IMPLEMENTATION OF GOVERNMENT POLICIES ON CLASSROOM ORGANIZATION IN EARLY CHILDHOOD EDUCATION CENTRES IN BUNGOMA EAST SUB-COUNTY, BUNGOMA COUNTY, KENYA: A COMPARATIVE ANALYSIS

BY

MUNANDI EMILY KHAKASA

A RESEARCH THESIS SUBMITTED FOR THE DEGREE OF MASTER OF EDUCATION IN COMPARATIVE EDUCATION IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

AUGUST 2016
DECLARATION

This thesis is my original work and has not been presented for award of degree in any other university.

Signature: .................................................. Date: 16/08/2016

Emily Khakasa Munandi

E55/15346/08

Declaration by the Supervisors

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.

Signature: ___________________________ Date: 19/11/2016

Dr. Violet .K. Wawire

Lecturer Department of Educational Foundation

Kenyatta University

Signature: ___________________________ Date: 22/8/2016

Dr. Maurice .I. Makatiani

Lecturer Department of Educational Foundation

Kenyatta University
DEDICATION

To my lovely husband Martin Khwatenge Kiveu and children Lindsey, Lesley, Loveney and Lenseen Khwatenges, for their continuous encouragement and support.
ACKNOWLEDGEMENTS

First, I thank God for giving me the strength, energy, knowledge, skills, wisdom, calmness and endurance to pull through with this work. Be glorified Lord.

My heartfelt appreciation goes to my supervisors Dr Violet K. Wawire and Dr Maurice I. Makatiani for their support, patience and consistent and persistent professional guidance and advice that finally were fruitful.

My sincere thanks goes to my family. To my husband who supported me emotionally, socially, financially and spiritually. His constant follow-up and encouragement was indeed a pillar. To our kids who were patient with mummy as she was obsessed with this work.

I am grateful to my colleagues in the department of Education foundation and at my place of work who kept encouraging me to move forward. Mr. Antony D. Bojana deserves gratitude for editing the final work.

Lastly, I give thanks to my pastors and brethren who prayed with me and encouraged me all the time. May the almighty God bless you abundantly.
# TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii  
DEDICATION ................................................................................................................ iii  
ACKNOWLEDGEMENTS .............................................................................................. iv  
TABLE OF CONTENTS ............................................................................................... v  
LIST OF TABLES ......................................................................................................... ix  
LIST OF FIGURES ....................................................................................................... x  
ABBREVIATIONS AND ACRONYMS ........................................................................ xi  
ABSTRACT .................................................................................................................... xii  

CHAPTER ONE: INTRODUCTION ............................................................................ 1  
1.1 Background to the Problem .............................................................................. 1  
1.1.1 Early Childhood Education in Kenya ......................................................... 5  
1.2 Statement of the Problem .............................................................................. 8  
1.3 The Purpose of the Study ............................................................................. 10  
1.4 Objectives of the Study .............................................................................. 11  
1.5 Research Questions .................................................................................... 11  
1.6 Significance of the study ........................................................................... 12  
1.7 The Scope and Limitation of the Study ...................................................... 13  
1.8 Assumptions of the study ........................................................................ 13  
1.9 Theoretical Framework ............................................................................ 14  
1.9.1 Application of the Theory in the Study ................................................... 15  
1.10 Conceptual Framework ........................................................................... 17  
1.11 Definitions of Operational Terms ............................................................ 19  

CHAPTER TWO: REVIEW OF RELATED LITERATURE ........................................ 20  
2.0 Introduction ................................................................................................... 20  
2.1 Context of Classroom Organization in ECE Centres ................................ 20  
2.2 The ECE Teacher Preparation and Classroom Organization ......................... 22  
2.3 Policies on Classroom Organization in ECE Centres in Kenya ....................... 26  
2.3.1 Arrangement of the Materials in a Classroom ....................................... 27  
2.3.2 Organizing Seating Arrangements ......................................................... 31
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Rural ECE Centres</td>
<td>59</td>
</tr>
<tr>
<td>4.2.2 Urban ECE Centres</td>
<td>63</td>
</tr>
<tr>
<td>4.3 Seating Arrangement of Children and Its Consistency with Policy on Classroom Organization in Urban and Rural ECE Centres</td>
<td>67</td>
</tr>
<tr>
<td>4.3.1 Children's Seating Arrangement in Rural ECE Centres</td>
<td>67</td>
</tr>
<tr>
<td>4.3.2 Urban ECE Centre</td>
<td>72</td>
</tr>
<tr>
<td>4.4 Grouping of Children and Material Distribution in Rural and Urban ECE Centres</td>
<td>78</td>
</tr>
<tr>
<td>4.4.1 Grouping of Children and Material Distribution in Rural and Urban ECE Centres</td>
<td>78</td>
</tr>
<tr>
<td>4.4.2 Rural ECE Centre</td>
<td>80</td>
</tr>
<tr>
<td>4.4.3 Urban ECE Centres</td>
<td>83</td>
</tr>
<tr>
<td>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>86</td>
</tr>
<tr>
<td>5.0 Introduction</td>
<td>86</td>
</tr>
<tr>
<td>5.1 Summary of the Study</td>
<td>86</td>
</tr>
<tr>
<td>5.2 Summary of findings</td>
<td>87</td>
</tr>
<tr>
<td>5.2.1 On arrangement of teaching and learning Aids and Display in ECE Classroom and its Consistency with the Government Policy</td>
<td>87</td>
</tr>
<tr>
<td>5.2.2 On the seating arrangement of children and Material Distribution and it's Consistency with Government Policy</td>
<td>88</td>
</tr>
<tr>
<td>5.2.3 On the Process of grouping children and Material Distribution and it's consistency with the Government Policy Provisions</td>
<td>89</td>
</tr>
<tr>
<td>5.3 Conclusion</td>
<td>90</td>
</tr>
<tr>
<td>5.4 Recommendations</td>
<td>92</td>
</tr>
<tr>
<td>5.5 Further Research Areas</td>
<td>97</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>98</td>
</tr>
<tr>
<td>APPENDIX I: Questionnaire for ECE Teachers</td>
<td>104</td>
</tr>
<tr>
<td>Appendix II: Observation checklist for availability of displays and corners in rural ECE Centres</td>
<td>110</td>
</tr>
</tbody>
</table>
Appendix III: Observation checklist for availability of displays and corners in urban ECE centres .......................................................... 111
Appendix IV: Observation checklist on seating arrangement on rural ECE enters in Bungoma East Sub-county .................................................. 112
Appendix V: Observation checklist on seating arrangement on urban ECE enters in Bungoma East Sub-county .................................................. 113
Appendix VI: Document analysis on population of children in each class in rural ECE centres in the year 2014: ............................................. 114
Appendix VII: Document analysis on population of children in each class in urban ECE centres 2014: ...................................................... 115
Appendix VIII: Interview schedule for the ECE officer ........................................... 116
Appendix IX: Interview schedule for ECE headteachers .......................................... 117
Appendix X: Map of Bungoma East sub-county showing location of ECE centres .... 118
Appendix XI: Map of Counties in Kenya ............................................................. 119
Appendix XII: Research Permit ................................................................. 120
LIST OF TABLES

Table 3.1: Distribution of ECE centres in Bungoma County ........................................... 39
Table 3.2: Study Sites ........................................................................................................... 40
Table 3.3: Sampling Grid ..................................................................................................... 41
Table 3.4: List of Respondents ............................................................................................ 42
Table 3.5: Return Ratio of Research Instruments ................................................................. 48
Table 4.1: Background information for Urban and Rural ECE teachers ............................. 53
Table 4.2: Participants’ responses on learning and teaching aids arrangement in rural and urban ECE centres ......................................................................................................................... 59
Table 4.3: Learning and teaching aids and displays in rural/urban ECE centres ............... 65
Table 4.4: Participants’ responses on indicators of seating arrangement in rural and urban ECE Centres ................................................................................................................................. 68
Table 4.5: Seating arrangement in rural/urban ECE centres .............................................. 75
Table 4.6: Responses on grouping of children in rural and urban ECE centre ................. 79
LIST OF FIGURES

Fig 1.1: Conceptual Framework .................................................. 17
Fig 4.1: Teachers In-Service Training .............................................. 55
Fig 4.2: Policy Awareness .............................................................. 57
# LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDF</td>
<td>Constituency Development Fund.</td>
</tr>
<tr>
<td>CO</td>
<td>Classroom Organization</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on Rights of a Child</td>
</tr>
<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
</tr>
<tr>
<td>ECCD</td>
<td>Early Childhood Care and Development</td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>ECTE</td>
<td>Early Childhood Teacher Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>IEPS</td>
<td>Individualized Educational Programme</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KLB</td>
<td>Kenya Literature Bureau</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
</tr>
<tr>
<td>TAC</td>
<td>Teachers Advisory Centres</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
</tbody>
</table>
ABSTRACT

Early childhood education plays a crucial role in laying the foundation for further education and character formation of children. For children to achieve good results in any early childhood class, a good classroom set up plays a role in helping children develop positive attitudes towards learning and it offers ideal opportunities for children to achieve social interactions. To ensure proper classroom organization and hence quality education, countries have policies on Early Childhood Education (ECE) classroom organization. Policies are important as they tend to focus on how teachers act toward classroom organization. This study investigated the implementation of government policies on classroom organization in early childhood centres in Bungoma East Sub-County. Specifically the study sought to achieve the following objectives: To analyze the teaching and learning aids arrangement and display in early childhood classroom to establish its consistency with the government policy on classroom organization; to examine the seating arrangement of children in order to establish if it is consistent with the government guidelines on classroom organization; to assess the process of grouping children and its consistency with the government policy on classroom organization and to examine how material distribution is done and if it is consistent with the government policy. The study was guided by Cultural Lag Theory By William Ogborn. The sample consisted of 15 ECE centres, 15 ECE headteachers, 60 ECE teachers and 3 ECE officials. Descriptive study design was employed to conduct the study. The research instruments used were questionnaire for teachers, interview schedules for headteachers and ECE officials, observation checklist and document analysis. Data collection was done by self-administration of the questionnaire and collected after one week. Face-to-face interviews with headteachers and ECE officials were conducted at their convenient time and the researcher used an observation checklist to ascertain the availability of class displays and corners in classrooms. Quantitative data were coded and summarized into frequencies and percentages with the help of Statistical Package for Social Sciences (SPSS). Qualitative data from the questionnaire, interview schedules, document analysis and observation checklist were summarized into themes as they emerged from responses and presented in a narrative form. The study revealed that in both urban and rural ECE centres in Bungoma East Sub-County, the implementation of arrangement and display of teaching and learning materials policy is low; the policy on seating arrangement is to a small extent being implemented in urban ECE centres as compared to rural ECE centres where implementation is low and in both rural and urban ECE centres the implementation of the policy on grouping of children and material distribution is equally low. The study recommends that teacher training, in-service, capacity building seminars and workshop need to be organized to involve all stakeholders if the policy on classroom organization in ECE centres has to be fully implemented.
CHAPTER ONE

1.0 Introduction

This chapter discussed the background to the study, the statement of the problem, study objectives and research questions, significance of the study, scope and limitations of the study, theoretical and conceptual frameworks that guided the study.

1.1 Background to the Study

Early childhood Education (ECE) has continued to attract the attention of educationists, researchers, and governments world over Copple & Bredakamp, (2009). It is noted that the success of good education in later years of one’s life is largely determined by the quality of education received in early schooling. For instance, children who go through ECE have been found to have a more sound foundation and are better prepared to start primary school education Makatiani, (2008); Rolnick & Grunewald, (2003). Research on ECE schooling has further revealed that ECE plays a crucial role in laying the foundation for further education and character formation MoE, (2010). There is a growing body of evidence about the impact of education on young children outside their homes. Perhaps that is why researchers such as Minneapolis, and Nobel Prize winner Professor James Heckman argued that the returns on investment in ECE far exceeds the returns on most other projects funded for economic development Calman & Tarr-Welmam, (2005); Grunewald, (2003).

After the end of World War II in 1945, people’s aspirations and demand for education heightened (Coombs, 1985) and early childhood education was given emphasis in many
western countries. One of the strongest desires after the war was increasing access to education which found expression in international declaration, notably the 1948 United Nations Declaration of Human Rights which stated that everyone has the right to education (UNO, 1948). The world has also witnessed a number of resolutions for, the initiatives in making education available to all. These include: the regional United Nations educational, Scientific and Cultural Organization (UNESCO) Conference at Karachi (1958), Santiago (1960), Addis Ababa (1961); the World Conference on Education for All (EFA) in March 1990 held at Jomtien in Thailand and the World Education Forum, held in Dakar, Senegal, in 2000. The importance of ECE was emphasized in the Dakar Framework for Education for All. The first goal of the conference was to expand and improve comprehensive ECE (Vargas-Baron, 2005).

The 1989 United Nations Convention of the Rights of the Child (UNO, 1989), the 1990 African Charter on the Rights and Welfare of the Child, and the 2000 Millennium Development Goals (MDGs), all express the importance of incorporating ECE into the overall development of national systems of education. However, research has shown that for children to achieve good results in any early childhood class, a good classroom set up plays a role. As claimed by Copple & Bredakamp, (2009), classroom organization helps children develop positive attitudes towards learning and offer ideal opportunities for children social interactions. Through social interactions, children increase their knowledge and understanding as well as develop critical thinking skills that support lifelong learning Copple & Bredakamp, (2009).
According to World Bank (1997), it is important that the classroom should be safe, clean, comfortable, attractive, well-organized, ventilated and stimulating. It should have objects, well-organized for children to manipulate and have a chance to explore. To ensure a proper classroom organization and hence quality services, countries have policies on ECE classroom organization. Policies are important as they tend to focus on how teachers act toward classroom organization and consistency in their implementation is essential to effective class organization (Nakamura, 2000).

Official policies for ECE began to emerge in developing countries such as Latin America, the Middle East, and Asia around the 1960s and 1970s. These policies were cross-sectorial. This international approach to cross-sectorial ECE policies spread especially in the 1970s. Most countries are adopting this approach in their ECE programmes (Vargas-Baron, 2005). Policies for ECE in Sub-Saharan Africa began in 1970s when Bernard Van Leer and other donors supported the programmes across the continent (Vargas-Baron, 2005). Indeed, at the 1990 World Conference on EFA, a precondition for educational quality, equity and efficiency was set in ECE (Little, 1994). Some of the policies that were laid down specified that an ECE centre should have rich teaching and learning materials.

In America, research has revealed that a well-organized and richly resourced ECE classroom both outdoor and indoor enables children to have an element of choice and it assists them to pursue their interests and thus they get motivated Copple & Bredekamp, (2009). A classroom according to Cadwell, (2003), is a social place where teachers and
children can negotiate the curriculum and bring their own experiences to enhance learning.

Seating arrangement policy was laid down to guide ECE teachers. Seating arrangement positively or negatively affects a student’s ability to perform in the classroom (Angela, 2012). Further, according to this author, when children are not comfortably seated, the results are that they become unhappy, get discouraged and they contribute less in class. According to McKechnie, (1983), if in an ECE centre children are comfortably seated, they love going back to school and their academic performance improves. Besides seating arrangement, arrangement of materials is key to ECE children’s learning. According to Peck, McCaig and Snapp, (1990) ECE classrooms should have plenty of well-arranged learning materials because materials encourage children’s growth of self-esteem, their cultural identities, their independence and their individual strengths (Peck, McCaig & Snapp, 1990).

Grouping of children in ECE classes is also another policy that was established to guide ECE teachers. Research shows that a teacher should spend time with individual children, small groups and the whole group at different times during the day, as groups promote physical, emotional and intellectual growth (Peck, 1990). Further, this author reported that grouping of ECE children help teachers to adopt ECE curriculum for those who are ahead as well as those who need additional help because children differ in experiences and background, they do not learn same things at the same time in the same way.
1.1.1 Early Childhood Education in Kenya

In Kenya, investment in ECE depends mostly on donors and multilateral organizations like World Bank, United Nations International Children’s Fund (UNICEF) and UNESCO. As part of the efforts to achieve EFA goals, the Kenyan government has taken a bold step to implement a broad national policy on ECE through Sessional Paper Number 1 of 2005. As a result, a National Early Childhood Development Policy Framework was initiated and finally launched (RoK, 2006). This policy document is operationalized through Kenya Education Sector Support Programme (KESSP 2005-2010). Under KESSP, there are 23 investment programmes in education. An investment in ECE is among these programmes and aims at enhancing access, equity and improving quality of ECE. The goal was to mainstream ECE (4-5 years) into basic education by 2010, through providing holistic and integrated services that meet the child’s cognitive, social, moral, emotional and physical needs. However, this is yet to be realized. The measures the Government is already implementing to improve the performance of ECE include: establishing guidelines and standards for the management, supervision and curriculum development; establishment of National Centre for Early Childhood Education (NACECE) and District Centres for Early Childhood Education (DICECE) to in-service and train trainers; mobilizing communities and parents through awareness creation, and providing community support grants to support ECE centres operating in marginalized communities and collaborate with other partners supporting communities in rural areas RoK, (2006). Other measures implemented to enhance quality of ECE services include: implementing a 2-year in-service training programme for ECE teachers; developing guidelines, syllabuses and other resource materials for
Despite the above measures, access, equity and quality in this sub-sector in Kenyan ECE centres remains constrained by various factors that include: limited teaching, learning materials; inadequate community participation; lack of a clear policy on transition from ECE to primary school; lack of enough trained teachers; lack of terms of services and predictable employment for ECE teachers RoK, (2006). Kenya’s investment in ECE as reflected in the Ministry of Education budget is less than 1% of the rest of education expenditure RoK, (2006). Local communities in Kenya contribute 80% in support to ECE centres. The result of this policy translates to poor ECE services at the grassroots. This means that majority of the children growing up in rural and semi-urban areas of Kenya lack access to quality ECE services RoK, (2006). Whereas, the 2001 Kenya Children Act states that, “Education is a Human Right which every child must enjoy RoK, (2000). Thus, the conviction in favour of expanding and improving provision of ECE is based on principles of equality and justice (RoK, 2006). To address these challenges, the government planned the following policies; first was to develop and implement an overall ECE policy that is supported by a legal framework. Second, was to work on modalities to mainstream ECE as part of basic education and therefore, integrate 4-5year children into the primary circle by 2010, which unfortunately had not been achieved by the time of this study. Third, was to intensify capacity building and resource mobilization with a view to empowering stakeholders to manage their ECE facilities efficiently (RoK, 2010a). Fourth was to develop a comprehensive National
Framework with the necessary service standard guidelines for all ECE programmes including integrating basic ECE requirements, a national curriculum, teacher training and certification RoK, (2010a).

