PROVISION OF RESOURCES AND FACILITIES IN ECDE CENTRES IN
MWEA EAST SUB-COUNTY, KIRINYAGA COUNTY, KENYA

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MAY, 2016
STUDENT'S DECLARATION
I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other work- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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Supervisors' declaration
We confirm that the work reported in this report was carried out by the candidate under our supervision as university supervisors.

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<tr>
<td>AOU</td>
<td>Organization of African Union</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organizations</td>
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<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>ECDE</td>
<td>Early Childhood Development Education</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>K.I.E</td>
<td>Kenya Institute of Education</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>NACECE</td>
<td>National Center for Early Childhood Education</td>
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<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
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<td>NGO</td>
<td>Non Government Organizations</td>
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<tr>
<td>PTA</td>
<td>Parent Teachers Association</td>
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<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>UNICEF</td>
<td>United National International Children Fund</td>
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ABSTRACT

Early childhood Development Education is an important aspect of basic education that lays a sound foundation for primary education and personality development which can make all the difference in the child’s future. The history of Early Childhood Development dates back to ancient times with Egyptians, Greeks and Romans before introduction of formal education in Kenya. In Kenya, great deal has been achieved in Early Childhood Development through involvement of various community agents like Ministry of Education, development partners, religious organizations and parents’ organizations. This is in line with global requirements for child holistic development as stipulated in United Nations Conventions on the rights of children and African charter. The purpose of the study was to investigate the level of community involvement in the provision of school resources in ECDE centres. The study objectives were to establish availability of learning resources, find out the physical conditions of the resources in the ECDE centres, establish the agents involved and to determine the role of the community in provision of school resources in ECDE centres. The study was guided by Bronfenbrenner Ecological Theory on the interaction of children and immediate environment the Rights and welfare of the child. The study adopted descriptive research design. It was carried out in Mwea East Sub-County, Kirinyaga County. Data was collected from a sampled population selected using a stratified random sampling technique from Mwea East Sub-County. It consisted of 20 teachers and 60 parents. The data collection instruments were questionnaires and observation schedules. Validity and Reliability was established through scrutinizing of the instruments by researcher and research supervisors as well as through a pilot test in 3 schools not included in the study sample. Data collected was then coded and analysed descriptively using statistical package of social sciences and presented in tables. The study established that provision of quality early childhood education is faced with a number of challenges, key among them shortage of funds and negative attitude of the community towards provision of resources in early childhood education. The resources and facilities available included colours, picture books, pencils, crayons, counters, exercise books, charts, furniture, kitchens, playgrounds, classrooms and toilets. The agents involved in the provision of resources in the ECDE centres included the county government, parents, teachers, community, NGOs and churches. The parents and the community participated in donating instructional materials, organizing fundraising, initiating income generating projects, organizing academic days, supporting feeding programmes and providing the basic needs to the children. The study recommends that community should be sensitized on the importance of learning resources in children learning. All stakeholders in the education sector should come up with modalities of ensuring that there is adequate provision of resources in ECDE centres.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
This chapter entails the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions of the study, limitations of the study, delimitations of the study, significance of the study, the theoretical framework, the conceptual framework and the operational definitions of key terms

1.2 Background to the study
Education and care for young children between birth to eight years was started early in Europe before the introduction of formal Early Childhood Development (ECD) education in Kenya. In African traditional societies, care and education of young children was vested on the family members, that is, parents, grandparents, siblings and other relatives. This was based on children home based care. Due to contemporary changes in family lifestyle experienced in our modern society, there has been challenges in provision of home based care and education for young children. Some of these changes include urbanization and introduction of money economy where mothers are increasingly getting engaged in the labour market. As a result, many parents and communities at large have embraced Early Childhood Development Education (ECDE) Centres which are becoming an alternative to home based traditional childcare system.
In such centres, children of varying ages benefit from services offered there. The centres cater for children from as young as one year to eight years which is a critical stage of child development where various windows of growth and development open up. It is also the age at which ECDE Centres help to lay a firm foundation in children for future learning experiences. These centres should therefore provide adequate and appropriate care in order to avoid deficiencies in development of children under their care. Research has demonstrated that some developmental deficiencies that occur during this stage of development are difficult to reverse in adult life (Pipes & Trahms, 1993; Ndani, 2008).

In respect to the above, many nations all over the world have demonstrated appreciation for the need of care that would lead to child’s holistic development. One hundred and ninety one states members have ratified the United Nations Convention on the Rights of the child (CRC). In article 27.1 and 27.2 the states recognize the right of every child to a standard of living adequate for its physical, mental, spiritual, moral and social development. CRC also recognizes that parents and others responsible for the child have the primary role of ensuring secure living conditions necessary for the child’s holistic development (Ndani, 2008; Koech, 2003).

In harmony with the UN-CRC the Organization for the African Unity (AOU) appreciates the child’s need for holistic development as stipulated in the OAU African Charter on the Rights and Welfare of the child (OAU, 1990). It assesses
the requirements of every child to particular care with regard to health, mental, moral and social development. Just like CRC, it assigns parents and others responsible for the child the duty to secure within their abilities and financial capacities, conditions of living necessary to the child’s development. It also stipulates the role of the state as that of ensuring the development of institutions responsible for providing care of children but only within the states means and national conditions. Thus when a state’s conditions do not allow adequate provisions for young children, parents and the community must shoulder the burden (Koech, 2003; Koech, 2010).

In line with this global and regional documents for the child, the Government of Kenya’s (GOK) objective entail the development of integrated nurturance of children’s effective, cognitive and physical aspects (Republican Kenya, 1998; Ndani, 2008). To achieve this, the government emphasis on developing the capacities of families and communities to actively participate in provision of adequate ECD programmes. The National development policy (2006) stipulates government partnership with other stakeholder or partners and guides their roles and functions in implementing ECD programmes. This is in line with what has been recommended in Service-Standards Guidelines for Early Childhood Development. These partners include parents, local authorities, private companies, individuals, non- governmental organizations, bilateral and multilateral agents (Ndani, 2008). There is some evidence of involvement in Kenya for example Parent-Teachers Association (Kamunge Report, 1979) and school practices such
as Parent–Teachers Meetings and school partnership policies (GOK, 2006) which require school to involve the community in education process. However involvement at ECDE Centres level may not be extensive (Ndani, 2008). This is more so in establishing quality education in ECDE Centres (Wawire, 2006). Bilateral and multilateral agents such as Aga Khan Foundation, Bernard Van Leer Foundation and United Nations Children Fund (UNICEF) to a large extent fund ECD programmes such as feeding programmes.

In regard to the role played by the Kenyan Government, the need for community involvement in ECDE programmes is increasingly becoming critical. This is best explained by the fact that in most ECDE centres, the community is the key player in children education sponsoring about 70% of the total ECDE programmes (Republic of Kenya, 1998). These centres comprise children immediate physical and social environment which Bronfenbrenner (1998) refers to as Microsystems (Black and Puckett, 1996). The Microsystems is a setting in which the individuals spends considerable time for example family and school. The child acts on and influences each of these and is influenced by them Bronfenbrenner further states that the learner reciprocally interacts with teachers and peers and helps to construct the Microsystems. All these have influences on child’s development.

In Kenya, the government through MoE is responsible for managing and coordinating ECD programmes. The responsibility include training ECD teachers, development of centers, inspection and supervision of ECD centers,
mobilization of resources for ECD and coordination of partners in ECD (Presidential Circular No.1, 1980). To carry out these roles, the ministry has structures at national and district level which includes Kenya Institute of Curriculum Development (KICD), District Centre for Early Childhood Education (DICECE) and Quality Assurance Standards sections. The MoE also coordinates the provision of ECD by the local authority which includes County and Sub County Governments. These are involved in development of ECD centers by provision of support which includes provision of physical facilities, supervision of ECD teachers under training and payment of ECD teachers. Parents and the local communities comprise the largest stakeholders in ECD. Their responsibilities include provision of land for building ECD centers, provision of physical facilities, and provision of furniture. In partnership with school management, it’s also involved in recruitment and payment of teachers, development of materials, initiating and sustaining feeding programmes as well as ensuring that children are enrolled in ECD centers. They are also involved in hiring subordinate staff, initiating community based growth monitoring and promotion activities, acting as resource persons to the centers, raising funds for development and forming committees to manage ECD centers (Koech, 2010; Koech, 2003).

