CHALLENGES FACING THE PROVISION OF PRE-SCHOOL EDUCATION IN NORTH KINANGOP DIVISION OF NYANDARUA COUNTY, KENYA

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Challenges facing the provision of
DECLARATION

THIS IS MY ORIGINAL WORK AND HAS NOT BEEN SUBMITTED FOR ANY OTHER STUDY PROGRAMME IN ANY OTHER UNIVERSITY.

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Second, I wish to thank my colleagues who constantly encouraged me to work hard. I cannot also forget my sisters and sisters in-law who were always with me during my entire course. I owe them so much. Finally, my sincere appreciation goes to my family members especially my beloved wife who supported me throughout this study and the course as a whole.
DEDICATION

To the Almighty God for giving me a sound mind in a healthy body. To my loving mum, my dear wife Leah and daughter Chichi for their perseverance during the time I was away for study and more so for their prayers and encouragement.
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>ASAL</td>
<td>Arid and Semi-Arid Land</td>
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<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
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<td>ECDE</td>
<td>Early Childhood Development Education</td>
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<tr>
<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>GER</td>
<td>Gross Enrollment Ratio</td>
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<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<tr>
<td>MoA</td>
<td>Ministry of Agriculture</td>
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<tr>
<td>MHNCs</td>
<td>Ministry of Home Affairs, National Heritage Cultural and Social Services</td>
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<td>MoH</td>
<td>Ministry of Health</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>NARC</td>
<td>National Rainbow Coalition</td>
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<tr>
<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization.</td>
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The purpose of the study was to investigate the problems which bar effective provision of pre-school education in North Kinangop Division of Nyandarua South District. In its National Early Childhood Development Policy Framework of June 2006, the Government of Kenya has restated its commitment in recognition of the importance of early childhood education, as one of the most important sub-sectors for accelerating the attainment of Education For All (EFA) and the Millennium Development Goals (MDGs) (National Early Childhood Development Policy Framework, June 2006). The policy framework states that despite the tremendous effort by the Government of Kenya (GoK) and collaborating partners to improve the welfare of the Kenyan child. However, efforts have been fragmented and with little effect in Kinangop Division, the provision of early childhood development and education is characterized by a number of problems as most of the residents live in rural areas and are peasant farmers, who do not have enough knowledge about the importance of early childhood education. The rising households costs associated with the retrenchment of local government authority contributions to the pre-school system have affected many households and therefore, provision of Early Childhood Education is perceived as a luxury only preserved for the most affluent families (Master Plan on Education and Training, 1997-2010). The available data indicate that among other problems, the pupils per teacher ratio is 227:1 in Nyandarua District which is among the highest in the country and the Division being in Nyandarua District has its ratio too. In terms of unprofessionally untrained teachers in pre-schools, the statistics show that the wider Nyandarua District has 83%. The study used a descriptive design. The target population was all the 119 pre-schools in the division. The pre-schools were selected using systematic sampling technique; the research tools that were used in the study to elicit data were: Two self-administered questionnaires and one documentary analysis checklist. The documentary analysis checklist was to provide information regarding the available facilities, their number, condition and their use. The two administered questionnaires were served to the headteachers where the pre-schools were attached, and the other one to the pre-school teachers, and both were required to provide personal information on their qualifications and information pertaining to the pre-schools. The data obtained by the instruments were then analyzed.
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood development and education is essential for cognitive, affective and psychomotor development and acts as a foundation for life as learning is well-grounded before a child begins formal schooling. According to a UNESCO report of (2002) on “Education for All,” it is argued that the aim of extending a basic level of education to all children, young people and adults around the world has exploded in all nations. A world conference on Education for All, which was held in Jomtien in 1990, had the Early Childhood development and education as its major outcome. The issue of extending basic education to all people was later reconfirmed in a series of summits throughout the following decade. A World Education Forum held in Dakar in April 2000, came up with six major goals, one of which was Education for All, and it was among the two goals which were adopted as Millennium Development Goals in the same year. Provision of basic education was thought of as being one of the best strategies of having the incidence of global poverty within less than a generation. One of the six Dakar goals was thus stated:

Expanding improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Both the World Declaration on Education for All, Jomtien (1990) and the Dakar Framework for Action (2000) stated the importance of early childhood care and education as part of a comprehensive approach to achieving EFA. Learning begins at
birth and therefore, the period from birth to the start of primary education is a critical formative stage for the growth and development of children. The values, knowledge and skills of primary education are noted to be stronger when learning occurs in the years proceeding regular schooling. Evidence has also shown that early learning improves the child’s chances of enjoying good health, of finding work later in life, of social inclusion and of being less likely to commit crime (Education for All: UNESCO Report, 2002).

UNESCO and the OECD, launched a global policy review on Early Childhood Care and Education (ECCE) as part of true UNESCO’s programme on early childhood for the year 2004-2006 (EFA News: UNESCO 2004, Vol VII) where four countries Kenya, Kazakhastan, Brazil and Indonesia were selected to participate in the initiative aimed at reviewing their current ECCE policy and systems; and identify concrete options and strategies for improving them.

The Kenya Education Sector Support Programme 2005-2010 indicates that early childhood development interventions are very vital to the social and economic development of a country as they provide children with a fairer and better start in life. It continues to state that children from low-income households who access ECDE services will be more likely to enroll in primary schools at the right age and that these children are less likely to drop out of school or repeat grades. These children will have improved their school performance and cognitive abilities than those who do not attend ECDE.
In Kenya, just like in other developing countries, the government in recent years has recognized the importance of ECDE. The National Early Childhood Development Policy Framework, (June 2006), notes in part:

The Government of the Republic of Kenya recognizes the importance of Early Childhood Development, as one of the most important levers for accelerating the attainment of Education for All and the millennium Development Goals (MDGs). The EFA goal No.1 obligated state governments to expand and enhance comprehensive Early childhood Development programmes which is essential to the achievement of the basic education goals. Similarly, the World Fit For Children Conference in 2002 called for every child to have quality nurturing, care and safe environment. There has been tremendous effort by the Government of Kenya and collaborating partners to improve the welfare of the Kenyan child.

Despite Kenya being a signatory to various international declarations, there has been little impact as far as access to ECDE is concerned. A KESSP report of 2005-2010 states that 65% of all children aged 3-6 years currently do not have access to ECDE services. The report says that the situation is even worse in ASAL areas as only 9% of children aged 3-6 years have access to ECDE services.