According to Kenya ECE teacher’s guide, there are well-stipulated policy guidelines on classroom organization. The emphasis is on quality service delivery MoE, (2010a). Classroom organization encompasses classroom arrangement and display of teaching-learning materials into corners thematically. Arrangement of materials is key to children learning. According to Peck, McCaig and Snapp, (1990), ECE classrooms should have plenty of well-arranged learning materials because materials encourage child growth of self-esteem, their cultural identities, their independence and their individual strengths. This is also important as it provide children with proper learning experiences, like experimentation, observation, reflection, imitation, and discovery (Myers, 1995). The classroom, therefore, needs to be designed around, child’s developmental needs and abilities. Seating arrangement positively or negatively affects a student’s ability to perform in the classroom Angela, (2012) and therefore, it should be done bearing in mind that young children are active, curious, and they move frequently from one place to another. They should use smaller-scaled down chairs and tables so as not to intimidate them Antony, (2011).

Grouping of children in ECE classes is important. Research shows that a teacher should spend time with individual children, small groups and the whole group at different times during the day as groups promote physical, emotional and intellectual growth Peck,
Further, this author reported that grouping of ECE children helps teachers to adopt ECE curriculum for those who are ahead as well as those who need additional help because children differ in experiences and background, they do not learn same things at the same time in the same way. Children help in giving out materials. This helps in training them in leadership and responsibility.

The challenge that arises is related to the progress made after developing these policy guidelines. According to Chepsiror (2012), the resource centres established all over the country at sub-county level are ill equipped and some are in pathetic conditions, particularly those in rural areas. Sufficient supplies of teaching and learning materials is another challenge to policy implementation (Ngasike, 2012 & MoEST, 2005). It is on this ground that the researcher carried out a study, to find out if Government policy on classroom organization is followed in rural and urban ECE centres in Bungoma East Sub-County. This was to establish whether there exist gaps, similarities, and differences between the stated government policies on classroom organization in these ECE centres against the actual practice during the implementation process.

1.2 Statement of the Problem

Early childhood education plays a crucial role in laying the foundation for further education and character formation of children MoE, (2010a). The effective delivery of ECE curriculum largely depends on a well-organized classroom and which is done in line with laid-down policy World Bank, (1997). Classroom organization is important as it helps a teacher to achieve the set objectives McDavid, (2004). Also a well organized
County, Vihiga county, Kenya. The study revealed that teaching-learning aids in the ECE centres were inadequate in terms of both quality and quantity and that most teachers lacked time, money and skills of making and buying resources. In another study by Jill (2012), conducted in the Kenyan highlands on a set of urban and rural ECE centres on whether they enact a common core curriculum, the researcher established that teachers had schemes of work but were under constant pressure from parents to produce results and hence they were not following the schemes of work which is part of the government policy.

The reviewed studies on ECE in Kenya, dwell on material availability and whether both rural and urban ECE centres enacted a common core curriculum Chepsiror (2012); Murundu, Indoshi & Okwara, (2012); Jill, (2012). Based on the fore reviewed literature, there is evidence that there is no research on policy implementation on classroom organization in ECE centres in Kenya and specifically Bungoma East Sub-County. Therefore, it is against this background that this study sought to investigate on implementation of government policies on classroom organization in early childhood centres in Bungoma East Sub-County, Bungoma County, Kenya.

1.3 The Purpose of the Study

The purpose of this study was to investigate the implementation of the policy on classroom organization in ECE. The analysis sought to find out whether and what gaps existed between stated government policy designed to guide ECE centres on classroom organization and the actual practice.
1.4 Objectives of the Study

The objectives of the study were:

i. To analyze the teaching and learning aids arrangement and display in early childhood centres classroom to establish its consistency with the government policy which stipulates that they should be in learning corners per theme.

ii. To examine the seating arrangement of children to establish if it was consistent with the government policy where the furniture is to be child-sized and arranged in a circular pattern.

iii. To assess the process of grouping children and material distribution and check if it is in line with the government policy which states that it should be per age, ability, interest and in small class groups.

1.5 Research Questions

The following Research questions were formulated in order to guide the study:

i. How consistent is the organization and display of the teaching and learning materials in various early childhood centres with the government policy?

ii. How consistent is the seating arrangement of children in the classroom with the government policy?

iii. How consistent is the grouping of children and material distribution in centres with the government policy?
1.6 Significance of the Study

The expected findings of the study will likely be useful to ECE centres managers (headteachers), the government through the Ministry of Education supervisory team specifically the Quality Assurance and Standards Officers (QASO), parents, the early childhood teachers and the ECE children. The ECE centres managers (headteachers) will be able to realize how their actions influence an effective classroom organization and ECE policy implementation and therefore, through the study findings, they will be able to reinforce positive actions and improve on negative ones. The findings of the study are expected to be beneficial to Quality and Standard Assurance officers whom it is hoped that they will use the findings, of the study to advise and direct ECE teachers on the methodologies to apply in order to implement the classroom organization policies. The study findings will be beneficial in that they will sensitize ECE teachers, headteachers, the ECE trainers on challenges faced by teachers upon implementation of government policies on classroom organization in early childhood centres.

The policy makers (Ministry of Education), the Directorate of Quality Assurance and Standards Officers, the ECE curriculum developers and headteachers are expected to benefit from the study findings in that they will get information which will probe them to devise ways of ensuring that the assessment of the policy implementation strategies are explicitly put in place because early childhood education has been discussed as the only education that lays good foundation for a child future educational achievements. The children will benefit from the study’s findings in that if government policies on classroom organization in ECE centres are implemented as stipulated, it will enable
them to be comfortable, interact with learning materials and acquire the expected learning experiences through experimentation, exploration, observation, imitation and discovery, thus they will develop socially in terms of being responsible and also they will develop the art of sharing. The study findings are hoped to benefit the parents in that if the classroom organization policy is implemented, children will be exposed to the expected learning experiences.

1.7 The Scope and Limitation of the Study

The study limited itself to one sub-county, that is, Bungoma East Sub-County in Bungoma County. It covered a sample of 15 ECE centres out of 110 centres in the sub-county due to its mainly qualitative nature which involved an in-depth analysis that warranted a small sample size. Also the three ECE officers, 15 headteachers and 60 ECE teachers participated in the study. Limiting itself to one sub-county, the findings may reflect the situation in the selected 15 ECE in the sub-county and may not be generalized to all ECE in the entire county at large. However, the researcher carefully sampled the ECE centres to enhance generalization of the findings to the sub-county. The study also limited itself to public ECE centres with proper administrative structures.

1.8 Assumptions of the study

The study made the following assumptions:

All ECE have the required facilities and materials required for classroom organization. It was also assumed that ECE teacher’s classroom behaviours which were expressed in
the teacher's use of appropriate teaching methods, assignments, regular marking, timely and relevant evaluation was influenced by the way the class was organized.

1.9 Theoretical Framework

This study was guided by Cultural Lag Theory propounded by William Ogburn (1977). Ogburn's major focus was on what brings about social change in any society. The social change he majorly focused on was on alteration in the structures (where classroom organization policies are inclusive) also change in institutions (where ECE centres are classified). According to Ogburn, policies are the primary engine of progress in any society. However, Ogburn explained that policies can only work if they are not tempered by social responses to it. This theory presumes that a society's policy drives the development of its social structures and cultural values.

According to Ogburn, four critical factors initiate social change and they are; invention, accumulation, diffusion and adjustment. He noted that new inventions in any society are collective contributions of an existing cultural base that cannot occur unless the society has already gained a certain level of knowledge and expertise in a particular area. On accumulation, Ogburn claims that growth of any invention of new things out spaces the process by which old inventions become obsolete or forgotten. On diffusion, Ogburn said that it is the spread of an idea from one cultural group to another (rural and urban.) Further, he claimed that diffusion brings inventions (which in this study can refer to improvisation of learning materials where they are inadequate) and together, they
combine to form new inventions. Finally adjustment is the process by which the non-
technical aspects of a culture respond to invention.

1.9.1 Application of the Theory in the Study

The theory was applicable on this study because before coming up with findings on
implementation of government policies on classroom organization in early childhood
centres, information was sought by the researcher investigating whether teachers in the
described ECE centres (rural and urban) are aware of the policies and whether they
implement the policies as stipulated because according to the claims of this theory,
policies can only work if they are not tempered by social responses to them. The four
factors postulated by Ogburn were applied in this study as follows; invention factor in
the ECE centres studied was examined to find out whether ECE teachers have been
trained on how the policy on classroom organization works; in fact, Ogburn explained
that an existing cultural base (implementation of policies) cannot occur unless the
society has already gained a certain level of knowledge and expertise in a particular
area. This is because without training and awareness of the policy, the teachers may not
be aware of how the policy works and thus its implementation may not be effective.

On the factor of accumulation, the researcher investigated on whether, since the
invention of government policies, have the teachers left the old practices like that of
making children sit on the floor, use of desks and benches and adopted the use of
scaled down version furniture and the circular form of seating arrangement. Further, on
the accumulation factor, the researcher looked at if the teachers allow learners to
distribute learning materials and whether teachers avail the teaching and learning materials and use the acquired knowledge to arrange the materials in a more attractive and appealing manner. On the factor of diffusion, the researcher investigated whether implementation of the policies has been done in both rural and urban ECE centres. Also, based on this factor of diffusion, the researcher tried to find out whether teachers have come up with their own inventions such as improvising learning materials where they are lacking and even using a mat so as to enable children to sit in the recommended circular form. Therefore, basing this study on cultural lag theory, implementation of government policies on classroom organization in early childhood is likely to depend on the fore discussed factors.
1.10 Conceptual Framework

The conceptual framework below illustrates the explanation given on the theoretical framework. It shows the policies that are likely to influence classroom organization in ECE centres.

![Conceptual Framework Diagram]

- **Independent variable**
  - Implementation of government policies
    - Seating arrangement
    - Teaching and learning materials
    - Grouping of children and Material distribution

- **Dependent variable**
  - Classroom organization
    - Scaled down furniture and Circular arrangement
    - Learning Corners
    - Baby, middle and top classes

**Fig 1.1: Conceptual Framework**

Seating arrangement positively or negatively affects students ability to perform in the classroom (Angela, 2012). Further, according to this author, when children are not comfortably seated, the results are that they become unhappy, get discouraged and they contribute less in class. However, when ECE children are comfortably seated, they love going back to school and their academic performance improves McKechnie, (1983). The children need to use scaled down furniture, which should be arranged in a circular form. Besides seating arrangement, arrangement of material is key to ECE children’s learning. According to Peck, McCaig and Snapp, (1990) early childhood classrooms should have
plenty of well-arranged learning materials because materials encourage children’s
growth of self-esteem, their cultural identities, their independence and their individual
strengths (Peck, McCaig & Snapp, 1990). The materials need to be arranged in corners
and as per the theme. Research shows that a teacher should spend time with individual
children. Grouping of children into small groups and the whole group at different times
during the day promotes physical, emotional and intellectual growth as claimed by
Peck, (1990). The teachers’ attitude towards classroom organization or a learner is
likely to influence the implementation of government policy on classroom organization
Hendrikz, (2000). The author observes that teachers bring with them into their teaching
a collection of long held ideas about a school, children and learning without realizing it,
and this influences their actions and attitudes in classroom behavior. The author further
observes that the customs or culture of a people, community, social organization or
institution influences the character, sentiments or deposition of that setting. This is
considered as a natural endowment, the spirit which actuates manners and customs. The
norms/ethos of an individual ECE centre therefore, influences the implementation of
policies on classroom organization by the ECE teachers and other stakeholders because
in most cases, many are found to go by the culture that has been established and
resistant to any change Hendrikz, (2000).
1.11 Definitions of Operational Terms

Class organization policy: Statements of ideals proposed by a government on how an ECE class needs to be set in the teaching-learning process.

Classroom organization: Physical layout and total outlook of a classroom.

ECE Centre: An institution where children aged between 3 - 6 years are prepared to join primary school.

ECE: Refers to the education offered to the 3 to 6 year-old children.

Grouping: Appropriate placement of children in various classes based on age, ability or interest.

Learning aid: Audio-visual material that enhance teaching and learning.

Learning Centre: A space set aside in the classroom that allows easy access to a variety of learning aids in an interesting and productive manner.

Learning experiences: Behavior of pupils while teaching is going on.

Seating arrangement: Appropriate placement of furniture in a classroom for children’s use.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provided an overview of related literature on classroom organization presented along the identified three government policies and guidelines. The chapter was organized along the following themes: Context of classroom organization in ECE centres, the ECE teacher and classroom preparation and policy guidelines on ECE classroom organization in Kenya.

2.1 Context of Classroom Organization in ECE Centres

As discussed earlier, an ECE classroom should be safe, clean, comfortable, attractive, well organized, and stimulating. It is expected to have objects, well-organized for children to manipulate and give children a chance to explore World Bank, (1997). The classroom should have the learning centres established thematically or according to activity area. This is important as it provides children with proper learning experiences, like experimentation, observation, reflection, imitation, and discovery (Myers, 1995). The classroom therefore, needs to be designed around the child’s developmental needs and abilities. The classroom setting needs to give the child an opportunity to interact with materials and be able to construct knowledge, not the teacher imposing information onto the child MoE, (2010a). The classroom environment therefore, should include opportunities for children to learn by doing, to be engaged in problem-solving, and to develop language and communication skills World Bank, (1997). An organized
classroom is also important because files, supplies, learning centres, are easily found and children’s records can easily be identified and accessed Antony, (2011).

In Reggio Emilia a Northern Italian town whose ECE programmes are internationally acclaimed, classrooms feature displays of children’s work, collections of “found” objects, ample space for supplies (all aesthetically arranged), and clearly designated spaces for large and small group activities (Project zero and Reggio children, 2001). Reggio Emilia educators stress the need for a classroom environment that informs and engages the child. They consider the physical environment to be “another teacher” and in the sense that it can motivate children, enhance learning, and reduce behavior problems Scholastic, (2011). Easily accessible materials and supplies can eliminate delays, disruptions, and confusion as children prepare for activities.

Further studies indicate that ECE Centres that have a high achievement are better equipped. Koech, (1999) says that the quality and adequacy of such resources as physical, equipment, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented. These views are supported by MoE, (2010a) when it notes that a wide variety of materials and equipment is necessary for the play, learning and development of children. Lack of instructional materials can negatively affect learning. This can be detrimental especially for children in ECE who are supposed to get involved in activities like sorting objects, drawing and colouring among others. Kieff, (2000), points out, that it is important that a centre is equipped with materials that both suggest activities and provide the materials
needed for activities invented or initiated by children. Dau (1999) further suggests that the provision of materials and organization of the space should be planned to work for both children and the teacher.

Classroom organization affects the physical elements of the classroom, making it a more productive environment for the users. Therefore, organization of the classroom environment influences the behavior in it. Classroom organization is evident in a room even when no one is present. Furniture arrangement, location of materials and centres, displays, and fixed elements are all part of classroom organization Strong, (2007). The researcher therefore concluded that it is important that an ECE classroom is well set for the children to be exposed to the expected learning experiences.

