

**MANAGEMENT OF RESOURCES AND ITS INFLUENCE ON
DEVELOPMENT AMONG LEARNERS IN PUBLIC EARLY CHILDHOOD
EDUCATION CENTERS IN NAKURU COUNTY, KENYA**

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DECLARATION

I declare that this research project is my original work and has not been presented to any other university for consideration of any certification. This research project has been complemented by references and sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources including the internet, they are specifically accredited and references cited using the APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is a special dedication to my parents who I love so much. Mr. Samuel Siele my father and Mrs. Caroline Siele my mother I am fortunate to be their child and may they live long to see their efforts bear fruits. They have supported me unconditionally both financially and emotionally and with so much faith that I could do it. My gratitude goes to my dearest siblings for their love, empathy and encouragement; my sisters Linda, Sheilah, Valerie and my brother Cheruiyot. I also thank my beautiful aunties; my nieces Nevilah, Naraiah, Noellah and my nephew Shilton may this be a motivation to them when they grow up.

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ABBREVIATIONS AND ACRONYMS

ECC	Early Childhood Care
ECE	Early Childhood Education
ECD	Early Childhood Development
ECEC	Early Childhood Education and Care
ECCE	Early Childhood Care and Education
ECDE	Early Childhood Development and Education
KICD	Kenya Institute of Curriculum Development
MOEST	Ministry of Education Science and Technology

ABSTRACT

Countries around the world have realized the significance of early years and is why much efforts have been directed to the early childhood education. The Sustainable Development Goal 4.2.2 envisages that by 2030, all boys and girls should have access to quality, relevant and equitable early childhood education. However, most studies have revealed that public preschools still manifest a challenge of proper management and utilization of resources. This research study aimed at assessing the management of resources and its influence on development among learners in public early childhood centers of Kuresoi South, Nakuru County. The research was guided by the following objectives: To establish the management of physical facilities and its influence on development among learners in public ECDE centers; To establish the management of instructional materials and its influence on development among learners in public ECDE centers; To determine the management of play equipment and its influence on development among learners in public ECDE centers; To establish the management of teachers and its influence on development among learners in public ECDE centers. The study was guided by the Team Interaction Process theory of 1964. The study utilized the concurrent mixed method research design. The target population for the study was 170 public centers, 170 head teachers and 340 teachers. The study sampled 17 schools through simple random sampling and a sample size of 17 head teachers through simple random sampling and 34 teachers through purposive sampling. Questionnaires and observation checklists were used for data collection. Validity of the tools was assessed through face and content validity while reliability tested through internal consistency using the Cronbach's alpha. Piloting was conducted in two schools. Quantitative data was analyzed using descriptive statistics such as the frequencies and percentages and output presented in form of tables and figures. Qualitative data was analyzed via content analysis and presented thematically in form of narratives. The findings on management of physical facilities showed that age appropriate, safe and adequate classroom and sanitation facilities supported cognitive, social and emotional wellbeing of a child. The findings on instructional resources illustrated that provision of enough curriculum materials supported intellectual development of a child. The findings on provision of play materials showed that investing in play equipment greatly influenced development of social and gross motor skills. The findings on teacher management indicated that proper remuneration and good working conditions led to job satisfaction among teachers. The research study recommended the need for constant supervision of the existing physical facilities, the importance of secured funding for ECDE schools to enable purchase of instructional and play resources and the need to have a clear policy on teacher recruitment and remuneration.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

The chapter consists of the background of the study, statement of the problem, objectives, research questions, and significance of the study, delimitations and limitations, assumptions of the study, theoretical and conceptual framework and operational definition of terms

1.1 Background to the Study

Education is every child's right and children who have been exposed to quality, equitable, and inclusive early childhood education are far ahead and with better education outcomes in the upper levels (Framework, 2021). The Sustainable Development Goals (2016) acknowledges that early childhood education places preschool children at a lowered risk of high repetition and drop-out rates in the primary education. The necessity for acquiring pre-primary education has been captured by the sustainable goal 4.2.2 target which advocates for quality early childhood development, care and education for both boys and girls. Attending early childhood education fosters a child's ability to live with others and engaging in daily school activities promotes their social and emotional learning. Educators thus require skills to promote these social, emotional and physical skills among preschool children (Kirvesniemi Jaana, & Kati, 2019).

Management has been defined by Kurniasih & Rahman, (2022) to be a process of ensuring availability of appropriate personnel and material resources which help in attainment of educational goals in schools. It usually involves planning, organizing, coordination, supervision and implementation of educational activities concerning

the school. These educational activities are determined by educational factors which include; the teachers, pupils, curriculum, learning materials, school buildings, finances and other equipment required for successful implementation of education. At early childhood, management must be that which determine the developmental abilities of the pupils as at this particular stage as children have unique characteristics both physically, socially, emotionally, and psychologically. The success of any institution largely depends on the availability of funds and how effective administrators manage these funds. Funds are the key resources that determine the human and material resources and that would generally assist in attainment of goals and objectives. Given the limited funds provided by the government to schools, there is need for proper planning, organizing and controlling human organizational goals effectively and efficiently.

