AN INVESTIGATION INTO THE PROBLEMS FACED IN THE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION IN KENYA: A CASE OF LARI, KIAMBU COUNTY.

BY
HANNAH WAMBUI GITHUTHWA
REG. NO E55/CE/11768/07

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY.

NOVEMBER 2011
DECLARATION;
This project is my original work and has not been presented for a degree in any other university.

_________________________                  Date___________________________

Githuthwa, Hannah Wambui
E55/CE/11768/07

Supervisors: This project has been submitted with our approval as university supervisors.

1. _________________________             Date___________________________

Ms Merioth Githogori
Lecturer
Department of Education Management, Policy and Curriculum Studies

2. ___________________________          Date___________________________

Dr. Jackline Nyerere
Lecturer
Department of Education Management, Policy and Curriculum Studies
DEDICATION

This project is dedicated to my dear mother Ruth for her great love, continuous prayers and support for us her children.
ACKNOWLEDGEMENTS

Very many people have contributed in one way or the other in giving me moral and material support and encouragement during the time I was undertaking my studies and this research project. To this end I wish to acknowledge my sincere gratitude and appreciation to and mostly:

- My supervisors, Ms Githogori and Dr Nyerere for their guidance and wise counsel throughout the project.
- My school principal, Mr. Gichia for his encouragement and understanding during the period of study.
- My colleagues both in college and in school.
- My family for their moral and material support during the period of study.
- My friends whose earnest prayers saw me through.
- Last but not least to Ann who kindly did the typesetting of this final document.

May God bless you all.

I absolve all listed above for any errors and mistakes of omissions and/or commissions or interpretation error and I take full responsibility.
TABLE OF CONTENTS

Declaration...........................................................................................................ii
Dedication ...........................................................................................................iii
Acknowledgment .............................................................................................iv
List of figures ..................................................................................................v
List of Tables .................................................................................................. vi
Abbreviations .................................................................................................. x
Abstract ......................................................................................................... xi

CHAPTER ONE: INTRODUCTION
1.1 Background to the study .................................................................1
1.2 Statement of the problem ..............................................................5
1.3 Purpose of the study ......................................................................5
1.4 Objectives ....................................................................................... 5
1.5 Research Questions ......................................................................... 6
1.6 Rationale for the study ....................................................................6
1.7 Assumptions ....................................................................................6
1.8 Limitations ......................................................................................7
1.9 Delimitations ....................................................................................7
1.10.1 Theoretical framework ...............................................................7
1.10.2 Conceptual framework ...............................................................10

CHAPTER TWO: REVIEW OF RELATED LITERATURE
2.1 Introduction ....................................................................................11
2.2 ECD in the World ...........................................................................11
2.3 ECD in Africa ..................................................................................12
2.4 ECD in Kenya ..................................................................................16
2.5 ECD in Lari District ..........................................................................18
2.6 Summary ..........................................................................................18

CHAPTER THREE: RESEARCH METHODOLOGY
3.1 Introduction ....................................................................................20
3.2 Research Design .............................................................................20
3.3 Locale of the study ...........................................................................20
3.4 Target Population ............................................................................21
3.5 Study Sample and sampling Techniques ..........................................21
3.6 Research Instruments .......................................................................22
3.7 Piloting ..............................................................................................22
3.7.1 Validity .......................................................................................23
3.7.2 Reliability ....................................................................................23
3.8 Data collection procedure ..............................................................24
3.9 Data Analysis and Presentation ........................................................24

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION
4.0 Introduction ......................................................................................26
4.1 Curriculum used at the ECD centers ................................................27
4.2 State of physical facilities and instructional materials in ECD centers...28
4.3 Instructional methods used in the ECD center.................................32
4.4 Source of funds for the ECD centers.............................................33
4.5 ECD staff at ECD centers.............................................................34
4.6 Challenges facing the development of ECD sector............................37
4.7 Discussions...................................................................................39

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.0 Introduction..................................................................................45
5.1 Summary.......................................................................................45
5.2 Conclusions..................................................................................46
5.3 Recommendations.........................................................................47
5.4 Suggestions for further research...................................................49
References.........................................................................................50

APPENDIXES
Appendix 1 Questionnaire for Teachers...............................................52
Appendix 2 Questionnaire for Administrators.......................................55
Appendix 3 Observation Schedule.......................................................59
Appendix 4 Budget..............................................................................62
Appendix 5 Time Schedule.................................................................63

vi
LIST OF FIGURES

Figure 1.1 Conceptual framework………………………………………….…………12
LIST OF TABLES

Table 1.1 Levels of early childhood offered in Kenya ............................................. 4
Table 2.1 Funding sources for ECD in percentages in South Africa ...................... 13
Table 2.2 Number of teachers trained at various levels in Uganda .................... 14
Table 2.3 Educator qualifications in South Africa .................................................. 15
Table 3.1 Type of ECD center .................................................................................. 21
Table 4.1 Availability of a curriculum guide at the ECD centers ....................... 27
Table 4.2 State of buildings in the ECD centers in Lari District ....................... 28
Table 4.3 Type of walls for buildings in ECD centers in Lari District ............... 29
Table 4.4 State of furniture at the ECD centers ..................................................... 29
Table 4.5 Availability and state of other resources at the ECD centers ............. 30
Table 4.6 State of Psychomotor materials at ECD centers .................................. 31
Table 4.7 Availability of instructional materials at ECD centers ...................... 31
Table 4.8 Availability of instructional materials at ECD centers as viewed by teachers and Administrators .............................................................. 32
Table 4.9 Instructional methods used by Teachers at the ECD centers ............. 33
Table 4.10 Source of funds for ECD centers ............................................................ 33
Table 4.11 Teacher’s gender .................................................................................... 34
Table 4.12 Teachers qualifications ........................................................................ 34
Table 4.13 Teaching experience of teachers at ECD centers in Lari District .... 35
Table 4.14 Training providers for teachers in Lari District ................................. 35
Table 4.15 Level of satisfaction with working conditions at ECD centers ......... 36
Table 4.16 Reasons for Teachers dissatisfaction at the ECD centers in Lari District ................................................................. 37
Table 4.17 Challenges facing the provision of ECD as viewed by teachers in Lari District

Table 4.18 Challenges in the provision of ECD as viewed by Administrators in Lari District
ABBREVIATIONS

DICECE---District Center for Early Childhood Education

ECD ---Early Childhood Development

ECCE---Early Childhood Care and Education

NACECE—National Center for Early Childhood Education

K.I.E --------Kenya Institute of Education
ABSTRACT

Education is considered to be a basic human right and a basic need as recognized in the 1989 convention of the rights of the child which has won near universal ratification. Education starts from an early age and this emphasizes the need for a lot of careful planning for Early Childhood Care and Education (ECCE). However, this emphasis has not been put in Kenya’s Early Childhood Education (ECD). This has left ECCE in the hands of private providers and Non-Governmental Organizations without clear guidelines. This has exposed Early Childhood Care and Education to various problems that have hindered its development. To this end, this study aimed at investigating the problems faced in the development of Early Childhood Education in Kenya. The locale of the study was Lari District, Central Province. The study sample was drawn from the 81 registered ECD centers in the district. The researcher selected a sample of 25% of the total number of centers. Sampling methods used was stratified sampling whereby the centers were classified into various categories according to type based on whether private, community or church sponsored. The method of allocation was proportional allocation where 25% of each category was selected. This translated to 11 community ECD centers, 4 private ECD centers and 6 church sponsored centers giving a total of 21 centers. The study considered two types of respondents from the target population i.e. center administrators and the teachers. The administrators of each of the sampled centers were selected for the study giving a total of 21 administrators. The teachers were selected randomly from a population of 216 teachers where 144 teachers were selected. The total sample size from a target population of 297 individuals was 165 respondents which were considered an appropriate sample size according to Krejcie and Morgan (1990). Data was collected using questionnaires for the two types of respondents. An observation schedule was used to collect data on physical facilities and instructional materials. Quantitative data from the field was analyzed using descriptive statistics such as frequencies and percentages. Qualitative data was analyzed by putting the responses under themes consistent with the research objectives.