The Kenya ECD project 1997 has stated as its goal, the improvement of the quality of life for children in the area of health, nutrition and services. The government aims to promote the child’s holistic development. Apart from health and nutrition, other aspects to be taken care of include protection, safety and learning. However, due to economic pressure in the developing countries, there is a tendency to view Early Childhood Education as a luxury.

As mentioned earlier, ECCE has not been part of the public policy until recently when the government implemented measures seeking to improve the performance of the ECDE
sub-sector some of which include the establishment of a National Centre for Early Childhood Education (NACECE), and district centres for Early Childhood Education (DICECE). Nursery schools have been ignored and have been left to private providers of education, community and religious organizations. They are not recognized as part of the formal education system in the country, a reason why the system of education is 8-4-4. With the burden of providing material needs for their children in primary schools such as uniforms, food, among others needs and meeting the cost of post-primary education, the parents have to pay for the early childhood education for their children which is a big constraint to them.

1.2 Statement of the Problem

Early Childhood Education is vital as it lays a firm foundation for children in primary schools to proceed to primary and further education. Despite its importance, this level of education is still dogged by very many challenges including terms of service for pre-school teachers, modalities of partnerships, establishment and registration of ECD institutions among others.

1.3 Purpose of the Study

In view of the mentioned issues, the purpose of this study was to investigate the challenges facing pre-school pupils, pre-school teachers, stakeholders’ participation in pre-school education, role of the community in provision of pre-school education and participation of NGOs.
1.4 Objectives of the Study

The study aimed to achieve the following objectives:

i. To determine the current status of physical facilities and instructional materials in the division under study.

ii. To determine the bodies and organizations which participated in provision of early childhood education.

iii. To determine the government's role in provision of early childhood education.

iv. To determine the sources of funds for running the early childhood education centres.

v. To determine stakeholders' attitudes as far as pre-school education was concerned.

1.5 Research Questions

The study was guided by the following research questions:

i. What problems do pre-school institutions face in providing early childhood education?

ii. Which bodies and organizations participate in provision of early childhood education in the division?

iii. What role does the government play in the provision of early childhood education in North Kinangop Division?

iv. What are the sources of funds for running the early childhood education institutions?
1.6 Assumptions of the Study

The study assumed that all the respondents would cooperate and provide reliable responses. Although the researcher did not know the bodies and organizations which provide ECDE in the district, it was assumed that all pre-schools were familiar with and used DICECE development guidelines and would therefore, have been exposed fully to the guidelines.

1.7 Limitations of the Study

The study was limited by lack of local literature comparing different categories of pre-schools in the region. Therefore, it was confined to nursery schools drawn from North Kinangop Division of Nyandarua South District, Central Province, Kenya. Thus findings cannot be adequate to generalize beyond nursery schools in Nyandarua South District. It was also not possible to cover opinions of all people in the sampled schools because tracing them required considerable time, resources and other logistics.

1.8 Delimitations of the Study

There were several other problems affecting provision of ECDE in the district, but the study would only confine itself to institutional related problems and not home-based problems and other social problems outside the institutions.

1.9 Significance of the Study

The findings of the study would have both theoretical and practical implications. Theoretically, the study would contribute to the advancement of knowledge about early
childhood education. It would also highlight factors that influence pupils' participation in early childhood education [ECE], cognitive and social activities (Orodho.2004).

The study would have practical significance because it may lead to improvements of Early childhood curriculum by identifying the strengths and constraints in the implementation process. The study would be of immediate benefit to the Ministry of Education, Science and Technology in the formulation of future childhood education policies and identifying priority areas in allocation and distribution of funds for educational development.

The findings of this study would enlighten curriculum developers on the achievements of the objectives outlined for the early childhood education and implementation of early childhood education curriculum, pre-school teacher training and other key areas in early childhood education in the country. Finally, the study would form a basis on which other researchers can develop their studies.

1.10 Theoretical Framework

This study is based on the classical liberal theory. The Classical Liberal Theory and Social Darwinism asserts that each person is born with a given amount of capacity, which to a large extent, is inherited and cannot be substantially changed. Thus, educational systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic background from taking advantage of inborn talents, which accelerate them to social promotion. The Classical
Liberal Theory continues to state that social mobility will be promoted by equal opportunity of education. Just like the American educator Horace Mann (1796-1889), who called education the great equalizer, education is supposed to give equal opportunities to all people regardless of any barrier, as stated above.

Orodho (2005:20) observes:

In developing countries where inequalities of education provisions are severe, it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete the primary and secondary school cycle or enroll in higher education.

This theory is relevant to the study because provision of ECDE education has been left to communities and parents with little or no government funding, thereby discriminating poor families who cannot afford to keep their children in pre-schools hence withdrawing them.

1.11 Conceptual Framework

A conceptual framework employs the use of drawing/diagrams to explain the interrelationships between variables. Here, variables and other related factors are put in boxes with arrows indicating the interconnections between them (Orodho, 2004). From the ideas highlighted by Classical Liberal Theory and Social Darwinism, all barriers to attainment of pre-school education should be removed in order to give all the children equal opportunities in life. Figure 1.1 shows the relationship between variables that influence pupils' achievement in a pre-school learning environment.
Figure 1.1: Variables Affecting Pre-school learning Environment

Type of ECD Center
- Community
- Religious
- Private Commercial
- Public (Pre-school in public primary school)
- Local Authority

Teacher Characteristics
- Trained
- Untrained
- Secondary School drop out
- Gender
- Age

Achievements
Pupils’ readiness for standard one work

Resources Available
- Financial Resources
- Physical Resources
- Human Resources

Pupils characteristics
- Age
- Motivation
- Gender
- Social Economic background
- Health

Source: Adapted from Master Plan on Education and Training 1997-2010, Kenya Government
The relationship between the variables and the problem of the study is that the resources available in an ECDE centre will determine the output of the centre in terms of performance. The resources available have a direct effect on the pupils and teachers' performance in these institutions as they are the ones who use them, thus the outcome is as a result of interaction between the type of ECDE centre, teachers' characteristics and resources available.
1.12 Operational Definition of Terms

**Early childhood Education** - Refers to the education given to the children when they are under six years. This term will be used interchangeably with pre-school.

**Nursery school** - This is a school for children usually between 3-5 years.

**Pre-school** - Refers to any schooling before entry into primary school.

**Teacher** - One who instructs in the pre-school.

**Pupils** - Refers to the learner/one being taught in pre-school.

**Participation** - Doing something together with other people.

**Recurrent expenditure** - Cost that recurs yearly in the budget and covers expenditure on goods and services and is financial from current income.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
The review of literature involves a systematic identification, location and analysis of documents containing information related to the research problem being investigated. According to Mugenda and Mugenda (2003), the main purpose of literature review is to determine what has been done in relation to the research problem being studied so that the researcher may avoid unnecessary and unintentional duplication. From the framework within which the research findings are to be interpreted, the researcher should demonstrate his/her familiarity with the existing body of knowledge and this will increase the readers confidence in the researcher’s professional ability.

