EFFECTS OF UNTRAINED TEACHERS ON THE ACADEMIC PERFORMANCE OF LEARNERS IN ECDE CENTERS WITHIN UASIN GISHU DISTRICT, KENYA

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULLFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELORS DEGREE OF EDUCATION IN EARLY CHILDHOOD AND PRIMARY EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I *Lwalaman Kennedy* Registration No. BED/22793/81/DF hereby declare that this research project is my own work. This document has never been submitted to any other institution of higher learning either partially or wholesomely for the award of Diploma / Degree.

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APPROVAL

I certify that the work submitted by this candidate was under my supervision and that it is ready to be evaluated for the award of a Bachelor Degree of Education in Early Childhood and Primary Education of Kampala International University.

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Date ----15/08/2010-----

DEDICATION

I dedicate this Research Project to my beloved family members and friends who have in one way or the other inspired me to pursue Early Childhood and Primary Education. May Almighty God prolong our lives to realize the fruits of this endeavour.

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LIST OF ACRONOMYS

CICECE	City Centre for Early Childhood Education.
DICECE	District Centre for Early Childhood Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education For All
FPE	Free Primary Education
IMPACT	Instructional Management by Parents, Community and Teachers.
IPTE	International Primary Teachers Examination
KHA	Kindergarten Headmistress Association
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education.
KNEC	Kenya National Examination Council
KU	Kenyatta University
NACECE	National Centre for Early Childhood Education
NGOs	Non Governmental Organizations
PTA	Parents Teachers Association
TAC	Teachers Advisory Centre
QUASO	Quality Assurance and Standard Officer
UNICEF	United Nation International Children Educational Fund
USA	United States of America.

ABSTRACT

The study is based on Untrained ECDE Teachers whose engagement were found to be influencing academic performance in the ECDE Centres in Uasin-Gishu District. The study was prompted by the high rate of behaviour change observed among children after being subjected to the instruction sessions of the untrained teachers.

Therefore it became necessary to research into the extend at which the untrained ECDE Teachers instructions impact on the children and some of the factors which negatively work against proper learning of children in ECDE Centres..

The study is developed in such away that established the interest of members joining the profession at the beginning or the initial years of their service.
Researching into all this, it therefore required the use of comprehensive and appropriate methodology. A Case Study method has been used to unearth all the finding that were targeted in this field.

Given the population that is in Early Childhood Development and Education Teachers in the Uasin-Gishu District, it was necessary that a comprehensive sampling technique be used here to enable fair and correct presentation of the views of all the teachers in the Zone. Multi-stage sampling technique became useful and the whole area has been subjected to produce the sample for the study.

The Methodology has been supported by the use of structured interview as a tool for data collection. Since it was considered to be the most effective. The data analysis has been done and representation done using techniques that enable quick understanding of the finding.

The finding clearly indicates the level of influence got from the untrained teachers as opposed to trained teachers. The benefit of trained teachers been highlighted.

A major recommendation in the study is to the government to clearly formulate the policies that are able to motivate teachers hence they better they best as the practice in the field and in-turn reach out to more children. Some of the base issues to be components in policy formation are creation of a sole employing body to ECDE Teachers deliver while their mind is settled on the job they are doing.

Recommendation is also given for more research to be done to qualify the finding documented hereby and appropriate action be taken by the Government to ratify its policies on Early Childhood Education in order to improve the quality of Basic Education which is her motto.

CHAPTER ONE

1.0 Introduction

This chapter expands on the background of this study, statement of the problem, the study objectives, research questions and significance of this study. Issues to do with limitation and delimitation are also highlighted. It closes by providing the definitions of operational terms used in this research report.

1.1 Background of the study

In the U.S.A "Teach for America" was officially launched in 1989. Teach for America recruits a National Corps of recent college graduates from all academic majors to commit two years of teaching in schools where they are needed most. These corps members receive an intensive five week training programme, where they gain experience teaching and are guided by veteran educators. There is also "The New Teacher Project" which matches talented mid career professionals with schools having a greatest need and other programmes which are supported by Mrs. Bush.

In Europe Early Childhood Intervention (ECI) professionals are given initial and further training, so as to receive basic knowledge about the development of very young children with and without special needs as well as knowledge about family interventions among other things.

Heinrich Pestalozzi, a known philosopher in Early Childhood Education, emphasized on training of the teacher before being engaged to give instruction. This would enable the teacher adopt methodology appropriate and also enable him/her thoroughly understand the learner who in this case is not a miniature but a child as a holistic entity.

Provision of quality services is the main concern for all the Early Childhood Development Centres, this has been met by many challenges. Research has given us some indication about teachers who are most likely to provide a high-

quality early childhood programme. The significant variable that emerges is the importance of a staff with specific training in early childhood education and development. Such teachers engaged in more interactions with the children, and the children showed greater social and cognitive abilities compaired to those whose teachers lacked such training. These findings, particularly in relation to children's more advanced cognitive and language ability, have been supported in other research (Clarke-Stewart, 1987a; Clarke-Stewart & Gruber, 1984; Howes, 1983). In addition, teachers with early childhood training were rated as more positive and less punitive, employing a less authoritarian style of interaction with the children (Arnett, 1987).

In-service training is also given to help compensate for gaps in initial training and meet needs of the professionals involved. This is organized in and by the teams within the framework of weekly meetings. The aim being to improve the teamwork and quality of ECDE services delivery.

In Sub-Saharan African community participation is the bedrock of ECD and is necessary to attract human, financial and material resources at the local level. In South African issues that have emerged in the ECD include the effects of training and certification on differentiating and sometimes discrediting, home based care givers from centre based workers. What is needed is a standard policy based on performance standards negotiated by all stakeholders. Such a process acknowledges prior learning and experience while ensuring quality care. The resources of the ECDE Centre ca be expanded through other professionals in the larger community; for instance health and mental health professionals, social workers, and therapists. For instance all the three East Africa countries that is Tanzania Kenya and Uganda had place ECDE the ministry of Cooperative and Social Service from independence up to mid 1980s when they began to see educational aspects to be more stronger than the custodian care they had thought it was. This was in a way term a wrong placement.

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The idea of having ECDE in social opened up the field for every Dick and Harry with no training considered for teaching at the Nursery schools and Day-care centres which were available then. The only qualification considered was ability of an individual teacher having basic skills in arithmetic, reading and writing. This has contributed to the high number of untrained teachers in this field of ECDE the three East African countries. It is perplexing to hear that teaching as a noble career as it is lacks the **mystique** and **reverence** associated with other professions. It regarded as common sense knowledge about controlling children, which almost any illiterate person can master with practice. This is probably why there are many untrained teachers and not a single untrained lawyer or pilot.

To date East Africa countries have not prioritized ECDE Programme. State does not employ ECDE Teachers, they do very little to control entry into this foundation of education. Minimal or no financial allocation is given to this sector during state budget allocation. Indeed it is still a neglected sector where the responsibility left upon the parents and the community members who irregularly run the programme.

In Kenya, the idea of training only emerged during the Seminar which was held to Evaluate the status of Pre-school Education in 1969 right from independence which recommended the training of pre-school teachers at both Provincial level and District level, and it got a low turnout. In 1971, Pre-school Project was initiated, it aimed at developing among other things the preschool teachers training programme. It started using a pilot project on selected districts. Following this, a national centre for Early Childhood education was established. Its functions among other things were to train teachers and develop a teacher training curriculum for certificate and diploma. DICECE was also started to inspect ECDE centres and mobilize the community on the importance of ECDE education.

Today apart from the Certificate and Diploma in ECDE, Teachers can also pursue Degree courses. High level of training supported by National Curriculum

for both Certificate & Diploma Courses being examined by Kenya National Examination Council (KNEC). Training needs were expanded when Kenyatta University first launched its Bachelor Degree in Early Childhood Education in 1990 followed by Nairobi and Moi Universities later on. Today many universities in Kenya are running the programme. The Teacher Education is accelerated with a focus on equipping pre-service students with skills and dispositions that will make them culturally responsive and effective in pre-school classrooms. The educational strategy ensures that teachers have a strong foundation in theories of child development and an understanding of children developmental needs, and that they are responsive to and appreciative of the various cultural and linguistic backgrounds of young children. The Kenya Institute of Special Education (KISE) ensures that teachers take courses that equip them with knowledge and skills to work with children with disabilities. Teachers also learn how to make toys and other learning materials using locally available resources. Cases of ECDE untrained teachers practicing in the country is still a common phenomenon, in fact going by the statistics about 60% o the teachers teaching in the ECDE Centres are formally trained. More need to be done to bridge the gap and this is the main reason for carrying out this Research Project to enable identification of the missing link if we are determined to provide quality Early Childhood Development and Education in the region where the need seem to be.

1.2 Statement of the problem

New pre-school teachers sometimes find themselves standing at the head of a class room and realize that they have no idea practically speaking- how to teach children to read. Some of these teachers don't have a well-developed, deep understanding and knowledge of the subjects they teach. Children in need of teachers are least likely to have teachers who are best prepared for them. Even teachers right from the college may not be prepared for the challenges of today's classrooms. This means that if a teacher teaches without any training he/she gets frustrated and the learners do not benefit at all. It should be ensured that

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children are taught by teachers who not only bring love, and dedication to their profession but also have;

A deep and up to date knowledge of the concepts and subjects they are teaching,

The ability to assess each child's academic strengths and weaknesses and to apply the most effective instructional methods, strategies and materials to meet the child's learning needs.

That's why the researcher was interested in looking at the effects of motivational level among untrained teachers and the teaching learning methodology during teaching learning process in ECDE centres.

1.3 Purpose of the study

The purpose of the study is to investigate the influence of untrained teachers on the academic performance in ECDE centres.

This will help in boosting the ECDE Teacher training programme which is on going if it is found out that untrained teachers negatively impact on the learning of children at the ECDE Centres. The children who are young the young learners are the direct beneficiary of the ECDE Teacher Training programme.

