DECLARATION

I declare that this research project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources including internet, these are specifically accredited and references cited in accordance with anti plagiarism regulation.

James Mokaya Mireri
E55/20055/2012

Supervisor’s Declaration: This research project has been submitted with our approval as University Supervisors.

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DEDICATION

First and foremost the research project is dedicated to the almighty God for the gift of life. Secondly, dedication goes to my wife Lucy who has been most supportive financially and always encouraging me to work hard.
ACKNOWLEDGEMENTS

First and foremost, I wish to recognize the assistance and support of Dr. Mary Otieno and Dr. Jackline Nyerere Senior Lecturers in the Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University for their creative and valuable guidance in writing this project. I am very much grateful to them because they left their valuable work and devoted a lot of time and patience to this research proposal preparation.

Secondly, I acknowledge the assistance given by Kenyatta university library staff who assisted me in locating the related literature review materials in the post modern library. The co-operation they portrayed was worth noting and therefore I owe them special and sincere appreciation.

Lastly but not least, thanks goes to my children Tonny and Timothy for being patient throughout the period of writing this research project. They cooperated well in the entire period of writing the research project though they had a right of sharing a lot with me. So they deserve a credit for their patience.
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ABBREVIATIONS AND ACRONYMS

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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood and Education</td>
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<td>EAC</td>
<td>East African Community</td>
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<tr>
<td>ECDE</td>
<td>Early Childhood Development Education</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EMIS</td>
<td>Education Management Information Systems</td>
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<td>FBO</td>
<td>Faith Based Organizations</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>HIV</td>
<td>Human Infection Virus</td>
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<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>K.I.E</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<tr>
<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>OECD</td>
<td>Organization of Early Childhood Development</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>SRC</td>
<td>Salaries and Remuneration Commission</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNESCO</td>
<td>United Nations, Educational Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
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The aim of this research was to investigate provision of efficient early childhood development education (ECDE) in public primary schools in Nyamira south sub-county, Nyamira County, Kenya. The main problem of this study is that, despite the vital role of early childhood development education in promoting child’s potential, recent studies have shown that efficient in the provision of early childhood education is low. The challenges leading to this have not been adequately investigated and well understood, hence continue affecting the enrolment and quality negatively in pre-primary schools. The purpose of this study was therefore to find out provision of efficient early childhood education in Nyamira south sub-county. The objectives of this study were, find out early childhood development education enrollment level of both boys and girls in Nyamira south sub-county, investigate the age brackets of those enrolled in ECDE centres, determine the academic and professional qualifications of teachers employed in ECDE centres and find out the learning resources available for efficiency in the provision of early childhood education in Nyamira south sub-county. The study used a descriptive survey design. A descriptive research attempts to describe the degree to which factors exist and tries to discover the links of relationships which exist between them. The total target population was 293. This consisted 97 headteachers, 194 pre-primary teachers and 2 area education officers. Due to high number of the population random sampling was done in order to arrive at manageable number of respondents given that all the pre-primary public schools in Nyamira south sub county are mixed day. So out of 97 pre-primary schools, 20 were sampled for the study. A great care was taken to ensure that each of the divisions were represented by employing purposive sampling. Out of the 97 headteachers 20 were interviewed and 39 teachers out of 194 were also interviewed. Since there are two divisions in the sub-county the two area education officers were also interviewed making the total number of respondents to be 61. The sampled teachers were given questionnaires to fill which the researcher had prepared. The target population consisted of 97 headteachers, 194 teachers and 2 area education officers leading to a total population of 293. The pre-primary schools are all mixed day and therefore random sampling was used to get a sample size of 20 schools. Out of the 97 headteachers 20 were interviewed, 39 teachers out of 194 and the 2 area educational officers each representing a division were also interviewed. The total number of respondents totaled to 61. In data collection interview schedules for area education officers and headteachers were prepared. The teachers were given questionnaires to fill which were prepared in advance. The data collected was analyzed by using percentages and frequency tables. The data was presented in form of tables, pie charts and bar graphs. The major findings were as follows; there were more girls than boys in the researched schools. There were also cases of under-aged and over-aged pupils. There were inadequate, reference books, teaching materials, classrooms, chairs/desks, playing facilities, painting and writing materials. The government and the community should share the burden to ensure more resources are provided and the right aged pupils attend school. In addition the government should employ more teachers to take care of the pupils in schools.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter contain background to the study, statement of the problem, purpose of the study, research objectives, research questions, assumptions, assumptions of the study, limitations of the study, delimitation of the study, significance of the study and theoretical framework.

1.1 Background to the Study

UNESCO (2000) at the world education conference forum in Dakar, governments, non-governmental organizations and multilateral and national development assistance agencies pledged to commit the necessary resources and effort in improving comprehensive early childhood care and education. Access to pre-primary education is low and net enrolment rate was 43% (Nyongesa, 2008). Despite this most public primary schools in Kenya most ECDE centres are missing. Those which have resources are not provided teachers are not adequately trained and the government is not laying any stress to improve provision of education in its centres.

According to UNESCO (2005) ECDE is important for human development and has a positive impact on survival, growth, development and future learning potential of a child. Early childhood education is not only a fundamental right of child but also an indispensable element for learning at subsequent levels. Despite the above emphasis the government of Kenya has not implemented efficient provision of education in ECD centres so as to realize the above concerns. Two out of three standard three
children in Kenya cannot read a simple paragraph or a standard three child cannot do a sum of standard two or standard one class (UWEZO Survey, 2009). Children enrolled in primary school aged 6-13 years in 2009, most of them did not attend pre-primary school. Huge investments have been poured into Kenya’s education sector since universal primary education was introduced in January 2003. As a result, enrolment in primary schools has increased dramatically between 2002 and 2007, the number of children in primary school went up from 6.1 million to 8.2 million (KNBS, 2009) and net enrollment rates increased from 61% to 86% (UNESCO, 2010). However the case enrolment in pre-school is left out affecting element of learning at subsequent levels. At the same time, many more children from the poorest households started to go to school. However in this arrangement early childhood education was left out, it was not included in the free primary education.

At the EAC level, co-operation in the development of human resources, science and technology is one of the pillars that are crucial to achieving the objectives of the community. Article 102 of the Treaty for establishing the East African community spells out how the partner states agree to undertake concerted measures to foster co-operation in education and training within the community. For this to be effectively realized efficient provision of ECDE should be addressed. In order to undertake such measures at both the regional and national levels, enormous information is required to develop and implement the desired policies and strategies. Therefore more research work is vital to inform decision makers on the right direction to adapt in education including pre-primary education.
Despite the effort made by multilateral agencies such as UNESCO and the world bank in partnership, developing countries are still lagging behind in terms of commitments to improving pre-primary enrolment and participation of children in ECDE (Cochran, 1993). Developing countries must double their effort in order to correct the situation for the sake of the child.

In Kenya it has received less attention and furthermore it is not included in the free primary education. This means that many people in the rural areas cannot adequately afford to support their children at pre-primary level (Reich, Mbiti and Kisilu, 2006). As matter of agency the governments of developing countries should look for strategies that would assist the development of pre-primary education.

Haddad (2002) analyzed the evidence for the benefits of ECDE and concluded that the interventions at the age of 0 to 8 years would have a long lasting impact on the child. However the government of Kenya has not laid much stress in ECDE in the entire country. The age is of supreme importance for emotional, intellectual and social development of the child. At this stage poor nutrition may be addressed for the better. So there is need to exploit this stage, with the interventions they can do better, highly motivated and therefore rarely repeat classes. They will fair well with teachers and thus dropout rate would be reduced.

The children who are handled well in their early years of age have better employments records and good family formation Haddad, (2002). There are reduced criminal activities and gender balance tends to be realized in terms of employment and other roles. The child has the highest potential in learning new things thus improve in language, motor skills and best exercises are done at this stage.
According to NACECE (1995), the ministry of education and that of local government which were responsible for employing and sponsoring of teachers failed their duties. Further it explains that NGOs such as UNICEF and Aghakhan Lee foundation which used to employ teachers i.e. pre-primary teachers, providing ECDE centres with funds have withdrawn. According to the constitution of Kenya (2010), early childhood education is now in the hands of the county governments which have not laid good strategies on how to promote the sub-sector. The pre-primary level has become expensive and that means that most people cannot afford.

Further psychologists argue that 80% of the brain is formed at these early stages (Piaget, 1952). The child should be handled with care for good development. Margan (1974) warned that any educational programmes that aim to develop a narrow aspect of the child is destructive. This emphasises the need why ECDE should be given equal attention to that of school level. The family and community will benefit because good adults would have been nurtured. Early intervention has significant impact on the lives of the poor and marginalized children (Harkness and Super, 1992). According to Nkinyangi (1980), the quantity and quality of education attained by the child is closely associated to his/her parent’s education attainment level as well as their economic status. For low status they lag behind and socio-economic status therefore, has brought difference in the quantity and quality of education and poverty makes some to drop out of school. To bridge this inequalities, ECDE should be made universal and compulsory.

Baldeh (1999) observes that the kind of education and nurturing a child receives before the age of six years largely determines the kind of adult they become. If properly cared they will become good people and if they are not nurtured well they
may have bad character. The government should come in and assist ECDE centre throughout the country from collapsing. Children learn a lot from the day of birth to the time of pre-primary. They learn on how to talk, walk, think, self control and self confidence. Robert G. Myers (1992) states that, before you build a house it is necessary to lay foundation stones to support the entire structure. Before a child enters a primary school a similar foundation has to be laid. Through ECDE national integration can be achieved through the socialization of children.