Child development is defined as the progression a child display in the four specific basic tenets in form of; motor development with both gross and fine skills, speech and language development, social, emotional and cognitive developments. While display of problem-solving skills is an aspect of cognitive development, development in motor abilities language and communication is usually an aspect of a child's intellectual capacity and a foundation of social and emotional growth (Brown, Parikh & Patel, 2020). Child development according to Tanwattanakul, Tangpukdee, Angsupakorn and Santi (2020) refers to a child's ability to undertake various exercises while growing through physical abilities applied in fine motor skills such as drawing or writing or through emotional and social skills such as expression, personality and attachments and is greatly influenced by learning environments. Evidently, there is direct influence resources has on a child's

development as suggested by Ackah-Jnr & Fluckiger, (2023) who found out that schools that are well endowed with appropriate and sufficient resources are more likely to do well as these resources create a more convenient learning environment for the teachers and learners than those that are under- resourced.

Preschool children are expected to transition to the primary system with the ability to learn and adopt to the formal education. However, where learners have lacked solid foundation some may develop difficulties coping with the transition creating a gap. The gap between these learners and their counterparts may widen as they progress in the primary level. At early years, emphasis has been on the need to cultivate cognitive, language and social development of a child (Government of Ireland, 2000). There is need to focus on quality universal early childhood education as children who attend appropriate early childhood education display developmental progress especially in literacy and numeracy domains and are more likely to be seventeen times better than children who haven't received similar education (UNICEF& Matas, 2018).

Additionally, a study by Lower and Lucus (2021) describes a child environment as that which is comfortable and aesthetic for the child is well furnished and has equipment that support diverse abilities. Spaces need to be organized for maximum child use with well-arranged age appropriate desks, chairs and shelves that are within the children's reach. Children also require a learning environment with quality hygienic conditions with culturally sensitive facilities ,good ventilation and reasonable noise levels with absolute security protocol (Bendini & Devercelli, 2022). Interestingly, despite the rapid expansion of early childhood education in sub-Saharan African countries, Akinsemolu and Ogunkoya (2021) observe that

most regions still manifest inappropriately ventilated poor structured classrooms as compared to high income countries. The ideal learning environment in early childhood has the structural features which include characteristics such as spatial size, teachers' qualification, group size, number of toys, instructional materials and books, and have a great impact on language development and numeracy skills. It also has the process features which involve all the learning activities which promote social and emotional interactions among children, teachers and their environment. Therefore, children who are exposed to poor quality structural and process features may experience challenges in their cognitive, language and numeracy skills. Similarly, preschool children who miss cognitive, social or emotional skills may develop anxiety and stress leading to development of maladaptive behaviors such as withdrawal from the others (Kähler, Hahn & Köller, 2020) .

Darragh (2006) notes that through the environment, the child's senses are developed for instance, brightly colored classrooms or walls painted with bright colors is indicator of a child's space. Bright colors are known to support a preschool child's alertness and sometimes attention and concentration as it enhances the visual characteristic of a space. Also, rich environment enhances a child's tactile experiences through incorporating different materials rich in language which can enable a child's intellectual skills. A preschool classroom needs to be pleasant through inexpensive decorations such as flowers or plants, photographs of the children or the children's art work displayed on the walls as it stimulates the learner's attention. Kähler et al., (2020) observe that preschool children who spend most of their early years in a less stimulating classroom environment experience

slow brain development resulting in delays in cognitive, social and behavioral abilities and thus the essence of a qualified early childhood educator.

The quality and capacity of ECE teacher is to ensure rich classroom and overall quality early childhood education and care. According to Nutbrown, (2021) an early childhood educator qualification plays a big role in fostering preschool children's learning and development. The study suggests that a teacher's qualification is an evidence that they know and can support the learner's rich learning through nurturing of several skills, knowledge and attitudes. The teachers are also in charge of safeguarding preschool child's health, wellbeing and their safety. However, Schwartz, Cappella, Aber, Scott, Wolf and Behrman (2019) observes that teachers experiences affect their performance in the school especially where they receive less pay and with inadequate materials and support. Demotivated teachers tend to abandon their careers thus encouraging employment of untrained teachers which results to poor quality ECE .Also, absence of quality in early childhood education is still common in most low middle income countries since teacher employment is informal and most teachers are usually subjected to low wages and poor working conditions (Bendini & Devercelli, 2022).

