FACTORS Constraining MANAGEMENT OF EARLY CHILDHOOD EDUCATION: A CASE OF NYAMARAMBE DIVISION, GUCHA DISTRICT

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY.

AUGUST 2005
DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my mother Sabina Kenyanya and my wife Janet Biyaki.

Long Live!
ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Almighty God for sustenance.

I am heavily indebted to various individuals who have contributed immensely in different dimensions to realization of my personal effort and its completion. I wish to gratefully acknowledge the significant contribution of my supervisor, Dr. G. A. Onyango, who creatively and critically guided me thorough the research period. I also thank Dr. Orodho for taking us through the research methodology, which gave me insight into research work.

I further thank my wife Janet Biyaki Nyabuto and my children Machuki, Sendora, Mogiti and Kenyanya, their patience and constant support during my stay in Kenyatta University. I am indebted to my mother for her constant support. I wish to thank my brothers; Mogere, Okachi and sisters; Bochere, Chacha and Nychambaka for their constant support.

In addition, I wish to thank Fred Haggai for his constant support and encouraging me never to loose hope when the task proved difficult. I further, thank Mr. Bojana for editing my work and Mary Omariba for typing my work and encouraging me to work hard. I also thank Nyabigema Secondary Staff for their support and patience during my absence from school and always standing in for me, especially Mr. Jared Mogoi deserves special mention.

Since it is not possible to thank each and every individual, I thank all those who participated in one way or another to the successful completion of this project.
ABSTRACT

This study set out to explore factors constraining to management of early childhood education in Nyamarambe division, Gucha District. The study examined professional qualification of school teachers, support materials, funding and Early Childhood Education curriculum implementation. The target population for the study was ECE stakeholders in Nyamarambe Division who included: parents, children, Pre-school teachers, primary headteachers and Area Education Officer.

The selected sample for this research comprised 31 pre-school institutions from which a total of 62 pre-school teachers were interviewed. Pre-schools were selected through stratified random sampling. Observation guide, interview schedule and questionnaires were used as the major tools of data collection.

Data were collected through self-administered questionnaires; and interview guides were used to gather information from key informants. Data were analyzed descriptively by use of frequencies and percentages. The coding and tallying of data were manually done. The findings indicate that ECE in the division faces many challenges - viz: underfunding, untrained teachers, lack of physical facilities and inadequate learning and teaching facilities, inadequate syllabus coverage, and inadequate parental support.

The study concludes that ECE curriculum is poorly implemented. The study recommends for the overhaul of ECE management with full involvement of central government in order to realize ECE objectives.
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education.</td>
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<td>P.E.</td>
<td>Primary Education</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>UNICEF</td>
<td>United Nation Children Education Fund</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization.</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immuno Virus/Acquired Immune Deficiency Syndrome</td>
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<td>FGD</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Early childhood education is designed for children of five years old. Its chief aim is to develop the habits, attitudes and skills that provide readiness for school. Educators believe that children's success in school is greatly influenced by their early educational experiences. The World Book (1989). Thus, children who pass through pre-school education are likely to perform better in education. In the same vein, Froebel (1967) and Weber (1969) pointed out that early childhood education is very important to the individual and it creates a base for future development.

The importance of pre-schooling underscores the need to mould a child into an adjusted member of society both at home and outside the home environment. Owano (1986), presents general objectives of early childhood education in Kenya as;

1. To provide an informal education geared towards developing the child's mental capabilities and his physical growth.
2. To make it possible for the child to enjoy living and learning through play.
3. To enable the child to build good habits for effective living as an individual and a member of a group.
4. To enable the child to appreciate his cultural background and customs.
5. To foster spiritual and moral growth of the child.
6. To develop the child’s imagination of self-reliance and thinking skills.

7. To enrich the child’s experience so as to enable him cope better with primary school life.

The inherent constrains in Kenya’s education system often hinder the realization of these objectives. UNICEF (1973), observes that children in their formative years can be assisted to enter the formal educational system physically fit, mentally stimulated, socially adapted to the discipline of group living and eager to learn. Rousseau (1950), confirms that the care and nurture given to the child during childhood periods is of greatest significance. Hence, parents and society should provide the best possible growing conditions for the child during this period including good pre-school education.

Based on the sentiments of early scholars on pre-school education (such as Rousseau 1950; Froebel 1967; and Weber 1969, the countries of the world came out in support and construction of pre-school centres. State governments took the control of pre-school education in some countries, while individual groups managed Early Childhood Education in others. This suggests the importance of research and report writing in the development of pre-school education.

Historically, the origin of day care centres from which pre-school education sprung goes back to 1945 in Portland, Oregon, USA (McKee and PaGorek 1984). The chief purpose of such centres was to assist working mothers in the chores of child rearing. The organization and management of these centres were fairly good: those in charge of children had experience and higher education in child development, the centres were equipped with support materials and spacious
buildings, specialists such as supervisors, nurses, nutritionists and family consultants were available to provide childcare. These conditions are hardly found in many pre-school institutions particularly in the developing world.

Pre-school education in England dates back to 1838. It emphasizes on certified teachers with qualifications up to degree level and joining established teachers’ associations that are partly educational and also advances the professional status of teachers. Also, pre-schools in England are financed by grants from the central government and local authorities and no fees are charged. The instructional methodology is child-centred (Austin 1976). Kenya’s pre-schools have tended to engage lowly qualified teachers while the funding of ECE from the central government is minimal.

The curriculum for early childhood education needs to be child friendly: to address the educational, physical, social and spiritual needs of the child. Seedfeldt and Charles (1974;6), wrote about the curriculum of child care programme:

Curriculum may be described as streams of experiences beginning early in the child’s life. These may include the language arts, art, science, maths and social studies. These subjects are not introduced to the children as formal, isolated subjects, but as experiences which lay foundations for future learning.

Unfortunately, in developing countries there are glaring widespread inadequacies in ECE curriculum. Most nursery schools use a curriculum that is characteristic of their colonial masters’ education system. Kenya for instance has tended to borrow from her former
colonizer (Great Britain). Hence, there is need to review pre-school curriculum in order to make it relevant to the needs of the children.

In developing countries, there are glaring widespread inadequacies in health, nutrition, education and family child welfare services. Day care centres are seen as effective means by which a wide variety of services could be brought to the young child for his healthy development.

1.1.1 Growth and Development of Early Child Education in Kenya

In Kenya, the history of early childhood education dates back to the colonial period. They were started as day care centres for both European and Asian children to serve the expatriate working mothers. The first school started in 1942 (UNICEF 1982). Later in 1950s pre-schools that catered for African children started in the African locations in urban areas tea and sugarcane plantations and later in the emerging villages during the Mau Mau uprising. These centres only provided custodial care for children while their parents were engaged in forced labour.

After independence, there was considerable expansion of pre-school institutions due to the self-help projects started all over the country. Women kept nursery schools within their projects and appointed one of their own to teach and take care of the children while they were away.

Mwaura (1992), observed that in Kenya, the initial direct government involvement in Early Childhood Education was in the 1960s when the Ministry of Home Affairs and Ministry of Health were charged with the
responsibility of inspecting pre-schools to ensure children’s health and safety. By 1966, the Ministry of Housing and Social Services (later Culture and Social Services) took the initiative and became responsible for the coordination of the pre-school education programme which included the training of teachers, development of teaching materials and supervision. With the financial support from UNICEF, the ministry established five pre-school teacher training centres. In 1970, the Ministry of Education took over the responsibility of managing pre-school education and embarked on reviewing the ECE programme.

In 1972, the pre-school education programme was inaugurated. The Bernard Van Leer Foundation assisted the Ministry of Education in the programme. Its aim was to develop suitable and relevant programmes for training and curriculum development to improve the quality of pre-school education in Kenya.

The first National Seminar on ECE was held in Malindi in 1982. During the seminar, the idea of establishing a National Centre for Early Childhood Education (NACECE) was hatched. Early Childhood education was to focus on children who had not joined primary schools and who were below age five.

Since its establishment, NACECE co-ordinates pre-school education and the training of early childhood education to date. District centres for Early Childhood Education (DICECE) were established to co-ordinate all the activities for early childhood education in selected districts in the country.
The second National Seminar on ECE, was held in Kwale in 1987. During this seminar, it was suggested that training was essential for pre-school teachers because it deals with critical and sensitive period of the children’s lifetime. The training would equip the teacher with skills and knowledge which would help them understand the children better as they assist them to grow.