2.2 Historical Development of ECDE
Early childhood development education is a twentieth century phenomenon. However, by the late nineteenth and early twentieth century, there had been a growing interest in early childhood education. Among the people who contributed to earlier thought and the literature in Europe was John Amos Camenius (1592-1670), who is credited with writing the first illustrated picture book for children. Jean Jacques Rousseau (1712-1778), expressed the idea that childhood was a separate stage from adulthood. He argued that a child should grow up whole, free and able. Johann Pestalozzi (1746-1827) might well be considered the pioneers of early childhood education with the school he established in
rural Switzerland. He took care of poor children and orphans, by educating them. Fredrick Froebel (1782-1852) opened the first kindergarten in Germany in 1837. In fact, he is known as the “Father of the Kindergarten” (Katherine Read et al., 1993).

2.3 Importance of Early Childhood Education

UNESCO (2002) states that:

The benefits of ECCE and of more successful learning experience that flow from it contribute to higher income, less dependency on welfare and better and hence lower health care costs.

A research that was conducted in America in the Perry Pre-school, early headstart programmes revealed a seven fold return to the initial investment in the programme (Mayers, 1992).

Alongside this evidence, it has also been found that certain things are best learned at certain periods. It appears that there are very specific and sometimes brief periods in which the developing brain is particularly fit to learn certain tasks. These tasks themselves have also been broken down (for example, language acquisition consists of a multitude of sub-tasks with differing sensitive periods) (OECD, 2000). After or before these periods, it is not impossible to learn the same tasks (Brue, 1999) but it would require greater efforts and more resources. Provision of basic education was properly recognized in a world conference on Education for All held in Jumtien in 1990 as being a central part of the world’s strategy to have the incidence of global poverty within less than a generation (UNESCO, 2002).
In developing countries, pre-school education has been thought of as a luxury accessible only to the privileged class of society but has now come to be regarded as a fundamental aspect of their educational process. There has been a rapid growth in education at pre-primary level between 1970 and 1980, and the main objective has been to foster the child’s cognitive, social and emotional development (UNESCO, 1975).

The National Conference on Basic Education for All (BEFA) in Kenya (1992) had the provision of education to children as one of its major concerns (Republic of Kenya, 1992:26). The conference noted that:

In Kenya, there are over six million children under the age of six years. Their education, care, socialization and total development are major concerns for the country. The government recognizes pre-school education as one of the educational cycles which can lay a firm, healthy foundation for children during these formative years (RoK, 1992:26).

2.4 Partnership in Provision of Early Childhood Education

According to the United Nations Educational, Scientific and Cultural Organizations (1979), the responsibility of promoting children in education lies with the state. The EFA goal No1. obligated state government to expand and enhance comprehensive early childhood development programmes which is essential to achievement of the basic education goals. Similarly, the World Fit for Children Conference in 2002, called for every child to have a good start in life through promoting quality nurturing care and safe environment (Meyers, 2000).
The relative roles of the state, the private and social sectors and communities in providing ECCD services vary widely among countries; whereas the trend is towards greater government in some, a tendency for growth of the private sector dominates in others. There has been tremendous effort by the government of Kenya and collaborating partners to improve the welfare of the Kenyan child. According to the Master Plan on Education and Training 1997-2010, it is reported that provision of ECDE in Kenya is done by the government in collaboration with households, communities, Non-Governmental Organizations, religious organizations and private individuals. This is further collated by a BEFA Report 1991-2000 and beyond which states:

The ministry has adopted the policy of partnership which allows the participation of various partners in the establishment financing and management of pre-schools. Such partners include: parent associations, local authorities, religious organizations, welfare organizations, private firms and private individuals.

The above statement is collated by the National Early Childhood Development Policy Framework (2006:7) which states:

There are numerous partners working in collaboration with the government of Kenya in the provision of early childhood development services who are expected to be guided by and use the comprehensive policy framework as a foundation for improved service delivery for infants and children. Management of early childhood development services and programs through various government ministries should be done in an integrated approach.

From the foregoing, it can be clearly seen that provision of early childhood education in Kenya is done by a number of bodies, although they are guided by the governments' policy framework.
2.5 Early Childhood Education in Developed Countries

In a global perspective, formal education is being extended downwards to young age, even as the average duration of participation in informal education from the first levels onwards is getting longer. More and more children are participating in pre-primary education programmes. Nearly one out of three children in the world now pass through such programmes before enrolling in the first level of formal education up from one out of six in 1975. (World Education Report 1991-UNESCO).

The pattern of ECDE development in industrialized countries shows that it was expanded after universal primary schooling had been achieved. This is not to say that ECDE was perceived to be less important from an educational point of view, but that priority in terms of resource allocation was given first to primary schooling. However, some regions and countries have a long standing tradition in ECDE. In Eastern Europe and Latin America, relatively high proportions of young children attend various forms of pre-school or other care (National Early Childhood Development Policy Framework, 2006). In developed countries, development and expansion of early childhood education was accelerated by the fact that most of the mothers were working class and were, therefore, required on the labour market and they had to leave their children aged below six years in early childhood education institutions for care.

2.6 Early Childhood Education in Developing Countries

For most countries around the world, this field is relatively new and uncharted area of learning. The challenge is developing strategies formal and informal that responds to
specific socio-cultural and economic contexts, in countries where governments are constrained in their ability to find resources for ECCE (National Early Childhood Development Policy Framework, 2006).

Developing countries with particularly high levels of attendance, notably 75% higher are Barbados, Cuba, Jamaica, Mauritania, Mexico, Paraguay and Thailand. Cuba has achieved universal early childhood education. Twenty countries, three quarters of which are found in Sub-Saharan Africa have gross enrollment rates of under 5%, and many countries are not doing much better; more than half of the countries are below GER level of 50% (National Early Childhood Development Policy Framework, 2006).

In Africa, there is scant evidence about the development and existence of ECCD (Meyers, 2000). He continues to say that the scanty evidence suggests that government funding is very low (often less than 2% of the total education budget). In most of Africa, the Middle East, the Caribbean and parts of Africa, major responsibility of ECCD is left to families, communities and non-governmental organizations.