Non-governmental organizations, faith based organizations, companies and private agencies also play a vital role in ECDE programmes. Their roles include provision of physical facilities, provision of furniture, provision of play and learning materials, initiating and sustaining feeding programmes, payment of teacher’s
salaries, provision of funds and resources, capacity building and provision of technical support, advocacy for ECDE and mobilization of resources for ECDE (NACECE, 2006).

It is however a fact that schools vary in the kinds of resources they have put in place to enable learning for quality education. Research findings by Gakii (2003) and Ng’asike (2004) have also shown that most ECDE centres lack some necessary facilities, equipment and materials that would promote teacher motivation and holistic development of children. Most public ECD centres support unfriendly school conditions characterized by windowless, rough mud walled and earthen floor classrooms. Others are iron-sheet walled and roofed (Ngome, 2002). In such classrooms, temperatures go very high or low, ventilation is poor, dust is a problem and children are easily distracted from the learning process. Most of these classrooms are also congested (Gakii, 2003; Ng’asike, 2004). This explains low and inadequate community involvement in supporting ECD Centres despite the global and regional expectations of standard involvement. This become more puzzling on realizing that the same community provides better facilities for the less vulnerable children in primary and secondary schools (MoE, 1999; Ndani, 2008). There was need therefore to evaluate community involvement in provision of school resources in ECD centres for quality education, the reason for which this project was undertaken.
1.3 Statement of the Problem
Schools depend heavily upon community support and involvement for any potential positive impact from early education. They have to focus on provision of resources by the community to the ECD Centres. Since Early Childhood Policy in Kenya emphasizes communities as key in the provision of ECD physical facilities and learning resource, the role these communities play needs to be evaluated through research. There is limited literature on involvement of the community in the educational planning, policy making, evaluation of the ECD programmes as well as provision of resources and facilities. Additionally many ECDE centres face challenges such as inadequate physical facilities and resources. This has gravely affected the holistic development of children. This evaluation study therefore was an attempt to determine the level of community involvement in provision of school resources and factors that may influence community involvement in ECD centres.

1.4 Purpose of the Study
The purpose of this study was to establish the level of community involvement in the provision of school resources in ECD for quality education.

1.5 Objectives of the Study
This study was guided by the following objectives:-

(i) To establish availability of learning resources in ECDE centres in Mwea East Sub County, Kirinyaga County.

(ii) To find out the physical condition of resources and facilities in ECDE centres.
(iii) To establish agents involved in provision of school resources in ECDE centre.

(iv) To determine the role of the community in ensuring provision of school resources in ECDE Centres.

1.6 Research Questions
The following questions guided the research:

(i) What types of school resources are available in ECDE centres in Mwea East sub county, Kirinyaga County?

(ii) What is the physical condition of the available resources and facilities in ECDE centres?

(iii) What agents are involved in provision of school resources and facilities in ECDE centres?

(iv) What is the role of the community in ensuring provision of school resources and facilities in ECDE Centres?

1.7 Assumption of the study
This evaluation study assumed that MoEST, ECD policy on community involvement was operational in the area of study. It also assumed that the community through various agents such as Government of Kenya, NGO, private individuals, bilateral and multilateral agents is involved in ECD policy implementation through provision of school resources.
1.8 Limitation of the Study
Due to lack of adequate finances, distance between schools and inadequate time, the study was confined to Mwea East Sub-County only. The survey instruments contained selected items and not be all inclusive. Additionally the conclusions were based on the views of those who responded to the survey.

1.9 Delimitations of the Study
The study was confined Mwea East Sub County, Kirinyaga County. It also investigated the provision of school resources and facilities in ECDE centres only. The researcher created time during evenings to visit the targeted schools. Mapping of the schools was also done to enable the researcher visit the targeted schools systematically and in the limited time.

1.10 Significance of the Study
This study is based on MoEST, ECD (2006) policy on community involvement and partnership. The result of the study may therefore provide the government through the MoEST information on the level and effectiveness of community involvement in ECD centres. Any identified gap may be used as a guide for future policy formulation and implementation. The research findings may also provide information that can act as a base for community mobilization and sensitization by the MoEST on provision and sustainability of school resources. The study findings may also enlighten on the available school resources and facilities and possible ways of improving them. This will go a long way in helping children develop a firm foundation for future school learning. The research finding may also act as a
guide for future research whereby it may be replicated in other areas to verify the research findings.

1.11 The Theoretical Framework
This study was guided by Bronfenbrenner’s Ecological Theory (1989). It primarily focuses on the social contexts in which children live and the people who influence their development. This theory has of five environmental systems which include the Microsystems, mesosystem, exosystem, macrosystem and chronosystem (Bronfenbrenner & Morris, 2006). The Microsystems is a setting in which the individual spends considerable time for example family, peers, school and neighborhood. In these settings children act and influence each other as they interact with others in the Microsystems to help construct it. ECD centres comprise of the immediate physical and social environments experienced by young children (Black and Puckett, 1996). In a school setting, the players who facilitate education excellence and programme success include the community, teachers and learners.

The link between home and ECD Centres provides the child with the mesosystems. The expectations parents have on the school outcomes may influence the experiences the teachers organizes for children. The community has the primary role to secure conditions of living necessary for the child’s holistic development. Macrosystems refers to the ideas, feelings and attitudes of the society towards the school. Pre schools depend heavily on community support and involvement for any positive impact from ECD education. Children need quality
programmes in ECDE centres which should meet certain standards (Morison, 2007).

Epstein’s theory on community involvement (1995) in education also forms a base for this study. It has six major types of community involvement. The first is the basic obligation of parents that shows the responsibility of families to ensure children’s health and safety to the parenting and child rearing skills needed to prepare children for school. Second is the basic obligation of school which entails the communication from school to home about school programmes and children’s progress. The third is parent involvement at school by volunteering as assistant teachers, resource persons or administrators to support school programmes. The fourth is parent involvement in learning activities at home through parents or children initiated request for help and ideal to monitor or assist children on learning activities. The fifth is parent involvement in governance and advocacy by taking part in decision making roles and the sixth is collaborating with communities through integration of various community caregivers and resources to support the school programmes. This is done through parenting, communicating, volunteering, learning at home, decision making and collaborating (Delta, 1995). The theories were relevant to the study as they highlighted the community agents and their involvement in provision of school resources and facilities.
1.11  The Conceptual Framework
The way schools care for children reflect how schools care for families. If educators view learners as children, they are likely to see the family and the community as partners with the school in children's education and development. The ultimate goal of ECD programmes is holistic development of children. To achieve this provision of adequate school resources and facilities in the ECDE centres should be addressed. This is influenced by the independent variables which are the role of the community in provision of resources, the physical condition of resources and their availability as well as the community agent's involvement. The extent to which community members are involved in education of young children is influenced by factors such as economic status, education level, relationship with children as well as community attitudes which are the intervening variables. These involvement help improve school programmes and school climate and help teachers with their work. The outcome of this is improved teaching and learning in ECDE centres and better grades which are the dependent variables.
Provisions of school resources and facilities

Roles of the community
- Organizing fundraising
- Donating resources
- Income generating projects

- Physical condition of resources and facilities
- Availability of resources and facilities

Community Agents involvement
- County government, parents, teachers, community, NGOs, churches

 Outcome
- Improve teaching and learning in ECDE centres
- Better grades

Dependent Variable

Independent Variable
- Parents' Educational level
- Socioeconomic status
- Community attitude

Intervening Variable

Figure 1: Conceptual framework
1.12 Operational Definition of Key Terms

Community: This refers to the parents, local leaders NGOs and other collaborators around the school.

Early Childhood Education: This is the Education offered in ECD Centres to children between 3-6 years of age.

ECDE Centre: This refers to any facility that provides day care and education services to children aged 3-6 years.

Micro system: Are the physical and social conditions of the school and which influences children's holistic development.

Mobilization and sensitization – This refers to activities designed to promote community awareness on ECD learning materials.

Physical facilities: ECD Centres settings including space, equipment and materials.