The major finding was that there was a problem of lack of adequate physical facilities and instructional materials, lack of standardized teaching methods, insufficient funds, inadequate skilled personnel, parents’ ignorance and nutrition and health at the ECD centers. Based on these findings it is recommended that the government provide funds to improve on facilities in the ECD centers and also ensure adequate supervision and facilitation of pre-schools to ensure to enhance quality assurance. The government should come up with favorable terms of service for ECD teachers in order to improve their morale and also standardize training and certification of ECD teachers to ensure consistency of services provided.
CHAPTER ONE
INTRODUCTION

1.1 Background to the problem

Education is a key phenomenon constituting developing of logistical, motor and knowledge skills as well as potentialities and behavior. Sifuna defines education as a process by which people are prepared to live effectively and efficiently in the physical and social environment (Sifuna, 1990). As observed by participants in the world conference on Education for All (EFA) that took place in Jomtien, Thailand in March 1990, learning begins at birth (UNESCO, 1990). However it would be wrong to say that the emphasis on Early Childhood Care and Education had its origin in that conference. Child rearing was greatly emphasized even in the traditional African Society. This society had an un-institutionalized system of child rearing where by child rearing was the responsibility of the whole family beginning with the mother and extending to other members of the larger family and the community. The family and the whole community had collective responsibility ininitiating the child into the values and norms of the society (Kabiru, 1993). The methods of teaching and learning in the traditional setting were normally informal and children learnt as they participated and watched others at work and play. Instructions were given through practical experiences and learnt as they participated in daily activities. This system of Education helped the young ones to learn new skills, ideas and facts of life that would help them to become effective members of the society.

With the passage of time, socio-economic changes the world over have necessitated the development of non-family day-care institutions for children. These socio-economic changes include:

- The money economy;
• Urbanization;
• Growing multiple roles of mothers;
• Rise in female headed households and
• Demand for formal education

Pre-school education as an organized affair is barely two hundred years old and began in Alsace in the East of France (Deasy, 1978). From France it spread to England and then to other parts of the world. In Kenya the pre-schools where first introduced in the large agricultural plantations and in major towns by the colonial government way back in the 1940’s. The schools mainly fulfilled custodial function (Kabiru, 1993). The biggest expansion of ECCE was after independence in response to the call for harambee. This call was with the aim of accelerating education development. Initially the pre-schools were supposed to be custodial, non-teaching institutions. This view was maintained by the government as late as 1970. However, due to the limited academic and professional background, these centers have been gradually made into extensions of the lower primary school in approach and content (Kabiru, 1993).

Parents view pre-schooling as an investment to the future success in schooling. The strong demand for pre-school education to give a head-start to young children by parents, communities, welfare organizations and the government has been largely responsible for the rapid expansion of pre-school services in the country. This expansion is in agreement with the Education for All (EFA) goals agreed upon by the participants in the world conference held in Jomtien, Thailand in 1990. A later conference meant to review the declarations of the Jomtien Conference which was held in Dakar, Senegal, came up with strategies to achieve the EFA goals. The participants agreed that to achieve the EFA goals, emphasis must be put on expanding and improving comprehensive early childhood care and education among other
strategies. The participants observed that starting from early childhood and extending through life, the learners of the twenty first century will require access to high quality educational opportunities that are responsive to their needs, equitable and gender sensitive (UNESCO, 2000). To ensure quality, all children must be nurtured in a safe and caring environment that will allow them to become healthy, alert and secure and be able to learn. This was a confirmation to the 1990 World Declaration on Education for All which stated that learning begins at birth and encourages the development of early childhood care and education (UNESCO, 2007).

In Kenya, the government involvement and concern in pre-school education can be traced to the early 1960’s. The legal framework for early childhood education was provided in 1963 when the Ministry of Home Affairs and Ministry of Health were authorized by the children’s and young person’s act to inspect pre-schools. In 1966, the Ministry of Co-operatives and Social Services sought assistance from the German Volunteer Services in Kenya to train day care center personnel. From that same year, the Ministry of Housing and Social Services began to register and supervise all pre-schools, both community and private in the country. The Ministry also provided supporting curriculum to schools by publishing a manual for pre-school teachers in 1970. In 1980, the responsibility for pre-school was re-assigned from the Ministry of Culture and Social Services to the Ministry of Education. Currently the responsibility for pre-school education is with the Ministry for Basic Education. The responsibilities of the Ministry of Basic Education in regard to pre-school education include:

- Overall provision of pre-school personnel;
- Development of curriculum;
- Registration of pre-schools and
- Inspection and supervision of pre-school
These responsibilities are to be fulfilled through the National Center for Early Childhood Education (NACECE) supported by a national network of District Centers for Early Childhood Education (DICECE). Early childhood services are offered at different levels (see the table 1.1).

### Table 1.1 Levels of Early Childhood Education offered in Kenya

<table>
<thead>
<tr>
<th>Level</th>
<th>Nursery school</th>
<th>Pre-unit kindergarten</th>
<th>Play group</th>
<th>Madrassa</th>
<th>Home-based care center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>3-5 years</td>
<td>5 years</td>
<td>2-5 years</td>
<td>2-7 years</td>
<td>0-3 years</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Rural and urban</td>
<td>Mostly urban</td>
<td>Rich urban</td>
<td>Rich urban</td>
<td>Rural and urban</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Urban</td>
<td>Urban</td>
<td>Urban slums and ASALs</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Care and education</td>
<td>Education</td>
<td>Care and education</td>
<td>Care and religious education</td>
<td>Care</td>
</tr>
</tbody>
</table>

*Source: UNESCO (2005)*

However, despite the government involvement, the provision of Early Childhood Education has been left in the hands of the community groups, municipal councils and private sectors. This lack of full Government involvement in the provision of ECE has also hindered effective implementation of its responsibilities in Early Childhood Education, consequently affecting participation, quality and equity. This study aimed
at investigating the problems or challenges facing the development of Early Childhood Education in Kenya.

1.2 Statement of the problem

Early Childhood Education and Care has become an important support system to the family in child rearing. It is also important in exposing the child to early life experiences that help the child to cope with complex levels of cognition, emotion, socialization, speech and body movements later in life. However, despite its importance, Early Childhood Education in Kenya is yet to develop to a level where it will be able to match its importance. There is the problem of untrained teachers, poor facilities among others. To this end, this study was to investigate the problems encountered in the development of Early Childhood Education in Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the problems encountered in the development of Early Childhood Education with the aim of looking for possible solutions and give recommendations on how the problems can be addressed in order to develop ECD in Kenya.

1.4 Objectives

1. To determine if there is a policy guide on curriculum used in the ECD centers.

2. To investigate if there are adequate physical facilities and instructional materials in the ECD centers.

3. To determine if there are standardized instructional methods

4. To determine the source of funds for ECD centers
5. To investigate if there is adequate staff in the ECD centers.

6. To identify the challenges facing the development of the ECD sector.

1.5 Research questions

1. Is there a policy guide on curriculum followed in the ECD centers?

2. What is the state of physical facilities and instructional materials in the ECD centers?

3. Are there standardized instructional methods.

4. What is the source of funds for ECD centers?

5. Is there adequate staff in the ECD centers

6. What are the challenges facing the development of the ECD sector?

1.6 Rationale for the study

The researcher believes that the findings of this study will bring to the surface the problems that have plagued the development of Early Childhood Education in Kenya. The results of this study are very beneficial to the policy makers to understand the problems facing the development of the ECD sector and therefore come up with policies that will guide the future of Early Childhood Education in Kenya. The findings will also benefit the academicians as reference and a basis for further studies in Early Childhood Education.

1.7 Assumptions

In the study the following assumptions were made.

1. All the respondents were to be co-operative and provide reliable responses
2. The ECD sector is faced with problems and the researcher was to investigate these problems.

1.8 Limitations

1. The study limited itself to only one District. For a more conclusive result more Districts would have been studied. However, this was not possible due to financial constraints.

2. The study limited itself to the opinions of a sampled population. This is because getting the opinions of the whole population would have required considerable time and other logistics.

1.9 Delimitations

1. The proposed study confined itself to teachers and administrators in the ECD centers who are directly involved in the provision of ECE and are familiar with the every day running of the institutions.

1.10 Theoretical Framework

This study was based on Piaget’s Theory of Cognitive Development (1967). Cognitive Development is that aspect that deals with thinking, problem solving, intelligence and language. Piaget, a writer and psychologist came up with a theory that tried to explain a child’s development. Central to his child development structure is Piaget’s formulation of maturational stages. In his developmental structure, he came up with four stages which he argues that every child has to go through. These stages occur in sequence and each must be negotiated in turn. Each child negotiate each stage at different rates. The differentials in rate of entering and exiting the stages
are attributed to differentials in individual’s genetic timetables and in cultural and environmental influences. The stage progression portion of Piaget’s theory has important implications to learning.

1. Learning is developmental and no child skips a stage
2. Individual children may take different experiences to complete their development
3. Mental Development does not merely click into place with each passing birthday
4. Learning differs in capability, probably due to variations in their physical and mental experiences. In the light of this children in the ECD centers should be treated as unique individuals. The experiences that they are exposed to should also be relevant to the stage of development the child is in so that they assist in their development.