According to Barnet and Koscobar (1990) noted that all pre-school programmes will bring lasting benefits for example learning can change the course of the children’s lives especially those from the disadvantaged backgrounds.

In the sessional paper number 6 (1988), an education manpower for the next decade and beyond states that the government considers pre-primary education important in the growth and development of young children for a child’s life long education and socialization process. The government therefore encourages the establishment of pre-primary education. To realize efficient provision in ECDE the government should translate most of ECDE aspiration from paper into practice. Therefore ECDE deserve priority among the many alternatives in the education sector. Most pupils don’t attend pre-primary school nor does the government commit the necessary resources to this level of education. As per the literature review most children enrolled in primary between the ages of (6-13) years can read a paragraph this can be traced back skipping pre-primary education which is evident that pre-primary education is not taken with special regard with which it deserves. Hence such inefficiencies notable.
1.2 Statement of the Problem

Despite of the many benefits in ECDE, Riechi, Mbiti and Kisilu (2006) noted that ECDE centres have not received much attention from the government and the community. ECDE is vital as it lays a firm foundation for children in pre-primary schools to proceed to primary and further education. Despite its importance this level of education is characterized by very many challenges including low enrollment, lack of adequate facilities, lack of enough trained teachers and enrolment of under age and over age children among others and Nyamira south sub-county is not an exception.

According to the government of Kenya (2013), ECDE has been included in basic education and therefore it is supposed to be managed by the ministry of education. The government should provide qualified trained teachers, well motivated and highly renumerated. Equally the learning resources should be provided by the government but to the contrary the implementation has been a problem. Education of a whole responsibility of the central government hence mandated to provide the above requirement to the ECDE centres.

Against this expectation the central government has left this responsibility to county governments. As retaliation, the KNUT is struggling to get this responsibility back to the central government. This has impacted negatively on the provision of resources, both physical and human to ECDE centres therefore leading inefficiency. This study has come up with suggestion and strategies to the used to make ECDE provision efficient.
1.3 Purpose of the Study

The purpose of the study was to find out the provision of efficient early childhood education in Nyamira south sub county in Nyamira County, Kenya. The study found out that for ECDE to be efficient, then it should be accompanied with trained teachers, physical facilities, it should mandatory and the government must give it the support it requires.

1.4 Research Objectives

The research objectives of the study were:

i. Find out ECDE enrolment level of both boys and girls in Nyamira South Sub County.

ii. Establish the age ranges of those enrolled in ECDE centres in Nyamira South Sub-County.

iii. Determine the academic and professional qualifications of teachers employed in ECDE centres in Nyamira South Sub County.

iv. Find out the available learning resources for the provision of early childhood development education in Nyamira South Sub County.

1.5 Research Questions

The research questions were:

i. What is the number of boys and girls enrolled in ECDE centres in Nyamira South Sub County?

ii. What is the minimum age and the maximum age for a child to be enrolled in early childhood development education?

iii. What are the academic and professional qualifications of teachers employed in ECDE centres in Nyamira South Sub County?
iv. What are the available learning resources for efficiency in the provision of early childhood development education in Nyamira South Sub County?

1.6 Assumptions of the Study

The study was based on the following assumptions;

i. The respondents will be co-operative and give truthful information

ii. That ECDE provision in Nyamira South Sub County is managed smoothly without any challenge.

iii. The researcher assumes that all the respondents have the knowledge on early childhood development education.

1.7 Limitations of the Study

The limitations of the study were:

i. The study will focus on provision of efficient ECDE in public primary schools in Nyamira south sub county. The private pre-primary schools were not considered because of lack of enough time and financial resources.

ii. Furthermore the sub-county has many public schools and therefore not all of them were visited for data collection. Sampling procedures was used to select some and the result got assisted to make generalizations for the entire sub county. So the study was limited to the extent to which generalizations were made.

iii. Poor infrastructure in the area and because it was not easy to predict weather conditions, data collection was hindered by bad weather to same degree. During the rains some of the roads become impassable.
1.8 Delimitation of the Study

The study considered only early childhood education centres in public primary schools in Nyamira south sub county and private ones were left out. According to Uwezo survey (2009), it demonstrates that a child in private schools performs better than those who attend public schools. Wealthier parents get value for the money by sending their children to private schools, as the likelihood of their children performing increases substantially.

The target population was 194, ECDE teachers, 97 ECDE head-teachers, and the 2 area education officers. Sampling techniques were used to come up with a smaller population. In this case, it is not the entire population that was used directly in getting the information. It was assumed that those left out had the same information as those who were interviewed.

1.9 Significance of the Study

The study will be useful to policy makers and educational planners. The results attained can be used as a basis to improve the ECDE centres for examples providing enough trained teachers. The county government may use it as a blue print in developing the ECDE centres. They may also use it to seek for more funds from donors and well-wishers.

It may also be used as campaigning tool. The teachers may use it to sensitize the community on the importance of ECDE. It may offer solutions to the challenges facing early childhood education. The research may give way for more children from poorest households to start attending pre-primary schools.
The findings may also be used to design a curriculum which is child friendly. The planners can use it to come up with a good curriculum which has good delivery approaches and which is child–centered (that is exploit the talent of a pupil). The overloaded curriculum is not child friendly. It may also be useful for further research. It may induce researchers to conduct further researches in the area in order to enlarge/extend knowledge. Researchers can use it to identify the gaps for further research. The recommendations may be used to make ECDE centres to be more accessible in order to attain 100% enrolment level and as well as improving the quality of learning.

1.10 Theoretical Framework

The study was based on integrated approach to ECDE provision. The integrated model was advocated by Haddad (2002). ECDE should be based on partnership between families and the state. It moves beyond the current notion of local and administrative coordination to highlight the attitudinal changes regarding the role of state in the education and socialization of children. It calls for the re-thinking of the development and implementation of policies and programmes for young children. It advocates for universal ECDE provision integrated under one auspice and built on the premises of quality, continuity, flexible, diversity and inclusive approach. It requires all sectors co-operation and there should be shared responsibilities and professionalism care (Haddad, 2002). There should be partnership between the family and the state. The model advocates an integrated curriculum, qualified staff and centralized implementation framework that will ensure access and strong involvement of public financing. It should not be a private affair.
The integrated model of ECDE builds on the removal of the inconsistencies of these two rationales of child care and ECDE, the recognition of their positive qualities, and addition of new element which gives a dynamic and evolutionary meaning to whole. It advocates for joint attention. In the ream of policy and program implementation, the model demands deep revision and redefinition of the functions, objective and operations of the services that have traditionally assumed the care and education of young children. The model stress that all the stakeholders must work together for the benefit of the child and in turn the community. The stakeholders should work as united family where each member has apart to play. The county government should not be left in isolation in implementing the ECDE strategies. It should be an all inclusive venture. The county government should only be seen as a key player.

The ministry of education Report (1999) states that the ministry of education has adopted the policy of partnership which allows the participation of various partners in the establishment, financing and management of pre-schools. Such partners include parent associations, local authorities, religious organizations, welfare organizations, private firms and private individuals. This in line with the ministry of education with the national early childhood development policy framework (2006-2007) which states that there are various partners working in collaboration with the government of Kenya in the efficiency provision of ECDE. They are expected to be guided by the use of comprehensive policy framework as a foundation for improved service delivery for infants and children management of early childhood development services and programs through various government ministries be done
in an integrated approach. So there should be a number of providers guided by policy framework.

Haddad (2002) developed the model in order to harvest the benefits of ECDE as explained in the Jean Piaget’s theory (1896-1980) of cognitive development which is that aspect of development that deals with thinking, problem solving, intelligence and language (Black and Pucket, 1996). Piaget conceptualized a stage theory specifically on how children develop knowledge. He viewed cognitive development as a combined result of the maturation of the brain and the nervous system, and the experiences that help individuals adapt to the environment. He argued that cognitive development in all children follow predictable and qualitative distinct levels or stages which will occur during specific periods of a child’s life.
1.11 Conceptual Framework

The Figure 1.1: Shows the impact of independent variable on the dependent variables

Source: Adapted from Haddad’s integrated model (2002)
Figure 1.1 above shows the challenges facing ECDE and strategies that can be pursued in order to increase enrolment level and ensure efficient provision of education in the pre-primary centres. A variable is a measurable characteristic that assumes different values among subjects (Mugenda and Mugenda, 1999). They can have different roles in a problem. The independent variables are pre-sumed to affect the dependent variables (Fraenkel and Wallen 2000). They can be manipulated in order to give desired results. They influence other variables, thereby determining the values of the affected variables Orodho (2009). The dependent variables are the outcome variables. The study investigates provision of efficient ECDE in public primary schools in Nyamira south sub-county, Nyamira County, Kenya.

1.12 Operational Definition of Terms

Access: Measures of entrants into the given grade given by percentage of eligible population against the actual population enrolment.

Early childhood education: Education a child receives up to the age of eight years (includes Kindergarten and nursery).

Facilities: Classrooms, toilets, playgrounds, chair, desks, offices teaching aids and tables.

Instruction: Refers to presentation of knowledge to a learner through planned teaching, taking into account the learner’s characteristics.

Participation: Chances and opportunities children have for entering and completing ECDE programs.

Population: Number of people in a given place
**Poverty:** Inadequate of diets, amenities, standard services and activities which are common or basic in society.

**Pre-primary:** School that handle children below the age of eight years.

**Provision:** Level of giving in terms of enrollment and quality.

**Public:** Open to all children from poor or rich backgrounds.

**Quality:** Standard determined by availability of high qualification and Motivated teachers and other educational personnel. Environment that has facilities and other tools necessary for the provision of education.