2.2 The ECE Teacher Preparation and Classroom Organization

Successful classroom organization is achievable through a high standard of teacher quality manifested in training, qualification and experience Antony, (2011). A skilled teacher who employs proper organizational techniques in an ECE classroom setting ends up with an effective class and positive results. These skills are sharpened by experience on the job over the years. A component of classroom organization that a teacher employs is lesson planning Angela, (2012). Through workable schemes of work, the teacher makes a long-term plan showing the content of each lesson to be taught including activities to be applied in the lessons.
The Kenya Government through the MoEST has elevated the status of science subjects in education curriculum. Science is a key subject that children study at all institutions of learning from ECE to University. Science subjects are argued by officials of MoEST to be critical in providing students with essential skills needed for accelerating economic growth through industrialization and advancement in technology MoEST, (2005). In addition, science is considered critical in the attainment of Vision 2030. However, Nga’ sike, (2012) noted that lack of material and equipment for training science teachers appear to be a chronic issue in ECE training institution. The ECE do not own any training colleges and as such, training in temporarily hired facilities complicates the development of resource centres for science. The MoEST position lacks credibility when it asserts that science is critical for technological advancement and the attainment of industrialization by 2020 through science education, as it appears to leave the training of science teachers to happen by trial and error. While this study was based in ECE training institutions, it still remains relevant to the current study since these are the teachers who are supposed to implement the curriculum in the ECE centres.

McDavid (2004) noted that how well a teacher organizes the class for learning purpose determines whether the set objectives will be met or not. In the United States, many teachers prefer to create different areas within the classroom. For example, a classroom might feature a quiet reading corner, a music area where children can play soft music while completing work, a discussion centre, a large table for co-operative projects, spaces for wet or messy projects, performance role multimedia spaces, learning centres or stations, and individual work areas Scholastic, (2011). Children spend a lot of time in
the class, so it is important that the teacher gives them an environment that is organized, comfortable and stimulating. The setup in a class has a direct effect on children’s demeanor and ability to teach Alison, (2002). Creating a classroom layout can be very exciting but also very frustrating. It may require several trials to find an arrangement that works James, (2011). While mastering classroom organization skills, competent teachers make it look easy and enjoyable. Effective teachers take time, beginning of the year and especially on the first day of school to establish a classroom. They strategically place furniture, learning centres and material, in order, to optimize children’s learning and reduce distractions Antony, (2011). As noted by the researcher a well organized ECE classroom is a great asset to successful and enjoyable teaching.

In North America, the Waldorf teacher generally plays a role in the class as he models many whole-group activities involving integration of the academic and the artistic with an explicit spirituality. The teacher is also a didactic moral leader, seeking to provide an intimate classroom atmosphere permeated with a sense of harmony and full of themes about caring for the community and for the natural and living worlds Angela, (2012). The teacher needs a classroom in which children can bring together their thinking, feeling, and willing, no matter what their personalities Durach, (1998). Teachers seek to encourage the child’s natural sense of wonder, belief in goodness, and love of beauty. In the ECE classroom, teachers seek to be subtle in their guidance, yet always aware of everything going on in class Schwartz, (1996).
The Montessori teacher plays the role of unobtrusive director in the class as children individually or in small groups engage in self-directed activity. Montessori classrooms provide carefully prepared, orderly, pleasing environments and materials where children are free to respond to their natural tendency to work individually or in small groups. Books, toys, and materials are carefully chosen to favour refined quality and natural materials. Books present images of the real world in a beautiful way, waiting to introduce fantasy until age five or six Angela, (2012). Oppenheimer (1999) further notes that Montessori schools allow children to progress at their own pace and rhythm, according to their individual capabilities.

The Reggio teacher plays a role of artful balancing between engagement and attention Edwards, (1998). Based on careful and sensitive listening, observation, and reflection with other adults, the teacher serves as a resource and guides to the children Rinaldi, (2001). Classroom teachers work in pairs, and collaboration and mentoring between personnel throughout the system are strongly promoted. Teachers organize environments rich in possibilities and provocations that invite the children to undertake extended exploration and problem-solving, often in small groups, where cooperation and disputation mingle pleasurably.

Further research reveals that competent teachers decorate the classroom with children’s work. They also consider children’s needs in arranging the classroom in such a way as to allow the teacher to freely move around the room to monitor children’s progress.

Discussions in the reviewed literature provide an ideal situation expected in ECE centres. In addition, the guidelines on classroom organization are well-articulated. However, studies on the actual implementation of the outlined policies on classroom organization still lack in the literature. This is the gap that the researcher sought to fill by documenting on the actual implementation of the government policies on classroom organization in ECE centres. The researcher acknowledges that although ECE government policies exist, it cannot be assumed that the implementation process is consistently practised in accordance with the provisions in these policies. For instance, Wabuyele, (2003) asserts that the cultural context and perception attitudes towards a programme affect the rate at which it is adopted and implemented. It cannot, therefore, be assumed that individuals working in ECE centres all consistently work in accordance with provisions of an ideal model as perceived by policy-makers.

2.3 Policies on Classroom Organization in ECE Centres in Kenya

At 1990 World Conference on Education for All, a generally accepted worldwide suggestion was that for a change geared to meet the learning needs for all to succeed, it must first find expression in the teaching institutions Little, Hoppers & Gardner, (1994). It is in line with this that MoE identifies classroom organization as an important part of the learning process that needs to be observed by all ECE teachers in the ECE centres MoE, (2010a). Kenya’s ECE policies on classroom organization are contained in a

2.3.1 Arrangement of the Materials in a Classroom.

The central role of materials is to support teaching by making ideas and concepts clear and making learning interesting and vivid. Materials can be valuable in promoting motivation and retention. The teacher needs to use experience gained and skillfully organize the materials in an ECE classroom to meet the child’s needs RoK, (2006).

In the United States, ECE teachers ensure that the classroom is an engaging fun place that lures children in when they arrive and encourages them to be curious and interested in the surrounding environment. The teachers set up centres around the classroom. Toys and activities are set up in the classroom by organizing them according to what group or skill-set they belong to. A carpet is placed at the centre of the class for a whole class activity. Some of the centres are more or less permanent, but specific items can be changed to make new interests and possibilities. These centres are excellent settings for quality teaching. Researchers note that it is advisable to work with children in creating the centres to impart in them a sense of ownership. This makes them more willing to engage in the resultant activities Antony, (2011).
Display of materials in classroom organization is an art Angela, (2012). A qualified, trained and experienced teacher can aesthetically display the available teaching-learning aids to the teachers as well as the child’s benefit Angela, (2012). However, the few studies reviewed have exposed disconnect among the ECE centres. For instance, Chepsiror (2012) notes that TAC hardly displays any material. Given that the TAC feeds the ECE centres with materials then it points to discrepancies in the running of ECE centres on classroom organization. Further studies indicate that the teacher should not cover all of the walls in the classroom so that there is space left to be filled with children’s work, which allows children to feel a sense of, confidence, ownership and belonging (Alison, 2002).

In Kenya, the use of teaching-learning materials in ECE and indeed any other level cannot be overemphasized. Teacher Advisory Centres (TACs) are units in the MoEST which were established to serve a cluster of schools. Ideally, a cluster comprises of 5-15 schools. A major goal of clusters and TAC is to provide pupils and teachers with access to learning material, especially in rural areas and small schools. Resource centres allow teachers to drop in and borrow or use materials including teacher-made materials, supplementary textbooks, teacher’s guides, science equipment, maps, charts, and other audio-visual aids for classroom use. NACECE (1996) observed that a TAC may be regarded as a concept, an idea, or a place that facilitates the development of the sharing of talents, skills, knowledge and innovations. One would expect to get a variety of resources such as toys, books, magazines, games, models of relevant technology which are designed to meet the learning needs of the users and various target groups.
A study by Chepsisor (2012), on an evaluation of the availability of learning materials for ECE at the TAC centre in Wareng Sub-County, Kenya found that the TACs had failed to play their role in providing learning materials to the ECE. It was regrettable that the teachers rarely received information from the TACs. The only group that seemed to be in contact with the TAC information was the headteachers. This study did not provide a holistic analysis on classroom organization policies implemented in ECE centres but only outlined the inadequacy of the learning materials in the designated centres. The current study not only provides the numbers of the available learning materials but their arrangement and organization in the area of study.

A task force on re-alignment of the education sector to the constitution of Kenya 2010, towards a globally competitive quality education for sustainable development targets to develop guidelines for the operations of ECE centres including specification on physical facilities, equipment, materials and qualification of personnel required to operate them by 2015 MoEST, (2012). This is through capitalization of grants to the ECE pupils. It notes that ECE has not been part of the mainstream education services. Provision of funds for ECE has been left majorly to parents most of whom live on less than a dollar per day. As such, ECE services are variable, with some areas of the country well provided, mostly urban areas while in the rural areas the services are pathetic. Provision of materials is very vital in classroom organization.

In another study by Jill (2012) carried out in the Kenyan highlands on a set of urban and rural ECE, on enacting a common core curriculum, the researcher noted that teachers
had schemes of work and were under constant pressure from parents for results. Jill in the study does not clearly indicate whether the schemes of work present had been derived from the policies as had been thought out by the policy-makers or the pressure by parents to make teachers teach materials outside the proposed policies. The researcher observed that in the rural ECE centres, materials were hand-made by the teachers, and any existing learning centres were found in a corner, covered with dust and cobwebs. Although Jill attempted to evaluate the policy on material organization, the study was not explicit on the available materials in the ECE centres and whether the arrangement of the dusty materials is in accordance with the policy on classroom organization. Analysis indicated that in the rural ECE the teachers seemed more limited in their approaches to teaching but how this affected the implementation of the widely agreed policies was not discussed.

A study carried out in Emuhaya sub-county, Vihiga County on school-based factors influencing implementation of ECE and curriculum found that, the teaching and learning aids in the ECE centres were inadequate in terms of both quality and quantity, and most teachers said they lack the time, money and skills of making and buying the resources Murundu, Indoshi & Okwara, (2012). However, the researchers did not provide evidence of how the available few resources are utilized. The current researcher provides data on the available resources and how they have been employed to fulfill the requirements in the set government policy.
Fonseca and Conboy (2006) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success. They note that reasonable laboratory conditions and even class decorations can be an important element in improving student interest and achievement in science. Little as cited in Ngala, (1997) says that in effective schools, teachers and administrators plan, design, research, evaluate and prepare teaching materials together and administrators allocate time and resources consistent with the priorities that have been set. The KESSP (2005-2010) cites mobilization, prioritization and utilization of resources as some of the problems facing the mathematics and science in schools. These sentiments are also reported by Fuller, (1986) on studies in Uganda and Peru. The Standard (2011) states that in the learning process, teaching-learning aids rank above uniform, buses, and buildings.

2.3.2 Organizing Seating Arrangements

An ECE classroom can be an environment of fun if properly organized. ECE children are a busy lot. Seating arrangement can be perfected in an ECE setting by practical experience. The more years a teacher spends in the classroom, the more one is able to arrange the seating arrangement Antony, (2011). Teacher training and experience can, therefore, not be emphasized.

In the United Kingdom, it has been realized that a carefully planned seating arrangement is an effective way to prevent behaviour problems before they occur. Assigned seats help the teachers to assert authority by enabling the teacher to separate
rowdy children or pair up children who can help each other in a group assignment Logedi, (2012). Straight row is the style of seating used by some teachers where children sit in rows facing the front. These style suits the days when children have to take tests, or when the teacher wants to minimize interactions between the children. Some teachers arrange chairs in clusters or groups. This type of seating encourages collaboration among the children particularly where materials for learning have to be shared. However, if not closely monitored, it can lead to excessive talking and lack of attention by the children. Teachers also use half-moon or U-shaped seating arrangement that works well for classroom discussions Scholastic, (2011). Most African countries have not had an examination of the seating arrangements in ECE centres and yet this is an important aspect to enforce policy change. The provision and arrangement of furniture can affect the way children work and play MoE, (2010a). It should be done bearing in mind that young children are active, curious, and they move frequently from one place to another. Have smaller-scaled down chairs and tables so as not to intimidate young children Antony, (2011).

2.3.3 Grouping Children

Education policy describes the curriculum of ECE as anchored in experimental learning methods, that is, hands, on learning through playful exploration of concrete objects. This can be achieved through group work. The ECE teacher needs to develop the art of grouping pupils so that they get an equal opportunity to be exposed to the materials which may be scarce MoE, (2010a), NACECE, (2009). Children should be grouped for centres by dividing the class into even groups. Grouping pupils requires ample space.
Congestion in a class affects teaching and learning as the teacher is not able to cater for individual differences in terms of ability and motivation Antony, (2011). This view is shared by Munyeki (1997) and Gakii (2003), who observed that teachers in crowded classes did not have time to attend to every individual needs and had no/or little time to know the pupils personally. The current study looked at the grouping of pupils employed by ECE teachers to check if it supports the accepted standards.

Further studies in the United States indicate that grouping children enables a teacher to give more individual attention to the pupils. A teacher working with a small group is able to give attention to each child. This closeness makes the children feel loved and recognized. It is this recognition that gives the child self-confidence and interest in learning. When children work in groups, they learn to share materials and ideas. The teacher encourages the children to help one another so that they can be able to work independently when the teacher is engaged in another activity. As such, they learn to respect other’s abilities Teacher Resource, (2009).

In Reggio a small town in Italy, teachers strive to see that children work well in groups by giving them clear instructions. She moves from one group to another quickly making sure children follow her instructions. She might need to demonstrate to each group what they need to do. For effective implementation of ECE policies, the teacher must attend to grouping patterns within the classroom as it allows the teacher to choose grouping strategies that facilitate learning for each child. Most studies on grouping children as an aspect of classroom organization have been carried out in western countries. Little is
known about ECE classroom organization policy practices in Kenya, a gap this study sought to fill. The focus of this study was to investigate the selected ECE centres, to establish the consistency in the implementation of the identified policies.

In Reggio, the teacher distributes materials before giving instructions. Children help in giving out materials. This helps in training them in leadership and responsibility. It also ensures that material distribution is done within the shortest time possible as children participate in the distribution. Materials are stored close to the activity areas to make it easy for the children to get them Antony, (2011).

2.4 Conclusion

The review of the related literature showed that classroom organization is key in defining quality ECE worldwide. However, most of the studies have been done in western countries whose findings might not fit in the African context. In Kenya, the review showed that there are classroom organization policies. What has not been documented, though, has been on how these policies are being put in to practice by ECE teachers, a gap this study sought to fill. The few studies on classroom organization and ECE have concentrated on equipping ECE centres. This leaves out detailed description on how available ECE materials are organized and used for teaching and learning. In terms of study methodology, and design, the studies reviewed have tended more towards quantitative techniques, often utilizing survey designs. The qualitative data that were adopted in this study were more in-depth and therefore, important to document the effects of social setting (rural and urban) and different social realities of ECE on policy
implementation process. This chapter gave an account of what entails an ideal classroom. Before enquiring into whether and what gaps, similarities and differences exist in the relationship between what is expected of an ideal classroom in an ECE centre on the one hand, and on the other hand the actual observable practices on the ground, on classroom organization, there was need to clarify the methods and procedure adopted by the study for investigation in the field. This methodology formed the subject of the next chapter.
CHAPTER THREE
RESEARCH METHODOLOGY

2.0 Introduction

This chapter presents the study design, study location and population sample size and sampling procedures, research instruments, data collection and finally data analysis.

3.1 Research Design

A design is a blueprint that enables the researcher to come up with solutions to problems and it also acts as a guide on the various stages of the study Ogula, (2011). In this study, both quantitative and qualitative approaches were employed but the design is descriptive survey design. This descriptive design was preferred as it would allow data to be collected without changing the environment of the setting. This design enabled the researcher to combine both qualitative and quantitative approaches in data collection as well as in data analysis (Kothari, 2004) thus resulting to in-depth information collected.

A descriptive case study design of selected ECEs in Bungoma East Sub-County of the larger Bungoma County was used in analyzing implementation of government policies on ECE classroom organization. A case study design is one of the qualitative research strategies that investigate a contemporary phenomenon within its real life context.

The design presented existing conditions, practices, beliefs, attitude or opinions held, processes that were going on and trends that helped in developing interpretation of meaning. The design provided a true picture of the situation including stakeholder’s behaviour or attitude and the community at large. It sought to uncover the nature of
factors involved in ECE classroom organization situation, determined the degree in which they existed and discovered the links existing in the policies and practice. It was relevant to the current study since as attested by Borg & Gall, (1989), it produces aspects of education that interest policy-makers and educators. The design allowed the researcher to present the nature of the ECE classroom organization policies as set by the government and their level of implementation as exposed by the actual practice. This included the ECEs existing conditions under which classroom organization policies were implemented, relationships, opinions held about effective ECE classroom organization and how it impacts on teaching and learning, ECE classroom organization processes going on, and trends within a normal ECEs setup. The design was relevant for the current study as it sought to understand under what physical setting or environment and by what processes and provisions can an effective teacher with competencies in organizing materials in the physical environment for quality teaching and learning can be actualized. This demanded research procedures that enable people working in ECEs to give an account of their own experiences. As an approach to research, it allowed the researcher to use both single and multiple case studies which included use of quantitative evidence, and multiple sources when collecting and analyzing data Elaine, (2009: 2004).