Play too forms a significant part of the preschool learners daily activities and choices of play materials must match the learners interest and their developmental abilities. In play, preschool children need different forms of activities and toys enough to engage with therefore, teachers need to identify each child's interest so as to provide them with the appropriate materials (Department of Early Education and Care, 2005). A study by Almon, Tarshis and Spitalny (2004) acknowledges that learners who miss out in play may manifest difficulties in the way they socialize and

communicate with others. A current challenge in play as studied by Kalpogianni (2019) is the growing love for sedentary life among children due to technology especially with the fact that most schools lack sufficient spaces and play materials. Another major problem is the over emphasis of academic activities by teachers and majority of these teachers lack knowledge on play especially the outdoor play activities and have made no effort to improve it. It is important to emphasize on the fact that play impacts the affective domain as children learn to control their emotions and adopt concepts such as empathy, winning or losing. Learners participating in play easily learn new words and pronunciations as they interact with others and also in most cases, outdoor play sharpens their observation and discovery skills (Gülhan & Karsak, 2019) . Moreover, Games foster preschool child's social and communicative skills as well as numerical and spatial cognition (Bendini & Devercelli, 2022).

Sanitation facilities are also an integral part of the early childhood education as they facilitate learner's physiological needs. Inadequate or poor toilet facilities are detrimental to a preschool child since they can contribute to poor psychosocial development. Poor sanitation also causes learners to perform poorly or miss school due to illnesses. Kindergartens and preschools have always advocated for improved sanitation with flush toilets or pit latrines structured with concrete and allow for safe disposal of wastes. The sanitation facilities should be spacious and provide the child with autonomy and privacy, clean water and aid bars within the reach of the children. Furthermore, the facilities should have good ventilation, safe floors and with high standards of cleanliness (Muhati-Nyakundi, 2022).Issues concerning sanitation have been captured by the Sustainable Development Goal number 6

which envisages that by 2030 there should be availability and management of water and sanitation as clean water and good sanitation are recognized as basic human right and essential for survival (Ho, Alonso, Anne, Forio, Vanclooster & Goethals, 2020) .

Globally, there have been various initiatives aimed at achieving holistic and robust early childhood education system. The Group 20 countries for instance have increasingly pressured its members to adopt a policy framework that addresses the early childhood education from a holistic perspective. The G20 countries have emphasized on the progressive universalism of early childhood education which is characterized by quality early childhood education environment such as; number of children per teacher, workforce training and education and other structural factors. Canada as a member of the G20 has had the early childhood education as a priority and is the reason it's most recent initiative is that of the introduction of the early child education program of 2016 whose aim is to address issues such as governing the structural and physical requirements in schools, teacher child ratio which run across Canada. Nonetheless, Canada admits that it faces a great challenge in recruiting and retaining qualified teachers which has subjected the country to a labor shortage (OECD, 2019).

Italy as another G20 country aims at achieving quality early childhood care. A major problem in Italy's provision and management of ECEC is the fragmented distribution of services which inhibit achievement of a unified education system that spreads ideas and policies especially in teachers career support (New South Wales Government, 2017). In Latin America and the Caribbean countries specifically the South America, successful ECEC initiatives have been established

so as to address the specific concerns and rights of the learners. However, ECEC services in these regions are highly fragmented and in most cases children from low socioeconomic status are exposed to low quality and under resourced services. Interestingly, even those children who are believed to have been exposed to quality education are still less likely to be exposed to developmental opportunities indicating absence of quality learning resources (Guevara & Cardini, 2023).

In African countries such as Ghana, the early childhood education is guided by the education policy with an aim of achieving the education strategic plan. The policy has major goals including an objective to protect children's right by enabling them develop full cognitive, emotional, social and physical potentials (Ackah-jnr & Fluckiger, 2022). Ghana has not absolutely achieved its goal in the provision of the ECE as highlighted by the education sector analysis plan conducted. The plan takes note of the fact that there is significant lack of quality ECE which has greatly affected the pupils who progress with a weak foundation (Ministry of Education Ghana, 2018). The major contextual challenges in Ghanaian ECE include; quality of school infrastructure and provision of teaching and learning resources with serious major geographical disparities, shortages of trained teachers due to inadequate teacher training and professional development (Framework, 2020)

Botswana acknowledges the importance of ECCE and offers free programs for a year in all public centers. Botswana's major constraint which is affecting quality services in public centers is that of the acute shortage of qualified teachers. Additionally, Botswana still faces a crisis in establishing appropriate physical facilities and play centers which present safety risks to the young children (Mwaipopo, Maundeni, Seetso & Jacques, 2021). Togo and Botswana almost share

identical issues in managing ECD. Early childhood education in Togo is not compulsory but the government is determined to expand children's education through utilization of community centers to support preprimary programs. Furthermore, the renovation of the existing facilities is meant to replace the physical structures which were built with traditional poor-quality materials and are not only a threat to safety but also insufficient for the children.

