

School Based Factors Influencing Preschool Teachers Job Performance in Public ECDE Centres in Kenya

Zablon M. Owala¹, Benson Odongo (PhD)² Pamela Raburu (PhD)³

^{1,2,3} Jaramogi Oginga Odinga University of Science and Technology, Kenya

Abstract: Majority of pre-school teachers are leaving their jobs for different professions in recent years. The problem of teacher migration is evident in both developed and developing countries. In Kenya, ECDE teaching profession has not been accorded the same status compared to primary, secondary and tertiary professions. This has led to many ECDE teachers seeking opportunities in other fields for better working environment, pay and even motivation. With this problem in mind, the study sought to establish whether pre-school management style and interpersonal relationships influenced teachers' job performance in public ECDE centres in Kenya with focus on East Karachuonyo Division, Homa Bay County. All public ECDE centres in Kenya are under the county governments with teachers receiving their pay from the county coffers. The respondents for this study involved preschool teachers and head teachers. Data was collected through questionnaires and interview schedule. The analysis of data was conducted using qualitative and quantitative research methods. The study established that management styles practices in pre-schools affected teachers job performance to a great extent. The study also found out for effective learning to take place, inter-personal relationships need to be developed between teachers, parents, school administrators and pupils. The study recommends that there is need to develop positive interpersonal relationships at the work place to enhance emotional stability and facilitate maintenance of life-work balance and there is a need to sensitize the Schools Board of Management on the rationale of working closely with the pre- schools teachers to enhance their job performance.

Keywords: Interpersonal relationship, management style, job performance and pre-school.

1. INTRODUCTION

Teaching is viewed as a mass occupation, which accounts for higher percentage of sector employment in most developing countries whereas other professions enjoy a high degree of self-regulation and successful in maintaining high levels to entry terms of qualification requirements and registration, teaching on the other hand fails to live to the same (Bennel, 2008). Teaching has become employment of the last resort to many. Consequently, teachers often lack strong, long term commitment to teaching as a vocation. Coupled with that, a high teacher pupil ratio is a common phenomenon in most of the public ECDE Centers in Kenya, yet these teachers' job security is at stake and is at times obliged to have options to make ends meet for them and their family. Coupled with dwindling salaries, low morale and lack of commitment to work has formed the rationale for the current study. According to Preston (2010), many professionals in pre-primary teaching profession are leaving their chosen jobs, resulting in a drain of knowledge and expertise from each particular field. In the United States of America, an exodus and ageing of the teaching profession has been recorded. In addition it is predicted that American public school enrolments will continue to increase, resulting in a forecast shortage of teachers within the next decade (National Centre for Policy Analysis, 2011). In Western Australia up to 27% of male teachers and 23% of female teachers between 20 and 30 years of age have left teaching and have

embraced on their second career. The main reason being that teachers feel de motivated to continue being in a profession that is less rewarding. A study in Nigeria by Ubom (2009) found out that Nigeria Union of Teachers are in continuous standoff with the government over the increase in salaries , benefits and improvements in working conditions of teachers. A study conducted in Thika District by Waithaka (2009) found out that many good teachers in the public ECDE centers in the area leave their jobs to pursue other rewarding chores due to the fact that they draw no satisfaction in their job. The findings of the study revealed that the current school environments are reward scarce for professional work and often seem to work against teachers best efforts to grow professionally and improve pupil learning. Despite the fact that constitution of Kenya 2010 devolved the ECDE sector to the County government there is still a lot to be desired. There are no well laid down structures to enhance uniform scheme of services including harmonized salary and allowances, there are no systems like maternity leave, study leave among others. As it is each county has it their way.

Statement of the Problem:

Teachers motivation remains an integral aspect of their job performance and should be a measure of their drive towards realization of the need for care that lead to holistic development of the child that is appreciated globally (UNHCR, 1989). Teachers play a very important role in the learning process of pupils therefore their motivation is very important as it directly affects the pupils learning. The question of what motivates teachers is almost left out of the debate in the rationale of their job performance. In Kenya, public ECDE centers have unfavourable working conditions for teachers because the teachers in the sector have no common employer. The communities, Non-Governmental Organizations and Religious Based Organizations have had a hand in their employment and more recently the County governments. However, available statistics reveal that most of the ECDE teachers are dissatisfied with their working conditions hence low job performance .For public ECDE centers to be vibrant, there is need to establish the extent to which preschool teachers are motivated as well as factors that influence their job performance. Whereas there are many studies on school based factors influencing job performance of teachers in Kenya, such studies have not been done in preschool sector in Rachuonyo North Sub County more so in East Karachuonyo Division. It is upon this background that this study sought to establish the School based factors influencing job performance of preschool teachers in public ECDE centers to fill the gap.

Purpose of the Study:

The purpose of the study was to establish factors influencing job performance of preschool teachers in Public ECDE centers in East Karachuonyo Division Rachuonyo North Sub-County.

Objectives:

The study was guided by the following objectives

1. To determine the influence of management styles on job performance of preschool teachers in public centers.
2. To examine the influence of interpersonal relationships on job performance of preschool teachers in public ECDE centers

Significance of the Study:

The study might be of great importance to the pupils in that they a good foundation as the teachers will strive to do their best while handling them Additionally it might help the Ministry of Education in formulating policies that safeguard the interest of all teachers by creating a conducive working environment for teachers. The study findings might help the County governments to improve the terms and conditions of service for the ECDE teachers. Further more teachers may use these finding to gain self knowledge on their levels of motivation and job satisfaction to enhance their productivity in teaching and learning process. The study findings will help the parents to understand their roles in improving working environment for teachers by having positive relationships with teachers who are the custodian of their children. Finally, it is believed that the study findings may form a basis for further research school based factors influencing job performance of preschool teachers. This could lead to development of pragmatic ideas of addressing the challenges preschool teachers face as they strive to render their services not only in Kenya but also internationally.