The study is meant to give Teacher training a new look which will facelift one of the service industry within the Teaching profession. It will reveal the status that Teacher Training still hold in the society.

1.4 The objectives of the study

1.4.1 General objective

To investigate the effects of untrained teachers on academic performance or learners in the ECDE centres.

1.4.2 Specific objectives

a) To find out the effect of motivational level among untrained teachers on academic performance of children in ECDE centres

b) To examine appropriateness of the teaching methodologies adopted by the untrained teachers during teaching learning process and how they affect academic performance of children in their ECDE Centres.

1.5 Research questions

i. What are the effects of motivational level among untrained teachers on academic performance of children in ECDE Centres?

ii. How appropriate are the methodologies adopted by the untrained teachers on academic performance of children in their ECDE Centres?

1.6 Significance of the study

This study should be of significance in several ways to several stakeholders.

a. This study should benefit all ECDE Stakeholders given that the recommendation would bring Early Childhood Education to the forefront of public awareness. This would boost the effort of programme implementers in re-organizing the training trend of ECDE Teachers and prioritize it in terms of:-

b. Organizing 'case' discussions

c. Share knowledge and working strategies

d. Acquire specific knowledge provided by external professionals

e. Discuss management issues internally or with external experts

f. Ensure qualitative teaching and learning in the ECDE Centres.

g. Develop personal competences

All these elements improve the quality of service which is to the benefit of the learner.

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i.   The recommendations will help the parents to make informed decisions on where to take there their children for quality education considering the professional training of the teachers they are to entrust with their children.

ii.   Recommendations put forward will help Kenya Institute Education, the Curriculum Developer, to focus on the learner as the direct beneficiary of trained teacher hence produce learner centred curriculum.

iii. The policy makers will come up with several programmes that will help the teachers secure self development schemes like study leave to improve provide for professional development and also benefit from school based study programmes available.

iv.   The community will benefit from the ECDE performance since it would improve. There would be good performance when the teachers know how to handle the learners.

1.7 Limitations of the study

Duration made available for the study was short given the areas of concern in the study. The project needed a longer time to ensure thorough examination and scrutiny of the teaching tend of trained teachers.

The study required a lot of funds to enable if succeed of which were not available given the meager earning of the teacher. The funds were required to cater for visits as fares, purchase of writing materials, typing the document and other materials used as data collection tools, photocopying, printing, binding and other necessities.

It is also important to note that there were few reference materials to help shade more light in this area. Many authors have not produced materials in this area of ECDE and especially on training and follow up on teaching-learning in the ECD centres.

Accessibility of schools involve became difficult since the zone fall within a rural region with poor roads and very scarce means of transport. The researcher was forced to walk long distance to collect the data from centre to another centre. This made the research exercise to be difficult.

1.8 Delimitations of the study

There was negativity met during the study as some teachers and school administrators thought that the research exercise was a spying programme on how effective the teaching-learning is. The researcher tried to persuade them but the suspicion was not completely done away with. Their action could be observed to be cautions.

The study was also freed with the issue of unco-operative respondents. This group resisted most of the attempts made to reach them. They were not co-operative to contribute to the data which was urgently needed.

Due to tight schedules among some ECD Teachers, they were not able to avail themselves for the interview. This interfered with the data obtained and time for conducting the research since a plan for revisit was made extending the already limited time. The tight schedules were either generated by the authority, the Administration in place or the amount of duty under their jurisdiction.

Insincerity of the respondents was also a factor which worked against the success of the research. This was noted among few respondents who were not able to give the true and satisfactory data regarding their usual teaching- learning methodology.

1.9 Operational definition of terms

ECD Teacher   Are teachers who teach young children attending Nursery Schools, Pre-schools, Kindergarten, Montessori and any other formal institution dealing with children between the age of zero to 8 years.

Learning   Taken as a process of acquiring knowledge, skills and attitudes resulting a relatively permanent change in behavior

Data   Information collected during the Research Project study aimed at solving the Research problem being investigated

Curriculum   Course of study in pre-school or ECD centres which prescribe the areas of study and learning experiences planned and organized for such.

ECD Centres   Refers to all formal institutions dealing with the learning of young children between age zero to eight years. Such institutions are also known as pre-schools

Teaching / Learning Materials – Used to refer to manipulated materials including the out-door play equipments used by the learners for learning purposes. They may be used to drive in concepts appropriate for the level of the user (the learner).

Pre-school   Refer to a school for young children between 3 to 6 years old. This term is used synonymously with ECDE Centre, even though the later is a general term to combine the use of names like Day-care centres, Nursery Schools etc. the terms would simply refer to institutions for young learners.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

There have been teachers from earliest times but the pedagogues of old would have been not a little surprised to see what a big business their profession has developed into. Many of them were self appointed, unpaid or supplied by their employers with only their most urgent needs and enjoyed nothing of the protection supplied by teachers' union. Parents are the earliest form of teachers and still survive as the most important teachers in society. But professional teachers in all the emergent countries are rapidly increasing in number, though they pull far short of the needs. (Farrant 1988).

In early times teachers were sought out by eager learners, Socrates did not have to look for pupils, the disciples of Jesus did not shy with him because they had paid their fees and wanted their money's worth. The father who reckons his son is ready to begin to learn the skills of hunting does not order him to accompany him, for the child has long been a waiting just moment (Farrant, 1988). Today the relationship between teachers and pupils is after upside down. Pupils come because they must and teachers teach because they are paid to. Teachers mourn that they are in adequately paid for the duties they are required to do. They look over their shoulders at other professions and conditions of service and sign for a better life.

The need for training teachers is such a demanding task to all the countries in the world. In America, it is handled under project "Transition to Teaching" The transistor to teaching program supports partnerships to recruit, train and place highly qualified, mid-career professions and recent college graduates in America's classrooms. Authorized by the land mark No child left- behind Act of 2001. No child left Behind Act of 2001, the program provides grants to recruit and train college graduates whose degrees are not in education and place them in

schools that need them most. Transition to teaching supports these new teachers during their first year in the classroom. The program offers competitive five-year grants to state and local education agencies, educational service agencies and nonprofit organizations. The grants may be used for scholarship, stipends, bonus and other financial incentives; training and support activities and for developing recruiting and retaining teachers

(http, www, Early child cognitive Development.Amica.org)

2.1 Effects of untrained teachers on academic performance

In the past there were people who argued that teachers did not need training; that what they learned an the job people world support that vies today, for teaching ha become a much more professional job with the teacher called upon to fill roles and perform skills that need practice preparation and training.

It is common to speak on the training of teachers as occurring in three stages;- Pre-Service training is usually provided in teachers college where the student teaches is introduced to be knowledge and skills need to do as a professional job in teaching. The student is introduced to principals that underlie teaching such as the aim of education, the curriculum, the nature and characteristics of children development methods of learning and teaching and the resources on which pupils and teachers can draw for learning teaching. Pre-service training merely always introduces the student teacher to be parental work of actual teaching in a school but it is no more than an institution

Second comes induction training which begins when the student teacher changes from being a part-time and takes on the responsibility of fulltime professional. However he is not yet fully qualified, and is often described as being on probation. The student teacher is continue receiving instructions from teacher tutors, head teachers and fellow practitioners, he is also under supervision of the inspectors where more guidance is given. Induction, therefore,

advances the student into the reality of the teacher's job and enables him to plug any gaps that may be revealed in his pre-service training.

Third being the in-service training. This is a life long process in which the teacher is constantly learning and adapting to the new challenges of his job. Much of this training is self-directed and is carried out by reading books and controls of education, by discussing with colleagues and supervisors matters concerning teaching and by attending courses and conferences on education. Increasingly, however, the need for in-service training is being recognized by educational authorities and so the teacher may find himself selected to take part in a longer in-service training courses that offers help in improving specific Teaching skills or enables him to come to grips with new developments such as new curricula, new methods and other innovations. It also help prepare one to take up a new kind of teaching altogether, such as that of handicapped children, or to undertake a new responsibility such as the post of a head teacher. In-service training is now recognized as an essential part of the overall process of teaching education (Farrant 1988).

The other significant variable that emerged from National Day Care study (Roupp et al., 1979) was the importance of a staff with specific training in early childhood education and development. Such teachers engaged in more interactions with the children, and the children showed greater social and cognitive abilities compared to those whose teachers lacked such training. In addition teachers with early childhood training were rated as more positive and less punitive, employing a less authoritarian style of interaction with the children (Arnett, 1987).

In the 1970s, an alternative model for the training of early childhood teachers was initiated through the Child Development Associated (CDA) program. Just as successful completion of an academic program leads to a degree, so does successful completion of the CDA program lead to a professional credential as a Child Development Associate. About 60,000 individuals have received a CDA credential, approximately 80 percent coming from Head Start programs. The

most recent National Survey of CDAs (Henry, 1995) found that over 95 percent remained committed to early childhood education after receiving their credentials, providing an anchor of stability in a field that suffers from a high turnover rate (Whitebook et al., 1993)

Teacher qualification is highly prioritize since it add to the performance of children that is why there are institutions involved in an academic early childhood program whose aim is to prepare qualified teachers and directors of programs for young children through a combination of coursework and practicum experiences. Such programs exist at 2-year associate degree, 4-year baccalaureate degree, and post-graduate degree levels. In more advanced degree programs, greater depth and more theoretical and research knowledge become increasingly important variables. (Essa, 1999).

Narrowing Down to ECDE Training Kenya.
After independence the idea of training ECDE Teachers was initiated by a German volunteer service in Kenya in 1966 which offered to assist the department of community and social services to train local personnel to work in day care centers. Those trained attended course of 4-6 months. The participants were ECDE teachers and supervisors in Embu, Kakamega as a piloting project. By 1968 here were 76 supervisors, 290 trained teachers with about 4884 untrained teachers with 177 033 children enrolled in 4800 day care centers (Kinyanjui 1988)

In the seminar held on the status of pre-school education in Kenya in 1969 resolved the following on training:-
- Formation of working committee to formulate the working principle of the program and co-ordinate the efforts of all agencies concerned and to promote expansion by reviewing training and conditions of service
- Central Government were to provide centre supervisors at Provincial and District levels.