Due to the rapid rise of global goal of universal access to early childhood education in order to align with the objectives of the vision 2030, the constitution of Kenya 2010 devolved ECDE to the county levels. The county government was tasked with providing pre-primary education and childcare services which includes holistic development of the learner's emotional, linguistic, cognitive and physical needs for their long-life learning. The county governments are therefore responsible for funding the development of appropriate infrastructural facilities such as construction and furnishing of the classrooms, age appropriate sanitation facilities, water and outdoor play facilities and hiring of qualified ECDE teachers (Amollo, 2018). The basic education act dictates that all children must undergo two years of compulsory preprimary education which has the preprimary 1 for the children aged 4 and preprimary 2 for the children of ages 5. The preprimary curriculum of Kenya aims at enabling a child to speak a given language with other children, to count, to read, to draw and describe their immediate surrounding. They should also have the ability to acquire information and critically think about the information acquired (Chepkwony, Ongeti, & Wanyonyi, 2020). Most counties in Kenya provides the early childhood education in the public ECDE centers although there are those learners enrolled in the private centers. The quality of ECDE in Kenya is still at risk as some counties

only invested in construction or teacher hiring with no funds left for purchasing of instructional materials or induction and teacher professional development (Piper, Merseth, & Ngaruiya, 2018)

The Kenyan national policy for early childhood education argues that the early childhood education should adhere to; Provision of equitable access to quality and adequate physical facilities, with safe drinking water and separate toilets or latrines for boys and girls. It also encourages the engagement of child friendly physical education such as games and sports or other types of recreational activities (National Council for Children's Services, 2010). The sessional paper No. 1 of 2019 articulates that one of the key objective of preprimary education is to provide education that is anchored at development of cognitive, emotional, social and physical abilities among children (Republic of Kenya, 2019). However, according to the The Standing Committee on Education (2022) the county governments placed more emphasis on construction of classrooms, while little effort was directed to provision of instructional materials, play materials and ECDE teacher support and career development therefore compromising child's learning and development.

Nakuru county government acknowledges that its early childhood education has improved since devolution 2013 although there is an urgent need to expand the available learning facilities. The Nakuru county government notes an existing challenge in achieving quality education in the preprimary sector due to various emerging issues such as inadequate capacity building programs which affects teachers' career, limited number of staff, scarce instructional resources and physical facilities (County Government of Nakuru, 2020). One of the greatest objectives of the early childhood education is to equip a child with foundational skills required in

the upper levels. This objective might not be attained as various studies including Ngumbi (2022) observed that most public early childhood education centers still lack adequate teaching and learning resources, properly structured classrooms, play materials, safe clean water and age appropriate toilet facilities for the children. Therefore, this study sought to critically establish the influence the management of these resources has on development among learners in public early childhood education centers in Nakuru, Kenya.

1.2 Statement of the Problem

The government is cognizant of the early childhood education as a crucial foundation that determine the preschool child's primary education, lifelong learning and character development. The early childhood education has continued to receive focus in the different government initiatives and policies. The Kenyan Constitution of 2010 devolved the early childhood education with the aim of providing a unique opportunity to improve the quality of early childhood education in Kenya. This was a great achievement as the county governments abundantly invested in the public ECDE centers in Kenya which led to a rise in number of the centers by 14.5% in the year 2013 to 2019. Despite all these efforts, the county governments still lack clarity on management of the resources in the ECDE centers. Therefore, this study intended to critically establish the influence proper management of physical facilities, instructional materials, play materials and teachers had on development among pre-school children in public ECDE centers.

1.3 Purpose of the study

The purpose of the study was to focus on the influence maintenance of physical facilities, provision of instructional and play resources and management of teachers had on development among preschool learners in public early childhood education centers with a view to propose recommendations to the situation.

1.4 Objectives of the Study

The objectives of this research were;

- i To establish the maintenance of physical facilities and its influence development among learners in public early childhood education centers.
- ii To establish the provision of instructional resources and its influence on development among learners in public early childhood education centers.
- iii To determine the provision of play equipment and its influence on development among learners in early childhood public centers.
- iv To establish the teacher management and its influence on development among learners in public early childhood education centers.

1.5 Research Questions

The study seeks to answer the following questions;

- i How do maintenance of the physical facilities influence development among learners in public early childhood education centers?
- ii How do provision of the Instructional resources influence development among learners in public early childhood education centers?
- iii How do provision of the play equipment influence development among learners in public early childhood education centers?

iv How do teacher management influence development among learners in public early childhood education centers?