Provision of funds: Various ways through which the community ensures availability of funds in ECD centres.

Resources: Are the Physical facilities and instructional materials.

Rural setting: This refers to a setting that is far from social amenities like schools, health centres and markets.

Sponsorship: It involves community agents taking an initiative in management and running of ECD centres.

Urban setting: This refers to any setting that is close to social amenities like markets, health centres and schools.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction
This chapter contains review of related literature on Early Childhood Education with reference to community involvement in ECD programmes. It focused on what scholars, educationists, researchers and the Ministry of Education Science and Technology have found out and said concerning community involvement in ECD centers.

2.1 Role of the Community in Provision of School Resources
ECD Centres, one of Bronfenbrenners (1989) microsystems play a vital role in provision of necessary care for children development. The physical facilities, equipment and materials present in the children environment and interpersonal relationships of the person with whom they interact and influence their development forms part of the microsystem. Since 1970, the Kenyan government has recognized and appreciated the contribution of parents and local community in provision of ECD programmes. The government has made effort to improve ECD education through experimental programmes, seminars, education commissions and partnership with other stake holders. It also facilitated establishment of National Centre for Early Childhood Education (NACECE) in 1984 which was mandated to in-service and train ECD trainers, mobilize community and parents.
through awareness creation and providing community support grants (Wahungu, 2011).

Children need quality programmes which should meet certain standards (Morison, 2007). The government through the Ministry of Education Science and Technology has adopted the policy of partnership to facilitate adequate provisions in ECDE centres. Such partners include parents associations, local authorities, religious organizations, private firms and individuals.

NACECE Policy Framework, (2006) stipulates the role of the community in ECD which includes physical facilities, employment of teachers and management of ECD programmes. To play its part, the Kenyan government has for a long time been allocating 40% of its National budget to education which has increased since year 2000 with an attempt to meet the Education For All (EFA) goals of education and Free Primary Education (FPE). Despite these efforts, the funds allocated are still insignificant percentage of the education budget (Ndani, 2008).

To meet its objective of holistic development of children, the government has therefore advocated for offering of integrated services to meet the cognitive, social emotional, health, nutrition and care of children (Republic of Kenya, 2002). This has led to a call for active participation of all institutions and stakeholders in meeting children’s needs. This is emphasized in the Master Plan on Education and Training (Republic of Kenya, 1998). It entails collaboration between all stakeholders comprising of parents, local government, religious organizations,
private sector, institutions, multilateral and bilateral donors and NGOs. It guides
the role and function of each partner (Ndani, 2008). This call is mainly directed to
the community since they sponsor about 70% all ECD programmes in Kenya
(Republic of Kenya, 1998). Available literature suggests that there is a relationship
between community involvement and children’s development (Palegno, Schorott
& Staschnoy, 1983). Young, (1995) also points out that parental involvement in
programmes appears to strengthen the positive impact of early childhood
interventions.

Various factors have been identified by research to influence community
involvement in ECD Centres. Main factors identified include the level of
education, type of school sponsorship, sex and rural urban setting (Wawire, 2006;
Mwoma, 2009). Lack of encouragement or invitation, lack of awareness on the
need of involvement, unwillingness to interfere with teachers, unavailability,
poverty, sex, and initiation of Free Primary Education and a feeling of lack of
ownership of schools were also identified as inhibitors to involvement (Ndani,
2008). The question that comes into play is what resources are available and their
current state in ECD Centres in Mwea East Sub-County? It is therefore necessary
to evaluate these as well as role of community agents involved in ECD
programmes in Mwea East Sub-County.
2.2 Level of Community Involvement in Provision of Resources

In African Traditional Societies, the community played a vital role in education of their children (Achoka, 2003). At the introduction of Western Education, the local community never became passive recipients of education but continued participating in the education process in various ways like providing land and other physical facilities (Achoka, 2003). Thus community involvement is not a new thing but finding ways of strengthening it would be welcomed by the community which has long supported it.

World Health Organization (WHO) and United National International Childhood Fund (UNICEF) workshop (1982) observed that programmes are more effective when members of the community are informed and involved in their evolution. To do this, the government recommends NACECE-DICECE Model which is fashioned after the district focus for Rural Development Strategy. This strategy attempts to facilitate communities to participate more, initiating and taking action in their self motivated goals (Ndani, 2008). It therefore means that programmes designed with community involvement component offer more benefits to children than those that do not. The community should work towards the improvement of the quality of settings that a child experience in ECD Centres. DICECE officers mobilize and sensitize the community on matters relating to the care and education of young children. At ECD level the community finance and manage institutions (Ndani, 2008).
To effect these, Epstein (1995) developed six types of community involvement models of which four are the most relevant in ECD Centres context which are collaborating, volunteering, communicating and decision making. Collaboration entails communities contributing their material and intellectual resources for the benefit of the school. Volunteering is about assisting teachers, administrators and children in class, attending workshops as well as contributing labour force where needed.

In ECD Centres programmes community involvement in decision making and communication is also very vital as this helps in governance and advocacy. The level of community involvement in children education varies according to its construction of involvement role, its series of efficacy for helping children succeed and the invitations, demands and opportunities for involvement presented by the children and the school. Thus if a school expects little community involvement, the community will be less inclined to get involved (Epstein & Dauber, 1991; Koech, 2008).

Adequate and appropriate community level of involvement is influenced by various factors such as its economic status, the education level of the community and the types of school sponsorship. The level of involvement results to variance in school environments for young children (Huston & Bently, 2010). High level involvement in the six modes of involvement according to Epstein is likely to lead to improved teaching and learning physical facilities and provision of instructional
materials which in turn lead to the ultimate goal of children holistic development (Koech, 2010). Schools from impoverished background have been found to have fewer resources than those from higher economic neighborhood. They are likely to have learners with low achievement test scores, low graduation rates and lower percentages of children going to college level. This prompts the need to evaluate the level of community involvement by investigating the type and status of resources in ECD centres.

2.3 Factors Impacting On Community Involvement in ECD Centres

Adequate and appropriate community involvement is influenced by various factors in the community. According to Hoover-Dempsey and Sandler, (1995) model, the community decides to get involved when they understand that collaboration with other stakeholders is part of their role as the community, when they believe they can freely affects children’s education and when they perceive that the child and the school wish her to be involved (Koech, 2010). The communities make the decision to participate, choose specific activities shaped by their perception of their own skills and abilities, other demands on their time as energies and specific invitation to involvement from children, teachers and school.

As such various factors come to play on community involvement in ECD. These factors include community socio economic status, education level and school sponsorship. Other factors include age of parents, gender and marital status of parents. The socio economic status of a community dictates its ability to provide
adequate and appropriate learning environment in ECD Centres. Where involvement is not adequate, ECD Centres are seen to have fewer school resources. The school buildings are old, crumbling and poorly maintained. They are also staffed with young teachers with less experience. Children are enrolled late in ECD Centres and those in school have frequency of absenteeism and arriving late in school.

The education level also influences community involvement in ECD Centres. The communities with low education levels do not value education and as such will not encourage their children much less participate in school programmes. They take little interest in children school work which leads to learners with low achievement scores, low graduation rates and high school drop outs. Parents who are intelligent and educated provide a child with a favourable environment and are likely to get involved in their children’s school work (Fraser, 1973). Parents who are less educated, those who have less income, less experience and high levels of stress tend to use ECD Centres for questionable reasons (Heldebrand, 1981). To them, the facility is meant to offer care to children who lack care at home. They also enrol their children late in school. Parents with low education levels are not able to get involved in school matters (Teklemariam, 1996). They cannot provide assistance to teachers or extend their knowledge to school due to inability to read and write.
ECD Centres in Kenya are managed by different organs such as religious organizations, private individuals and the local communities. The Early Childhood Education Development policy framework (K.I.E, 2006) gives policy statement for partnership, advocacy and interface between partners, communities and service providers among other statements. It suggests that the role of different partners at all levels should enhance the co-ordination and provision of quality services and equitable distribution and access to services to children especially in education and health (KIE, 2006). The current policy framework does not give the level of community involvement in provision of physical facilities and instructional materials.

