THE EFFECT OF DEVOLUTION ON THE PERFORMANCE OF EARLY CHILDHOOD DEVELOPMENT EDUCATION IN WAJIR SOUTH SUB-COUNTY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE AWARD OF THE MASTERS IN ARTS IN DEVELOPMENT STUDIES OF

MOUNT KENYA UNIVERSITY

JULY 2025

DECLARATION

This project is my original output and has not been presented for a degree in any other university or for any other award

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ACKNOWLEDGEMENT

I take this opportunity to thank my able and professional supervisor, Dr. Kepha Nyandoro, for his immense guidance in writing this proposal. I thank my parents and family in general for their support throughout the study of this programme. To my fellow MDS students, your peer review assistance was so important in making it this far. To Mount Kenya fraternity, the conducive environment you made can't be forgotten, be blessed.

Mount Kenya University

TABLE OF CONTENTS

Mount Kenya University

Mount Kenya University

Mount Kenya University

Mount Kenya University

LIST OF TABLES

Mount Kenya University

LIST OF FIGURES

Mount Kenya University

ABREVIATIONS

ECD	Early Childhood Education
ECEC	Early childhood education and care
EYFS	Early Years Foundation Stage
IECD	Integrated Early Childhood Education
MKU	Mount Kenya University

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ABSTRACT

Constitution of Kenya2010 through Schedule Four herald in devolution that transferred early childhood development education (ECDE)to the county levels from the national government.The decentralization of the educational services meant domestication of investment decisions on human capital, infrastructure and school meal programs to the devolved administrative units with the aim of improving accessibility and quality of educational services to the local citizens. However, there are limited empirical studies elucidating how the devolution of pre-primary education has impacted the sector. Therefore, the study was steered by three objectives which were to: examine the effect of teacher employment on the performance of ECDE, to establish the effect of construction of classrooms on the performance of ECDE and determine the effect of school feeding programs on the performance of ECDE. The study is guided by two theories, i.e. the constructivist theory and the behaviorist theory. The mixed methodology approach that involves the collection of both qualitative and quantitative data wasapplied. The target population for the study was525, consisting of the teachers of the early childhood learners, head teachers, parents, county staff in the department of education, and local administrators. A sample size 232 was picked guided by Krejcie and Morgan (1970) sampling table. Data wascollected through questionnaires, interviews guides, and focus group discussions. The instruments werepiloted in a ward in the neighboring Wajir Central Sub- County. The study utilized Cronbach's Alpha Coefficient for assessing the internal consistency of the research instruments to make judgment on their reliability. The findings are narratively reported, and a thematic analysis of the qualitative data hasbeen performed. Quantitative data is analyzed using inferential statistics specifically correlation and regression analyses using Statistical Package for Social Sciences version 28. The findings show that the employment of ECDE teachers by the County Government of Wajir has a significant and positive impact on performance outcomes in ECDE centers. Besides, employing more teachers is likely to contribute to better student-teacher ratios, improved learning environments, and enhanced student engagement, all of which are essential for academic success in ECDE programs. However, to fully maximize the benefits of teacher employment, complementary factors such as teacher training, provision of learning materials, and improved working conditions must be addressed. On the other hand,the effect of construction of classrooms on the performance of early childhood development education in Wajir South sub-county revealed a counter-intuitive relationship between classroom construction and ECDE performance, with construction negatively affecting performance outcomes. While this result is significant and aligns with research that warns against over-reliance on infrastructure improvements alone, it is also at odds with studies that highlight the long-term benefits of classroom construction. Lastly, the effects of school feeding programs on the performance of early childhood development education in Wajir South sub-county reveal a mixed impact of various factors on the performance of early childhood development education (ECDE) in Wajir South Sub-county . Specifically, the analysis indicates that ECDE teacher employment by the County Government of Wajir has a positive and significant effect on ECDE performance. This suggests that improvements in teacher employment contribute to higher performance outcomes across ECDE centers in the region, highlighting the importance of qualified teachers in enhancing educational quality. Conversely, the construction of ECDE classrooms by the County Government of Wajir showed a negative effect on performance. This indicates that an increase in classroom construction was associated with a decline in performance. The study recommends that the County Government of Wajir should prioritize the recruitment of additional ECDE teachers to improve the student-teacher ratio, allowing for more personalized attention and better learning outcomes. This should be done with a focus on sustained teacher engagement to ensure continued improvement in performance

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

EarlyChildhood Development (ECD) education is a critical foundation for young children, shaping their growth, learning, and well-being. Effective early childhood educators are playing acrucial role in ensuring that each child, at birth up to the age 8, has access to equitable and high-quality learning and care environments(García & Weiss (2020). To achieve this vision, there are professional standards and competencies that educators must demonstrate. Educators need an in-depthunderstanding of the development of a child, considering cultural and environmental factors. This understanding is useful to their teaching practices and supports individualized learning experiences(Bachman, et al., 2021).

Collaborating with families and communities is essential. Educators build strong relationships, involve families in decision-making, and connect children to community resources. Educators observe children's behavior, document their progress, and use assessment tools to inform instruction(Alam, 2022).This helps tailor learning experiences to each child's needs. Educators create inclusive and responsive classrooms, adapting teaching methods to meet diverse needs. Cultural competence and language awareness are crucial. Similarly, educators integrate academic content (such as literacy, math, and science) into play-based learning experiences(Wang & Tahir, 2020). This fosters cognitive development.

Educators uphold ethical standards, engage in continuous professional development, and advocate for policies that benefit young children. These standards were developed by the National Association for the Education of Young Children (NAEYC) and serve as a guide for educators across states, settings, and degree levels. They emphasize the significance of high-quality preparation initiatives and ongoing support for early childhood educators (National Association for the Education of Young Children (NAEYC, 2019).

Mount Kenya University

Additionally, performance assessment in ECE involves assessing and documenting children's skills, knowledge, behavior, and accomplishments. This system includes developmental guidelines, portfolios, and summary reports (Allen, Rowan& Singh,2020). Ensuring sustained benefits from preschool requires thoughtful teacher preparation, meaningful family engagement, and support for diverse learners.

In the United States, Early childhood education and care (ECEC) entails a diversity in arrays of programs designed for the kids from birth up to the age of eight. These programs operate under various auspices, including educational, social welfare, and commercial frameworks. Cascio (2021) opine that preschools in the US include kindergartens, pre-kindergartens, compensatory education programs, and nursery schools operated under educational auspices. There are also childcare centers programs, often located in places which are non-residential, and offering education and/or day careprograms tothe children. Notably, Head Start falls within this category. There are regulated family childcare homes that mostly involve child minding in a home-based setting.

The U.S. ECEC system remains fragmented, characterized by wide-ranging quality and uneven access. Diverse societal values and categorical funding contribute to differences across program types. Scholars and advocates recognize the need to integrate care and education components, but challenges persist (Alam, 2022). Over the past two decades, research has advanced our understanding of the impacts of large-scale ECEC participation. Literature has moved beyond small-scale model interventions, focusing on real-world programs. However, questions remain about the long-term effects, mechanisms linking ECEC interventions to later-life well-being, and the role of ECEC quality.About policy, socioeconomic gaps in human capital emerge before formal schooling begins, emphasizing the significance of ECE. Thus, policymakers in the US continue to grapple with affordability, access, and quality in ECEC programs.

In Britain, (ECEC) involves a wide range of programs designed for children from the time they are born up to the time of starting primary school. In 2018, there were approximately 8 million families in England with dependent children. Among these, almost 3.3 million families were havingchildren of four years or below. The proportion of children living in cohabiting couple families has increased, while there was a decline in the proportion of children living in family of married couples. Single-parent families were relatively stable.

There was a decline in total fertility rate (TFR) within six consecutive years from 2012 to 2018. England's TFR of 1.70 children per woman is like the OECD average. The age of the first time mothers was 30.5 yearson average in England (Carter, 2018). The Early Years Foundation Stage (EYFS) established the standards applicable in learning, development, and care of children from the time they are born up to 5 years. Every school and Ofsted-registered early years providers in additionto childminders, preschools, nurseries, and school reception classes inEngland are supposed to adhere to EYFS standards, (Government of the UK, 2021).The Government of UK offers support to families in England to cover the ECEC costs. ECEC settings include private and public providers, offering around 1.7 million places for children aged 0–4 years. Positive outcomes are strongly linked to the quality of ECEC and the environment of learning for a child at home. However, quality remains lower in deprived areas. Stakeholders emphasize the need to prioritize quality over quantity and coordinate early years policies effectively (UK Parliament, 2021).

Early Childhood Development (ECD) in South Africa is anall-inclusive approach to programs and policies for children from the time of birth to seven years old. It aimsat protecting children's rights and enabling them in developing their full cognitive, emotional, social, and physical potential (South African Government, 2020). However, the South African education system faces significant challenges including being dysfunctional. Despite progressive policies, the South African education system remains dysfunctional, with significant inequalities

persisting. The system scores poorly in various metrics and gives some of the worst literacy and numeracy competencies globally to the learners. The existence of a bimodal distribution is due to the adequate performance of learners from the richest socioeconomic quintile, while those from the poorest quintiles struggle.

ECD facilities vary in quality and operation. Relatives or organizations that are non-profit making often offer services, leading to inequitable access. The rise in concern relating to the system of health of the education includes increasing number of students repeating Grade 8, and the situation is at peak in Grade 10. Access to basic education has improved, though the quality remains a concern (Venter, 2022).

In Kenya, Early Childhood Development (ECD) is a crucial foundation for the growth of young children, learning, and welfare. Kenya has developed an Integrated Early Childhood Education (IECD) policy framework that addresses challenges and provides coordination mechanisms. Spearheaded by the National Council for Children Services, this framework defines the roles of various government ministries and departments (Republic of Kenya, 2017). Apparently, Kenya is the only country in Africawhose early childhood education program is well established.Education is perceived as a path to success, which facilitates social mobility and personal development.

1.2 Statement of the Problem

Despite the constitutional mandate, the performance of early childhood development education (ECDE) programs varies across counties in Kenya. Some face resource constraints, inadequate infrastructure, teacher shortages, and low retention rates. These factors hinder the effective delivery of ECE services. Many early childhood centers lack essential resources such as books, educational materials, and teaching aids. This scarcity hinders effective teaching and learning experiences for young children. Moreover, economic disparities affect access to quality early childhood education. Children from vulnerable backgrounds may not get equal level of support

and resources as compared tomajority of their affluent peers. This includes the northeastern part of Kenya where Wajir South County.

Stemming from the constitution of Kenya 2010, early childhood development education (ECDE) is one of the devolvedfunctions. This implies that everycounty in Kenya's 47 counties isindependently budgeting for the implementation of ECDE. Education system in Kenya begins with two years of pre-primary education to children of between four and five years. This decentralized approach allows county governments to tailor their ECDE programs to local needs. While constructing facilities and hiring teachers remain essential considerations, some counties go beyond the basics. They are investing in materials for learning, expanding of teacher professional development, and hiring coaches to enhance the quality of teaching in preprimary education (Piper, Merseth and Ngaruiya, 2018). However, these are highly determined by the performance of individual counties, thus the proposal to examine the effect of devolution on performance of ECDE in Wajir South sub-county .

1.3. Purpose of the research

The purpose of the study was to examine the effect of devolution on performance of early childhood development education in Wajir South sub-county.

1.4. Research Objectives

1. To investigate the effect of teacher employment on the performance of early childhood development education in Wajir South sub-county.
2. To examine the effect of construction of classrooms on the performance of early childhood development education in Wajir South sub-county.
3. To determine the effects of school feeding program on the performance of early childhood development education in Wajir South sub-county

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1.5 Study's Research Questions

The study wasguided by the following research questions.

1. What is the effect of teacher employment on the performance of early childhood development education in Wajir South sub-county?
2. How does construction of classrooms influence the performance of early childhood development education in Wajir South sub-county?
3. How does school feeding-program affect the performance of early childhood development education in Wajir South sub-county?

1.6 Justification of Research

Understanding the performance of ECDE is crucial for several reasons. Studying the effect of devolution on performance of ECDE is a critical period for brain development. High-quality education during this time is a way of laying the long-termfoundation forsuccess.Children who receive early education of high quality will probably develop essential skills, such as language, cognitive abilities, which are usefulin life.

Access to early childhood education can reduce inequalities. It provides an equal starting point for children from diverse backgrounds.When all children have access to quality education, it contributes to more equitable societies.Early education helps prevent learning gaps. Children who attend pre-primary programs are less likely to repeat grades or drop out later in their education journey.Addressing learning gaps early on ensures that children are better prepared for future academic challenges.

Early childhood education focuses on various domains of development, including cognitive, social, emotional, and physical.Educators play a crucial role in fostering children's growth across these domains, promoting executive functioning skills, problem-solving abilities, as

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well asmethodsof learning.The quality of ECE matters. Well-trained educators, stimulating environments, and suitable curricula enhance children's experiences.

Providing high-quality education ensures that children have opportunities of reaching their full potential.In other words, studying the performance of early childhood development and education helps us create effective programs, reduce inequalities, and set children on a path toward success.

1.7. Research Significance

The research findings could contribute to literature on pre-primary education in Kenya. The case studies of the effect of devolutionhave generated data and information relating to the process of making policies in Kenya consideringearly childhood development education. Secondly, the findings of the research could form part of studies which considers the process, dynamics and the politics of devolution in Kenya within early childhood development education. Additionally, the study may contribute to the comprehensive study of early childhood development education by situating devolution within the current discourse on the constitution of Kenya.

In Kenya, Early Childhood Development (ECD) is a crucial foundation for the growth of young children, learning, and welfare. Kenya has developed an Integrated Early Childhood Education (IECD) policy framework that addresses challenges and provides coordination mechanisms. Spearheaded by the National Council for Children Services, this framework defines the roles of various government ministries and departments (Republic of Kenya, 2017). Apparently, Kenya is the only country in Africa whose early childhood education program is well established. Education is perceived as a path to success, which facilitates social mobility and personal development.