**School factors:** Facilities / resources that enable proper learning to take place.

**Training:** Providing employees with specific knowledge and skills in order to enable them to perform specific tasks.

**Transition:** The number of pupils who successfully completes pre-primary education and joins standard one. This does not include those who join standard one without attending pre-primary cycle.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter contains the findings of previous researchers and opinions directly or indirectly related to the topic of study. Mugenda and Mugenda (2003) noted that literature review is to determine what has been done in relation to the research problem being studied so that the researcher may avoid unnecessary and unintentional duplication.

2.2 Enrolment Level of both Boys and Girl in ECDE Centres

In the world conference on education for ALL (1990) organized by UNESCO held in Jomtien, Thailand, it was declared that every child has a right to education. This was to include ECDE which was recommended by Koech commission of 1998 to be under basic education and should consist of children of age between 3 and 6 years. According to the Koech commission (1998) it was noted that some pupils join standard one without attending ECDE in some parts of the county hence making the enrolments in ECDE centres to remain low. Further the Koech Commission (1998) argued that there is need to integrate it with primary to ensure quality schooling. This is in favour of the Kamuunuge report (1988) which recommended a mix-up of ECDE and primary section. This was to ensure that the children pass through ECDE before joining standard one and also boost the sharing of facilities and learning resources which are better in primary section compared to ECDE section. This has not been implemented and therefore the study has suggested ways of making implementation a reality.
According to the world conference on ECDE in Mosco, Russia (2010) organized by UNESCO, it was agreed that every child has a right to education. The governments were advised to implement the EFA goals especially ensuring that the children attend ECDE in order to increases enrollment and improve the quality of schooling. This is a clear indication that some children were not attending early childhood education. Further the government of Kenya wants to include ECDE to be part of primary education according to sessional paper 1 of 2005 on policy framework for education, training and research. The aim was to ensure that every child attends pre-primary education in order to have holistic development of a child and increase the enrollment in the ECDE Centres. At the moment there are many children who are not attending pre-primary because of various reasons. The study considered the possible ways of achieving 100% enrolment.

The MOEST (2003) indicates that the Kenya government and the World Bank want to improve the transition from pre-primary to primary. This was to be a joint venture between the two parties. The aim was to improve access, quality management and service delivery and also implement ECDE alternative approaches. To ensure that all is achieved the government formed management units at MOE headquarters one of the units is directorate of basic education responsible for policy guidelines, registration pre-primary schools, co-ordination of data collection, finding of donors and provision of trainers. The other unit is Directorate of Quality Assurance and Standards to inspect pre-primary school training, administration, pre-primary teachers trainers, examinations and in charge of school certificates. The last but not least unit was NACECE, which was to develop the curriculum, material development, training and professional support. Despite all this efforts the
enrollment is still low, Agbu (2009) noted that some children are still doing domestic work instead of being in school. The work is exploitive. There is need for strategies that will ensure that all children attend all cycles of education especially ECDE.

According to Hornby A.S et al (1978), Oxford University Press, enrolment is becoming a member of the society or an institution. Therefore enrolment in ECDE centre is a situation whereby a child becomes a learner in an institution. The MOEST (2003) stated that every child in school was to benefit from FPE, tuition, buildings and books were to be provided by the government but it’s the responsibility of the parents to provide uniforms, meals and examination fees. The early childhood education was never included in this arrangement and enrolment in primary schools rose highly while that of pre-primary remained low. According to EFA (2005) global monitoring reports, UNESCO published the gross enrolment for the age group 3+ - 5+ as 44.4% in 2001. UNESCO (2004) argued that there has been a sharp decrease in ECDE enrolment since 2003. Declining enrolment appears to be high and widespread that there is a serious concern about the collapse of ECDE centres. This decline in enrollment is affecting pre-primary education in public primary schools which typically serve poor children. The study will suggested measures that will ensure that all the children from poor or rich backgrounds attend and complete ECDE.

Despite of the government efforts, Glewwe et al (2003) argued that 20% of the time teachers are absent and therefore may not be keen on those pupils who don’t attend regularly. He went further and said that teachers hold a second job. Abiola (2004) examined that intrinsic rewards are rewards within the job itself like satisfaction
from completing the task successfully, appreciation from the head teacher and tangible rewards lack. This makes the teachers not to be serious in their work and therefore daily attendance is not properly monitored. The study explored ways of motivating teachers well in order for them to be concerned with daily attendance of pupils. This will assist in boosting enrolment.

2.3 The Age Ranges of Learners enrolled in ECDE Centres

According to MOEST (2003) the children who enroll in kindergarten should be 3 to 4 years of age. During the first 3 years parents will be the main influence in the child’s learning experience and education. What parents do and expose their children to have a vast impact on the development of the child. Some parents do forget that they have a tremendous impact on a child’s education at any age. Every care-giver can, in culturally appropriate ways help infants grow in language and literacy. The caregivers need presence time, words print and intention to share language and literacy with infants. According to Connor (1964) the uniqueness of a child need special attention and the caregivers should be aware of this. The study proposed strategies that will assist in sensitizing the parents on their roles and the importance of ECDE. This will ensure that the right aged pupils are enrolled in ECDE centres.

The Koech commission (1998) argued that pre-primary is under basic education and consists of pupils of age 3 to 6 years. They recommended that 0-4 years is a baby class, 4-5 years nursery and 5-6 years pre-unit and for the baby class the parents were to take full responsibility of assisting them to develop. However in some pre-primary schools they have allowed in the baby class as education begins from the moment the child is brought home from the hospital and continuous on to when the
child starts to attend play groups and kindergartens. The study assists in making each partner in ECDE to understand his/her role correctly. This will ensure efficient provision of ECDE.

According to UNESCO (2004) it important that when considering an early education facility, caregivers and teachers in the facility have knowledge of the cultural supports for the language and literacy learning of the children and families they are serving. Kochhar (1998) observed that teachers and caregivers should understand the community they are serving in order to understand the pupil well. The study therefore will fill the gap of not employing teachers who don’t understand the development of young children.

At the age of 4 to 5 years old normally children are in pre-unit. They play constructive play characterized by building or creating something. Letting them to do what they want encourage individuality and decision making. They also practice the games that help develop thinking and reasoning skills, problem solving and creativity like shaping things. Jean Piaget’s theory (1896-1980) states that pretend play allows children to express themselves and events of their lives. Normally children will transform themselves or play object into someone or something else. This type of play is popular with children in pre-primary and it tends to fade out as they enter primary. The study has highlighted on the importance of this stage of development for better growth of children.

According to Slaughter (1964) the community should be prepared to understand individual differences and take all pupils of recommended age to school. This is because of the benefits the child will get in school. The play for example help the
children to process emotions and events in their lives, practice social skills, learn values, develop language skills and develop rich imagination (Piaget, 1952). The study therefore used as mobilization tool that will enable the right aged pupils to attend and complete ECDE in order to exploit this vital stage of development well.

2.4 The Academic and Professional Qualification of ECDE Teachers

According to Abiero (2009) in curriculum development “good education comes from professional trained teachers” In most ECDE centres there is lack of enough trained teachers. A centre handled by trained teachers is likely to have a higher enrolment as opposed to the one handled by untrained teachers. This is because of good supervision, better methodology and enough knowledge on what is supposed to be taught. Dibble (1999) argued that training adds methods of teaching and benefits employees and the organization or school. For better and high graduation rate, then training is necessary for pre-school teachers. In addition Kreisman (2002) said that if an organization or school does not consider the desires and need to grow it becomes a primary reason for resignation of teachers. The school should therefore ensure that there is professional growth for the teachers and any other staff who supports learning. The study will be used to fill the gap of not employing qualified teachers by suggesting good ways of ensuring that all the ECDE centres have qualified teachers.

According to the education news paper volume 121 (8 February to 17 February, 2014) there are daggers drawn over the hiring of 90,000 ECDE teachers. The battle is between the unions and various government agencies like the county governments as to whom should take charge of the recruitment and employment of ECDE teachers. The constitution of Kenya (2010) gives the county governments the powers
to manage the ECDE teachers and at the same time the TSC Act (2012) gives the teachers service commission the powers to recruit and discipline teachers. Such contradictions need to be addressed for better provision of ECDE. The education Act (2012) and the constitution of Kenya (2010) recognize the TSC as an independent commission. The study therefore reveals on who is supposed to employ ECDE teachers by expressing possible remedies to the problems experienced in the hiring of such teachers.

The Kamunge report (1988) recommended that ECDE centres to integrated with the primary section. However the teachers in primary are committee members are not trained to handle ECDE children. The study will indicate the importance of ECDE centres to be handled by trained personnel.

According to UNESCO (2006) the government sponsored ECDE teachers for training. This was to ensure continuous holistic development of children’s. The government gave a subsidy to teachers working in poor communities regardless of the age group they look after. However the government body responsible for ECDE has been allocating less than 1% of its total budget to ECDE for years. ECDE teachers and the sub-sector as a whole has problems in its operations because of financial constraints.

ECDE was left to parents who were already overburdened. According to Elimu news issue no 5 (2010), a news letter of the ministry of education argues that the ECDE teachers lacks the crucial skills to handle and facilitate learning of children. The teachers said they require training, an integrated and holistic approach to offer early childhood services, children’s rights approaches, psycho-social support to enable
them handle special circumstances such as young children affected by HIV and AIDS, children oriented pedagogy, learning assessment for children to determine their skills and readiness for primary education, and basic skills on children’s is growth and health. The study therefore provides better ways of ensuring that the teachers are trained on how to handle emerging issues in ECDE.