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- There was to be one major training centre and several smaller units to train at provincial levels.
- The Government was to completely finance the District trainers.
- Local Authorities and parents committee were to pay teachers salaries and to subsidize their up-keep at the training centres.
- There was also to be a single Certificate Awarding body.

Training did not take off well until in 1971 when the funding of pre-school project by the Bernard Van Leer Foundation rejuvenated ECD programs by starting oriented experimental training program. Those who were trained by the project were to train others. The main objectives of the project were to device training program for pre-school supervisors, develop pre-school curriculum and conduct research in ECE. Following this the earlier designed as 1 year residential course with the first rural training starting in Murang`a. (Nyakwara 2003)

With the introduction of free primary education in 1974 affected the training system and even pupils enrolment drop. The number which had risen to 177 033 in 1968 six years up the ladder then reads 176 337 in 1974.

In 1977 the Kindergarten Headmistress association (KHA) Training Centre for Pre-school teachers was established. The training program was taking two years.

Through the presidential circular No 1 of 1980 the responsibility of ECE was moved to the Ministry of Basic Education from where it was wrongly placed for quite along time with its programs derailed for their irrelevancy in that Ministry of Housing and Social Services. Now in the right ministry the first seminar was organized in October, 1982 at Malindi and it was a shocking statistic, two decades after independence and the enrolment in ECD Centres was about 400 000 children in 8000 pre-schools allover the country. This re-organization and seminar deliberation led to establishment of NACECE and DICECE in the country to help co-ordinate ECE programs. In 1985 five DICECE were already set up to serve and run training programs for their Districts and nearby Districts.

Later this number rose to 31 with 44 Associate DICECEs covering all Districts and Municipalities in Kenya with 27 private colleges. This also marked the replacement of 1year pre-school course with DICECE two years in-service course(1985).

In 1984, the Ministry of Education established the National Centre for Early Childhood Education (NACECE), a national endeavour aimed at harmonizing the growth, evaluation and oversight of Early Childhood Education (DICECE). For logistical purposes these institutions range from local training centres (the NACECE) and universities. The training levels are organized in such away as to cater for the various needs of the ECE professionals, offering prospective teachers short courses, two year certificate and Diploma courses, and degree programmes (Gakuru, Riak, Ogula, Mugo & Njenga 1987)

Since its establishment NACECE has been playing a very important role especially in ECDE teacher training exercise. NACECE offer the following causes to its trainers:-

- ➢ Trainers 9 months Induction course.
- ➢ Trainers 6 months Supervisors induction.
- ➢ Trainers 2 weeks Start-up course.
- ➢ Today it also offer 1 year Diploma course to its trainers.

The following are causes offered to the Early Childhood Centre Teacher by DICECE personnel but coordinated by NACECE for their effectiveness:-

- ➢ 2 years Regular In-service certificate course.
- ➢ 2 years Alternative In-service certificate course.
- ➢ 2 years Islamic Integration Education programme certificate course.
- ➢ 5 weeks Short course.
- ➢ 2 years In-service Diploma course

(Nyakwara 2003)

The training trend and pace had not improved much by the time NACECE and DICECE effectively pick up their training duty and this could be revealed by the statistic taken in 1986 by the Ministry of Education.

Table 1: Statistic of Distribution of ECDE Teacher and ECD Centres by 1986

| DISTRICTS | NO. OF TEACHERS | | | CETRES | DISTRICTS | NO. OF TEACHERS | | | CETRES |
	TRAINED	UNTRA.	TOTAL			TRAINED	UNTRA.	TOTAL	
KISUMU MUN.	65	77	142	83	LAIKIPIA	16	224	240	200
NAKURU MUN.	61	123	184	44	MACHAKO	776	1039	1815	1517
ELDORET MUN.	85	27	112	36	KITUI	81	386	467	420
NAIROBI CITY	155	255	410	155	ISIOLO	5	46	51	37
MOMBASA	244	201	445	108	EMBU	91	218	309	240
MERU	77	620	697	652	TANA	12	37	49	35
GARISSA	63	280	343	26	TAITA-TAVETA	34	191	225	189
MANDERA	11	8	19	12	LAMU	13	117	130	29
WAJIR	7	15	22	12	KWALE	54	135	189	180
KISII	226	479	705	678	NANDI	50	190	240	230
KISUMU	90	163	253	257	ELGEYO MARAK.	63	145	208	280
SIAYA	375	240	615	240	MARSABIT	12	73	85	56
SOUTH NYANZA	44	408	452	430	WEST POKOT	27	94	121	109
BARINGO	45	163	208	205	KAJIADO	18	70	88	95
TRANS-NZOIA	85	190	275	216	NAROK	12	76	88	81
UASIN GISHU	120	233	353	333	KIAMBU	319	656	975	524
BUSIA	58	161	219	173	NYERI	236	433	669	400
BUNGOMA	97	422	519	438	MURANG'A	436	303	739	530
KAKAMEGA	499	893	1392	976	KIRINYAGA	83	182	265	201
KERICHO	115	642	757	548	NYANDARUA	53	366	419	360
NAKURU	58	512	570	416	KILIFI	120	164	284	229
TURKANA	11	168	179	133					
SAMBURU	17	107	124	116	TOTAL	5119	11532	16651	12229

Source: (Kinyanjui 1988)

A symposium on Early Childhood Education held at Mombasa Beach Hotel in June 1990 by Kenyatta University, KIE and Bernard Van Lee Foundation saw the development of Bachelor of Education in the ECE content, components and regulations. The course was to start in September at Kenyatta University but there was delay in approval of the programme by the Kenya University Senate which approved it in 1994, implementation started in 1995. (KU Magazine, 1995)

Of late ECDE Programme have received the necessary publicity in terms of training but this is not satisfactory going with the statistics taken in 1999. More teachers need to be trained and maintained in the career in order to reach the pupils. One out of three children is not growing and developing as expected for his/her age (UNICEF, 1999)

2.2 Motivation level on academic performance

2.2.1 Remuneration of Teachers as a Motivational Factor

Lack of motivation and staff shortage would undoubtedly be much less of a problem if early childhood teachers were paid adequate salaries and if they received appropriate recognition and status. For most teachers of young children, however, monetary rewards are not equal to their professional training and value. Although there is a wide variation in pay, early childhood teachers are generally paid poorly.

Low pay feeds into a vicious cycle: poor pay causes qualified teachers to seek work elsewhere; as a result, jobs are often filled by unqualified staff; they, in turn, reinforce the low status in which early childhood education is held and negate the need for higher pay (Katz, 1984a). In a recent call for an "all-out" effort to improve compensation and status," marcy whitebook (1986), director of the child care employee project under which the National Child Care Staffing Study was carried out, warned that child care could....... become a less and less attractive career choice despite the many inherently gratifying aspects of working with young children. the most likely and scariest prospect is that the pressure will build at a faster pace to lower standards for child care personnel- some of which are already frighteningly inadequate in many states- in order to fill teaching vacancies (p.11)

A follow-up to the original National Child Care Staffing Study found there was little change four years later (Whitebook et al., 1993). The new study, however, confirmed that the rate of teacher turnover is affected by quality, salaries, and program sponsorship. The lowest rate of turnover rates near 80 percent were

found for programs that paid low staff wages, for profit chain centers, for-profit independent centers, and nonprofit church-sponsored centers.

Another issue tied to low pay is the lack of benefits offered to employees of child care programs. The National Child Care Staffing Study found considerable variation in the typesof benefits offered. For instance, health benefits were offered by more than 60 percent of nonprofit centers, whereas the percentage dropped to 16, 21, and 24, respectively, for independent for-profit, chain for-profit, and church sponsored nonprofit child care programs (Whitebook et al., 1989). Generally, early childhood programs sponsored by larger institutions such as hospitals, public school districts, or universities, benefit from the policies of their sponsoring agencies (Galinsky, 1989). In a similar way, employer – sponsored cild care programs often also receive their company's benefits package.

The reason for the low remuneration earned by early childhood teachers in directly tied to the issue of affordability of child care. Because staff wages and benefits constitute the largest expenditure in early childhood programs, the cost to parents is most affected by low much is allocated to that portion of the budget; the higher the teacher salaries, the greater the cost. Also part of this balance is the issue

2.2.2 Working Conditions as a Motivational Factor

Work load is one of the determinants of working conditions. Keep in mind, however, that child-adult ratio is one variable that influence such conditions. For instance, in France, child-adult ratios are considerably higher than in United States, but French preschool teachers are highly trained, adequately paid, and accorded greater status and respect than their American counterparts (Howes & Marx, 1992). "We should avoid blanket statement about high child-adult ratios being good and low ratios being bad until we check out the limits beyond which a low ratio is bad and the outcome for which a high ratio is good" (Clarke-Stewart,

1987a, p.114). Other institutions also view it in a different way, the more children per adult, the lower the cost because fewer adults have to be hired. On the other hand, high child-adult ratios are associated with higher levels of teacher stress and decreased responsiveness to children (Philips & Howes, 1987; Whitebook, Howes, Darrah, & Friedman, 1982).

A serious concern among professionals and parents alike is the high rate of staff turnover in early childhood programs, estimated at 41 percent per year in a recent national study (Whitebook, Howes, & Philips, 1989). Many young children spend the bulk of their waking hours in child care, with adults other than their parents. One important task of the early years is forming a secure attachment is with parents, research has shown that young children certainly do become attached to their caregivers. But when children lose an adult with whom they have formed such an attachment, the lose can be profound (Philips & Howes, 1987). One study found that there is less child-adult interaction in centers with a high teacher-turnover rate (Philips, Scarr & McCartney, 1987). This is not surprising when interaction is dependent in part on establishing a relationship, something that takes time to develop. (Essa, 1999).

