



**CONTEMPORARY SOCIAL-ECONOMIC ENVIROMENTAL CHANGES  
AND DUTY PERFORMANCE BY EARLY CHILDHOOD EDUCATION  
TEACHERSIN ABOTHUGUCHI CENTRAL DIVISION,  
MERU-COUNTY**

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## ABSTRACT

The central problem of this study is that despite the critical role played by the Early Childhood Development Education (ECDE) in providing strong foundation for children's cognitive, psychological emotional, moral, spiritual and physical development, as well as enhancing their readiness for formal learning in primary school, little has been done to improve the socio-economic status of pre-school teachers who play a pivotal role in making this very important endeavour a reality. To this end, the purpose of this study was to determine the relationship between the contemporary socio-economic environmental changes and duty performance by Early Childhood Education teachers in sampled schools in Abothuguchi Central Division in Meru Central District. The study sampled ECDE Centres using the criteria of public mixed day ECDE Centres. The five clusters in the division each will provide two ECDE Centres from which each will provide an ECDE teacher, a head teacher of the primary school to which the ECDE Centre is attached. From the sampled ECDE Centres, there were a total of ten (10) ECDE teachers and ten (10) head teachers yielding a total of twenty (20) respondents. Data was collected using a questionnaire for ECDE teachers, an interview schedule for head-teachers and an observation guide was used on learners and teachers' teaching strategies general appearance and task performance. Data collected were analyzed using inferential statistics since it permits the researcher to meaningfully describe any scores with a small number of indices. The study found that contemporary economic factors on duty performance by ECDE teachers have a negative effect on duty performance. The study found that contemporary environmental social factors do not very much affect duty performance by ECDE teachers. The study concluded this was directly attributed to the effects of Salary Delay, Inconsistency on ECDE teachers pay lack of salary increments and inconsistent/irregular payments with unexpected salary deductions and forced financial contributions. The study recommends that the government should see to it that all ECDE teachers are hired by the TSC or the county government as this is the only sure way to professionalize the teaching and management of ECDE in Kenya. The study recommends that Instructional materials for class teaching be made available and adequate and the Government to ensure there is compliance with the law in hiring and remuneration of the ECDE teachers so that they enjoy job security and Perform duties with satisfaction. The study suggest a study should be done to find out why not many ECDE teachers are motivated to improve on their current level of professional training in Abothuguchi Central Division, Meru-Central District while the trend in Kenya is a growing population on in-service training to post graduate levels by teachers in similar circumstance.