1.6 Significance of the Study

The study may be useful to teachers who are directly affected by the various challenges that have been witnessed in the ECDE centers. The study may be useful to teachers as it will enable the county governments to review their welfare by adequately addressing their needs through implementing the ECDE teachers' scheme of service. The study may be significant to the head teachers who are in charge of all the activities taking place in the schools. The head teachers may understand the need to effectively manage and ensure adequate resources for learning through a conducive child friendly environment. The study may be useful to the parents who influence the implementation of the curriculum. The parents may be able to understand the main developmental abilities required to be achieved by their pre-school children before they transition to the primary level. The study may also be useful to the county government which was tasked with implementing early childhood education through provision of physical facilities, instructional resources, play materials and employment of teachers. The county government may understand the influence the inconsistent and insufficient funding has had on resources and the consequences it has had on education in ECDE centers. The study may be useful to the Ministry of Education Science and Technology (MOEST) which is responsible for coordination and management of ECDE as it may understand the influence the devolution of early childhood education in Kenya has had on the public ECDE centers since devolution 2013.

1.7 Limitation of the Study

The study was limited to the rural part of Nakuru County which is characterized by geographical adversities such as poor transport infrastructure and huge distance from one school to another. The conditions of most schools located in the region could not be compared to those in other parts such as the urban and the other developed parts of Nakuru County. Therefore the findings from the study could not be entirely applicable to all ECDE centers in these areas of Nakuru County.

1.8 Delimitation of the Study

The study targeted public ECDE centers of Nakuru County which did not necessarily mean that other types of ECDE centers such as the community based ECDE centers did not witness similar issues. The study was limited to Nakuru County only which is not a reflection of other counties in different parts of the country.

1.9 Assumptions of the Study

The study was based on the assumptions that;

- i. Proper maintenance of physical facilities influences development among preschool children.
- ii. Provision of the instructional materials influences development among preschool children.
- iii. Provision of play equipment influences development among preschool children.
- iv. Proper teacher working conditions influences development among preschool children.