A nurturing, well-trained, and consistent staff is important to a quality program, but a reciprocal concern for the well-being of the staff also is needed. Working with young children is a demanding, challenging job. Thus, it is the best interest of children, the families, and the employer if staff members receive appropriate pay and benefits, and work in a satisfying environment. In such a setting, the needs of the staff are seriously considered, an atmosphere of camaraderie is fostered, autonomy is encouraged in planning an appropriate program for the children, and the physical environment includes space for adults (Jorde-Bloom, 1988a).

2.2.3 Fridge benefits in the Teaching Profession as a Motivational Factor

New study indicates that not all trained teacher actually occupy teaching jobs. In fact, there is a tendency for teachers who display excellence to be taken out of teaching and to be put into administrative and advisory post where their expertise as teachers is lost. This highlight the danger that teaching career is exposed to – poaching by other fields. (Farrant 1988)

2.3 Teaching methodologies on academic performance

Name any approach used at the ECDE, the teachers role is paramount and may only differ according to the pedagogical structure. The waldorf teacher generally plays performance role in the classroom as he/she leads or models many whole-group activities involving integration of the academic and the artistic with an exploit spiritually. The teacher is also a didactic moral leader, seeking to provide an intimate classrooms atmosphere permeated with a sense of harmony and full of themes about caring for the community and for the natural and living world. The teacher needs a classroom in which children can bring together their thinking, feelings and willing, no matter what their personalities and temperaments (Durach 1998).

The Montessori teacher plays the role of unobtrusive director in the classroom as children individually or in small groups engage in self directed activity. Based on detailed, systematic observation of the children, the teacher seeks to provide an atmosphere of productive calm as children smoothly move along in their learning alternating between long periods of intense concentration interspersed with brief moments of recovery/reorganization (Oppenheiner, 1999).

During the early childhood years, the teacher brings the young child into close contact with reality through sensory investigation and practical activity and then relies on the child's unfolding inner program of curiosities and sensitivities to ensure that the child will learn what he/she needs with the younger students at each level, the teacher is more active demonstrating the use of materials and

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presenting activities based on an assessment of the child's requirements. (http//www:Montessori-mamth .org)

The Reggio Emilia teacher plays a role of artful balancing between engagement and attention (Edwards 1998). Based on careful and sensitive listening, observation/documentation and reflection with other adults, the teacher serve as resources and guides to the children (Rinaldi 2081) classroom teachers work in pairs, and collaboration and mentoring between personnel throughout the system are strongly promoted. Additional teachers especially trained in the visual arts work with teachers and children to encourage expression through different media and symbol systems. Teachers organize environments rich in possibilities and provocations that invite the children to undertake extended exploitation and problem solving, often in small groups where cooperation and disputation mingle pleasurably. Teachers also act as recorders (documenters) for the children, helping them trace and revisit their words and actions and thereby making the learning visible (Project zero and Reggio Children , Haly 2001)

It is unfortunate to realize that this field has got a lot of huddles. Like it was noted through studies that most high achieving students are not enrolling in U.S colleges of education. On average, those who do enroll have lower verbal and math scores than their peers in other fields of study. Studies show that teachers with higher standardized test scores leave teaching at much higher rate than those with lower scores. (Http//www Early childhood cognitive Development. America.org)

Some clues about what makes a good teacher of young children can be gleaned from early childhood educators and researchers based on their experience and insight. Millie Almy (1975) lists some attributes dictated by "common sense," including patience, warm, nurturance, and energy. She also describes maturity, openness to new ideas, and tolerance for a certain amount of ambiguity as necessary qualities. In addition, she finds it particularly important that the early childhood teacher be able to move easily between the concrete level of thinking

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of the child and the abstract levelof the adult, at which theoretical information is translated into appropriate decisions.

Those who care for infants and toddlers also need special qualities beyond "liking babies." Balaban (1992) includes in her list of important personal qualities the ability to anticipate and plan; provide an interesting environment; elicit language, problem solving, and play; protect, listen, and watch; smooth "jangled feelings"; comfort; cope; facilitate social interactions; facilitate parent-child separation; and care for the whole family (Essa, 1999).

In other programs, classes are cotaught by team teachers who share responsibilities. Team teaching is based on a relationship of trust and communication between the two teachers, something that takes time to build. A good team finds many bonuses in this relationship through added flexibility, creativity, problem solving capabilities, and focus on what each member of the team enjoys most or does best. In addition, the collaboration between the two provides the children with a model for cooperative behavior (Thorntorn, 1990).

New elementary school teachers sometimes find themselves standing at the head of a classroom and realizing that they have no idea, practically speaking how to teach children to read. Some of those same teachers don't have a well-developed, deed understanding and knowledge of the subjects they teach. Studies of teachers' right out of college show that many are not prepared for the challenges of today's classrooms. In one study, fewer than 36% surveyed said they felt "very well prepared" to teach and help their students meet performance standards. Less than 25% said they felt prepared to meet the needs of diverse students or those with limited English proficiency. New teachers also report that even after they realize their short comings they are frustrated in their attempts to find training that will help them become better teachers.

Because of ill equipment of teachers all over and to avert the whole process Mrs. G. Bush (American first lady 2005-2008) reiterates his commitment in a

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statement, "our obligation to our teachers is as clear and strong as our obligation for America's children to ensure that children are taught by teachers who not only bring love, compassion and dedication to their profession, but also have: A deep and up to-date knowledge of the concept they may teach and ability to assess each student academic strengths and weakness and apply the most effective instructional methods, strategies an d materials to meet that students learning needs."

(White House Conference on preparing Tomorrows Teachers 2002)

With the introduction of IMPACT as a new system of Educational, trained teachers roles have changed from the traditional one of an instructor to that of" a supervisor". In this the learner supervises the learning of as many as 200 pupils as they work through modules of programmed learning materials guided by tutors selected from the pupils themselves. Although programme was first experimented in Indonesia and the Philippines many other developing countries have shown great interest in it and it and it has had remarkable results whenever it has been cap[ably introduced. (Farrant 1988).

Because of the change in family structure, today teachers are considered surrogates parents and are expected to show love and sense of belonging to those children. A part from being models of good morals and cancellers, they must develop good discipline among children even when some parents want to be over-productive. They should stand out to enlarge co-operative even to those for whom selfness is a tool for survival. In other wards a teacher is expected to make for the deficiencies in the roles that families are expected to play (Ngaroga 2006)

CHAPTER THREEE

METHODOLOGY

3.0 Introduction

This section of the research covers research approaches, research design location of the stud8y target population, the sampling techniques and size, Research instruments and data collection procedures.

3.1 Research approaches

This study explores the use and functionality of both qualitative and quantitative research approaches. This has been adopted due to the ability of the two approaches being compatible allowing for exploration of the facts on the ground, recording the facts and analyzing the data obtained effectively. It also gave an opportunity for physical observation of the target population and making a deduced concept. Thise approaches successfully unravel all the challenges involved in the study making the project gain its meaning and functionality.

3.2 Research design

The research design used in this case is a case study which involves intensive investigation of social unit (Cheptiret zone) with a view of establishing a generalization about a wide population to which that unit belongs .The design was carefully chosen among others due to its known characterization of being intensive in gathering data about the past experiences, present status and environmental forces that contribute to the behaviour of individuals within the unit.

Case study was suitable for this study since the behaviour change in children had to be observed having been subject to teaching and learning under the supervision of trained teachers as opposed to untrained ones. It therefore

attempts to understand the social unit in depth or in totality of its environment. It also provides an opportunity for developing an insight in to basic aspects of human behavious which academic performance is one of the components .A case study allowed for observing a behavior within and out of a particular setting. It made it possible to study the behaviors as it presents itself.

3.3 Location of the study

The study was based in Cheptiret Zone within the newly curved District of Wareng out of the formerly known Uasin-Gishu District. The Zone is within the rural set-up with most schools within the region not very much aware of essentiality of Early Childhood Development and Education. The area boarders Kapsabet district to the West, Eldoret North district to the North which is within the Eldoret Municipality While Eldoret East to the East and Kesses district to the South. The district has got a rural region set-up with other enclosing surrounding districts leaving more exposure to urbanization than the District itself. The land generally slopes towards South-West with a gently land gradient .It has fairly enough vegetation cover with earth surface roads criss-crossing the region. It receives slightly high rainfall with temperatures ranging between (18-24) degrees celcious.

3.4 Target population

The study target population is ECD children in school with trained teachers, hence the schools within the region are studied to obtain the data on their performance. The population under the study Comes from Cheptiret Zone Within Wareng District. The children from the sampled schools were studied to determine their behavioural changes in terms of academic performance establishing their advancement having been subjected o teaching/learning under the supervision of trained teachers.

3.5 Sampling techniques

Simple Random Sampling technique was used. This was used by writing names of such schools –all the names of schools in the zone, on cards. The cards were then shuffled and then from the pool seven cards were drawn non-discriminately. The seven cards represented the seven schools.

This sampling technique was used since the statistic obtained from the education office indicated that all the schools in the district had at least one trained teacher. This made all the schools to rated on the same scale with any capable of representing the group.

Random sample ensure fare representation of a given group being represented since it gives equal chances to all the members of the group. This method eliminates any kind of business or personal prejudices that may influence choice of samples.

3.6 Sample size

In the view that the sample size should be 30%of that ,the population being investigated, then the calculation was worked out as illustrated below:-

$$30/100 \times 23$$
$$=7 \text{ schools.}$$

Since it was a random sampling, the seven sample schools were randomly picked after shuffling the cards that had the names of the schools.

There was a good number that genuinely represented the entire population for effective study. Analyzing the locality of the seven schools; it was a fair representation since they did not concentrate in one place.