1.8. Research Scope

The research project wascarried out within Wajir South sub-county in WajirCounty. The study was undertaken from September to October 2024. The study targeted stakeholders in ECD such as early childhood learners' parents, teachers, county staff in the department of education, local administrators and the head teachers at the schools. In terms of the concepts, the study narrowed its scope to teacher employment, construction of classrooms, and school feeding program and performance of early childhood development education.

1.9. Study Limitations

The research anticipated that some of the targeted study respondents may not be cooperative in answering and returning the questionnaire.To ensure the respondents are cooperative in the process, an approval from the local administrative was sought forparticipation in the research. Furthermore, it could have been possible that some participants in researchcould withhold essential and true information about their personal life or opinion. To that effect, an explanation was provided on the importance of participating in the study. Empasis of the study wasthatitssolely for academic use and the findingswould not be diverted for other purpose. Aletter of introduction from Mount Kenya University and the NACOSTI authorization for research attested to the data's exclusive usage for academic purposes would be presented to resolve this challenge.

1.10. Study Delimitations

There existed an extensive variety of factors that determinedthe data collection outcome, nevertheless the research concentrated on purpose to examine the effect of devolution on performance of ECDE in Wajir South sub-county . The study placed more emphasis on three major aspects of devolution of ECD education, that is teacher employment, construction of classrooms, and school feeding program. The study targeted525people who were: the teachers

of the early childhood learners, their parents, county staff in the department of education, religious leaders and local administrators and the head teachers at the schools.

1.11Study's Assumptions

There was an assumption that the data gathered from the study respondents would be precise, recent and available. In addition to this, the investigator assumed that each one of the study respondents nominated for research would be accessible to execute the research questionnaire form on time to ensure the research is carried out in line with study calendar hence getting rid of the likelihood of interruptions in findings submission.

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1.12OperativeDefinition of Terminologies

Construction classrooms	This is used to imply the building of classrooms by the county government meant for early childhood development education
Performance	This is used to mean the progress of ECDE in terms of Enrolments, Retention, Progression and Completion
Feeding program	This is the planned and scheduled event that entails the provision of food to the learners in early childhood development education
Subsidized fees	This is used to imply both the low rated or full waived fees for the learners in early childhood development education
Teacher employment	This is used to imply the activity of putting the early childhood development education teachers on a payroll in the county government.
Early childhood development	This is used in the study to imply the level of human growth between the ages 3-6 years

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CHAPTER TWO: LITERATURE REVIEW

2.1 Chapter Introduction

Chapter two provides the reviewed literature to study with an outline of the research themes. The chapter is organized in empirical literature, theoretical framework, conceptual framework and then research gaps identified. The chapter ends with a summary of literature related to the reviewed works.

2.2 Empirical Literature Review on Effect of Devolution on Performance of Early Childhood Development Education

The following subsections present the reviewed empirical literature scoped around the research objectives.

2.2.1 Effect of teacher employment on the performance of early childhood development education

Teacher employment profoundly shapes the landscape of ECDE in the USA according to García & Weiss (2020). The presence of qualified and experienced teachers is fundamental, as they are holding the key to unlocking the door to quality learning for young learners. Armed with expertise in child development, instructional techniques, and foundational literacy and numeracy skills, these educators sculpt enriching learning experiences that lay the groundwork for a child's educational journey (Shaffer, 2016).

The impact of teacher quality reverberates through student outcomes, even in these formative years. Research consistently underscores the pivotal role teachers play in fostering cognitive, social, and emotional growth, which translates into improved academic achievement, elevated graduation rates, and enduring success for children (Cappella, Aber, Kim, Gitomer & Bell, 2016).

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Teacher retention emerges as a cornerstone of stability within educational settings. High turnover rates among early childhood educators can disrupt the continuity of learning experiences for children (Totenhagen, Hawkins, Casper, Bosch, Hawkey & Borden, 2016). However, fostering an environment of good salaries, robust development of professional opportunities, and helpful working conditions can achieve higher retention rates, nurturing a more stable educational environment.Equitable access to high-quality ECE hinges on the well-qualified teachers who are available. Yet, disadvantaged communities often grapple with recruitment and retention challenges, deepening existing disparities in educational outcomes. Tailored initiatives to recruit and support teachers in underserved areas emerge as critical interventions to bridge this equity gap.

Teachers serve as linchpins in fostering robust partnerships with parents and caregivers. Effective communication and engagement strategies empower families in participating actively in the education journey of their children, bolstering overall well-being and academic success (Bachman, Anderman, Zyromski & Boone, 2021). Investments in ongoing professional development are pivotal for early childhood educators to remain at the vanguard of best practices and emerging research. This commitment to continuous learning fuels the engine of innovation, allowing for the adaptation of strategies for teaching to meet the evolving diverse requirements of the learners and societal demands (Aithal & Aithal, 2023).

In essence, teacher employment practices serve as the bedrock upon which the edifice of ECDE in USA stands. From quality and equity to stability and innovation, the nurturing of a skilled and supported teaching workforce is indispensable for fostering positive outcomes for young learners and their families (Bendini & Devercelli, 2022).Teacher employment exerts a profound influence on the performance of ECDE in South Africa, a nation where the quality of education playing acrucial role in the future of its young citizens (Leibowitz, Bozalek, Van

Schalkwyk & Winberg, 2015). The impact is intricate, influencing various facets of the educational landscape.

The quality of ECE is intricately tied to the employment of well-qualified and experienced teachers. Educators who possess anin-depthknowledgeon child development, effective instructional strategies, and proficiency in primary literacy and numeracy skills are indispensable contributors to creating enriching learning experiences for kids in South Africa (Cross &Ndofirepi, 2015).In the settings of South Africa's ECD, the caliber of teachers emerges as a critical predictor of student outcomes. Research consistently underscores the pivotal role teachers play in fostering cognitive, social, and emotional development, thereby laying the groundwork for improved academic achievement, higher graduation rates, and enhanced long-term success for children (Allensworth, Farrington, Gordon, Johnson, Klein, McDaniel & Nagaoka, 2018).

Teacher employment practices are also intricately linked to retention and stability within the early childhood education sector. High turnover rates among educators can disrupt the continuity of learning experiences for children, especially in a country like South Africa (Mhlanga, Denhere & Moloi, 2022). Implementing effective teacher employment strategies, including good salaries, targeted development of professional opportunities, and helpful working conditions, can contribute to higher retention rates and create a more stable learning environment.Equitable education is particularly pertinent in South Africa, given its historical context. Ensuring equity in accessing high-quality ECE is closely tied to the recruitment and retention of qualified teachers (Nakidien, Singh & Sayed, 2021). Disadvantaged communities often face challenges in this regard, exacerbating existing disparities in educational outcomes. Strategic initiatives aimed at recruiting and supporting teachers in underserved areas become crucial for addressing these equity issues.

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Teachers in South Africa are not only educators but also bridge-builders between the educational system and families. Positive relationships with parents and caregivers are essential for supporting children's learning and development (Lastikova, 2023). Skilled teachers who can communicate effectively with families and involve them in the education of their children can enhance parental engagement, contributing to the overall well-being.

Continuous professional development is a major factor in enhancing the quality of ECE in South Africa. Teachers need ongoing opportunities to stay abreast of best practices, new research, and evolving educational standards (Hilliard, 2015). Investing in teacher employment includes providing resources for professional growth, ultimately benefiting the quality of early childhood education programs.Therefore, teacher employment practices in South Africa significantly shape the performance of early childhood development education. From ensuring quality and equity to fostering stability and innovation, a strategic focus on the recruitment, retention, and support of skilled educators is imperative for nurturing positive outcomes for young learners in the South African context.

Teacher employment performs an important role in determining the quality and effectiveness of ECDE in Kenya, a country where the early years of education lay the foundation for a child's future success (Chepkonga, 2017). The effects of teacher employment practices on the performance of early childhood education in Kenya is multifaceted and significant.The quality of ECE in Kenya is heavily influenced by the employment of well-trained and qualified teachers. Educators who possess a strong understanding of child development, effective teaching methodologies, and proficiency in early literacy and numeracy skills are essential for providing enriching learning experiences for young children in Kenya (Okongo, Ngao, Rop & Wesonga, 2015). Teacher quality is a critical determinant of student outcomes in ECE. Research consistently highlights the pivotal function that teachers play in promoting cognitive, social, and emotional development in young children. Effective teachers can foster a love for

learning, laying the groundwork for improved academic achievement, higher graduation rates, and long-term success for children in Kenya.

Teacher employment practices also impact retention and stability within the early childhood education sector. High turnover rates among educators can disrupt the continuity of learning experiences for children and create instability within educational settings (OCHIENG, 2022). Giving competitive renumeration, development of professional opportunities, and better working conditions can help improve retention rates of teachers and create a more stable environment for learning for kids in Kenya.Equity in access to high-quality early childhood education is a significant concern in Kenya, particularly in underserved communities. The availability of well-qualified teachers is essential for ensuring equitable access to education for all children (Kirimi &Waiyego, 2016). Efforts to recruit and retain effective teachers in remote and marginalized areas are crucial for addressing disparities in educational outcomes and promoting inclusive education in Kenya.

Teachers also play a vital role in fostering positive relationships with parents and caregivers in Kenya (Tobin &Hieker, 2021). Effective communication and engagement strategies can help involve families inthe education of their children, leading to increased involvement of parents and support for learning and development of children.Continuous professional development is useful for enhancement of the quality ECE in Kenya. Teachers need access to ongoing training and support to stay updated on best practices, new research, and evolving educational standards (Akala, 2021). Investing in teacher employment includes providing resources for professional growth, ultimately benefiting the quality of ECE programs across the country.

2.2.2 Effect of construction of classrooms on the performance of early childhood development education

The construction of classrooms significantly influences the performance of early childhood education in the USA, as it directly impacts the learning environment and resources available to young children (Pianta, Downer & Hamre, 2016). Firstly, the physical environment is crucial inshaping experiences and behavior of a child in educational settings. Well-designed and adequately equipped classrooms provide a conducive space for learning, allowing children to be involved in activities which promotes cognitive, social, and emotional development (Wang & Tahir, 2020). Spacious, well-lit, and properly ventilated classrooms can enhance concentration, creativity, and overall well-being, contributing to improved performance in ECE.

Moreover, the construction of classrooms enables the implementation of developmentally appropriate practices and the provision of essential educational resources. Classrooms equipped with age-appropriate furniture, learning materials, and educational toys facilitate hands-on, interactive learning experiences which caters the varied needs and interests of young learners (Demirtaş İlhan, 2023). Access to educational resources supports teachers in creating engaging lessons and activities that promote skill development across various domains, leading to better outcomes in early childhood education.

Additionally, the construction of classrooms can address issues of overcrowding and inadequate facilities, which can negatively impact on the quality of education (Perry, Adi-Japha& Spektor-Levy, 2023). By expanding and modernizing educational infrastructure, schools can accommodate growing student populations and provide facilities that meet health, safety, and accessibility standards. This, in turn, fosters a more conducive learning environment and enhances the overall quality of ECE programs.

Furthermore, the construction of classrooms can contribute to community engagement and involvement in early childhood education. New or renovated school facilities often serve as focal points within communities, bringing together families, educators, and stakeholders to support children's learning and development (Green, 2018). Community input in the design and construction process can ensure that classrooms meet the unique needs and preferences of local residents, promoting a sense of ownership and pride in the educational system. The construction of classrooms plays a vital role in shaping the performance of early childhood development education in the USA (Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn& Williams, 2018). By providing well-designed learning environments, essential resources, and facilities that support community engagement, construction initiatives contribute to the overall quality and effectiveness of early childhood education programs, ultimately benefiting the learning outcomes and well-being of young children.

The building of classrooms holds immense importance for ECD education in South Africa, affecting various aspects of learning environments and educational outcomes (Ogunyemi &Ragpot, 2015). Firstly, the physical structure of classrooms plays a central role in determining the quality of education offered to young children. Thoughtfully designed and properly equipped classrooms create conducive spaces for learning, encouraging engagement, creativity, and exploration (Meier & West, 2020). In a country where educational resources are often limited, constructing classrooms ensures that children have access to safe, comfortable, and stimulating environments that support their overall development.

Moreover, the construction of classrooms enables the adoption of teaching practices that are suitable for children's development stage and ensures the availability of essential educational materials (Engelbrecht, Savolainen, Nel, Koskela &Okkolin, 2017). Equipped with furniture, learning tools, and play equipment appropriate for their age, these classrooms facilitate hands-on learning experiences tailored to the needs and interests of young learners. Access to such

resources not only improves the teaching and learning process but also fosters skill development across different areas, which include cognitive, social, emotional, and physical domains.

Furthermore, classroom construction initiatives address challenges related to overcrowding and inadequate facilities that many schools in South Africa face. By expanding and modernizing educational infrastructure, schools can accommodate growing numbers of students and provide facilities that adhere to health, safety, and accessibility standards (Du Plessis &Mestry, 2019). This creates a better learning environment and enables educators to deliver high-quality early childhood education programs effectively.

Additionally, the building of classrooms can promote community engagement and participation in early childhood education. New or renovated school facilities serve as community hubs, bringing together families, educators, and stakeholders to support children's learning and development (Naude & Meier, 2019). Involving local communities in the design and construction process ensures that classrooms reflect the specific needs and preferences of the area, fostering a sense of ownership and investment in the educational system.

The erection of classrooms carries profound ramifications for early childhood development education in Kenya, wielding a substantial sway over various facets of learning environments and educational outcomes (Ng'asike& Swadener, 2019). Primarily, the physical infrastructure of classrooms assumes a pivotal role in sculpting the caliber of education afforded to young children. Meticulously crafted and adequately outfitted classrooms engender fertile grounds for learning, nurturing engagement, ingenuity, and inquiry (Chepkonga, 2017). In a nation like Kenya, where educational resources may be scant, the construction of classrooms guarantees that children gain entry to secure, commodious, and inspirational environs conducive to fostering their comprehensive development.