Many pre-school teachers remain untrained and nursery schools lack support materials for effective teaching. UNICEF (1981, MoE, 1982) confirm this: By 1981, there were about 377,943 children enrolled in approximately 7,614 pre school with 2000 trained teachers and about 5000 untrained teachers.

Pre-school teachers in Kenya are generally poorly educated and lack professional training (Njonjo 1980). Njonjo (1980) found that most parents committees that manage pre-school in Nairobi shanties prefer ill educated and untrained teachers because they are not expensive to hire. Notably, pre-school teachers need high quality education and training that expose them to child development psychology and the process of learning.

1.2 Statement of the Problem

The desire for Early Childhood Education transcends all boundaries of human needs. However, pre-school management seems to be the most neglected of all education sectors and yet it is a foundation for solid education. Studies show that children who go through early childhood education have a higher chance of succeeding in higher education, are socially better adjusted and are more confident in facing challenges (Daily Nation 2004: 8).
Sterling (1984: 10), raises pertinent questions and remarks that relate to Early Childhood Education as a profession! If we are professionals,

(i) Where is the professional library in the average childcare centres?
(ii) Where are the back-up resources for you to be studying about your profession?
(iii) Who should be a nursery educator?
(iv) Should there be licensing?

She further points that some people with licensing in elementary education are not adequately equipped with socio-emotional development needs of toddlers. Not so many elementary school teachers are trained to be sensitive to conflicts facing young children in groups. Thus, at a point, the study questions, how well prepared is a professional (with educational courses but not child management course) to cope with children troubles?

The Kamunge Report (1998;2) recommends the following on pre primary education.

i) Establishment of more pre primary school to cater for the growing number of pre-school children.
ii) Pre- primary education curriculum be harmonized with that of primary education.
iii) All pre –primary school be registered.
iv) District and zonal primary inspectors be given training on pre-primary education to enable effective guidance and supervision in the schools.
v) Research in early childhood education and child psychology be encouraged and intensified.
The report implies that pre-school education management in Kenya face several challenges that need to be addressed.

Also the Koech Report (1999;3) documents the following on pre-primary education:

- Provision of guidelines on estimated registration and running of day care centres
- Learning to be facilitated through task oriented play and singing.
- Set minimum age of admission (3 years)
- Early childhood education to provide foundation for primary school curriculum and every child to go to pre-primary school.
- Build appropriate pre-primary classes and equip them (playgrounds, toilets, clean water etc).

The Kenya government is characterized by a history of shelving brilliant commission reports including those of education. Hence, the provision and management of early childhood education in Kenya remain constrained.

The MoEST’S report (2000-3) on K.C.P.E indicates poor performance in Gucha District which imply inadequate academic foundation especially in Early childhood Education.

1.3 Purpose of the Study

The primary purpose of this study was to find out the factors constraining the management of early childhood education in Nyamarambe division Gucha District.
1.4 Objectives of the Study

To realize the purpose of the study, the following objectives were addressed:

1. Determine factors constraining the management of pre-school education in relation to the main management task area:
   (i) Management of staff personnel.
   (ii) Management of finance
   (iii) Management of curriculum and instruction.
   (iv) Management of physical and material resources.

2. To recommend ways of minimizing the problems and suggest the way forward for management of pre-school education.

1.5 Research Questions

To attain these objectives, this study sought to answer the following research questions based on objectives of the study:

1. Identify the problems encountered in the management of pre-school education in response to:
   (a) Finance
   (b) Staff personnel
   (c) Physical and material resources and
   (d) Curriculum and instruction.

2. Determine in what ways the pre-school management attempts to cope with the problem related to management.

3. In what ways can pre-school management be improved?

1.6 Assumptions of the Study

1. All respondents would co-operate and provide reliable responses.
1.7 Limitations of the Study.

The study was limited in the following ways:

- The study was limited to early childhood education in Nyamarambe Division.
- Reluctance among respondents to participate in the study hence limiting the researcher from getting information from them.
- The unwillingness of school administrators to allow probing in their schools.

1.8 Significance of the Study

The significance of early childhood education to the preparation of the child cannot be over emphasized. Nonetheless early childhood education, however constrained, its effective management may be very vital to the national development. It follows, therefore, that children who are going through pre-primary education should get proper and adequate education, which will prepare them for future education. Consequently, it is hoped that this study will be of great significance to the following parties in the following ways.

i) Curriculum developers (K.I.E.) - may use the findings of this study to evaluate some of the discrepancies inherent in the present early childhood education curriculum and to improve on it so as to enhance proper development of early childhood education.

ii) The Ministry of Education may use the findings and recommendations of this study to revise their funding and supporting of early childhood education in Kenya.
iii) Parents who are major stakeholders in education will use the findings of the study to advocate for appropriate reforms in early childhood curriculum.

iv) Teachers in pre-primary education may use the recommendations to improve their work performance.

1.9 Conceptual Framework

Effective pre-school management is affected by several factors each playing a very significant role on its own and also the interaction among these factors. The conceptual framework (Table 1.1) divides these factors into four main categories:

**Human personnel** - Qualified pre-school teachers interpret well the curriculum and use appropriate instructional methods to pass knowledge to the children. In their training, they are taught how to handle the children and help them grow. Motivated pre-school teachers like their work and will remain in their service for a long period of time. They also develop positive attitudes to both their work and the children under their control.

**Physical and material resources** - Sufficient textbooks in pre-school institution enables pre-school teachers to prepare their content materials adequately before going to class. The use of charts, toys will enable the children to participate by doing, hence the lesson becomes child-centred learning approach instead of teacher-centred. This method of child-centred enables the child to develop self-confidence and also makes the child to remember whatever he/she learns long after class.
Children unlike the primary pupils need separate and adequate sanitary facilities of their own standard. This will help the teachers and their assistants to train them on how to use the toilets. Since they are also growing, they need a clean and conducive environment full of hygiene.

Adequate facilities such as equipment for outdoor activities assist the child to have enough exercises which are good for their growth.

**Financing** - These physical and material resources go hand in hand with the constant flow and adequate financing of pre-school education. It is the finance pre-school gets that goes to pay the teachers, and also buys all the physical and material resources used in pre-school institutions. The flow is always constant and adequate to cater for all the needs in these pre-school institutions.

**Curriculum and instruction** - Curriculum and instruction is implemented effectively because the Ministry of Education through K.I.E. supplies organized curriculum and also when the ministry gives effective support such as supervision to monitor the quality and standard of education in pre-school institutions. Curriculum is easily implemented since teachers are motivated and are qualified to interpret the curriculum and also physical and material resources are adequately provided.

The above factors as indicated in the table contributes to the effective management of pre-school education directly. While the interactions of the factors leads to effective management of pre-school education indirectly for example, the financial input to pre-school education enables the flow or the availability of physical and material resources.
in pre-school institutions. These materials assist the human personnel in pre-school institution to effectively implement the pre-school curriculum, hence, realizing effective management of pre-school education.

It is in this light that factors constraining management of pre-school education are examined. The table below shows these factors.

**Table 1.1: Conceptual Framework: Factors that determine effective pre-school management**

**Human Personnel**
- Qualified teachers
- Motivated teachers adequate teachers
- Positive teacher attitudes

**Curriculum & Instruction**
- Organised curriculum.
- Effective support from the ministry
- Efficient and constant supervision.

**EFFECTIVE MANAGEMENT**

**Physical & material resources**
- Sufficient textbooks, charts, guiding manuals and other materials.
- Enough classrooms.
- Enough toilets.
- Adequate facilities

**Finance**
- Adequate and constant flow.
- Regular payment of school fees.
1.10 Definition of Key Terms

**Church sponsored Pre-school:** Those that are directly assisted by a church and in most cases are situated in the church compound.

**Curriculum:** The whole range of studies and activities offered in pre-school institutions.

**Early Childhood Education:** The first part of education a child receives.

**Education:** The development of knowledge, skills, ability or character by teaching, training.

**Pre-school:** All the institutions that offer educational experiences to children before they join primary school. These are: nursery school, kindergarten and day-care centres. These terms are used interchangeably in this study.