The type of school resources in ECD Centres are determined by the management of the school or the sponsor. Those ECD Centres under management of religious organizations, private institutions and NGOs are characterized by well built and maintained classrooms, ample space and material for play, adequate provision of instructional materials as well as qualified teachers. This is as a result of the financial ability of such sponsors. The ECD Centres run by the local community are as opposite of the above. This is because the community lacks adequate financial ability to provide good classrooms, adequate materials or employment of qualified teachers. The physical environment is “work unfriendly” having inadequate facilities, equipment and materials (MoEST, 1999; Ngome, 2002; Gakii, 2003 and Ng’asike, 2004). This calls for the need to investigate the type and status of resources in ECD centres so as to identify the level of community
involvement. This study identified socio economic status, the level of education and school sponsorship as having greater influence on community involvement in ECD Centres which in turn affect provision of resources. These will form the variables of the study to evaluate community involvement in provision of resources. Other factors noted to have an influence includes age, type of sponsorship and rural-urban context.

2.4 Summary of Literature Review

The reviewed literature showed that community involvement in provision of a conducive environment for children holistic development is recognized internationally and the Kenyan government assents to these facts (National PTA, 2002). The strength of any educational system lies not in the separation of our homes, schools and communities but in the collaborative partnership which unite them in a common goal, the education of their children (Morrison, 1998). Education of children in the ECDE centres is affected by the provision of school resources and facilities. Additionally, there is more literature on provision of resources in early childhood centres in developed countries than there is in developing countries. Most of the literature reviewed comes from America and Europe and only a few articles are from Africa and in particular Kenya. This study arose out of the fact that there are few studies that tackle provision of facilities and resources in the ECDE centres in Mwea east sub county Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This section presents the research methodology that include the description of the research design, study location, target population, sampling techniques, instrumentation, pilot study, validity and reliability of data collection instruments, data collection procedures and data analysis plan.

3.2 Research Design
The researcher adopted a descriptive survey design to obtain information on community involvement in provision of school resources. A survey approach allows and facilitates collection of a large amount of data from a sizable population in a highly economic way (Mugenda & Mugenda, 2003). Descriptive survey design is used in preliminary and exploratory studies to enable the researcher to gather information, summarize and interpret it for the purpose of clarification (Orodho, 2009). This design was found necessary as it attempts to describe what was and is in a social system such as a school. A descriptive research design also attempts to describe the degree to which factors exist and tries to discover the links of relationships which exists between them. This design is a process which involves collection of data in order to test hypothesis or answer questions concerning the current status of the subjects of study rather than the
manipulation of variable (Gay, 1976). Descriptive design concerns describing, recording, analysing and reporting conditions that exist or existed (Kothari, 1985).

3.2.1 The Variables
This study evaluated selected factors determining the level of community involvement in providing resources in ECD Centres. The two major variables are outlined below.

• The independent variables
These consist of the determinants of the level of community involvement in provision of school resources in ECD Centres whose components includes:

**Classroom** - This is where teaching and learning takes place. They should provide learner friendly environment such as good ventilation, safe, space etc

**Water and sanitation** - Water is essential for healthy growth and development. Sanitation has to do with hygiene methods and facilities of waste disposal in the school.

**Play fields and materials** - They offer children an opportunity to exercise their body as well as promote social emotional development through group activities.

**Instructional materials** - These are materials that help teachers to deliver knowledge to children such as text books, black board, charts and picture among others. They are a source of knowledge.
• The dependent variables

This consists of the modes of community involvement which includes:

**Provision of funds** – It explains various ways through which the community ensures availability of funds in ECD centres.

**Mobilization and sensitization** – This refers to activities designed to promote community awareness on ECD learning materials.

**Sponsorship** - It involves community agents taking an initiative in management and running of ECD centres.

3.3 **Locale of the Study**
The study area is Mwea East sub-county, Kirinyaga County, Kenya. It lies 112 km North East of Nairobi City, 21 km South of Embu Town. Mwea East sub-county borders Embu County to the East, Kirinyaga East Sub County to the North and Kirinyaga West Sub County to the West. The region is located in Mwea constituency. Mwea East Sub County has been among the best performing sub counties in KCPE in the country. However the education in the ECDE centres has been facing numerous challenges leading to poor performance. This could be attributed to the inadequate school resources and facilities in the ECDE centres.

3.4 **Target Population**
The target population of the study consisted of teachers and parents in the ECDE centres in Mwea East sub-county. The actual population was determined by the school sponsorship and gender. According to records there were a total of 56
public ECDE centres and 42 registered private owned ECDE centres. The ECDE centres have a population of 192 teachers 596 parents yielding a total of 786 respondents.

3.5 Sampling Technique and Sample Size Determination
Stratified random sampling technique was used to cater for the heterogeneous population of subjects for the study. This was as a result of geographical location and sponsorship in the area of study. The sample size was made up of 10% of the population because of the small size of the population and this was a satisfactory representation (Mugenda and Mugenda 1999). Since there were two categories, 10% of each category was sampled through proportionate random sampling to ensure equal representation of each category (Orodho, 2003). In calculation 10% of 192 teachers yielded 19.2 which were rounded off to 20 teachers. Additionally, 10% of 596 parents yielded 59.6 which were rounded off to 60 parents. Schools per category were numbered one to last. Pieces of papers numbered one to last were folded, put in an empty box, shuffled and then picked. The numbers picked represented the schools sampled for study.

<table>
<thead>
<tr>
<th>Population</th>
<th>Target population (N)</th>
<th>Sample size (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>192</td>
<td>20</td>
<td>10.41</td>
</tr>
<tr>
<td>Parents</td>
<td>596</td>
<td>60</td>
<td>10.06</td>
</tr>
<tr>
<td>Total</td>
<td>788</td>
<td>80</td>
<td>10.15</td>
</tr>
</tbody>
</table>
3.6 Research Instruments
Considering the nature of the study sample and the geographical spread of the key respondents, the researcher used different types of instruments to collect data. These are described as follows:

3.6.1 Questionnaires
The researcher used self administered structured and unstructured questionnaires to collect information on the provision of school resources and community agents involved in ECD sub-sectors. It had multiple choices provided, arranged from the least to the most desirable to facilitate logical coding and interpretation of data.

The questionnaires had items that corresponded to the study objectives and research variables. The questions sought qualitative information including the factors that influenced involvement of the community in provision of school resources. The second part of the questionnaires had open ended questions to allow respondents give detailed explanation of community involvement strategies.

3.7 Pilot Study
The instruments were pretested in 3 ECDE centres which were drawn from the study but not included in the research sample. One teacher from each centre responded to the research instruments. The pilot test was meant to create appropriateness of items used with an objective of improving them so as to enhance validity and reliability of the instruments.
3.7.1 Validity
The researcher sought to establish the validity of the content of the research instrument tools used. The effort was meant to ensure that the items included in the instruments represented the level of community involvement in provision of school resources.

To check content validity the researcher employed the face validity method. As such, she sought the expertise of the study supervisors and two colleagues who were familiar with the study area. These were asked to check whether the items in the instrument were able to collect the data to answer the study questions. Their suggestions were used to modify the instrument accordingly as there was no numerical way to explain it (Kothari, 1990). Additionally the researcher conducted all the community interviews personally in order to ensure systematic validity.

3.7.2 Reliability of the instruments
To determine the reliability of the instruments, the study used Split-half technique.

The Cronbach’s coefficient Alpha (K-R20) which is a general form of Kuder-Richardson was used to test the reliability of the research instruments (Mugenda & Mugenda, 2003). The use of (K-R) 20 was based on split-halves of the instrument.

\[
K_R^{20} = \frac{(K)(S_2-ES_2)}{(S_2)(K-1)}
\]

Where

KR20=Reliability coefficient of internal consistency

K=Number of items to measure the concept
After computation, the reliability coefficient of 0.75 was used to judge the reliability of the instruments. The instruments attained a coefficient of 0.78.