Conceptual Framework:

The conceptual framework for this research shows the relationship between independent and dependent variable.

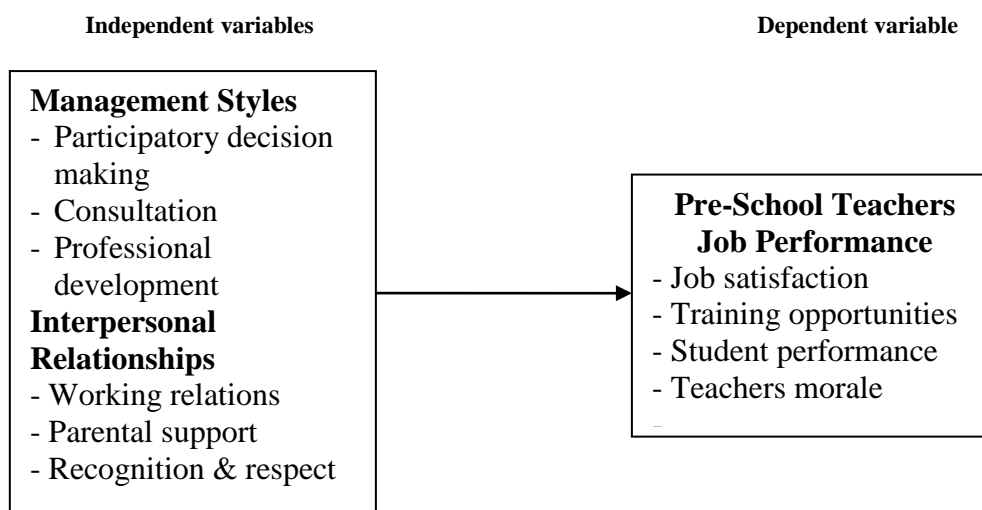


Figure 1: Conceptual framework

2. LITERATURE REVIEW

Influence of Management Styles on Job Performance of Pre School Teachers:

Good leaders directs and controls the running of institutions. They are a figure head to be looked upon to provide visionary paths to be followed by others. A study by Analoui (2011) on what motivates teachers in schools in Chile; South America adopted a qualitative interpretive case study approach. Sampling was purposive with a population of 660 elementary teachers and 44 principals. Qualitative data was collected by use of semi-structural interviews and document analysis and analyzed thematically. The findings were that there was discontent among the teachers with the administrative styles and traditional attitudes of principals who took things for granted. It further found out that good work and high quality performance were not being recognized and that if managed as a process has to do with achieving results through people, then one of the core function of the manager is to motivate teachers because if the abilities of a worker is utilized, then his/her performance at work become the level of motivation at any given point in time. The recommendations were that school managers must work to create a conducive environment where people work when happy, joyous while observing the rules and regulations in that leadership should be mainly characterized by relationships with individuals, and it is through relationships that the teachers are encouraged to apply their expertise and efforts toward shared purposes. Whereas the reviewed study adopted a qualitative approach there were no quantitative findings regarding how poor human resource management de motivates teachers and how the teacher grievances are addressed. Therefore the current study adopted an ex post facto with quantitative approach to fill the gap in the literature.

In Italy a national study of teachers working relationships in secondary schools by Dunlop and Macdonald (2007) adopted a descriptive survey approach with 688 secondary teachers. Qualitative data was collected by interviews and analyzed through thematic framework. The findings were that while the teachers were interested in advancing their financial position, there were many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that is derived from their inter personal relationship with professional colleagues. Additionally, the findings disclosed that teachers' ability to maintain balance between work and home life contributed to their job hence improving professional experience. The recommendations were that working conditions should be reviewed as it has modest effect on job satisfaction. Furthermore conducive working environment will help the teachers to understand their strengths, weakness and more importantly how to perform similar activities more efficiently. Additionally proper division of work among teachers, good working conditions and job security helps to increase motivation. While the above study adopted qualitative approach there were no quantitative findings regarding how the teachers wanted to be involved in the process of motivating them. At the same time, it was conducted in

secondary school set up. Therefore the current study employed a quantitative aspect to fill the gap in literature and conduct it in early childhood settings in Kenya, a developing country.

A study by Aacha (2007) on motivation and performance of primary school teachers in Masaka District, Uganda adopted a descriptive survey design with a sample of 135 respondents that included teachers, head teachers, school committees and Municipal Education officer. Qualitative data was collected using in-depth interviews and focus group discussion quantitative data was collected using structured questionnaires. Stratified sampling technique was used to obtain the study sample. The findings of the study revealed that the performance of teachers squarely depended on their motivation. Besides, it noted that there is a significant relationship between motivation of teachers and their performance. The recommendations were that Ministry of Public Service should work out incentive packages to increase teachers' motivation to take leadership roles. This is because the teachers must be interested in what they teach and in the children when they are teaching. Additionally awards could be instituted for better performance in areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation. While the above study used both qualitative and quantitative aspect to obtain the data, the study was conducted in Primary schools both private and government owned. Therefore the current study was conducted in public ECDE Centre, additionally it attempted to investigate strategies that can be implemented to improve teacher motivation and performance to fill the literature gap.