Furthermore, the establishment of classrooms facilitates the execution of pedagogical practices tailored to developmental stages and the provision of indispensable educational paraphernalia (Kharemwa, 2017). Endowed with furnishings commensurate with age, instructional materials, and recreational apparatus, these classrooms facilitate experiential learning encounters meticulously attuned to the proclivities and requirements of youthful learners (Ndegwa & Khamah, 2018). The access to such resources not only augments the educational process but also fosters proficiency acquisition across diverse domains, spanning cognitive, social, emotional, and physical domains.

Moreover, endeavors in classroom construction address the pressing quandaries of overpopulation and substandard amenities bedeviling myriad Kenyan schools (Sarnquist, Sinclair, Mboya, Langat, Paiva, Halpern-Felsher & Baiocchi, 2017). Through the expansion and modernization of educational infrastructure, institutions can accommodate burgeoning student cohorts and furnish facilities adhering to rigorous health, safety, and accessibility criteria. This engenders a more conducive scholastic milieu, empowering educators to dispense high-caliber early childhood education programs efficaciously.

Additionally, the building of classrooms can serve as a catalyst for community engagement and participation in early childhood education. Novel or refurbished scholastic edifices serve as focal points for communal congregation, uniting families, pedagogues, and stakeholders in championing children's learning and development (Elder, Damiani & Okongo, 2016). By soliciting input from local communities in the design and construction phases, classrooms can mirror the idiosyncratic exigencies and predilections of their environment, instilling a sense of ownership and investment in the educational enterprise.

There was a decline in total fertility rate (TFR) within six consecutive years from 2012 to 2018. England’s TFR of 1.70 children per woman is like the OECD average. The age of the first time mothers was 30.5 years in average in England (Carter, 2018). The Early Years Foundation

Stage (EYFS) established the standards applicable in learning, development, and care of children from the time they are born up to 5 years. Every school and Ofsted-registered early years providers in addition to childminders, preschools, nurseries, and school reception classes in England are supposed to adhere to EYFS standards, (Government of the UK, 2021). The Government of UK offers support to families in England to cover the ECEC costs. ECEC settings include private and public providers, offering around 1.7 million places for children aged 0–4 years. Positive outcomes are strongly linked to the quality of ECEC and the environment of learning for a child at home. However, quality remains lower in deprived areas. Stakeholders emphasize the need to prioritize quality over quantity and coordinate early years policies effectively (UK Parliament, 2021).

Collaborating with families and communities is essential. Educators build strong relationships, involve families in decision-making, and connect children to community resources. Educators observe children's behavior, document their progress, and use assessment tools to inform instruction (Alam, 2022). This helps tailor learning experiences to each child's needs. Educators create inclusive and responsive classrooms, adapting teaching methods to meet diverse needs. Cultural competence and language awareness are crucial. Similarly, educators integrate academic content (such as literacy, math, and science) into play-based learning experiences (Wang & Tahir, 2020). This fosters cognitive development.

Moreover, school feeding programs contribute to promoting social equity and inclusion in education which ensure every child access essential nutrition regardless of their socioeconomic status (Devereux, Hochfeld, Karriem, Mensah, Morahanye, Msimango &Sanousi, 2018). By targeting vulnerable populations, such as those living in poverty or facing food insecurity, these initiatives help mitigate the effects of socio-economic inequalities on educational outcomes. Additionally, they foster a sense of solidarity in the community by promoting the idea of sharing responsibilities for the well-being and development of children across society.

However, challenges such as insufficient funding, logistical complexities, and inadequate infrastructure pose significant hurdles to the successful implementation and impact of school feeding programs in South Africa.

To address these challenges and maximize the effectiveness of feeding initiatives, comprehensive strategies are needed. This includes securing sustainable funding sources, improving logistical coordination, and investing in infrastructure to ensure the seamless delivery of meals to schools (Daitai, 2017). Additionally, enhancing monitoring and evaluation mechanisms can help track the progress and impact of feeding programs, identify areas for improvement, and inform evidence-based decision-making. By addressing these challenges and leveraging the potential of school feeding programs, South Africa can further advance its efforts to promote educational equity, improve learning outcomes, and enhance the overall well-being of its early childhood learners.

In Kenya, school feeding programs are pivotal in bolstering the educational achievement and holistic welfare of children in ECE, particularly in marginalized and food-insecure regions (Kwena, 2019). Studies indicate that access to nutritious meals provided by these programs can lead to enhancements in children's nutritional status, cognitive development, and academic performance. By mitigating hunger and addressing malnutrition, these feeding initiatives foster an environment conducive to learning, enabling children to thrive academically (Mohamed, 2015). Furthermore, they contribute to increased school attendance and retention rates, especially among vulnerable populations, thereby promoting educational equity and inclusivity.

However, despite their significant benefits, school feeding programs in Kenya face various challenges that may impede their effectiveness. Limited funding, insufficient infrastructure, and logistical constraints pose significant obstacles to the successful implementation of these initiatives across the country (Bekidusa, 2020). Additionally, issues such as inadequate monitoring and evaluation mechanisms and disparities in program access and coverage may

further hinder the achievement of desired outcomes. Addressing these challenges requires sustained investment, robust policy frameworks, and coordinated efforts among government agencies (Awuor, 2016), civil society organizations, and other stakeholders to ensure the optimal functioning and school feeding programs impacts on the examination results for the children in Kenya.

2.2.3 Effect of pre-primary feeding program on educationalperformance

In Canada, school feeding programs are instrumental in fostering the overall well-being and academic success of children in early childhood education. Research underscores the positive impact of these programs on children's cognitive development, concentration, and learning outcomes. By providing access to nutritious meals during the school day, feeding programs effectively address nutritional deficiencies and food insecurity, both of which can hinder academic performance (Ke & Ford-Jones, 2015). Furthermore, these initiatives promote social inclusion and equity by ensuring that all children, regardless of their socioeconomic background, have equal access to essential nutrition, thereby fostering a supportive learning environment conducive to academic achievement and holistic development.

Early Childhood Development education is a critical foundation for young children, shaping their growth, learning, and well-being. Effective early childhood educators are playing a crucial role in ensuring that each child, at birth up to the age 8, has access to equitable and high-quality learning and care environments (García & Weiss (2020). To achieve this vision, there are professional standards and competencies that educators must demonstrate. Educators need an in-depth understanding of the development of a child, considering cultural and environmental factors. This understanding is useful to their teaching practices and supports individualized learning experiences (Bachman, et al., 2021).

Moreover, the implementation of school feeding programs in Canada reflects a commitment to prioritizing the health and well-being of children, recognizing that adequate nutrition is fundamental to their educational success (Godin, Stapleton, Kirkpatrick, Hanning & Leatherdale, 2015). By proactively addressing hunger and malnutrition, these programs contribute to improving children's overall health, attendance, and engagement in learning activities. Additionally, they serve as a means of reducing educational inequalities by providing additional support to children from disadvantaged backgrounds, thus helping to level the playing field and promote equal opportunities for all students in early childhood education.

Overall, school feeding programs play a vital role in enhancing the educational experience and outcomes of children in early childhood education in Canada. By addressing nutritional needs, promoting social inclusion, and fostering a supportive learning environment, these initiatives contribute to creating a foundation for academic success and holistic development among young learners (Michalski, Cunningham & Henry, 2017). As such, continued investment and support for school feeding programs are essential to ensure that all children thrive academically and reach their full potential.

In South Africa, school feeding programs serve as a critical intervention to combat poverty, malnutrition, and educational disparities among children in early childhood education. Extensive research underscores the positive effects of these programs on the health of the children, attendance, and academic performance (Mostert, 2021). Access to nutritious meals provided by school feeding initiatives has been linked to improved physical and cognitive development, as well as enhanced concentration and engagement in the classroom. By addressing hunger and malnutrition, these programs play a vital role in creating an enabling learning environment, particularly for children from disadvantaged backgrounds.

In the United States, Early childhood education and care (ECEC) entails a diversity in arrays of programs designed for the kids from birth up to the age of eight. These programs operate

under various auspices, including educational, social welfare, and commercial frameworks. Cascio (2021) opine that preschools in the US include kindergartens, pre-kindergartens, compensatory education programs, and nursery schools operated under educational auspices. There are also childcare centers programs, often located in places which are non-residential, and offering education and/or day care programs to the children. Notably, Head Start falls within this category. There are regulated family childcare homes that mostly involve child minding in a home-based setting.

The U.S. ECEC system remains fragmented, characterized by wide-ranging quality and uneven access. Diverse societal values and categorical funding contribute to differences across program types. Scholars and advocates recognize the need to integrate care and education components, but challenges persist (Alam, 2022). Over the past two decades, research has advanced our understanding of the impacts of large-scale ECEC participation. Literature has moved beyond small-scale model interventions, focusing on real-world programs. However, questions remain about the long-term effects, mechanisms linking ECEC interventions to later-life well-being, and the role of ECEC quality. About policy, socioeconomic gaps in human capital emerge before formal schooling begins, emphasizing the significance of ECE. Thus, policymakers in the US continue to grapple with affordability, access, and quality in ECEC programs.

Moreover, school feeding programs contribute to promoting social equity and inclusion in education which ensureevery child access essential nutrition regardless of their socioeconomic status (Devereux, Hochfeld, Karriem, Mensah, Morahanye, Msimango &Sanousi, 2018). By targeting vulnerable populations, such as those living in poverty or facing food insecurity, these initiatives help mitigate the effects of socio-economic inequalities on educational outcomes. Additionally, they foster a sense of solidarity in the community by promoting the idea of sharing responsibilities for the well-being and development of children across society.

However, challenges such as insufficient funding, logistical complexities, and inadequate infrastructure pose significant hurdles to the successful implementation and impact of school feeding programs in South Africa.

To address these challenges and maximize the effectiveness of feeding initiatives, comprehensive strategies are needed. This includes securing sustainable funding sources, improving logistical coordination, and investing in infrastructure to ensure the seamless delivery of meals to schools (Daitai, 2017). Additionally, enhancing monitoring and evaluation mechanisms can help track the progress and impact of feeding programs, identify areas for improvement, and inform evidence-based decision-making. By addressing these challenges and leveraging the potential of school feeding programs, South Africa can further advance its efforts to promote educational equity, improve learning outcomes, and enhance the overall well-being of its early childhood learners.

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further hinder the achievement of desired outcomes. Addressing these challenges requires sustained investment, robust policy frameworks, and coordinated efforts among government agencies (Awuor, 2016), civil society organizations, and other stakeholders to ensure the optimal functioning and school feeding programs impacts on theexamination results for the children in Kenya.

In conclusion, while school feeding programs is significant in advancing educational attainment and success in Kenya's early childhood education sector, concerted action is needed to address the challenges they face (Kamau, 2015). By overcoming funding constraints, improving infrastructure, enhancing monitoring and evaluation mechanisms, and promoting equitable access, Kenya can maximize the potential of school feeding programs to positively impact children's educational outcomes. Through sustained commitment and collaborative approaches, the country can ensure that these feeding initiatives continue to serve as catalysts for educational advancement and holistic development among its youngest learners.

2.3 Theoretical Framework

This study wasguided by constructivist and behaviorist theories as discussed below.

2.3.1 Theory of Constructivist

Constructivism is associated with Jean Piaget andemphasizesthe way childrenare actively constructing knowledge through interactions with their environment.It emphasizes hands-on exploration, problem-solving, and learning through play. It is used among educators to create environments that encourage exploration, discovery, and active engagement (Waite-Stupiansky, 2022).Constructivism posits that individuals construct their understanding of the world based on their past experiences. It emphasizes how peopleare actively building knowledge through integration of new information usingthe existence of their own mental

frameworks. In other words, education is a dynamic process where learners actively create and test their own theories about reality.

Piaget's research focused on child development and how children's ways of thinking evolve over time. Rather than assessing how well children learned specific facts, he explored how they perceived and interpreted various concepts, such as numbers, shapes, time, and justice. His experiments were less concerned with the accuracy of answers and more with understanding children's thought processes when faced with questions. He posited four stages in the development process which include Sensorimotor Stage: Birth to around 2 years old. Children explore the world using sensory experiences and motor actions; Preoperational Stage: Ages 2 to 7. Children develop symbolic thinking, language, and imagination; Concrete Operational Stage: Ages 7 to 11. Children grasp concrete concepts and logical reasoning; and Formal Operational Stage: Adolescence and beyond. Abstract thinking and hypothetical reasoning emerge (Sjøberg, 2010).Educators can modify teaching methods based on Piaget's theory. Teachers can tailor instruction to accommodate learners' diverse backgrounds and experiences. Recognizing individual differences and adapting teaching approaches accordingly can also be aneffective way to build on constructivism. In summary, Piaget's constructivist theory underscores the importance of active engagement, personal meaning-making, and contextual relevance in the learning process especially in early childhood development education.

2.3.2 Theory of Behaviorist

B.F. Skinner is a key figure in behaviorism. Skinner stresses the role of outer stimuli and strengthensthe shaping of the behavior. Behaviorist principles guide classroom management and positive reinforcement strategies (Rutherford,2000). In applications, teachers use rewards, praise, and consistent routines to encourage desired behaviors.According to behavioral science, learning is defined as a stable change in behavior resulting from environmental influences.

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Teachers should concentrate on observable performance rather than attempting to measure internal cognitive processes directly.By emphasizing observable outcomes, educators can plan lessons with clarity and assess learners' achievements effectively (Pressbooks, 2023).In another dimension, behaviorists use rewards and praise as positive reinforcers to encourage desirable behaviors.When learners exhibit desired actions, teachers provide positive feedback, such as verbal praise or tangible rewards (e.g., stickers or points).The goal is to strengthen the association between behavior and the positive consequence, thereby increasing the likelihood of its recurrence (Lakha, 2024).Behaviorism emphasizes the importance of predictable and consistent routines in the classroom.