3.8 Data Collection Techniques.
Before proceeding to the field for data collection, the researcher submitted a research proposal to the Graduate School, Kenyatta University for examination and approval through the Department of Early Childhood Studies. Upon receiving an approval to proceed for data collection, the researcher organized to obtain authority to conduct research from the National Council for Science, Technology and Innovation. After obtaining the research permit and research authorization letter the researcher proceeded to the field for data collection. The researcher made a courtesy call to the Sub-County Commissioner, Mwea East Sub-County to deliver a copy of the research authorization letter. Thereafter, the researcher made a similar courtesy call to the Sub-County Director of Education, to seek a letter of introduction to the head teachers of the sampled primary schools. The researcher then proceeded to the selected schools, where she sought permission from the administration of the schools. This was followed by a formal introduction to the teachers and parents by the head teacher. The researcher explained the purpose of the visit, assured the respondents of confidentiality and clarify the questionnaires. The researcher carried out the sampling procedure and briefed the study
respondents of the study being a fact finding research for educational purpose. She also sought respondents’ consent to be involved in the data collection process.

This study was conducted in stages as follows:

Stage I The researcher administered the questionnaires to the teachers and parents. This exercise took three weeks.

Stage II Visit schools to observe the physical environment.

3.9 Methods of Data Analysis
Data collected was coded and cleared to remove missing values and categorized using computer software according to the questionnaires items using frequency distribution tables and percentages. Simple descriptive statistics such as percentages have the advantage over more complex statistics since they can easily be understood especially when they making results known by a variety of readers.

The coded data was then transferred to a computer sheet and processed using statistical package for social sciences (SPSS) version 21. Martin and Auna (2002) observed that SPSS is able to handle large amount of data, its time saving and also quite effective. Frequency tables and pie charts will be used to present quantitative data.

Qualitative data was analysed using thematic data analysis. Thematic analysis focuses on identification and description of themes. In this study thematic analysis process involved data familiarization, coding, categorization, identification of
patterns and interpretation of patterns. The patterns identified in the data were used to develop themes that address study objectives. The data was first grouped in accordance to research instruments under the identified themes. This was followed by comparison of the themes emerging from various data collection instruments. This will ensured that the findings of the study were credible and present the general picture on the ground.

3.10 Logistical and Ethical Consideration
The researcher obtained an introductory letter from the Kenyatta University and later a research authorization and research permit from National Commission for Science, Technology and Innovation (NACOSTI). Respondents were clearly informed that the study was purely academic. Consent was sort from the respondents through the school administrations where research was conducted. This research observed and adhered to the ethical standards and issues with regard to voluntary nature of participation and the right to withdraw by individual participant from the process. Confidentiality of all information gathered from the respondents was highly safeguarded. The collected data was stored safely and confidentially for easy reference and future accountability. Once data had been analysed, computer print-outs were filled while soft copies were stored in storage devices such as CDs and flash disks.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion. The analysis is related to the research objectives and research questions stated in chapter one of this study. The findings have been presented in figures and tables. Discussions on the findings have also been provided to interpret the meaning of the findings.

4.2 General and Demographic Information

4.2.1 Gender Distribution of teachers in the ECDE centres

Out of a sample of 20 teachers of children in the ECDE centres 6(30%) were male while 14(70%) were female. This may be due to the fact that teaching of children...
in the ECDE centres is presumed to be a feminine career as it entails motherly care and training in daily living skills. Similarly, most of teachers who are employed to teach in the ECDE centres had undertaken ECDE teacher training education.

4.2.2 Parents’ educational level
Table 4.1 parents’ level of education

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without KCPE</td>
<td>10</td>
<td>16.67</td>
</tr>
<tr>
<td>KCPE</td>
<td>23</td>
<td>38.33</td>
</tr>
<tr>
<td>KCSE</td>
<td>14</td>
<td>23.33</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
<td>10.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td>Degree</td>
<td>2</td>
<td>3.33</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

On parent’s educational level 10(16.67%) of the parents were without KCPE, 23(38.33%) had KCPE certificates while 14(23.33%) had KCSE certificates. 6(10.00%) of the parents had acquired education to secondary certificate level, 5(8.33%) had diplomas and only 2(3.33%) had university degree. The low education level of parents could be attributed to the low socioeconomic status of the region. Majority of 33(55.00%) of the parent did not acquire secondary school education. This has also affected the education of their children and provision of the resources in the ECDE centres. Parents who are less educated and those who earn less income fail to support school programs when compared to the educated ones (Heldebrand, 1981).
### 4.3 Availability of learning resources and facilities in the ECDE centres

<table>
<thead>
<tr>
<th>Resource/facility</th>
<th>More than adequate (4)</th>
<th>Adequate (3)</th>
<th>Inadequate (2)</th>
<th>Not available(1)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colours and brushes</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>1.70</td>
</tr>
<tr>
<td>Picture books</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>2.70</td>
</tr>
<tr>
<td>Pencils</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>3.10</td>
</tr>
<tr>
<td>Crayons</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Counters</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>Exercise books</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>3.40</td>
</tr>
<tr>
<td>Charts</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>2.70</td>
</tr>
<tr>
<td>Furniture</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>3.30</td>
</tr>
<tr>
<td>Kitchen</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>1.50</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Play materials</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>2.70</td>
</tr>
<tr>
<td>Classrooms</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>3.05</td>
</tr>
<tr>
<td>Fixed play equipments</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>1.80</td>
</tr>
<tr>
<td>Toilets</td>
<td>F</td>
<td>%</td>
<td></td>
<td></td>
<td>2.80</td>
</tr>
</tbody>
</table>

When responding to the availability and adequacy of the learning resources and facilities in the ECDE centres, a number of resources and facilities were looked into. Colours and brushes were reported to be adequate by 4(20%) of the teachers, 10(50%) said it was inadequate while 6(30%) said that colours and brushes were
not available in their ECDE centres. Colours and brushes had a mean of 1.70 indicating that it was inadequate in most centres. This could be attributed to the lack of finances to purchase the colours as well as the attitudes by parents and teachers that items meant for creative activities and art which are non examinable subjects in primary school were not given priority when sourcing for materials. Additionally, colours and brushes were not available in most local shops in the rural areas.

The availability of picture books were said to be more than adequate by 3(15%) of teachers. 10(50%) said they were adequate while 5(25%) and 2(10%) of the respondents said they were inadequate and not available respectively. This had a mean of 2.70. A majority of 13(65%) teachers said that the picture books were either more than adequate or adequate. This could be attributed to the high number of privately owned ECDE centres which used picture books to teach pre-reading skills. In the public ECDE centres the picture books were rarely used. However charts developed by the teachers were displayed on the walls.

Responding to availability of pencils in the ECDE centres, 4(20%) of the teachers said they were more than adequate, 14(70%) said that pencils in the ECDE centres were adequate while only 2(10%) of the respondents said that the pencils were inadequate. This was rated at a mean of 3.10. This could be attributed to the fact that pencils were used by the children to write and draw. Learning in the ECDE centres mainly focused on numeracy and literacy hence pencils were an important
tool of trade. Additionally, the county government of Kirinyaga has been providing pencils to the public ECDE centres to be used by the learners since 2014 when provision of early childhood education was devolved to be a county function.

Crayons were another learning resource which had 6(30%) of the teachers saying they were adequate, 9(45%) said that crayons were inadequate while only 5(25%) of the teachers said that crayons were unavailable in their ECDE centres. On availability of counters in the ECDE centres 2(10%) of the teachers said they were more than adequate, 16(80%) said they were adequate while the remaining 2(10%) of the teachers said that the counters were inadequate. It was noted that since counters were used in mathematics activities which was considered a major subject in school, teachers and parents sourced for the materials used in the subject. Additionally teachers improvised counters using stones, seeds and even bottle tops which were locally available. The availability of counters attained a mean of 3.00.

Responding to the availability of exercise books in the ECDE centres 10(50%) of the teachers said that exercise books in the centres were more than adequate. The remaining 8(40%) and 2(10%) of the teachers said the exercise books were adequate and inadequate respectively. The availability of exercise books had a high mean of 3.40 showing that most school associated education in the ECDE
centres with learning to write. This could also be attributed to the provision of exercise books by the county government.

The availability of charts was said to be more than adequate by 3(15%) of the teachers. This was followed by 8(40%) of the respondents who said that charts were adequate while 9(45%) said it was inadequate. Most privately owned ECDE had many picture charts while the public ECDE centres in the rural areas had inadequate charts. The limited charts in the centres in the rural areas could be attributed to the poor conditions in the classrooms which lacked windows and doors hence the charts could not be kept safely. The most available charts were picture charts, number charts and letter charts. The availability of picture charts had a mean of 2.70.