1.10 Theoretical Framework

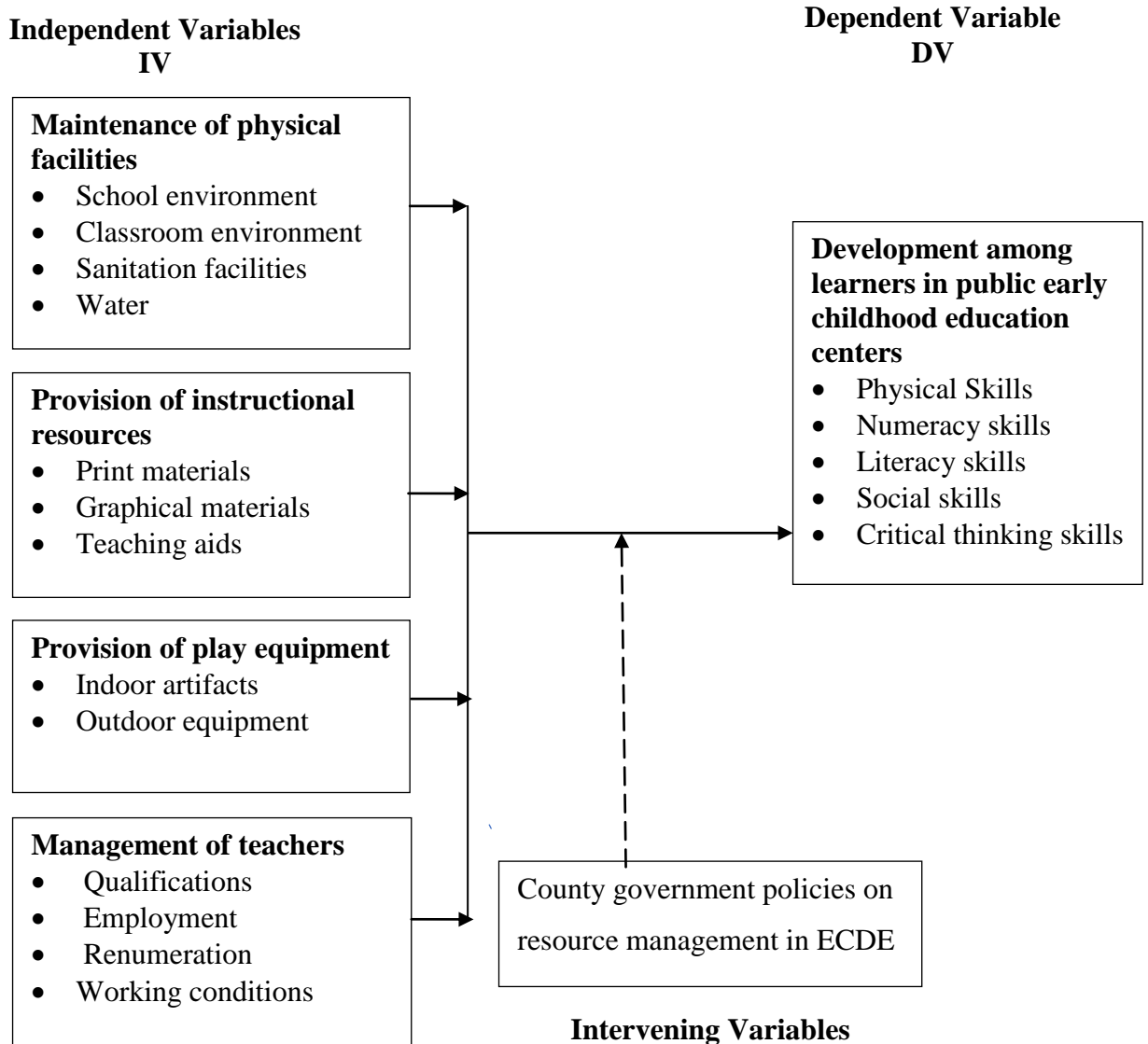
1.10.1 Team Interaction Process Theory

The study was guided by the Team Interaction Process Theory proposed by McGrath in 1964. According to Wang (2018) McGrath suggests that team interaction occurs under Input-Process-Output (I-P-O) model of interaction. According to this theory there are three major stages of interaction which includes; input, process then output. The first stage is the input which refers to all the resources available for interaction to begin. In the input, team interaction can be influenced by various factors from individual, team, environment and even the target goal. The individual factors may include the aspects of personality and attitudes. The team factors include the shared knowledge among members. The environmental aspects include the external resources while target goals are largely what is expected in performance. The process refers to mechanisms that allow or inhibit team performance. It is made up of four components of communication, conflict, trust and learning. This second stage suggest that effective communication leads to effective interaction. In case of differences, team conflict may arise reducing productivity. Trust is therefore important as it fuels learning among team members as it helps to solve a problem enabling goal consistency. The last stage is that of the output which is criteria at which outcome is measured. It is done at two levels; at individual and team level. At individual level growth, improvement of abilities and satisfaction is witnessed. At team level, team quality, satisfaction, problem solving skills with minimum mistakes is witnessed and therefore performance outcome.

Likewise, to this study, the school resources such as the physical facilities, instructional materials, play materials and teachers were input factors that

determined a child's physical, social, emotional and cognitive development. Provision of sufficient educational resources encourages development while scarcity inhibit child development. The outcome of development is measured when a child displays the literacy, numeracy, social and physical abilities especially after transitioning to the primary level. When a child fails to display these different developmental abilities, they may have a challenge coping with their education at the primary level and in some cases may lead to repetition. This usually signify errors in the process which can be attributed to how resources available are managed. If the output is positive then there will be satisfaction and output can be observed where children have developed cognitive skills such as the problem solving or the critical thinking skills and therefore the target goal has been attained. Where the output is negative children may fail to display the expected developmental abilities leading to dissatisfaction as the target goal has not been attained.

Figure 1.1: Conceptual Framework



The conceptual framework is an illustration of the researcher’s thinking about a particular study. It shows the relationship between variables and their outcomes (Bordage, 2009). This conceptual framework is made up of three main variables known as the independent variable which is the cause and has influence on the dependent variable which is the effect and the two variables are influenced by an intervening variable. This study conceptualized four variables of the independent variable with illustrations of how each variable affected the dependent variable. The independent variable was the management of resources while the dependent variable

was influence on development among learners in public early childhood education centers.

According to this study appropriate management of physical facilities influenced development among preschool children. The presence of quality physical structures which are well maintained, child friendly facilities such as classrooms and other physical spaces that are safe and, accessible stimulated a child's learning. The infrastructure helped improve a child positive social behavior as it enabled them to explore and engage with other children easily promoting social, cognitive and emotional skills.

The study further affirmed that provision of instructional and learning resources greatly influenced child development. The importance of learning materials was that it influenced children's mental stimulation and emotions. Having centers rich in diverse materials and toys that supported a child's insight, imagination and discovery allowed children to represent objects in various ways allowing easy concept retention. Learning materials also facilitate social and language development among children reducing the chance of children getting predisposed to learning poverty.

Thirdly, the study agreed that provision of play materials influenced child development. Investing in both outdoor and indoor play materials was powerful as it impacted active learning resulting to self-regulation and metacognitive skills. The outdoor type of play specifically influenced cognitive and socioemotional skills as it had numerous activities that learners could engage in such as hide and seek, balancing, climbing the slides. It also allowed development of gross motor skills due to gripping of objects.

Lastly, the study believed that proper management of teachers influenced child development. The quality of ECDE teachers was critical as they influenced psychosocial, rich classroom interaction and general socioemotional wellbeing of a child. Therefore, importance of retention through better pay, career progression and good working condition. The intervening variable was the variable that influenced both the independent and dependent variables and may had an effect on the findings of the research. In this study, the intervening variable was the county government management policies on ECDE such as the legislation on curriculum materials in Nakuru County.