Both qualitative and quantitative paradigms were utilized in collecting the data. Quantitative methods provided the otherwise non-existent data on the actual implementation of ECE classroom organization policies which included data on enrolment, ECE teacher’s skills and knowledge on classroom organization and ECE
infrastructure against the actual enrolments of children and teachers. Qualitative methods on the other hand aided the researcher in eliciting the meanings and processes behind the emerging statistical patterns and trends in the implementation of the classroom organization policies in the selected ECEs in Bungoma East Sub-County. Intensive probing led to discovery of more data on the state of classroom organization in an ECE class and this helped in developing insights into issues concerning implementation of government ECE classroom organization policies. Thus to ensure richness of data collected, the study combined both quantitative and qualitative methods to explore whether there existed gaps between stated government policies on ECE classroom organization against the actual practice during the implementation process. The design therefore, established the relationship between government policies on classroom organization on the one hand, and on the other the actual practice in the ECE centres under study in Bungoma East Sub-County.

3.2 Study Site/Location

The study focused on classroom organization in ECE centres in Bungoma East Sub-County of larger Bungoma County, Kenya. Bungoma County has a total of nine sub-counties, that is Bungoma South, Bungoma North, Bungoma Central, Bungoma West, Bungoma East, Kimilili, Bumula, Mt Elgon, and Cheptais out of which one was purposively selected for this study. There are two up-coming urban areas in the larger Bungoma County with a rapid population growth. This urbanization is taking place in Bungoma town and Webuye town, which are found in Bungoma South, Bumula and Bungoma East Sub-Counties respectively. Bungoma Town is shared between two sub-
counties, which are Bungoma South and Bumula. The Bungoma East sub-county was selected since it adequately represents the two sets of ECEs in the country, that is, rural ECE centres in Ndivisi division and urban ECE centres in Webuye division. Webuye town is equally found wholesomely in Bungoma East unlike Bungoma town which is divided between Bungoma South and Bumula sub-counties. The Bungoma East Sub-County has also the highest number of public schools which was the focus of this study. The population in the county is on the increase with many ECE centres being established to cater for the high demand as shown in table 3.1 below:

Table 3.1 shows the distribution of primary schools on which ECE centres are attached in Bungoma County by sub-county for both public and private schools.

Table 3.1: Distribution of ECE centres in Bungoma County

<table>
<thead>
<tr>
<th>Sub-County</th>
<th>Public School</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bungoma East</td>
<td>110</td>
<td>50</td>
</tr>
<tr>
<td>Bumula</td>
<td>95</td>
<td>17</td>
</tr>
<tr>
<td>Bungoma North/Tongaren</td>
<td>80</td>
<td>-</td>
</tr>
<tr>
<td>Cheptais</td>
<td>81</td>
<td>45</td>
</tr>
<tr>
<td>Mt Elgon</td>
<td>81</td>
<td>45</td>
</tr>
<tr>
<td>Bungoma west/Sirisia</td>
<td>86</td>
<td>11</td>
</tr>
<tr>
<td>Bungoma Central/Kabuchai</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>Kimilili</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>Bungoma South/Kanduyi</td>
<td>87</td>
<td>47</td>
</tr>
<tr>
<td>TOTAL</td>
<td>723</td>
<td>244</td>
</tr>
</tbody>
</table>

Source: Bungoma County Education office, 2014

Due to the high population, the Bungoma East Sub-County is currently being split into two Sub-Counties, that is Webuye East and Webuye West. Bungoma East was also
accessible by the researcher and as such cut down on transportation costs. The researcher had a humble time since the research required several visits to the ECE centres which had been selected. This was made possible since Bungoma East is the researcher’s area of residence. This gave the researcher an opportunity to identify gaps, differences, and similarities existing within the public urban and public rural ECE centres in implementation of government policies in classroom organization, in the sub-county for the purpose of comparisons. The location and distribution of the ECE centres involved in classroom organization was as shown in (Table 3.1).

The number of public ECE centres has been increasing as discovered by the researcher. There were upcoming public ECE centres referred to as feeder ECE centres which feed primary schools with class one pupils. For instance, the study discovered that all public primary schools have ECE centres, and in addition as more as 5 feeder ECE centres whose administrative structure is not clear. These centres were not part of the study. However, the study concentrated on ECE centres attached to primary schools which had administrative structures with the head of the institution being one. For the purpose of this study, to ensure confidentiality and anonymity, all the study sides were summarized as in the table below:

Table 3.2: Study Sites

<table>
<thead>
<tr>
<th>Division</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webuye</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Ndivisi</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>
3.3 Target Population

The study targeted 15 ECE centres, 15 ECE headteachers, 60 ECE teachers and 3 ECE officers as the informants.

Table 3.3: Sampling Grid

<table>
<thead>
<tr>
<th></th>
<th>Schools</th>
<th>ECE officers</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>110</td>
<td>3</td>
<td>110</td>
<td>196</td>
</tr>
<tr>
<td>Sample size</td>
<td>15</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Percentage</td>
<td>13.6</td>
<td>100</td>
<td>13.6</td>
<td>30.3</td>
</tr>
</tbody>
</table>

3.4 Sample Size and Sampling Procedures

Teachers in the sampled ECE centres formed part of the informants since they were directly involved in preparation of the classroom for use in the teaching and learning process. At least three teachers (one per each level) in the sampled ECE centers were purposively selected to participate in the study. This resulted to 45 teachers. A stratified random sample of 15 ECE teachers was then selected from the rest to give a total of 60 (30%) of the ECE teachers to participate in the study. All the headteachers in the sampled ECE centres were purposively sampled since they were directly involved in the management of the ECE centres. All the three ECE officers in the sub-county were purposively sampled to take part in the study. As noted by Orodho (2008), if the population is small, it might be taken as the sample size. Table 3.4 breaks down the list of the respondents.
Out of the 110 ECE centres, 15 ECE centres, which translate to 13.6%, were sampled to participate in the study. Kilemi and Wamahi (1995) note that in research; at least, 10% of the population under study is an appropriate sample size for investigation. Eight public urban ECEs were purposively sampled to include all of them because of the small sample size. As noted by Orodho (2008), if the population is small, it might be taken as the sample size. The researcher wrote the names of the 100 public rural ECE centres each on a piece of paper. Then, the 100 papers were folded well and put in a container from which seven of the folded papers were picked randomly to get the rural ECE centres. Balloting was appropriate sampling technique since all the ECEs were expected to implement the government policies on ECE classroom organization uniformly. A total of 8 urban and 7 rural ECE centres were sampled out.

<table>
<thead>
<tr>
<th>Type of Respondent</th>
<th>Population</th>
<th>Sample</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE teachers</td>
<td>196</td>
<td>60</td>
<td>30.3</td>
</tr>
<tr>
<td>Headteachers</td>
<td>110</td>
<td>15</td>
<td>13.6</td>
</tr>
<tr>
<td>ECE officers</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

In addition to the respondents, the ECE coordinator and Area Education officer (AEO) participated in the study. The researcher had a one-on-one discussion with them in gathering some information on the operations of ECE centers.

### 3.5 Research Instruments

The following instruments were used in collecting data, Interview schedules, questionnaires, document reviews and observations.
3.5.1 Document Analysis

Documents were analyzed to help get relevant information to complement the data collected using other tools. Documents that were reviewed included: The ECE syllabus and teacher’s guides, class registers and financial plans that helped provide information on population and the availability of funds for provision of teaching and learning resources, expansion or improvement of existing physical facilities and the influence they had on teacher’s professional work.

3.5.2 Interview Schedule

There were one-on-one interviews with the three ECE officers in the sub-county to establish their role in enforcing the policies on classroom organization in ECE centres and their supervisory roles in the ECE in the sub-county. The researcher equally during visits to the various ECE centres engaged the ECE teachers in a one-on-one discussion to gather more information on their relationship with the headteachers, the headteachers support in acquisition of teaching-learning aids and how frequently they meet over issues affecting the ECE with the headteachers. There were semi-structured interview schedules for headteachers to seek opinions and data on ECE classroom organization for effective teaching and learning. The subject matter collected included: construction of ECE classrooms, provision of furniture appropriate for the child and provision of teaching and learning aids. The interviews also established the relationship between the headteachers and ECE teachers and the involvement of the ECE teachers in the planning and acquisition of the teaching and learning aids. The interviews enabled the researcher to gather more information on government policies on ECE classroom
organization and the implementation in the actual ECE centres.

3.5.3 Questionnaire

A questionnaire allowed the researcher to collect useful data for measuring respondents’ views and opinions about classroom organization in ECE and further allowed comparisons to be drawn across groups in the sample ECEs. There was a questionnaire for the ECE teachers who were responsible for organizing the ECE classroom and who were handling the class at the time of the study. It sought information on: the respondent’s ‘opinions’ about the ways in which, under ideal conditions, government policies on classroom organization in an ECE centre ought to be implemented, the available ECE infrastructure, facilities and teaching-learning aids. The method allowed comparisons for data collected between the views and opinions of the headteachers and the ECE officers on classroom organization implementation process in ECEs.

3.5.4 Observation Checklists

This was used in getting the real extent to which government policies on classroom organization were implemented in ECEs. Observation of practices on the ground formed useful source of data that were compared with data collected using other instruments. Observation was useful as it helped the researcher to put behaviour in context and to understand it better. Observations was mainly done on availability of physical facilities like child sized furniture and learning materials, organized into learning corners, classroom displays, and grouping of children. The researcher programmed and attended on-going lessons in at least one classroom of the sampled
ECE centres's classes at the time of data collection which enabled checks to be made on
the ECE classroom organization. In centres where the three levels were in one
classroom particularly the rural ECE centres, it was easy for the researcher, since all the
three levels were observed. This enabled the researcher to make observation on
behavioural patterns of the children while in an ECE classroom.

3.6 Pilot Study
The study was piloted by administering the research instruments in two ECE Centre one
rural and another urban. Both ECE centres were located in Bungoma East Sub-County
which were later on excluded during the sampling of the other ECE centres. This was
done so as to check on extreme differences if it were to be carried out in a different sub-
county. It was chosen by the researcher based on its accessibility and availability of the
required information. The prepared research instruments were administered to three
ECE teachers in the rural and urban centres. The researcher had a one on one interview
with the headteachers in the two ECE centres. The observation checklists were equally
used to check on the classroom set ups and availability, arrangement and display of the
teaching and learning aids. The pilot study allowed a revision of the research items by
removing ambiguities, flaws and general improvements of the questionnaire, interview
schedules and observation checklists.

3.6.1 Validity of Research Instrument
Validity informs of the accuracy of the instruments to measure what they intend to
measure Bell, (1993). A pilot study ensured validity of the instruments. After the pilot
study, the completed instruments were reviewed by the researcher and the university supervisors for clarity. Clarity of the research instruments was also enhanced through removal of those instruments that were found inadequate in answering the developed research questions. In addition, there was expert input from the authorities in the area of study which involved scrutiny of the instruments against the set objectives. In qualitative data, validity is also improved through careful sampling, appropriate instruments, and appropriate treatment of statistical data (Cohen, 2000 & Odera, 2008); processes that the researcher gave a lot of consideration while in the field and during data analysis.

3.6.2 Reliability of Research Instruments

Document analysis and statistical data were used to complement data obtained from questionnaires and observations thus forming an excellent means of triangulation. For instruments to collect quantitative data (questionnaires), its reliability was established using test-retest method. The questionnaires were administered to three ECE teachers at Nzoia ECE rural and to three ECE teachers at Namachanja ECE which is in Bungoma town to represent the urban ECE centres in Bungoma South Sub-County. The responses from the instruments were scored manually. After a period of one week, the instruments were given to the same people and the answers scored manually. A comparison of the answers was made from both occasions by calculating the correlation coefficient using Pearson product moment correlation coefficient formula. The instruments gave a Pearson correlation coefficient of 0.85 for the teachers since the scores were above 0.8, the research instruments were declared reliable. This is in line with Orodho (2008) who
argues that a correlation coefficient of 0.8 will be considered high enough to judge the instruments as reliable for the study.

3.7 Data Collection Techniques

Data collection was a continuous process. The researcher made preliminary visits to the sampled ECEs. This helped the researcher to accomplish two tasks: first, to strike a rapport with the ECE headteachers and teachers by explaining the purpose of the study, and second, made the necessary arrangements for data collection. The researcher then triangulated different instruments for data collection. The instruments used were:

3.7.1 Administration of the Questionnaire

The researcher personally administered copies of questionnaires to the ECE teachers herself. The researcher took the mobile numbers of the ECE teachers who had been given the questionnaires. This facilitated communication and monitoring of the progress of each ECE teacher on the filling of the questionnaire. The communication assisted the researcher to get an appropriate day to go back for the questionnaire and at the same time attend some lessons in the ECE centres. The time given was approximately one week. Each ECE centre was visited on an individual day so as to enable the researcher to attend the lessons. This continuous communication and rapport with the ECE teachers ensured a good return ratio of 76.7% for the teachers as shown in table 3.5 below. The filled questionnaires were later collected and kept for data analysis.
Table 3.5: Return Ratio of Research Instruments

<table>
<thead>
<tr>
<th>Type of Respondent</th>
<th>Instruments given</th>
<th>Instruments returned</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE teachers</td>
<td>60</td>
<td>46</td>
<td>76.7</td>
</tr>
</tbody>
</table>

3.7.2 Interview Schedules

The researcher carried out interviews with the administrators of the ECE centres mainly the ECE officers, headteachers and the teachers. The researcher used an interview guide that ensured broad aspects of the study were covered through constant probing. The proceedings of the interview schedules were recorded both manually and electronically and kept for analysis.

3.7.3 Document Analysis and Statistical Data

This sought to get information of quantitative nature from the ECE centre’s records kept. Official records of the ECE teachers and the children enrolment were checked. Staff records that included their educational qualifications to later compare with the information filled in the questionnaires for ECE teachers, their teaching loads and distribution of their lessons during the week were checked to see if the ECE teachers had time to organize the ECE classrooms. Other documents that were analyzed and measured against the recommended standards by the MoEST included the ECE timetables and ECE curriculum guides. The researcher used ‘Document Analysis’ of MoEST records to collect data on ECE policies on classroom organization and mechanisms that had been put in place, to ensure that the policies were implemented.
3.7.4 Observation Checklist

Observation checklist was used in getting information on the physical setting within which the implementation of the ECE classroom organization policies was done. It focused on ECEs classroom physical conditions, classroom learning environment, ECE teaching and learning material that included: establishment of different learning corners in the classroom, classroom displays of the teaching-learning aids, availability of appropriate furniture and organization of seating arrangement and grouping of children in the classroom.

3.8 Data Analysis

The data were analyzed according to the set objectives of the investigation. The researcher used both qualitative and quantitative data synthesis and analysis techniques. Qualitative data analysis involved organizing, accounting for and explaining the collected data. The process of data synthesis was carried out systematically from transcription, familiarization, content analysis, and presentation. Content analysis enabled the researcher to select the relevant information from the documents. This process entailed a thorough review of the documents in relation to the study objectives before recording relevant descriptive notes along the study theme. The quantitative data mainly from the questionnaire were first coded according to defined categories and themes related to the study objectives. The researcher then used the Statistical Package for Social Sciences (SPSS) to analyze the quantitative data mainly from the questionnaires. The SPSS analysis mainly involved descriptive statistics which made use of frequencies, totals, percentages, and tabulation. It is then through this that it was
possible to outline and summarize the collected data showing gaps, similarities, and differences that exist between the stated government policies on classroom organization in teaching and learning in ECEs against the actual practice during the implementation process.

3.9 Logistical and Ethical Considerations

A letter from the Graduate school of Kenyatta University was sought, then, permission from the National Council of Science, Technology and Innovation (NACOSTI) to be allowed to carry out the research in the selected ECE centres. An introduction letter to ECE centres was obtained from the Sub-County Education Officer to facilitate the research. The researcher made personal visits to the ECE centres identified for research in advance to arrange when to administer the questionnaires to the ECE teachers. The researcher then requested the relevant documents for analysis. The researcher also made appointments with the Sub-County Programme Officer for familiarization purpose and then explained the purpose of the study. The researcher then personally conducted interviews on the agreed dates. The researcher also sought an informed consent of each head teacher explaining the true nature and purpose of the research. A commitment was made on the confidentiality and anonymity of the involved people and the re-assurance that the data collected were only going to serve the purpose of the stated research.

3.10 Conclusion

The chapter highlighted the research methodology that was used for the study. The location of the study and the population that took part in the study were identified and
justification on how they were selected made. There was a detailed description of the
data collection and data analysis techniques that were applied in drawing the
conclusions of the study. Lastly, the chapter discussed how the researcher dealt with the
logistical and ethical issues.

With the preliminary information collected during the field inquiries from day-to-day
practices in the sampled ECE centres, the next task was twofold. First, presentation of
the findings and second making a comparative analysis in order to come out with
similarities and differences in relationship between policy and practice in ECE centres
in Bungoma East Sub-County. Presentation of findings gathered during the field
inquired into the actual institutional pattern and formed the subject of description and
analyses in the next chapter. The next chapter presents the data collected in the field
through an interactive process of data collection. The data were analyzed and presented
along the three different policies that formed the themes for data presentation and
discussion.
CHAPTER FOUR
DATA ANALYSIS PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter presents data and discussions of the findings on implementation of government policies on classroom organization in Early Childhood Education centres in Bungoma East Sub-County, Bungoma County, Kenya. The findings are presented according to the following study objectives: analysis of arrangement of teaching and learning aids and displays in ECE classroom and its consistency with government policy on classroom organization; examine seating arrangement of children in order to establish if it is in line with the policy; assess the process of grouping children and material distribution. The findings are based on data obtained on the questionnaire, observation checklist, interview guide and document analysis. The sources of information of this study were ECE teachers, headteachers and ECE officers.