Early childhood development programme in Kenya dates back to 1963 when the post-colonial government stated her objectives of eliminating three main socio-economic enemies, namely; diseases, poverty and ignorance (Owiti, 2004:5). Owiti continues to state that in the spirit of "Harambee" (pulling together) espoused by the founding president Mzee Jomo Kenyatta, communities, churches, women, youth and self-help groups organized themselves to start day care centres or nurseries to provide basic
education to children. However, the turning point was in 1970s when through assistance from Bernard Van Lee Foundation, the government started pre-school education on five pilot districts, namely; Elgeyo-Markwet, Kiambu, Murang’a, Kilifi and Nairobi to streamline and strengthen ECD programmes.

The Kenya ECD project 1997 states:

The overall goal of the ECD project will be to improve the quality of life for children in the area of health and nutrition and improve their services. The project will increase access of ECD services to more children especially those who are disadvantaged, improve the quality of personnel providing the services and strengthen the support to the families in childhood care, by building their capacity.

The above stated goal is collated elsewhere in Seasonal paper No.6 of 1988 on Education manpower for the next decade and beyond, which states:

The government considers pre-primary education important in the growth and development of young children for a child’s life long education and socialization process. The government therefore encourages the establishment of the pre-primary education.

In spite of the government’s commitment to ensure that every child goes through the ECDE, the efforts are characterized by uncoordinated approaches which in some cases result in costly duplications for instance, in the provision of health services (including community education on health and nutrition) which is the responsibility of the Ministry of Health (MoH) and tends to be seen as different from food production which is the responsibility of the Ministry of Agriculture (MA).

The education of some children, for example, orphans and children in difficult circumstances is the responsibility of the Ministry of Home Affairs, National Heritage,
Cultural and Social Services (MHNCS) rather than that of Ministry of Education. While the Ministry of Education is in charge of curriculum development and teacher training for early childhood development education centres, the local government agencies are responsible for the retooling of some teachers. While the involvement of the private sectors, non-government organizations and donors in the provision of early childhood education is to a large extent responsible for the way, it detracts from emergence of uncoordinated system (Master Plan on Education and Training, 1997-2010).

The early childhood education provision is characterized by various problems, some of which are; malnutrition, access to safe drinking water, clean sanitation, prevalence of HIV and AIDS diseases, problem of access and participation, problem of management and financing, teacher qualification, lack of operational curriculum and guidelines among others (Master Plan on Education and Training 1997-2010).

2.7 Summary of Literature Review

The importance of early childhood education cannot be overemphasized as its advantages are numerous. A headstart programme conducted in USA indicated that adults born in poverty who attended high quality active learning pre-school programmes at the age of three years have fewer criminal arrest, high earning, more stable marriages, higher retention rate in school and high levels of socialization than their counterparts who did not benefit from such experience (Leiger & Wekart, 1993 and 1994).
The government is already implementing measures that seek to improve the performance of the early childhood education sub-sector (MoEST & Sessional Paper, 2004). However, this sector is constrained among many factors by low and irregular salaries for ECDE teachers. The government is committed to intensify capacity building and resource mobilization with a view to empowering stakeholders to manage their ECDE facilities efficiently.

The study investigated the problems and challenges facing early childhood education since independence. The government has addressed challenges facing the education sector through commissions, committees and taskforce. The report of the national committee on educational objectives and policies (NCEOP, 1976).
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction
In this chapter, the research design, area of study, the target population, the sample and sampling procedures, instruments used, data collection procedures, and data analysis methods are described.

3.2.1 Research Design
The researcher adopted a descriptive survey design to obtain information about the problems facing provision of early childhood education. According to Best and Kahn (1992):

Descriptive research seeks to establish factors associated with certain occurrences, outcomes, conditions or types of behavior. It attempts to describe what was and is in a social system such as a school. It provides clues for subsequent research that is more specific and aims to solve a problem. It does not involve the use of experiments per se. it simply seeks to uncover the nature of factors involved in a given situation.

A descriptive research attempts to describe the degree to which factors exist and tries to discover the links of relationships, which exists between them. Descriptive research is a process, which involves collection of data in order to test hypothesis or answer questions concerning the current status of the subjects of study rather than the manipulation of variables (Gay, 1976). Elsewhere Kothani (1985) observes that descriptive design concerns describing, recording, analyzing and reporting conditions that exist or existed.

Good (1963:244) observes:
Descriptive studies may include present facts, current conditions concerning the nature of persons, a number of objectives or class of events and may involve the procedures of induction, analysis, classifications, enumerations and measurements. A purposive sample method was used to select sample schools and students. A descriptive survey tries to describe characteristics of subjects opinions, attitudes and perception of people of interest to the researcher (Borg, 1981). Further more a descriptive survey aims at obtaining information from a representative selection of the population and from that sample the researcher is able to generalize the findings to the larger population (Bell, 1993).

3.2.2 Location of the Study

The study was carried out in North Kinangop Division of Nyandarua District in Central Province. Singleton (1993) observes that the ideal setting for any study is one that is directly related to the researcher’s interest, one which is easily accessible and one that allows the researcher immediate rapport with the respondents. Thus, the division was selected because of its accessibility and familiarity to the researcher and hence data collection could not be hindered by the participants’ hostility due to suspicion. Wamahiu and Karugu (1995) point out that sometimes being familiar with the research locale helps in gaining acceptance. It is also worthwhile to note that familiarity with participants has its own weaknesses. In the case of familiarity, the participants may refuse to cooperate with the researcher. All the same, the researcher should work with either a familiar or an unfamiliar group but should be aware of how to handle participants carefully. At the same time, and most importantly, no research has been carried out on problems of early childhood education provision in the division. There was need therefore, to carry out research and identify these problems.
The researcher attained cooperation by establishing a good rapport with the participants in the area of the study through informal discussions concerning educational matters. Such informal discussions would bridge the gap between the researcher and his participants.

3.3 Target Population
The 119 pre-schools in North Kinangop Division of Nyandarua South District, the Headteachers of the primary schools for which the pre-schools are attached and the class teachers were the target population for the study. The headteachers of the primary schools were responsible in completing the headteachers questionnaire because they oversee the day-to-day running of the pre-schools. The class teachers would also respond to the pre-school teacher questionnaire because they manage the pre-schools. Out of the 119 pre-schools, 63 are private, 37 are public and 19 are church sponsored.