**Private pre-schools:** These are owned by individuals or groups of people, mainly for profit-making.

**Profession:** Is an occupation requiring an education especially teaching.

**Resources:** These are audio-visual aid facilities that are used to enable the teaching/learning in pre-school.
Training:

Practical education in some art, profession.

Zonal:

Area comprising 10-20 schools managed by zonal inspector of schools.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to constraints of early childhood education is presented in the following order.

- The importance of early childhood education – by pioneers.
- Early childhood education in the African context.
- Management of pre-school education in Africa.
- Management of pre-school education in Kenya.
- Professional qualification of pre-school teachers
- Pre-school material and resources.
- Financing of pre-school education.
- Physical facilities in pre-school institutions.

2.1 The Importance of Early Childhood Education

Encyclopedia (E. Vol 6 1989), asserts that, educators believe that early childhood education should promote emotional, mental, physical and social abilities because all these abilities depend on one another. And a child whose emotional development is neglected may lag in mental, social and even physical development as a consequence.

According to Austin (1976;26) among the early educators who advocated for ECE are J. J. Rousseau (1712-1778), F.A . Froebel (1782-1852, and Maria Montessori (18700-1852). Both had one common goal of providing education to young children who were
suffering severe deprivation due to war and slum conditions. Since the children that they were aiming at were deprived socially, psychologically and intellectually, they created compensatory education for them.

Rousseau in his book *Emile*, stated his philosophy of education and learning and was concerned with the natural growth of the child. He asserts:

> Education comes to us from nature, from men, or from things. The inner growth of our organisation and facilities is the education of nature. Therefore, the education of the earliest years . . . consists . . . in preserving the heart from vice and from the spirit of error (pg. 11).

Froebel (1782-1952), the founder of successful kindergarten as an institution for education of young children, views man as an innately good, unlike the modern, idea of man having the capacity for good or evil, or the earlier judgment of man as being inherently evil. He writes that “the nature of man is in itself good, and indeed there are, in man, qualities and tendencies in themselves good”. The child is, therefore, able to develop into a good adult if only he was accorded the greatest degree of freedom. Education is supposed to guard and protect the child.

Hence, Froebel not only advocated the importance of learning in ECE, but also emphasised the importance of play. Thus teachers are supposed to be made aware of these in their training and in their teaching.

Montessori (1870-1952) who had dedicated all her life to work with children saw the importance of objects in pre-schools:
... do not constitute means of teaching, but they are an aid for the child who chooses them himself, takes possession of them, uses them and employs himself with them according to his own tendencies and needs and just as long as he is interested in them.

Thus the teacher’s work was, therefore, to guide and explain the use of the materials to the children in the class. Materials formed part of ECE. Thomas (1976;107), contributes the following benefits of ECE to young children. They are brought together and accustomed to each at an early age. They are introduced to basic skills before they become self-conscious about failure and also they come to associate learning with pleasure.

From the early educators the following points come to the fore.

- That childhood education promotes emotional, physical and social abilities of a child.
- That play is very crucial in ECE institutions.
- A teacher is supposed to guide hence giving the child a chance to grow and learn by himself.
- That early childhood education is very important for a child’s later development.
- Materials are necessary in ECE institutions.

The points cited above, form the basis of ECE to day in the world. The countries of the world follow the ideals set by the earlier educators though in a small scale. However, research confirms that this has not been achieved fully. The importance of early childhood education cannot be compromised. Research done by the Scottish Council for Research in Education indicated that children who went
through nursery schools did better in all areas of the test than those who did not go through nursery education.

The institute had a successive intake to the two primary schools who formed the samples. All children admitted to the primary school in 1970, 1971 and 1972 were studied, no children in the first intake had the opportunity to attend nursery school, some of the second intake had one year of nursery schooling while in the third intake, a large proportion of the children had attended nursery for either one or two years. The 1970 intake formed a baseline and meant that comparisons within and across years were possible. The results indicated that:

(i) In 1971 intake, the children who attended nursery had higher mean score than those that did not attend nursery schools.

(ii) In the 1972 intake, the one-year nursery group had better scores than the non-nursery groups and those who attended nursery for two years performed better than the one-year nursery children in 1972. Thus, it appeared that there was consistent differences in favour of those children who attended nursery school (Clark and Cheyne p.6).

This study is very relevant to the present study in that it acknowledges the importance of the ideals of the early educators in pre-school education and seeks to investigate constraints facing the management of pre-school education.

A school council research carried out in England to assess pre-school education reported the following:
(i) Nursery education can no longer remain an unfulfilled promise of successive governments. There must be positive action to extend nursery provision. The question is no longer whether children can profit from a quality pre-school programme but whether it will be provided.

(ii) The present organization for children of pre-school is both confusing and unsatisfactory (Parry and Archer p. 91).

2.2 Early Childhood Education in the African Context of Indigenous Education

Castle (1966), points that the customary education in African context was aimed at preparing children to live in the community. It was meant to equip the child with good manners, obedience to elders and hospitality to friends. The type of education given to the children was basically practical in nature. It was designed to develop one's character and physical aptitudes and techniques to enable one to live a full and productive life in society. Parents took the responsibility to instil discipline for both social and moral adjustment.

Children learnt by imitating what the elders did. Traditions were passed from one generation to the other orally. Mothers took the initial training of their children before they were entrusted to older girls and other siblings who played with them outside the home. The traditional education was highly regarded and was compulsory for children. Just as the early educators realised the advantages of early education.

With the change in lifestyle of the African family today due to western ways of life, the child need a special environment to cater for his physical, emotional and social growth while the mother is away for
work. The option for pre-school education will hence cater for the needs of the children.

Several requirements for proper management of pre-school education plays a significant role in moulding the children which in the past parents and the society took care. There is indeed, a need to find out if there exist adequate facilities, trained personnel and funding in pre-school, which is the task for this study.

2.3 Management of Pre-school Education in Africa

In developing Africa countries, UNICEF (1973) asserts that millions of children are not participating in any pre-school programmes and are being deprived of the many services especially designed to promote their development physically, intellectually, emotionally and socially. It contributes all these to therefore lack of proper pre-school programmes, and in some places where they exist, they are beyond the financial means of most families.

- Absence of reliable guideline for establishing a successful pre-school programme.
- Insufficient knowledge and experience of the concerned people
- Attitudes towards the role of women and mothers. There is a fear that pre-school education will encourage mothers to work and, will, therefore, contribute to the breakdown of family life and weaken family ties.

The report indicates that the majority of existing pre-school centres are in cities and primarily for high income groups. Unfortunately, in rural communities, where the needs are great, concerns for costs and
shortage of trained persona tend to impede the management and growth of pre-school education services.

A study “Towards determining leaning activities of pre-school education” carried out in Tanzania indicated that the country did not have good teaching-learning facilities for pre-school children. It also indicates that the pre-school teachers are inadequate, not trained in their field hence posing a major challenge to the management of pre-school education. It finally reveals that pre-school education in Tanzania is not managed well to realize the goals of ECE because of lack of a systematic curriculum professionally developed (Barnabas p. 11).

The above example shows clearly that many countries have not met the ideals of pre-school education. In Kenya, several pre-schools have been established by parents through the spirit of ‘Harambee’, by the churches and by individuals. Being a study to assess the factors constraining the management of pre-school education, the contribution of early educators and examples from other countries is very crucial since they set the ideals for pre-school management.

UNICEF (1973) observes that, in Senegal, women have tried to solve the problem of inadequate funding by use of locally available materials. Hence other countries in Africa have to borrow Senegal’s example and establish simple pre-schools they can manage. The Senegal example though not related to the current study, gives a clue to the major challenges facing ECE which is the focus for the present study.
2.4 Management of Pre-school Education in Kenya

The Kenya government recognizes the importance of ECE. In its National Development Plan (2003-2007), it emphasizes that early childhood development should offer integrated services that meet the social cognitive, emotional, health, nutrition and care of children aged between 0-6 years. Further, it observes that "... the targeted participation rates was hampered by the increasing levels of poverty, regional disparities, lack of awareness of the importance of ECE services, the impact of HIV/AIDS shortage of institutions in rural and urban slum areas and the fact that ECD is not a pre-requisite for admissions in all primary schools.(pg 56)".