1.11 Operational Definition of Terms

Early Childhood Education: was defined as the education program offered to the children between ages 0-5 before the onset of the primary education.

Public Early Childhood Education Centers: was described as the early childhood education centers which are fully funded and maintained by the county government through provision of learning facilities, learning materials and employment of teachers.

Management of Resources: was identified as the process where organizations plan for the resources available or those required in order to make informed decision about them through evaluation and minimization of those resources.

Quality Early childhood Education: was described as the structural or process features such as classroom facilities, teacher child ratio and interaction among teachers and learners that are in place and which support meaningful learning through a caring environment.

Quality Learning Environment: was the expected setting characteristics that motivated and inculcated the needs as well as the developmental abilities of the child

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter contained reviewed literature from various sources with an introduction on the concept of early childhood education and subsequent sections in line with the stated objectives which have been described in different sections. The first section was literature reviewed on the general concept of learning and early childhood education. The second section was on the maintenance of physical facilities and its influence on development among preschool children. The third section was on the provision of the instructional materials and its influence on development among preschool children. The fourth section was on provision of play equipment and its influence on development among preschool children. The fifth section was on the teachers working conditions and its influence on development among preschool children. The last section was the summary of the literature review.

2.1 The Concept of Early Childhood Education

Early Childhood has been defined as the period of human development since conception until the early primary years of between age 8 and 9 (Department of Foreign Affairs and Trade , 2021) .A study by Powel (2015) established that the early years of a child matter as it forms the critical period that streamlines a child's development. A child is believed to rapidly develop from birth to age 5 and requires focused attention. There are five core areas that are central for a child's learning at this stage. The first area is that of learning about their surrounding environment and this is where a child's early spatial abilities are exhibited. Spatial abilities are usually seen when a child can identify symbols, pictures, letters of alphabets and even maps.

The second core area is that of a child's ability to count. The study suggested that a child's intellectual sharpness on arithmetic is associated with their long-life mathematical abilities and therefore conception of numbers at this stage act as the guidepost. The third area is that of learning about social interaction, communication and language. At early childhood, the child is sensitive to social interactions and relationships as they tend to learn a lot from other people. The language abilities are strengthened through interactions but as well as through a stimulating learning environment. The skills acquired will not only help the child in reading but also in developing vocabulary, writing and in speech. The fourth area is that children learn about objects. At the beginning of infancy, children are able to detect objects and even follow their motion. Therefore, at this stage children will easily comprehend the specific kind of objects and their exploration. They sometimes manipulate the objects to compensate for other objects out of place and this is very common during play. This too may also contribute to their abilities in numericities at their primary education as they sometimes categorize objects according to their numbers. The last core area is that of learning about people's actions and goals. The children are believed to learn about the external environment through other people. These children are able to imitate the adults and would always know when one has violated the expected norms. The social development is nurtured as the child learns on the basis of other people's actions and this area suggest that a child who is likely to be prosocial will be more common among their peers than those who are not. All the core areas have influence on development of different capabilities such as the linguistic, emotional, cognitive, social and moral capabilities which forms the most significant skills in early development. Exposing children to high quality early childhood settings affect children positively in their sensitive stage of life (Bendini

& Devercelli, 2022). Expanding and improving early childhood development and education does not just incur the short-term effects such emotional, cognitive or social well-being of the child but also helps in addressing issues such as breaking cycles of poverty, marginalization and discrimination (Department of Foreign Affairs and Trade, 2021).

2.2 Maintenance of Physical Facilities and its Influence on Development among Learners

Kiptum (2018) describes physical learning structures as the visible features of the room. It is the specific place where the teacher and the pupil exist in and has features such as the windows, walls and floors. It may also have the desks, chalkboards and other learning equipment. The physical classroom may also mean the size of the room, lighting, ventilation among other factors. The school physical environment can also be in the context of the school buildings, libraries, laboratories and accommodation and their sufficiency creates positive learning environment.

A study on physical environment in early childhood education framework emphasized the importance of scrutinizing the early childhood architectural features to improve the environmental physical quality (Izadpanah, Parvaresh & Şekerci, 2021). A descriptive qualitative approach on child-friendly school in improving child's confident character by Saputri and Hasibuan (2022) observed that child friendly learning facilities and infrastructure with optimum child's right ensured that children were healthy in schools. According to the study, child's confidence was influenced by facilities that considers age, abilities, growth and development and any child learning institution needs to pay attention to facilities and infrastructure that supports child's growth and development. A study in Pakistan elaborated that