3.7 Data collection instruments and methods

Two data collection instruments have been used since two methods were mainly used to collect data. The research has explored the use of structured interview and observation as the main methods of data collection .Structured interview was adopted since it will help in attaining data of first hand and faster. It was made to be structured to attain the similarity in asking questions. Un clear questions to be to the respondent would also be clarified for proper data to be attained

Since improved academic performance does not only appear in bookwork, there are observable behaviour changes that would reflect academic performance, Then it became necessary for observation methods to be used in data collection. In ECDE there are more of the observable futures to show an upward academic field than in written work.

The instruments then used to match the methods above were questionnaires and observation schedules. The instruments helped in data collection as the two supplemented each other.

Having obtained the permission from the zonal quality assurance and standard officer (QASO) and with help of identification letter from the college the researcher went round the district and collected data. The concerned teachers were interviewed and children observed to take note of the behavioral changes.

3.8 Data analysis

Proper computation of data obtained from the field began with data cleaning and coding. The next step which was data screening enabled the removal of unwanted information and the valuable information recorded for the next step.

The approved data was then made ready for data entry. Final data analysis was then represented through various data presentation techniques. The presentation

techniques used among others were tables, bar graphs, histographs, and pie charts.

The analysis was made simple through the use of tables, Frequencies percentages, calculated in degrees and content analysis .This made it simple and appealing to the public reading who are implement the recommendation having been satisfied with the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The research in this chapter presents the obtained data, analyzed and interprets. The chapter therefore represents that data which have got their source baking from the structured questionnaires and observation schedules. An accurate data analysis is then worked out and presented in various forms before a well thought interpretation of that data obtained is applied.

4.1 Effects of untrained teacher on Performance of Learners in ECDE centres

4.1.1 Level of untrained teachers against trained colleagues hired to teach.

It was revealed many schools had at least hired the services of one trained teacher together with untrained teachers. School G E and C were said to be well staffed since they did not have the untrained teachers. A total of 17 trained teachers were available in the 7 sampling schools, while 6 were untrained teachers.

Table 2: Showing the staffing in the sample schools

Schools	A	B	C	D	E	F	G	Total
Trained Teachers	2	3	2	3	3	1	3	17
Un trained Teachers	0	1	-	3	-	2	-	6
Total	2	4	2	6	3	3	3	23

It was noted that the district had got good number of Trained Teachers and some schools like C, E and G completely lack the Untrained Teachers. This was

a good trend given the sensitization on training of teachers. This reflected 74% of trained teaching staff in the district against 26% as the only teaching staff with training.

4.1.2 Enrolment trend in the schools

Children enrolment in the sample schools as learners were recorded. School G was leading by obtaining 97 learners followed closely by school B which had 91 and the school with the least enrolment was F which had 31 children

Table 3: Showing the children enrolment in the sample schools.

Schools	A	B	C	D	E	F	G	Total
Girls	35	56	27	33	40	13	46	250
Boys	32	56	31	31	38	18	51	236
Total	67	91	58	54	78	31	97	486

Children enrolment in most schools indicated more girls than boys. It is also important to note that enrolment trend is average .Many ECD centers were just operating single streams consisting of three classes that is Baby class, Middle class and Final class while some had just two classes that is Nursery (combined both baby and middle classes) and pre-unit (final class)

4.1.3 Untrained teachers impact on enrolment of children

Given the data obtained, it was noted that enrolment of children followed a pattern of a kind of a staff a school had. Looking at that ratio, it was noted that school G C and E as well staffed schools with trained teachers only, had the highest ratio of enrolment against the teaching force of 1:33, 1:29 and 1:26 respectively. Poorly staffed schools in terms of trained teachers had the least enrolment given the number of teachers in such schools. School F which had more untrained teachers had a ration of 1:11 while school D which had got half of their teaching staff untrained posted a ratio of 1:13.

Table 4: Showing Teacher Pupil Ratio per the Sample Schools

Schools	A	B	C	D	E	F	G	Total
No of Teachers	3	4	2	5	3	3	3	23
No of Children	67	91	58	64	78	31	97	486
Teacher children Ratio	1:23	1:23	1:29	1:13	1:26	1:11	1:33	1:22

From the above table it is interesting to note that the higher the concentration of the trained teachers the higher the ratio. Schools like G, C & E which did not have the Untrained Teachers at all had the highest Teacher Children Ratio respectively.

Figure 1: Representing the Teacher Children Enrolment Ratio

KEY

Represent 1 Teacher   Represent 2 Children.   Represent 1 Child

The above pictogram reveals that schools without untrained teaching staff attracts many children. Those with higher number of untrained teaching staff attracts less children within their catchments areas. It is most likely that they even lose those who have enroll due to their approach. This enrolment trend is translated as performance since it shows the quantitative production of a school system.

4.2 Motivation level on academic performance.

4.2.1 Reasons as to why Teachers Train

The 23 teachers in the sample schools were asked to give one main reason as to why they seek training which they answered differently. Mainly three reasons came out clearly from the teachers as to they do train, that is to be employed, be professional and competent and to begin their own centres. 10 out of 23 three were for employment, followed closely by 7 who were for professionalism and competency, 3 others were for starting their own schools (centres) and the other 3 were not definite with what they were training to do but supported it.

Table 5: Showing Reasons mentioned by the Teachers as to why they seek Training.

Reasons for training	No. of teachers who mentioned
To be employed	10
Be professional and competent	7
Beginning own schools	3
Others	3
Total	23

Figure 2: Representing Reasons as to why Teachers Train

Pie chart data:
- Others, 3
- Beginning own schools, 3
- To be employed, 10
- Be professional and competent, 7
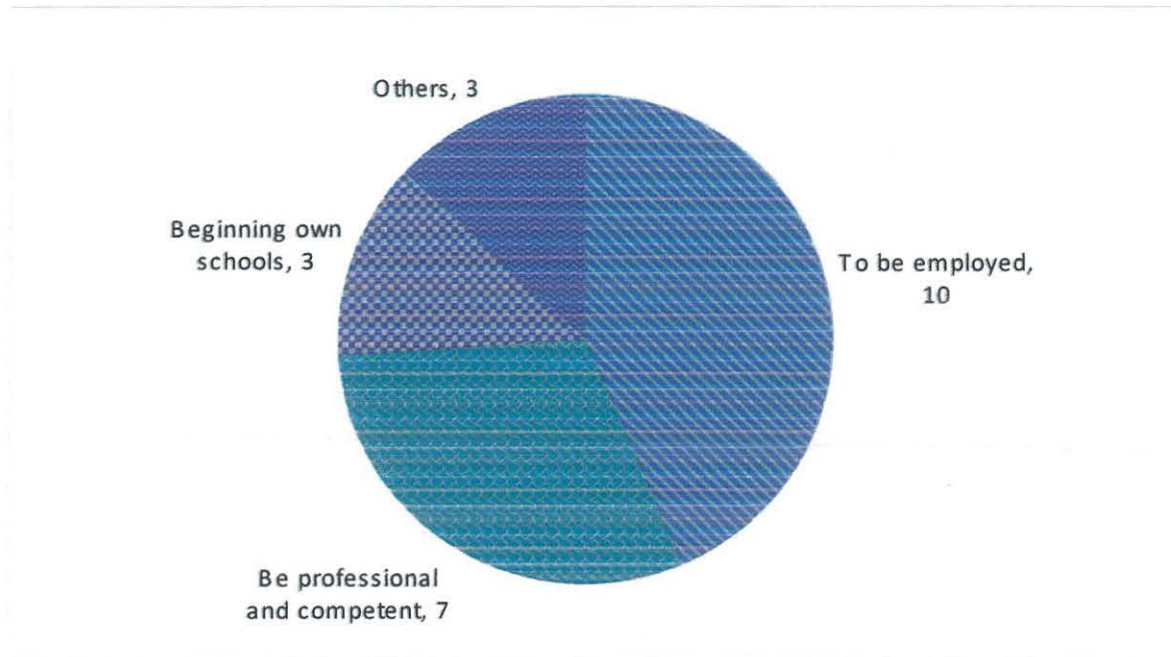
From the above pie chart, it revealed that many teachers train just to get employment, about 43% and very few train with a purpose which is to become professional and competent in their career, 30%. Some view education as a region where people can make money hence they train preparing for enterprise accounting for 13%.

4.2.2 Teaching Force of Well Motivated and Inadequately Motivated on Academic Performance of Learners Posted.

Learners were subjected to numerous class activities to test acquisition of knowledge and skills as indication of motivational teaching and learning got from the teachers who were to translate the same motivational level. This was done for a period of six weeks. The activities included class assignments, oral work, written tests and artistic work. It was across –sectional testing areas of learning in the ECDE curriculum. Marks were awarded for each activity performed and the school average score worked out to the nearest digit five. School A which had 2 trained teachers posted performance index of 70%, school B with 3 trained teachers and 1 untrained teacher posted 70%. School with 2 trained teachers

had 85%, school D with 3 trained and 3 untrained teachers had 55%. School with only 3 trained teachers posted 95% while school F which had 1 trained teacher and 2 untrained teachers posted 65% with school G which had 3 trained teachers posted 80%.

Table 6: Showing the School Average Scores against Teaching Force

SCHOOLS		A	B	C	D	E	F	G	AVERAGE
Average Performance		70	70	85	55	95	65	80	75
Teaching force	No. of Trained teachers	2	3	2	3	3	1	3	17
	No. of untrained teachers	0	1	0	3	0	2	0	6

Figure 3: Polygon representing Performance Index of Sampled Schools.