Establishing clear expectations and consistent procedures helps learners understand what is expected of them.Routines provide a structured environment that supports learning and reinforces desired behaviors.In summary, behaviorism encourages teachers to focus on observable performance, utilize positive reinforcement, and maintain consistent routines to foster a conducive learning environment. By doing so, the early childhood development educators can effectively shape students' behaviors and promote successful learning outcomes.

2.4. Conceptual Framework of the study on the Effectof Devolution on Performance of Early Childhood Development Education inWajir South Sub-county

The variables in the proposed study wasconceptualized to relate as presented in Figure 1.The independent variables include teacher employment, construction of classrooms and school feeding programs. These are the aspects of the devolution in ECDE education. The independent variables were measured usingthe Likert scale with the constructions including the respective indicators under each of the variables in the figure. The dependent variable isearly childhood education which was evaluated using indicators including enrolments, retention, progression and completion rates. In the same relationship, the IV and DV moderated by intervening variables including the NGO support, the National Government support as well as culture.

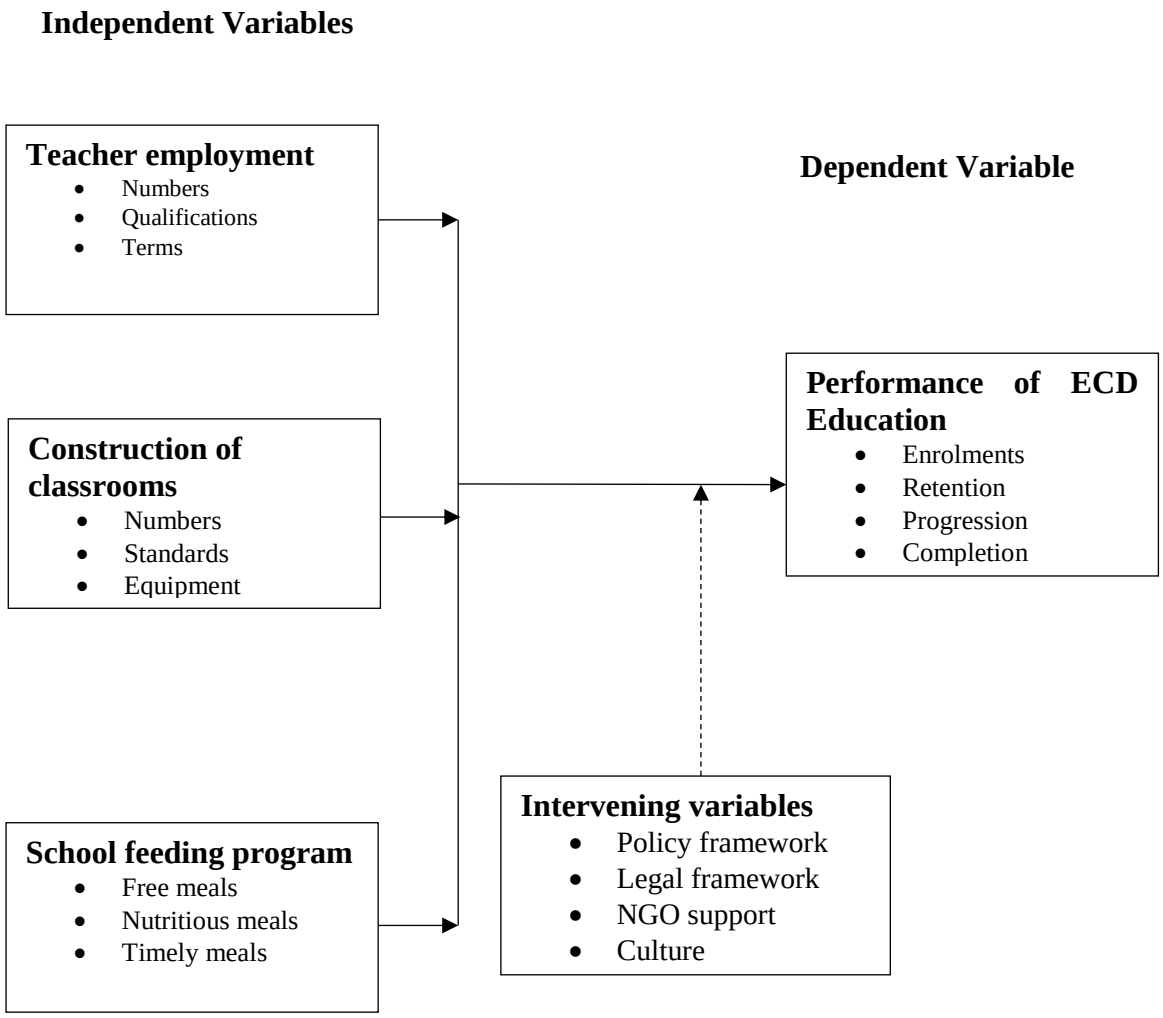

Figure 1.1:Conceptual Frameworkthe study on Effectof Devolution on Performance of Early Childhood Development Education inWajir South Sub-county

2.5. Knowledge Gap

The reviewed literature emphasizes the impact of teacher quality on student outcomes, but it doesn't delve deeply into the long-term effects. Further research could explore how the quality of early childhood educators influences students' educational trajectories beyond their formative years. Although the passage mentions the importance of teacher retention, it doesn't specify effective strategies for achieving higher retention rates. Research could investigate innovative approaches to retaining qualified teachers, especially in early childhood settings. The literature also acknowledges that disadvantaged communities face recruitment and

retention challenges. However, it doesn't provide specific solutions or explore the underlying reasons for these disparities. Further research could examine target recruitment initiatives and their effectiveness in bridging equity gaps.

Early Childhood Development (ECD) education is a critical foundation for young children, shaping their growth, learning, and well-being. Effective early childhood educators are playing a crucial role in ensuring that each child, at birth up to the age 8, has access to equitable and high-quality learning and care environments (García & Weiss (2020). To achieve this vision, there are professional standards and competencies that educators must demonstrate. Educators need an in-depth understanding of the development of a child, considering cultural and environmental factors. This understanding is useful to their teaching practices and supports individualized learning experiences (Bachman, et al., 2021).

Collaborating with families and communities is essential. Educators build strong relationships, involve families in decision-making, and connect children to community resources. Educators observe children's behavior, document their progress, and use assessment tools to inform instruction (Alam, 2022). This helps tailor learning experiences to each child's needs. Educators create inclusive and responsive classrooms, adapting teaching methods to meet diverse needs. Cultural competence and language awareness are crucial. Similarly, educators integrate academic content (such as literacy, math, and science) into play-based learning experiences (Wang & Tahir, 2020). This fosters cognitive development.

Educators uphold ethical standards, engage in continuous professional development, and advocate for policies that benefit young children. These standards were developed by the National Association for the Education of Young Children (NAEYC) and serve as a guide for educators across states, settings, and degree levels. They emphasize the significance of high-quality preparation initiatives and ongoing support for early childhood educators (National Association for the Education of Young Children (NAEYC, 2019).

Additionally, performance assessment in ECE involves assessing and documenting children's skills, knowledge, behavior, and accomplishments. This system includes developmental guidelines, portfolios, and summary reports (Allen, Rowan & Singh, 2020). Ensuring sustained benefits from preschool requires thoughtful teacher preparation, meaningful family engagement, and support for diverse learners.

In the United States, Early childhood education and care (ECEC) entails a diversity in arrays of programs designed for the kids from birth up to the age of eight. These programs operate under various auspices, including educational, social welfare, and commercial frameworks. Cascio (2021) opine that preschools in the US include kindergartens, pre-kindergartens, compensatory education programs, and nursery schools operated under educational auspices. There are also childcare centers programs, often located in places which are non-residential, and offering education and/or day care programs to the children. Notably, Head Start falls within this category. There are regulated family childcare homes that mostly involve child minding in a home-based setting.

While the literature briefly mentions teachers' role in fostering partnerships with parents and caregivers, it doesn't elaborate on effective communication strategies. Research could explore best practices for enhancing parent-teacher collaboration to improve overall student well-being. The reviewed literature highlights the significance of the continuous professional development to the educators. However, it doesn't discuss the specific impact of such development on teaching practices and student outcomes. Research could assess the effectiveness of different professional development models. Although the literature contrasts teacher employment practices in the USA and South Africa, it doesn't directly compare their effectiveness. Further research could conduct comparative studies to identify similarities, differences, and transferable practices between these two contexts.

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2.6 Summary of the Reviewed Empirical Literature

Teacher employment is crucial in ECDE in the USA and South Africa, as qualified teachers provide quality education, foster cognitive, social, and emotional growth, and ensure academic achievement. High turnover rates can disrupt learning experiences, but good salaries, development of professional opportunities, and favourable working conditions can improve retention rates. Equity in accessing high-quality education depends on the availability of well-qualified teachers, but disadvantaged communities often face recruitment and retention challenges. Teachers also play a vital role in fostering partnerships with parents and caregivers, promoting overall well-being and academic success. Investing in teacher employment resources can lead to animprovement in the quality of ECE programs.

Classroom construction significantly impacts ECDE in the USA, South Africa, Kenya, and Kenya. It enhances children's experiences, enhances concentration, creativity, and well-being, and addresses overcrowding and inadequate facilities. Modernizing educational infrastructure and involving local communities in the design process ensures classrooms reflect local needs and preferences, fostering a sense of ownership and investment in the educational system. Overall, classroom construction contributes to the quality and effectiveness of early childhood education programs, benefiting the learning outcomes and well-being of young children.

Subsidized fees in the United States and Kenya are essential for ensuring equitable access to quality early childhood education. These programs help bridge the educational gap for low-income families, promoting educational equity and improving children's cognitive and socio-emotional development. Research shows that children participating in these programs show improvements in school readiness indicators. Subsidized fee programs also contribute to the quality and sustainability of early childhood education systems by incentivizing investment in infrastructure, staff training, and curriculum development. However, addressing challenges like inadequate infrastructure and teacher shortages is crucial.

School feeding programs are vital for early childhood education, addressing nutritional deficiencies, food insecurity, and social inclusion. They help reduce educational inequalities and improve physical and cognitive development. However, challenges like insufficient funding, logistical complexities, and inadequate infrastructure hinder their successful implementation. In Kenya, limited funding, insufficient infrastructure, and logistical constraints hinder their implementation. Subsidized fees or tuition assistance programs are essential for equitable access to quality early childhood education. Research shows that children participating in these programs exhibit improvements in school readiness indicators, including language and literacy skills.

Mount Kenya University

CHAPTER THREE: METHODOLOGY

3.1. Chapter Introduction

Chapter three presents the methods, steps and tools of research that werebe usefulin achieving the objectives of the study asoutlined in chapter one.

3.2. Research design

A concurrent triangulation research design that allowed for collection of both qualitative and quantitative data was used in the study. The design gathered information from a myriad of sources simultaneously for increased validity and credibility of the study findings. It uses data sources, theories, methods or the rescuer examining the questions from different perspectives (Creswell, 20l6).

3.3. Research Locale

Wajir South Sub-county, Kenya was the location of the study. The Integrated Early Childhood Development Policy Framework addresses challenges related to ECDE.Each county is responsible for budgeting and implementing ECDE programs. In Wajir County, the implementation of ECDE is facing several challenges. Many ECDE centers in Wajir lack essential teaching materials and resources. Insufficient access to books, educational toys, and learning aids hinders effective teaching and learning.

3.4. Research's Targeted Population

The study's target population involvedteachers of the early childhood learners, their parents, county staff in the department of education, religious leaders and local administrators and the head teachers at the schools. Kothari (2016) states that a population is the total elements with common specified characteristics of a whole group, and which is of interest to the investigator. According to the Wajir county government (2021), there are 15 public early childhood centersin Wajir South Sub-county . With an average of 3 teachers per ECD centers, the teachers

wouldbe 45. For an average population of 30 children, parents were be approximately 450. Thus, target population is projected as presented in Table 1.

Table 3. 1.Study's Targeted population

Category	#
School Head teachers	15
ECD Teachers	45
Parents	450
Local administrators	5
County/sub-county Education officers	5
Religious leaders	5
Total	525

Source: Researcher compilation (2024)

3.5. Study's Sampling Process

The study usedLocal administrators, County/sub-county Education officers and Religious leaders in Wajir South Sub-county as key study informants, they were purposively sampled since the researcher perceives them to be responsible for handling local education issues as well as having a lot of information concerning the ECE in Wajir South Sub-county. On the other hand, the study used a representative sample determined by Krejcie and Morgan (1970) sampling table. According to Krejcie and Morgan (Appendix iv) sampling table, when the population is 510 (525-15) who are the Head teachers, Teachers and Parents, the sample size ought to be 217 who were randomly sample hence the study sample size was232including the key informants(15)(Table 2).

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Table 3. 2:Study's Sample size

Category	Target population	Sample size	% of Pop
Schools' headteachers	15	6	40
ECD teachers	45	19	42.22
Parents	450	192	42.67
Local administrators	5	5	100
County/sub-county Education officers	5	5	100
Religious leaders	5	5	100
Total	525	232	44.19

3.6. Data collection Instruments

This study utilized questionnaires (Appendix 3) in collecting primary data from the parents, head teachers, and ECD teachers whilekey informants were conducted using interviews guides (Appendix 4). The key informants included local administrators and Ministry of Education officials. The study also used focus group discussion to collect data from therespondents. The FGD guide is attached the Appendix 5.

3.6.1 Questionnaire

The study's questionnaire consisted of four parts. Section one covered the background information concerning the research participant. Section 2- 5 covered the sub-sections on every independent variable as guided by the conceptual framework and research objectives. The last section (6) section covered the dependent variable of the study,and this is theperformance of early childhood development education. All the sections and subsections of the questionnaire

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were guided by the study objectives as well as the conceptual framework which facilitated the achievement of constructingthe study's validity.