2.5 The Learning Resources required for Efficiency in the provision of ECDE

According to Muthua G. (2011) in his research thesis he outlined the challenges facing ECDE as tuition, transport, too much work, competition among children and lack of enough sleep. The state has the task of raising the funds to meet some of this demand if not all. The many demands may strain the government and hence little money for acquiring learning resources and physical facilities. The presidential circular No.1 (1980) on ECDE in Kenya, “All ECDE centres were to be managed by MOE”. The pre-schools were to be replanned and fixed at an appropriate place in each public primary school. The Kamunge report (1988) recommended the sharing of learning facilities with the primary section. However such learning facilities are not enough. The study therefore gives ways on how to acquire additional learning resources.

The Koech commission (1998) argued that the learning facilities vary greatly in quality and quantity depending on community awareness of the needs of ECDE. The physical facilities range from permanent classes to mud-walled grass thatched or even under a tree arrangement in rural areas. The study highlights on the ways of sourcing funds in order to achieve good quality learning resources. According to the Kamunge Commission (1988) it was noted that most people in the rural areas not
aware of the guidelines of KIE introduced in 1984 and revised in 1997. So most teachers were teaching without using the guidelines.

According to Abiero (2009) play is the best way in which children learn. Therefore a centre without enough play materials will have low enrollment. The inadequacy of such facilities is a challenge to the county governments. According to slaughter (1964) the community should commit itself in supporting ECDE in meting its objectives. Glewwe et al (2003) noted that 20% of the time is lost because teachers normally absent themselves. The teachers often hold a second job. Teachers should be present all the time to engage the students in playing. Kate et al (2003) added that creative play is a very important way of encouraging children to experiment and explore the world around them. The study has stressed on play and therefore act as a base of informing all the stakeholders that they should work as a team in order to attain better results.

According to Reio and Collahon (2004) they argued that rewards leads to high productivity and the rewards are of three types that is material, social an activity (Green Berg and Liebman 1990). The county governments are not only faced with the problem of funds for rewards but also on deciding on which reward to give and at what time (Vroom 1964). The rewards may be positive or negative, the positive reward will motivate and the negative reward would demotivate the teachers. Abiola (2004) also supported the idea of rewards by saying that they would create satisfaction by completing the job successfully especially intrinsic rewards. The education act (1968) placed more emphasis on other levels of education with little consideration on ECDE. The study therefore will suggest possible ways on how to reward ECDE teachers in order to make efficient just like other levels of education.
According to NACECE (2002) on how children grow and develop by KIE 2nd edition the community has an imperative responsibility in the development and growth of the ECDE centres in their areas. The community should work together with ECDE teachers, to enhance the growth, development and the education of the child. This is done by providing land for building ECDE centres, learning materials and feeding programs and paying ECDE teachers salaries in time. The community should be prepared to understand individual differences and take all the pupil to preschool (Slaughter, 1964). As per NACECE (1995) the ministry of education and the Benard van lee foundation started negotiating the starting of ECDE programmes in Kenya in (1970). This means that ECDE programmes in Kenya started through the collaboration of the government and the Banard Van Lee foundation. Besides, the ministry of health was also involved through immunization and growth monitoring of the children. Also was the ministry of the local government by training and employing teachers. The ministry of education through teachers’ service commission had started employing trainers to train ECDE teachers at different levels. It provides other materials and develops the curriculum through NACECE and DICECE. The stakeholders will be assisted by the study on the importance of team work and hence better provision learning resources.

According to Meyers (1992) certain things are learned at certain periods. Therefore UNESCO (2002) at the world fit for children conference called for child to have a good start in life through promoting quality nurturing care and safe environment. As per UNESCO (1979) the state should provide education. This will allow children from poor backgrounds and marginalized communities to access education especially ECDE.
According to UNESCO (2004) the following are ways of improving the quality of ECDE. Children spend most of their time in playing and working with materials or other children. They do not wander aimlessly and they are not expected to sit quietly for long periods of time. The children have access to various activities through the day look for assorted building blocks and other construction materials, props for pretend play, picture book, paints and other art materials, and table toys such as matching games, pegboards and puzzles. The teachers should take into consideration the individual differences. The study therefore has suggested various ways of achieving enough tools for all the children activities.

Children should work on projects and have long periods of time (at least one hour) to play and explore. Abiero (2009) noted that pupils learn best through play. Children can explore and experiment (Kate el al 2003). The teachers should deal with small groups. The curriculum is adapted for those who are ahead as well as who need additional help. Teachers should recognize that children are of different background and therefore take care of each child. The teachers should know the background of each pupil (Kochhar 1988). They should not learn the same things at the same time in the same way (Connor 1964).

In addition the commission of inquiry into the education system of Kenya headed by Davy Koech (1998), recommended that pre-primary education is supposed to be under basic reduction and should consist of children of age between 3 years and 6 years. The commission noted that pupils join standard one without attending ECDE in some parts of the country. So they recommended the need to integrate with the primary to ensure quality schooling by encouraging the sharing of learning
resources. This has not been implemented and therefore the study will assist in making the implementation, process possible.

According to sessional paper No.1 of 2005 spells out government’s commitment to quality and affordable education and focuses on 4-5 year old children with a view of providing a holistic and integrated programmes that meets a child’s cognitive, social, moral, spiritual, emotional and physical needs.

2.6 Research Gap and Summary

Early childhood is a crucial stage of life in term of a child’s physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning take place from birth to age six (Piaget, 1952). It is a time when children particularly need high quality personal care and learning experiences. According to UNESCO (2004) it is important that when considering an early education facility, caregivers and teachers in the facility have knowledge of the cultural supports for the language and literacy learning of the children and families they are serving.

According to the education news paper of July 20th - August 5th 2013, the education and information - communication technology secretary Nyamira county Mrs. Janet Komenda said that the county is in the process of allocating funds in the construction of more classrooms in the ECDE centres. The county of Nyamira has set aside in this financial year 209, 578,750 Kenya shillings in the recruitment of teachers and the construction of additional classrooms. This is a clear indication that the existing classrooms are not adequate. There are plans for each school to have at least two classrooms and the necessary learning materials.
Despite the county government, the Kenya government and other agencies efforts to improve ECDE, policy gap still exist. Riechi, Mbiti and Kisilu (2006) argued that access is inadequate, policy implementation not reached, quality and equity is still a problem, inadequate resources and lack of awareness for early intervention because of the education level of most of the parents. Deaton (1988) talked of household requirements and education competing for the title income of parents. The poor and pro-poor would use the little income for food, health and security first. This makes enrolment to be low. Arnold (1983) argued that gaps exist because of costs of education, high family size, poverty and education of parents. This affects enrolments negatively. According to Farrant (1964) the community and the pre-school can’t be separated. The pre-school trains pupils to live as accepted and useful members in the society. The study therefore has explored ways of sourcing funds required in the provision of learning resources, employing academically and professionally qualified teachers, sensitizing all stakeholders to enroll the right aged children in ECDE and also on how to boost enrollment of both boys and girls in Nyamira south sub-county.

According to UWEZO survey (2009) most children do not attend pre-school making difficult for them in there subsequent level or education. An indication that the government has not made a mandatory level of education. The teachers should be within the catchment area so as to have knowledge of cultural background of the learners which improves interaction and promotes learning amongst the learners. The environment should be learner friendly and the facilities there in taking into account their age bracket.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter entails, research design, location of the study, target population, sampling, and sample size selection, research instruments, piloting of the instruments, data collection technique and data analysis.

3.2 Research Design

The research design is the arrangement of conditions for collection and analysis of data in a manner that aim to combine relevance to the research purpose with economy in the procedure (Orodho, 2006). It involves decisions regarding what, where, when, how, by what means concerning research makes the research design. The study employed a descriptive survey research design utilizing both qualitative and quantitative approaches. Descriptive survey involves collecting information using interview schedules and use of questionnaires to a sample of individuals (Orodho, 2003). It can be used to collect people’s attitudes, opinions, habits or any of the issues of education or social issues. Survey descriptive tends itself to description of the current status against desired status. Descriptive is used to explore existing status of two or more variables under scrutiny by enabling the researcher to collect original data for the purpose of describing a population which is large to observe it directly (Kombo and Tromp, 2006); And in quantitative the data will be quantified numerically.

In addition, survey enabled the researcher to collect data for the purpose of describing a large population which is too large to observe directly and subsequently
a better way for the measurement of characteristics of large population (Orodho, 2008). It is used to explain research phenomena in terms of conditions or relationships that exist, option that are held by pupils, teachers, parents, experts, process that are going on or effects that are developing (Orodho, 2004). It is aimed at gathering facts, knowledge, opinion and judgment from pre-school option and judgment from pre-school teachers and head teachers on challenges facing the provision of ECDE and the variables will be manipulated. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3 Locale of the Study

Nyamira south sub county has two divisions namely Nyamira Division and Nyamaiya division and each is managed by an area education officer. The sub county is about 400km from Nairobi city and it borders Nyamira North Sub County to the east, Manga Sub County to west, Masaba North Sub County to the south west and Rachuonyo south sub county to the north. The researcher has worked for five years in the sub county and therefore found it appropriate for scrutiny in terms of enrolment status and quality of learning in pre-primary education. The researcher focused on public pre-primary schools.