Piaget’s stages of cognitive development are as follows:

1. Sensori-Motor Stage (birth to 2years). In this stage the child learns through his senses i.e. eyes, ears, nose, skin, and through his bodily movements. Children at this stage react on things that are present to the environment. They only think of objects they can see.

2. Pre-operational stage (2yrs-7yrs). This stage is marked by the appearance of language and symbolic functions. The child can use symbols and can judge on the basic of appearance but cannot perform mental operations such as reversibility. At this stage the child learns through imitation and only looks at things from their own perspective. The pre-operational stage is characterized by two stages:
• Pre-operational stage (2-4yrs); as children begin to symbolize their environment and develop the ability to internalize objects and events, they first develop premature objects which Piaget called Pre-Concepts. The child’s reasoning at this stage is of two kinds; syncretic and transductive. In syncretic reasoning, the pre-scholar is able to classify objects using limited and changing criteria for sort, example and color. In transductive reasoning, the pre-scholar is able to identify cause and effect relationships that link two specific events that occur close together. In this kind of reasoning, the child also believes that inanimate objects are alive.

• Intuitive Stage (4-7yrs); In this stage, the children’s beliefs are generally based on what they sense to be true rather than what logic or rational thought would dictate. Pre-schoolers fall in this stage and it is this children’s education that this study is concerned about.

Among Piaget’s contribution to Early Childhood Education is the recognition that the child’s thinking process and problem solving is quite different from that of the adults and older children. From his theory; it is clear that a previous intelligence is a form of adaptation to the environment. To Piaget, knowledge is not static but continues to grow. As a child interacts with the environment, he forms mental structures that Piaget called schemata. Each new experience brings new schemata and helps the child to modify the old one.

Understanding a child’s development is important in planning for their education. This is because as brought out in Piaget’s theory, a child’s interaction with the environment has a serious effect on his cognitive development. It is therefore important in the planning for Early Childhood Care and Education to consider the kind of environment that is desired to ensure the effectiveness of Early Childhood
Education. This study aimed at investigating the problems that pose challenges to creation of such an environment and this theory served as a basis of the study.

**Figure 1.1 Conceptual framework**

![Conceptual framework diagram]

Source: Researcher
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter discusses the documented literature relating to Early Childhood Education and Care (ECCE). It discusses various aspects that affect the development of Early Childhood Education which includes Financial, resources (both physical and human personnel), curriculum and management of early Childhood Education in different parts of the world.

2.2 ECD in the World

The ECD sector is run differently in different parts of the world. While in some countries it has received the full support from the Government, in others the ECD sector receive little or no support from the Government. In some European countries, the ECD sector is fully supported by the state. In the Czech Republic, for example, Kindergartens are state operated (Graves and Gargiulo, 1994). Consequently, infant and pre-school programmes are free of charge. However there are several sites which are supported by enterprises such as utility or manufacturing companies. Only kindergartens supported by enterprises tend to have more materials, books and equipments than state facilities. In Poland, ECD programmes are operated predominantly by the state. (Graves and Gargiulo, 1994). Only a few private kindergartens exist which serve only the most affluent families.

However in some other countries the ECD sector is not wholly the responsibility of the government. Although coordination of ECD programs is done by the government, financing of the same programmes remains a challenge. In most countries this responsibility has been left in the hands of Non-Governmental Organizations and the
communities. Governments fear that any involvement in ECD may invariably lead to excessive demands for example, formal ECD systems which most governments can ill afford. In Latin America ECD investment does not exceed 0.6% of the Gross National Product (Vegas and Santibanez, 2007). The rest of the funding comes from NGO’S, the private sector and the fees that are paid by the parents.

A child’s early experience determines how his or her brain becomes wired, shaping the ways the child learns, thinks and behave (Ramsay and Johnson; 2005). This is the reason why what is offered in the ECD centers is important. A study on ECCD in South Asia and the Pacific reveal that the type and content of curriculum vary from one country to another. In Sri Lanka children are taught very practical knowledge and skills, while taking part in everyday activities, including eating and bathing. In Nepal the Primary Curriculum and Text books unit develops ECD curriculum, trains teachers, provides guidelines and necessary materials and supervises and evaluates programmes (Sheldon Schaffer, 1996)

2.3 ECD in Africa

ECD provision in most African countries is a partnership between the Government and other organizations. An audit done on ECD in South Africa revealed that learner fee is the principle source of income within the ECD section (Williams and Samwels, 2001). The South African Government support is little and cannot therefore be relied on to support the ECD programmes. Other sources of funding are such as fund raising, local authorities and the private sector. (See table 2.1)
Table 2.1 Funding Sources for ECD in South Africa in Percentages

<table>
<thead>
<tr>
<th>Source of income</th>
<th>Percentage of funding %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No other (fees only)</td>
<td>21</td>
</tr>
<tr>
<td>Fundraising</td>
<td>20</td>
</tr>
<tr>
<td>Department of welfare</td>
<td>15</td>
</tr>
<tr>
<td>Department of education</td>
<td>10</td>
</tr>
<tr>
<td>Donations</td>
<td>8</td>
</tr>
<tr>
<td>Other (hiring premises)</td>
<td>7</td>
</tr>
<tr>
<td>Department of health</td>
<td>7</td>
</tr>
<tr>
<td>Local authorities</td>
<td>4</td>
</tr>
<tr>
<td>Private sector</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: A Nationwide Audit of ECD provision in South Africa (2001)

Lack of funding has in turn affected the quality and adequacy of physical facilities and other materials required at the ECD centers. While a half of all sites have access to piped water, flashing toilets and main electricity, almost a tenth have access to none of these facilities (Williams et al, 2001)

In Ghana the situation is not much different. A study in Ghana showed that although there has been a rapid expansion in ECD and pre-school services, the quality of many ECD centers both public and private is low. While some centers especially in rural areas are held under tree and in old dilapidated rooms others are poorly ventilated with a bad lighting and little or no room to play (UNESCO, 2007). As part of developing ECD services the government promised to provide resources to support the expansion of Kindergarten facilities by District Assemblies, NGO’S Churches and Communities among others. The Government has also decided that kindergarten
Education should progressively become part of the universal free compulsory education.

As for the human resource most African countries have left the training of ECD teachers to NGOs and other organizations. In Uganda, for example other than the institute of Teacher Education Kyambogo and Makerere University the rest of the training institutions are Private (Aga Khan Foundation, 2001). The number of teachers trained in these institutions is hardly enough to handle the number of ECD centers in the country as shown in table 2.2.

**Table 2.2 Number of Teachers Trained At Various Levels in Uganda**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of education</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Diploma</td>
<td>32</td>
<td>25</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Certificate in nursery</td>
<td>26</td>
<td>34</td>
<td>15</td>
<td>75</td>
</tr>
</tbody>
</table>

**Source: Institute of Teacher Education Kyambogo in Uganda**

South Africa, the majority of Educators have received their training from NGO’s and is thus unqualified according to the department of education regulations. The percentage of qualified teachers out of all those handling ECD programmes is very low as shown in the table 2.3
Table 2.3. Educator qualifications in South Africa

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No training</td>
<td>11,033</td>
<td>23</td>
</tr>
<tr>
<td>N.G.O</td>
<td>20,730</td>
<td>43</td>
</tr>
<tr>
<td>Under qualified</td>
<td>7,562</td>
<td>15</td>
</tr>
<tr>
<td>Qualified</td>
<td>5,620</td>
<td>12</td>
</tr>
<tr>
<td>Non-ECD</td>
<td>3,615</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48,561</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: A Nationwide Audit of ECD provision in South Africa (2001)

In Ghana out of the total number of teachers in ECD centers only 22% have gone through training (UNESCO, 2007) Out of these 25.1% are males.

In terms of management, most African Governments make policies. However information regarding implementation in Sub-Saharan is relatively scarce. While virtually all African states have policies of legislation that impact young children, quite often such policies and legislation are sectoral in nature and typically little coordination exist across all sectors (UNESCO, 2002) In Ghana for example there are official bodies that are in charge of supervision and coordination of activities at ECD centers i.e the department of Social Welfare in charge of all crèches and day care for children aged 1-2 years and the Ministry of Education.

In South Africa the Government mostly deals with registration, policies and supervision leaving the management to the ECD providers (Williams et al, 2001)

Most African Governments have come up with guidelines on what is offered at the ECD centers. In Ghana, the government has come up with polices to ensure that ECD
programs promotes a health mind and body (UNESCO, 2007). In South Africa, there was no formalized curriculum for learners in the 0-5 years age. However there are proposed guiding principles as framework for an interim national curriculum for the ECD (Williams et al, 2001).