Modlanthe (2012) investigated job satisfaction and occupational motivation of teachers in Orange Free State, South Africa. The study adopted qualitative descriptive design. Simple random sampling technique was used with 521 novice teachers about their choice of teaching as a career level of job satisfaction and career aspirations. The findings indicated that teachers are satisfied with the challenging nature of their careers and their ability to make a difference to students' lives. However, this incidence of change in management approaches, work place stress, limited involvement in decision making and few opportunities for professional advancement impacted on their job satisfaction. The study recommended further structuring of career paths, where teachers work through stress free environment for professional development because teachers' motivation is dependent on teachers engaging in reflective practice and maintaining commitment to their profession. While the reviewed study adopted a quantitative approach, there was no disclosure on how work place stress could be reduced or how job satisfaction could be sustained. Therefore the current study adopted an ex post facto design to fill the gap in the literature.

A study conducted by Kirwa (2011) in Nakuru District on the impact of Free Primary Education on teachers' achievements adopted a longitudinal study of 524 primary school teachers. The teachers were purposively sampled and data was collected through questionnaire and analyzed descriptively. The findings were that within the teaching profession there are concerns regarding the growing incidences of teacher stress and burn out due high enrollment posed by FPE coupled with that, teacher well-being is considered important as it maintain harmony between body and mind – a sense of balance, a sense of control over own work that encompasses the physical, emotional, mental and spiritual domains not solely concerned with the absence of ill-health and for teachers to achieve this there should be support from school administration. The recommendations were that the government should consider employing more teachers to match the high enrolments as this frustrates teachers' efforts to teach effectively and efficiently. Additionally schools with higher enrolments should have more teachers promoted to be school administrators to ease the work and check on disciplinary cases. The reviewed study adopted qualitative approach. There were no findings on how free primary education affects Early Childhood education. Therefore the current study adopted an ex post facto design with qualitative aspect to fill the gap in literature and narrow it to East Karachuonyo Division, Homa Bay County.

A study by Achilla (2012) investigated the perception of parents on teachers' performance in Nyatike Sub-County, Migori County. The study adopted descriptive survey design using structured open-ended questionnaire to collect data. The study used simple random technique to select 400 respondents. Data was analyzed using inferential statistics. The findings were that there is lack of understanding and unrealistic expectations that has led to frustration and negative stereotyping of teachers. Additionally, views of parents with first hand information and knowledge are positive than perceptions of schools and teachers as a whole. The recommendations were that there is a strong need to create awareness in the society to recognize the status and important role of teachers in education. Consequently, it noted that teachers are the backbone of the educational institutions and future of the nation lies in their hands hence the need to

motivate them to perform. While the above reviewed study adopted quantitative approach with no qualitative approach, there were no findings on how recognition motivate teachers to perform, the study was quantitative and cannot be generalized to all teachers in other parts of Kenya. Therefore, the current study adopted an ex post facto with qualitative aspect to fill the knowledge gap.

2.4 Influence of Interpersonal Relationships on Pre School Teachers Job Performance:

Teachers play a very important role in the learning process of pupils who idealize teachers and try to emulate them. Bennel (2009) explored the factors which lead to motivation of teachers in state owned secondary schools in Panjim, Pakistan. The study adopted a qualitative approach with case study of the sampled schools. The study used purposive sampling to obtain the respondents. Data was collected by use of semi structural interviews and analyzed thematically. The findings were that poor teacher motivation in Pakistan is a colossal problem which is severely compounded by political interference. The study recommended that there is need to improve the morale of teachers for them to deliver. While the reviewed study adopted qualitative approach, there were no findings regarding whether teachers motivation has effect in their performance. Furthermore it was conducted in secondary schools therefore the current study adopted an ex post facto design with both qualitative and quantitative approach to establish whether teacher's motivation has effect on their morale to performance and fill the literature gap.

A study by Dewharst-Savellis and Parker (2011) undertook a longitudinal study of 156 Primary school teachers in New Zealand explored the factors that contribute to teachers stress and burnout. Findings from surveys and semi-structured interviews revealed that teachers' unrealistic expectations contributed to their morale. It further expounded that teachers who maintain positive attitude towards teaching were more capable of coping with the demands of their work. The study advocated that intervention programs such as building teacher self-regulation, resiliency and efficacy be implemented to improve teachers' morale. While the reviewed study adopted mixed approach method, the study was mostly concerned with primary school teachers. Therefore the current study used questionnaires that specifically got data from the Early Childhood teachers to fill the gap created.

Ololube (2009) studied Job Satisfaction and Motivation for Faculty Effectiveness in Universities of Nigeria. The study used a quantitative experimental survey research design. There were a total of 2146 faculty members. A convenient sample size 680 participants were randomly selected. Quantitative data was collected using questionnaires and analyzed using inferential statistics. The findings were that there was significant relationship among faculties' job satisfaction performance and motivation. It found out that faculties tend to be satisfied when their workmates are supportive this in turn increased their morale to work. The study recommended that there is need to have a positive working relationship among the faculties. While study adopted a quantitative experimental approach, the study was conducted among the higher level of teachers that is University. Therefore this study adopted stratified random sampling of the respondents to establish whether there is relationship between teachers' interpersonal relationship and their job performance of early childhood teachers to fill the gap created in literature.

A study in Ghana conducted by Acheampong (2008) explored the challenges that face pre-school teachers in Accra. The study adopted a descriptive approach with teachers both from private and public schools. Qualitative data was collected through focus discussions and analyzed thematically. The findings were that adequate resourcing, professional colleagues, time and community support were key on the effective implementation of educational philosophies into early childhood settings. The factors not only impact on early childhood teachers' pedagogy and practice, but may also influence their self-efficiency and ability to be sustained in the profession and in daily teaching. The respondents indicated that they did not enjoy teaching and they did not intend to remain in the teaching because they are poorly motivated. The reviewed study adopted a qualitative approach; there was no categorization of schools as public and private. There were no findings whether individual teacher characteristics can adversely affect the School Based Factors levels. Therefore this study adopted an ex post facto approach to find out the motivation in public ECE Centers to fill the gap created.