SCHOOLS IN THEIR ORDER OF MERIT

— Line showing the movement
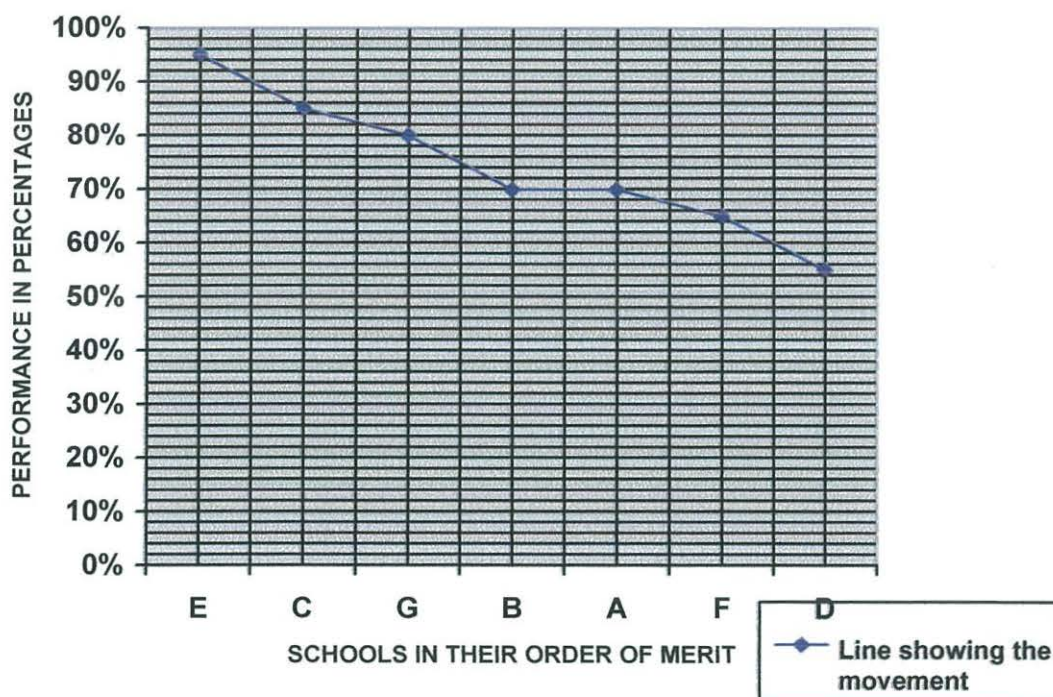
From the above findings, It is important to note that the higher the ratio of the trained teaching staffs the higher the performance index as revealed by the table and the polygon graph. School E which had got all its 3 teaching staff trained posted the best performance index which school D which had its untrained staff equals the trained ones suffered most.

4.3 Methods of teaching used by trained teachers in ECD centres

### 4.3.1 Methods of Teaching used in ECDE Centre

Methods of teaching used by trained teachers were identified and accumulatively recorded as they were encountered taking place in the sample schools use of songs/ poems/ riddles/ rhythms were found to be the most repetitive, appearing 38 times followed by the use of demonstration as a method of teaching which appearing 18 times, discussion as a method followed with 17 counts while use of play and games appearing 15 times. Use of skirts as a teaching method tied at 13 with use of story telling or news telling. Other methods noticed were dramatization, question and answer method, experimentation, role play, lecture method, giving project work, educational trips and use of guest speakers being the least, appearing twice only.

Table 7: Showing Teaching Methods Observed.

TEACHING METHODS USED	TALLY MARKS	NUMBER
SONGS/POEMS/RIDDLES/RHYMES	HHt HHt HHt HHt HHt HHt HHt III	38
DEMOSTRATION	HHt HHt HHt III	18
DISCUSSION	HHt HHt HHt II	17
PLAY & GAMES	HHt HHt HHt	15
SKITS	HHt HHt III	13
STORY TELLING/NEWSTELLING	HHt HHt III	13
DRAMATIZATION	HHt HHt II	12
QUESTIONS & ANSWERS	HHt IIII	9
EXPERIMENTATION	HHt III	8
ROLE PLAY	HHt III	8
LECTURE	HHt I	6
PROJECTS	HHt	5
EDUCATIONAL TRIPS	IIII	4
GUEST SPEAKERS	II	2

Figure 4: Histograph showing the distribution use of various Teaching Methodologies by Trained Teachers.
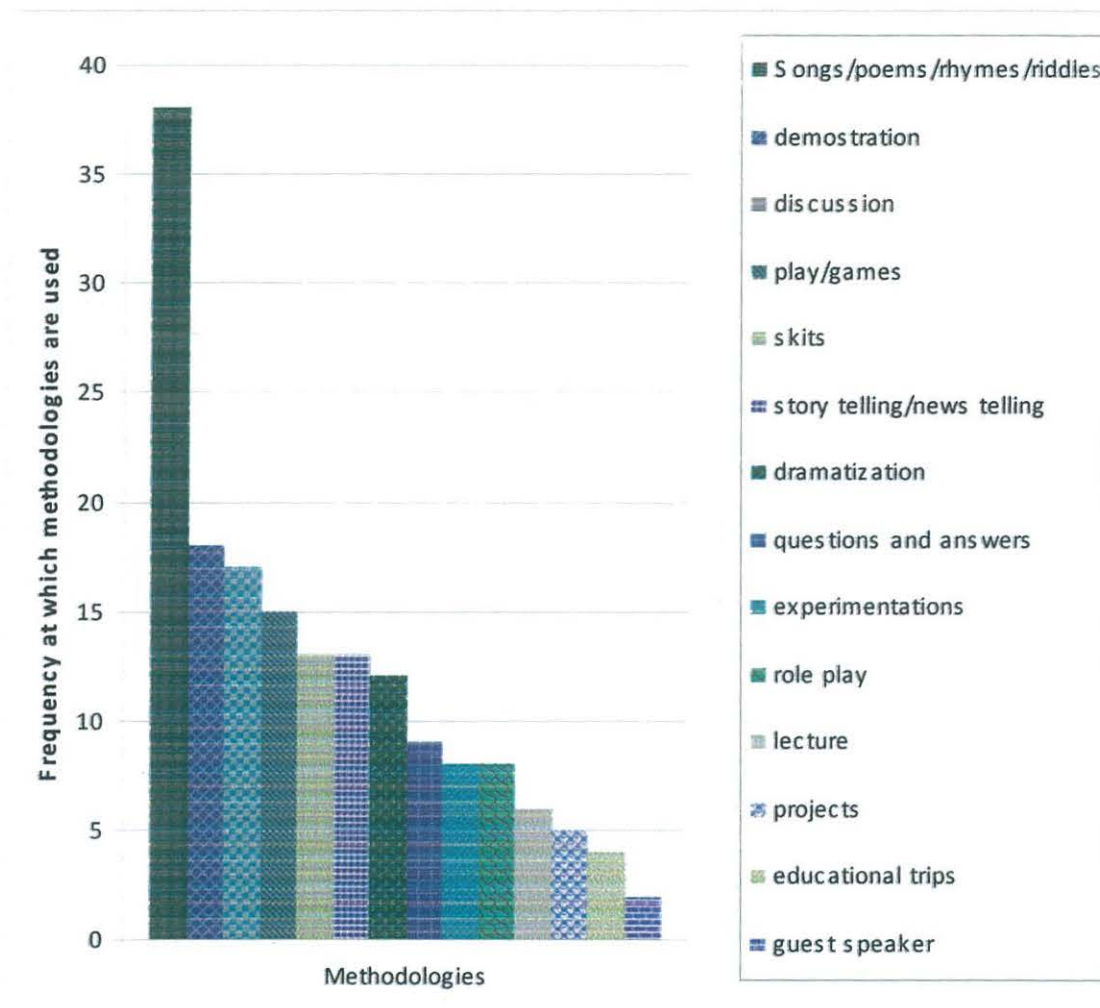
From the above tally frequency table and Histograph respectively, it can be revealed that Songs/ poems/ riddles are the commonest methodology that is used while educational visit and inviting guest speakers are avoided by most teachers and when asked why, they cited high cost of involved in learning the methods. Other methods are handled on an average basis.

4.3.2 Level of Participation During the Lesson

Six lessons were observed in total, three from schools which only had trained teachers and other three lessons observed from schools with untrained teachers among their teaching staff. These two groups provided for two different sets of lessons observed, that is lessons managed by trained teachers against lessons managed by untrained teachers. The participation of children were then recorded. The general finding was that 78 children out of 85 managed to participate during the teaching learning process managed by trained teachers as opposed to 40 children out of 78 who managed to participate in lesson run by untrained teachers.

Table 8: Showing Participation of learners during the lesson managed by Trained Teachers and untrained teachers independently

Schools	C	E	G	B	D	F	Total
No. of children who participated	18	28	31	20	11	9	118
Total no. of children who attended the lesson	21	28	36	37	25	16	163
Total participation against attendants		$\frac{78}{85}$			$\frac{40}{78}$		$\frac{118}{163}$

The information carried in tables above were then presented on the Bar graph as shown