In Uganda, the government white paper finalized in 1992 observed lack of government control of the quality of curriculum, teaching methods, facilities, age of entry, quality of later and the pre-school charges. The recommendations given by this report led to the development of a new national curriculum for ECE for the first time in many years (Aga Khan Foundation, 2003).

2.4 ECD in Kenya.

Early Childhood Education in Kenya is under the Ministry of Education. 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 (Republic of Kenya, 2006). It is for this reason that the Government has established a unit at the National level i.e. the National Center for Early Childhood Education (NACECE) which is mandated with the following responsibilities

- Development of curriculum;
- Registration of pre-schools and
- Inspection and supervision of pre-schools
- Overall provision of pre-school personnel

However Draft Sessional Paper No 1 of 2005 states that focus of the Ministry of Education will be on 4+ to 5+ and implies that provision for children under three will be done in partnership with stakeholders(UNESCO,2005).
Although the government is involved in provision of ECD, the establishment of ECD centers is mostly left to the communities. Communities establish and provide physical facilities such as land, building materials and equipment and manage the ECD center. They also provide furniture and labor. The type and adequacy of the physical facilities therefore largely depend on the economic ability of the community. The facilities range from permanent classrooms in private kindergartens in urban areas to wattle and mud classrooms or even ‘under tree’ arrangement in some rural areas. (Republic of Kenya, 1998)

Due to poor funding most ECD Centers have very little to show for instructional materials. Most ECD Centers make to do with improvised materials. Curriculum development is the responsibility of the National Center for Early Childhood (NACECE) which is housed at K.I.E. This center has given guidelines for ECD which should be used in the country. This contains sufficient information for the correct pedagogy i.e. child centered interaction and emphasis on holistic development (UNESCO, 2005). The problem arises in the implementation of the guidelines since the ECD teachers have to provide for the materials required. In some cases, teachers use standard one textbook. Only in some private ECD centers that materials are availed. There is also the pressure from the parents who see ECD as a chance to help their children obtain good marks in primary schools. This makes teachers revert to teaching the alphabet and numbers.

ECD curriculum exists in 26 of Kenya’s 42 languages but even if materials can be made available parents tend to want their children to learn English. With the parents being the managers of the ECD centers it’s more likely that they will greatly influence what is offered at the centers.
Training of pre-school teachers is carried out at regional level by DICECE. These programmes are developed at Nation Sector for ECE which is based at the K.I.E in Nairobi. Other training programmes are managed by different organizations like Kindergarten Headmistress Association and the Child Developer among others (Aduda, 2005). A World Bank project (1996/97-2001/02) included an extensive in-service training programme with a regular two year course and a new five week short course (UNESCO, 2005). During the duration of this project the ratio of trained teacher to pupil improved from 89:1 to 41:1 (UNESCO, 2005). However this project lasted for only five years. With increasing numbers of children enrolling in ECD centers and the low pay for ECD teachers leading to high turnover for teachers, the ratio of trained teacher to pupil may have changed.

2.5. ECD in Lari District

Lari District is not any different from the rest of the country in the aspect of ECD. There are 81 ECD centers in the District which have been put up either by community, private providers or the church. The quality of services offered varies depending on the ability of the management to provide the required resources.

2.6. Summary

From the above discussion, it was clear that provisioning of ECD differs from one country to another. While some governments give full support to the ECD sector, in other countries the parents have to set up the sites where their children will be taken care of. However it’s important to note that there are common challenges relating to:

- Financing
- Curriculum policy
• Adequacy of physical facilities
• Adequacy of staff and staff training

In Kenya, the situation is not much different. The government has policies and guidelines on how ECD should be run. However there is evidently no follow-up on whether these guidelines are being followed. The Early Childhood Development sector has officers up to the District level. This means that there are no officers at the local level to supervise the implementation of the guidelines. This leaves the management in the ECD centers to run the centers the way it seems fit without necessarily following the set guidelines. There is also the issue of teachers’ training where the Teachers are trained by different organizations thereby acquiring different approaches to ECE. Since the amount of funding depends on the ability of the community or organization running the center, there is the issue of adequacy of physical facilities and other materials required at the ECD centers. It is also important to remember that the education needs of a community change with changing times. There was therefore the need to conduct a research to establish the actual situation with the ECD sector in Kenya.
CHAPTER THREE
RESEARCH METHODOLOGY

Introduction
This chapter aims at describing the research design, the locale, the target population and sample selection, research instruments and methods of data collection and Analysis.

3.1 Research Design
This study adopted an exploratory approach using a descriptive survey design to investigate the problems faced in the development of early childhood Education. In survey research, the researcher does not manipulate the variables. This is a technique that seeks to determine present practices or options of a specified population (Orodho, 2005). It is a reliable design for collecting information about a peoples’ attitude, opinions, habits or any of the variety of education or social issues. The reason for choosing this approach was because it would assist the researcher to collect information on the problems facing the ECD sector as viewed by different people. So the study was concerned with gathering of facts and figures rather than manipulation of variables (Orodho, 2005).
The study involved various categories of stake holders who gave their opinions on the status of ECD centers. The information collected helped to highlight the issues in relation to the development of Early Childhood Education.

3.2 Locale of Study
The locale of the study was in Lari District which is in Central Province. It is a District whose main economic activity is small scale farming. The standards of
education in the District have been low for a number of years and this makes the
district an appropriate area for studying the problems that plague the education sector
starting with the Early Childhood Education.

3.3 Target Population

All the items or people under consideration in any field of inquiry constitute the target
population. The target population comprised of teachers and administrators of all the
ECD centers in Lari District, Central Province. The District has a total number of 81
registered ECD centers. The center administrators were 81 and the total number of
teachers was 216.

3.4 Study sample and Sampling procedure

The researcher took sample of 25% of the total number of centers. The sampling
method used in selecting the sample was stratified sampling where the centers were
classified in various categories according to sponsorship as follows.

Table 3.1 Type of ECD center

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>No. of ECD centers</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>Private</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Church sponsored</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Source: DEO’s Office; Lari District.
The total sample was 21 ECD Centers. From each center two categories respondents i.e. the administrator and the teachers were selected. From each of the centers sampled the administrator was selected giving a total of 21 administrators. 144 teachers were selected randomly. This gave a total sample of 165 respondents which was considered an appropriate sample size according to Krejcie and Morgan, (1970). However only 19 administrators and 139 teachers responded to the questionnaires.

3.5 Research Instruments

The instruments of data collection were questionnaires and observation schedule. The questionnaires were in two sets, one for the administrators and the other for the teachers. The two instruments of data collection i.e. the questionnaires and observation schedules were used to collect information on enrolment, physical facilities and instructional materials, curriculum and instructional methods, management and funding of the ECD centers.

Questionnaires were considered ideal for collecting data from the administrator and the teachers because they could individually record and interpret these instruments. The observation schedules are ideal for collecting information on physical facilities. The information obtained when using an observation schedule relates to what is currently happening and is not complicated by either past behavior or future intentions or attitudes of respondents.

3.6 Piloting

After the questionnaires and observation forms were prepared, a pilot study was conducted to assess the reliability and validity of the instruments. Piloting refers to pre-testing of instruments for data collection by administering them to a selected
sample which is similar or identical to the actual sample to be used in the study. The selected sample for piloting was not to be in the sample size. Piloting helps the researcher to detect deficiencies for instance, insufficient space to write the response, clustered questions and wrong phrasing of questions. Piloting also reveals if the analytical techniques are appropriate.

3.6.1 Validity

According to Wiersma (1995) validity is the extent to which an instrument measures what it is intended to measure. The researcher tested the validity of the instruments by giving the instruments to a panel of three judges from the District Centre for Early Childhood who assessed the relevance of the content used in the questionnaire. After examining the questionnaires they gave their feedback and their recommendations which were incorporated in the final questionnaire.

3.6.2 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To establish reliability of the instruments a pilot study was conducted in a population similar to the target population but which was not to be used in the final study. The researcher assessed the clarity of the questionnaires and those items found to be inadequate or vague were discarded or modified to improve the quality of the research instruments thus increasing its reliability.

Split half technique of reliability testing was employed whereby the pilot questionnaires were divided into two equivalent halves. The two halves were administered to the pilot group and then they were analyzed manually. After they
were analyzed a Spearman’s co-relation coefficient (r) for the two halves was computed. Then the reliability was computed using the formula

\[ S.H = \frac{2r}{1+r} \]

Where

\[ r = \text{co-relation coefficient} \]

\[ S.H = \text{split half.} \]

A reliability co-efficient of 8.13 was arrived at and accepted since it’s within the limit of \( r > 0.80 \) and \( <1 \) (Mugenda and Mugenda, 1999)

### 3.7 Data Collection procedure

Data collection involved the Administration and collection of questionnaires for the centre Administrator and the teachers. Before the collection of data, the researcher got a research permit from the Ministry of Higher Education (MOHEST). After obtaining the permit, the researcher was able to get permission from the center administrators to administer the questionnaires and fill the observation schedules. The questionnaires were administered by the researcher. The entire respondent gave information on their opinion on the questions posed in the questionnaires. The observation schedules were filled by the researcher by visiting the ECD centers personally.