Singleton, (1993) said that the place under study should be accessible to the researchers and permits freely interaction with the informants. In addition the study should be affordable in terms of time available and financial ability. The area has a population of about 250,000 people and is densely populated, approximately 200 people per a kilometer square. The residents are mixed-up; we have agriculturalists, business persons and professionals. The area was chosen for study because of the
poor continuous performance at KCSE level and the researcher felt that the problem may be at pre-primary level. The level of enrolment and quality of education provision was suspected to be the main problem. If the pupils are poorly prepared at pre-primary level, their performance in subsequent levels will below (Jean Piaget, 1896-1980).

3.4 Target Population

According to Borg and Gall (1989), target population is a set of people, events or objects. Therefore the target population is all items or people under consideration in any field of inquiry constitute a universe or target population. The researcher generalized the result of the research. The population in all ECDE centres in Nyamira south sub county total to 97 centres. The study targeted 97 head-teachers 194 and 2 area education officers. The total population targeted is 293 people.

3.5 Sample Size and Sampling Techniques

Gay (1976) and Mugenda (2003) suggested that in descriptive studies a sample size of at least 10% is enough in representing the entire population. The population was large and therefore a few were considered for study (a sample).

3.5.1 Sample Size

The researcher used therefore a sample size of 20% which is above the minimum sample size of 10%. This applied to the headteachers and teachers. In the case of area education officers all of them were interviewed because they are only two and they manage different divisions in Nyamira south sub-county.
Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Personality</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEO</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Head-teachers</td>
<td>97</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Teachers</td>
<td>194</td>
<td>39</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>293</strong></td>
<td><strong>61</strong></td>
<td></td>
</tr>
</tbody>
</table>

In total of 61 people gave their responses. Any statement about the sample applies to the population (Dr. Orodho, 2004). Generalization was extended to the entire population.

3.5.2 Sampling Techniques

There are 97 ECDE centres, 194 teachers and 2 area education officers. Therefore purposive sampling was used to get proper representation of each division in order to get a total of 20 ECDE centres. This is about 20% of the ECDE centres. Great care was also be taken to ensure that gender is brought on board by employing purposive sampling again. According to Slavin (1997) sampling in vital because of lack of enough time, funds and energy.

3.6 Research Instruments

The researcher used the following instruments, interview schedules and questionnaires to collect data from the sampled centers. The headteachers and the area education officers were interviewed in their respective stations. They were not many and therefore it was easy to administer the interview schedules. The questionnaires were provided to the teachers in order to give their responses. Their number was slightly high and able to read and write.
3.6.1 Interview Schedules for Head Teachers and Education Officers

For the head teachers, and area education officers, interview schedules were used since the respondents are very busy people. It gave detailed information; clarification of the information was done where necessary. It is a fast method of collecting data from many respondents and it is also cheap and does not require a lot of material (Gay, 1992). The interview schedules for headteacher focused on challenges facing the provision of efficient ECDE, age brackets enrolled, number of boys and girls enrolled, a number of teachers trained and untrained and strategies of making the provision of ECDE efficient. The area education officers' schedules will seek to collect the information on total number of both boys and girls enrolled in ECDE centres in their respective divisions, age brackets of those enrolled, challenges facing the provision of ECDE, total number of trained teachers and those not trained in each division and ways of providing efficient ECDE.

Further Satyanarayan (1983) argued that it is an appropriate tool that covers all the dimensions of an investigation through probing the participants. The researcher was in a position to collect the right information that meets the intended objectives. Kerlinger (1973) argued that people prefer communicating orally than by writing. Therefore people can easily give the information.

3.6.2 Questionnaires for Teachers

The questionnaires were given to the teachers because they are able to read and write. Mugenda (1999) argued that they collect a lot of information within short time. Borg and Gall (1989) said that it is better to use open and closed questionnaires in order to get different responses. The questionnaires were to seek to collect information on challenges they are facing in providing the service of
teaching to the different age brackets of the children, the number of children whether teachers are trained or not and ways of improving the provision of ECDE.

Berner (2002) suggested that the questionnaires give similar or standardized questions to the subjects. It should contain unstructured (open ended) and structured (closed-ended) questions in order to get a variety of responses. It is possible to compare responses and contingency questions should also be included to allow the researcher probe for more information.

3.7 Pilot Study

Piloting assisted to improve the validity and content of the instrument, in piloting 1% of the sample size is adequate. This translated to 3 schools. The 3 schools are those that did not participate in the actual study. It assisted to correct unclear questions, clustered questions, wrong phrasing of questions and used to determine the validity and reliability of the instruments. The respondents were given the instruments to give their responses. Piloting assisted the researcher to familiarize himself with the administration of the instruments.

3.8 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. One may say that validity is the degree to which an instrument measures what it is supposed to measure. Fraenkel and Wallen (2000) argued that validity is the appropriateness, meaningfulness and usefulness of specific inferences researchers make. Borg and Gall (1989) argued that validity is improved
through expert judgment. The interview schedules and questionnaires should be accurate for the intended information to be collected.

3.9 Reliability

Piloting assisted to test the reliability of the tools of data collection. If the responses does not deviate, then the instrument is reliable (that is dependable) Fracnkel and Wallen (2000) defined reliability as consistency of scores obtained. It is concerned with the degree to which a particular measuring procedure gives similar results over a number of repeated trials. A test retest method will be used to estimate the degree to which the same result could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instruments. A test-retest will involve administering the same instruments twice to the same group of subjects but with a time lapse in between. In this case a week time difference will be preferred. A comparison of respondents will be made using spearman Rank order correlation.

\[
(r_s) = \left\{ 1 - \frac{6\sum d^2}{n(n^2-1)} \right\}
\]

where \(d\) is difference between

Ranks of pairs of the two variables and \(n\) is the number of pairs of observation. The main objective of this coefficient of correlation are to determine the extent which two sets of ranking are similar or dissimilar. According to Orodho (2003) a correlation coefficient \((r_s)\) of 0.75 for example should be considered high enough to judge the reliability of the instruments.
3.10 Data Collection Procedure

Before embarking on data collection, the researcher ensured that the research permit was obtained in advance from the ministry of education. This is a legal consideration which must not be ignored. The researcher used questionnaires and interview schedules in collecting data. The questionnaires were for teachers because they are able to read and write. The interview schedules were for the area education officers and head-teachers. The head-teachers and area education officers are too busy people and therefore the interview schedule was appropriate. The questionnaires were delivered to the schools by the researcher and time of collection was agreed upon with the respondents. The researcher organized upon with the respondents.

3.11 Data Analysis and Presentation

Bell’s (1993) argued that the use of statistics is important in analyzing data. The data was mainly analyzed by use of descriptive statistics. The closed added items were edited and coded manually before using the computer. The open ended items were extracted, summarized and then coded. Further Borg and Gall (1989) stressed on the use of percentages in analyzing data because it can be easily understood. The data collected was coded and entered in the computer for analyzing, using statistical package for social sciences (SPSS). Qualitative data was organized and coded according to themes. Frequency tallies were used to record responses. The percentage, tables, mean and frequency tables were used to report findings. Pie charts and bars graphs were also used. The analyzed data therefore formed the basis for the research findings, conclusions and recommendations for the study.
3.12 Logistical and Ethical Considerations

The researcher obtained an introductory letter from the graduate school of Kenyatta university as part of logistical and ethical considerations. The researcher moved straight away to the ministry of education to get a permit and thereafter got the research permit from the national commission for science, technology and innovation which assisted to introduce the researcher to the sub-county education officer for data collection.

The permit was presented to the head-teachers of the sampled schools to allow the researcher to collect data. The permit was finally attached at the last page of the research project. It was wise to organize with the schools head teachers when the actual research was to be done and at the same time establish rapport with the administration and other respondents. The schools where piloting took place were informed in advance. The information collected was treated confidentially and enough time was given to respondents to handle the questions. After they completed the researcher thanked them individually and then moved to the next centre until the entire exercise was over.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
The topic of study was provision of efficient early childhood education in public primary schools in Nyamira south-sub-county, Nyamira county Kenya. In the chapter the researcher addressed findings and discussions.

4.2 Background Information
The sample sizes were; 2 area education officers out of 2, 20 Headteachers out of 97 and 39 teachers out of 194. The total number of respondents was 61 out of 293. This translated to about 20.8% of the total number of respondents.
The principal guiding factor is that data analysis presented in this chapter was the study objectives as highlighted as follow;

i. Find out ECDE enrolment level of both boys and girls in Nyamira south sub-county.

ii. Establish the age ranges of those enrolled in ECDE centres in Nyamira south sub-county.

iii. Determine the academic and professional qualification of teachers employed in ECDE centres in Nyamira south sub-county.

iv. Find out the available learning resources for the provision of early childhood development education in Nyamira south sub-county.

To meet the above objectives the study sought to answer the following questions;

i. What is the number of boys and girls enrolled in ECDE centres in Nyamira South sub-county?
ii. What are the minimum age and the maximum age for a child to be enrolled in early childhood development education?

iii. What are the academic and professional qualification of teachers employed in ECDE centres in Nyamira south sub-county?

iv. What are the available learning resources for the provision of efficient early childhood development education in Nyamira south sub-county?

To this end only the items that were directly related to the objectives of the study were selected for analytical purposes. The collected data was analyzed and presented using descriptive statistics. The tables and percentage were used to help in cross tabulation of the data.

According to Orodho (2004) tables and more so tables describe statistical data more clearly and economically than words. The pie charts and bar graphs were used in data presentation.