A study conducted by Ndani (2010) focused on School Based Factors early childhood teachers motivation in Thika District, Kenya was based on Bronfenbrenner Ecological Theory. The study sample comprised of 40 ECDE Centers and 46 ECDE teachers. The study employed an ex-post facto research design and mainly yielded descriptive data. The findings were found to comprise mainly of work context factors. These included good interpersonal relationships, good

working conditions, timely salary payment and being paid during the school holidays. Other benefits such as feeding in ECD Centers, regular opportunities for in-service capacity building and good management were mentioned. The reviewed study adopted Ecological Theoretical framework to find out School Based Factors early childhood teachers in Thika, at the same time the study involved both the private and public centers in a varied economic potential and ecological zones ranging from upper, middle class to high potential rural areas. This current study was conducted basically in public ECDE Centers; it as well adopted the Humanistic approach proposed by Abraham Harold Maslow thereby adding literature to the existing body of knowledge.

A study by Ismail (2011) in Mandera, Kenya, investigated the working conditions in Madrassa Centers. The study adopted qualitative research design and employed both quota and purposive sampling techniques. Through quota sampling, a sample of 10 schools was selected and by purposive sampling 20 educators, were sampled both male and female. Qualitative data was collected using semi structured in depth interviews and analyzed thematically. The findings were that the teachers experienced stress that was associated with feeling of powerlessness, isolation, time pressure, hostile community, inadequate classroom facilities, pupils' behaviour and religious interference. The study recommended that there is need to attract and maintain teachers in the Madrassa systems which include developing teacher induction programs, mentoring initiatives and an agreeable framework for professional standards that is not influenced by the religious attachments. The above study adopted qualitative approach. There were no quantitative findings whether intimidation by religious leaders, parents/caregivers affect the morale of teachers to perform. Therefore the current study adopted an ex post facto approach with quantitative aspect to fill the gap in literature and localize it to East Karachuonyo in Homa Bay County on how the ECDE teachers' morale can be raised to enhance their performance

A study by Wanja (2009) investigated influence of interpersonal relationships on nurse managers work engagement and proactive work behaviours in selected hospitals in the city of Nairobi. A self-administered electronic survey was used to collect data from 323 nurse managers obtained through purposive sampling technique. The data was analyzed using inferential statistics. The findings of the study were that interpersonal relationships with nurse administrators were most predictive of nurse managers work engagement. Interpersonal relationships with physicians were most predictive of nurse managers proactive work behaviour. The recommendations were that organizational cultures that foster quality interpersonal relationships will support the job performance of nurse managers. The reviewed study was conducted among the nurses through an electronic survey design with a sample of 323. The current study was done among the teachers' specifically in preschools and used ex post facto design whereas data was collected using questionnaires and interviews to fill the literature gap by relating it to the preschool status in East Karachuonyo Division, Rachuonyo North Sub County.

A study by Mwenda (2010) on how to deal with interpersonal conflicts between co-workers among bank employees in Kenya. The study adopted descriptive survey and data was collected using interviews and questionnaires in a sample of 400 bankers obtained through cluster sampling of selected banks in Nairobi. Quantitative data was analyzed descriptively while qualitative data was analyzed thematically. The findings of the study were that interpersonal employee conflict can be a major cause of concern for employers because it can lead to wasted employee time, loss of productivity and stained relationships. The recommendations of the study was that there is need to create a conducive atmosphere to diffuse the conflict in that there is need to have an open dialogue as a way of handling conflicts in case they arise. There is need to sit down with both the aggrieved and explain how you perceive the situation and give hearing to avoid losing patience with co-workers to diffuse on interpersonal conflict. The above reviewed study was conducted among the bankers with a sample of 400 obtained through cluster sampling and descriptive survey was used. Therefore the current study was conducted in preschool with a sample 97 preschool teachers. The study adopted an ex post facto research design to fill the literature gap and transform it to preschool sector in East Karachuonyo Division.

3. MATERIALS AND METHODS

The study was conducted in Karachuonyo East Division, Homabay County Kenya. The division is made up of 60 schools clustered into four zones. Most part of the division is in rural set up with mixed farming as the main economic activity. The population of the area is 60,000 persons living in 100km sq. (District Registry, 2013). The study used an ex-post factor research design strategy. This design was ideal for the study because it gave meaningful insights into the changing pattern of independent variables by showing effects of a presence or absence of an independent variable

on a dependent. Sapsford (2007) contended that since most of the social behavioural problems cannot be subjected to experimental investigations, ex post facto research is a good exploratory instrument on changes that takes place in the dependent variables. The target population was 150 preschool teachers in public ECDE centers and 60 head teachers in East Karachuonyo Division Rachuonyo North Sub –County. The researcher selected 97 ECDE teachers and 39 head teachers through stratified random sampling to participate in the study. This was found appropriate to select representative sample in each group or stratum. According to (Kombo, 2010) it is also for obtaining both qualitative and quantitative data which will achieve a greater precision so long as the members of the same stratum area are similar as possible in terms of characteristic of interest. Table 3.1 shows the sample size

Table 1 Sample Size

Respondents	Target population	Sample size	Percentage %
ECDE teachers	150	97	72%
Head teachers	60	39	28%
Total	210	136	100%

The study utilised questionnaires for ECDE teachers and interview schedules for head teachers as instruments of data collection. Data analysis was both qualitative and quantitative. Statistical Package for Social Sciences (SPSS) was used in data coding, entry and analysis.