### 3.8 Data Analysis and Presentation

Data preparation involves giving data a thorough check, coding it and tabulating it. It ensures accuracy, consistency, uniformity, completeness and identifies illegibility. Editing of the questionnaires was done to ensure that omissions were corrected so as to achieve data quality standards. The data was tabulated and classified in sub-samples according to type of site. The coded, tabulated and classified data was
subjected to both qualitative and quantitative analysis. Quantitative data was analyzed through descriptive statistics such as frequencies and percentages. Qualitative data was analyzed by arranging them according to the research questions and objectives. Analyzed data was presented using frequency tables.

Inferences, conclusions and recommendations were made after the whole data was analyzed.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter aims at presenting the findings of the study. The study was to investigate the problems facing the provision of Early Childhood Education in Kenya with the researcher limiting herself to Lari District in Central Province.

The principal guiding factor in data analysis presented in this chapter was the study objectives highlighted as follows.

1. To determine if there is a policy guide on the curriculum used in the ECD centers
2. To investigate if there are adequate physical facilities and instructional materials in the ECD central.
3. To determine if there are standardized instructional methods
4. To determine the source of funds for ECD centers.
5. To investigate if there is adequate staff in the ECD centers.
6. To identify the challenges facing the development of the ECD centers.

In order to meet the above, the study sought to answer the following questions.

1. Is there a curriculum guide used at the ECD center?
2. What is the state of physical facilities in the ECD centers and instructional materials in the ECD centers?
3. Are there standardized instructional methods used in the ECD centers?
4. What is the source of funds for ECD centers?
5. Is there adequate staff in the ECD centers?
6. What are the challenges facing the development of the ECD sector?
To this end only items that are directly related to the objectives of the study were selected for analysis purposes.

The data collected was analyzed in using descriptive statistics. Frequency distribution tables and percentages were used to help in tabulation of data. According to Orodho (2004), tables and more so dummy tables describes statistic results more clearly and economically than words.

### 4.1 Availability of a curriculum guide at the ECD centers.

The researcher sought to knows if there is a curriculum guide used in the ECD centers by interviewing the center Administrators and Teachers. The responses obtained are shown in Table 4.8.

**Table 4.1 Availability of a curriculum guide at the ECD center. N1=19 N2=139**

<table>
<thead>
<tr>
<th>Availability of a Curriculum guide</th>
<th>Center administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Available</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Not available</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source; Researcher**

All centre Administrators (100%) and 89.2% of teachers interviewed agreed that there is a curriculum guide at their ECD centers. However, only a few teachers i.e. 27% admitted to be following the guideline. The rest (73%) teachers teach what they think the parents want their children to learn.
4.2 State Of Physical Facilities and Instructional Materials in ECD Centers

The second objective of the study was to find out if there are adequate physical facilities and instructional materials in the ECD centers. In order to meet this objective, the researcher developed an observation schedule which sought to establish the presence, adequacy and condition of the facilities both physical and instructional materials in centers. Twenty one centers are involved the study. The researcher arrived at the following observations.

1. All centers had a learning structure (building). However, the condition of the structure varied from one center to another as shown in the table 4.2

Table 4.2 State of buildings in the ECD centers in law District. N=21

<table>
<thead>
<tr>
<th>State of the building</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent building</td>
<td>8</td>
<td>38</td>
<td>13</td>
<td>62</td>
</tr>
<tr>
<td>In good condition</td>
<td>8</td>
<td>38</td>
<td>13</td>
<td>62</td>
</tr>
<tr>
<td>Adequate ventilation</td>
<td>6</td>
<td>28.6</td>
<td>15</td>
<td>71.4</td>
</tr>
<tr>
<td>Classroom standard size</td>
<td>10</td>
<td>47.6</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Classroom with lockable doors</td>
<td>17</td>
<td>81</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Indoor space adequate</td>
<td>9</td>
<td>42.8</td>
<td>12</td>
<td>57.2</td>
</tr>
<tr>
<td>Cemented floor</td>
<td>13</td>
<td>62</td>
<td>8</td>
<td>38</td>
</tr>
</tbody>
</table>

Source; Researcher

All the learning structures had iron roofs.

The type of walls differed from one centers to another with only 38% having plastered walls. 43% had timber wall while 19% had iron sheets walls. The type of
wall is mainly determined by the availability of funds. This observation is as shown in table 4.3

**Table 4.3 Type of walls for buildings in ECD centers. N=21**

<table>
<thead>
<tr>
<th>Type of wall</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastered</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Timber</td>
<td>9</td>
<td>42.8</td>
</tr>
<tr>
<td>Iron sheets</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>

**Source: Researcher**

2. All centers observed had furniture. The following observation on the state of the furniture was made.

**Table 4.4 State of furniture at the ECD centers. N=21**

<table>
<thead>
<tr>
<th>State of furniture</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Suitable size tables</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Suitable size chairs</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>In good condition</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Adequate</td>
<td>14</td>
<td>66.7</td>
</tr>
</tbody>
</table>

**Source: Researcher**

The observation in table 4.3 shows that 33.3% of the centers did not have adequate furniture for the number of the children enrolled. The tables and the chairs size were suitable for children but most of them (76.2%) were in bad condition. This could affect learning as the children will not be comfortable in class.
3) The state of other resources like toilets, piped water, kitchen and electricity was also studied and analyzed and the findings are summarized in Table 4.5.

**Table 4.5 Availability of other resources at the ECD centers in Lari District. N=21**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilets Available</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Adequate Toilets</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>Piped water</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>Kitchen</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Electricity</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>

**Source; Researcher**

All centers had toilets but only 43% of the centers had adequate toilets. Lack of adequate toilet compromised good health and may explain absenteeism at the ECD centers due to sickness. The toilets were not in good condition in 37% of the centers observed. Only 14% of the observed centers had a kitchen. This means that the nutritional needs of the children may not be well taken care of at the center. 43% of the centers had piped water. Only 14% of the centers had electricity.

4) On the psychomotor materials, 95% (20) % the centers had them. However, 90.5% (19) % of the centers had inadequate materials for the number of children in the center. Where most centers had play materials only 24% (5) had fixed equipment and out of those only 60% (3) had them in good condition. This observation is presented in table 4.6
Table 4.6 State of psychomotor materials in ECD centers in Lari District. N=21

<table>
<thead>
<tr>
<th>State of psychomotor Materials</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Adequate</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Fixed equipment</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional material</th>
<th>Availability</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>Enough</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td></td>
<td>Not enough</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Models</td>
<td>Enough</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Not enough</td>
<td>17</td>
<td>81</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Enough</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Not enough</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher

Psychomotor materials are important for learning especially in relation to the physical development of the children at this stage. Lack of them at the ECD center implied hindered developments in this aspect.

5) On the availability of instructional materials at the ECD centers, it was observed that most centers do not have adequate materials which are required for learning at the ECD centers. The finds are as shown in Table 4.7
The researcher observed that though most centers had charts and models they were not enough. All centers (100%) did not have enough textbooks and some centers even had textbooks which were not relevant to the instructional guidelines. Lack of enough instructional materials affect learning especially so because at this early stage in life children learn through observation and play. 81.3% of Teachers and 57.9% of the center Administrators interviewed felt that the instructional material at the ECD center was not adequate. Their responses are presented in table 4.8

Table 4.8 Adequacy of instructional materials at the ECD centers as viewed by Administrators and Teachers N1=19, N2=139

<table>
<thead>
<tr>
<th>Availability of instructional materials</th>
<th>Centre administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Enough</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>Not enough</td>
<td>11</td>
<td>57.9</td>
</tr>
</tbody>
</table>

Source; Researcher

4.3 Instructional Methods used at the ECD centers.

All teachers interviewed do not have a specific instructional method that they use in teaching. This is shown in table 4.9
### Table 4.9. Instructional method used by teachers at the ECD centers N=139

<table>
<thead>
<tr>
<th>Instructional method used</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific method</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No specific method</td>
<td>139</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source; Reseacher**

#### 4.4 Source of Funds for the ECD Centers

The researcher sought to know the source of funds for the ECD centers. All the three types i.e. community, private and religions have the fees paid as the main source of funding. Other source of funds is donations, religions organization and fundraising. These findings are summarized in table 4.10.