4.1 Participants’ Background Information

Data were collected from the following: ECE teachers, headteachers and ECE officers. The participants’ background information that was sought was on gender, age, level of training and teaching work experience as presented on Table 4.1.
Table 4.1: Distribution of Background Information for Urban and Rural ECE Teachers in Bungoma East Sub-County

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>96</td>
</tr>
<tr>
<td><strong>Age bracket (in years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;30</td>
<td>27</td>
<td>59</td>
</tr>
<tr>
<td>31-40</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>41-50</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>51-60</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>35</td>
<td>77.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
<td>20.8</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Teaching work experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>27</td>
<td>59</td>
</tr>
<tr>
<td>6-10</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>20 and above</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

Among the participants who participated in the study, 2(4.3%) were males while 44(96%) were females. The high number of female teachers may imply that teaching in rural and urban ECE centres in Bungoma East Sub-County is largely dominated by female teachers. This could be attributed to the fact that in the African traditional society, women and girls were bestowed with the responsibility of taking care of young babies-and small children. The other indicator perhaps is that female teachers are more caring and affectionate when handling young children Wood, (2012). Data in table 4.1
show that 27(59%) of the participants were aged below 30 years and this may imply
that the ECE teachers who participated in the study were young enough and perhaps
they may be conversant with changing trends in Early Childhood Education. According
to table 4.1, 14(32%) of the participants were aged between 41-60. This implies that
these participants were a bit elderly and may with the experience, have gained more
skills on child psychology and how children learn and therefore are likely to be more
effective to tap in the experience gained over the years in implementing the policies in
ECE, or they may not be comfortable carrying out all the activities stipulated in the
ECE policy.

As regards professional training, 35 (77.1%) of the participants had obtained certificate
level. The implication of this finding could be that a bulk number of the urban and rural
ECE teachers had obtained the basic skills required to handle ECE children and hence it
was assumed that they were conversant with classroom organization policy and thus its
implementation was effectively being done. Training is significantly predictive of
classroom organization according to Derherty (2006). According to Table 4.1, only
9(20.8 %) and 1(2.1%) of the participants had obtained a diploma and a degree
respectively. The reason that may be attributed to this finding could be that quest for
higher education among ECE teachers has not taken root and yet continuous teacher
development is a key factor in classroom practices as established by Sarah (2007).
However, the findings from the interview with the ECE officers indicated that some
teachers were not trained and are not making any effort to get trained and have formed a
particular culture of teaching in the ECE centres where they teach, while others trained
long time ago and cannot cope with the current trends in education (Two ECE officers, Bungoma County 2014).

Data in table 4.1 also indicate that 27(59%) of the participants had teaching experience of 1-5 years whereas 15(36%) of the participants, had teaching experience of 6-10 years. The finding implies that majority of the participants who took part in this study were better placed in terms of interaction with ECE policies over a long period of time and perhaps they could be the most ideal sampled participants to provide information that could be used to obtain the study objectives.

4.1.1 Teachers In-service Training on Classroom Organization

To obtain information on classroom organization and it's consistent with ECE policy, the participants were asked to respond to an item provided on the questionnaire. The results are summarized as shown on Figure 4.1 below.

![Figure 4.1: Teachers In-Service Training](image)
According to Figure 4.1, 35(89%) of the participants reported that they have never attended any workshop or seminar on classroom organization in an ECE centre. However, interviewed ECE officers reported that, “ECE seminars and workshops are organized frequently in a year, but attendance is low due to financial implications and most of the elderly teachers see the seminars as a waste of time” (Three ECE officers, Bungoma County, 2014) yet, according to Morgan and Bourke (2008), in-service teacher training enables teachers to acquire necessary skills on classroom management. From the interviews with the ECE officers the researcher found laxity on almost all the stakeholders in ECE. There should be a way of sensitization, starting with the headteachers who should ensure the ECE teachers attend the seminars and workshops. This will enable them to keep abreast with the current trends in ECE, and if the policy on classroom organization has to be fully implemented.

4.1.2 Policy Awareness

To illicit information on policy awareness and its implementation, the participants were asked to respond to an item on the questionnaire and the results are summarized on Figure 4.2 below.
According to Figure 4.2, 96% of the participants in rural and urban ECE centres reported that they are not aware of the government policy that guides them on classroom organization. This finding can be attributed to the fact that these teachers have not attended refresher courses as it was established earlier on Figure 4.1 and therefore they are not equipped with current education policies in ECE. Yet, education policies are vital as they promote order in the classroom and policies also provide an environment conducive to learning. Further, policies laid down by an educational body support teaching and learning and they provide students with clear expectations as claimed by Levin & Nolan, (2004). However, the government policy on classroom organization in an ECE centre states that: grouping of children in ECE centre (class) should be done according to age (Nursery 1, Nursery 2 and Pre-unit) and in small groups and that learning materials should be distributed in turns, so that the children get an equal opportunity to be exposed to the materials which may be scarce MoE, (2010b).
Further, the policy recommends that the materials are to be put into learning centres (corners) and then the corners are to be organized according to the activity learnt MoE, (2010a). Lastly, the policy states that children in an ECE class should sit in a circular form and the furniture that they use should be scaled down (child size) MoE (2010b). Data on Figure 4.2 show that only 4% of the participants are aware of the policy. Perhaps this small percentage of the participants would be composed of the graduate teacher and/or teachers who are furthering studies on ECE as shown in Table 4.1. From such findings, the researcher foresaw a challenge on implementation of the policy on classroom organization in the ECE centres. It is not possible for one to implement what he/she is not aware of.

4.2 Arrangement of Teaching and Learning Aids in Urban and Rural ECE Centres

The teaching and learning materials in an ECE classroom are to be arranged into learning centres/corners based on theme or activity area. The learning corners/centres can be permanent or less permanent depending on the theme. The materials are also to be displayed on tables, walls or on the floor based on theme or the activity area to expose the children to proper learning experiences. The first objective of the study sought to find out how the displays, teaching and learning Aids are arranged in rural and urban ECE centres in Bungoma East Sub-County. The participants were asked to indicate the extent to which they agreed or disagreed to indicators of teaching and learning aids arrangement provided on the questionnaire and the results are shown on Tables 4.2 and 4.3.
4.2.1 Arrangement of Teaching and Learning Aids in Rural and Urban ECE Centres

The participants in rural and urban ECE centres in Bungoma East Sub-County were asked to indicate how they arrange teaching and learning materials at their centres on items provided on a questionnaire and the results were as shown on Table 4.2. These results were validated by data on the observation checklist presented on Table 4.3.

Table 4.2: Distribution of Participants' Responses on Learning and Teaching Aids

<table>
<thead>
<tr>
<th>Arrangement in Rural and Urban ECE Centres</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
</tr>
<tr>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td>Teaching and learning materials are important in an ECE centre</td>
<td>11(34.4)</td>
<td>11(34.4)</td>
<td>12(38)</td>
<td>12(38)</td>
<td>4(13)</td>
</tr>
<tr>
<td>Teachers in our ECE centre organize learning and teaching materials into various corners</td>
<td>9(28.1)</td>
<td>9(28.1)</td>
<td>2(6.2)</td>
<td>2(6.2)</td>
<td>0(0)</td>
</tr>
<tr>
<td>I organize the corners into various themes as per activity learnt</td>
<td>8(25)</td>
<td>8(25)</td>
<td>3(9.4)</td>
<td>3(9.4)</td>
<td>4(13)</td>
</tr>
<tr>
<td>The corners in my ECE centre are permanently established</td>
<td>2(6.3)</td>
<td>3(1.1)</td>
<td>4(13)</td>
<td>3(9.4)</td>
<td>0(0)</td>
</tr>
<tr>
<td>In my ECE centre, there are various displays on the walls (writing, drawing, number work)</td>
<td>22(63)</td>
<td>18(56)</td>
<td>2(6.2)</td>
<td>5(4)</td>
<td>1(3.1)</td>
</tr>
</tbody>
</table>

Key: R: Rural ECE centre
U: Urban ECE centre

4.2.1 Rural ECE Centres

According to Table 4.2, 23 (72.4%) of the participants in rural ECE centres in Bungoma East Sub-County, agreed that teaching and learning materials are crucial in an ECE centre. This finding could be attributed to the fact that learning materials support...
teaching by making ideas and concepts clear and equally materials (teaching aids) make learning interesting and vivid as established by RoK (2006). Further, according to this author, learning and teaching materials are valuable in promoting motivation and retention of children on an item learnt. According to Table 4.2, 21(66%) of the participants in rural ECE centres, disagreed that they organize learning and teaching materials into various corners. This state was also observed by the researcher as presented in Table 4.3; where only 1(14.3%) of the centres sampled had a modelling and a construction corner established in the classroom using realia. The remaining centres did not have any. This finding could be attributed to the fact that since 96% of the participants as shown on Figure 4.2 reported that they are not aware of the policy that guides them on classroom organization; perhaps they may not make any effort to establish the corners.

The above finding differs with the government policy governing ECE centres which states that teaching and learning materials are to be put into learning corners or centres MoE, (2010a). Well-arranged, corners according to Peck, (1990) encourage growth of children’s self-esteem, their cultural identities, their independence and their individual strengths. Data in Table 4.2, show that 11(34.3%) of the rural participants agreed that they organize learning materials into various corners. Further, interviewed ECE officers said that “any ECE Centre where you can find established corners, definitely there is a teacher on teaching practice” (Two ECE officers Bungoma County, 2014). This finding implies that if continuous teacher development is stressed among ECE teachers, implementation of the policy will be improved as reported by Sarah (2007).
According to Table 4.2, 11(34.3%) of the rural participants agreed that they organize corners into various themes as per activity learnt. However, 15(47.2%) of the participants disagreed that they organize corners into various themes. This finding implies that majority of the rural ECE centre teachers assume that teaching and learning can take place without learning aids yet according to Jill (2012), materials organized into themes form an excellent teaching method as they make teaching real hence high retention among children. This author claims that teaching aids make learning to be orderly.

Table 4.2 shows that 23(72.4%) of the participants disagreed that corners should permanently be established in an ECE Centre. This implies that teachers in rural ECE Centres are aware that each year they admit children with different learning abilities and therefore they should not always use permanently established corners as this may not be catering for different abilities among children. However, 6(19.3%) of the participants agreed that corners should be permanently established in an ECE Centre. This finding is in line with the government policy which states that some corners may be made permanent and others less permanent depending on the theme under study MoE, 2010a). Data in Table 4.2, indicate that 24(69.2%) of the participants agreed that they have various displays (language, number work) on the walls. However, from the observation checklist presented in Table 4.3, the researcher observed that only 3(43%) of the sampled centres had number work and language activity display. As observed by the ECE officers, it could be that these centres had at one time teachers on practice who made the displays for the purpose of assessment, because as observed by the researcher
the displays looked old, some torn, falling off from the walls and some looked like they have not been used for some time from the way they were rolled up and mixed with outdoor play things like tyres hanging on the same nail on the wall, such that they could not be meaningfully be put to use by the small children. 4(57.1%) of the ECE centres did not have any displays, it may imply that teachers did not try even to improvise some of the teaching-learning aids as stipulated by the policy for display.

On the other hand, data in Table 4.2 still indicates that 23(72.4%) of the participants in urban ECE centres as those in the rural agreed that teaching and learning materials are important. This finding implies that ECE teachers in both urban and rural centres are aware that learning and teaching materials help to raise curiosity of a child and thus improvement in retention as asserted by MoE, (2010a). As indicated in Table 4.2, 11(34.3%) of the participants agreed that they organize the teaching and learning materials into various corners, whereas 19(60%) of the participants disagreed that they organize materials into various corners. This finding was validated by the observation from interviews with the ECE officers who indicated that “most ECE centres lack the required materials that the ECE teachers can organize into learning corners and that some are just so demotivate too lazy to improvise the teaching-learning aids”.(Three ECE officers, Bungoma County). The researcher noted that though most of the teaching aids can be improvised from locally available materials, the ECE teachers were not putting in much effort. During a one on one interaction, some of them laughed it off as too much work, with no motivation in terms of the terms of service which are not encouraging at all (Five rural ECE teachers). They resorted to rote teaching which is not
recommended at all for this level of education. There is need for these teachers to be motivated, to go an extra mile in material preparation.

4.2.2 Urban ECE Centres

Through observation checklists (Table 4.3), the researcher observed that out of the recommended seven corners by the Ministry of Education, in urban ECE centres, only 1(14.3%), had a modelling and construction corners on realia. The other corners (five) as it was the case in rural ECE Centres were non-existent. The implication of this finding is that in both rural and urban ECE centres the policy on organizing materials into various corners on realia is not being implemented yet according to Gandini, (1998), well-arranged classroom corners encourage the growth of children’s self-esteem, their actual identities as well as their independence. Further, Opit and Ford (2002) also claimed that centres promote creativity and allow learners of various abilities to work together.

According to Table 4.2, 15(47.2%) of the participants disagreed that they organize various corners into learnt themes. The reason that could be attributed to this finding may be that these urban centres as those centres in the rural setting have not established the corners and thus they have nothing to organize into themes. This finding disagrees with that of Festinger, (1962) who established that an ECE class/centre whose corners are arranged into themes suggests that there is a holistic learning (social, emotional, intellectual and physical development) taking place.
Data in Table 4.2 show that 23(69.1%) of the participants as those in rural ECE centres disagreed that corners in ECE centre should be permanently established. However, 4(12.5%) of the participants in urban ECE centres agreed that corners should be permanently established. This finding is in agreement with an earlier finding by Roskos & Neuman, (2000) who reported that permanent corners in an ECE learning environment capture children’s interest and provide new challenges thereby motivating new learning. According to data in Table 4.2, 23(60.3%) of the participants in urban ECE centres agreed that they have wall displays such as those of number work, drawing, language and science. This finding implies that teachers are actively involved in improvising the learning materials as from general observation by the researcher, most of the writings and drawings were done on empty nylon sugar or maize bags and manila papers. Further, through observation results in Table 4.3 the researcher found that 7(87.5%) of the urban sampled centres had number work chart and language displays on walls. There were more displays on walls in the urban ECE centres as compared to the rural ECE centres. The reason that may be adduced to this finding could be that the urban ECE teachers were well facilitated due to availability of funds and improvised to creatively come up with teaching –learning aids as stipulated in the policy MoE, (2010b). Also most of the urban ECE centres had teachers on practice.

To validate data obtained from the questionnaire and that of interview guide on arrangement of teaching and learning aids in rural and urban ECE centres in Bungoma East Sub-county, the researcher used an observation checklist to ascertain the availability and arrangement of the teaching and learning aids and the results are shown in Table 4.3.
Table 4.3: Frequency of Distribution of Learning and Teaching Aids and Displays in Rural/Urban ECE Centres

<table>
<thead>
<tr>
<th>Item</th>
<th>Available Rural</th>
<th>Available Urban</th>
<th>Not available Rural</th>
<th>Not available Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F (%)</td>
<td>F %</td>
<td>F (%)</td>
<td>F %</td>
</tr>
<tr>
<td>Number work display</td>
<td>3 (43)</td>
<td>7 (88)</td>
<td>4 (57.1)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Language activity display</td>
<td>3 (43)</td>
<td>7 (88)</td>
<td>4 (57.1)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Science displays</td>
<td>3 (43)</td>
<td>4 (50)</td>
<td>4 (57.1)</td>
<td>4 (50)</td>
</tr>
<tr>
<td>Environment study corner</td>
<td>2 (29)</td>
<td>1 (13)</td>
<td>5 (71)</td>
<td>7 (88)</td>
</tr>
<tr>
<td>Painting, drawing, coloring</td>
<td>2 (29)</td>
<td>7 (88)</td>
<td>5 (71)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Home corner</td>
<td>0 (0)</td>
<td>1 (13)</td>
<td>0 (0)</td>
<td>7 (88)</td>
</tr>
<tr>
<td>Shop corner</td>
<td>1 (14.3)</td>
<td>2 (25)</td>
<td>6 (86)</td>
<td>6 (75)</td>
</tr>
<tr>
<td>Water play corner</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>7 (100)</td>
<td>8 (100)</td>
</tr>
<tr>
<td>Modeling corner</td>
<td>0 (0)</td>
<td>2 (25)</td>
<td>7 (100)</td>
<td>6 (75)</td>
</tr>
<tr>
<td>Construction corner</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>7 (100)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

In all the rural ECE centres sampled it was observed that at least in 3(43%) centres, there were number work, science and language activity displays on walls. Two (29%) centres had environmental study, painting, drawing, and coloring displays on walls alone whereas one centre had a shop and modelling corner displays on realia and wall displays. However, it was observed that in all the centres, there were no water play corner, modelling and construction corner displays, either with realia and wall displays. Any material found was in a dusty disorganized dirty heap such that it lost meaning to learning.
Comparatively in all the urban centres sampled for this study, 7(88%) of the centres had number work, science as well as language activity, painting, drawing and colouring displays on manila papers on walls and strings across the classroom. As regards environmental displays, 4(50%) centres had displays while 4(50%) did not have any as shown in Table, 4.3. The researcher observed that home corners, painting, colouring and drawing corners on realia were available in only 1(13%) centre. The other corners like the water play and construction were not available as it was the case in rural ECE centres. According to observation results, only 2(25%) of the urban centres had shop corners with realia. These displays were mostly on manila papers, improvised maize bags and in one case soft board and hanged on walls, but use of realia set on the floor was not embraced.