4. RESEARCH RESULTS

Demographic Findings:

The preliminary exploratory data analysis reveals that there were significantly more female ECDE teachers who took part in the study than their male counterparts; 55.88% of the respondents were females and only 44.12% of them were males. Majority 46 (45.10%) of the teacher respondents were in the age group of 26-30 years, 44.12% of them were aged 20-25 years, 5.88% of the teachers who took part in the study were 31-35 years old and the rest (4.90%) were those in the age group of above 35 years. The findings of the analysis show that there were many older male teachers compared to the females in ECDE schools in East Karachuonyo Division; whereas 63.64% of the respondents aged above 30 years were men, 86.67% of the teachers who were aged 20-25 years were females. More than half 57 (55.88%) of the respondents were holders of Diploma certificates, more than a third 38 (37.25%) were certificates holders and the rest (6.86%) had ordinary certificate of education. None of the teachers who participated in the study had other academic qualifications. It was demonstrated from the analysis that female ECDE teachers were better professionally qualified than their male counterparts as 63.14% of the teachers who had Diploma of education professional qualifications were female teachers. On the period of years a teacher had been employed in the current school, it was evident from the analysis that 7 (58.82%) of the teachers who took part in the study had experience as teachers in the same school for 5-6 years.

How Management Styles Influence Job Performance of Pre-School Teachers in Public ECDE Centers in East Karachuonyo Division:

The first research objective was to determine the effects of management styles on job performance of pre-school teachers in public ECDE centers in East Karachuonyo Division, Rachuonyo North Sub-County. The analysis of responses from the teachers who took part in the study indicates this, as shown in Table 2.

Table 2 Percentage Response on Management Styles

	Strongly disagree	Agree	Undecided	Disagree	Strongly disagree
I am satisfied with school management	0.00	0.00	0.00	100.00	0.00
I am allowed to make certain independent decisions concerning my job.	0.00	0.00	0.00	0.00	100.00
I am always consulted on issues related to my duties	0.00	0.00	0.00	0.00	100.00
I get enough support from	0.00	0.00	0.00	71.57	28.43

school administration to enable me perform my duties.					
The suggestions I give are implemented	0.00	0.00	0.00	100.00	0.00
I find adequate security in school management.	0.00	0.00	77.45	22.55	0.00
I feel recognized by school management	0.00	0.00	0.00	100.00	0.00
I am supervised and feedback communicated to me promptly	0.00	0.00	0.00	0.00	100.00
I am given room for professional advancement	0.00	100.00	0.00	0.00	0.00
In case of grievances the school management resolves them well	0.00	0.00	100.00	0.00	0.00
The head teacher always listen to my conflicts and addresses them	28.43	71.57	0.00	0.00	0.00
I feel my contribution to this school is appreciated by school management	0.00	0.00	0.00	77.45	22.55

The findings of the study reveal that most pre-school teachers in the ECDE centers in East Karachuonyo Division were not very satisfied with their school management styles. Majority of the teachers also believed that, to a big extent, the school management styles influence their job performance. It was evident from the results of the study that all the pre-schools teachers felt their opinion and views were never sought on issues they thought they ought to be consulted on. For example, most of them believed they were never allowed to make certain independent decisions concerning their job, never referred to on issues related to their duties and even the ones who voluntarily give the opinions, their suggestions are never implemented. The study findings are in agreement with Aacha (2007) in Uganda who observed that its worthwhile to consult the teachers on matters that pertains their profession this makes them feel valued by the school administration.

More than a quarter (28.43%) of the respondents strongly refuted the claim that they get enough support from school administration to enable them perform their duties and all the teachers interviewed felt that they were never recognized at all by the school managements. Worse still the findings of the study reveal that even supervision of these pre-school teachers from the ECDE management was found to be poor. The findings are in agreement with Achilla (2011) who noted that teachers should have a sense of balance leading to control over own work that encompasses the whole being and this should be supported by the school administration. Nearly all (96.35%) of the respondent confirmed that they were never supervised and feedback communicated to them promptly. From the findings of the study it was evident that most of the pre-school teachers were very dispirited, more than three quarters (77.45%) of the respondents felt that their contribution to their school were not appreciated by the school management.

Nonetheless, the research findings show that all pre-school teachers believe that they were given room for professional advancement but their study time do not conflict with school programmes. Another area where the school management was given a plus was in resolving teacher conflicts; the teachers strongly agree: 28.43%; agree: 71.57%) that their headteachers always listen to their conflicts and addresses them. The findings are supported by Kirwa (2011) in Nakuru who reported that there is a strong need to create awareness to headteachers on the need to be empathetic and have teacher's interests at heart. However, the findings of the study show that most (77.45%) teachers were not aware whether there was adequate security from school management and all the teachers believed that their headteachers lacked sufficient capacity to solve their personal issues, such as job related grievances. This is in agreement with a study in Italy by McDonald (2007) who established that teachers draw satisfaction from their relationships with school administrators who go out of their way to treat their problems as personal.

Whether there was Statistical Significant Relationship between Management Styles and Job Performance:

To address the research question of this objective, the researcher established whether there was any significant relationship between management style and job performance among the pre-school teachers in East Karachuonyo Division Rachuonyo Sub-County by calculating the bivariate Pearson's Product-Moment Coefficient of correlation between the scores of management style (independent variable) and the job performance scores (explanatory variable). The analysis revealed that there was significant positive ($r=.455$; $p < 0.05$) relationship between management style and job performance among pre-school teachers in ECDE centers in Karachuonyo Division, with a sound and well-balanced managerial style occasioned to improved teachers job performance.