### Table 4.10 Source of funds for ECD centers (Amount in percentage). N=21

<table>
<thead>
<tr>
<th>Source</th>
<th>Site type</th>
<th>Community</th>
<th>Private</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>90</td>
<td>92</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Donations</td>
<td>5</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td>5</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>8</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**Source: Researcher**
All the administrators agreed the funds were not adequate. Lack of adequate funds hinder provision of resources required for efficient learning.

4.4 ECD staff at ECD centers.

The teaching staff at the ECD centers was mainly female with small percentage being male as shown in Table 4.11

**Table 4.11 teacher’s gender N=139**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>132</td>
<td>95</td>
</tr>
</tbody>
</table>

*Source: Researcher*

The researcher got the following responses on teacher’s qualifications.

**Table 4.12 Teachers’ qualifications N= 139**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No training</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>19</td>
<td>90</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td>Percentage</td>
<td>13.7</td>
<td>64.7</td>
<td>21.6</td>
<td>-</td>
</tr>
</tbody>
</table>

*Source: Researcher*

The table shows that 13.7% of teachers have no training at all while a large majority of 64.7% has attained a certificate. Lack of highly qualified teachers at the ECD centers affects negatively the quality of learning at the ECD centers.

The teachers interviewed had varying levels of experience as shown in Table 4.13.
Table 4.13 Teaching experience of teachers at ECD centers in Lari district

N=139

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>9</td>
<td>6.5</td>
</tr>
<tr>
<td>1-3 years</td>
<td>60</td>
<td>43.2</td>
</tr>
<tr>
<td>4-6 years</td>
<td>53</td>
<td>38.0</td>
</tr>
<tr>
<td>7-9 years</td>
<td>13</td>
<td>9.4</td>
</tr>
<tr>
<td>10 years and above</td>
<td>4</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Source: Researcher

Most of the teachers have an experience of 1-6 years. The number of teachers with experience of over 6 years starts declining with 7-9 years at 79.4% and 10 years and above at 2.9%. This means that teachers leave the teaching job when they have gained experience and leave the newly trained to handle the children at the ECD centers.

On training, the responses show that the teachers have been trained by different training providers with 13% of the teachers not having training at all. The responses on the level of training of teachers at the ECD centers are shown in table 4.14

Table 4.14 Training providers for teachers in Lari district.  N=139

<table>
<thead>
<tr>
<th>Training provider</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>64</td>
<td>46</td>
</tr>
<tr>
<td>Private</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Church</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>None</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Researcher
As shown in table 4.14 the ECD teachers have been trained by different training providers. This means lack of consistency in the training and therefore lack of consistency in teaching methods at the ECD centers. Also the presences of teachers with no training at all mean lack of necessary skills for handling the children.

From the response given only 9% of the teachers are satisfied with the working conditions at the ECD centers with the rest not satisfied as shown in table 4.15.

**Table 4.15 Level of satisfaction with working conditions at ECD centers N=139**

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>126</td>
<td>91</td>
</tr>
</tbody>
</table>

**Source: Researcher**

Having dissatisfied teachers at the ECD centers affects the quality of service delivered since the teachers are not motivated. Teachers gave several reasons for their dissatisfaction. Poor salary was rated as the highest reason for dissatisfaction with 47% giving it as a reason 42% citing lack of training materials, 36% cited late payment. Other reasons were such as transport problems with 10%, poor management 5% and poor security at 5%. This is shown in table 4.16
Table 4.16 Reasons for teachers’ dissatisfaction at the ECD Centers in Lari District. N=139

<table>
<thead>
<tr>
<th>Reason for dissatisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor salary</td>
<td>70</td>
<td>50.4%</td>
</tr>
<tr>
<td>Late salary payments</td>
<td>54</td>
<td>38.8%</td>
</tr>
<tr>
<td>Lack of teaching materials</td>
<td>63</td>
<td>45.3%</td>
</tr>
<tr>
<td>Transport problems</td>
<td>15</td>
<td>10.8%</td>
</tr>
<tr>
<td>Poor management</td>
<td>7</td>
<td>5.0%</td>
</tr>
<tr>
<td>Poor security</td>
<td>7</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Source: Researcher

When teachers are dissatisfied their performance will also be affected negatively. They will not be able to attend to the children in the centers as they are expected to do.

4.5. Challenges Facing the Development of the ECD Sector.

To meet this objective the researcher sought to find out the views of the teachers and the center administrators as they are the ones who are directly involved in the provision of Early Childhood Education. The researcher got the following responses from the teachers (Table 4.17).
Table 4.17 Challenges in the provision of ECD as viewed by ECD teachers in Lari District. N=139

<table>
<thead>
<tr>
<th>Challenges in the Provision of ECD</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of teaching materials</td>
<td>116</td>
<td>83.4</td>
</tr>
<tr>
<td>Inadequate funds</td>
<td>125</td>
<td>89.9</td>
</tr>
<tr>
<td>Poor payments</td>
<td>106</td>
<td>76.3</td>
</tr>
<tr>
<td>Ignorance from parents</td>
<td>95</td>
<td>68.3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>88</td>
<td>63.3</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>57</td>
<td>41.0</td>
</tr>
</tbody>
</table>

Source: Researcher

The center administrator’s views on challenges facing the provision of Early Childhood Education are as shown in table 4.18

Table 4.18 Challenges in the provision of ECD as viewed by ECD center administrators in Lari district. N=19

<table>
<thead>
<tr>
<th>Challenges in the provision of ECD</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient funds</td>
<td>17</td>
<td>89.4</td>
</tr>
<tr>
<td>Parents ignorance</td>
<td>14</td>
<td>73.3</td>
</tr>
<tr>
<td>Poverty</td>
<td>11</td>
<td>57.9</td>
</tr>
<tr>
<td>Disease outbreak</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>Poor nutrition</td>
<td>7</td>
<td>36.8</td>
</tr>
</tbody>
</table>

Source: Researcher
84% of teachers and 92% of centers administrators agree that the funds available are insufficient. This explains the reason for lack of instructional materials and inadequate facilities at the ECD centers. 64% of teachers and 77% of center administrators consider the parents ignorance as a challenge. This ignorance makes parents not participate in the education of their children. Most parents consider the ECD centers as care giving centers where they damp their children as they go about their daily activities. Lack of parent’s participation in the education of their children affects the development of early childhood Education negatively.

Poor nutrition is also considered a challenge with 59% of teachers and 41% of center administrators citing it. Poor nutrition affects the growth of a child especially at this early age. It also explains the high incidences of disease at the ECD centers and consequently absenteeism. A high number of teachers 71% cited poor payment as a challenge. This may be the reason why the teachers do not last long in the teaching of Early Childhood Education. 60% of the center administrators interviewed saw poverty as a challenge. Poverty makes the parents not to be able to pay their fees. Failure of parent to pay fees leads to lack of funds at the ECD centers consequently leading to lack of teaching materials, poor salaries for teachers and inadequate facilities.

4.6 Discussions

As brought out in the findings there are quite a number of problems that are faced in the development of the ECD sector in Kenya. These are as discussed below;
4.6.1 Curriculum guide used at the ECD center

The findings show that there is a curriculum guide used at the ECD centers. However 10% of the teachers are not aware of the existence of a curriculum guide at their ECD center. Despite there being a curriculum guide at the ECD center, 73% of the teachers interviewed do not follow it. Teachers mostly teach what they consider necessary for the children to advance to primary school. Mostly they only teach skills of reading, writing and arithmetic. This completely ignores the fact that children are also growing in other areas and also need attention for them to grow as whole persons.

4.6.2 State of physical facilities and instructional materials in the ECD centers.

The findings show that the state of physical facilities is wanting at the ECD centers. Majority of the centers do not have permanent buildings. This is as a result of lack of funds. Only 38% had buildings in good condition and only 28.6% buildings with proper ventilation. This implies that the buildings are risky and uncomfortable for effective training to take place. Though there is furniture at the ECD centers observed, 76.2% of the centers have furniture in bad condition. This further makes it uncomfortable for the children in class. The safety of the children is not assured hence affecting learning. From the observations made, most of the centers with furniture in good condition are those sponsored by the church or privately owned.

The state of the psychomotor materials is also an important factor at the ECD centers. The study found that though there were some present, 90.5% of the centers had inadequate materials. Psychomotor materials are important at the early stages of a child’s development as they enhance a child’s physical, motor and psychological
development. Only 24% of the centers had fixed equipment and most of them were in bad condition. This risks the life of the children as they use the equipments for play.