The ECE officers noted that “most of the materials used by the teachers to improvise the teaching-learning aids are perishable/temporary and cannot last”, (Two ECE officers Bungoma County, 2014). The interviewed officers noted that “most centres do not have the materials for the ECE teachers to organize into displays in corners particularly on realia and the headteachers do not make any effort to provide because they do not understand the ECE syllabus and the importance of ECE in a child’s life” (Three ECE officers Bungoma County, 2014). This common occurrence in both urban and rural ECE centres as regards arrangement of corners and displays may be an indicator that the policy on classroom organization has not been embraced despite the fact that this policy has been put in place MoE, (2010a). This may be an implication that even if the Ministry of Education has laid down policies to govern classroom organization on
materials, the policy has not controlled the ECE teachers in regard to material arrangement. As such, the children may not be exposed to the expected learning experiences and learning outcomes.

4.3 Seating Arrangement of Children and Its Consistency with Policy on Classroom Organization in Urban and Rural ECE Centres in Bungoma East Sub-County

The second study objective sought to examine whether seating arrangement of children in urban and rural ECE centres is consistent with classroom organization policy. The policy on seating arrangement is that children are to sit in a circular form with the teacher at the centre so as to attend to every child. The furniture used should be child sized or scaled down version not to intimidate the children and for them to be comfortable. About five to ten children are to share a table to avoid crowding and to ensure comfort. The participants were asked to respond to items on the questionnaire and the results were to be used to make comparison between the aforementioned centres. The results are as presented in Tables 4.6 and 4.7, and validated by data on the observation checklists presented in Table 4.8 and 4.9.

4.3.1 Children’s Seating Arrangement in Rural ECE Centres in Bungoma East Sub-County

The participants were asked to respond to items on a scale on how seating arrangement is done in their centre. The items were provided on the questionnaire and the results are as shown in Table 4.4.
Table 4.4: Frequency Distribution of Participants’ Responses on Indicators of Seating Arrangement in Rural and Urban ECE Centres

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>SA</th>
<th>A</th>
<th>A</th>
<th>UN</th>
<th>UN</th>
<th>D</th>
<th>D</th>
<th>SD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper seating arrangement in an ECE centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>arrangement in an ECE centre is important</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>7(50)</td>
<td>15(87)</td>
<td>3(21.)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(7.1)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>1(5)</td>
</tr>
<tr>
<td>Seating arrangement in an ECE centre should be in circular form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>1(7.1)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>9(64.2)</td>
<td>19(90)</td>
<td>2(14.3)</td>
<td>1(5)</td>
</tr>
<tr>
<td>A teacher should stand at the front of a class when teaching ECE children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>6(43)</td>
<td>17(77.3)</td>
<td>0(0)</td>
<td>1(5)</td>
<td>1(7.1)</td>
<td>3(14)</td>
<td>1(7.1)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>1(5)</td>
</tr>
<tr>
<td>In my ECE centre children use scaled down chairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>4(29)</td>
<td>12(73)</td>
<td>2(14.3)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>1(5)</td>
<td>2(14.3)</td>
<td>1(5)</td>
</tr>
<tr>
<td>We have scaled down tables in our ECE centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>1(7.1)</td>
<td>12(73)</td>
<td>3(21.4)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(5)</td>
<td>1(7.1)</td>
<td>3(14)</td>
<td>5(36)</td>
<td>0(0)</td>
</tr>
<tr>
<td>Children should sit on the floor in an ECE centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>6(43)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>19(90)</td>
<td>4(29)</td>
<td>1(5)</td>
</tr>
<tr>
<td>In my centre one table is shared among five children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
<tr>
<td></td>
<td>0(0)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>2(14.3)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>0(0)</td>
</tr>
<tr>
<td>In my centre children use desks and benches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
<td>R</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
<td>F%</td>
</tr>
</tbody>
</table>
|                                                                           | 4(29)| 0(0)| 2(14.3)| 0(0)| 1(7.1)| 0(0)| 5(36)| 2(14.3)| 13(78.| 1|)

KEY: R-Rural; U-Urban

As indicated in Table 4.4, 10(71.4%) of the participants in rural ECE centres agreed that properly done seating arrangement is important in an ECE centre. The reason that may be attributed to this finding is that teachers in these centres are aware that when children are comfortably seated, they pay attention to what is being taught and the learning environment is pleasant. This finding is in line with that of MoE, (2010) which claims...
that proper arrangement of ECE children promotes their behaviour on how they work and play. Data in Table 4.4 indicate that 11(78.5%) of the participants disagreed that seating arrangement in rural ECE centres should be in a circular form. This is in agreement with what the researcher observed where 6(86%) of the centres children were seated in rows. This finding indicates that in rural ECE centres teachers are ignorant of the policy which stipulates that children should be seated in a circular form for easy management MoE, (2010a). Further, according to Opit & Ford, (2002) circular seating helps the teacher to have a full view of the class. However, 3(21.4%) of the participants agreed that children in rural ECE centres should sit in a circular form. The reason that could be attributed to this finding may be that perhaps this participant has interacted (is familiar) with the policy on seating arrangement.

According to Table 4.4, 6(43%) of the respondents agreed that an ECE teacher should be positioned at the front of the class. From the observation checklist (Table 4.5), (100%) of the teachers were at the front of the class. This finding could be attributed to the fact that these participants still believe teaching should be teacher-centred rather than child-centred as recommended by MoE, (2011c). The other reason that could be attributed to this finding might be that since the teachers indicated that seating arrangement should not be in circular form (Table 4.4) then they are left with no option than to position themselves at the front of the class.

As indicated in Table 4.4, 6(43%) of the participants in rural ECE centres agreed that children should use scaled down chairs and tables (child sized). In Table 4.5, the
researcher observed that 2(29%) of the rural centres had scaled down chairs and tables, an indication that some of the respondents (ECE teachers) know what needs to be done. This finding implies that the teachers are aware of the government policy that stipulates that ECE chairs and tables should be child sized so as not to intimidate the children and also to ensure comfort while in the classroom as established by MoE, (2010a), but may be incapacitated by the unavailability of child-sized furniture to use. According to data in table 4.4, 8(57.3%) of the participants in rural ECE centres agreed that children should be made to sit on the floor and learn if there are no chairs and desks. Table 4.5, the researcher’s observation that in 2(29%) of the rural centres, children were seated on the floor and another centre 1(14%) some children were seated on benches and others on the floor and as such agrees with the observation by the respondents. This according to the researcher was an outdated character which should be discouraged at all costs. The children who find themselves in such circumstances are uncomfortable and may not want to go back to school. The children were very dirty due to the dusty environment as observed by the researcher. It was pathetic so to speak. Further, interviewed headteachers explained that “due to free primary education, primary classes are large and thus ‘we are left with no option but to pick desks from ECE centres since children in ECE have got no much work to write”( Six headteachers, Bungoma East Sub-County, 2014). However, 6(43%) of the rural ECE participants disagreed that children should not sit on the floor. This finding is in agreement with an earlier finding by Nolan, (2004) who claimed that young children, who use chairs and tables of their right size, pay more attention and thus they become successful in academics.
Data in Table 4.4 show that 6(43%) of the participants agreed that in rural ECE centres, desks and benches were used. Further, interviewed headteachers said that “children in our ECE centres use desks, benches and even logs of wood because we do not have money to buy child-sized chairs” (Five headteachers, Bungoma East Sub-County, 2014). This finding is contrary to MoE, (2010a) which stipulates that desks should not be used in an ECE centre because it means they be arranged in rows and this kind of arrangement creates a distance between the teacher and the children and also desks and benches hinder free movement in the classroom MoE, (2010a). Further, interviewed ECE officers explained that “desks and benches are used in rural ECE centres as government allocation to run these centres is diverted by headteachers to carry out various activities at the primary schools” (Two ECE offices Bungoma County, 2014).

This finding implies that there is laxity from Quality Assurance and Standards Officers (QASO) because they are bestowed with the mandate to oversee the management of infrastructure in schools and use of government funds. The researcher observed that the policy on child sized furniture if implemented gives the children the comfort and confidence required while in a classroom, however it is sad to note that the policy has been ignored in some rural ECE centres. Children in these centres looked disturbed and felt uncomfortable as observed by the researcher. Those seated on logs kept running in and out of class. The researcher noticed the teacher had a hard time controlling the children. There should be proper government structures put in place to monitor and audits government grants and funds given to any institution to ensure such money serves the intended purpose.
4.3.2 Urban ECE Centres

According to Table 4.4, 15(87%) of the urban ECE centres participants as those in rural agreed that proper seating arrangement is key to children’s learning. This finding is in line with Cadwell, (2003) who asserted that proper seating arrangement helps children develop a good relationship with others as they are able to share materials. Further, this author reported that when seating arrangement is properly done, children easily interact with one another and this increases their knowledge as they develop critical thinking skills that eventually support lifelong learning. As shown in Table 4.4, 20(95%) of the urban participants as those in rural areas disagreed that seating arrangement should not be in circular form. In table 4.5, the researcher observed that in 7(88%) of the urban centres, children were seated in rows, a similar observation was made in the rural ECE centres. This finding could be attributed to the fact that these teachers are not familiar with the clause of the classroom organization policy which states that children whether seated on a mat or on chairs should be arranged in a circular form so as to enhance movement with ease amongst themselves MoE, (2010a). Further, when children are seated in a circular form the teacher is able to have full view of the class as claimed by Opit & Ford, (2002).

As indicated in Table 4.4, 17(77.3%) of the urban ECE participants as those in rural centres agreed that a teacher should be positioned at the front of a class. In Table 4.5, the researcher equally observed that in 7(88%) of the centres, the teachers were positioned at the front of the class. This finding implies that urban as well as the rural ECE teachers may not be current with the changing trends in education with regard to
early childhood education. Data in table 4.4 show that 12(73.0%) of the participants in urban ECE centres agreed that children use scaled down version chairs and tables. This is in line with what the researcher observed that in 7(88%) of the centres children were using scaled down chairs and tables. Further, interviewed headteachers said that “child-sized tables and chairs are available in our ECE centres because parents pay fees in good time and the government grants have assisted a great deal”( Five urban ECE headteachers Bungoma East Sub-County, 2014). The implication of this finding is that the policy that stipulating that children should use scaled down chairs and tables MoE, (2010b) is implemented in urban ECE centres unlike in the rural ECE centres.

According to data in Table 4.4, 20(95%) of the urban ECE participants disagreed that children should sit on the floor unlike their counterparts in the rural ECE centres. In Table 4.5, the researcher observed that only in 1(13%) of the centre were children found seated on the floor and others were crowded on few available desks meant for primary age. This finding implies that teachers in urban ECE centres value the fact that, for a child to learn well, he/she must be comfortably seated as asserted by MoE, (2011c). The other implication of this finding may be that in urban ECE centres the seating arrangement policy has been embraced and thus it is being implemented. Also, this finding may imply that there might be regular supervision by the Quality Assurance and Standards Officers. Data in Table 4.4, 5(31.3%) of the participants agreed that one table is shared among five children in urban ECE centres while 9(57%) of the participants in rural ECE centres disagreed. The reason that might be attributed to this finding is that first, the teachers do not use the circular seating form and thus children may not be
sharing tables. Second, it could be that due to high population, there could be more than the recommended number of 5-10 children per table as observed by the researcher in Table 4.5, where there was overcrowding forcing more than twelve children to share a table and some were seen writing on their laps, facing the opposite direction. The other reason might be that the teachers do not be aware of this policy.

In table 4.4, it is indicated that 14(83.1%) of the participants in urban centres disagreed that children should use desks and benches unlike the participants in rural centres who agreed. This finding is in line with Carol, (2004) who established that if ECE children do not use comfortable chairs and tables, their cognitive and social outcome will be interfered with.

To validate the data obtained from the questionnaires and the interview guide on seating arrangement in rural and urban ECE centres in Bungoma East Sub-County, the researcher used an observation checklist to ascertain the availability of child-sized furniture and use of the appropriate recommended seating arrangement as stipulated in the policy, and the results are presented as in Table 4.5.
Table 4.5: Frequency of Distribution of Seating Arrangement in Rural/Urban ECE Centres

<table>
<thead>
<tr>
<th>Item</th>
<th>Available Rural</th>
<th>Urban</th>
<th>Not available Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F (%)</td>
<td>F (%)</td>
<td>F (%)</td>
<td>F (%)</td>
</tr>
<tr>
<td>Children seated in rows</td>
<td>6 (86)</td>
<td>7 (88)</td>
<td>1 (14)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Children seated in a circular form</td>
<td>1 (14)</td>
<td>1 (13)</td>
<td>6 (86)</td>
<td>7 (88)</td>
</tr>
<tr>
<td>Teacher at the front</td>
<td>7 (100)</td>
<td>7 (88)</td>
<td>0 (0)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Teacher in the middle</td>
<td>0 (0)</td>
<td>1 (13)</td>
<td>0 (0)</td>
<td>7 (88)</td>
</tr>
<tr>
<td>Scaled down chairs</td>
<td>2 (29)</td>
<td>7 (88)</td>
<td>5 (71)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Scaled down tables</td>
<td>2 (29)</td>
<td>7 (88)</td>
<td>5 (71)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Desks in use</td>
<td>2 (29)</td>
<td>1 (13)</td>
<td>5 (71)</td>
<td>7 (88)</td>
</tr>
<tr>
<td>Benches in use</td>
<td>1 (14)</td>
<td>0 (0)</td>
<td>6 (86)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Seated on the floor</td>
<td>2 (29)</td>
<td>1 (13)</td>
<td>5 (71)</td>
<td>7 (88)</td>
</tr>
<tr>
<td>Crowded per desk/table</td>
<td>7 (100)</td>
<td>6 (75)</td>
<td>1 (13)</td>
<td>2 (75)</td>
</tr>
</tbody>
</table>

In all the rural ECE centres sampled, it was observed that only one (14%) centre observed the recommended circular arrangement. In the other centres (86%), children were seated in rows, a pattern recommended for examination purpose as expressed by MoE, (2010a). In addition in 7(100%), centres teachers were at the front of the class, an indication that the teacher is the one with authority, and in most cases using teacher-centred methods of teaching as expressed by Mbithi, (2005). Two (29%) of the centres each were found to be using scaled down chairs and tables, desks and the floor.
respectively. Those found seated on the floor may be attributed to the fact that interviewed headteachers said that “parents do not pay fees to help facilitate purchase of needed facilities as they insist that just as primary education is free, so should the ECE” (Six headteachers at Bungoma east rural ECE centre).

In 1(14%) of the centre, children were seated on benches in a church and on logs and timber in another ECE centre where their class had been changed into a store for building materials for the upcoming secondary section attached to the primary school. The researcher further established from an interview with the headteacher from this ECE centre that ECE education was yet to be embraced in the rural areas as an important level in a child’s future learning, as this headteacher had this to say “we wanted to close down the ECE section and the teacher insisted on teaching the children even after informing her that we were going to use that class as a store”, (One male head teacher at Bungoma East Sub-County Rural ECE Centre, 2014). This is in agreement with what the ECE officers observed that all stakeholders in ECE have to change their attitude towards ECE so as to embrace change and current trends at that level of education” (Three ECE officers Bungoma County, 2014). The researcher equally observed serious overcrowding in the ECE classrooms making implementation of the policy difficult. This common occurrence in rural ECE may imply that even if the government has laid down policies to govern classroom organization, on seating arrangement, the policy has not controlled the way in which it is implemented in ECE centres in the rural areas.
According to Table 4.4, in all the sampled urban ECE centres for this study, the researcher observed that, 7(88%) of the centres had children seated in rows, teacher at the front of the class, the same occurrence as in the rural ECE centre, an indication that the circular pattern of seating arrangement with the teacher in the middle has not been implemented by both the rural and urban ECE centres. This could be attributed to the formed norms, culture and even attitude of the ECE teachers as established by Jeff, (2005). Equally, the ECE officers said “some teachers are not trained and have stayed in the same centre for a long time, and have formed habits, opinions and cultures on how they conduct teaching and it is not easy to remove them from the centres”, (Three ECE officers, Bungoma county 2014). However, unlike the rural areas, almost all centres sampled (88%) had scaled down chairs and tables.