Table 3 (a) Descriptive Statistics

	Mean	Std. Deviation	N
Job Performance	29.9839	4.53535	102
Management style	30.3097	1.75127	102

Table 3 (b) Correlations

		Job Performance	Management style
Job Performance	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.000
	N	102	102
Management style	Pearson Correlation	.455**	1
	Sig. (2-tailed)	.000	
	N	102	102

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

A computed coefficient of determination ($R^2 = 20.70$) implied that management style alone could account for about a fifth (21%) of the variance in respondents' scores on the job performance in the questionnaire of a pre-schoolteacher in East Karachuonyo Division, Rachuonyo North Sub-County.

Qualitative Findings on the Influence of Management Styles on Job Performance of Pre-School Teachers:

Management styles are characteristic ways of making decisions and relating to subordinates. It entails roles performed by leaders in an institution and how they handle various situations. The respondents reported the effectiveness of good leadership on the teacher's motivation to perform their job. Respondent (HT20) reckoned that:

... Making a difference to the teachers on the way I handle them, listen to their issues....to be an effective leader I don't need to have a particular style. It's the relationship I have with the teachers I am leading. And whether I can help them learn, achieve, get love of working, see duty as a long term and have confident in themselves and above all have balance in their body and creativity (HT20)

This means that that the respondents felt that leadership has got to do with guidance and understanding what the system has to do with it. An environment that is loving and letting them to have free will in exercising their duties. This is supported by Analoui (2011) whose study revealed that discontent among the teachers on administrative styles who took things for granted. The study further revealed that good work and high quality performance as the core function of the manager is to motivate the teachers to exploit their abilities at work at a point in time. The study recommended that school managers should create a conducive environment where people work when happy, joyous while observing the rules and regulations in that leadership should be mainly characterized by relationships with individuals.

Qualitative data was sought on room for professional advancement that is accorded to the teachers as a way of motivating them. Some respondents reported that some managers allow them to advance professionally. Respondent (HT24) reported that:

I make every effort to make sure that everyone feels involved and included in the decision making. I encourage my teachers to advance professionally and most of them have heeded. (HT24)

This implies that encouragement from the school administration to be involved and be part of collaborative decision making empowers teachers hence motivates them. Professional advancement gives teachers confidence to try new ideas and cope with the demands of educational change. This is in line with Modlanthe (2012) whose study investigated job and occupational motivation of teachers. The study revealed that teachers are satisfied when they are given room to advance their professional career paths because this will enhance reflective practices and maintain commitment to their profession. The study recommended that the school manager should be more understanding to the professional needs of the teachers by according them room for defining their career paths. The implication of this finding will be suitable to all ECDE practitioners for they would be given the opportunity to hone their professional skills hence be competent in their professional engagements. Encouragement from the school administration to be involved and be part of collaborative decision making further empowers teachers to cope with the demands associated to educational change as indicated by the respondents that:

I value decision of my teachers and listens to what they say”(HT21)

Knowledge is power so I empower my teachers with information....(HT 19)

This implies that the respondents believed in leadership that empowers teachers by according them the opportunity to accept some changes that are aimed at making their stay in work place to be enjoyable.

The finding is in agreement with Dunlop and Macdonald (2007) in Italy that established that the comfort and enjoyment of teachers on the job is dependent on their long range security that is derived from their relationship with the school leadership. Additionally in accessing information and being hands on in activities enables teachers to understand the rationale behind decision made by the management on some issues related to job performance.

Teachers continue to enjoy working in centers where they are treated with respect, supported by others within the profession both colleagues and administrators. This is a prime factor in job performance as reported by respondents that;

.....It is important that teachers do the best they can without being pushed and to better what they do ... (.HT 31)

This indicates that the respondents believed that the teachers benefited from the flexibility of trying out new things or conducting tasks when they feel like. This is so because highly motivated teachers will be more effective in the classroom and lead pupils towards greater achievement than unmotivated teachers. It may be feasible that school leaders can enhance teacher motivation, thus influence pupil achievement. This finding is in agreement with Modlanthe (2012) who observed that conducive working environment will help the teachers to understand their weaknesses and strengths to help them sharpen their abilities to perform their duties efficiently. The implication of this finding is that pre-school administrators will develop policies in their schools that reward creative teachers who go out of their way to display extra ordinary efforts in line of their duty.

How Interpersonal Relationship Influence Job Performance of Pre-School Teachers in Public ECDE Centers in East Karachuonyo Division:

The second research objective was to establish the effects of interpersonal relationship on job performance among pre-school teachers in public ECDE centers in East Karachuonyo division, Rachuonyo North Sub-County. The statements in the questionnaire were associated to the constructs interrelated to issues that had inclination on job performance of pre-school teacher in East Karachuonyo, Rachuonyo North Sub-County. The percentage frequency were computed from the respondents' responses and summarized as in Table 4. Consistent to the generally held opinion that job satisfaction, performance and motivation are maximized when employees' workmates are supportive and enjoy good interpersonal relationship amongst them, the findings of this study show that most pre-school teachers in East Karachuonyo Division enjoy good working relations with their colleagues. Although 54.90% of the teacher respondents were in refusal that parents were supportive in school matters, more than a fifth (22.25%) of the respondents accepted that parents were very supportive in matters that concerned their children.