The Malindi Seminar of 1982 with the support of Bernard van Leer Foundation recommends the setting up of a National Centre for Early Childhood Education at the Kenya Institute of Education (NACECE) to facilitate in carrying out the ministry's role in the development of pre-school education. NACECE was to be one main centre, and a network of sub-centres at various focal points throughout the country. These sub-centres were to be established at the district level and would be known as District Centres for Early Childhood Education (DICECE). The key functions for NACECE were as follows:

- Training of early childhood education personnel.
- Developing and disseminating the curriculum for early childhood programmes.
- Identifying, designing, undertaking and coordinating research in early childhood education and care.
- Offering services to agencies in early childhood education.
• Coordinating and liaising with external and internal partners and also informing the public of the needs and developing plans of the pre-school education programmes (Mwaura 1992).

The DICECE were planned to facilitate the training and awareness programmes being taken closer to the teachers so that in turn, the teachers could bring services closer to the pre-school children and their families. DICECEs were also to provide opportunities of tapping the experience and know-how of the local community in the education and care of the young child. DICECEs were to perform the following functions:

• Training of teachers and other personnel at the district level.
• Developing of pre-school curriculum.
• Supervision and inspection of pre-school programmes so as to improve the welfare of the children in health care and education.
• Participating in the evaluation of pre-school programmes and carrying out basic research in the status of pre-school children in and out of school. It was hoped that following the establishment of DICECE, a network of extension centres were to emerge at divisional and locational levels. However, pre-school management in Kenya is constrained. (Mwaura 1992).

Sang et al (2003) highlights the following challenges in Pre-school education:

• Inadequate clear policy to guide ECE has led to unco-ordinated service, provision between government organisations, the NGOs and the local communities.
• Poor performing economy rendering many communities incapable of supporting or providing holistic early childhood education services.

• Low budgetary allocation to early childhood development from the central government (1% of MoEST recurrent budget).

• Mushrooiming of low quality early childhood institutions established by individuals for commercial or profit making purposes.

• Inadequate capacity of the communities to manage early childhood education programmes.

Kivuva (1996) in her findings, recommends that training of pre-school teachers is very important. In addition to training, a teacher's personality is viewed especially by the heads of pre-schools as very important for a pre school teacher. This underscores the need for qualified nursery teachers for sound pre-school management.

Reports from District Centre for Early Childhood Education (DICECE) in the country indicate similar management challenges facing preschool education in Kenya. Isiaho (2002), Shigoli (2002), Otieno (2002), Mafeny (2002) both district centres for early childhood education trainers report the following challenges which were common in early childhood institutions in their districts.

• Most schools do not have established school committees. The affairs of the schools are poorly managed as if they are personal properties.

• Parents do not take any part in material development in their schools.
- Children are changed from school A to school B to avoid payment of fees in arrears.
- Parents feel it's expensive to have a school-based feeding programme.
- There are no fixed play equipment.
- No adequate open play fields for the children.
- Parents do not see the importance of early childhood education.
- Impact of free primary on early childhood education.
- Most primary headteachers are not interested in early childhood education.
- Lack of clear defined policy on early childhood education.
- Lack of physical facilities such as
  - Early childhood classrooms.
  - Land
  - Furniture
  - Latrines
  - Stores
  - Kitchen

Kombo (2002) reports the constrains facing the management of early childhood education in its endeavour to achieve it's objectives in Gucha District.

- Lack of proper early childhood education classrooms
- Lack of proper furniture.
- Lack of sanitation facilities for early childhood education.
- Lack of trained teachers
- Lack of learning/teaching materials
- Lack of funds
This study aims to ascertain whether these problems face pre-school education management in the selected study population.

2.5 Professional Qualification of Pre-School Teachers

The subject of the quality and performance of pre-school teachers as portrayed by the early educators is a matter of concern for many countries. The teacher’s quality seems to point at the academic and professional qualification. C. Mayo and his sister Elizabeth were among the leading scholars who tried to address the problem of quality of pre-school teachers in reference to educational background and training of teachers. They started training for pre-school teachers, they wanted teachers who were well-trained to teach the elements of reading, writing and arithmetic in the infant school in England.

Later, a policy was introduced in England governing those to be pre-school teachers in infant schools. They were to be certified and receive three years training, after having obtained a general certificate of education, ordinary level obtained general at or before 18 years. They had to undergo also one-year degree course in nursery schools. The assistants were to receive two years’ training part of which was practical (Austin 1976). Thus, it is important for pre-school teachers to carry out their functions effectively after training.

Read (1977), asserts that the professional qualification of nursery school teachers is very important in that they learn to understand the children’s feelings so that they can be honest, realistic and respond in appropriate and constructive ways to situations. They are in a better position to help children understand themselves when they understand theirs. Thus, training makes a teacher develop feelings
towards certain situation and hence becomes a useful person to the life of many children.

Porker (1972), points to the roles of the teacher in pre-school centres as a person who helps the child to construct his own knowledge directly from feedback, from objects and through his own reasoning with objects, hence discouraging rote learning in pre-school centres. In Scotland, over 90 percent of the teachers lacked the necessary training to ensure adequate care for the children entrusted to them. Other centres were staffed by teachers with little or no training or by teachers whose former experience had been with much older children. However, the staff were required to meet certain minimum standards.

The above educationists and examples point at the importance of training teachers. Thus, the present study is relevant to the above in that it is set to investigate whether pre-school management is hampered with untrained teachers and other pre-requisites.

2.6 Pre-school Material and Resources

Froebel (1974:123) on materials for pre-school education asserts:

> Education should be a process of unfolding. He devised for the kindergarten materials that were for the purpose of drawing out of the child every potential of his nature. His idea’s were to bring ever more out of man rather than to put more and more into man. He continually insisted that curriculum should be built around the inner urges, the native impulses. It should be child-centred. He perceived play as educational method for release of child inner powers.

Kilmer (1973:8) on the same, pointed that:

> The schoolroom should compose of activities and play centrers for children’s use. Centres included a doll-play,
a home making area with dress up clothes and child sized household equipment. One section of the room is furnished with tables and chairs for use with special projects, games, puzzles, small toys and construction materials. Relatively isolated areas of the room are used for looking at books listening to records and painting at case. Another room has things of current interest to the group.

The early English educators considered free access to materials an essential element in support of a child's individual pattern of learning, which is the essence of informal education. They believed that materials and equipment should be placed throughout the school. All English teachers aimed for this provision of materials, they maintained that a high level of supply was needed to sustain stimulation and that having just one or two interesting items was insufficient. They recommended the following categories of material resources as the minimal standard in pre-schools: library; book corners; music instruments; wendy house; dress-up items; sewing materials; clay, sand, paints; art materials; work bench and materials; toys, math, concrete and structural; P.E. – Agility equipment, balls, hoops, ropes, tires and sticks; water and equipment and science-nature and interesting labels and other materials (pendulums, pulley, thermometers etc. (Weber, 1971:114).

All the above were to assist the child develop the inner powers. In Scotland, pre-school education faced lack of instructional materials and this led to little or no understanding of the developmental needs of the children. K.I.E. (1982) in their findings from evaluation of pre-school project with Bernard van Lee foundation, observed that pre-school teachers expressed the challenges they faced in moulding their learners was lack of special building (rooms) and poor furniture.
The above material requirements for pre-school education are very relevant to the current study because the study casts doubts whether pre-school institutions in Kenya have these facilities.

2.7 Financing of Pre-school Education

Parry and Archer (1974), point out that the provision of pre-school education was not taken serious in Scotland until after the second world war period when parents realised that provision to pre-school education will contribute to the children's intellectual as well as their social and emotional development. Scotland experienced a great expansion in pre-school education in the late sixties and early seventies. This expansion was mainly financed from special funds. The government, however, took to finance pre-school education much later in 1972. But still the economic crisis during this period did not make it possible for the government to support pre-school education. UNICEF reports that in Jamaica funding in pre-school by the government was very minimal or none. The private sector supported pre-school though not fully to realize its objectives. Thus, the management of pre-school education is hampered by lack of funding. Though the above was in Scotland and Jamaica, in Britain a committee was set up which recommended that the local authority to support pre-school financially. (Report on House of Commons 1986).

The above examples are relevant to the present study since the study casts doubts whether pre-school funding is adequately provided.