3.4. Sample Selection
The study sample consisted of 12 pre-schools. Gay (1992) observes that for a small population, a sample size of at least 10% is good representation. The schools were stratified according to their categories and proportionate random sampling was used to identify the sample. Slavin (1984) observe that due to limitation in time, funds and energy study can be carried out from a carefully selected sample to represent the entire population.
To get the specific schools for the study per category, proportionate random sampling was used. Schools were listed in alphabetical order and numbered one to the last. Pieces of papers numbered one to the last were folded, put in an empty box, shuffled and then picked. The numbers picked represented the schools surveyed. Sample balloting for each school gave the population an equal chance of inclusion in the study sample (Orodho, 2003).

3.5 Research Instruments

Considering the nature of the sample study and the geographical spread of the key informers, the researcher used different types of instruments to collect data.

3.5.1 Questionnaires for Teachers

Questionnaires have the ability to collect a large amount of information in a reasonably quick space of time and the questions can easily be analyzed. It would be ideal for the teachers since they can read and write. The foregoing statement is articulated by Walker (1985) who observes that a questionnaire offers considerable advantage as it represents an even stimulus to a large number of people simultaneously, and provides an investigator with an easy accumulation of data. Elsewhere, Mugenda and Mugenda (1999) observe that questionnaires enable the person administering them to explain the purpose of the study and to give the meaning of the items that cannot be clear.

There were two sets of questionnaires, (appendix A and appendix B). The questionnaires included both open-ended questions and closed-ended questions. Both appendices
comprised two sections, part A and B. Appendix A part A sought information on demographic data like sex, age, academic qualification among others. Part B sought information on provision of facilities in the pre-school and their usage. It also sought information about the category of the pre-school, problems and challenges facing provision of education. Part B sought information on teachers’ academic qualifications, professional qualifications and the challenges the teachers faced while performing their professional duties. The researcher administered the instruments to the headteachers because they were concerned with the day-to-day running of the pre-schools. The class teacher was also suitable to provide any information left out by the headteachers from the questionnaire.

(b) Observation Guide

This is contained in appendix C. It has information about what the researcher observed or saw in the pre-schools to be studied. Peil (1995) maintains that much is learned by observing what people actually do and how they do it and that observation is almost combined with informal interviewing. It will guide the researcher in the evaluation and confirmation of the facilities in the pre-schools.

3.6 Piloting the Instruments

The researcher piloted the research instruments, the observation schedule and questionnaire in three schools (which were not included in the actual sample of the study). The pilot schools were purposively selected to have one private school, one public
and one church sponsored. The respondents were three headteachers and three teachers. Bell (1993) emphasizes the role of piloting in ascertaining the validity of research instruments. The results of the pilot study proved useful as the researcher was able to modify any ambiguous and unclear items in the interview schedule and modify it to suit the study.

3.6.1 Validity of the Instruments

Validity is concerned with ascertaining whether the questionnaire is measuring whatever it is meant to measure (Wiersma, 1985). The researcher consulted widely with colleagues and the supervisors to assess whether the set items accurately represented the concept under study.

3.6.2 Reliability of the Instruments

It refers to the degree to which an instrument will give similar results for the same individual at different times. Orodho (2005), Campbell and Fisk (1987) concur that it refers to an agreement between two efforts to measure the same thing with the same method. The researcher used test retest reliability method which is as follows:

i. The developed questionnaires were administered to three headteachers and three class teachers in the three selected pre-schools for piloting.

ii. The filled questionnaires were scored manually.

iii. The same questionnaires were administered to the same group of subjects after a period of two weeks.

iv. The filled in questionnaires were again scored manually.
A comparison between answers obtained in 2 and 4 above was analyzed and Pearson’s product moment formula was employed to compute the correlation coefficient in order to establish the extent to which were contents of the questionnaire are consistent in eliciting the same responses every time the instruments were administered. A correlation coefficient about 0.8 was considered high enough to judge the instruments as reliable for the study (Orodho, 2004).

3.7 Data Collection
A letter was obtained from the Ministry of Education, after a certified proposal was taken to the ministry. The letter was taken to the District Education Office, where a request for another letter to be taken to the Area Education Officer was done. The area Education Officer was requested to issue another letter to be taken to the teachers of the pre-schools and headteachers of the attached pre-schools where data were collected. The researcher then visited the selected pre-schools, where he explained to the respondents the purpose of the study and the instructions to be followed, when completing the questionnaires independently. The researcher then visited the pre schools to fill in the observation schedule personally. A duration of one week was given for the completion of the questionnaires. After that the researcher collected the instruments, he packed them safely and put them for analysis.

3.8 Data Analysis
The researcher started by organizing the data. The researcher then edited the research instruments to make sure that each question had been answered and the answer was
properly recorded. All the completed research instruments were scored manually and the collected data were organized systematically. Qualitative data were written down and narrated by the researcher. Quantitative data were analyzed using descriptive statistics and recorded on a tally table from which frequencies for all question items were prepared and then percentages were computed manually. Descriptive statistics permit the researcher to meaningfully describe many scores with a small number of indices (Gay, 1992). The statistical procedure helped to save time and increase the accuracy of the results (Mugenda & Mugenda, 1999).
CHAPTER FOUR
DATA REPRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction
This chapter presents the analysis of the findings of the study. The purpose of this study was to investigate the challenges facing provision of early childhood education in North Kinangop Division of Nyandarua South District.

4.2 Background Information
Data were collected from a sample of nine headteachers out of a sample of twelve who were intended and nine pre-school teachers out of the sample of twelve. The researcher also administered an observation schedule to collect information on the available resources in the pre-school both physical and human. The principal guiding factor is that data analysis presented in this chapter was the study objectives as highlighted as follows:

i. To determine the current status of physical facilities and instructional materials in the pre-schools in the division under study.

ii. To determine the bodies and organizations which participated in the provision of early childhood education.

iii. To determine the government’s role in provision of early childhood education.

iv. To determine the sources of funds for running the early childhood education centres.
v. To determine stakeholders’ attitudes as far as pre-schools were concerned.

To meet the above objectives, the study sought to answer the following questions:

i. What problems did pre-school institutions face in providing early childhood education?

ii. Which bodies and organizations participated in the provision of early childhood education in the division?

iii. What role did the government play in the provision of the early childhood education in North Kinangop Division?

iv. What were the sources of funds for running the early childhood education institutions?

To this end, only the items that were directly related to the objectives of the study were selected for analytical purposes. The collected data were analyzed using descriptive statistics. Frequency distribution tables and percentages were used to help in cross tabulation of the data. According to the Orodho (2004), tables and more so dummy tables describe statistical more clearly and economically than words.

Table 4.1: Headteachers demographic data

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey
As can be seen from the above table, a total of nine headteachers (100%) were male while there were no female headteachers.