Table 4 Percentage Response on Interpersonal Relationship

	Strongly disagree	Agree	Undecided	Disagree	Strongly disagree
Teaching gives me a great deal of job satisfaction.	0.00	9.80	0.00	70.59	39.22
I enjoy teaching as profession.	11.76	9.80	29.41	60.78	0.00
The challenging nature of teaching has kept me in the profession.	0.00	0.00	0.00	100.00	0.00
Teaching is a competitive profession in this school.	0.00	0.00	0.00	0.00	100.00
Teaching gives me recognition and respect from the community	0.00	0.00	0.00	100.00	0.00
I have prospects for career development in the teaching profession.	0.00	100.00	0.00	0.00	0.00
The responsibilities I perform in the school gives a sense of control over others.	0.00	0.00	0.00	0.00	100.00
Teaching is one of my goals in life.	0.00	100.00	0.00	0.00	0.00
I am more useful to the community as a teacher than any other profession.	0.00	0.00	0.00	77.45	22.55
Teaching enables me to interact and develop relationship with people from	0.00	0.00	0.00	0.00	100.00
Working relations with my colleagues is good	0.00	100.00	0.00	0.00	0.00

The study findings show that the pre-school teachers were in great enjoyment of inter-relationship and that is what kept them going. Nearly ten percent (9.80%) of the respondents, which was quite significant, agreed that teaching gives them a great deal of job satisfaction. This is contrary to the findings of Ololube (2009) in Nigeria who found out that there was significant relationship among faculties job satisfaction and performance when they tend to be in good relationship with colleagues who are supportive. What was interesting was that, literally all (100.00%) the respondents accepted that they have prospects for career development in the teaching profession and more than a fifth (strongly agree: 11.76%; agree: 9.80%) of the teachers who took part in this study said that they enjoy teaching as profession, added to that many of the teachers agreed that teaching was one of their main goals in life and the biggest majority said that the challenging nature of teaching had kept them in the profession.

The findings are in agreement with the findings of Parker (2011) in New Zealand who found out that teacher who maintain positive attitude towards teaching were more capable of coping with the demands of their work. The teachers agreed that teaching was a competitive profession, however most of them denied the assumption that teaching gives them recognition and respect from the community. The findings are in agreement with a study by Achilla (2012) in Nyatike which found out that lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers by the community which lead to demonization of teachers hence low job performance. On the same note, four fifth (80.00%) of the respondents denied that the responsibilities they perform in the school gives sense of control over others and majority (77.45%) of them also negated the claim that they were more useful to the community as a teacher than any other profession. The findings are in support of a study by Acheampong (2008) in Ghana that found out that professional colleagues, time and community support are key for the performance of pre-school teachers.

Whether there was Statistical Significant Relationship between Interpersonal Relationship and Job Performance:

This objective was established by investigating whether there was any significant relationship between interpersonal relationship and job performance among the pre-school teachers in East Karachuonyo Division Rachuonyo Sub-County. This involved computer a vicariate Pearson's Product-Moment Coefficient of correlation between the scores of interpersonal relationship (independent variable) and the job performance scores (explanatory variable). The SPSS analysis indicated that there was a weak negative ($r = -.174$) relationship between interpersonal relationship and job performance among pre-school teachers in ECDE centres in Karachuonyo Division, with a more amiable interpersonal relationship reversing high level of job performance. From the analysis a conclusion was made that; although there was a near negligible negative correlation between interpersonal relationship and job performance, it was not statistically significant ($p > 0.5$).

Table 5 (a) Descriptive Statistics

	Mean	Std. Deviation	N
Job Performance	29.9839	4.53535	102
Interpersonal Relationship	30.5771	1.71075	102

Table 5 (b) Correlations

		Job Performance	Interpersonal Relationship
Job Performance	Pearson Correlation	1	-.174
	Sig. (2-tailed)		.079
	N	102	102
Interpersonal Relationship	Pearson Correlation	-.174	1
	Sig. (2-tailed)	.079	
	N	102	102

Qualitative Findings on the Influence of Interpersonal Relationships on Job Performance of Pre-school Teachers:

Interpersonal relationships refer to a strong association among individuals working together in the same institution. Employees working together ought to share a special bond to help them to deliver to their level best. This is healthy for and eventually positive ambience at the workplace. The respondents reported the effectiveness of interpersonal relationship on teacher's motivation. Respondent (HT11) reckoned that:

.....In school we try to support each other, but it is both sides. You don't just take, you give as well. So we try to look after each other because no human being is an island.

Similarly respondent (HT18) reported that:

Motivation in this school is the children. It doesn't matter where you have taught: we have always found the children to be interesting. Teachers just love listening to them; talking to them and seeing them make those steps that are important.

This means that the respondents felt the working collaboratively with one another in staff is empowering to the teachers to use their knowledge and pedagogical approaches engage reflective dialogue to make workplace conducive for job performance: This is coherent with Wanja (2009) whose study revealed that impersonal relationship is a proactive measure of occupational motivation hence high job performance. The study recommended that organization cultures that foster quality interpersonal relationships supports job performance of workers. The findings are important to ECDE teachers for they are social beings and they too need friends around. This will enable them to enjoy their work and reduce the chances of occupational stress and anxiety.

On the same breath; respondent (HT...27) revealed that:

Parents at times are overbearing and stretching teachers to limits. They desire us to have conflict and rifts with them over their responsibilities.