The findings also show that though all centers had toilets, only 43% had adequate toilets. Only 43% of the centers had piped water. Poor sanitary facilities and lack of water leads to poor health as it provides a suitable condition for disease outbreak. When children are not healthy then overall growth is affected negatively thus making Early Childhood Education not achieves its goals. Nutrition is also important for the growth of children at an early age. With only 14% of the centers having a kitchen it means that the nutritional needs of the children are compromised. With most of the children coming from poor families, it means that the children eat only what their parents can afford and sometimes come to school without food. This makes it difficult for the children to participate in learning and play. It also makes it difficult for the teachers as they cannot simply ignore the child without food. Lack of a proper diet also affects the child’s development both physically and psychologically.

On instructional materials, the responses from teachers on their availability show that most centers did not have enough. Lack of instructional materials at the ECD centers means inefficiency in teaching as children learn more at this stage by relating what is taught by what they see. The center Administrators also agreed with the teacher’s responses with 60% of them feeling the materials are not enough.

4.6.3 Instructional methods used in the ECD center

On instructional methods, the responses by the teachers interviewed show that 100% of them do not use any specific method of teaching. This creates inconsistency in the delivery of the content delivered to the learners at the ECD centers and may also lead
to some teachers using methods which are not suitable for the children’s stage of learning.

4.6.4 Sources of funds for the ECD centers.

The findings show that the main source of funding for all types of ECD centers is the fees paid by the parents. With the level of poverty in the area under study, parents are not able to pay their fees in time with some not paying at all. This leads to lack of funds to run the institution. Things like instructional materials and the required infrastructure require funds. So if the funds are not adequate then the required materials will not be available thereby affecting the quality of service offered at the ECD center.

Lack of funds also explains the poor salaries and late payments for teachers. When teachers are not satisfied they keep moving from one center to another and eventually opt out of the profession. This robs the ECD sector of experienced personnel.

4.6.5 ECD staff at ECD centers.

The study found out that 95.5% of teachers at the ECD centers are female with the rest (4.5%) as males. This maybe because the society consider women as being nurturers thereby making men shy off teaching at ECD centers. This denies the boy-child the role model they need as they grow.

The study show that 63% of the teachers are trained up to the certificate level meaning that there lacks highly qualified staff at the ECD centers. With another 13% having no training at all, it then implies that most of the teachers handling ECD are
either of low qualification or not qualified at all. This adversely affects the quality of teaching/learning at the ECD centers.

The study also shows that the majority of the teachers do not teach beyond their 6\textsuperscript{th} year. This means that the sector has no experienced staff to take care of the children. The reasons for the departure from teaching after 6 years are the low salaries and general dissatisfaction at the ECD centers.

The study findings also show that the ECD teachers are trained by different training providers. Lack of consistency in training also means lack of consistency in the methods and skills applied by teachers when they go to the field.

Generally, the teachers at the ECD centers are not satisfied with the working at the centers. They cited reasons for dissatisfaction as poor salary (47\%), lack of teaching materials (42\%) late salary payments (36\%), transport problems (10\%), poor management (5\%) and poor security (5\%). A teacher who is dissatisfied will not deliver quality services and this affects learning at the ECD centers.

\textbf{4.6.6 Challenges facing the development of the ECD sector}

The teachers and center Administrators at the ECD centers agreed on the following as the challenges facing the development of the ECD sector.

- Insufficient funds
- Lack of teaching materials
- Ignorance from parents
- Poor salaries for teachers
- Poverty
• Poor nutrition

• Disease

• Absenteeism

All the above challenges impact negatively on the development of the ECD sector.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter aims at discussing the findings of the study and give recommendations and suggestions for further research.

5.1 Summary of the Findings

The study aimed at investigating the problems faced in the development of the ECD sector in Kenya. As brought out in the findings there are quite a number of problems that are faced in the development of the ECD sector in Kenya. These are as follows

1. The findings show that the state of physical facilities is wanting at the ECD centers. Most of the centers have temporary structures most of which are in poor condition. This makes the structures uncomfortable for learning. The instructional materials which are important in facilitating learning were not adequate and this impacts negatively on teaching and learning. Other facilities like toilets, water and kitchen which are important for proper health and nutrition were also inadequate

2. The findings show that the main source of funding for all types of ECD centers is the fees paid by the parents. This leads to lack of adequate funds for providing the necessary resources at the centers since the parents may delay in paying or fail to pay at all. Lack of funds is a major hindrance to the development of ECD.

3. The study found out that though there is a curriculum guide at the ECD centers most teachers do not use it in teaching. Teachers will mostly teach the basics
required to enable the child advance to the next level. The teachers also do not have a specific teaching method.

4. The staff in the centers studied varies in terms of levels of training and experience. Majority (64.7%) have a certificate in Early Childhood Education with some having no training at all. The findings also show that teachers mostly leave the profession after teaching for six years. This leaves the sector with lowly qualified staff with low experience. This affects the quality of services at the centers.

5. Other challenges brought out in the study that affect the development of ECD was such as ignorance from parents on the importance of ECD, poverty, poor nutrition and disease. All these problems could lead to students’ absenteeism at the ECD centers.

5.2 Conclusions

From the findings of this study, the followings conclusions can be drawn

1. There is a serious lack of physical materials and instructional materials at the ECD centers. Though all centers studied had building structures, there were not in good condition that would be favorable for learning. The study shows that most of them (62%) are temporary with the same number in poor condition. As for the furniture, only 23.8% had furniture in good condition. Despite the fact that 95% of the centers had psychomotor materials only in 9.5% of the centers studied were they adequate. Other instructional materials like textbooks, models and charts were also not enough in most centers. Lack of adequate physical facilities and instructional materials makes it impossible to achieve the purpose of Early Childhood Education
2. Though there was a curriculum guide that should be used in the ECD centers, the study findings show that teachers do not use the guide. Since ECD is viewed as a preparation for primary school, teachers teach what they believe will help the children to advance to the primary level of education thereby ignoring other aspects of growth.

3. The study findings show that there is a problem of inadequate funds for the management of ECD centers. Most of the ECD centers rely on the fee that is paid by the parents which is either paid late or is never paid at all. This makes it impossible for the managers to provide the resources required at the centers, thereby affecting the provision of services at the ECD centers.

4. Staffing is also a problem in the development of ECD. The study shows a heavy presence of teachers (64.7%) with certificate level of training with a further 21.6% with no training at all. Also owing to the fact that most teachers are dissatisfied, there is a high turnover of teachers with some leaving the profession after teaching for a few years. This means that there are only a few teachers with experience at the ECD centers. The teachers at the centers have received training from different training providers therefore creating inconsistencies in the skills acquired.

5.3 Recommendations

From the findings and discussions, the following recommendations were made

1. The government should provide funds at pre-schools to enable them to have good facilities such as classrooms and be able to equip them with relevant facilities.
2. The government should consider including pre-primary children in the FPE funds. This will guarantee their enrolment in schools and lay a foundation for lifelong education.

3. The Ministry of Basic Education should improve capacity building for those going to handle the children. This will ensure that the ECD teachers will have the necessary skills to handle children of tender age.

4. The Ministry of Basic Education should improve on the quality of Early Childhood Education by training teachers in ECD at higher qualifications e.g. Diplomas and Degree level.

5. The government should intervene and come up with a favorable remuneration package for ECD teachers. This will motivate the teachers and make them satisfied to work at the ECD centers.

6. The ministry should provide terms of service for ECD teachers. The government should provide adequate nutrition since children are growing.

7. There should be mobilization and sensitization of community and stakeholders on the importance of education at early stages of life. This will enhance positive attitude and perception of ECE.

8. The Government should ensure adequate supervision and facilitation of preschools. It should develop and implement a monitoring and evaluation system to enhance quality assurance.

9. The government should standardize training and certification of ECDE teachers in consultation with other partners.

10. The government should undertake regular review of the curriculum to ensure inclusion of emerging issues and alternatives approaches to ECE.
5.4 Suggestions for further research

This study entailed a general study of a few ECD centers in Lari District. As such the findings of this study may not be generalized to cover other areas. If this study is to have a wider meaning the following suggestions could be useful for further research.

1. First a larger study sample to cater for all categories of ECD centers in Kenya is required. This would identify the nature of the problems and challenges facing pre-schools.

2. A study of the curriculum offered at the ECD centers should be done. This would identify the contents of the curriculum and find out if it’s relevant to the needs of the pre-scholars.

3. A similar study needs to be done in any other region in Kenya on a wider scope on the challenges facing provision of ECE.

4. A study should be done on Government participation on ECDE

5. A study should be done on NGO’s and religious Organizations’ participation in ECDE.

6. A thorough study should be done on source of funds for ECDE
REFERENCES


Appendix 1.