Data in Table 4.5 show that only 1(13%) of the centres had children using desks and some seated on the floor. This could be attributed to the fact that, as observed by the ECE officers “that government grants are diverted to the primary section or other activities, second, non-payment of fees by parents and that some headteachers have completely abandoned the ECE level of education and left it entirely to the ECE teachers who are not empowered enough to collect funds for purchase of facilities”, (Three ECE officers, Bungoma County, 2014). As observed in the rural ECE centres there was equally overcrowding in the urban ECE classrooms making it difficult for the teachers to implement the seating arrangement as stipulated in the policy since there is need for ample space as specified by MoE, (2010a).
4.4 Grouping of Children and Material Distribution in Rural and Urban ECE Centres in Bungoma East Sub-County

The third objective of the study sought to assess the process of grouping children in rural and urban ECE centres. The policy stipulates that children are to be grouped into various categories based on age and be put into three levels of Nursery-1, Nursery-2 and pre-unit. Further sub-division is to be done in the various classrooms based on ability, interest and sometimes friendship to create a conducive environment for some children to learn. Grouping enables sharing of the teaching and learning resources which in most cases are scarce to ensure every child gets exposed to a variety of learning experiences.

The participants were asked to respond to items on a questionnaire and the results are shown on Tables 4.6.

4.4.1 Grouping of Children and Material Distribution in Rural and Urban ECE Centres in Bungoma East Sub-County

The participants were asked to indicate the various categories into which they group children. The results were meant to be used in making comparisons between rural and urban ECE centres. The results of the participants are as shown on Table 4.6 below.
Table 4.6: Distribution of Participants’ Responses on Grouping of Children in Rural and Urban ECE Centre

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA R</th>
<th>U</th>
<th>AR</th>
<th>U</th>
<th>UN R</th>
<th>U</th>
<th>DR</th>
<th>U</th>
<th>SD R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping of children into various categories is important</td>
<td>20(91)</td>
<td>23(94)</td>
<td>1(5)</td>
<td>1(5)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(8)</td>
</tr>
<tr>
<td>In our ECE centre children are grouped into three levels (Nursery 1, 2 and pre-unit)</td>
<td>5(23)</td>
<td>17(60.3)</td>
<td>0(0)</td>
<td>7(21.2)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>4(18.18)</td>
<td>2(8.1)</td>
<td>13(59.1)</td>
</tr>
<tr>
<td>Children in my ECE centre are grouped based on ability</td>
<td>2(9.1)</td>
<td>1(5)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>19(86.14)</td>
<td>20(87.4)</td>
<td>0(0)</td>
</tr>
<tr>
<td>When grouping children in our ECE centre we consider friendship</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>20(91)</td>
<td>23(95)</td>
<td>1(5)</td>
</tr>
<tr>
<td>The population of children in our ECE centre is of the right number as per the ECE policy</td>
<td>0(0)</td>
<td>20(87.4)</td>
<td>1(5)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>2(9.1)</td>
<td>2(8.1)</td>
<td>19(86.4)</td>
</tr>
<tr>
<td>We have enough teaching and learning materials in our ECE centre</td>
<td>0(0)</td>
<td>1(5)</td>
<td>1(5)</td>
<td>3(11.1)</td>
<td>0(0)</td>
<td>1(5)</td>
<td>16(70)</td>
<td>8(25)</td>
<td>5(23)</td>
</tr>
<tr>
<td>Teachers in my ECE centre involve children in distributing learning materials</td>
<td>0(0)</td>
<td>16(58)</td>
<td>0(0)</td>
<td>1(5)</td>
<td>0(0)</td>
<td>1(5)</td>
<td>19(86.14)</td>
<td>4(16)</td>
<td>0(0)</td>
</tr>
</tbody>
</table>
4.4.2 Rural ECE Centre

Data in Table 4.6 indicate that 21(96%) of the rural participants agreed that grouping of children into various categories is important. The reason that might be attributed to this finding could be that teachers are aware that when children are grouped, they think more, learn more, remember more, take greater pleasure in learning and spend more time on a task as reported by McClellan, (1994). Table 4.6 shows that 17(77.28%) of the rural ECE participants disagreed that an ECE centre should have three different levels of children, namely: Nursery-1, Nursery-2 and Pre-unit. The researcher observed that in most of the rural ECE centres, all the three levels were placed in one classroom.

It was interesting if not a surprise to find three teachers in one space with all the three levels under one roof with each teacher shouting to teach his/her children. Under such circumstance one is left to wonder whether any meaningful teaching-learning was taking place. This was in line with the observation made by the ECE officers who said that “most ECE centres are overcrowded having as high as 90 children in a small space due to lack of classrooms and so all the three levels are taught in one class”, (Two female ECE officers Bungoma County). The implication of this finding was that the teachers are not aware of the government policy that guides them on how to categorize children MoE, (2010a), or lack of classrooms. However, this finding disagrees with that of Diane & Susan, (1999) which established that teaching children of varied ages in one classroom affects their pre-social behaviour particularly that of sharing learning materials.
According to Table 4.6, 19(86.4%) of the rural participants disagreed that children should be grouped according to their abilities. Further, interviewed headteachers said that “Using abilities to group children is discriminatory and it demoralizes them” (Four headteachers, rural ECE centres, Bungoma East Sub-County 2014). This finding differs with the finding by Gakii, (2003) who established that grouping children according to their abilities enables the teacher to attend to an individual child’s need and thus it promotes academic achievement. Further, MoE (2010a) established that categorizing children by abilities discourages rote learning by some children.

Data in Table 4.6 indicate that 21(96%) of the rural participants disagreed that children should be grouped based on friendship. This finding is contrary to the ECE grouping policy which states that sometimes a teacher is required to allow children to work among friendship groups so as to allow them to feel secure MoE, (2011). In Table 4.6, it is indicated that 21(95.5%) of the rural participants disagreed that the population of children in rural ECE centres is not in line with the policy and thus grouping of children is not easy. Further, according to the document analysis Appendix iv the researcher established that in rural ECE centres where Nursery-1 classes existed the population ranged between 34-40 children instead of the recommended number of 25-30 MoE, (2010a). In the centres where there were established Nursery-2 classes the population ranged 34-40 instead of the recommended 25-30 MoE, (2010a). According to Appendix iv in rural centres where Pre-unit classes existed, the population was that of between 45-60 instead of the recommended 35 children MoE, (2010a): From this finding it could be adduced that teachers lacked enough space and thus grouping of
children was difficult. The other implication of this finding could be that the policy of having the right number of children at each level is not being implemented in rural ECE centres.

According to Table 4.6, 22(95%) of the participants disagreed that they do not have enough teaching and learning materials at their rural ECE centres, therefore, had nothing to involve the children in distribution. Further, from the observation checklist Table 4.5, the researcher observed that only 3(43%) of the sampled centres had class displays and specifically those of number work, language activity and that of science. Further, it was observed that (Table 4.5) various learning corners were non-existent. The respondents indicated that they do not involve the children in distributing the materials because they are not available. The researcher further observed that if any, the only material that the children assisted in distribution were the counters for number work and crayons for colouring. However, interviewed headteachers explained that, “ECE teachers are supposed to improvise the materials since most of them are locally available” (Six headteachers, Bungoma East Sub-County 2014). The implication of this finding may be that teaching and learning in rural ECE centres is not from known to unknown because according to MoE, (2010a) & NACECE, (2009), young children learn better when their thinking and most importantly, learning materials capture their attention because the materials easily enable them to link the learnt concept.
4.4.3 Urban ECE Centre

According to Table 4.6, 23(94%) of the urban respondents as those in rural ECE centres agreed that grouping of children in an ECE centre into various categories is important. This finding is in line with government policy which states that the act of grouping children is important because it enables children to get an equal opportunity to be exposed to learning materials which may be scarce MoE, (2010a). However, 1(5%) of the urban participants disagreed that grouping of children is not important. The implication of this finding could be that these might be among the batch of teachers who are not aware of the policy.

Data in Table 4.6 indicate that 24(83%) of the participants in urban ECE centres as those in rural ECE centres agreed that children in ECE centres should be categorized into Nursery-1, Nursery-2 and Pre-unit classes. This finding may imply that teachers are aware that when children are placed in their rightful classes, syllabus coverage is a little bit easier unlike when they are lumped together. This finding is in agreement with that of Antony, (2011) who established that when children are in one class, a teacher is not able to cater for individual differences. Further, an interviewed ECE officer explained that “when children are placed into their rightful levels, academic achievement is promoted”, (One male ECE officer, Bungoma County).

According to data in Table 4.6, 21(92.4%) of the participants in urban ECE centres as those in rural ECE centres disagreed they do not group children according to their abilities. Yet, according to MoE (2011) when learners are grouped based on their
abilities, they learn to respect each other’s abilities. Further, this author expounds that grouping of learners according to abilities enables the teacher to attend to their individual weaknesses or differences.

In Table 4.6, it is shown that participants reported that in their urban ECE centres, the population of children is as recommended by the government policy. However, through data on document analysis Appendix V, the researcher established that in Nursery-1 classes, there were 31 children while the policy recommends a maximum of 30 MoE, (2010a). In Pre-unit classes, there were 43 children but the policy recommends a maximum of 35 children MoE, (2010a). The implication of this finding may be that teachers lack enough space and thus implementation of the grouping policy is likely to be affected. This finding is in line with Antony, (2011) who asserted that tiny classrooms do not enable teachers enough room to group children into various categories.

Data in table 4.6 indicate that 9(30.5%) of the urban participants as those in rural centres disagreed that they have enough learning and teaching materials. This state was further observed by the researcher, as analyzed in (Table 4.5) whereby it was noted that only one 1(13%) urban centre had the following corners; painting, drawing and coloring corner, home corner, 4(50%) of the centres had a modelling corner while three centres did not have any corner. The implication of this finding could be that the policy on material availability in urban centres is not largely being implemented.
According to Table 4.6, 5(21%) of the urban participants as those in rural centres disagreed that they involve children in distributing teaching and learning materials. The reason that may be attributed to this finding could be that since the ECE centres do not have adequate materials (Table, 4.5), probably they may have nothing to allocate children to distribute. Thus, the policy on distribution of materials is not being implemented in rural as well as urban ECE centres in Bungoma East Sub-County, yet according to Antony, (2011), involving children in material distribution helps in training leadership and responsibility. It also ensures that materials are distributed in groups for learning within the shortest time possible.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The chapter presents the summary of the findings, conclusions and recommendations for further implementation of government ECE policies on classroom organization.

5.1 Summary of the Study

For children to achieve good results in any early childhood class a good classroom organization plays a role in helping children develop positive attitudes towards learning and it offers ideal opportunities for children to achieve social interactions. Available reviewed literature focused on material availability and common core curriculum enactment. The current study sought to investigate the implementation of government policies on classroom organization in ECE centres in Bungoma East Sub-County.

The study was guided by three objectives. Objective one was to analyze the teaching and learning aids arrangement and display in ECE classroom to establish its consistency with the government policy. Objective two was to examine the seating arrangement of children to establish if it is consistent with the government guidelines and objective three was to assess the process of grouping children and material distribution to check if they are in line with the government policy provisions.
Descriptive survey design was employed and the target population was ECE teachers, ECE headteachers and ECE officials. Descriptive statistics were summarized using percentages and frequencies.

5.2 Summary of the Findings

A well organized ECE classroom is important if the objectives of ECE have to be realized. Children enjoy going to school, if they find themselves in a spacious classroom, where there is plenty of teaching and learning aids aesthetically arranged and displayed. The classroom should also be furnished with appropriate furniture for the children’s use. This ensures that the children are comfortable and can move in the class with ease. As established grouping children as per the age in the various classroom is equally important to ensure children are exposed to material appropriate for the age. Sub-groups within the classroom take care of individual interest and ability. As such the teacher can attend to individual differences and help slow learners to catch up.

The study findings were based on the three objectives as mentioned earlier. There were interesting findings as pointed out, based on each objective as follows:

5.2.1 On Arrangement of Teaching and Learning Aids and Display in ECE Classroom and Its Consistency with the Government Policy

The study revealed that 72.4% of rural participants agreed that teaching and learning materials are important in an ECE classroom. Participants in urban ECE centres also agreed on this indicator; 63% of rural participants and 64% of urban ECE participants disagreed that they organize learning materials into various corners. It was established
that 69.2% of rural and 47.2% of urban ECE teachers disagreed that they organize corners into themes. The reason attributed to this fore discussed findings was that these teachers were not aware of the policy on arrangement of materials.

The study established that 60.3% and 72.4% of rural and urban teachers respectively disagreed that learning corners should be permanently established in classrooms. Further, 60.3% of rural and urban 69.2% ECE centres agreed that they have class displays in their classes. This finding was attributed to the fact that materials used to make class displays can easily be improvised.

5.2.2 On the Seating Arrangement of Children and Material Distribution and It’s Consistent with Government Policy

The study revealed that 87% of teachers in both rural and rural ECE centres agreed that properly done seating arrangement is important in an ECE classroom. The study established that 90% of the urban ECE teachers as well as 85.5% of those in rural centres disagreed that seating arrangement of children should be in circular form. The reason for this finding was that the teachers were not aware of the policy. The study established that in rural ECE centres children do not use scaled down furniture. However in urban centres, children use child size furniture; 86% and 56.5% of teachers in rural and urban ECE centres respectively disagreed that one table should be shared among five children. The study findings were that in most ECE centres, more than 10 children were sharing a table. Yet the policy gives the number of children who can share a table as 5-10 children MoE, (2010a); 83% of urban ECE centres disagreed that
children should use desks and benches but 81.5% of rural ECE teachers agreed on the same indicator while 87.3% of rural teachers agreed that children should sit on the floor or even on logs of trees but urban ECE teachers disagreed on the same indicator.

5.2.3 On the Process of Grouping Children and Material Distribution and to Check If is in Line with the Government Policy Provisions

The study findings established that 94% of the participants in urban and 96% of those in the rural agreed the grouping of children into various categories based on age. 92.4% and 86.4% in urban and rural ECE centres disagreed that they group children based on the criteria of abilities. The study noted in some rural ECE centres (Nursery1, 2 pre-unit children) are lumped together in one classroom unlike in urban ECE centres where different levels of classes existed.

The study revealed that 86.4% and 85% of participants in rural and urban ECE centres respectively do not involve children in distributing teaching and learning materials. The reason attributed to this finding is that in both centres, there is lack of materials. It was established that ECE centres in both rural and urban settings have large population of children unlike what the policy recommends making it a challenge in implementing the policy.
5.3 Conclusion

Policy awareness plays a significant role in the implementation of government policy on ECE classroom organization. To achieve the intended purpose of quality ECE, there must be frantic effort for the classroom environment to be in line with policy requirements. Therefore, all the stakeholders need to be informed through workshops, seminars, in-service courses and training of professionals to put in place the policy requirements. The study findings on demographic results indicated that the participants handling ECE in Bungoma East centres are not receiving continuous professional development and thus implementation of ECE policies may be a challenge as there are constant changes in educational trends, and training is significantly predictive of classroom organization. The results indicated that the teachers in ECE centres were a bit elderly and thus they may not be comfortable carrying out all the elaborate activities stipulated in the ECE policy on classroom organization and therefore implementation may be difficult. The results indicated that participants had gained teaching experience in terms of the number of years they had taught in ECE centres and therefore, the researcher assumed that they were better placed in terms of implementing policies on classroom organization, which was found to be on the contrary.

On objective one, the study results indicated that the quality of ECE centres in Bungoma East sub-county has been compromised due to low levels of implementation of government policy on classroom organization in ECE. While teachers value the need to organize classrooms, their practices were observed to be contrary to their perceptions. This can be explained in terms of lack of policy awareness, teacher training,
unavailability of adequate, quality teaching and learning aids. This implies that children in the ECE centres are not getting exposed to the expected learning experiences like exploration, observation, imitation and experimentation.

On objective two, the results established that seating arrangement in rural ECE centres as compared to urban ones in Bungoma East Sub-County is not in conformity with the seating arrangement policy even though the teachers in these centres revealed that they were aware that proper seating arrangement is key to achieving ECE curriculum objectives. This can be explained that teachers in rural ECE centres lack policy awareness. The study concluded that in rural ECE centres the policy on seating arrangement is hardly being implemented. However, in urban ECE centres, the policy on seating arrangement to some extent is being implemented as the study results revealed. This implies that the children are not comfortable and movement within the class is greatly hindered, particularly when dealing with group activities that require quick change over.

On objective three, the study concluded that teachers in both rural and urban ECE centres in Bungoma East Sub-County regard grouping of children into various categories (age, ability, friendship) as being important. However, the researcher observed that grouping of children in rural ECE centres is not conducted in accordance to the laid down policies and the reason attributed to this is that teachers are not aware of the policy on classroom organization and also there is an acute shortage of the required number and size of classrooms. However, in urban ECE centres the policy on
grouping of children per age is to a large extent being implemented. This occurs because teachers in urban centres are aware of the policy. Further, the study concluded that in both rural and urban ECE centres in Bungoma East Sub-County hardly value the importance of having smaller groups within the classrooms based on ability, interest and activity under study with a view to sharing the materials which may be scarce and involving children in distribution of learning materials. This clearly shows that individual differences are not attended to by the ECE teachers. This greatly affects children with low ability who need help so as to catch up with the rest of the class.