This means that that the respondent felt that interpersonal relationship has a direct effect on the organization culture. This is in agreement with Mwende (2010) whose study revealed that interpersonal employee conflict is a major cause of concern for employee because it can lead to wasted employee time, loss of productivity and strained relationships. The recommendation of the study was that the need is to create a conducive atmosphere to diffuse the conflicts because misunderstanding and confusions lead to negativity or the workplace. Conflicts lead to strained workplace environment. The implication of this finding will benefit the parents for they shall draw limits on their responsibilities to avoid conflict with the teachers as this might antagonize their relationships. Relationships with teaching colleagues was found to be vital in the preschool teachers job performance as reported by respondents that;

.....*It's important for teachers to work together for the benefit of pupils...* (HT 25)

Similar sentiments were expressed that:

.....*Teachers in the school conform to the practices appropriate to the beliefs and the Principles of the school to avert conflicts* (HT19)

This means that the participants saw the need and the value of support teachers received from other teaching colleagues as this builds on their belief in and commitment to early childhood practices that contribute to their motivation during teaching experience. This finding is in agreement with the study by Mwenda(2010) which revealed that interpersonal employee conflicts is a major cause of conflict which can lead to loss of productivity and strained relationship in work place. The implication of this finding is that teachers should ensure emotional wellbeing of each other because this creates a balance on their professional well being and this can be achieved through constant communication, demonstrations of individual concern and involvement of all parties in decision making. There is considerable evidence that professional colleagues who seek to release the individual potential members need to produce opportunities for colleagues to feel more responsibility in their roles as reported by respondents that:

My staff is composed of strong personalities and this is what keeps us going (HT 11)

Similarly a respondent reported that:

It's a desire that flexibility, accountability and determination are the pillar.(HT 14)

This implies that teachers gain professional motivation when they share ideas and collaborating with likeminded people as this stimulates their thinking and reinforces their affiliations to their professional wellbeing hence motivation. The findings are coherent to the study of Wanja (2009) which found out that that good organizational cultures that foster quality interpersonal relationship supports job performance.

5. CONCLUSIONS AND RECOMMENDATIONS

It emerged that majority of the preschool teachers are not contented with the system of administration in their schools. They had a feeling that they should be involved in the decision making by the schools management more so when it is concerned with the line of their duty. On the other hand there was a feeling that the schools board of managements are not appreciating of the work teachers do and this was a demotivating factor over their job performance. The study observed that management styles of pre-school managers and administrators have impacted on job performance due to poor human resource management which demotivates employees. Management styles should tend to allow elaborate participation delegation and communication with respect to major school management functions. The extent to which teacher grievances are addressed is also key issue.

The findings of the study generally showed that early childhood teachers are aware of their need to rely on a range of sources for support given that the profession is socially oriented. The study also found out that parents have the capacity to contribute to teachers' enjoyment of their working day. Working environment where parents are indentified as a source of support, providing positive appraisals hence need for healthy parent-teacher relationships. Therefore, interpersonal relationships is a motivating factor when working in an environment where contact with the parents occurs on a daily basis allows pre-school teachers to develop friendship and positive relationships with parents and contributes to their ability to better their job performance. Rapport between parents and early childhood teachers also fosters a shared

understanding of pupils' needs and realistic expectations hence motivation. Based on the findings of the study, the following recommendations are made:

1. Supervision by the Ministry of Education especially through the Directorate of Quality Assurance and Standards (DQAS) to be strengthened to stop the teachers from participating in secondary employment. The inspectorate in the District should be strengthened and adequately funded to carry out routine inspections in schools. Regular visits to schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment.
2. Pre-school teachers need to be motivated by instituting awards for better performance in areas such as school and pupil discipline, teacher performance, pupil attendance and achievement, community and parent participation in school activities should be rewarded to serve as a motivation.
3. There is strong need to create awareness in the society to recognize the status and important role of teachers. Mass media needs to be mobilized; Radio and T.V print media to be used to achieve this.
4. Teachers are the backbone of the educational institutes and future of our nation lies on their hands. In order to improve the quality of education, there is need to spend on the teacher' training on new pedagogical approaches which in turn will provide quality education.

REFERENCES

- [1] Aacha, M. (2007). *Motivation and Performance of Primary School Teachers in Masaka District Uganda Published Med Thesis*. Kampala: Makerere University.
- [2] Acheampong, K., Kasaija, I. (2008). *Effects of Monetary and Non-Monetary Rewards on Motivation among Pre-School Teachers in Kumasi Published Med Thesis*. Kumasi: Ibadan University Press.
- [3] Achilla, D. (2012). *Perception of Parents on Teachers Performance in Nyatike Published Med Thesis*. Nairobi: University of Nairobi.
- [4] Analou, F. (2008). What Motivates Senior Managers. *Managerial Psychology Vol 15*, 324-340.
- [5] Bennel, P. (2008). *Where has all the Education Gone in Africa? Employment Outcomes among Secondary School and University Leavers*. Brighton: Sussex University.
- [6] Bennel, S. (2007). *Value of Orientations and Job Performance of Public Secondary Schools*. Published Phd Dissertation. Pakistan: University of Punjim.
- [7] Dunlup, C. & Macdonald, R. (2007). Building Teacher Knowledge that Support Early Literacy in Knowledge Development. *An Inter-Disciplinary Journal*, 22, 487-510.,
- [8] Ismael, M. (2011). *Madrasa Teachers and their Performance a Case Study of Mandera. Kenya Unpublished Med Thesis*. Eldoret: Moi University Press.
- [9] Kirwa, A. (2011). *Impact of FPE on Teachers Achievement: Case Study of Nakuru District. Unpublished Med Thesis*. Nairobi: Methodist University.
- [10] Modlanthe, Z. (2012). *Occupational Motivation versus Performance in Orange Free State South Africa Published Phd Thesis*. Pretoria: Pretoria University.
- [11] Ndani, R. (2010). *Factors that Affect the Quality of Pre-School Teachers in Thika District Kenya Unpublished Phd Thesis University of Nairobi*. Nairobi: University of Nairobi Press.
- [12] Ololube, N. P. (2009). *Professionalism: An Institutional Approach to Faculty Job Effectiveness in Nigerian Universities. Published Phd Thesis*. Abuja: River State.
- [13] Waithaka, M. (2009). *A Study of Pre School Teacher Job Satisfaction by type of School. Unpublished Med Thesis*. Nairobi: Kenyatta University.