2.8 Physical Facilities in Pre-schools

In Scotland, several areas were not served with ECE because they could not provide greater school facilities such as playground since
highrise flats and urban life generally made it less possible for pre-school children to play safely, in the precincts of their own homes. The Scotland experience is experienced in many countries. A symposium report (1999) emphasized the importance of adequate physical facilities as a goal to achieving pre-school objectives.

A report received from education, science and arts committee to the house of commons in Britain indicated that pre-school education faced serious challenges in its management and recommended that, the government to assist in financing pre-school institutions since, parents alone could not finance pre-school education given that too many mothers are single parents, or hold down job to support their family, or worn down by the difficulties they face, or all the three. The committee also recommended an urgent review of those areas which needed new buildings or additional support.

UNICEF (1973:56), reports that in Scotland by 1966, pre-school education managed faced challenges in the provision of physical facilities since many of the pre-school institutions were not fit to accommodate a pre-school education programmes, and as a result pre-school education was delayed to take root. Funding of pre-school was not given priority until very late when parents realized the need for pre-school education and started financing it. The pre-school education lacked support from the central government and the little support it got from private sector was not enough to sustain its operations.

Thus, countries of the world have not achieved the ideals of early educators in pre-school education. The above examples are relevant
to the present study in that the study casts doubts whether funding is adequate in pre-schools.

The above recommendations were essential in that they aimed to solve the constraints facing ECE. The constraints cited above are relevant to the current study in that the study is set to investigate constraints facing ECE.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter discusses the research methodology that was used in the study. The first part deals with research design and locale while the second part describes the target population and sample selection. The third section presents research instruments and the fourth part explains the procedures of data collection and data analysis.

3.2 Location
The study was conducted in public and private pre-school institutions within Nyamarambe division of Gucha District, Nyanza Province in the Western region of Kenya. Suneka, Etago, Awendo and Ogembo are divisions that border Nyamarambe divisions. Gucha District is linked to Kisii town and Kilgoris town by Kisii-Kilgoris tarmac road. The major economic activity of Gucha residents is farming.

The district experiences abundant rainfall, characteristic of Western Kenya rainfall (about 1000-1300mm) throughout the year. The minimum temperature is about 16°C and the maximum temperature is about 32°C.

Gusii districts (Nyamira, Kisii Central and Gucha) are in record for producing poor results both in KCPE and KCSE over the years.

3.3 Research Design
The study adopted a descriptive case study design to investigate the factors that constrain the management of Early Childhood Education
in Nyamarambe Division of Gucha District. A descriptive case study presents what is or what was, in a given social system. This includes the conditions existing, relationships, opinions held, process going on, trends developing among others (Best and Khan; 1993; Abagi 1996). It aims at getting a true picture of a situation, behaviour or attitude of individuals and community at large.

3.4 The Target Population

The study universe [population] was Early Childhood Education stakeholders in Nyamarambe division, namely pre-school teachers, sponsors/managers, primary school headteachers, parents, children and divisional educational officer.

By the time this study was conducted Nyamarambe division had several pre-school educational institutions, this included: 63 private schools and 47 public schools.

Sample Selection

Nyamarambe Division had about 110 pre-school educational institutions: 63 private schools and 47 public schools. Pre-schools from which nursery teachers were picked were selected through stratified random sampling. Exclusive strata viz: public sponsored, and private sponsored were used. According to Gay (1992), random sampling allows members of the population to have an equal and unbiased chance of being selected. Key informants who were purposively identified for this study were:

**Divisional Education Officer:** By the nature of his office, he is accountable for all education activities including pre-schooling management in his division.
Headteacher: The entire management of school activities were coordinated by the headteacher.

3.5 Study Sample

Gay (1992), states that a researcher selects a sample due to various limitations that will not allow researching the whole population. For the purposes of this study, 28% of the total population (pre-school institutions) were sampled. This sample was justified because Gay (1992), recommends a minimum acceptable sample of 10% for large population and 20% for a small population in a survey research. The sample included 17 private schools out of 63 pre-schools in the division and 14 public pre-school institutions out of 47 pre-school institutions in the division. These provided a total of 31 pre-school institutions. Each pre-school had two teachers who participated in the study. This formed 28% of the total population. The table below indicates this sample distribution:

<table>
<thead>
<tr>
<th>Pre-school Type</th>
<th>Total Number</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>47</td>
<td>14</td>
</tr>
<tr>
<td>Private</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>31</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

This study employed a questionnaire, observation schedule and interview guide as the instruments for research. The research tools were developed, pre-tested and subsequently administered as follows:

Pre-School Management Questionnaire for Teachers

This was a major tool in data collection. Questionnaires with both open and close-ended items were designed and administered to give
62 pre-school teachers to gather the availability of physical and resource materials and the teachers qualifications.

The questionnaire is selected because, according to Abagi (19995), it is the most common instrument for a survey research, and it is straightforward and less time-consuming for the respondents. One questionnaire is used. Questionnaire A attached as appendix one – used to obtain information from pre-school teachers.

**Physical and Material Resource Observation Guide**

Participants and non-participant observation was used to assemble data on teaching/learning materials, physical facilities and related pre-school activities.

**Headteachers’ Interview Guide**

Structured questions were used to interview headteachers on the problems they encountered on their management of pre-school education.

**FGD Guide**

Guiding questions for specific key informants were developed and applied to obtain qualitative data. At least a group of four learners held brief discussions with the researcher on availability of physical and material resources in their schools.

**3.6.1 Piloting**

The above instruments were constructed after a careful consideration of the study’s objectives. They were subjected to scrutiny by the
supervisor and other experts in the department. This established reliability and validity. The validity was realized by comparing the responses of the various subjects used in the pilot study with the objectives of the study to ensure that the instrument measured what it intended to measure. Piloting helps in enhancing reliability and validity of the instruments. Mugenda et al (1999).

3.7 Data Collection Techniques

The researcher made adequate preparation and arrangements to collect data. Observation and direct interviews were applied to obtain information for this study. Data instruments were validated through a pilot study.

The researcher sought permission from the headteacher to allow him an opportunity to conduct the study. Appointment with key respondents was made for interviews. Study subjects (pre-school teachers) were accessed at their working stations and subjected to direct interview after candidly explaining to them the purpose of the study. The respondents were humbly asked to respond to the question honestly after the contents of the questionnaire have been explained and clarified to them. The early morning before school session was preferred for interviews because the teachers would not have been fatigued by teaching-learning chores. Learners (children) for F.G.D. were assembled in a private room where the researcher interacted with them in a friendly manner to obtain the necessary data. Proceedings from F.G.D. were recorded in the researcher’s diary or notebook. Information from key informants was collected and kept in note form. Keen reading and recording based on study objectives was the techniques of obtaining data from official records.
The researcher administered 60 questionnaires to the respondents which were duly completed. The data on the questionnaires added then analyzed descriptively using frequencies, percentages and brief discussions. Responses from interview were qualitatively analyzed.

3.3 Data Analysis

After data collection, all the completed questionnaires were organized according to given responses. Simple descriptive statistics such as frequencies and percentages were used in the analysis of the data provided. The responses were then categorized according to percentages for interpretation.
CHAPTER FOUR
DATA ANALYSIS

4.1 Introduction

The purpose of this study was to find out factors constraining the management of Early Childhood Education in Nyamarambe Division.

A total of sixty-two questionnaires were sent out to the preschool teachers and thirty-two primary school headteachers were interviewed by the researcher. Sixty questionnaires were received back in good time. This, therefore, represents 93.75% of the total questionnaires received back.

The research study focused on the following research questions:

1. Identify the problems encountered in the management of preschool education in response to:
   (a) Finance
   (b) Staff personnel
   (c) Physical and material resources and
   (d) Curriculum and instruction.

2. Determine in what ways the pre-school management attempts to cope with the problem related to management.

3. In what ways can pre-school management be improved?

To achieve this, the themes for presentation were organized as follows:

(i) Professional qualification of pre-school teachers
(ii) Adequacy of physical and resource materials
(iii) Parents role in the support of ECE
(iv) Problems encountered in curriculum and instruction
(v) Funding of pre-school education.
The data were analysed and presented using descriptive statistics such as frequencies and percentages. Tables were used to supplement the qualitative discussions covering the open-ended questions.

4.2 Profile of the Respondents

Background information of pre-school teachers is important since it determines the quality of education in pre-schools.