### 4.3 ECDE Enrolment Level of both Boys and Girls in Nyamira South Sub-County

The table below represents the information from the 20 sampled schools.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number enrolled (frequency)</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>200</td>
<td>40</td>
</tr>
<tr>
<td>Girls</td>
<td>300</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source**: Interview Schedule for ECDE Headteachers
Table 4.1 shows that there are more girls than boys enrolled in the 20 sampled schools. This can be clearly shown in the figure 4.1 below:

![Bar Graph of the Boys and Girls Enrolled in 20 Sampled Schools](image)

**Figure 4.1: Bar Graph of the Boys and Girls Enrolled in 20 Sampled Schools**

The number of girls enrolled is more than the number of boys enrolled in the 20 sampled schools. In recent past the government of Kenya has put much stress on the girl education at the expense of the boy education. This has affected the enrollment of boys in ECDE among other factors. In some of the 20 sampled schools the percentage of boys was less than 40%. The government should revise its approach to the issue in order to increase the enrollment of both boys and girls were found to below in the 20 centres visited. An enrolled of a total of 500 pupils in the 20 centres is low (that is an average of 25 pupils per a centre below the 45 number recommended by the government of Kenya. The NGOs and the government have been in the forefront on emphasizing on the girl child education. The stress should be balanced and this is in line with UNESCO.
In the world conference on education for ALL (1990) organized by UNESCO held in Jomtien, Thailand it was declared that every child has a right to education. The NGOs and the government should stress on both the girls and boys education in order to have high balanced numbers of each category.

According to the world conference on ECDE in Mosco, Russia (2010) organized by UNESCO it was agreed that every child has a right to education. The governments we advised to implement EFA goals to ensure that all children attain education especially those of ECDE.

According to Jadini seminar report 1997 page 52-53 sensitized presents gives a head start to the children. The parents when well informed they can’t therefore afford to leave the children to stay of home without attending ECDE centres. The government should create a forum to sensitise all the parents on the importance of taking all right aged children to ECDE centres. This would accelerate the enrolment in ECDE centres.

4.4 The Age Ranges of Those Enrolled in ECDE Centres in Nyamira South Sub-County

The table below shows the age brackets of those enrolled in ECDE centres in the 20 sampled schools. The sampled 20 pre-primary were taken from the two divisions within the sub-county from which 10 were randomly sampled from Nyamira division and 10 from Nyamira division totaling 20 schools.
Table 4.2: Age Brackets of Those Enrolled

<table>
<thead>
<tr>
<th>Age range in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>3-6</td>
<td>400</td>
<td>80</td>
</tr>
<tr>
<td>Over 6</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Interview Schedules for ECDE Headteachers

As evidenced above 4% of the enrolled children are under-age 80% are of the right age and 16% are over aged. This is a clear medication that the provision of early childhood education is not perfect (efficient). It was found that 20% (that 4% + 16%) of the children enrolled in ECDE centres was not of the right age. The under aged may be sometimes be frustrated by the older one and the old ones (mover aged) many feel isolated. This affects their learning negatively. There is need for the right age to be enrolled. This can be translated and represented by the use of a pie chart for charity purposes in the figure below:

![Percentage of children in each age bracket](image)

Figure 4.2: Pie Chart Showing Percentage of Children in Each Age Bracket
The table 4.2 and figure 4.2 clearly shows that in the 20 sampled schools there are children who are under aged and over aged that is 4% and 16% respectively, against the guidelines of the ministry of education.

All ECDE centres should have the right aged children. This is in line with the Koech commission of 1998 noted that the ECDE children should be of the age between 3 and 6 years. This should be followed in order to harvest the child is potential at this vital stage. The Koech commission of 1998 further recommended that 0-4years is a baby class, 4-5years nursery and 5-6 years pre-unit and for the baby class the parents were to take full responsibility of assisting them to develop. Therefore each partner should understand his/her role correctly.

According to MOEST (2003) the children who enroll in Kindergarten should be 3 to 4 years, parents should be the main influence in the child’s learning experience and education. What therefore parents should do is to expose their children to various experiences and therefore boost the development of the child. The teachers therefore can early time by handling the right aged children. The community should be prepared to understand individual differences and take all pupils of recommended age to school; slaughter (1964) had the same views.

According to Agbu (2009) he noted that enrollment in ECDE centres is still low because some children stay at home to do domestic work instead of coming to school. The boys stay at home to be trained on how to look after cattle for example in some communities. This makes the enrolment of boys to be low and ECDE centres. All the children once they attain the right age are supposed to be taken to the ECDE centres for learning.
4.5 The Academic and Professional Qualification of Teachers Employed In ECDE Centres in Nyamira South Sub-County

The table below represents information collected from teachers, area education officers and headteachers on the academic qualification of the teachers in the 20 sampled schools in Nyamira South Sub County.

Table 4.3: Academic Level of Teachers

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPE/KCPE (Standard 7 or 8)</td>
<td>5</td>
<td>12.82</td>
</tr>
<tr>
<td>KJCE (Form two level)</td>
<td>10</td>
<td>25.64</td>
</tr>
<tr>
<td>KCSE (Form four level)</td>
<td>24</td>
<td>61.54</td>
</tr>
<tr>
<td>KCSE Form four level with grade C and above.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A-Level (Form six level)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Questionnaires for ECDE Teachers

The table shows that 61.54% reached at form four level, 25.54% form two level, 12.82% standard 7 or 8 level, 0% form six level and 0% at university level. Therefore most of the teachers attained secondary education. Although the percentage of secondary school leavers appear high that is 61.54% all of them
scored grade D+ and below. The percentage is composed of those who scored poor grades and those who scored high grades appear to be absent. The sector appears to be left to the low achievers academically. The trend should be reversed so that the higher achievers get a higher share in positions of teaching in ECDE centres. The academic level and the grade attained of a teacher greatly affect the content delivery. The low academic level accompanied it poor grades heads to poor delivery of the content. The figure below shows the percentage share of each level of education.

**Figure 4:3: Bar Graphs Showing the Percentage Academic Level of Teachers**

A-level (form six) and university had zero percentage each.

The table below shows the professional qualification of the teachers as given by the teachers Head-teachers and the area education officers in the 20 sampled schools.
### Table 4.4: Professional Qualifications of Teachers

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained in ECDE with a Diploma/degree</td>
<td>10</td>
<td>25.64</td>
</tr>
<tr>
<td>Trained in ECDE with certificate</td>
<td>15</td>
<td>38.46</td>
</tr>
<tr>
<td>Not trained in ECDE</td>
<td>14</td>
<td>35.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Interview Schedules for ECDE Headteachers and those for the Area Education Officers.

The table above shows that there still exist high percentage of teachers who have not trained in ECDE, that is 35.9%. In considering the professional qualification of teachers it was realized that most of them trained to handle primary children and not ECDE children. The professional qualification of a teacher affects content delivery. The trained teacher applies better methods in teaching as opposed to untrained teacher. Therefore to ensure better learning all the teachers need to be trained especially to those handling ECDE children. The young children needs great care and therefore a trained teacher can manage them well.

The above data can be translated and presented by the pie chart below to show the percentage of teachers trained of each level.
Figure 4.4: A Pie Chart Showing Percentages of Trained and Untrained Teachers in ECDE centres

The pie chart indicates that about 35.9% have not acquired the necessary skills in handling the ECDE children. Further the table and the figure below shows some of the problems experienced in the ECDE sub-sector in educations

Table 4.5: Professional Qualification of Head Teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained with certificate in ECDE</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Trained with diploma/degree in ECDE</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Not trained in ECDE</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Questionnaires for ECDE teachers*
Most of the headteachers trained on how to manage primary schools and not ECDE centres. Therefore most of them manage ECDE centres because they are within the compound that is used by primary schools.

The information in the table can be presented by the use of a bar graph.

Figure 4.5: Bar Graph Showing the Percentage Qualification of Head-Teacher in the 20 Sampled Schools

The table above clearly indicate that a high percentage of 75% are not trained to handle ECDE. This actually a problem that is experienced in ECDE centres. The above arguments are in line with the following researchers.

According to Abiero M. Moses (2009) in curriculum development good education comes from professional trained teachers. This means in the 20 sampled schools the percentage of untrained teachers stands at 35.9% which may mean no good education that comes from them.
According to Connor (1964) the uniqueness of children need special attention and the teachers should be aware of this skills are learned by teachers in training institutions. The untrained teachers therefore may not be in a position to handle the ECDE children well.

According to UNESCO (2004) it is important that when considering an early education facility teachers in the facility should have knowledge of the cultural supports for the language and literacy learning of the children and families they are serving. In training institutions teachers are in opposition to acquire such skills as opposed to somebody who didn’t attend such training.

Dibble (1999) argued that training adds methods of teaching benefits employees and the school. For better graduation rate then training is necessary for ECDE teachers. For efficient running of the ECDE centres, then training is a very important prerequisite otherwise our ECDE centres would be experiencing problems now and again.

It should be noted that before training a person has to attain a relatively good academic qualification. The teacher has to have a mastery of the content before training. In training better methods/approaches of content delivery are acquired. In general sense one learns on have to handle young children.
4.6 The Learning Resources Required for the Provision of Efficient Early Childhood Education in ECDE Centres in Nyamira South Sub County.

The table below indicates the learning resources available in the 20 sampled schools.