Responding to the availability of furniture in the ECDE centres, 3(15%) of the teachers said that the furniture was more than adequate, 15(75%) said that the furniture was adequate while only 2(10%) said that the furniture was inadequate. The furniture included tables, desks, chairs and cabinets. In most ECDE centres the children used tables and chairs. The adequacy of furniture was rated at a mean of 3.05. This high mean may be attributed to the fact that parents of new children were required to purchase desks and seats when their children were enrolled in the centres. However in some of the public owned centres in the newly established schools in Murinduko zone the furniture were inadequate.
Responding to the availability of the physical facilities such as classrooms, kitchen, playgrounds and toilets: the classrooms had 3 (15%) of the teachers saying they were more than adequate, 15 (75%) said they were adequate while only 2 (10%) said they were inadequate. Kitchens were reported to be adequate by 2 (10%) teacher, while 4 (20%) and 13 (65%) of the respondents said the kitchens were inadequate and not available respectively. The playgrounds were said to be more than adequate by 2 (10%) and adequate by 10 (50%) of the teachers. However 5 (25%) and 3 (15%) of the respondents said the playgrounds were inadequate and not available respectively. Most private ECDE centers had small pieces of land hence lack enough playfields.

On toilets 16 (80%) of the teachers said they were adequate while only 4 (20%) said the toilets were inadequate. The mean rating for classrooms, kitchens, playgrounds and toilets were 3.05, 1.50, 2.50, and 2.80 respectively. This supported the findings by Gakii (2003), where the physical facilities, materials and equipment in most schools had been found to be inadequate. This made the schools unfriendly affecting the learning process. The inadequacy of the resources in school resources and facilities could be attributed to the low socioeconomic status of the parents, parental level of education and lack of proper guidelines to be followed by ECDE centres on the provision and sourcing of school resources and facilities (KIE, 2006).
### 4.4 Physical conditions of the school facilities

Table 4.3 physical conditions of the school facilities

<table>
<thead>
<tr>
<th>Resource/facility</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Best condition and very functional (4)</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>F 6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>% 30.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>F 3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>% 15.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Offices</td>
<td>F 4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>% 20.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Fixed play equipments</td>
<td>F 0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% 0.00</td>
<td>30.00</td>
</tr>
<tr>
<td>School Furniture</td>
<td>F 2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>% 10.00</td>
<td>80.00</td>
</tr>
<tr>
<td>Toilets and latrines</td>
<td>F 3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>% 15.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Kitchen</td>
<td>F 1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% 5.00</td>
<td>30.00</td>
</tr>
<tr>
<td>School fence</td>
<td>F 3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 15.00</td>
<td>25.00</td>
</tr>
<tr>
<td>School gate</td>
<td>F 1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% 5.00</td>
<td>45.00</td>
</tr>
</tbody>
</table>

Responding to the physical conditions of the school facilities, 6(30%) of the respondents said that the classrooms were in best condition and very functional. 10(50%) of the teachers said the classrooms were in good condition and functional while only 4(20) said they were fairly good and functional. All the ECDE centres had classrooms for the children however some of the classrooms had earthen floors, were small in size and were poorly lighted and ventilated. Some of the classrooms were very old having been constructed over 50 years ago as shown in
The offices were said to be in best condition and very functional by 4(20%) of the respondents while 10(50%) said the physical condition of the offices was good and functional. 2(10%) of the respondents said the offices were fairly good and functional. The remaining 4(20%) said that the offices in their centres were in poor conditions and not functional. Some schools used the classroom as the office for the ECDE centre. Additionally most of the offices lacked office equipment and the necessary records.

The physical conditions of the playgrounds were reported to be in best conditions and functional by 3(15%) of the teachers while 10(50%) said the condition of the playgrounds was good and functional. 5(25%) of the teachers said the playgrounds were fairly good and functional and remaining 2(10%) said the playgrounds were in poor condition and not functional. Fixed play equipment were said to be in good condition and functional by 6(30%) of the teachers, 5(25%) said the fixed play were in fairly good condition and functional while the remaining 9(45%) teachers said the fixed play equipment were in poor condition and not functional. The poor condition of the play facilities and resources could be attributed to the limited size of the school compound mostly among the private ECDE centres. Additional due to lack of adequate funds the existing play materials were in a pathetic state. In most centres the fixed play equipment were not available or were in poor state. The stakeholders’ attitude on the place of play in the holistic development of children may have influenced the condition of play facilities.
On school furniture 2(10%) of the respondents said it was in best condition and functional, 16(80%) of the teachers said that the furniture was in good condition and functional while the remaining 2(10%) said the furniture was fairly good and functional. This was rated at a mean of 3.00. Most schools had furniture as parents were required to purchase chair or desks before their children were enrolled in the ECDE centres. This is in line with research findings by Gakii (2003) and Ngasike, (2004) which shows that most ECD centres had unfriendly school conditions characteristics by windowless, rough mud walled and earthen floored classroom, inadequate desks and tables. Most of these classrooms were also small, congested and with poor ventilation.

4.5 Agents involved in provision of school resources and facilities

Table 4.4 Agents involved in provision of school resources and facilities

<table>
<thead>
<tr>
<th>Agent</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree (4)</td>
<td>Agree (3)</td>
</tr>
<tr>
<td>County government</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Community</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>NGOs</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Church</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Responding to whether county government provided resources and facilities in the ECDE centres, 3(15%) of the teachers strongly agreed, 5(25%) agreed, 8(40%) disagreed while 2(10%) strongly disagreed. Teachers from the public owned ECDE centres either strongly agreed or agreed due to the fact that the centres had received learning from the county government of Kirinyaga after the function of early childhood education was devolved. Those from the private schools never received learning materials from the county government. Some of the resources and materials provided by the county government include exercise books, pencils, crayons, coloured pencils, plastersine as well as construction of classrooms.

Parents were reported to be involved in provision of school resources and facilities. This was supported by 9(45%) of the respondents who strongly agreed and 9(45%) who agreed. However 2(10%) of the teachers disagreed. This had a mean of 3.35. This showed in most ECDE centres the parent were involved in provision of school resources. As the parents are major sponsors of ECDE programmes, involvement in provision of school resources and facilities is paramount (Republic of Kenya, 1998).

Responding to whether teachers were involved in provision of school resources 4(20%) of the respondents strongly agreed, 7(35%) agreed, 5(25%) disagreed while 4(20%) strongly disagreed. The high number of respondents who said that teachers provide school resources could be attributed to the fact that teachers were involved in improvisation of materials as well as material development in the
ECDE centres. Teachers formed an integral stakeholder in the education of children in the ECDE centres. Due to this they fully participated in sourcing of teaching and learning resources.

On whether NGOs were involved in provision of schools resources 4(20%) of the teachers agreed, 9(45%) disagreed and 7(35%) strongly disagreed. This could be attributed to the limited number of NGOs in the sub county hence the reduced participation on provision of school resources. Responding to whether churches provide school resources in the ECDE centres 1(5%) strongly agreed, 4(20%) agreed, 8(40%) disagreed while the remaining 7(35%) strongly disagreed. This was rated at a mean of 1.95. Churches and NGOs also provided resources in the schools. However as most schools were either government sponsored or privately owned by individuals, participation by the church and the NGOs in providing materials was limited. These findings were in line with the National development policy (2006) which stipulates government partnership with other stakeholders or partners and guides their roles and functions in implementing ECD programs. It also concur with NACECE (2006) recommendation on partners in ECD education which include government, non-governmental organizations, faith Based organizations companies and private individuals. The findings are also in consistence with Republic of Kenya (1998) report that the community is the key player in children education sponsoring about 70% of the total ECD centres.
4.6 Roles the community plays in the ECDE centre