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Figure 5: Showing participations of children when the lesson are conducted by Trained teachers as compared to those conducted by Untrained Teachers
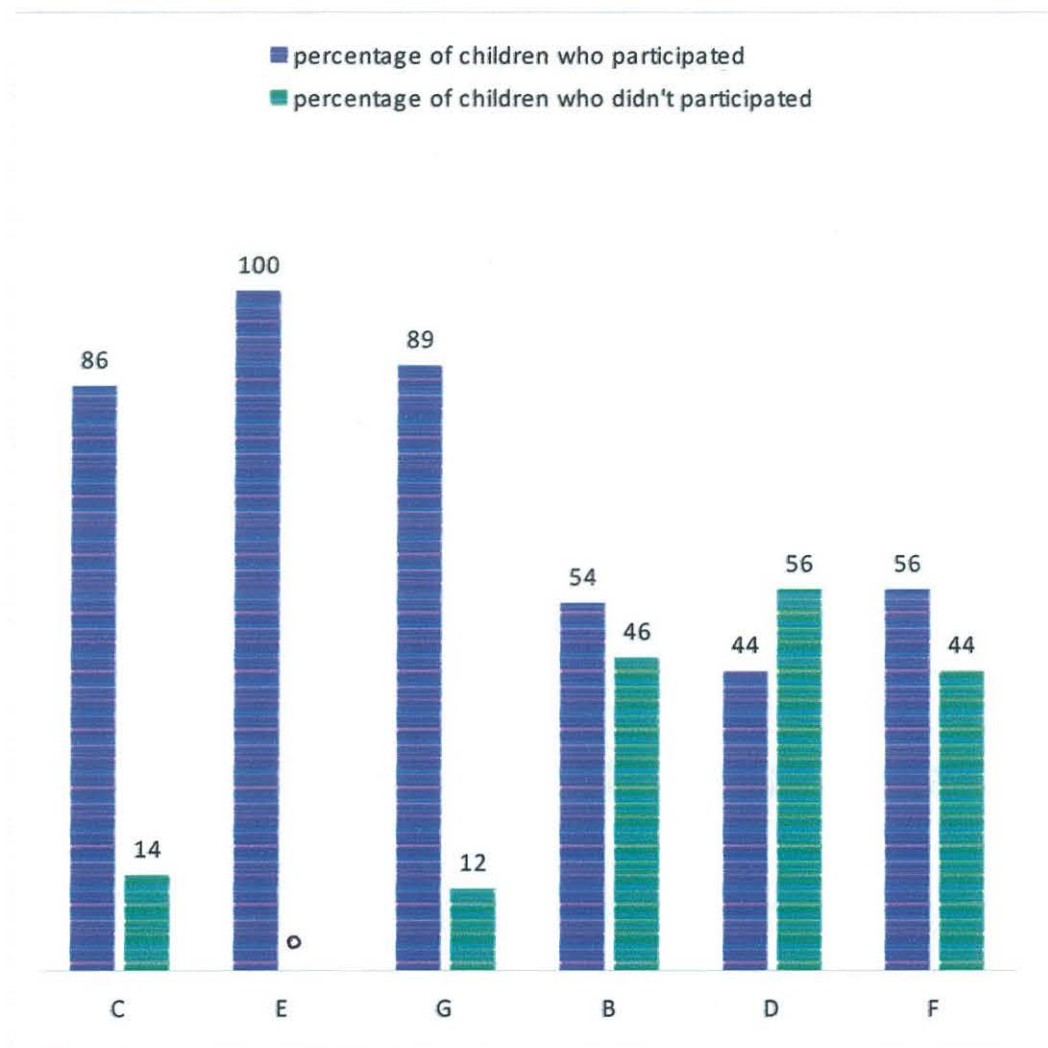
Key

C ⎤
E ⎬ conducted by trained teachers
G ⎦

B ⎤
D ⎬ conducted by untrained teachers
F ⎦

Given the finding are shown in the bar graph above, it provides a clear distinction between the level of participation in lessons conducted by trained teachers and those conducted by untrained teachers as witnessed. Very few children remain without participating when the lessons were managed by trained teachers about 8% as opposed to half or more than half the number in attendance fail to participate when the lesson is managed by untrained teacher, translating to 49% none participation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with summary of the findings leading to drawing of the conclusions and finally guiding into making concrete recommendation for the study.

5.1 Summary

The data shows that there are few schools that operate while completely lacking the trained teachers. Most schools in the zone have got at least a trained teacher to enable them run professionally.

The trend in the zone shows that there are many trained teachers and schools are making good use of their skills and knowledge. It is important to note that enrolment of children in various ECDE centres goes with schools preparedness with the trained personnel. The higher the ratio of trained teachers against untrained ones the higher the enrolment level in such schools. It is interesting to note that enrolment directly impact on the training.

A school which has many-trained teacher had got higher enrolment. Child liked those schools as compared to schools with one to two trained personnel who are mainly at the management level and may not be able to be handling children at the classroom level. This high enrolment again translated into high teacher children ration that could be observed as higher in schools with more trained teacher. The data indicated that the more prepared a school is within the trained teachers the better ground it stands in terms of children enrolment. It could directly be observed that schools which lived the service of many untrained teachers were suffering of low enrolment as indicated by the teacher – children ration.

Academic performance also directly relied on the capacity of various schools ability to make good use of trained teachers. The trend was like that on enrolment against trained teachers' availability with very little charges. The schools whose academic performance average was high are the schools which had got high number of trained teachers and were making good use of the training skills, knowledge and attitude they had acquired. The data analysis on this indicated that the graph on academic average performance fell gradually in schools, which had got high number of untrained teachers in the staff.

There is true reelection on class participation in relation to performance. The lessons that were managed by trained teachers had got high level of children participation as compared to those managed by untrained teachers, indeed there was a noticeable range on how the two schools were being managed. Trained teachers in a way by use of their skills had influence class participation ensuring that the children are involved in the lass learning process. With the trained teachers handling the lessons, very few learners would be left without participating a trend, which was directly opposite to lessons handled by untrained staff that would spend time in the class and only to realize that large number of children have been left without participating.

A good variety of teaching - learning methodologies were found to be in use within the zone. Use of songs, poems, riddles and rhymes featured most since teachers integrated their lessons using these strategies. Use of guest speakers and field trips decreased due to the cost involved. Projects method was also not used as expected due to its high level of commitment it had on the users. Many teachers avoided it.

Demonstrations and group discussions were also some of the mostly used methods to implement the curriculum. Such methods seem to have been working well for the teachers and that was the essence of their constant repetition mode. Many teachers train so that they be employed as opposed to those who want to

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run their own schools. A good number almost drawing the balance between employment need and entrepreneur preparedness were those who just aspire to be professionally competent. All the teachers interviewed were for the idea of being trained even though for various reasons as mentioned above.

5.2 Conclusion

According to the study is true to say that many teachers have been trained going by the trend that was revealed by data. In the zone it translates a higher percentage – about 74%. This has been good trend and they owe it to the high number of ECD center in Eldoret town.

With the sensitization on ECDE training run by NACECE all over the country the training level of teacher have really increased and in fact is a positive contribution to be education sector.

It has also been realized that enrolment of children in the ECDE centres directly are on the personnel that are handling them at their classroom levels. This revealed by the ration in which can be concluded that works on the principal that the more there are trained teachers in the school, the more the children joining the school. Trained teachers have got skills on how to handle the young ones which in turn influence the parents who seemingly share the idea with their other colleges hence able to change equation in the surrounding.

Since ECDE children attend schools while very young, parents also look for capable teachers who are able to take up the parental duty passed to them. The idea of owing up the parental duty among the ECDE teachers is only made possible through the training acquired in the ECDE teacher training centres. Those who graduate are able to own up the task as part of them. This is the genuine love for the child.

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Class participation during the handling of the lesson directly influences the average performance of the learners. The two elements positively impact on learners who are handled by trained teachers. The better the training the more capable the teacher is to involve the learners in his/her lesson. Learners also enjoy such lessons and this translates into better academic performance. The retention ratio of the children goes up since they have been involved in the learning system and when tasted after two to three days they perform well. Trained teachers are better placed in terms of providing quality education that stands the test of time.

Trained teachers were also found to be using variety of teaching – learning methodologies to teach their children. The children liked their approaches and this improved their participation in class activities since there were more methods being used to meet the demand of the learners, this is the trick behind the successful performance of the zone where the average score is 75%. Variety of teaching – learning methodologies are brought on board by the trained teachers who, because of their training experience becomes sensitive to the children's needs and arrange to meet the needs.

It is important to conclude that teaching as a profession is a service and needs those who are called into the service wanted to train mainly for two reasons; to be employed and to gain professional competency. They were not for the business idea, which is an entrepreneurship. They were ready to serve and those who are there servicemen or service women must be servants. This is the idea behind thirst to be employed and professional competency mentioned in the research.

5.3 Recommendations

As matter of policy, that the schools should only hire the services of trained teacher or these aspiring to go for training or those already under training

programme. This is because of their capability to deliver and perform as expected. Their service contributes to positive progress of education standard. Beginning with the head teachers of pre schools moving down to the classroom teacher all should be trained on ECDE.

The government should introduce in service courses to those who have been trained fully. This will act as refresher courses they will be able to update them on the new development in the education sector. Even experts only remain relevant when kept updated on the new development. Education is dynamic hence practitioners should also be dynamic to keep to its pace. There are many emerging issues in current world which can only be assimilated to our personnel through in service courses.

The teachers; both trained and untrained should get advice from the educational officers so that they live to the expectation of the education sector. They should get the advice from the Teachers Advisory Center (TAC) which are there for their use. The assistance of area TAC tutors is very important and healthy for the progress of our schools.

The teachers should be able to vary the use of their methodologies in handling the children. Variety is the best recipe for better performance. It eliminates the boredom brought about by monotony. Hence when handling children let the teacher vary the methods of teaching – learning as well as involving the children participation in a lesson. It is important to involve them for better performance. This confirms the principle that goes "when hear, I forget, when I remember this is possible because the idea is assimilated and accommodated as the concept re – organization takes place as a result of learning according to Piaget."

The government should employ ECDE Teachers to give them the spirit of servant – ship. When employed by the government their performance will be amazing, since they will be having a more settle thought towards duty. They will give themselves fully to their "call", they will have time to prepare teaching and

learning materials, they will have opportunity to implement various teaching –
learning methodologies and their focus will be on involvement of their learners in
to programme. That is what a true learning process is, what can only be offered
by well stable qualified trained teachers.

5.4 Area for further research

More research should be done on effects of untrained teachers on academic
performance of learners. Few studies have focused on it because they have not
realized the impact It has on the education of children.

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APPENDENCES

APPENDIX I

INTRODUCTION LETTER

KIU KAMPALA INTERNATIONAL UNIVERSITY

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INSTITUTE OF OPEN AND DISTANCE LEARNING
OFFICE OF THE DIRECTOR

Date: 20th Sep, 2010

TO WHOM IT MAY CONCERN

Re: LWALANAN KENNEDY   REG NO BED/22793/81/DF   .