Table 4.6: The Learning Resources Available in the 20 Sampled Schools

<table>
<thead>
<tr>
<th>Level of ECDE centres</th>
<th>Classrooms</th>
<th>Toilets</th>
<th>Teaching aids</th>
<th>Play ground</th>
<th>Toys</th>
<th>Desk/chairs</th>
<th>Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Number of schools</td>
<td>15</td>
<td>14</td>
<td>12</td>
<td>19</td>
<td>16</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Total number of schools</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

The table above indicates that 5 out of 20 (25%) schools had adequate classrooms 6 out of 20 (30%) had adequate toilets 8 out of 20 (40%) had enough teaching aids, 1 out of 20 (5%) had enough desks/chairs and 2 out of 20 (10%) school had enough tables. From this statistics it is clear that a high percentage of schools are missing the vital learning resources for learning. This impact on the level of efficiency in the ECDE centres. The few resources available are over strained. The above arguments are in line with the finding of the following.

The Koech commission of (1998) argued that learning resources very greatly in quality and quantity depending on community awareness of the needs of ECDE. The physical facilities range from permanent classes to mud-walled grass thatched or even under a tree arrangement in rural areas. Kamunge report of (1988) recommended the sharing of learning facilities with the primary section. However such learning facilities are not enough and even the older children frustrates the young ones.
According to the Kamunge commission of (1988) it was noted that most people in the rural areas are not aware of the guidelines of KIE introduced in 1984 and revised in 1997. So most teachers were teaching without using guidelines. For the smooth running of the ECDE centre such guideline very crucial.

Further according to Abiero (2009) play is the best way in which children learn. Therefore a centre without enough play materials with not operate well. In addition Kate et al (2003) argued that creative play is a very important way of encouraging children to experiment and explore the world around them. Therefore learning resources are pre-requisite to proper running of ECDE centres.

Therefore learning resources are a pre-requisite for provision of efficient early childhood education a centre with enough learning resources motivates the teacher and a centre without learning resources demonstrates the teacher.

**Figure 4.6: Bar Graph Showing the Percentage Number with Adequate Resources in the 20 Sampled Schools**
The bar graph indicates that very few schools with adequate facilities. This affects the quality of learning negatively. The smooth running of ECDE centres require adequate learning resources. For example, from the bar graph 25% of the 20 ECDE centres had adequate classrooms.

Figure 4.7: Bar Graph Showing the Percentage Number with Inadequate Resources in the 20 Sampled Schools

The bar graphs above, indicates that all the ECDE centres lack enough learning resources. This affects the quality of learning and the number that can be enrolled. In order to boost enrollment the government, non-governmental organizations and parents should join hands in the provision of the resources.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The topic of study was the provision of efficient early childhood education in public primary schools in Nyamira south sub-county, Nyamira county Kenya. The chapter therefore addressed itself to summary conclusions and recommendations as per the findings of the study.

5.2 Summary of the Study Findings

As per the first objective of the study which was to find out ECDE enrolment level of both boys and girls in Nyamira south-sub-county the findings are summarized as there were more girls than boys in all the ECDE centres sampled for study. The average percentage of boys was 40% and that of the girls was 60% in the 20 sampled schools. In some centres the percentage of boys was less 40%. An enrollment of 500 pupils in the 20 sampled schools is low, that is an average of 25 pupils per a centre which is below 45 pupils per a centre the number recommended by the government of Kenya. This is a clear indication that most parents and the government have not done their role well. The parents, and the government stresses on the education of the girl child as compared to a boy child. The boys mostly remain at home to do domestic work at that young age. The government should stress or gender equality in all levels of education without any bias. The government should take ECDE to be part of basic education. This would make parents to send their children to school without discrimination. Under basic education, every child has a right to education and therefore it would be an offence for a parent not to take his/her a child to ECDE centre.
The second objective was to establish the age ranges of those enrolled in ECDE centres in Nyamira south sub-county. As per the findings it was realized that there are under-aged and over-aged children in the centres. It was noted that 4% of the pupils in the centres are under-aged (2-3) years of age and 15% were over aged that is over 6 years of age. This translated to 100 pupils who are not in the right place of learning. The centres don’t follow the guidelines of the age bracket (3-6) years provided by the ministry of education. This can be counted as wastage which is a sign of inefficiency. There is need to follow the ministry guidelines and the parents to be sensitized in order to take their children to ECDE centres when they attain the required age without delay. The under aged or over aged children suffer from stigma. The older children tend to ignore/discriminate then in class or during play time. This will affect the learning potential of a child. A child participates well in the right age group.

The third objective was to determine the academic and professional qualifications of teachers employed in ECDE centres in Nyamira South Sub-County. The academic level of the teacher in the sub-county was found to be as follow 12.82% of the sampled teachers attained CPE/KCPE certificate, 24.64% of the teachers attained KJSE certificate and 61.54% of the teachers attained KCSE certificate. This indicates that a good number of the teachers don’t have high academic qualifications. Further in the sampled schools, most the teachers had K.C.S.E certificates and about 36% of them is not trained to handle ECDE. This indicates that the number of trained teachers are not enough in ECDE centres. Considering the headteachers most of them were trained to handle primary section, that is 75% are not trained to handle ECDE but they are the headteachers. It is only 25% who are
trained to handle ECDE centres. This has a negative impact on service delivery in ECDE centres. The untrained teacher therefore may not in a position to use the learning resources well and lowers the quality of learning. They may not be able to command control of the class as required. The methods of teaching may not be up to date. The sector is further dominated by women teachers. The male teachers were few as compared to female teachers. The government should participate in the running ECDE centres in order to correct the situation.

The fourth objective was to find out the available learning resources for the provision of early childhood development education in Nyamira south sub-county. The following facilities were found to be inadequate, reference books, teaching materials classrooms, chairs/desks, tables, playing facilities, painting and writing materials. For example centres with enough, classrooms were 25%, toilets 30%, teaching aids 40% playground 5% toys 20%, desk/chairs 45% and those with enough tables were 10% of the 20 sampled schools. The percentages are low and therefore the resources are over-stretched.

In addition the children share toilets and other facilities with the primary section. The older children in primary tend to frustrate the ECDE children. There is need for facilities for the ECDE section alone.

Lack of enough of such facilities leads to inefficiency in the provision of ECDE. The government should be greatly involved in ensuring that such learning resources are in place for better running of ECDE centres. There should also be room for NGO to assist in the provision of such facilities /learning resources. The provision should not be left to the parents alone but it should involve all partners.
5.3 Conclusions

From the findings of the study the following conclusions were made.

i. The number of girls registered in ECDE centres was higher than that of boys.

Further it was noted that the enrollment was 500 pupils and that translated to 25 pupils per a centre. This clearly indicates that most pupils are not enrolled in ECDE centres. If the government and parents can work as partners without forgetting the NGOs then this trend would change. The stress on all the children to acquire education will be of great value. The enrollment of both boys and girls would increase greatly.

ii. The pupils learn well when they are with the right age-mates. The under-aged and the over-aged don’t learn well when they are mixed with a different age-bracket. They are normally affected mentally. The ministry of education should ensure that the right age-group joins pre-primary school. The age recommended by the ministry of education (3-6 years).

iii. The proper plans should be made in order to post enough teachers in all ECDE centres. This would ensure a strong foundation for nursery children and consequently improve education standards. It is regrettable that many children have been unable to go through basic education due to lack of enough teachers. The pre-primary education has been largely ignored by the national government for along time leaving it to the parents who have not been able to provide qualified teachers at the early stages of development of children. Basic education is constitutional right for every child. The national government should strive to ensure that every child gets education. The issue of corruption in employing teachers in ECDE centre should be discouraged at all costs. The recruitment of ECDE teachers should be done in a transparent manner.
iv. In some ECDE centres the learning resources are over-utilized indicating inefficiency in the provision of early childhood education and in other centres the resources are underutilized a sign of inefficiency. There were few centres with high enrolment with few learning resources but many centres had low enrolment hence some learning resources were not in use. There is need for the government to sensitize the community on the importance of ECDE in order for more children to join the pre-schools. The centres with high enrolment the government should employ trained teachers and also provide the learning resources. The parents should be sensitized on the importance of taking the right aged children to ECDE centres. This will assist to alleviate the problem of having over-aged or under aged children in ECDE centres. In many centres the infrastructural facilities were inadequate hence poor conducive environment for learning. The government should come in and participate in the provision of ECDE centres with learning materials. The teaching materials, reference books and well trained teachers should be a responsibility of the government. The sharing of facilities with the primary section should be avoided. The national government should stop giving false promises for example in the employing of ECDE teachers. The classrooms are in bad condition and this makes it difficult for children to learn and play because they need a very creative environment to motivate them into linking education with the real world. The national government should ensure that all the ECDE centres are fully equipped and harmonize the ECDE curriculum as stipulated by the Kenya institute of curriculum development (KICD).
5.4  Recommendations

The researcher suggests the following recommendations based on the findings of the study which focused on the provision of efficient early childhood education in public Pre-primary schools in Nyamira South sub-county Nyamira county Kenya.

i. According to the education newspaper of May 20th –June 5th 2014 the governor of Meru county Peter Munya said that the feeding programme reduced the burden on parents to provide balanced diet for their children. The programme increased enrolment in pre-primary schools of both boys and girls. The researcher therefore supports this policy as away of increasing the number of pupils in pre-primary schools in Nyamira South –county. He said that his government would increase resources by July 2014 in the feeding programme. This would formalized in all ECDE centres. He further added that the local government intends to assist parents reduce the mortality rate and in turn help achieve the millennium development goals.