Table 4. 1: Age Categorization of pre-school teachers

<table>
<thead>
<tr>
<th>Age in years</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>26-30</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>31-35</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>36-40</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td>41-45</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Over 46</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 indicates that the majority 27(45%) of pre-school teachers were aged between 26-30 years and only one (1) pre-school teacher was aged over 46 years. This suggests a high exodus of pre-school teachers from pre-school institutions to other fields.

Table 4. 2: Marital status of pre-school teachers

<table>
<thead>
<tr>
<th>Status</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>47</td>
<td>78.33</td>
</tr>
<tr>
<td>Single</td>
<td>09</td>
<td>15</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not stated</td>
<td>04</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
The data presented in Table 2 above show that 47 (78.33%) pre-school teachers were married and no cases of divorce were recorded. This indicates that the majority of pre-school teachers had motherly experience which could be helpful in nurturing pre-school children.

**Table 4. 3: Academic qualifications**

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.C.P.E</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>KCSE</td>
<td>54</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Data gathered on educational level of pre-school teachers show that 6 (10%) pre-school teachers were K.C.P.E holders and 54 (90%) were K.C.S.E./K.C.E. holders. This shows that the majority of the pre-school teachers in this study are form fours graduates.

**Table 4. 4: Professional qualification**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Untrained</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 4 above, the professional qualifications of pre-school teachers indicate that 30(50%) were trained and 30(50%) were untrained. This indicates that half of the teaching force is untrained which poses a challenge in the quality of pre-school education in the division.
Table 4. 5: Pre-school teachers’ experience

<table>
<thead>
<tr>
<th>No. of years in the field</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>31</td>
<td>51.67</td>
</tr>
<tr>
<td>6-10</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>11-15</td>
<td>09</td>
<td>15</td>
</tr>
<tr>
<td>16 and above</td>
<td>02</td>
<td>3.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The Table 5 above shows that 31(51.67%) of pre-school teachers had a teaching experience of 1-5 years; 18(30%) had experience of 6-10 years; 9(15%) had experience of 11-15 years and 2(3.33%) had experience of above 16 years. This indicates that majority of pre-school teachers have enough teaching experience.

4.3 Adequacy of Physical and Material Resources

Data gathered on physical facilities revealed that 12(38.7%) pre-school institutions had closable windows, 2(8.1%) pre-school institution had roofs, 10(32.3%) institution had lockable doors, 4(3.2%) had walls suitable for pictures, 1(3.2%) institutions had cupboards for storage of teaching materials, 3(9.7%) institutions had suitable tables for early childhood education, 3(9.7%) institutions had chairs for ECE and none of the institutions had outdoor equipment such as swings, tyres for either group activities or individual activities for pre-school children. The data show that pre-school institution in the study lacked essential physical facilities.

Physical and material resources are crucial in the provision of ECE. Their inadequacy usually compromises the quality of pre-school education. An ideal situation should be one with enough classrooms,
adequate storage facilities e.g. closable cupboards, sizeable tables, chairs, closable doors and windows with suitable walls to hang pictures and charts; enough sanitary facilities, sufficient land for playing and outdoor activities.

The researcher also felt that it was essential for pre-school institutions to have lockable doors and windows, as these could affect the comfort, growth and development of children. Very cold conditions result into the children suffering from coughs and running noses.

Pre-school teachers in this division expressed their concern over the type of building allocated for pre-school use. Most institutions did not have special buildings set aside for pre-school hence teachers found it difficult to display their materials as there is no continuity in usage of the houses, this forced them to dismantle their displays when the rooms were required for other activities. The furniture available in shared building was not appropriate for children’s use as it was in most cases meant for adults or upper primary pupils. Pre-school children in the division are housed by existing primary schools and almost all of them are allocated old buildings which have been left by the primary or which are not in use by the primary.

Information collected on resource materials indicated that the Ministry of Education, Science and Technology does not support ECE, Local Authority provided 3(5%), sponsors/managers 29(48.33%), and parents 3(5%). This shows that the majority of the resource materials 29(48.33%) were provided by sponsors/managers. In addition, teachers use their skills to improvise teaching aids in their institutions. Pre-school teachers reported that the teaching aids provided were not adequate in their institutions.
4.4 Parental Role in the Support of ECE

From the headteachers’ responses 29(96.67%) reported that parents fund ECE in the division in several ways:

(i) They pay pre-school teachers and
(ii) Contributed 5% to the provision of teaching/learning materials in pre-school institutions in the division.
(iii) Provision of land and building materials.

The area education officer also reported that parents provided the materials used in pre-school centres. Such materials included, blackboards, furniture, and charts.

This shows that parents play a vital role in the development of ECE in the division. Even though some 7(11.7%) of the parents do not see the need of ECE. And some parents do not pay fees regularly for their children in ECE institutions. It is this irregular payment of parents that pre-school teachers find a problem to get their salary on time hence lowering their motivation to carry out their duties well. MoEST should sensitize parents on the need of ECE to enable them support it fully trough cost-sharing.

4.5 Curriculum and Instruction

The efforts made by pre-school teachers to cover the recommended curriculum is hampered by many problems as shown in the table below.
Table 4.6: Problems encountered in curriculum and instruction

<table>
<thead>
<tr>
<th>Problem</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour entry of pre-school children</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td>Lack of Learning/teaching materials</td>
<td>50</td>
<td>83.33</td>
</tr>
<tr>
<td>Lack of motivation of pre-school teachers</td>
<td>5</td>
<td>8.33</td>
</tr>
<tr>
<td>Learners’ absenteeism</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is evident from the table that lack of learning materials 50(83.33%) is the major problem in the implementation of the curriculum. In rare occasions, about 1(1.67%) of pre-schools in Nyamarambe Division enrolled children who are not ready to learn. The headteachers who supervised the pre-school teachers also reported that in addition to the above lack of trained teachers and the negative attitudes which parents have towards pre-school education also contributed to the poor curriculum coverage. The Area Education Officer reported that the poor and irregular salary payment of pre-school teachers led to poor motivation of teachers hence some stop teaching.

The pre-school teachers and Area Education Officer also reported that pre-school education in the division did not have an organized system of managing the institutions. Each institution operated on its own policies.

Supervision of the work is done by primary school heads and managers in the case of private schools and also by the MoEST
officials. The primary school heads do not have any knowledge and experience of pre-school education, to be in charge of ECE.

All the primary headteachers only trained as P1 teachers and have not been in-serviced to handle or supervise the ECE centres in their institutions. Most 26(87.7%) of these primary school headteachers had similar academic qualifications with the pre-school teachers KCSE/KCE. This indicates that they do not possess any higher qualification, such as a degree to be left to be in charge of ECE in the division. The area educational officer reported that, he himself found it difficult to assess the ECE in the division since there is no proper channel of supervision since he is not trained or in-serviced in this area. Both the Area Education Officer and the primary headteachers felt that in future the government through the Ministry of Education, Science and Technology should take up the management of ECE.

4.6 Funding of ECE in the Division

Funding of ECE depends on the proprietor or sponsor of pre-school institutions as indicated in table below.

**Table 4. 7: Pre-school teachers employer**

<table>
<thead>
<tr>
<th>Employer</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager/sponsor</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>MOEST</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parents</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

The table shows that 15(25%) of teachers were employed by the managers/sponsors: 45(75%) of the teachers were employed by
parents. This indicates that the majority of the pre-school teachers were employed by the parents. The MoEST employed none of the pre-school teachers. This indicates that the ministry does not pay pre-school teachers. Parents play a significant role in sustaining the pre-school teachers by paying them.

Table 4. 8: Salary scale of pre-school teachers

<table>
<thead>
<tr>
<th>Salary per month</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-1000</td>
<td>17</td>
<td>28.33</td>
</tr>
<tr>
<td>1100-1500</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>1600-2000</td>
<td>8</td>
<td>13.33</td>
</tr>
<tr>
<td>2100-2500</td>
<td>4</td>
<td>6.67</td>
</tr>
<tr>
<td>2600-3000</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Above 3100</td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table indicates that the majority 27(45%) of the pre-school teachers earned 1100/= -1500/= and the highest paid pre-school teacher earned above 3100/=.

When asked to comment on their salary, they said that what they earned was not enough to meet their domestic demands hence, it did not motivate them to work harder. This suggests that the remuneration package for pre-school teachers should be reviewed and adjusted in comparison to their colleagues in primary schools.