3.6.2 Focus Group Discussion (FGD)

FGD guide (Appendix 6) wasapplied in gathering qualitative data from parents on the effect of devolution on the performance of ECD in Wajir South sub-county. The goal of using FGDs was to gather opinions and information from the respondents on the subject matter and gain in-depth understanding of their perspectives and understanding. Each FGD comprised of 6-12 participants recruited and brought together at the school compound. The researcher moderatedthe FGD meeting that were guided by the FGD guide attached in the appendices.

3.6.3 Interview Schedule

This research instrument was used for collecting data from the key informants who include Local administrators, County/sub-county Education officers and in Wajir South Sub-county . According to Collis & Roger (2013) interview schedule is a form of a qualitative research tool consisting of interviews, in which key informants were asked about their perceptions, opinions, beliefs, and attitudes towards services, concepts, and outcomes. Therefore, this study made use of the interview schedule in asking the Local administrators, and County/sub-county Education officers in Wajir South Sub-county about their perceptions, opinions, beliefs, and attitudes towards concepts and outcomes of effect of devolution on performance of ECDE in Wajir South Sub- County.

3.7 Piloting

The instruments were piloted in wards in the neighboring Wajir central Sub-county to ensure no validity variations due to environmental differences. The validation test of the instruments was carried out through experts' judgment while reliability was examined through statistical analysis using Cronbach's alpha Coefficient. For secondary data, collection was facilitated

through perusal of documentation in schools and county educational officials. A checklist for the required documents was generated to guide the analysis of the documents. The research instruments used in the pilotwas used for testing the validity and reliability of the instrument before they were subjected to the actual data collection process.

3.7.1 Validity

In enhancing the face validity of the study tool, they were validated by consulting supervisors and other research professionals and colleagues. Their concerns and recommendations on questions that might not have beenremembered, well as weaknesses in constructing the questions, were used to change the research instruments. To enhance content validity, the construction of the study tools wasguided by the conceptual framework where every item in the conceptual framework was used in coming up with the study questions and the statements.

3.7.2 Reliability

Reliability is the extent, a research tool canyield stable and dependable results each time the tool is used (Guilford, 2013). The study used Cronbach's Alpha Coefficient to assess the internal dependability of the research instrumentsto determine their level of reliability. The internal consistency wasdetermined using Cronbach's Alpha Coefficient through reliability computation of the test items on SPSS version 24. Cronbach's alpha is the most common technique to establish the internal consistency in the items contained in a questionnaire. To state that the research tool is reliable, it must have Cronbach's Alpha Coefficient of 0.7 or more. The closer the Cronbach's Alpha Coefficient of an item is to zero, the less reliable it is and vice versa. Coopers and Schidler (2016) are of the proposition that a research instrument with alpha coefficient larger than 0.7 is reliable.

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3.8 Data Collection Procedures

Prior to the analysis of data, ethical clearance and an introductory letter from the MKU Ethical Review Committee and postgraduate studieswere obtained by the researcher.A research permit was issued by the National Commission for Science, Technology and Innovation (NACOSTI) that enabled the research to access different organizations and seek information relevant to the study's subject matter in Wajir County.

3.9 Data Analysis

Both the qualitative and quantitative data collected were examined through identification of common themes, models and arranging items in workable sets. The pertinent data wassevered down into expressions reflecting specific thoughts. Qualitative data was analyzed thematically based on the study objectives and findings presented in narrative form. Guided by the research design, the collected data was analyzed through both quantitative and qualitative methods. The information from the documentary analysis wassubjected to content analysis techniques. Qualitative data was usedin thematic analysis of the information from the interviews. Qualitative data analysis was treated through processes including data sorting and categorization of themes, interpretation and generalization of themes. This was done to bring about meaningful relationships among themes.

Quantitative data analysis entailed the inferential statistics that were subjected to correlation and regression analyses using Statistical Package for Social Sciences (SPSS) version 24. The outputs are presented in tables and figures with descriptions to denote the meaning and implication of the statistics. Quantitative data wereanalyzed using descriptive and inferential statistics which included percentages, means and standard deviation for descriptive statistics while correlation and regression analysis for inferential statistics and results presented through tables and figures.The relationships between the independent and dependent variables was inferred using correlation analysis, and the prediction level of the models at the 5% level of

significance were determined with the aid of regression.The study had the expectation that the interactions between the study variables would follow the multilinear regression model (MRM) as shown below:

$Y=\beta 0+ \beta 1X1+ \beta 2X2+ \beta 3X3$

Whereby:

Y= performance of early childhood development education

β0 = Constant

β1- 4 = regression Coefficient

X1= teacher employment

X2= construction of classrooms

X3= School feeding program

ε = error term

3.10 Ethical Consideration during the study

The study considered all the ethical concerns relating to data collection, data analysis and presentation. The researchwork was in line with set guidelines and regulations office of postgraduate and research at Mount Kenya University. The ethical clearance was issued by the MKU University Ethics Committee whereby an introduction letter from MKU acquiring a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher usedthe consent of participation declaration form to ensure that the participants of the study are well informed, protected and voluntarily participate. Kothari (2014) is of the proposition that adherence to some set of ethical concerns among the participants enhances the integrity of a research study.

Mount Kenya University

CHAPTER FOUR: RESULTS AND FINDINGS

4.1 Introduction

This segment entails results obtained from the study, assessing the effect of teacher employment on the performance of early childhood development education, the effect of construction of classrooms on the performance of early childhood development education and the effects of school feeding program on the performance of early childhood development education in Wajir South sub-county. It links the stated objectives with their respective findings, comprising demographic information, the effect of teacher employment on the performance of early childhood development education, the effect of construction of classrooms on the performance of early childhood development education and the effects of school feeding program on the performance of early childhood development education in Wajir South sub-county . Moreover, it also contains correlation and regression analysis to further explain the research objectives accordingly.

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Table 4. 1: Demographic information

Variable	Categories	N	%
Gender	Male	100	48.8
	Female	105	51.2
Age	Below 25 years	12	5.9
	25-30 years	41	20.0
	31-36 years	55	26.8
	37-42 years	60	29.3
	Above 42 years	37	18.0
Education	Diploma	65	31.7
	Bachelor's degree	23	11.2
	Certificate	105	51.2
	Other	12	5.9
Ward	Benane	43	21.0
	Burder	31	15.1
	Dadaja Bulla	31	15.1
	Habaswein	33	16.1
	Lagboghol South	30	14.6
	Ibrahim Ure	37	18.0

In terms of gender, the analysis reported that there were more female at 51.2% (n=105) than the males at 48.8% (n=100). This informed that the study sample was more dominated by males than females.

On the age of the individual teachers and head teachers, the results informed that most of them were between 37-42 years at 29.3% (n=60). This was closely followed by those aged 31-36 years at 26.8% (n=55), 25-30 years at 20.0% (n=41) as the least being those aged above 42 years at 18.0% (n=37).

Mount Kenya University

On educational attainment, the results showed that majority of the teachers and head teachers had certificates at 51.2% (n=105). This was followed by diploma holders at 31.7% (n=65), bachelor's degree at 11.2% (n=23) and others at 5.9% (n=12).

On the wards, it was noted that most of these respondents were from Benane at 21.0% (=43) followed by Ibrahim Ure at 18.0% (n=37), Habaswein at 16.1% (n=33) and the least coming from Burder and Dadaja Bulla each at 15.1% (n=31).

4.3 ECDE Teacher employment by the County Government of Wajir

Table 4. 2: Descriptive statistics for ECD teacher employment by the County Government of Wajir

Descriptive Statistics			
	N	Mean	Std. Deviation
The county government of Wajir has employed teachers	205	4.3659	.59227
The county has feted the qualifications of the ECDE teachers	205	4.4488	.58037
The county had improved the salary levels of ECDE teachers	205	4.3805	.56152
The county has ensured adequate teachers in ECDE centres in Wajir South sub-county	205	4.4000	.65380
The county has rolled out the insurance terms for ECDE teachers in Wajir South sub-county	205	4.5317	.61455
Valid N (listwise)	205		

The county government of Wajir has employed teachers had an average of 4.37 (M=4.37, SD=0.59). This informed that the respondents agreed to the claim as reported with the average being higher than 3.0 that the county government of Wajir had employed teachers.

The county has feted the qualifications of the ECDE teachers had an average of 4.45 (M=4.45, SD=0.58). The outcome showed that the respondents agreed to the claim that the county has feted the qualifications of the ECDE teachers. The county had improved the salary levels of

ECDE teachers had an average of 4.38 (M=4.38, SD=0.56). This indicated that the respondents agreed that the county had improved the salary levels of ECDE teachers.

The county has ensured that adequate teachers in ECDE centres in Wajir South sub-county had an average of 4.40 (M=4.40, SD=0.65), implying that the respondents actually agreeto the claim that the county had ensured adequate teachers in ECDE centres in Wajir South.

The county has rolled out the insurance terms for ECDE teachers in Wajir South sub-county had an average of 4.53 (M=4.53, SD=0.61). This indicated that the respondents agreed to this claim that the county had rolled out the insurance terms for ECDE teachers in Wajir South sub-county .

4.4 Construction of ECDE classrooms the County Government of Wajir

Table 4. 3: Descriptive statistics construction of ECDE classrooms by the County Government of Wajir

Descriptive Statistics			
	N	Mean	Std. Deviation
The County government has built classrooms in ECDEcenters in Wajir South Sub-county	205	4.4098	.58402
The county government has improved the standards of ECDE classrooms in Wajir South Sub-county	205	4.3756	.54268
The county government has supplied adequate classroom equipment in ECDE centers in Wajir South sub-county	205	4.4927	.57411
The county government has increased the number of classrooms in ECDE centers in Wajir South sub-county	205	4.3707	.55934
The county government has created a conducive learning environment for ECDE learners in Wajir South sub-county	205	3.4829	.92670
Valid N (listwise)	205		

The County government has built classrooms in ECDEcentres in Wajir South Sub- County had an average of 4.41 (M=4.41, SD=0.58). Since the average was above 3.0, it was clear that it

was true that the County government had built classrooms in ECDE centres in Wajir South Sub-county .

The county government has improved the standards of ECDE classrooms in in Wajir South Sub-county had an average of 4.38 (M=4.38, SD=0.54). This confirmed that the county government had improved the standards of ECDE classrooms in Wajir South Sub-county .

The county government has supplied adequate classroom equipment in ECDE centres in Wajir South sub-county had an average of 4.49 (M=4.49, SD=0.57). As the average was higher than 3.0, it was notable that the county government had supplied adequate classroom equipment in ECDE centres in Wajir South sub-county .

The county government has increased the number of classrooms in ECDE centres in Wajir South sub-county had an average of 4.37 (M=4.37, SD=0.56). Since the average was higher than 3.0, it was noted that the county government had increased number of classrooms in ECDE centres in Wajir South sub-county .

The county government has created a conducive learning environment for ECDE learners in Wajir South sub-county had an average of 3.48 (M=3.48, SD=0.93). This indicated that the respondents agreed that the county government had created a conducive learning environment for ECDE learners in Wajir South sub-county .

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4.5 Provision of School feeding program by the County Government of Wajir

Table 4. 4: Descriptive statistics for provision of a school feeding program by the County Government of Wajir

Descriptive Statistics			
	N	Mean	Std. Deviation
The County government has introduced school feeding program for ECDE has improved enrollment	205	3.4829	.92670
The introduction of school feeding program for ECDE has improved health status among learners in Wajir South sub-county	205	3.0146	.65288
The County government has introduced school feeding program for ECDE has improved enrollment	205	3.4585	.97744
The county government school feeding program for ECDE learners had increased school retention	205	3.0585	1.15321
The county government school feeding program for ECDE learners had increased progression	205	3.2341	.99203
Valid N (listwise)	205		

The County government has introduced school feeding program for ECDE has improved enrollment had an average of 3.48 (M=3.48, SD=0.93). This indicated that the respondents agreed to the claims that the County government had introduced school feeding program for ECDE, hence improving enrollment rates. The introduction of school feeding program for ECDE has improved health status among learners in Wajir South sub-county had an average of 3.01 (M=3.01, SD=0.65). This showed that the respondents had agreed that the introduction of school feeding program for ECDE had improved health status among learners in Wajir South sub-county .

The County government has introduced school feeding program for ECDE and has improved enrollment had an average of 3.46 (M=3.46, SD=0.79). This confirmed that the respondents actually agreed that the County government had introduced school feeding program for ECDE

leading to improved enrollment rates.The county government school feeding program for ECDE learners had increased school retention had an average of 3.06 (M=3.46, SD=0.98). This informed that the respondents had agreed to the assertion that the county government school feeding program for ECDE learners had increased school retention.The county government school feeding program for ECDE learners had increased progression had an average of 3.23 (M=3.23, SD=0.99). This indicated that the respondents agreed to the claim that the county government school feeding program for ECDE learners had increased progression.

4.6 Performance of ECDE in Wajir South Sub-county

Table 4. 5: Descriptive statistics for performance of ECDE in Wajir County sub-county

Descriptive Statistics			
	N	Mean	Std. Deviation
The devolving of ECD education has improved progression of learners in Wajir South sub-county	205	2.4049	1.12763
The devolution of ECD education has improved enrolment in Wajir South sub-county	205	4.5220	.58222
The devolution of ECD education has improved retention of learners in Wajir South sub-county	205	4.4927	.57411
The devolution of ECD education has increased completion rates among learners in Wajir South sub-county	205	4.4244	.52430
Valid N (listwise)	205		

The devolving of ECDE education has improved progression of learners in Wajir South sub-county had an average of 2.40 (M=2.40, SD=1.13). This indicated that the respondents disagreed that devolving ECDE education had improved progression of learners in Wajir South sub-county .