QUESTIONNAIRE FOR TEACHERS

Instructions

1) Do not write your name anywhere on this paper

2) Please answer as many questions as possible

NB: All information given will be treated with confidentiality

1. Gender____________________________________________

2. Years of teaching experience___________________________

3. Length of stay at the current station_____________________

4. Level of qualification (tick where appropriate)
   i) Graduate--------------------------------- ( )
   ii) Diploma------------------------------- ( )
   iii) Certificate------------------------ ( )
   iv) None----------------------------- ( )

5. College attended (tick where appropriate)
   i) Government--------------------------- ( )
   ii) Private----------------------------- ( )
   iii) Church Sponsored------------------- ( )
   iv) N.G.O. ----------------------------- ( )
   v) None----------------------------- ( )
   vi) Any other------------------------- ( )
6. Type of ECD site (tick where appropriate)
   i) Community based------------------------ (  )
   ii) Public----------------------------------- (  )
   iii) Private------------------------------- (  )
   iv) Church based------------------------ (  )
   v) Any other------------------------------- (  )

7. How many teachers are there at your centre?
   Male____________
   Female__________
   Total___________

8. a) How would you rate the rate of teachers’ turnover at your school?
   i) Very high
   ii) High
   iii) Moderate
   iv) Low

8b) If high what do you think are the reasons?

9. a) Are there problems you encounter as you carry out your duties at your place of work?
   Yes/No

9 b) If yes, which ones are they?
10a) Would you say you are satisfied with the working conditions at your center?

   Yes /   No

10 b). If no, state the reasons.

11. Are salaries paid regularly at you center?

   Yes / No

12a) Are there enough teaching materials at your center?

   Yes/ No

12b) If no, what do you use in teaching?

13. Is there a curriculum guide followed at your centre?

17. What recommendations would you make to improve the ECD sector in the country?
Appendix 2

QUESTIONNAIRE FOR ECD CENTER ADMINISTRATOR

Instructions

1) Do not write your name anywhere on this paper

2) Please answer as many questions as possible

NB: All information given will be treated with confidentiality

1. Gender -----------------------------------------------

2. Years of teaching experience------------------------

3. Years of experience as an administrator-------------

4. Length of stay at your current station--------------

5. Level of qualification (tick where appropriate)
   1) Graduate------------------------------------------ (  )
   ii) Diploma---------------------------------------- (  )
   iii) Certificate------------------------------------ (  )
   iv) None------------------------------------------- (  )

6. College attended (tick where appropriate)
   i) Government-------------------------------------- (  )
   ii) Private---------------------------------------- (  )
   iii) Church sponsored------------------------------- (  )
7. Type of site
   i) Public
   ii) Private
   iii) Church sponsored
   iv) Community sponsored
   v) Any other (specify)

8a Are there problems you encounter in running your ECD center?
   Yes / No

8b) If yes, which are they?

9. What are the main sources of fund in your center?
   i)
   ii)
   iii)

10a) Are the funds adequate?
   Yes/ No
10b) If no to (a) above how do you run the center?

11. How many teachers are there at your center?
   Male __________________
   Female__________________
   Total___________________

12. How many trained teachers are there at your center?

13. How many untrained teachers are there at your center?

14a) How would you rate the rate of teachers turnover at your center?
   i) Very high
   ii) High
   iii) Moderate
   iv) Low

14b) If high, what do you think are the reasons?

15. What is the current enrolment at your center?
   Boys_______________________
   Girls________________________
   Total_______________________

16. What is the age of the youngest child at your center?
17. What is the age of the oldest child at your center?

18a). How many levels of ECE are offered at your center?

18b) Specify (nursery, day care etc)

19. Are there enough instructional materials at the center?

20. Do you have a curriculum guide that is followed at your centre?

21. What recommendations would you make to help improve the ECD sector in Kenya?
Appendix 3

OBSERVATION SCHEDULE

A. Physical facilities

Yes No

1. Learning structure

a) building available
b) Permanent building available
c) Buildings in good condition
d) Adequate ventilation
e) Classroom standard size
f) Classroom with lockable doors
g) Indoor space adequate
h) Cemented floor.

2. Type of roof

Yes No

a) Iron
b) Thatch
c) Tiled

3. Type of wall

Yes No

a) Mud
b) Plastered

c) Timber

d) Iron sheet

B. Furniture

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Available</td>
<td></td>
</tr>
<tr>
<td>b) Adequate</td>
<td></td>
</tr>
<tr>
<td>c) Children’s suitable size tables</td>
<td></td>
</tr>
<tr>
<td>d) Children’s suitable size chairs</td>
<td></td>
</tr>
<tr>
<td>f) In good condition</td>
<td></td>
</tr>
</tbody>
</table>

C. Physical/ Psychomotor materials/ equipment

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Available</td>
<td></td>
</tr>
<tr>
<td>b) Fixed equipment</td>
<td></td>
</tr>
<tr>
<td>c) Play materials e.g. balls</td>
<td></td>
</tr>
<tr>
<td>d) Play materials adequate for number of children</td>
<td></td>
</tr>
<tr>
<td>e) Fixed play equipment in good condition</td>
<td></td>
</tr>
<tr>
<td>f) Equipment appropriate size for children</td>
<td></td>
</tr>
<tr>
<td>g) Is play space available?</td>
<td></td>
</tr>
<tr>
<td>h) Is play space adequate?</td>
<td></td>
</tr>
<tr>
<td>i) Is play ground well kept?</td>
<td></td>
</tr>
</tbody>
</table>
D. Instructional materials

Available  Enough  Not Enough

a) Models
b) Charts
c) Textbooks

E. Health and nutrition

Yes  No

a) Sanitary facilities available
b) Sanitary facilities in good condition
c) Kitchen available
d) Piped water available

F. Electricity (tick where appropriate)

Available (  )

Not available (  )
## Appendix 4

### Budget

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Ksh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. PROPOSAL WRITING</strong></td>
<td></td>
</tr>
<tr>
<td>• Downloading Materials</td>
<td>1000.00</td>
</tr>
<tr>
<td>• Typing and printing</td>
<td>2000.00</td>
</tr>
<tr>
<td>• Photocopying</td>
<td>1000.00</td>
</tr>
<tr>
<td>Production of research instruments</td>
<td></td>
</tr>
<tr>
<td>• Typing 16 pages @ksh 30 per page</td>
<td>480.00</td>
</tr>
<tr>
<td>• Photocopying 600 pages@ksh 3 per page</td>
<td>1800.00</td>
</tr>
<tr>
<td><strong>C. Transport and subsistence</strong></td>
<td></td>
</tr>
<tr>
<td>• Public Transport for 10 days @ cash 200 per day</td>
<td>2000.00</td>
</tr>
<tr>
<td>• Lunch @150 for 10 days</td>
<td>1500.00</td>
</tr>
<tr>
<td><strong>D. Data analysis</strong></td>
<td></td>
</tr>
<tr>
<td>• Data cleaning, editing and coding</td>
<td>1400.00</td>
</tr>
<tr>
<td>• Actual analysis</td>
<td>2000.00</td>
</tr>
<tr>
<td><strong>E. Report Writing</strong></td>
<td></td>
</tr>
<tr>
<td>• Typing approximately 90 pages of report</td>
<td>3600.00</td>
</tr>
<tr>
<td>• Producing 4 copies of Report</td>
<td>1080.00</td>
</tr>
<tr>
<td>• Binding 4 copies @ sh 400 per copy</td>
<td>1600.00</td>
</tr>
<tr>
<td><strong>F. Incidental costs</strong></td>
<td></td>
</tr>
<tr>
<td>• Stationary</td>
<td>1000.00</td>
</tr>
<tr>
<td>• Miscellaneous</td>
<td>2000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22460.00</strong></td>
</tr>
</tbody>
</table>
### Appendix 5

**Time Schedule**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proposal writing</td>
<td>September</td>
</tr>
<tr>
<td>2. Proposal presentation and assessment</td>
<td>October</td>
</tr>
<tr>
<td>3. Proposal correction</td>
<td>November</td>
</tr>
<tr>
<td>4. Piloting</td>
<td>Jan</td>
</tr>
<tr>
<td>5. Correction of instruments of Data collection</td>
<td>March</td>
</tr>
<tr>
<td>6. Administration of instruments of data collection</td>
<td>May</td>
</tr>
<tr>
<td>7. Data analysis and interpretation</td>
<td>June</td>
</tr>
<tr>
<td>8. Report writing</td>
<td>June</td>
</tr>
<tr>
<td>9. Report printing and binding</td>
<td>July</td>
</tr>
<tr>
<td>10. Report Presentation and assessment</td>
<td>July</td>
</tr>
<tr>
<td>11. Report correction and presentation</td>
<td>August</td>
</tr>
</tbody>
</table>