ii. The ECDE should be made compulsory for all the children of the age between (3-6) years in this case no child should be allowed to join standard one without successfully completing the ECDE. There should be a clause in the constitution that ensures that all children attend ECDE before joining standard one. It should be part of basic education. The management of ECDE should be left on the hands of the ministry of education and not the county governments. The MOE should be left to run all levels of education. This would allow frequent inspection in a view to note areas of weakness and recommend a remedy for efficiency to be attained. There is need to initiate a feeding programme for nursery school children to help malnutrition in early stages of development and therefore more will attend school in steady of staying at home. The government
through the ministry of education should sensitize the community on the importance of ECDE. This will assist in ensuring that all the children of the right age attend ECDE before joining standard one. The centres where under-utilization of resources was realized will be a thing of the past.

iii. The government should employ more qualified teachers to handle ECDE. Some ECDE centres were seen to be managed by untrained teachers. The teachers trained to manage primary schools even manage ECDE centres. Further the government should ensure that the teachers are paid well. So there is need for the teachers in ECDE centres to be paid by the central government just like other teachers managing primary and secondary education. So the role of employing and paying such teachers should not be left to the county governments. Teaching in ECDE centres was seen to be dominated by women. The government should therefore assist to alleviate the inequality. The stakeholders should sensitize the community on gender equality to avoid training only female ECDE teachers. This will create a sense that the level of education is equally important just like other levels of education. The government should ensure that ECDE committees are formed which would assist in the smooth operation of ECDE centres. In other levels of education there are boards /committee that help in the smooth-running of the institutions. Team work and genuine collaboration among all the stakeholders is vital. At the moment most of the work in ECDE centres is left to parents who are already over burdened with other responsibilities. The high poverty level may not allow the parents to participate well. Therefore all the stakeholders must join hands in order to improve the efficiency in ECDE centres. An integrated approach is therefore important to have the proper functioning of
ECDE centres. There is need to involve NGOs in the provision of learning resources.

iv. The government should also include ECDE in the free –primary education programme. This will assist to ensure to ensure that learning and teaching materials are sufficiently provided. In addition the government should also be responsible in providing the physical facilities and even buying more land for play grounds. The government therefore should take children’s act (2001) seriously where education is to be provided to all and protect children from any form of abuse.

5.5 **Suggestions for Further Research**

The same study should be replicated in other sub-counties especially the rural sub-counties so as to enable generalization of the findings. The sector provides a firm foundation for the children and those who successfully complete it perform well in subsequent levels of education. Therefore this area needs further research. In addition the children have a high potential of learning at the age of (3-6) years. The government should carry out proper planning in order to assist the children to grow well and hence the society as a whole.
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APPENDICES

APPENDIX I: INTERVIEW SCHEDULE FOR ECDE

HEADTEACHERS

The interview schedule for headteachers contains two types of questions closed ended and open ended.

1. What is the enrolment of boys and girls in your ECE centre?
   
   Boys [ ]   Girls [ ]

2. Is the enrolment of boys and girls in year centre increasing or decreasing?
   
   Increasing [ ]   Decreasing [ ]
   
   If increasing give reasons
   
   If decreasing give reasons

3. How many teachers are in your ECE centre?
   
   Trained [ ]   Not trained [ ]   Total number of teachers [ ]

4. (a) Are the classes in the ECE centre divided according to age brackets?
   
   Yes [ ]   No [ ]
   
   If yes how

   (b) What is the minimum and maximum entry age bracket in ECDE centres?
   
   .................................................................................................................................

5. Do you get any support from any government agency or any non-governmental organization?
   
   Yes [ ]   No [ ]
   
   If yes, what kind of support
6. Does your centre have play materials?  Yes [ ]  No [ ]
   If yes, which ones.................................................................

7. Do you have an ECE committee?  Yes [ ]  No [ ]

8. Are there teaching and learning materials in your centre?
   Yes [ ]  No [ ]
   If yes, how often are they used?............................................

9. Specify the barriers which hinders the provision of ECDE in your centre?
   i. ..............................................................................................
   ii. ..............................................................................................
   iii. ..............................................................................................
   iv. ..............................................................................................
   v. ..............................................................................................

10. Do parents pay school levies promptly?  Yes [ ]  No [ ]

11. In what specific ways can ECDE be prompted in your centre?
   i. ..............................................................................................
   ii. ..............................................................................................
   iii. ..............................................................................................
   iv. ..............................................................................................

12. Is the number of children graduating from pre-primary the same as the number registered in standard one?  Yes [ ]  No [ ]
   If No, explain ............................................................................

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APPENDIX II: QUESTIONNAIRE FOR ECDE TEACHERS

The questionnaire for teachers contains personal information and closed ended questions and open ended questions.

Name of the ECDE centre

1. What is the enrolment of both boys and girls in your centre?
   Boys [ ]   Girls [ ]

2. Is the enrolment increasing or decreasing?
   Increasing [ ]   Decreasing [ ]
   If increasing give reasons
   If decreasing give reasons

3. Does the county government offer any support to boost enrolment and learning in your centre?  Yes [ ]  No [ ]

4. Do you use teaching aids in teaching?  Yes [ ]  No [ ]

5. Are there specific barriers of implementing ECDE in your centre?  Yes [ ]  No [ ]
   If yes name them
   i. ........................................................................................................................................
   ii. .......................................................................................................................................... 
   iii. .........................................................................................................................................
   iv. ..........................................................................................................................................

6. How have you managed to solve such challenges in question 5 above?  ............
   ............................................................................................................................................
7. Do you group children according to age?  
   Yes [ ] No [ ]

8. Do you prepare your lessons in advance?  
   Yes [ ] No [ ]

9. Do you have enough playing materials and a playing field?  
   ...................................................................................................................
   ...................................................................................................................

10. Are you trained as an ECDE teacher?  
    Yes [ ] No [ ]

    If no what is the level of your education?  
    ...................................................................................................................
    ...................................................................................................................

11. Do you often attend in-services courses workshops?  
    Monthly [ ] Termly [ ] Yearly [ ]
    Not At All [ ]

12. Are you normally paid your salary in time?  
    Yes [ ] No [ ]

13. Are all the children who join standard one pass through your hands?  
    Yes [ ] No [ ]
APPENDIX III: INTERVIEW SCHEDULE FOR THE AREA EDUCATIONAL OFFICERS

The interview schedule for area education officers contain agreed ended question and closed questions.

1. How long have you served in this division?  

2. How many ECDE centres are in your division?  

3. What is the enrolment of both boys and girls in the division?  
   Boy [   ]   Girls [   ]   Total [   ]  

4. Is the enrolment in the division increasing or decreasing?  
   If increasing, give reasons.  
   If decreasing, give reasons.  

5. Do you get any support from the county government, Kenya government or any other agency?  
   If yes, what kind of support?  

6. In your own opinion, what do you think are the challenges facing ECDE centres in your division?  
   i.  
   ii.  
   iii.  
   iv.  

7. What do you think should be done in order to overcome them?  
   
   ……………………………………………………………………………………………
8. Are the ECDE centres regularly inspected?
   Yes [ ]  No [ ]

9. Are the teachers trained?
   Number trained [ ]  Number not trained [ ]  Total [ ]

10. In your own view do you think that ECDE centers are important
    Yes [ ]  No [ ]
    If yes why .................................................................
    ........................................................................
    ........................................................................

11. How many pre-primary schools have feeding programmes in your division?...
    ........................................................................

12. Is there prompt payment of school levies?
    Yes [ ]  No [ ]

13. In your own view, what do you think affects the provision of efficient early childhood education in your division? ........................................................
    ........................................................................
    ........................................................................
    ........................................................................
APPENDIX IV: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School
TO: James Mokaya Mireri

DATE: 19th February, 2015
REF: E55/20055/2012

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 14th January, 2015, entitled “Provision of Efficient Early Childhood Education in Public Primary Schools in Nyamira South Sub-County, Nyamira County, Kenya”.

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the Progress Report forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

SILVERIA THIONG’O
FOR: DEAN, GRADUATE SCHOOL


Supervisors:

1. Dr. Jackline Nyerere
C/o Department of Educ. Mgt. Pol. & Curr Studies
Kenyatta University

2. Dr. Mary Otieno
C/o Department of Educ. Mgt. Pol. & Curr Studies
Kenyatta University
APPENDIX V: RESEARCH AUTHORIZATION (KENYATTA UNIVERSITY)

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/20055/2012
DATE: 19th February, 2015

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR JAMES MOKAYA MIRERI—REG. NO. E55/20055/2012

I write to introduce Mr. James Mokaya Mireri who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Mr. Mireri intends to conduct research for a M.Ed. proposal entitled, “Provision of Efficient Early Childhood Education in Public Primary Schools in Nyamira South Sub-County Nyamira”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VI: RESEARCH AUTHORIZATION (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-310245, 310249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/15/4159/5301

26th March, 2015

James Mokaya Mileri
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Provision of efficient Early Childhood Education in public primary schools in Nyamira South Sub-County, Nyamira County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nyamira County for a period ending 30th September, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Nyamira County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LAMBAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education
Nyamira County.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. JAMES MOYAYA MIREMI
of KENYATTA UNIVERSITY, 4-040500
has been permitted to conduct
research in Nyamira County
on the topic: PROVISION OF EFFICIENT
EARLY CHILDHOOD EDUCATION IN
PUBLIC PRIMARY SCHOOLS IN NYAMIRA
SOUTH SUB-COUNTY, NYAMIRA COUNTY,
KENYA,
for the period ending
30th September, 2015.

Permit No.: NACOSTI/P/15/4159/5101
Date of Issue: 26th March, 2015
Fee Received: Ksh 1,000

[Signature]
Director General
National Commission for Science, Technology & Innovation

[Stamp]
National Commission for Science, Technology & Innovation