The devolving of ECDE education has improved enrolment in Wajir South sub-county had an average of 4.52 (M=4.52, SD=0.58). This showed that it was true that devolving ECDE

education has improved enrolment in Wajir South, as the average was higher than 3.0.The devolution of ECDE education has improved retention of learners in Wajir South sub-county had an average of 4.49 (M=4.49, SD=0.57). The results informed that it was true that devolving ECDE education had improved the retention of learners in Wajir South sub-county .The devolving of ECDE education has increased completion rates among learners in Wajir South sub-county had an average of 4.42 (M=4.42, SD=0.52). This informed that the respondents were affirmative that devolving ECDE education had increased completion rates among learners in Wajir South sub-county .

4.7 General descriptive statistics

Table 4. 6: General descriptive statistics

Descriptive Statistics			
	N	Mean	Std. Deviation
ECDE Teacher employment by the County Government of Wajir	205	4.4254	.38519
Construction of ECDE classrooms the County Government of Wajir	205	3.8263	.33356
Provision of School feeding program by the County Government of Wajir	205	3.0498	.67393
Performance of ECDE in Wajir South Sub-county	205	3.9610	.38548
Valid N (listwise)	205		

ECDE Teacher employment by the County Government of Wajir had an average of 4.43 (M=4.43, SD=0.39). This informed that the respondents agreed that ECDE Teacher employment was done by the County Government of Wajir. Construction of ECDE classrooms the County Government of Wajir had an average of 3.83 (M=3.83, SD=0.33), informing that the respondents agreed to the sentiments that construction of ECDE classrooms was done by the County Government of Wajir.

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Provision of School feeding program by the County Government of Wajir presented an average of 3.05 (M=3.05, SD=0.67). This indicated that there was provision of School feeding program by the County Government of Wajir, however, not to a greater extent.

Performance of ECDE in Wajir South Sub-county had an average of 3.96 (M=3.96, SD=0.39). This informed that the performance of the ECDE was a responsibility of the efforts of the county government of Wajir.

4.8 Correlation analysis

Table 4. 7: Correlation analysis

Correlations					
		ECDE Teacher employment by the County Government of Wajir	Construction of ECDE classrooms the County Government of Wajir	Provision of School feeding program by the County Government of Wajir	Performance of ECDE in Wajir South Sub-county
ECDE Teacher employment by the County Government of Wajir	Pearson Correlation	1	.479**	-.195**	.126
	Sig. (2-tailed)		.000	.005	.073
	N	205	205	205	205
Construction of ECDE classrooms the County Government of Wajir	Pearson Correlation	.479**	1	.126	-.042
	Sig. (2-tailed)	.000		.072	.554
	N	205	205	205	205
Provision of School feeding program by the County Government of Wajir	Pearson Correlation	-.195**	.126	1	.253**
	Sig. (2-tailed)	.005	.072		.000
	N	205	205	205	205
Performance of ECDE in Wajir South Sub-county	Pearson Correlation	.126	-.042	.253**	1
	Sig. (2-tailed)	.073	.554	.000	
	N	205	205	205	205
**. Correlation is significant at the 0.01 level (2-tailed).					

The analysis indicated that ECDE Teacher employment by the County Government of Wajir had a positive significant relationship with Construction of ECDE classrooms the County

Government of Wajir (r=0.479). However, it had a weak negative significant relationship with Provision of School feeding program by the County Government of Wajir and a weak positive insignificant relationship with Performance of ECDE in Wajir South Sub-county (r=0.126). Construction of ECDE classrooms the County Government of Wajir had a weak negative insignificant relationship with Performance of ECDE in Wajir South Sub-county (r=-0.042). Provision of School feeding program by the County Government of Wajir had a weak positive significant relationship with Performance of ECDE in Wajir South Sub-county (r=0.253).

4.9 Regression Analysis

Table 4. 8: Regression model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.608[a]	0.597	0.6084	.33656
a. Predictors: (Constant), Provision of School feeding program by the County Government of Wajir, Construction of ECDE classrooms the County Government of Wajir, ECDE Teacher employment by the County Government of Wajir				

The value of R = 0.608 indicates a moderate positive correlation between Provision of School feeding program by the County Government of Wajir, Construction of ECDE classrooms the County Government of Wajir, ECDE Teacher employment by the County Government of Wajir and the Performance of ECDE in Wajir South Sub-county . This means that there existed a moderate relationship between the predictors.

The model reported a coefficient of multiple determination (R-Squared) of 0.597. This reported that the model had a 59.7% explanatory power in explaining Performance of ECDE in Wajir South Sub-county .

Table 4. 9: Regression model ANOVA

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.659	4	1.915	16.903	.000[b]
	Residual	22.654	200	.113		
	Total	30.313	204			
a. Dependent Variable: Performance of ECDE in Wajir South Sub-county						
b. Predictors: (Constant), Provision of School feeding program by the County Government of Wajir, Subsidized fees, Construction of ECDE classrooms the County Government of Wajir, ECDE Teacher employment by the County Government of Wajir						

The analysis reported that the model was considered statistically adequate in assessing the effects of Provision of School feeding program by the County Government of Wajir, Subsidized fees, Construction of ECDE classrooms, the County Government of Wajir and ECDE Teacher employment by the County Government of Wajir on Performance of ECDE in Wajir South Sub-county ($F(4,200)=16.903$, $p<.05$). This affirmed that the model was viable in predicting changes in Performance of ECDE in Wajir South Sub-county for the different periods.

Table 4. 10: Regression Model Parametric Tests

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.285	.369		6.200	.000
	ECDE Teacher employment by the County Government of Wajir	.255	.073	.255	3.479	.001
	Construction of ECDE classrooms the County Government of Wajir	-.250	.083	-.216	-2.998	.003
	Subsidized fees	.256	.045	.348	5.649	.000
	Provision of School feeding program by the County Government of Wajir	.180	.037	.315	4.874	.000
a. Dependent Variable: Performance of ECDE in Wajir South Sub-county						

The developed model was defined by the equation.

$Y=2.285+0.255*X1-0.250*X2+0.256*X3+0.180*X4$

Whereby:

Y= performance of early childhood development education

X1= teacher employment

X2= construction of classrooms

X3= provision of subsidized fees

X4= school feeding program

The model revealed that the intercept was positive (β=2.285). This showed that the absence of Provision of School feeding program by the County Government of Wajir, Subsidized fees, Construction of ECDE classrooms the County Government of Wajir, ECDE Teacher employment by the County Government of Wajir still revealed positive Performance of ECDE in Wajir South Sub-county . Furthermore, the parameter proved significant at 5% level of significance (t=6.200, p<.05), hence desired for predicting Performance of ECDE in Wajir South Sub-county .

The analysis indicated that ECDE Teacher employment by the County Government of Wajir had a positive effect on Performance of ECDE in Wajir South Sub-county (β=0.255). This explained that an improvement in ECDE Teacher employment by the County Government of Wajir translated to higher Performance outcomes across ECDE centers in Wajir South Sub-county . Moreover, the parameter for ECDE Teacher employment by the County Government of Wajir proved significant at 5% level of significance (t=3.479, p<.05), hence desired for predicting Performance of ECDE in Wajir South Sub-county .

Construction of ECDE classrooms the County Government of Wajir had a negative effect on Performance of ECDE in Wajir South Sub-county (β=-0.250). This indicated that a rise in ratings on Construction of ECDE classrooms the County Government of Wajirwas associated with a decline in Performance of ECDE in Wajir South Sub-county . However, the parameter

for Construction of ECDE classrooms the County Government of Wajir was considered statistically significant (t=-2.998, p<.05), hence desired for predicting changes in Performance of ECDE in Wajir South Sub-county .

The analysis indicated that ECDE's subsidized fees by the County Government of Wajir had a positive effect on Performance of ECDE in Wajir South Sub-county (β=0.256). This explained that an improvement in ECDE's subsidized fees by the County Government of Wajir translated to higher Performance outcomes across ECDE centers in Wajir South Sub-county . Moreover, the parameter for ECDE's subsidized fees by the County Government of Wajir proved significant at 5% level of significance (t=5.649, p<.05), hence desired for predicting Performance of ECDE in Wajir South Sub-county .

The result showed that the provision of school feeding program by the County Government of Wajir had a positive effect on Performance of ECDE in Wajir South Sub-county (β=0.256). This explained that an improvement in Provision of School feeding program by the County Government of Wajir translated to higher Performance outcomes across ECDE centers in Wajir South Sub-county . Moreover, the parameter on Provision of School feeding program by the County Government of Wajir proved significant at 5% level of significance (t=4.874, p<.05), hence desired for predicting Performance of ECDE in Wajir South Sub-county .

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CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is mainly comprised of discussion of key findings as realized from the study, conclusions and relevant recommendations. Moreover, it also includes areas of further studies to be explored in future scholarly works.

5.2 Discussion of Key Findings

5.2.1: The effect of teacher employment on the performance of early childhood development education in Wajir South sub-county

Teacher employment plays a critical role in shaping the quality of education, especially in Early Childhood Development Education (ECDE), where foundational skills are laid. In Wajir South Sub-county , Kenya, the County Government's initiative to hire more ECDE teachers has drawn attention, and its impact on the performance of ECDE centers has been subject to analysis. Based on statistical findings, it is clear that teacher employment by the County Government of Wajir has a significant positive effect on ECDE performance. This paper discusses the effect of teacher employment on the performance of ECDE in Wajir South Sub-county , comparing these findings with previous studies and exploring potential implications.

The analysis indicated that the employment of ECDE teachers by the County Government of Wajir had a positive and significant effect on the performance of ECDE centers in the region. Specifically, the regression coefficient for teacher employment was $\beta = 0.255$, suggesting that an improvement in the number or quality of employed ECDE teachers is associated with an increase in performance outcomes. The significance of this parameter ($t = 3.479$, $p < 0.05$) confirms that teacher employment is a key predictor of ECDE performance in Wajir South Sub-county .

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This finding aligns with the broader literature on teacher effectiveness in early childhood education. Research has consistently shown that well-trained, well-supported teachers positively impact students' cognitive and socio-emotional development, leading to better performance outcomes (Cochran-Smith et al., 2020). In Wajir South Sub-county , where ECDE programs serve as the foundational phase of education, employing qualified teachers likely contributes to better learning environments, increased student engagement, and higher overall achievement levels (Gakuru & Oyewole, 2019).

The relationship between teacher employment and educational outcomes is well-documented, both in Kenya and internationally. Several studies have emphasized the importance of teacher quantity and quality in determining student performance. For example, Kihara (2019) found that in Kenyan public primary schools, the employment of trained teachers significantly improved student academic outcomes. Similarly, work by Kimani and Mwangi (2017) demonstrated that in rural areas of Kenya, employing teachers who are well-equipped with pedagogical skills led to notable improvements in student achievement across various subjects.

In contrast, studies in other regions have highlighted the challenges of teacher shortages and the negative impact this has on student outcomes. A study conducted by UNESCO (2021) in sub-Saharan Africa revealed that teacher shortages, particularly in early childhood education, result in overcrowded classrooms, inadequate attention to individual learners, and ultimately poorer student performance. In Wajir South Sub-county , the positive correlation between teacher employment and ECDE performance could be indicative of how teacher shortages, if not addressed, might have adversely affected educational outcomes.

Additionally, teacher-student ratios have been shown to influence educational performance. Research by Kraft and Blazar (2019) indicated that employing additional teachers to reduce class sizes in early childhood education led to more personalized instruction, better classroom

management, and improved learning outcomes. The findings in Wajir South Sub-county are consistent with this, suggesting that employing more teachers may have reduced student-teacher ratios, allowing for more effective teaching practices.

While teacher employment in terms of quantity is essential, the quality of teachers employed also plays a critical role. The positive effect of ECDE teacher employment on performance in Wajir South Sub-county may not only be due to the increased number of teachers but also to the qualifications and skills of the teachers employed. Teacher effectiveness is often a function of both training and professional development (Darling-Hammond, 2017). Well-trained ECDE teachers are more likely to adopt child-centered pedagogies, which are crucial for fostering the holistic development of young children (Shonkoff & Fisher, 2020).

In line with this, a study by Mugo (2020) on early childhood education in Kenya found that teacher training and continuous professional development had a substantial impact on the quality of instruction and student performance. The County Government of Wajir's emphasis on teacher employment may also have included efforts to ensure that teachers are adequately trained, thus enhancing their effectiveness in improving ECDE outcomes.

While the positive impact of teacher employment on ECDE performance is evident, it is essential to recognize that not all studies on this subject report uniformly positive results. For instance, a study by Oburu (2018) in a different Kenyan sub-county found that teacher employment, while necessary, was not sufficient to improve educational outcomes unless accompanied by adequate resources and support systems. The study highlighted that teacher motivation, working conditions, and access to teaching materials were critical factors that influenced the effectiveness of employed teachers.

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This point contrasts with the findings in Wajir South Sub-county , suggesting that while teacher employment is a significant predictor of ECDE performance, other factors may also play a role. The quality of learning materials, the condition of ECDE classrooms, and the overall school environment are likely to influence how effectively teachers can perform their roles (Osei-Tutu et al., 2019). In some cases, simply employing more teachers may not lead to improved performance if the teachers are not provided with the necessary resources to facilitate learning.

The findings from Wajir South Sub-county have important implications for education policy, particularly regarding early childhood education in marginalized regions. The positive relationship between teacher employment and ECDE performance suggests that efforts by the County Government of Wajir to employ more teachers should be sustained and potentially expanded. However, to maximize the impact of teacher employment, it is essential to ensure that the teachers employed are adequately trained and supported.

Moreover, policymakers should consider additional interventions that complement teacher employment. This may include improving teacher salaries and working conditions, providing continuous professional development opportunities, and ensuring that ECDE centers are well-equipped with learning materials (Chege et al., 2018). Such measures could enhance teacher motivation and effectiveness, leading to even greater improvements in ECDE performance.