Table 4.2: Ages of respondents

<table>
<thead>
<tr>
<th>Age In Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>51 and Above</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey

The age and qualification of the headteachers are as per the table above.

Table 4.3: Academic qualification of respondents

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAEC/KCE/KCSE</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey

The table above indicates that most of the headteachers 9 (77.8%) were either EAC, KCE or KCSE holders.
Table 4.4: Professional qualification of headteachers

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>27.2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey

As shown in the table, most of the headteachers (55.6%) were P1 holders. This means that they were professionally qualified to teach in pre-schools. The study also involved nine pre-school teachers whose demographic data included gender, age, academic and professional qualifications as given in the following tables:

Table 4.1.5: Gender of pre-school teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey

All the 9(100%) pre-school teachers were female, while 0(0.0%) indicated that there was no male teacher. The results imply that females like to teach in pre-schools more than males.
Table 4.6: Academic qualification of teachers

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCSE</td>
<td>8</td>
<td>88.9</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey

Eight of the teachers (88.9%) had attained O' level education while (11.1%) had other types of qualifications.

Table 4.7: Professional qualification of teachers

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>8</td>
<td>88.9</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey

Eight of the teachers (88.9%) had attained certificates in terms of professional qualification while 1 (11.1%) had other types of qualification.
4.3 Problems and Challenges Facing Institutions that Provide Early Childhood Education

The first objective of the study was to determine the current status of physical facilities and instructional materials in the division under study. To meet this objective, it was important first to establish the availability of facilities in a pre-school. To do this, the pre-school headteachers were required to fill a table containing a list of the facilities which were either available, adequate, inadequate, complete, incomplete or lacking. For lack and inadequate facilities, they were required to give alternatives that they used to cater for learning. The challenge on physical facilities was responded to as follows: All respondents agreed that they share the facilities with the immediate primary school. From the observation schedule, it can be observed that most of pre-schools lacked very basic facilities like toilets and playgrounds as they are shared with the parent primary schools.
### Table 4.8: Availability of facilities

<table>
<thead>
<tr>
<th>Name of Pre-School</th>
<th>Class rooms</th>
<th>Play grounds</th>
<th>chairs</th>
<th>tables</th>
<th>desks</th>
<th>textbooks</th>
<th>toys</th>
<th>toilets</th>
<th>charts</th>
<th>models</th>
<th>pictures</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matundura</td>
<td>1</td>
<td>0</td>
<td>30</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Rugongo</td>
<td>1</td>
<td>0</td>
<td>41</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>King'ara</td>
<td>2</td>
<td>0</td>
<td>27</td>
<td>41</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Multi-ini</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Kiruro</td>
<td>1</td>
<td>1</td>
<td>42</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stella</td>
<td>1</td>
<td>0</td>
<td>37</td>
<td>42</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Kanyingi</td>
<td>1</td>
<td>0</td>
<td>34</td>
<td>37</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Mwiteithia</td>
<td>1</td>
<td>0</td>
<td>52</td>
<td>34</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Munyaka</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>52</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>0</strong></td>
<td><strong>300</strong></td>
<td><strong>16</strong></td>
<td><strong>40</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>85</strong></td>
<td><strong>3</strong></td>
<td><strong>47</strong></td>
<td><strong>0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Survey

Apart from the facilities listed above by names, the last column contains a list of other facilities, namely; items like old motor vehicle tyres among others. As can be seen from the table above, only one of nine (19.19%) of the pre-schools has a play ground and three out of 9 (33.3%) have toilets. Other facilities are as shown above.

### 4.4. Participation of Other Bodies and Organizations in Provision of Early Childhood Education

The second objective of the study was to identify other bodies and organizations which participate in the provision of the early childhood education. The second research
questions asked: Which bodies and organization participate in provision of early childhood Education?

Table 4.9: Financers of the schools

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local community</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Government</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Local authority</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Donations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Religious organizations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Private individuals</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other bodies</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Survey

From table 4.9, it is clear that the parents are the sole financiers of the school (100%), therefore there are no other bodies that are involved in the provision of the pre-school education in the division.

4.5 Role of Government in Provision of Early Childhood Education

The researcher sought to know if the government has a role to play in the provision of early childhood education. This question was aimed at answering the third research
question. What role does the government play in the provision of the early childhood education? The headteachers were required to respond to the question.

Table 4.10: Government participation in the provision of early childhood education

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Survey

Nine (100%) of respondents answered that there is no government support for the pre-school.

When asked if they thought there was need for government involvement in ECCE, they responded as follows:

Table 4.11: Government involvement in ECCE

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: headteachers questionnaire
All of the 9 (100%) of respondents agreed that there was need for government involvement in ECCE.

Majority thought that the government should be involved in these areas:

i. Implementation and supervision of curriculums.

ii. Regular in-servicing of teachers and parents.

On the most suitable priority areas that the government should focus on in the provision of early childhood education, majority thought that the government should:

i. Be involved in payment of teachers.

ii. Supply of learning and teaching materials.

4.6 Sources of Funding for Early Childhood Education

The fourth objective of this study was to identify the source of funding for early childhood education in line with this research question asked: What are the sources of funds for running the early childhood education institutions in the division? To meet this objective, the headteachers were asked about the sources of their funds and their responses were as follows:

Table 4.12: Sources of capital

<table>
<thead>
<tr>
<th>Sources of capital</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Religious organizations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey
Private individuals are the sole source of funds with 100%. On the problem of the finance, the responses from the headteachers indicated non-payment of fees by parents. They also said that teachers demand higher salaries than what the parents can afford and expensive learning and teaching materials. Also mentioned were poverty amongst parents due to bad weather conditions as most of them are farmers and lack financial keeping records owned by the pre-school.

On the question of how school finances can be managed effectively, it was observed that setting educational level for school management committees and displaying the balanced sheet. From the four objectives of the study, it was established that physical facilities available in these pre-schools were not adequate and even some of the basic ones were lacking examples being fields and toilets. As far as the sources of funds are concerned, the parents were the principal source of funding. There was also the lack of support although 100% of the respondents thought that there was need for government participation in the provision of pre-school education. Other problems cited were, low salaries paid to the teachers and also an observation that most of them have not gone beyond form four level of education.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The purpose of the study was to investigate the challenges facing provisions of early childhood education. The chapter, therefore, addressed itself to summary, discussions and recommendation as per the findings of the study.