5.4 Recommendations

Based on the study findings, the following are the recommendations for the various stakeholders:

Policy-makers

i. The study recommends that the MoEST should deploy more personnel who will provide an extensive ECE training to target all ECE teachers. The programme should be modelled along practical approach which should involve a practical setup of an ECE classroom to include all the nine activity areas and classroom corners with a variety of teaching-learning aids and their use. The programme should ensure that the training goes beyond acquisition of ECE skills to their application in classroom teaching. These will create in teachers confidence and an avenue to practice before application of the same skills in classroom teaching.
The study findings established that monitoring and evaluation of ECE centres is done but the study recommends that, the MoEST’s monitoring mechanisms should be streamlined to ensure that all ECE centres are monitored regardless of whether they are in the rural or urban setting. The ministry should deploy more ECE officers if the policies on classroom organization are to be effectively put in check. Consequently, the study recommends that MoEST should devise better ways of monitoring and evaluating the ECE policies on classroom organization to ensure they are being implemented. This is to ensure that children are being exposed to the right learning experiences in the right classroom environment. There should be a timeframe of operation within which every ECE centre should have achieved a specified percentage of implementing the policies.

The study recommends that Constituency development fund (CDF0 which funds primary and secondary schools should equally fund ECE in provision of infrastructure. This is in an attempt to prevent exposing children to materials which are beyond their age.

The government through the MoEST should roll out a programme on ECE teacher employment with terms and conditions of service. This will motivate the teachers who will then be keener on implementing the classroom organization policies. By the time of this study, the teachers were waiting to see if government promises could be honoured. However, as per now ECE management and administration have been put under the county government. This is a move in the right direction but it still needs to be regularized by the National government and be implemented by the county governments.
v. The study recommends that the government needs to come in and give fee guidelines for each ECE child to pay towards his/her education, the way it is done at other levels of education to support this level of education. The amount of fees paid varies from one ECE to another and is decided by the various ECE centre management committees which are composed mostly of the parents.

vi. The study recommends that, the body responsible for developing curriculum materials should develop and supply textbooks which should be written on the nine thematically set activities. The curriculum developers should work hand in hand with the ECE experienced teacher committees to ensure that it is in harmony with the educational vision, the culture and the context of learning. In this case, the content should be locally manufactured to be responsive to the local needs of the ECE and in harmony with the current syllabus.

vii. The study recommends that the role of each stakeholder should be clearly specified to avoid ambiguities and gaps which enable the concerned to evade their responsibilities.

viii. The study recommends that TAC should be revived and be equipped with rich materials where the ECE teachers can freely walk in and borrow for classroom teaching as well as gain skills on how to prepare the materials.

The headteachers as administrators of ECE centre

i. The study thus recommends that ECE centres should integrate an ECE classroom organization strategy into the institution’s overall strategies which include coming up with a policy to guide acquisition of material for classroom organization to be used in teaching and learning.
ii. The study found the headteachers attitude towards ECE inappropriate. The institutional headteachers need to change their attitude towards ECE. They need to realize and appreciate the role of ECE in a child's learning as it lays a foundation for future schooling. They should be on the forefront to embrace new changes in that level of education and come up with a mechanism of infusing it in the system to ensure effective service delivery. They need to work with the ECE teachers and parents as a team to ensure sufficient provisions of the teaching-learning aids. This is in an effort to provide the children with an appropriate learning environment that can expose them to the right learning experiences.

iii. The study recommends that the institutions should consider a plan for a classroom organization professional capacity building and development training that goes beyond mere teaching literacy skills to include thematic pedagogical application of the acquired skills for improved delivery of the ECE curriculum. The various institutions should support the teachers to go for in-service courses, workshops and seminars. This will ensure that teachers learn new skills of converting their knowledge on organizing materials into their appropriate use in classroom teaching.

iv. The administration of ECE centres was found to have been neglected in most of the centres. As observed at one urban ECE centre whose head teacher was different from the primary section, administrators of ECE centres should have knowledge on this level of education. The study discovered that ECE were run by headteachers of the primary school to which the ECE centre were attached. It
also noted that one primary school had several feeder ECE centres. The feeder ECE centres had no administrative structures put in place and the headteachers just waited to admit the children from these centres in class one. The headteachers have little knowledge on ECE and the policies that have been put in place to guide this level of education. The study recommends that MoEST should consider making ECE an independent entity with an independent administrative structure from the primary section.

ECE teachers

i. The study recommends that they need to attend ECE in-service training, seminars and workshops to keep abreast of the new developments in classroom material organization as used in teaching and learning. This ensures that ECE teachers are aware and ready to deal with the demands and challenges of classroom organization.

ii. The study recommends that the Ministry of Education should establish ECE teacher training colleges which should be well-equipped with a workable strategy to ensure that the relevant content given in the syllabus is covered. The course should involve a lot of practical work on preparation and organization of the teaching-learning aids in the ECE classroom. This makes it easy for the ECE teachers to put what they have learnt in the actual institutional patterns and hence allow children to be exposed to the right learning experiences which will lead to quality service delivery.

iii. The study also discovered that the ECE teachers have developed a difficult defiant attitude. They did clearly say they are lazy in improvising the teaching-
learning aids. The ECE teacher should change his/her attitude towards ECE. They need to be self-driven and self-motivated and love their job. It is proper for them to realize that they deal with the formative stages of a child’s education, and they should take it up with a passion. This will help them to have a heart to implement the government policies and provide the right environment for the child, regardless of the conditions under which they operate. The question of; “why do so much for nothing or for very little”? This can only be checked if the ECE teachers will develop passion for their jobs.

5.5 Further Research Areas

The study recommends that there is need to carry out studies on the role of headteachers in the processes of administration and management of ECE centres. The findings combined with the current findings that looked at the role of classroom organization in teaching and learning will provide a solid argument for heavy investment in ECE. Lastly, the other area that requires attention of researchers is a gender study on the competence level on classroom organization in ECE centres for effective teaching and learning by both male and female teachers particularly on improvisation of the materials. This would provide candid data on whether there exist differences on acquisition of classroom organization skills by both male and female teacher trainees.
REFERENCES


APPENDIX I: QUESTIONNAIRE FOR ECE TEACHERS

Dear Respondent,

I am a masters of education student at Kenyatta University carrying out a study on 'Implementation of Government Policies on classroom organization in ECE Centres in Bungoma County in Kenya: A Comparative Study'. You have been selected as a respondent to assist by providing some of the information that I consider important to this study. I am therefore, requesting you to respond to all the items in the questionnaire. Please note that any information given will be treated with a lot of confidentiality.

Kindly fill or tick in the following details

1 Gender

Male [ ] Female [ ]

2 Your age bracket

i. Under 30 ( )
ii. 31-40 ( )
iii. 41-50 ( )
iv. 51-above ( )

3 For how long have you been in your current station-----------------------------------?

PART A: Training

Please tick (√) or fill in the blank spaces appropriately.

4 What is your level of qualification?

<table>
<thead>
<tr>
<th>Level</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degrees</th>
<th>Masters</th>
<th>Others (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(√ appropriately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Awarding Institutions 
5 How often do you attend in-service training or workshops on classroom organization—?

once), (always), (often), (never)

6 Are you aware of classroom organization policy—?

(Yes) (No)

7 If your answer to number 6 is no explain why?

SECTION B: Arrangement of teaching and learning materials and displays in urban and rural ECE centres and its consistency with the policy in Bungoma East Sub County

Below are statements on arrangement of teaching and learning materials and displays in urban and rural ECE centres and its consistency with the policy. For each statement, tick the response that best describes your view with respect to material arrangement in your centre using the provided scale where; SA stands for Strongly agree(5); A stands for Agree(4); UN stands for Undecided(3); D stands for disagree(2) and SD stands for Strongly Disagree(1)

Please tick only one option.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Teaching and learning materials are important in an ECE centre</td>
<td></td>
</tr>
<tr>
<td>2 Teachers in our ECE centre organize learning and teaching materials into various corners</td>
<td></td>
</tr>
</tbody>
</table>
I organize the corners into various themes as per activity learnt

The corners in my ECE centre are permanently established

In my ECE centre, there are various displays on the walls (writing, drawing, number work)

List the corners/centres if any established in the classroom and explain the activities that take place at each corner?

<table>
<thead>
<tr>
<th>Centre/corner</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other material not mentioned above? (Yes) (No)

If your answer to question 7 is yes, please list them down

---

---

SECTION C: Seating arrangement of children in urban and rural ECE centres and its consistency with the policy in Bungoma East Sub County

Below are statements on seating arrangement of children in urban and rural ECE centres and its consistency with the policy. For each statement, tick the response that best describes your view with respect to seating arrangement in your centre using the
provided scale where; SA stands for Strongly agree(5); A stands for Agree(4); UN stands for Undecided(3); D stands for disagree(2) and SD stands for Strongly Disagree(1)

**Please tick only one option.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1 Proper seating arrangement in an ECE centre is</td>
<td></td>
</tr>
<tr>
<td>important</td>
<td></td>
</tr>
<tr>
<td>2 Seating arrangement in an ECE centre should</td>
<td></td>
</tr>
<tr>
<td>be in circular form</td>
<td></td>
</tr>
<tr>
<td>3 A teacher should stand at the front of a class</td>
<td></td>
</tr>
<tr>
<td>when teaching ECE children</td>
<td></td>
</tr>
<tr>
<td>4 In my ECE centre children use scaled down chairs</td>
<td></td>
</tr>
<tr>
<td>5 We have scaled down tables in our ECE centre</td>
<td></td>
</tr>
<tr>
<td>6 Children should sit on the floor in an ECE centre</td>
<td></td>
</tr>
<tr>
<td>7 In my centre one table is shared among five</td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
</tr>
<tr>
<td>8 In my centre children use desks and benches</td>
<td></td>
</tr>
</tbody>
</table>

6 What problems do you face while making seating arrangement at your centre?---
7 10 Tick against the availability of the following furniture in your centre
   a) Scaled down chairs---------------------------------------
   b) Scaled down tables----------------------------------------
   c) Desks----------------------------------------------------
   d) Benches--------------------------------------------------
   e) Mats-----------------------------------------------------

SECTION D: Grouping of children and material distribution in urban and rural ECE centres and its consistency with the policy in Bungoma East Sub County

Below are statements on grouping of children and material distribution in urban and rural ECE centres and its consistency with the policy. For each statement, tick the response that best describes your view with respect to grouping of children and material distribution in your centre using the provided scale where; SA stands for Strongly agree(5); A stands for Agree(4); UN stands for Undecided(3); D stands for disagree(2) and SD stands for Strongly Disagree(1)

Please tick only one option

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA A UN D SD</td>
</tr>
<tr>
<td>Grouping of children into various categories is important</td>
<td></td>
</tr>
<tr>
<td>In our ECE centre children are grouped into three levels (Baby, Middle, Top)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Children in my ECE centre are grouped based on ability</td>
<td></td>
</tr>
<tr>
<td>When grouping children in our ECE centre we consider friendship</td>
<td></td>
</tr>
<tr>
<td>The population of children in our ECE centre is of the right number as per the ECE policy</td>
<td></td>
</tr>
<tr>
<td>We have enough teaching and learning materials in our ECE centre</td>
<td></td>
</tr>
<tr>
<td>Teachers in my ECE centre involve children in distributing learning materials</td>
<td></td>
</tr>
</tbody>
</table>

Tick against the availability of the following classrooms in your centre

A) Nursery-1 class------------------------------------

B) Nursery-2 class--------------------------------------

C) Pre-unit class----------------------------------------
APPENDIX II: OBSERVATION CHECKLIST FOR AVAILABILITY OF DISPLAYS AND CORNERS IN RURAL ECE CENTRES

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
</tr>
<tr>
<td>Number of work display</td>
<td></td>
</tr>
<tr>
<td>Language activity display</td>
<td></td>
</tr>
<tr>
<td>Science displays</td>
<td></td>
</tr>
<tr>
<td>Environment study corner</td>
<td></td>
</tr>
<tr>
<td>Painting, drawing, coloring</td>
<td></td>
</tr>
<tr>
<td>Home corner</td>
<td></td>
</tr>
<tr>
<td>Shop corner</td>
<td></td>
</tr>
<tr>
<td>Water play corner</td>
<td></td>
</tr>
<tr>
<td>Modelling corner</td>
<td></td>
</tr>
<tr>
<td>Construction corner</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX III: OBSERVATION CHECKLIST FOR AVAILABILITY OF DISPLAYS AND CORNERS IN URBAN ECE CENTRES

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
</tr>
<tr>
<td>Number of work display</td>
<td></td>
</tr>
<tr>
<td>Language activity display</td>
<td></td>
</tr>
<tr>
<td>Environment corner</td>
<td></td>
</tr>
<tr>
<td>Home corner</td>
<td></td>
</tr>
<tr>
<td>Water play corner</td>
<td></td>
</tr>
<tr>
<td>Modeling corner</td>
<td></td>
</tr>
<tr>
<td>Construction corner</td>
<td></td>
</tr>
<tr>
<td>Painting, drawing, coloring corner</td>
<td></td>
</tr>
<tr>
<td>Shop corner</td>
<td></td>
</tr>
<tr>
<td>Science displays</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV: OBSERVATION CHECKLIST ON SEATING ARRANGEMENT ON RURAL ECE ENTERS IN BUNGOMA EAST SUB-COUNTY

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
<td>Not available</td>
</tr>
<tr>
<td>Children seated in rows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children seated in circular form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher in front</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher in the middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaled down tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaled down chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks in use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benches in use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seated on the floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No per desk/table</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V: OBSERVATION CHECKLIST ON SEATING ARRANGEMENT ON URBAN ECE ENTERS IN BUNGOMA EAST SUB-COUNTY

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Available</td>
</tr>
<tr>
<td>Children seated in rows</td>
<td></td>
</tr>
<tr>
<td>Children seated in circular form</td>
<td></td>
</tr>
<tr>
<td>Teacher in front</td>
<td></td>
</tr>
<tr>
<td>Teacher in the middle</td>
<td></td>
</tr>
<tr>
<td>Scaled down tables</td>
<td></td>
</tr>
<tr>
<td>Scaled down chairs</td>
<td></td>
</tr>
<tr>
<td>Desks in use</td>
<td></td>
</tr>
<tr>
<td>Benches in use</td>
<td></td>
</tr>
<tr>
<td>Seated on the floor</td>
<td></td>
</tr>
<tr>
<td>No per desk/table</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX VI: DOCUMENT ANALYSIS ON POPULATION OF CHILDREN IN EACH CLASS IN RURAL ECE CENTRES 2014

<table>
<thead>
<tr>
<th>No. of children present</th>
<th>Ideal required number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery-1-----34-40</td>
<td>25-30</td>
</tr>
<tr>
<td>Nursery-2----34-40</td>
<td>25-30</td>
</tr>
<tr>
<td>Pre-unit------------- 45-60</td>
<td>35 only</td>
</tr>
</tbody>
</table>
APPENDIX VII: DOCUMENT ANALYSIS ON POPULATION OF CHILDREN IN EACH CLASS IN URBAN ECE CENTRES 2014

<table>
<thead>
<tr>
<th>No. of children present</th>
<th>Ideal required number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery-1----31</td>
<td>25-30</td>
</tr>
<tr>
<td>Nursery-2------35</td>
<td>25-30</td>
</tr>
<tr>
<td>Pre-unit----------43</td>
<td>35 only</td>
</tr>
</tbody>
</table>
APPENDIX VIII: INTERVIEW SCHEDULE FOR THE ECE OFFICER

1. Do you regularly supervise how ECE centres at area are managed?
2. Do ECE teachers in ECE centres at your area organize materials into corners?
3. Do ECE centres at your area have enough teaching and learning materials?
4. What type of furniture is used mostly available at ECE centres at your area?
5. How many levels of classes are available at most centres at your area (baby, middle and top)?
6. Which criteria do your teachers use to group children at your ECE centre in your area?
7. In your own opinion, what are some of the challenges facing the ECE teachers in classroom organization?
8. Is classroom organization policy being implemented as stipulated by the government?
APPENDIX IX: INTERVIEW SCHEDULE FOR ECE HEADTEACHERS

1. Does your ECE centre have enough teaching and learning materials?

2. Do ECE teachers at your centre organize materials into corners?

3. What type of furniture is used in your ECE centre?

4. How many levels of classes do you have at your centre (baby, middle and top)?

5. Which criteria do your teachers use to group children at your ECE centre?

6. Do you experience any problems in running your ECE centre?
APPENDIX :X

MAP OF BUNGOMA EAST SUB-COUNTY SHOWING LOCATION OF ECE CENTRES

Source Bungoma East Sub-County DEO’s Office
APPENDIX : XI

MAP OF COUNTIES IN KENYA
APPENDIX :XII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. EMILY KHAKASA MUNANDI
of KENYATTA UNIVERSITY, 103-50205
wamba, has been permitted to conduct
research in Bungoma County

on the topic: IMPLEMENTATION OF
GOVERNMENT POLICIES ON CLASSROOM
ORGANIZATION IN EARLY CHILDHOOD
EDUCATION CENTERS IN BUNGOMA EAST
DISTRICT, KENYA: A COMPARATIVE
ANALYSIS

for the period ending:
5th May, 2017

Applicant's
Signature

Permit No : NACOST/P/16/13770/11102
Date Of Issue : 9th May, 2016
Fee Received : Ksh 1000

Director General
National Commission for Science,
Technology & Innovation