5.2.2: The effect of construction of classrooms on the performance of early childhood development education in Wajir South sub-county

The construction of classrooms is often seen as a critical factor in improving the quality of education, particularly in early childhood development education (ECDE). However, the findings from Wajir South Sub-county reveal an unexpected outcome, where the construction of ECDE classrooms by the County Government of Wajir had a negative effect on ECDE performance (β=-0.250). This negative relationship, while statistically significant (t=-2.998,

p<.05), suggests that increased classroom construction is associated with a decline in ECDE performance in this region. Understanding why such a relationship exists requires a nuanced analysis, particularly considering research that both supports and contradicts these findings.

Several studies support the idea that infrastructure development, such as classroom construction, can have mixed or even negative effects on educational outcomes if certain contextual factors are not considered. For instance, Barrett et al. (2019) highlights that while school infrastructure is important, it is not a standalone solution. They found that the physical environment can contribute to student performance, but only if the construction is accompanied by adequate resources such as learning materials and qualified teachers. In Wajir South, it is possible that while classrooms were being built, other essential resources were lacking, leading to a decline in overall performance despite improved infrastructure.

Additionally, Lewin (2018) discussed how, in many developing regions, investments in infrastructure often outpace improvements in other areas of education, such as teacher quality, curriculum development, and student engagement. This might explain the negative impact of classroom construction in Wajir South, where new classrooms could have stretched existing resources, such as teaching staff and educational materials, leading to a reduction in educational performance.

Further, Filmer and Pritchett (2017) argue that physical infrastructure alone does not guarantee improved learning outcomes. They suggest that investments in classrooms need to be complemented by effective policies that enhance teaching practices, school governance, and community engagement. In Wajir, the focus on construction might have diverted attention and funds from these critical areas, thereby reducing the overall effectiveness of the ECDE system.

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Duflo (2018) conducted a study in Kenya showing that classroom construction improved enrollment rates, but the lack of trained teachers and teaching materials led to overcrowded classrooms and a decrease in individual student attention. In Wajir South, a similar scenario might have occurred, where the construction of classrooms led to increased enrollment, but without corresponding investments in teacher training and educational materials, performance declined.

Lastly, Michaelowa and Wechtler (2020)examine the effects of school infrastructure in rural areas and argue that while the construction of classrooms is vital, the quality of the classrooms and the integration of modern teaching tools play a significant role in enhancing student performance. In regions like Wajir South, where resources may be scarce, the construction of basic classrooms without modern amenities or learning tools may fail to improve, and could even hinder educational performance.

On the other hand, some studies argue against the notion that classroom construction could have a negative effect on educational performance. Glewwe and Kremer (2016)**,** for instance, found that improving school infrastructure, including the construction of classrooms, generally leads to better educational outcomes in developing countries. Their research in Kenya and other African nations suggests that increased access to learning spaces can reduce dropout rates and improve attendance, which are crucial factors in academic performance. This contrasts with the findings in Wajir South, where improved access appears to have had the opposite effect.

Similarly, Muralidharan and Prakash (2017) conducted a study in India which found that the construction of additional classrooms significantly improved student outcomes by reducing student-teacher ratios. This contrasts with the Wajir South findings, where classroom construction seems to have coincided with decreased performance, possibly due to factors unrelated to classroom availability, such as teacher shortages or insufficient learning materials.

Banerjee and Duflo (2019) also argue that infrastructure investments in education often produce long-term benefits, even if short-term performance metrics do not immediately reflect improvement. They suggest that the negative effect observed in Wajir South could be a temporary issue, as the benefits of new classrooms may take time to materialize. In this view, the negative β coefficient could reflect short-term challenges, such as adjusting to new spaces, rather than a fundamental flaw in the policy of classroom construction.

The mixed findings on the relationship between classroom construction and ECDE performance suggest that the issue is complex and context dependent. In Wajir South, the negative effect of classroom construction may be a result of several interrelated factors. First, as highlighted by Barrett et al. (2019) and Filmer and Pritchett (2017)**,** infrastructure improvements without corresponding investments in other educational resources, such as teacher training and curriculum development, can strain the education system. New classrooms may have attracted more students, leading to overcrowding and insufficient resources, ultimately affecting performance.

Moreover, the region's socio-economic conditions may play a role**.** Lewin (2018) notes that in areas with limited economic development, infrastructure investments can create a false sense of progress, where the visible improvements (such as new buildings) mask deeper issues like poverty, food insecurity, and lack of access to basic education materials. In Wajir South, a predominantly arid and rural area, these broader challenges may have undermined the potential benefits of classroom construction.

However, studies like those of Glewwe and Kremer (2016) and Banerjee and Duflo (2019)suggest that classroom construction generally leads to positive outcomes in the long term. The negative impact observed in Wajir South could be temporary, as the educational system adjusts to new infrastructure and resolves issues related to resource allocation. Over time, as

teacher quality improves and more learning materials are provided, the benefits of classroom construction may become more evident.

5.2.3: The effects of the school feeding program on the performance of early childhood development education in Wajir South sub-county

The findings from this study indicate that the provision of a school feeding program by the County Government of Wajir positively impacts the performance of Early Childhood Development Education (ECDE) in Wajir South Sub-county . Specifically, the analysis showed that the school feeding program has a positive effect (β=0.256) on ECDE performance, demonstrating that an improvement in the provision of this program leads to higher performance outcomes in ECDE centers. The parameter for the school feeding program proved significant at the 5% level (t=4.874, p<.05), highlighting its importance in predicting performance. These findings align with various studies that suggest school feeding programs improve educational outcomes by addressing hunger and malnutrition, but also contrast with some research that points out potential limitations of such programs.

School feeding programs have long been recognized for their positive impact on educational outcomes, particularly in resource-constrained regions. Numerous studies support the notion that providing meals in schools leads to improved attendance, concentration, and academic performance. According to WFP (2020), school feeding programs play a pivotal role in boosting enrolment and retention rates in schools, as children from low-income families are more likely to attend school when meals are provided. This is particularly relevant in Wajir South Sub-county , where poverty and food insecurity are prevalent. The positive effect found in this study (β=0.256) aligns with these findings, as the feeding program encourages students to attend school regularly, leading to better academic outcomes.

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Additionally, Adelman, Gilligan, and Lehrer (2008) found that school feeding programs have a direct impact on cognitive abilities and learning outcomes. Their study in several African countries revealed that children who benefited from school meals showed significant improvements in test scores compared to those who did not receive such support. In this context, the positive impact on ECDE performance in Wajir South Sub-county is likely due to similar mechanisms, where the nutritional support provided through the feeding program improves students' cognitive function, focus, and ability to engage in learning activities.

Further, research by Alderman and Bundy (2012) emphasized that school feeding programs address short-term hunger, which can hinder children's ability to concentrate and absorb information. When children are hungry, their capacity to focus on classroom activities diminishes, leading to poorer educational outcomes. In areas like Wajir, where food insecurity is rampant, the provision of a feeding program mitigates this challenge, enhancing both participation and performance in ECDE. This explains the significant t-value ($t=4.874$, $p<.05$) observed in the study, as the feeding program contributes to creating a conducive learning environment.

A study by Jomaa, McDonnell, and Probart (2011) further supports these conclusions by showing that school feeding programs are associated with improvements in attendance, academic performance, and overall health outcomes. Their research suggests that the long-term educational benefits of these programs are substantial, particularly in rural areas where malnutrition is a critical barrier to learning. In Wajir South Sub-county , the positive performance outcomes across ECDE centers could thus be attributed to better student health and regular school attendance due to the feeding program.

Additionally, Wekesa, Simiyu, and Kamau (2018) highlight the role of school feeding programs in promoting gender equity in education. In regions where girls are less likely to

attend school, the provision of meals serves as an incentive for families to send their daughters to school. This is especially pertinent in Wajir, where cultural and economic barriers often limit girls' access to education. By improving attendance and retention rates for both boys and girls, the school feeding program helps raise overall performance levels in ECDE centers.

Despite the positive findings, some studies have raised concerns about the overall effectiveness of school feeding programs, particularly in achieving long-term educational goals. Kristjansson et al. (2016) conducted a systematic review of school feeding programs and found mixed results regarding their impact on learning outcomes. While these programs improved attendance and short-term health, they did not always translate into significant gains in academic performance. In some cases, the nutritional benefits were offset by other factors such as poor-quality education and inadequate learning materials. This contrasts with the current study's findings, where a clear positive impact (β=0.256) on performance was observed.

Moreover, a study by Aurino et al. (2019) in Ghana highlighted that while school feeding programs improve food security and nutrition, their effect on academic performance may be limited by underlying structural issues within the education system. For example, if schools lack qualified teachers or essential resources, the benefits of a feeding program may not be fully realized. This critique suggests that in Wajir South Sub-county , the success of the school feeding program in improving ECDE performance may also depend on the availability of adequate teaching staff, materials, and infrastructure, areas which were not fully addressed in this analysis.

Additionally, research by McEwan (2013) indicates that the impact of school feeding programs on learning outcomes can vary depending on the program’s implementation and contextual factors. In some instances, logistical challenges, such as inconsistent meal provision or poor-quality food, can undermine the effectiveness of these programs. If the school feeding program

in Wajir is not implemented consistently or fails to meet the nutritional needs of the students, its positive impact on ECDE performance might be overstated in this study. This criticism contrasts with the significant findings reported here, suggesting that more detailed investigations into the program's implementation are needed to validate its effects.

5.3 Conclusions

On theeffect of teacher employment on the performance of early childhood development education in Wajir South sub-county , based on the analysis, it was evident that the employment of ECDE teachers by the County Government of Wajir has a significant and positive impact on performance outcomes in ECDE centers. The findings revealed that an increase in ECDE teacher employment is strongly associated with improved educational performance, as indicated by the regression coefficient.

These results align with existing literature, which underscores the crucial role of teacher quantity and quality in enhancing early childhood education. Employing more teachers likely contributes to better student-teacher ratios, improved learning environments, and enhanced student engagement, all of which are essential for academic success in ECDE programs. However, to fully maximize the benefits of teacher employment, complementary factors such as teacher training, provision of learning materials, and improved working conditions must be addressed. This indicates that teacher employment by the County Government of Wajirhad proven to be a critical driver of ECDE performance in Wajir South Sub-county . Policymakers should prioritize sustained efforts to employ and support teachers, while ensuring that additional interventions are in place to enhance overall educational outcomes in the region.

The findings on the effect of construction of classrooms on the performance of early childhood development education in Wajir South sub-county revealed a counterintuitive relationship

between classroom construction and ECDE performance, with construction negatively affecting performance outcomes. While this result is significant and aligns with research that warns against over-reliance on infrastructure improvements alone, it is also at odds with studies that highlight the long-term benefits of classroom construction. To reconcile these differences, it is essential to consider the broader educational context in Wajir South, where issues such as teacher shortages, inadequate learning materials, and socio-economic challenges may have mitigated the potential positive impact of new classrooms. Going forward, policymakers must ensure that infrastructure investments are complemented by holistic educational reforms that address these underlying challenges.

The on the effects of school feeding program on the performance of early childhood development education in Wajir South sub-county reveal a mixed impact of various factors on the performance of early childhood development education (ECDE) in Wajir South Sub-county . Specifically, the analysis indicates that ECDE teacher employment by the County Government of Wajir has a positive and significant effect on ECDE performance. This suggests that improvements in teacher employment contribute to higher performance outcomes across ECDE centers in the region, highlighting the importance of qualified teachers in enhancing educational quality.

Conversely, the construction of ECDE classrooms by the County Government of Wajir showed a negative effect on performance. This indicates that an increase in classroom construction was associated with a decline in performance. The significance of this finding suggests that, despite the expectation that more classrooms would improve educational outcomes, the reality in Wajir South is different. This could be due to factors such as the strain on resources, teacher shortages, or inadequate learning materials that accompanied the increased infrastructure.

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5.4 Recommendations

- The County Government of Wajir should prioritize the recruitment of additional ECDE teachers to improve the student-teacher ratio, allowing for more personalized attention and better learning outcomes. This should be done with a focus on sustained teacher engagement to ensure continued improvement in performance.
- In addition to employing more teachers, it is essential to invest in continuous professional development and training programs. This ensured that teachers are equipped with modern pedagogical skills and techniques to handle early childhood learners effectively, thus improving their performance.
- To retain and motivate teachers, the County Government should improve working conditions for ECDE teachers. This can include better remuneration, provision of adequate teaching materials, and ensuring a conducive working environment, which can lead to increased teacher motivation and productivity.
- While the findings show that teacher employment positively impacts performance, there are other factors that influence the overall learning environment, such as the availability of learning materials and infrastructure. The government should ensure that newly constructed classrooms are well-equipped with essential resources to complement the increased number of teachers.
- The County Government should establish a robust system for monitoring and evaluating teacher performance in ECDE centers. This ensured that teachers meet the required standards and that any gaps in teaching quality are identified and addressed promptly.
- Rather than focusing solely on teacher employment or classroom construction, the County Government should implement comprehensive educational reforms that address all facets of ECDE. This includes providing learning materials, addressing

socio-economic challenges, and improving student welfare through initiatives like school feeding programs.

5.5 Area of Further Studies

There is a need to examine the impact of Teacher Qualifications and Experience on ECDE Performance**.** While this study examined the effect of teacher employment, it did not delve into how the qualifications and experience of the teachers influence ECDE performance. Future research could explore whether teachers with higher qualifications or more years of experience contribute to better educational outcomes.

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APPENDICES

Appendix 1: Student's Letter of Introduction

SAHARA ABDI MOHAMED

Reg.No.: REG NO: MDS/2019 /58671

MKUDepartment of Social and development Studies

P.O. Box 342, Thika

Date:…….

REF: DATA COLLECTION

My name is SAHARA ABDI MOHAMED, a maters student at Mount Kenya University pursuing Master of Arts in Development Studies. I am undertaking a research project on the :***Effect Of Devolution On The Performance Of Early Childhood Development Education In Wajir South Sub-County*** .

I kindly request your cooperation to enable me to gather data related to this research.

Thank you for cooperation.