Table 4.5 Rating participation of community in the ECDE centre

<table>
<thead>
<tr>
<th>Role</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above average</td>
<td>Average</td>
</tr>
<tr>
<td>Donating instructional materials</td>
<td>F 3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>% 15.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Organizing fund raising</td>
<td>F 1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 5.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Initiating income generating</td>
<td>F 5</td>
<td>4</td>
</tr>
<tr>
<td>projects</td>
<td>% 25.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Donating building materials</td>
<td>F 0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 0.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Organizing education visits</td>
<td>F 2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% 10.00</td>
<td>45.00</td>
</tr>
<tr>
<td>Organizing academic days</td>
<td>F 6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>% 30.00</td>
<td>35.00</td>
</tr>
<tr>
<td>Participating in material</td>
<td>F 1</td>
<td>6</td>
</tr>
<tr>
<td>development</td>
<td>% 5.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Supporting feeding programmes</td>
<td>F 5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% 25.00</td>
<td>45.00</td>
</tr>
<tr>
<td>Providing the basic needs to the children</td>
<td>F 7</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% 35.00</td>
<td>45.00</td>
</tr>
</tbody>
</table>

Responding to the role of the community in provision of resources in the ECDE centres different roles were looked into. On donating instructional materials in the ECDE centres 3(15%) of the teachers rated community participation as above average, 8(40%) rated it as average while 9(45%) rated community participation in provision of instructional materials as below average. This showed that although the community participated in provision of instructional materials, the provision was limited in many centres. Some community members had the feeling that instructional materials were to be provided by the government hence saw need of providing the materials.
On whether the community was involved in fundraising in the ECDE centres, 1(5%) of the respondents rated community participation as above average, 5(25%) rated the participation as being average while a majority of 14(70%) of the teachers rated community participation on organizing fundraising as below average. This could be attributed to the facts that in the private schools the parents were paying school fees while the public school education for the pre schoolers was free and tuition paid for by the county government. Only a few ECDE centres had organized fundraising. These were the preschools in the new South Ngariama Settlement scheme which were established recently and had no facilities.

When asked if the community participated in initiating income generating projects in the school, 5(25%) of the teachers rated the participation of the community as above average, 4(20%) rate the it as average while 11(55%) rated the participation of the community in initiating income generating projects as below average. Most of the ECDE centres had no income generating projects however a few had rice fields, horticultural farms and one had some cattle kept by the parents.

Responding to participation of the community in organizing academic days, 6(30%) of the teachers rated it as above average, 7(35%) rated it as average and 7(35%) rate it as below average. On whether the community participated in material development in the schools, 1(5%) of the teachers rated the participation as above average, 6(30%) rated it as average while the remaining 13(75%) of the teachers rated the participation in material development as below average.

Responding to whether the community participated in providing basic needs to the
children, 7(35%) of the teachers rated the participation as above average, 9(45%) rated it as average while the remaining 4(20%) of the teachers rated the participation of parents in provision of basic needs as below average.

Table 4.6 School activities parents were involved in the last 1 year

<table>
<thead>
<tr>
<th>Role</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td>Donating instructional materials</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Organizing fund raising</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Initiating income generating projects</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Donating building materials</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Organizing education visits</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Organizing academic days</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Participating in material development</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Supporting feeding programmes</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Providing the basic needs to the children</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

Responding to how often parents were involved school activities in the last 1 year, various activities were look at. On donating instructional materials 2(3.33%) of the parents said they donated instructional materials monthly, 14(23.33%) said they did it termly while 36(60.00%) said they donated instructional materials yearly. The remaining 8(13.33%) said they had never donated instructional materials to the school. This showed that although most parents donated instruction materials the rate of recurrence was low in most schools. This could be attributed to the fact
that parents felt that it was the function of the government to provide learning material in the schools.

On how often parents participated in organizing fund raising in the schools, 3(5.00%) did this termly, 16(26.66%) organized fund raising yearly while a majority of 41(68.33%) of the parents had never organized fundraising in their school. Responding to how often parents participated in initiating income generating projects in the schools, 9(15.00%) of the parents said they initiated projects termly, 30 (50.00%) initiated projects yearly while the remaining 21(35.00%) of the parents had never initiated income generating projects.

On organizing academic days 10(16.67%) of the parents said this was done monthly, 25(41.67%) said they organized academic days termly, 20(33.33%) said it was done yearly while the remaining 5(8.33%) said that they had never organized academic days in the schools. Most of the academic days were held during the general meetings as well as during the school closing days. The yearly academic days were mostly held by schools which had graduations ceremonies for the preschoolers. The academic days were frequent in the private schools and the urban public schools. Most of the parents were involved in provision of basic need to the children. This study showed that 43(71.67%) of the parents participated in provision of basic needs monthly while the remaining 17(28.33%) provided the basic needs termly. This showed that all the parents were concerned with the welfare of the children and made effort to provide food, shelter and cloth to the children. However the food provided to some children was not a balanced diet.
Additionally, not all children had school uniforms. These findings were inconsistent with NACECE (2006) that recommended that the role of community in ECD should include provision of physical facilities, furniture, play/learning materials, initiate and sustaining feeding programs, provision of funds and resources, capacity building provision of technical support, advocacy and mobilization of resources. However some of the parents failed to provide for their children due to poverty.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter deals with the summary, recommendation and conclusion of the research carried out. The study focused on provision of resources in ECDE centres in Mwea East sub-county, Kirinyaga County.

5.2 Summary of Findings
Out of a sample of 20 teachers of children in the ECDE centres 6(30%) were male while 14(70%) were female. On the parent’s educational level the study found out that 10(16.67%) of the parents were without KCPE, 23(38.33%) had KCPE certificates while 14(23.33%) had KCSE certificates. 6(10.00%) had acquired education to post secondary certificate level, 5(8.33%) had diplomas and only 2(3.33%) had university degree. A Majority of 33(55.00%) of the parent had not acquire secondary school education.

The availability and adequacy of the learning resources and facilities in the ECDE centres had mixed results. The study found that Colours and brushes were had a mean of 1.70 indicating that it was inadequate in most centres. The picture books were said to be more than adequate by 3(15%) of the teachers while 10(50%) said they were adequate. This had a mean of 2.70. The availability of pencils in the ECDE centres had majority of the teachers saying they either more than adequate or adequate. This was rated at a mean of 3.10. Crayons were another learning resource which had 6(30%) of the teachers saying they were adequate, 9(45%) said that crayons were inadequate while only 5(25%) of the teachers said that
crayons were unavailable in their ECDE centres. On availability of counters in the ECDE centres 2(10%) of the teachers said they were more than adequate, 16(80%) said they were adequate while the remaining 2(10%) of the teachers said that the counters were inadequate. The availability of counters attained a mean of 3.00. On availability of exercise books in the ECDE centres 10(50%) of the teachers said that exercise books in the centres were more than adequate. The remaining 8(40%) and 2(10%) of the teachers said the exercise books were adequate and inadequate respectively. The availability of exercise books had a high mean of 3.40 showing that most school associated education in the ECDE centres with learning to write. The availability of picture charts had a mean of 2.70. The study found out that the availability of furniture in the ECDE centres as adequate of rated at a mean of 3.05. The mean rating of physical facilities such as for classrooms, kitchens, playgrounds and toilets were 3.05, 1.50, 2.50, and 2.80 respectively. The physical conditions of the school facilities, 6(30%) of the respondents said that classrooms were in best condition and very functional. 10(50%) of the teachers said the classrooms were in good condition and functional while only 4(20) said they were fairly good and functional. The physical conditions of the playgrounds were reported to be in best conditions and functional by 3(15%) of the teachers while 10(50%) said the condition of the playgrounds was good and functional. Fixed play equipment were said to be in good condition and functional by 6(30%) of the teachers, 5(25%) said the fixed play were in fairly good
condition and functional while the remaining 9(45%) teachers said the fixed play equipment were in poor condition and not functional.

On the provision of resources the county government provided resources and facilities in the ECDE centres. The study found out that 3(15%) of the teachers strongly agreed, 5(25%) agreed, 8(40%) disagreed while 2(10%) strongly disagreed. Parents were reported to be involved in provision of school resources and facilities by majority of the respondents. Teachers were involved in provision of school resources, 4(20%) of the respondents strongly agreed, 7(35%) agreed, 5(25%) disagreed while 4(20%) strongly disagreed.

The NGOs and the churches were also involved in provision of schools resources. The study found out that the role of the community in provision of resources in the ECDE centres included donating instructional materials, fundraising, initiating income generating projects in the school, organizing academic days, and providing basic needs to the children.