The bearer of this letter has been a student in the Institute of Open and Distance Learning pursuing a **Bachelor's Degree in Education- ECPE, SNE, ARTS, PRI, SEC, and SCI.** He joined **Kampala International University in** SEPTEMBER 2008 and sat for his last examinations AUGUST, 2010. He is graduating in November 2010.

Any assistance rendered to him will be highly appreciated.

Thank you

J.S. Owoeye, Ph.D
Director, IODL
+ (256) 775434483

APPENDIX II

QUESTIONNAIRE TO SCHOOL MANAGERS OR ADMINISTRATORS

Dear respondent,

I am carrying out a survey on Early Childhood Development and Education centres in Uasin Gishu district, Kenya. You have been selected I confidence as a respondent in the study entitle "Effects of Untrained Teachers on Academic Performance of Learners in ECDE centres which Uasin Gishu District Kenya," you are therefore requested to compete the questionnaire by ticking the option that best suits your opinion and filling in the gaps where requires. Please be assured that the information you provide will be hold confidentially and used for academic purpose only

School background information

1. Name of the school_____

2. Designation   Manager ☐ Headteacher ☐   Deputy Headteacher ☐

3. Type of ECDE centre

   Pre-primary ☐   Kindergaten ☐   Madraasa ☐

   Pre-school ☐   Montessori ☐   Day-care ☐

4. Appropriate age of children handled in the school

   Below 3 years ☐   3-6 years ☐ above 6 years ☐

5. What is the children enrolment in the school?

Category	Girls	Boys	Total
Below 3 years			
3-6 years			
above 6 years			
Total			

6. Are you satisfied with your enrolment level/

Strongly satisfied ☐   satisfied ☐   not satisfied ☐

If no, what are your plans to improve the enrolment level?

....

....

7. What is the teaching staff establishment?

Category	Female	Male	Total
TRAINED TEACHERS			
UNTRAINED TEACHERS			
TOTAL			

8. Are you satisfied with the service rendered by your trained teachers?

Strongly agree ☐   Agree ☐   Not sure ☐   not satisfied ☐

9. Are you satisfied with the service rendered by your untrained teachers?

Strongly agree ☐   Agree ☐   Not sure ☐   not satisfied ☐

10. What are average performance for the past four assessment conducted?

4th (latest) ☐   3rd ☐   2nd ☐   1st ☐

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am carrying out a survey on Early Childhood Development and Education centres in Uasin Gishu district, Kenya. You have been selected I confidence as a respondent in the study entitle "Effects of Untrained Teachers on Academic Performance of Learners in ECDE centres which Uasin Gishu District Kenya," you are therefore requested to compete the questionnaire by ticking the option that best suits your opinion and filling in the gaps where requires. Please be assured that the information you provide will be hold confidentially and used for academic purpose only

Background information

1. Name of the teacher_____

2. Responsibility   Manager ☐ Headteacher ☐   Deputy Headteacher ☐

      Class teacher ☐   Head of Department ☐

3. Year of Training if applicable

      ☐

4. How long do you think or plan to take in this profession?

....

5 Why did you train or why are you planning to train as a t of teacher?

....

6 What are some of the things you do not like in the ECE Teaching career?

....

7. If you were to leave this career what profession would you venture into as the next prioritized career?

....

7. Suppose you are made the minister of education, what would be your recommendation towards smooth running of ECD ?

....

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APPENDIX IV

LESSON OBSERVATION SCHEDULE

1 Name of the teacher conducting the lesson..............................

☐

2. Professional qualification Trained   Untrained ☐

3. Academic qualification

Graduate   ☐   'A' level ☐   'O' level ☐ Primary level ☐

4. Subject/ Activity area taught...................................

5. Duration of the lesson

Below 30 min ☐   30 min   ☐ above 30 min ☐

6. No. of children in attendance......... No. who participated.................

7. Level of participation as observed

Very high ☐   High ☐ Average ☐ Low ☐

8. Teachers criteria of appointing/ assigning learners to participate

Very balanced   ☐   Balanced ☐ Slightly Favoritism ☐

Very favoritism   ☐

9. Teacher pupils relationship during the lesson

Very co-ordial ☐   co-ordial ☐   Fair ☐   Unfriendly ☐
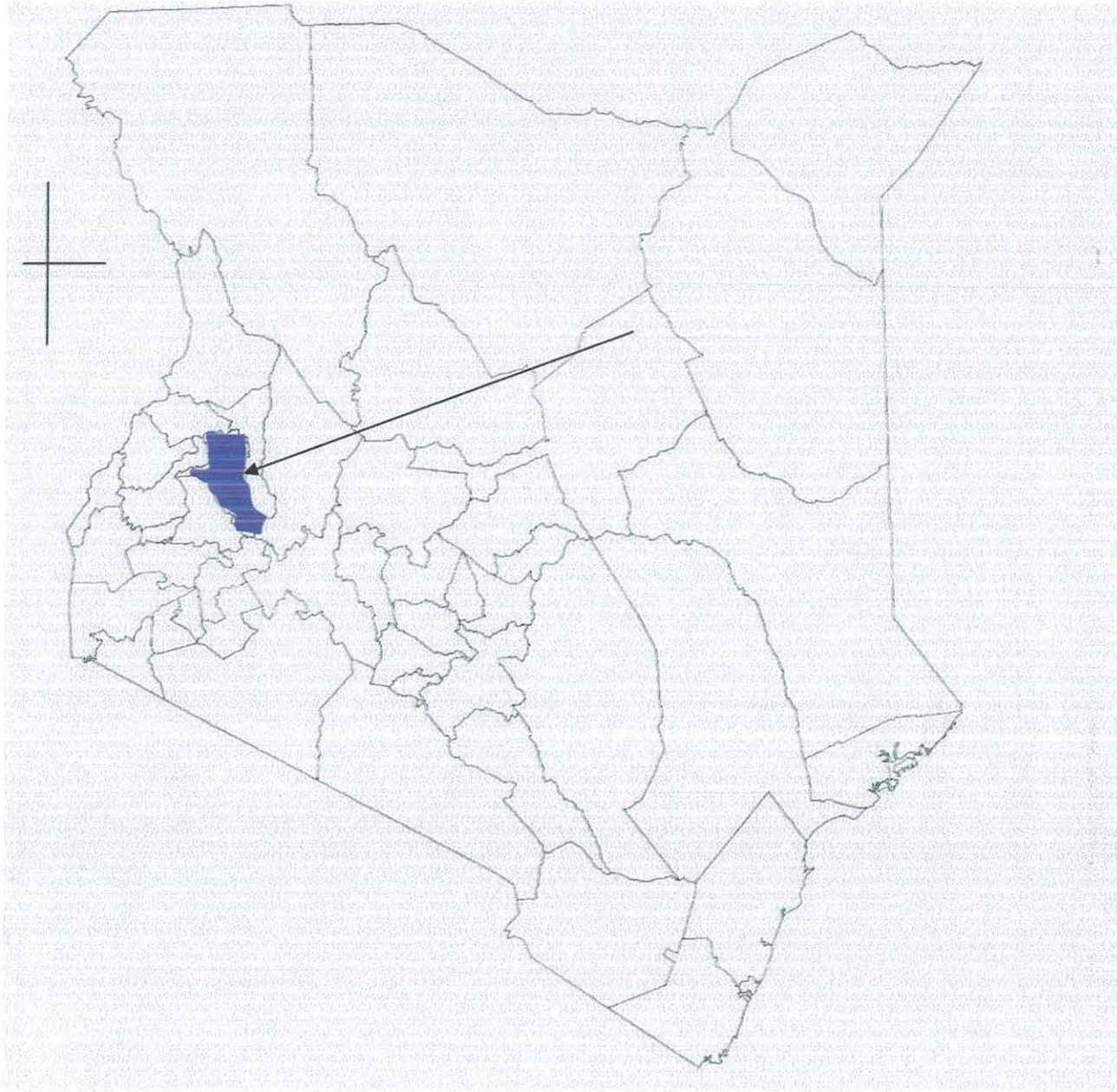
10. Teaching methodology used............................

11. Conclusion of the lesson

Very good ☐   Good ☐   Fair ☐ Not good ☐

APPENDIX V

RESEARCH PROJECT WORK PLAN

ACTIVITY	TIME FRAME	RESPONSIBLE PARTY	EXPECTED OUTCOME
Developing Skills in Research through Lecture	May Session	Student Researcher & Lecturer	Ability to Carryout Research
Develop of Draft Instruments	By 30th May	Student Researcher	Draft Instrument
Review of Draft Instrument	By 5th June	Student Researcher	Instrument Revised as Necessary
Develop a Sampling Frame	By 22nd June	Student Researcher	Sample Frame
Sampling Done and Subject Identified	By 5th July	Student Researcher	Sample Frame & Structured Interview Questionnaire
Training Research Assistants (Enumerators)	By 16th July	Student Researcher & Enumerators	Trained Research Assistants (Enumerators)
Pre-Testing Instruments using Trained Enumerators	By 30th July	Student Researcher & Enumerators	Pre-Tested Instrument
Developing Research Dummy Tables Using Pre-Tested Data	By 1st August	Student Researcher & Enumerators	Dummy Tables
Collect Data in the Fieldwork	By 15th August	Student Researcher & Enumerators	Raw Data
Data Analysis & Interpretation	By 5th September	Student Researcher	Draft Report
Writing of Draft Research Report	By 7th September	Student Researcher	Review Workshops and List of Suggested Revisions to the Research Report
Submitting Final Report in Hard Copies	By 20th September	Student Researcher & College Lecturer	Binded Final Research Report

APPENDIX VI

MAP OF KENYA SHOWING UASIN GISHU DISTRICT

Key

Uasin Gishu District