Yours sincerely,

SAHARA ABDI MOHAMED

Mount Kenya University

Appendix 2: Krejci and Morgan Sampling Tables

Table for Determining Sample Size of a Known Population

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	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

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Appendix 3: Questionnaire for Head teachers, Teacherand Parents

Instructions: Please answer the following questions by ticking the most appropriate option that applies to you

Section A: Demographics

1. **Gender:** Male [ ] Female [ ]
2. **Age:** Below 25 years [ ] 25- 30 years [ ] 31 – 36 years [ ] 37 – 42 years [ ] Above 42 years [ ]
3. **Ward:** Benane[ ] Burder [ ] Dadaja Bulla [ ] Habaswein[ ] Lagboghol South [ ] Ibrahim Ure [ ]
4. **Highest educational level:** Certificate [ ] Diploma [ ] Bachelors' degree [ ] Other [ ]

Section B: ECDE Teacher employment by the County Government of Wajir

5. Rate the level of agreement with the following statements (1-Strongly disagree, 2-Disagree, 3- Neutral, 4- Agree, 5 – Strongly agree)

#	**Statement**	**1**	**2**	**3**	**4**	**5**
1	The county government of Wajirhas employed teachers					
2	The county has fetedthe qualifications of the ECDE teachers					
3	The county had improved the salary levels of ECDE teachers					
4	The county has ensured adequate teachers in ECDE centres in Wajir South sub-county					
5	The county has rolled out the insurance terms for ECDE teachers in Wajir South sub-county					

Section C: Construction of ECDE classrooms the County Government of Wajir

6. To what level of agreement would you rate the following statements? (1-Strongly disagree, 2-Disagree, 3- Neutral, 4- Agree, 5 – Strongly agree)

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#	Statement	1	2	3	4	5
1	The County government has built classrooms in ECDE centres in Wajir South Sub-county					
2	The county government has improved the standards of ECDE classrooms in Wajir South Sub-county					
3	The county government has supplied adequate classroom equipment in ECDE centres in Wajir South sub-county					
4	The county government has increased the number of classrooms in ECDE centres in Wajir South sub-county					
5	The county government has created a conducive learning environment for ECDE learners in Wajir South sub-county					

Section D: Provision of School feeding program by the County Government of Wajir

7. How true are the following statements regarding the ECDE subside fee by the County Government of Wajir? (1-Not at all true, 2- Not really true, 3- Neutral, 4- True, 5 –Very much true)

#	Statement	1	2	3	4	5
1	The County government has introduced school feeding program for ECDE has improved enrollment					
2	The introduction of the school feeding program for ECDE has health status among learners in Wajir South sub-county					
3	The County government has introduced school feeding program for ECDE has improved enrollment					

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4	The county government school feeding program for ECDE learners had increased school retention					
5	The county government school feeding program for ECDE learners had increased progression					

Section E: Performance of ECDE in Wajir South Sub-county

8. To what level of agreement would you rate the following statements? (1-Strongly disagree, 2-Disagree, 3- Neutral, 4- Agree, 5 – Strongly agree)

#	**Statement**	**1**	**2**	**3**	**4**	**5**
1	The devolving of ECD education has improved progression of learners in Wajir South sub-county					
2	The devolving of ECD education has improved enrolment in Wajir South sub-county					
3	The devolving of ECD education has improved retention of learners in Wajir South sub-county					
4	The devolution of ECD education has increased completion rates among learners in Wajir South sub-county					

9. State any influence ECDE performance you think that has been observed through the devolution of ECDE in Wajir South sub-county ……
……
……

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Appendix 4: Interview Guide for Local administrators and Education officers

1. Could you explain the relationship between teacher employment and the performance of ECD in Wajir South sub-county ?
2. Explain how of construction of classrooms is linked to the performance of ECD education in Wajir South sub-county ?
3. Explain how school feeding program has influenced the performance of ECD education in Wajir South sub-county ?

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Appendix 5: Focus Group Discussion Guide

1. Discuss the relationship betweenteacher employmentand the performance of ECD in Wajir South sub-county ?
2. Discuss howconstruction of classrooms impacts the performance of ECD in Wajir South sub-county ?
3. Discuss the influence of school feeding programson the performance of ECD in Wajir South sub-county ?

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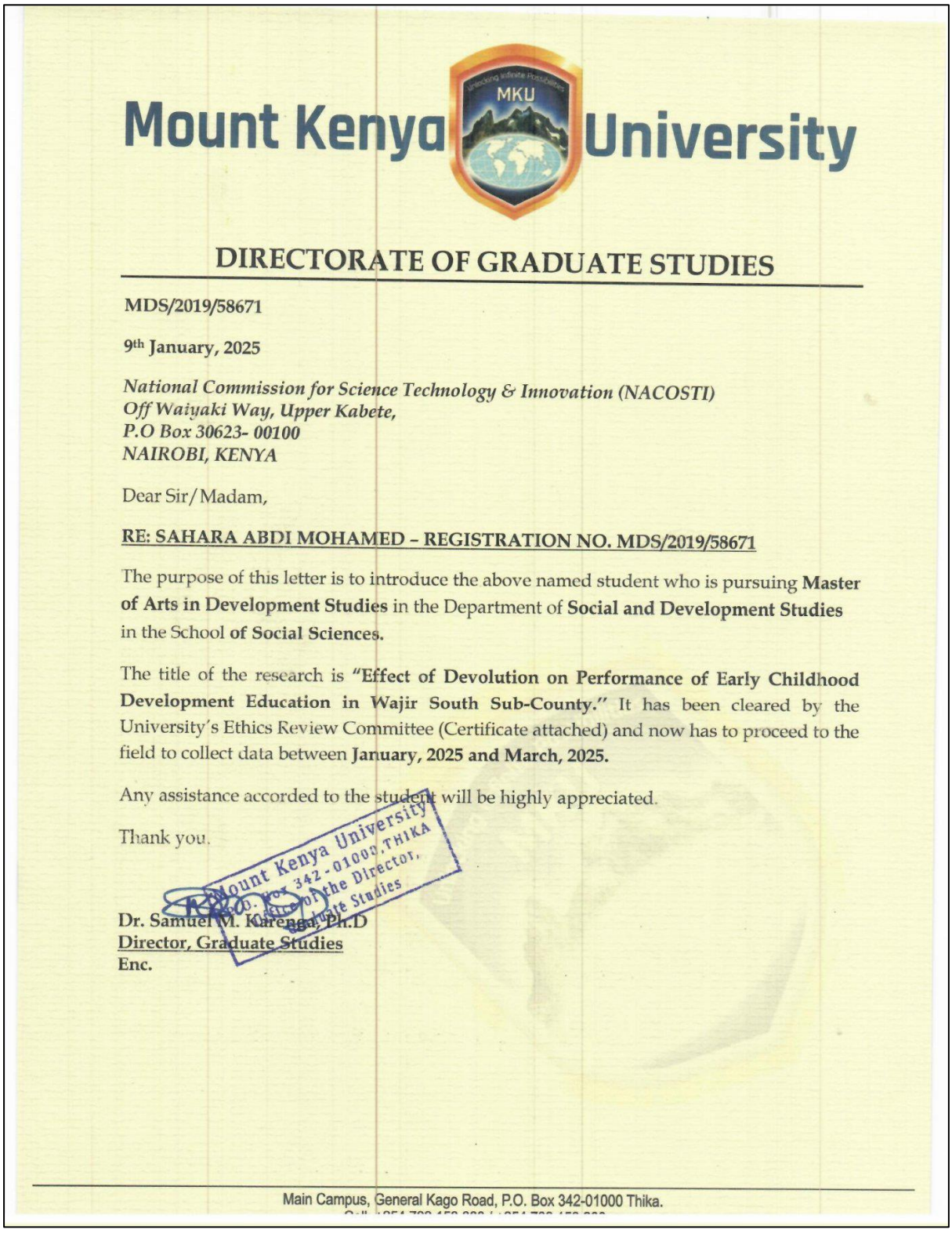
Appendix 6: IntroductoryLatterToNational Commission for Science Technology & Innovation (NACOSTI)



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MKU

DIRECTORATE OF GRADUATE STUDIES

MDS/2019/58671

9th January, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: SAHARA ABDI MOHAMED – REGISTRATION NO. MDS/2019/58671

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Development Studies** in the Department of **Social and Development Studies** in the School **of Social Sciences.**

The title of the research is **"Effect of Devolution on Performance of Early Childhood Development Education in Wajir South Sub-County."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **January, 2025 and March, 2025.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P.O. Box 342-01000, THIKA
The Director,
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.

Appendix 7: ERC Letter

Mount Kenya University

REF: **MKU/ISERC/4656** Date: 08 January 2025

TO: **SAHARA ABDI MOHAMED**

REG: **MDS/2019 /58671**

Dear Sir/Madam,

RE: EFFECT OF DEVOLUTION ON PERFORMANCE OF EARLY CHILDHOODDEVELOPMENT EDUCATION IN WAJIR SOUTH SUBCOUNTY

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3378.** The approval period is **08/01/2025 - 07/01/2026.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **430016**

Date of Issue: **16/April/2025**

RESEARCH LICENSE

This is to Certify that Ms.. SAHARA MOHAMED ABDI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Wajir on the topic: EFFECTS OF DEVOLUTION ON PERFORMANCE OF EARLY CHILDHOOD DEVELOPMENT EDUCATION IN WAJIR SOUTH SUB COUNTY for the period ending : 16/April/2026.

License No: **NACOSTI/P/25/4172649**

430016

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix 8: Budgetfor Research

Activity	**Unit Measure**	**Quantity (Number)**	**Unit Cost (Kshs)**	**Total Amount (Kshs)**
Stationery Services	Units	12	2,000	24,000
Transport for Data Collection	Trips	25	2,000	50,000
Survival for Data Gathering - Piloting	Trips	20	1,000	20,000
Maintenance for data gathering	Trips	50	500	25,000
Print run ofdata Gathering Tools - Piloting	Units	30	1,000	30,000
Print runof data gathering instruments	Units	25	80	2,000
Replication of document and binding	Pages	250	60	15,000
Data cleaning, assessment and analysis	Units	1	6,000	6,000
Fieldwork	Trips	18	300	5,400
Typing and printing the report	Pages	150	60	9,000
Total				186,400

Appendix 9: Workplan

	Dec 2023	Jan 2024	Feb 2024	Mar 2024	May -Jul 2024
Concept paper development					
Supervisor Review					
Proposal Development					
Défense					
Proposal Review					
Administrative clearance for gathering of data					
Gathering of data					
Analysis of qualitative and qualitative data					
Writing of the report					
Presentation of the final report					

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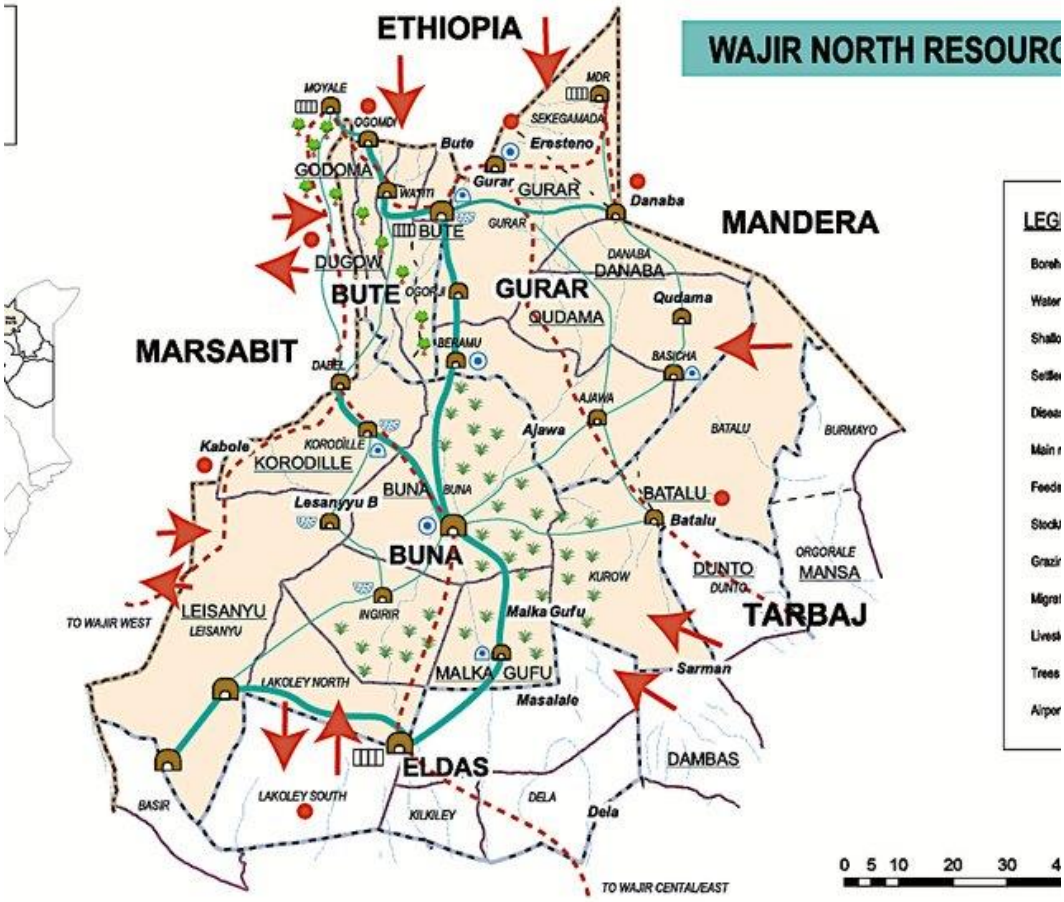
Appendix 10: Map of the Study Locale



THE EFFECT OF DEVOLUTION ON THE PERFORMANCE OF EARLY CHILDHOOD DEVELOPMENT EDUCATION IN WAJIR SOUTH SUB-COUNTY

by ANTONY TWAEM

Submission date: 19-Jul-2025 01:36PM (UTC+0300)
Submission ID: 2702169069
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Word count: 19860
Character count: 120989

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