5.2 Summary of the Study Findings
As per the first objective of the study, which was to determine the current status of the physical facilities and instructional materials in the pre-schools in the division under study, the findings are summarized as:

There were inadequate physical facilities like the playground, classrooms among others. Most pre-schools shared the playing fields with the parent primary schools thus denying the young pre-school children an opportunity to actively participate in physical exercises due to dominance by the elder boys and girls. Most of the pre-school children also shared toilets with their attached primary schools and in this case, the young pre-school children had to wait for the older boys as they dominate the use of the facilities. Some of the classrooms were semi-permanent and poorly ventilated. Some did not have windows and the floors were not cemented, thus exposing the young children to harsh conditions especially during the rainy season. There was also a lot of dust when the classes were being swept.
i. Poor remuneration of teachers leading to a very high staff turnover due to decrease in enrolment making their jobs insecure and hence they had to go for greener pastures.

ii. The teaching of the pre-school is also dominated by women. There is a lot of gender insensitivity i.e. men did not play a significant role in the early childhood education. However, most of the teachers in the pre-schools visited were females within the age bracket of 31 -49 years and this gave the impression that most of the pre-school teachers were mature and experienced.

iii. Some teachers were untrained, thus they were not conversant with the pre-school curriculum, those that are trained did it through in-service, but they feel that they are not adequately trained because the training was mostly done by the education officers and it was not well-done, coordination of this training was not harmonized therefore, leading to uncoordinated teaching, most of these pre-school teachers were demoralized and they did not provide love, care and nurturing of the child’s academic achievement.

The second objective of the study was to determine any other bodies and organizations which participate in the provision of early childhood. The finding indicated that parents were the sole financiers of education. However, other bodies like religious organizations only participated in the moulding the lives of the children, morally by offering programmes like pastoral programmes.
The third objective of the study was to determine the government role in the provision of early childhood education. The findings indicated that there was low government participation in early childhood education. The following reasons revealed by the findings include:

There are no clear guidelines whether pupils must go through pre-school before joining standard one. There is no clear policy pertaining to the requirements for joining standard one while others go straight to standard one. The government does not set aside any funds for childhood education that could be used in running the schools.

* Ignorance on the importance of pre-school education. The government concerns itself with primary, secondary and post-secondary education while little attention is given to pre-school education. The importance of the early childhood education is to give children a good educational background and prepare them to join primary tier. Giving the child an exposure that enables him/her to identify oneself with others is important as it promotes the child development in various aspects such as physical, cognitive, social and emotional development. Distancing the pre-school programmes from the main primary schools programmes means that the pre-schools are treated as own entities. There is no programmed curriculum and no centralized coordination. It was found that there are no policy guidelines on terms and conditions of service for the pre-school teachers. There is also lack of interest from the stakeholders at managerial levels, thus the pre-schools are left at the mercy of grassroots operators. The study established that there is lack of
qualified personnel in early childhood development and early childhood education has not taken deeper roots in Kenya because of lack of experts in the field.

The study findings revealed that the government can improve early childhood education by revising a uniform curriculum for pre-schools and overseeing its implementation. Training more ECD teachers and employing them should be mandatory. Other findings are free pre-primary education curriculum should support existing nursery schools by providing support relevant materials like books, classrooms and there is financial accountability as with primary schools because sometimes funds are collected and mismanaged because there is no paper accountability. It is also necessary to put up permanent structures like classrooms. This is necessarily for safety precautions. Teachers need to be permanently employed and in-serviced to give them job security. Further, coming with a policy framework to ensure that all children who have attained the age of 3-6 years attend pre-schools to enable them to start early socialization in order to cope with primary schools.

The fourth objective was to determine the sources of funds for running the early childhood education centres. The finding revealed most of the funds were sourced from parents to pay for teachers' salaries and fund raising for construction of classrooms.

5.3 Discussions

The study found that physical facilities such as classrooms, playgrounds, toilets among others were lacking in the most of the pre-schools, while those ones with them, they
were not adequate. These facilities were very vital for conducive learning environment because playgrounds are so crucial for growing children as they necessitate development of psycho-motor skills.

The study also revealed that most of these pre-schools are dominated by females. This shows that there is gender imbalance and hence young boys lack role models in that men are very scarce. The study also found that most of the pre-schools lacked teaching and learning materials like textbooks, charts, models and pictures. Most of the pre-schools had only one reference book for the teacher, others did not have syllabi. Charts were also lacking in some of the pre-schools and these teaching aids are very important in reinforcing the content taught by teachers.

Another problem was that of sharing facilities with the adjacent primary schools. Some of these facilities like the playgrounds and the toilets were being dominated by older boys and girls of the upper primary thereby denying the pre-school children a chance to utilize them. The other problem pointed out was that of the law or no government participation in the provision of early childhood education. The parents are also burdened with the responsibilities like provision of food and medical care for their children. The government fails in that the children's act (2001), states that the government and parents are bound by the law to provide education to their children and to protect the child from physical and psychological abuse by any person. The study found that teachers were trained and experienced but they lacked higher academic and professional qualification.
Many of the teachers were also demoralized because of the low payments thus did not provide enough love and care to the children who are at the tender age.

5.4 Recommendations

In view of the findings of the study and conclusion reached, the following recommendations are made:

i. The government through the Ministry of Education, Science and Technology should make the early childhood education for children below six years and the Kenya Institute of Education should start broadcasting programmes to sensitize the communities on the early childhood programmes. This promotes community participation in early childhood programmes.

ii. The government should train and in-service pre-school teachers.

iii. The government through the Teachers Service Commission should start hiring the pre-school teachers. This will boost their morale and assure them of their job security and they will become more professional and effective in the programmes.

iv. The government should provide funds to pre-schools to enable them to have physical facilities such as classrooms and be able to equip them with relevant facilities.

v. Provide adequate nutrition since the children are growing especially, the mid-morning snacks.

vi. The Ministry of Education should provide a legal frame for every childhood development.
vii. The government should provide free pre-school education just like the free primary education.

viii. The government should mobilize and sensitize communities and stakeholders on the importance of education on every stage of life.

ix. The government should ensure adequate supervision and the facilitation of pre-schools. It should develop and implement a monitoring and evaluation systems to enhance the quality assurance.

x. The government should undertake regular review of the curriculum to ensure inclusion of emerging and alternative approaches to early childhood education.

5.5 Recommendations for Further Research

The study recommends the following:

i. A research should be carried in North Kinangop Division, Nyandarua South District to find out the most viable community income-generating projects that can be started to help solve the problem of finances in the management of pre-schools in the division.

ii. A study should be done on the locally available materials that can be used to produce cheap teaching and learning materials. These materials could be used to improve teaching and learning in the pre-schools in the division.

iii. A similar study needs to be replicated in any other region in Kenya on a wider scope on the challenges facing provision of pre-school education.
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APPENDIX A

QUESTIONNAIRE FOR PRIMARY HEADTEACHER

Instructions

1. Kindly feel free to answer all the questions as frankly as possible.
2. Responses to these questions will be treated confidentially and only for the intended purpose.