5.3 Conclusion
The study established that provision of quality Early Childhood Education is faced with a number of challenges, key among them shortage of funds and negative attitude of the community towards provision of resources in early childhood education. The resources and facilities available included colours, picture books, pencils, crayons, counters, exercise books, charts, furniture, kitchens, playgrounds, classrooms and toilets. The agents involved in the provision of resources in the ECDE centres included the county government, parents,
teachers, community, NGOs and churches. The parents and the community participated in donating instructional materials, organizing fundraising, initiating income generating projects, organizing academic days, supporting feeding programmes and providing the basic needs to the children.

5.4 Recommendations
Based on the findings of the study the following recommendations were made:

i). As most ECDE centres had inadequate school resources and facilities, the community should be sensitized on their importance in education. Stakeholders should come up with modalities of ensuring that there is adequate provision of resources in ECDE centres.

ii). For improvement of the existing resources, the government should set aside a kitty that should be channelled towards provision and maintenance of resources in ECDE centres. Additionally the community should be encouraged to donate and develop the required school resources.

iii). The school managers should be sensitized on ways of ensuring supervision and maintenance of resources providence for ECD children. These may include in-service seminars and courses that will impart head teachers and parents on ways of ensuring resources are well maintained.

iv). Material development days, academic days and educational visits should be put in place where the stakeholder join hands in developing materials as well as discussing the best practices in provision and sourcing of resources.
v). Community agents such as the church, Non-governmental organizations, parastatals and individuals should be encouraged to participate in pre-school education programmes. Through such partnerships they will become part of the program and support it.

5.4.1 **Recommendations for further research**

i). The researcher suggests the study to be conducted to cover a wider category of respondents and samples of pre-school.

ii). The research to be replicated in sub-counties to provide more dependable results.

iii). Research to be conducted on specific category of resources that is teaching instruction materials and play materials.
REFERENCES


APPENDICES
Appendix I: Pre School Parents' Questionnaire
Please answer the following questions honestly as the information you provide is to help establish the situation in ECDE centres in relation to provision of resources that influence children learning. This information will be treated as confidential.
Tick √ the most appropriate choice. Please do not write or give your name.

PART I: PERSONAL INFORMATION

1. Gender
   Male □
   Female □

2. Age
   Below 20 years □
   20-30 years □
   30-40 years □
   Above 40 years □

3. What is your monthly income?
   Below Ksh. 5000 □
   Ksh. 5000-10000 □
   Ksh 10000-20000 □
   Ksh 20000-50000 □
   Above ksh. 50000 □
4. What is your highest level of education?

Without KCPE  
KCPE  
KCSE  
Certificate  
Diploma  
Degree  

PART II PARTICULAR ROLES

Tick the appropriate box to indicate your participation in each of the following pre-school activities

1. How often do you participate in the following school activities in the 3 terms of the year. Tick the most appropriate.

<table>
<thead>
<tr>
<th>Role</th>
<th>Monthly</th>
<th>Termly</th>
<th>Yearly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donating instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing fund raising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiating income generating projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donating building materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing education visits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing academic days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in material development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting feeding programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing the basic needs to the children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Give Detailed Explanation on Your Level of involvement in ECD.

2 What materials have you donated to the school? Reference -------------------------

3. In which ways have you participated in raising funds for the pre-school?------

3. What income generating projects have you been involved in the school?-------

4. What seminars and workshops for parents have you participated in the school?--

General Questions

5. In what ways would you suggest parents to be involved in school activities.................................................................

.................................................................

6. What factors would you suggest as hindering some parents from being involved in school programmes.................................................................

.................................................................

.................................................................

.................................................................
Appendix II: ECDE Centres Teachers’ Questionnaire
Kindly answer the following questions honestly as this is a fact finding study whose findings will be used for educational purposes only. The information you give will be treated as confidential and will only be disseminated as a report but not individual views. Do not give your name.

GENERAL INFORMATION

1.1 Your Gender
- Male
- Female

1.2 Types Of Sponsorship
- Public
- Private

1.3 School Location
- Rural
- Urban

1.4 Source of Funds
- Fees
- Donation
- Grants
### Availability of learning resources and facilities

2.1 How can you rate the availability of learning resources and facilities in your ECDE centre?

<table>
<thead>
<tr>
<th>Resource/facility</th>
<th>More than adequate (4)</th>
<th>Adequate (3)</th>
<th>Inadequate (2)</th>
<th>Not available(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colours and brushes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crayons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed play equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C  ECDE CENTRES PHYSICAL ENVIRONMENT

Put a tick ( √ ) against the column that describes your view of each of the following school conditions.

<table>
<thead>
<tr>
<th>Resource/facility</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Best condition and very functional (4)</td>
</tr>
<tr>
<td></td>
<td>Good condition and Functional (3)</td>
</tr>
<tr>
<td></td>
<td>Fairly good condition and functional (2)</td>
</tr>
<tr>
<td></td>
<td>In poor condition and Not functional (1)</td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>Playgrounds</td>
<td></td>
</tr>
<tr>
<td>Offices</td>
<td></td>
</tr>
<tr>
<td>Fixed play equipment</td>
<td></td>
</tr>
<tr>
<td>School Furniture</td>
<td></td>
</tr>
<tr>
<td>Toilets and latrines</td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>School fence</td>
<td></td>
</tr>
<tr>
<td>School gate</td>
<td></td>
</tr>
</tbody>
</table>
AGENTS INVOLVED IN PROVISION OF SCHOOL RESOURCES AND FACILITIES

Who are the agents involved in provision of school resources and facilities on the ECDE centre?

<table>
<thead>
<tr>
<th>Agent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree (4)</td>
</tr>
<tr>
<td>County government</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
</tr>
</tbody>
</table>

How can you rate participation of community in the ECDE centre the activities below?

<table>
<thead>
<tr>
<th>Role</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above average</td>
</tr>
<tr>
<td>Donating instructional materials</td>
<td></td>
</tr>
<tr>
<td>Organizing fund raising</td>
<td></td>
</tr>
<tr>
<td>Initiating income generating projects</td>
<td></td>
</tr>
<tr>
<td>Donating building materials</td>
<td></td>
</tr>
<tr>
<td>Organizing education visits</td>
<td></td>
</tr>
<tr>
<td>Organizing academic days</td>
<td></td>
</tr>
<tr>
<td>Participating in material development</td>
<td></td>
</tr>
</tbody>
</table>
Supporting feeding programmes
Providing the basic needs to the children

D GENERAL COMMENTS

ECD Centre teacher's general comments

Describe at least five things that you feel that have benefited the school from its interaction with the community.

State four things that you feel have hindered optimal community involvement in the school.
Appendix III: Facilities in the ECDE Centres

Toilets in an ECDE centre

A fixed play facilities

Play materials

classroom in mad of mud and stones

ECDE children in class
Appendix IV: Research Permit

This is to certify that Miss. Lucy Wangare Amenyu of Kenyatta University, 0-01000 Kesubi, has been permitted to conduct research in Kirinyaga County. 

The topic: Provision of School Resources and Children's Performance in ECDE Centres in Kirinyaga County, Kenya.

For the period ending 24th January 2017.

Applicants
Signature.

Director General

CONDITIONS:
1. You must submit to the County Commissioner and the County Education Officer of the area before conducting your research. Failure to do so will lead to the cancellation of your permit.
2. Government officials will not be interviewed without prior appointment.
3. No conditions will be added unless it has been approved.
4. Permission, grants, and subsidies from the Government are subject to fulfilling the requirements from the relevant Government Ministries.
5. You are required to submit all the reports in hard copy and email a copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit without notice.

RESEARCH CLEARANCE
PERMIT

Republic of Kenya

National Commission for Science, Technology and Innovation

Research No. A7709

CONDITIONS: see back page.
Appendix IV: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

[Logo]

Date: 29th January, 2016

Lucy Wanjiru Kireru
Kenyatta University
P.O. Box 43844-01000
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Provision of school resources and children performance in ECDE Centres in Kirinyaga County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 28th January, 2017.

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

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

[Signature]

DR. M. K. RUGUTT, PhD, HRC
DIRECTOR-GENERAL-CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.