4.6.1 Other challenges Faced by ECE

According to the pre-school teachers and Headteacher in the study, ECE faces a number of challenges such as lack of meals for children,
general inadequate school funds, lack of trained nurses to cater for children’s health and lack of the MoEST’s support of ECE.

Lack of meals has been indicated by both the pre-school teachers and the primary school head teachers who supervise ECE in their institutions. It should be noted that at this stage children are on their development stage and need to get a balanced diet. They should not be kept in school up to noon without taking any meal, statistics show that 13.33% centres under study provided porridge to children and 02(6.7%) provided lunch to pre-school children. This indicates that a small percentage of pre-school children get meals in schools.

Inadequate financial support to ECE has also contributed to a large extent poor payment of teachers and also it has made these institution not to purchase essential resources for teaching e.g. toys, reference books and activity books. As a result, pre-school teachers can not cover the syllabus adequately.

According to what the FGD reported to the researcher, several activities are not done in several schools because, these schools cannot afford some items or equipment due to insufficient funds.

4.7 Views of Primary Headteachers and Area Education Officer on the Management of ECE

Some 2(22.2%) primary headteachers in the study recommended the employment of professional pre-school teachers with the requisite academic qualifications and some knowledge on Early Childhood. Other headteachers proposed for the employment of social workers who will be assisting the pre-school teachers in caring of the children in pre-school institution. Almost (99 %) of the teachers and the area
education officer recommended that the MoEST to take the responsibility of running and paying of the pre-school teachers and other subordinate staff who may be employed in these institution. They felt that ECE is very essential to the growth of children. The MoEST should also provide guidelines and teaching materials to ECE centres.

The teachers felt that ECE should be an independent form of education in the country with a different form of administration independent from primary education.

Meals are very vital to the growth of young children. Teachers felt that it should be made a must to all institution of ECE. Since children cannot concentrate when hungry and also lack of meals in school may make these children hate going to school.

Some headteachers felt that parents should be sensitised on the importance of ECE so that in future they can value and contribute enormously towards ECE in the division.

4.8 Summary

The following is a summary of the findings of this study:

1. Fifty percent of all pre-school teachers were trained and 50% were not trained. This means that pre-school education in the division faces a problem of trained teachers.

2. Physical and material resources found to be inadequate in all the schools. Three point three percent of pre-school institutions had toilets for children; 9.7% pre-school institutions had suitable
tables for ECE and 96.8% of pre-school institutions did not have storage facilities e.g. cupboards for pre-school resource materials. This is a great challenge to pre-school institutions in the division.

3. Only 3 schools (9.7%) provided meals for pre-school pupils out of the total schools under the study. This shows that the institutions do not care for the children’s needs and as a result the children may be affected in their development since this is a critical period in their life.

4. In all schools, there wasn’t any health service facility within or around the school hence the children’s health is not catered for. Sick children are advised to seek medical advise from their parents who take them to any hospital or dispensary which may be near to the home. And because of these, children in these institutions in the division are exposed to great risks of contaminating or contracting diseases from other children who may be sick in the school.

5. The findings also show that there aren’t enough pre-school teachers in the division. This has resulted into poor syllabus coverage and teachers heavy workload.

6. The findings has established that the ECE need an organised system of administration, totally separate from that of primary where ECE is housed i.e. independent physical facilities and their own personnels to man its operations.

The parents’ support to ECE in the division is very negligence and as a result the findings show that many children are absent from schools due to poor school fees payment.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to establish factors constraining the management of Early Childhood Education in Nyamarambe Division, Gucha District. The study was guided by the following specific objectives:

1. Determine factors constraining the management of pre-school education in relation to the main management task areas:
   (i) Management of staff personnel.
   (ii) Management of finance
   (iii) Management of curriculum and instruction.
   (iv) Management of physical and material resources.

2. To recommend ways of minimizing the problems and suggest the way forward for management of pre-school education.

Data for this study were collected using a questionnaire which was the major tool of data collection, interview schedules and observation guides. The data were analysed descriptively by way of frequencies and percentages. The findings from the data analysis are presented in Chapter Four.

The main findings of the study were:

- The demographic profile of respondents indicated that many (45%) pre-school teachers were aged 26-30 years and married. The teachers are only females.
• The majority of pre-school teachers (54%) are form four graduates (KCSE).
• A half of pre-school teachers were not trained. Many of these teachers had teaching experience ranging from 1-5 years.
• Most of early childhood institutions lacked essential physical faculties and teaching resources.
• Parents of ECE in the division are the major source of funding of pre-school activities.
• Due to limited teaching/learning materials, pre-school curriculum is poorly implemented. Pre-school teachers seem to be poorly remunerated. The majority (45%) earned between 1100 to 1500 Kenya shillings. Many of them are paid by parents.

In general, the findings show that as far as ECE may be very crucial to the life of the children, it is faced with several challenges in Nyamarambe Division. From the specific findings, the following conclusion and their implications on factors constraining ECE in general are drawn.

Data revealed that many pre-school children had poor nutrition. Some went without meals throughout the teaching-learning period.

5.2 Discussions

It emerged from the data collected that 50% of pre-school teachers are not professionally trained. This percentage is relatively significant. It shows that in the pursuit of preparing children for future learning and development, the community and the MoEST cannot afford to ignore adequate preparation of children in both physical, mental and...
spiritual ways. Seemingly, this is a dilemma for curriculum developers in the developing countries such as Kenya. This means that the community and the Ministry of Education, Science and Technology must be sensitive to the type of people who handle the pre-school children at their tender age. Training improves the teachers’ understanding of the child and it enables them to appreciate children, as they are able to cater for their needs. During training, teachers learn skills on better planning of pre-school programme activities. They also learn the need to provide suitable and relevant materials and activities for the pre-school child. (Bennarrs 1992)

The study has also established that almost all the institutions under study did not have adequate physical and resource materials for ECE. This could be attributed to the fact that many of the private pre-school centres operate under a very small plot, sometimes some of these centres are behind the shops where land size is 25 feet by 50 feet which cannot allow children to carry out their activities well. Some of the pre-school institutions are housed by the existing primary schools as such the two schools run concurrently using the same facilities e.g. fields and toilets. This poses a health problem to the young children.

Children of ECE learn better through concrete examples. These help them to learn through their senses of touch, sight, hearing, taste and smell. In this way, children enjoy learning and also understand better and retain more of whatever, they learn. In pre-school, this opportunity is provided through sufficient use of materials. The use of materials therefore forms an integral part of pre-school activities, hence, their shortage is a great disaster to these institution.
The management of ECE was affected by the shortage of funds. Preschool teacher made budget estimated supposedly to guide them in financial transactions but parents do not pay fees in time and as expected. That makes it difficult for the pre-school teachers and managers to effectively administer the budget. Teachers make unnecessary adjustment to the spending plans to suit their immediate needs such as their salaries. All pre-school administrative tasks were affected by the unpredictable flow of revenue from the parents who were the only source of income to these institutions. Attempts to solve these problems through school committees yielded nothing. For quality and effective management, effective system of paying school fees should be improvised.

The findings also established that the early childhood educational curriculum is not adequately covered in the course of the year. The scarcity of resource materials and irregular payment of teachers demotivated the pre-school teachers. Absenteeism by children also to a large extent contributed to the problem. Effective provision of teaching learning resources makes it easier for teachers to cover the syllabus. The implication here is that poor payment of school fees by parents has hampered effective provision of better and quality education to the children in pre-school centres.

The findings show that there wasn’t proper feeding programme for all the institution under this study. It should be noted that feeding enhances children’s health. Given that most of the children were so young, it is essential to have feeding programmes in the schools.
5.3 Conclusion

Based on the data collected and analyzed in this study, the researcher arrived at the following conclusions concerning constraints facing pre-school management.

- Professional training of pre-school teachers seems not to be a prerequisite for pre-school teaching in Nyamarambe Division since half of the pre-school teachers are not trained. This does not augur well with the implementation of pre-school curriculum.

- Given that all pre-school teachers in the division are females, the issues of gender may not be fully addressed because pre-school children are both girls and boys.

- Pre-school teachers would be poorly motivated in the course of their duty due to poor remuneration since the majority earn below two thousand Kenya shillings. This suggests high rate of turnover of teachers as others move for greener pastures.

