National Council for Science Technology & Innovation
P.O.BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR CAROLINE WAMBOI MWANGI – REG.NO. EDU/S/PGEPE/005/15.

This is to confirm that the above-named Post Graduate Student has completed her Masters Course work in Early Childhood Education.
She is currently preparing for field work to collect data on the thesis title: *"Influence of Devolution Support to Early Childhood Development Education on Retention of Pupils in Public Pre-School Centers in Wareng Sub County Kenya"* The study sites will be Uashin-Gishu County. The proposal was examined and approved by an academic board of examiners from the school of education on 20th June, 2018.

Any assistance accorded her to facilitate acquiring research permit for data collection will be highly appreciated.

• Head of Department
Curriculum & Instruction
UNIVERSITY OF ELDORET

Thank you
Murunga.
DR. FELICITY MURUNGA
HEAD OF DEPARTMENT OF CURRICULUM AND INSTRUCTION
Cc. DVC(ASA)
Dean, School of Education

APPENDIX VII: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 622424 **Date of Issue: 15/December/2020**

RESEARCH LICENSE

This is to Certify that Ms.. CAROLINE WAMBOI of University of Eldoret, has been licensed to conduct research in Uasin-Gishu on the topic: Influence of Devolution Support to Early Childhood Development Education on Retention of Pupils in Public Pre-School Centres in Wareng Sub County, Kenya for the period ending : 15/December/2021.

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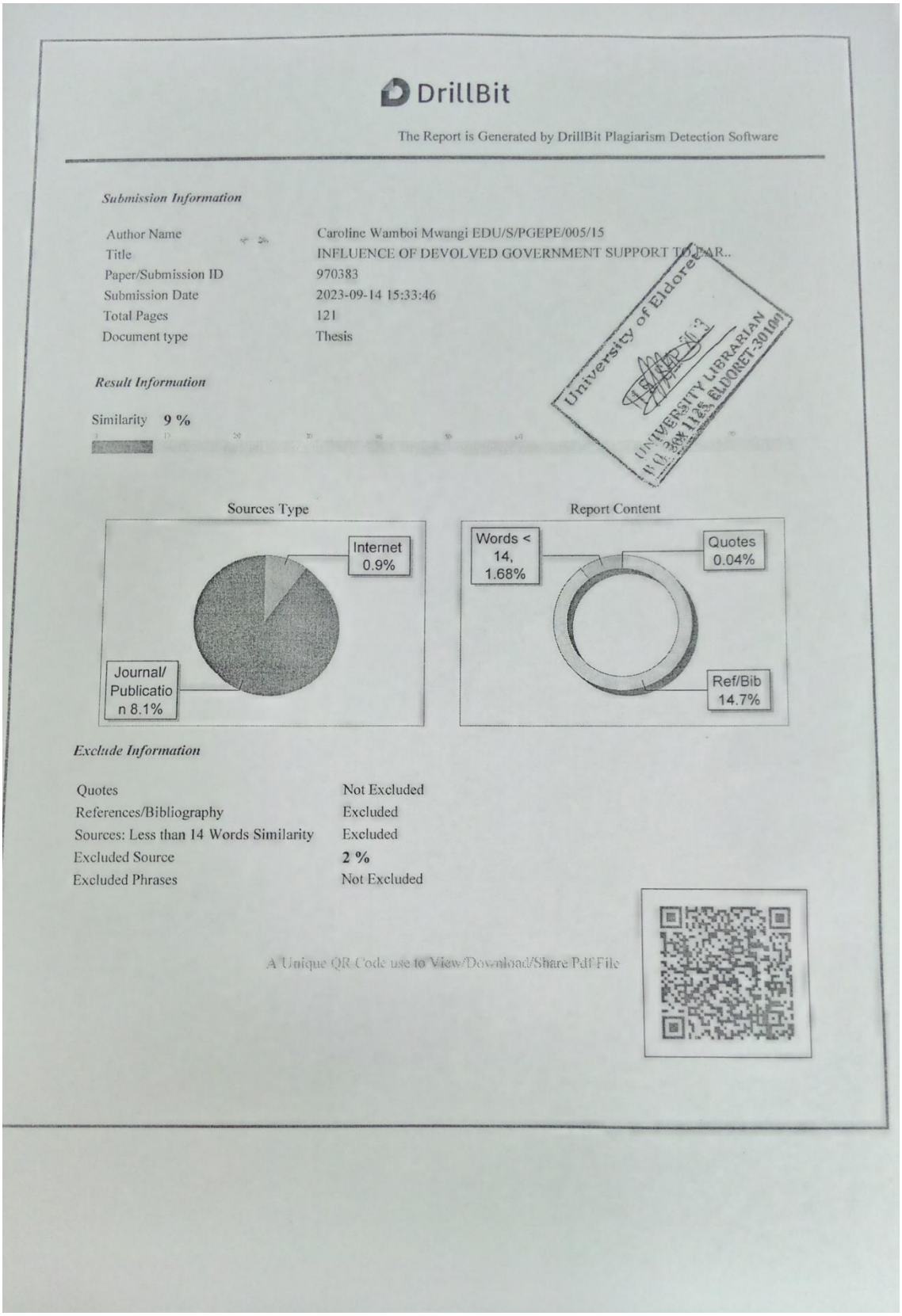
APPENDIX VIII: SIMILARITY REPORT



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