PART A

Instructions

Please indicate by putting a tick ( □ ) the information required in each item.

1 (a) AGE

i. Below 20 years □
   ii. 21-30 years □
   iii. 31-40 years □
   iv. 41-50 years □
   v. 51 years and above □

(b) SEX

Female □

(c) The highest academic level that you have attained is:-

   i. KCPE (CPE) □
   ii. KJSE □
   iii. EACE/KCE/GCE/KCSE □
iv. KACE/EAACE

v. B.ED-ECE

PART B

Information about the pre-school

1. a) Name of the school .................................................................

b) Location of school .....................................................................

c) School sponsorship ....................................................................

2. A Which year was the pre-school established..................................

   i. Who started the school .............................................................?

   ii. Who is running the school currently .........................................?

   d) Why was the school established? Tick the appropriate.

      i. Profit motive ........................................................................

      ii. Public demand ......................................................................

      iii. Decision by religious organization ......................................

      iv. Any other, specify ................................................................

3. Who provided the capital for starting the pre-school?

   Tick the appropriate

   (i) Donations ............................................................................

   (ii) Fund raising ........................................................................

   (iii) Personal resources ............................................................
(iv) Any other source specify...

4. Did you receive any government support when starting the school?

Yes [ ] No. [ ]

If yes, what nature? (Tick)

i. Financial [ ]

ii. Donation of land [ ]

iii. Registration assistance [ ]

iv. Payment of teachers’ salaries [ ]

v. Any other (specify) .................................................................

5. A) The table below contains a list of educational facilities in your pre-school. It contains columns for those which are available, adequate, inadequate, complete, incomplete or lacking. Kindly fill in as required.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Available</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Complete</th>
<th>Incomplete</th>
<th>Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) For lacking and inadequate facilities, which alternatives do you use to cater for learning?

<table>
<thead>
<tr>
<th>Inadequate facility</th>
<th>Alternative used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lacking facility</th>
<th>Alternative used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6) Who finances the school?

i. Local community

ii. Government

iii. Local authority

iv. Parents

v. Donations

vi. Religious organization(s)

vii. Private individual(s)
viii. Other bodies (specify) .................................................................

7. (a) Do you encounter any problems in management of financial resources?

Yes ☐

No ☐

(b) If yes, give five problems

i. ........................................................................................................

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

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

(ii. ........................................................................................................

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

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

(iii. ........................................................................................................

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

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

(iv. ........................................................................................................

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

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

(v. ........................................................................................................

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

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

8. Suggest ways through which school finances can be managed effectively

i. ........................................................................................................

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

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

ii. ........................................................................................................

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

........................................................................................................
iii. .................................................................................................................................

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

iv. .................................................................................................................................

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

9 (a) In your own opinion, what do you think is the cause(s) of low participation by government in ECCE?
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

(b) Do you think there is need for government involvement in ECCE?

Yes

[ ]

No

[ ]

If yes, give reasons.
.................................................................................................................................
.................................................................................................................................
C(i) What do you think would be the most suitable priority area that the government should focus on in the provision of Early Childhood Education?

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(ii) What are the most feasible government financing policy and strategies for ECCE?

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

10. In your locality, is there a problem of low demand or awareness of the need for ECCE?

   Yes          □

   No          □

Explain briefly.

............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
APPENDIX B

QUESTIONNAIRE FOR PRE-SCHOOL TEACHER(S)

Instructions

i. Kindly feel free to answer all the questions as frankly as possible

ii. Responses to these questions will be treated confidentially and only for the intended purpose.

PART A- DEMOGRAPHIC INFORMATION

Instructions

Please indicate by putting a tick (□) for the information required in each item

a. Your Age

   i. Below 20 years □
   ii. 21-30 years □
   iii. 31-40 years □
   iv. 41-50 years □
   v. 51 years and above □

b. Sex (tick)

   Male □ Female □
c. Highest Academic Qualification

i. KAPE

ii. CPE

iii. KCPE

iv. EAEC

v. KCE

vi. KCSE

vii. Any Other (Specify)

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

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

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

Highest Professional Qualification (tick)

i. \( P_1 \)

ii. Diploma

iii. Certificate

iv. Graduate

v. Any other (specify)............................................................................................................................................
e. When did you start teaching in this pre-school?

Date _______________ Month _______________ Year _______________

PART B

INFORMATION CONCERNING THE PRE-SCHOOL

1. a. How many trained/untrained teachers does the pre-school have?

i. Trained .................................................................

ii. Untrained .............................................................

b. State the number of years of training and the mode of training.

i. Number of years for training ........................................

ii. Mode of training .....................................................

c. For those who are untrained, give the reasons and also state the problems they encounter.

Reasons ..........................................................................
...................................................................................
...................................................................................

Problems encountered .....................................................
...................................................................................
...................................................................................
a) Who pays the teachers salary? (tick appropriately)

i. Parents  

ii. Government  

iii. Local authority  

iv. Any other (specify)  

3.a) What is the total enrollment in the pre-school?  

b) How many pupils transit from this pre-school to primary school annually?  

4 a) Do you share any facilities with the immediate primary school? (Tick appropriately)

Yes  

No  

If yes, state under what circumstances?  

5. Suggest the most efficient method that should be adopted to improve the current status of early childhood education in North Kinangop Division.  

i. Increase funding  

ii. Provide adequate facilities  

iii. Introduce feeding programme  

iv. Train early childhood teachers
v. Any other (specify) .................................................................

Explain the choice of your answer
........................................................................................................
........................................................................................................
........................................................................................................
## APPENDIX C

### OBSERVATION SCHEDULE (TO OBSERVE THE AVAILABLE RESOURCES IN THE PRE-SCHOOL; both physical and human)

Name of the pre-school

Location

Number of pupils

Number of teachers

Observing form on the conditions and use of facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Number</th>
<th>Condition</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playgrounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Sir/Madam,

REF: RESEARCH VISIT TO YOUR SCHOOL

I am a master's student at Kenyatta University. I would wish to carry out a research in your school on challenges facing provision of pre-school education. The research findings will only be used for the study purposes and will be treated confidentially. Your assistance will be highly appreciated.

Thank you in advance

Yours Faithfully,

Wahungu Anthony Maina