- The development of ECE in the division is highly hampered by poor funding because the central government’s support is minimal. This suggests that ECE in Kenya is almost neglected.

- Due to lack of appropriate feeding of pre-school children, behaviour change is often not realized as children lack full concentration on teaching.

5.4 Recommendations

On the basis of the conclusions drawn above the following recommendations are made in an attempt to improve ECE:
1. Training of all the pre-school teachers should be emphasized in all pre-school institutions. The MoEST should train pre-school teachers through in-service courses. DICECE trainers to organize the training at a central point in the division to enable many untrained teachers to attend.

2. A better remuneration package should be offered to teachers to motivate them to do a good job and love their work.

3. Qualified personnel should be provided by the MoEST to check on the day-to-day running of these institutions. This will ensure quality and standard education in the centres of early childhood education.

4. There should be intense courses in financial management and administration offered to all pre-school teachers. This will assist them become better managers and administrators.

5. The MoEST should take up the management of the ECE in the whole republic. The ECE should be made free like the free primary education in the republic. This will enable many children to attend to ECE centres than it is now since not many parents afford to pay fees for their children. It will also fund the institutions hence solve financial problems they face.

6. The government should formulate a definite policy on registration of pre-school centres and impose a heavy penalty on those who violate it. This will greatly improve the standards and quality education in private pre-school but will also ensure health environment of the children in these centres. The policy will also check the mushrooming of illegal pre-school institutions.

7. There should be separate administrative and management of pre-school education. It should be made totally independent. This will enable it to run its affairs smoothly and professionally.
8. A compulsory adequate feeding programme should be encouraged in all pre-school institutions to address the dietary needs of children.

5.5. Suggestions for Further Research

Some of the areas that this study highlighted but which it could not discuss exhaustively and which therefore call for further investigation are:

1. The study recommends that there should be further research done to cover a wider category and sample of pre-school institutions in the whole of Gucha District.

2. A study could be done on the role of the community in the management of ECE.

3. It is also suggested that this study should be replicated in other divisions with a large sample in order to provide more dependable results.
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Kilmer M. (1973). *Contemporary Pre-school Education*. A Programme for Young Children


Sang, D. K. A. et al. (2002). The 2nd International Conference


APPENDIX A

QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

Hello? My name is John N. Sendora. I am a student (M.Ed) at Kenyatta University. I am doing research on factors constraining the effective development of Early Childhood Education. Below is a list of questions. Kindly spare some time and answer each question as required. All the information obtained from your response will be treated in confidence and will only be used for the purpose of this study.

Date ........................................

1. Name (optional) ........................................... Age ............

Religion ......................

Marital status .........................

2. What is your educational level?
   (a) KCEP/CPE ( )
   (b) KCSE/KCE ( )
   (c) KACE ( )
   (d) Any other (specify) ......................

3. (i) Are you trained? Yes ( ) No ( )
   (ii) If yes at what level? ..............................................

4. Which courses did you study in college that are relevant to your work? Select as appropriate.
   (i) Child development ( )
   (ii) Sociology ( )
   (iii) Psychology ( )
   (iv) Any other (specify) ..............................................

5. How many years have you taught? ..............................................

6. Does your school have adequate physical facilities?
   Yes ( )
   No ( )
7. Which of the following facilities are found in your school? Pick as appropriate.

Classroom(s) (  )
Staff room (  )
Playground (  )
Toilets (  )
Furniture (  )

8. Is there an organized system of managing ECE? Elaborate your response.


9. Who supervises your work as pre-school teachers? Select as appropriate.

(a) Primary headteacher (  )
(b) Local authority agent (  )
(c) Sponsor/Manager (  )
(d) MoEST School inspector (  )
(e) None of the above (  )

10. Who is your employer? Pick as applicable.

(a) Local authority (  )
(b) Sponsor/Manager (  )
(c) MoEST (  )
(d) Parents (  )
(e) Any other (specify) ..............................................................

11. What is your average monthly salary in Kenyan pounds? Be specific ............................................................

12. Do you find your monthly salary adequate? Explain your response?


63
13. Does remunerations influence your work as a nursery teacher? Explain your answer briefly.

14. Who finances the resources you use as a pre-school teacher?
   Select as appropriate.
   (a) MoEST (  )
   (b) Local authority (  )
   (c) Self help (  )
   (d) Sponsor (  )
   (e) Any other (specify) .................................................................

15. Are the teaching aids/resources adequate in your school?
   Elaborate your answer.

16. At what age are learners (kids) admitted in your school?

17. Which language (s) are used in teaching learning at your institutions?
   Vernacular (  )
   English (  )
   Kiswahili (  )
   Any other (specify) .................................................................

18. Do you adequately cover the recommended syllabus for pre-primary education
   Yes (  )
   No (  )
   Explain your choice above ...........................................................

19. Which problems(s) do you encounter in your effort to cover the syllabus select as appropriate.
   Poor entry behaviour (  )
Lack of adequate resources  
Lack of motivation  
Learners absenteeism  
Social cultural practice  
Any other (specify) ........................................................................

20. What else can you say that hinders the attainment of preschool objectives

.................................................................................................
.................................................................................................
.................................................................................................
APPENDIX B
INTERVIEW GUIDE FOR HEADTEACHERS

SECTION A: BACKGROUND INFORMATION
1. What is your academic qualifications? .............................................
2. What is your professional qualifications? ..........................................
3. For how long have you taught in this school? ......................................
4. Which part do you play in the provision of ECE in this school? ..............

SECTION B: PRE-SCHOOL MANAGEMENT
1. Who funds ECE in this institution? .....................................................
2. Does this institution have adequate facilities for ECE? Explain briefly?
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
3. Do pre-school teachers have adequate resource materials in this institution?
   ........................................................................................................
4. How does this institution ensure that kids' health needs are met?
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
5. How has your institution addressed the issue of learners' meals while in your school?
   ........................................................................................................
6. Do you have enough pre-school teachers?

7. What are the professional qualifications of your pre-school teacher(s)

8. Comment about the adequacy of pre-school curriculum coverage in this institution?

9. What do you consider as the major constraints facing the management of ECE in this institution?

10. What other observation can you make about ECE in Kenya?
APPENDIX C
INTERVIEW GUIDE FOR AREA EDUCATION OFFICER

1. What is the role of MoEST in the provision of ECE? Explain briefly.

2. What is the number of pre-school in this division?

3. Identify the types of pre-schools that exist in your division.

4. What are the procedures for establishing pre-school institutions in this division?

5. How is ECE managed in your division?

6. How is pre-school education financed in this division?

7. Are physical structures in pre-school centres in your division?

8. What is the educational level of pre-school teachers in your division?

9. Are pre-school teachers in your division professionally trained?

10. Which strategies do pre-schools in your division employ to ensure they maintain good academic standards? Comment briefly?
11. How effective is the provision of ECE in your division?

12. What are the challenges facing the provision of ECE in this division?

13. What else can you say need to be done to improve the management of ECE in your division? Give a brief account.
APPENDIX D
GUIDING QUIZ FOR FGD

1. Do you come to school everyday?

2. Which activity do you enjoy while at home and school?

3. Is your teacher always present in school?

4. What do you take in school?

5. What don’t you like in school?

6. What do you like in school?

7. What language do you use while in school?
# APPENDIX E

## RESEARCHER’S OBSERVATION GUIDE

<table>
<thead>
<tr>
<th>Items to be observed</th>
<th>Remarks</th>
</tr>
</thead>
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<tr>
<td><strong>A. Physical facilities</strong></td>
<td></td>
</tr>
<tr>
<td>1. Classrooms</td>
<td></td>
</tr>
<tr>
<td>2. Windows</td>
<td></td>
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<td>3. Doors</td>
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<td>4. Toilets</td>
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<td>5. Roofs</td>
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<td>6. staffroom</td>
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</tr>
<tr>
<td>7. Cupboards</td>
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<td>8. Nature corner</td>
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<td>9. Blackboard</td>
<td></td>
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<tr>
<td>10. Playing field</td>
<td></td>
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<tr>
<td>11. Furniture</td>
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<tr>
<td><strong>B. Teaching resources</strong></td>
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</tr>
<tr>
<td>1. Books</td>
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<td>2. Charts</td>
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<td>3. Toys</td>
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<td><strong>C. Activities</strong></td>
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<td>3. Individual activity</td>
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