well maintained buildings with furnished classrooms, adequate ventilation and good lighting were among the institutional determinants that affected academic performance in schools. Although from the study, the headmasters and teachers did not find the physical infrastructure influencing students' performances, the students felt that infrastructure mattered in their academic excellence (Memon, Shah & Almani, 2023). This study was not done in preschool where the current study was interested in. Another study on furniture design and children's learning interest and motivation acknowledged that furniture was an important equipment in supporting learning experiences. The study established that furniture with attractive features were functional as they helped the children develop cognitive skills and boost memory and imagination (Tarmawan, Fauzi, Mardiana & Widiанти, 2021). While this study was interested in furniture design, the current study was interested in management of chairs and desks so as to ensure that they are provided by the county government and are age appropriate and adequate. A similar comparative study on furniture and child growth and development in different categories of kindergartens found out that the furniture used by the kindergarten children did not meet requirements of modern pedagogy, safety and quality. Also, some kindergartens did not provide age appropriate furniture for the young children exposing them to safety risks (Iliev, 2021). This study was relevant to the current study as it was interested in chairs and desks being age appropriate to suit an individual child's needs.

A descriptive research in Nigeria on the impact of lack of physical environment on student learning outcomes by Rashid (2022) found out that the physical environment had to comprise the amenities made available for learning and a complete learning environment include both physical and non-physical structures. The study

established that poor facilities hindered students from learning and also presented teachers with a difficult workplace. A similar observation made in a mixed method research study in Ethiopia which established that the greatest challenges faced in ECE were dusty classrooms, overcrowding ,lack of running water and age appropriate toilets (Sewagegn, Bitew, Fenta & Dessie, 2022).Both studies were relevant to the current study as the current study was interested in how facilities aid development among children . Josephat (2019) looked at the effect of infrastructure on student’s academic performance in Bukoba Kagera region Tanzania. The study adopted the questionnaires, interviews and observation as the research instruments and the findings indicated that there was an indispensable relationship between educational infrastructure and students’ educational outcome. Since the study adopted semi-structured interview for some participants, the findings could not be generalized as each participant was subjected to different questions. This current study utilized both open and closed ended questionnaires so as to subject all the desired participants to similar questions.

In Kenya, Muthoni, Ouko and Githui (2022) investigated on ECDE policy implementation and its influence on service delivery and the study found out that effective service delivery was determined by a standard physical environment which had sufficient physical facilities. Also according to Hellen and Gathumbi (2019) while assessing factors hindering implementation of early childhood education in public centers in Imenti South, the study found out that inadequate finances lead to lack of facilities and resources in ECDE centers. While this study was interested only in financing, the current study was interested in general management of the facilities. Magaki , Ntabo and Nduku (2021) did a study in

Nyamira County and the findings indicated that most public primary schools had poor physical structure with small poorly ventilated classrooms and latrines in poor conditions and some with ununlockable doors. The study was relevant to the current study since the current study was interested in ECDE centers found in public primary schools and it adopted both the qualitative and quantitative methods which the current study utilized. Nonetheless, the current study aimed at understanding the influence physical facilities had on development of a preschool learner. A different study was conducted in Kakamega County on the implementation of early childhood development education service standards and guidelines on physical facilities in both private and public ECDE centers. The study established that both categories had no differences in complying to government guidelines in provision of furniture and classrooms but a major difference in provision of sanitation facilities and water (Sitati, Ndirangu, Kennedy & Rapongo, 2016). This study was meaningful to the current study as it highlighted the major challenges in public ECDE centers which was a main interest of the current study.

2.3 Provision of Instructional Resources and its Influence on Development among Learners

Waigera (2021) defines instructional materials as the diverse concrete materials used by teachers to bring in new knowledge to the learners. The teaching materials contain the content that refers to the curriculum utilized in order to gain specific competencies. It is the guidelines that directs all the learning activities. At early childhood, children requires instructional resources which support the child's communication skills, allows a child to practice the ability to self-regulate their

cognitive, emotional and mental process and those resources which provides a child with an opportunity to active learn through play (Bendini & Devercelli, 2022)

A study assessing availability of literacy and numeracy learning materials of kindergarten schools in America district, Billiran Philippines acknowledged that literacy and numeracy skills formed crucial skills developed in early years. However, the study established that most instructional materials in the kindergartens were absent or inadequate in supply to be used in teaching numeracy and literacy skills (Mercader, Jordan, Mercader, Sañosa, Sumayao & Barrina, 2021). A qualitative study by Rebecca, Abayan, Placigo, Johansen, Caluza, Abayan, Placigo and Caluza (2021) asserted that the picture was the most utilized print item by teachers as most concepts in preschools required visual presentation. Charts were common too while big books were usually presented with colorful paintings and huge prints and were mostly utilized for storytelling. Manipulatives such as wooden box and toys were important in developing concepts among learners. The findings from the study however noted that most teachers had access to limited number of the materials in schools and some complained of the materials being too expensive to develop. The study was relevant to the current study as it sought to establish how combination of the different materials influenced the development of numeracy and literacy skills. A different study on Austrian kindergartens while using a mixed method approach in comparing digital to print materials on assessment of vocabulary believed that vocabulary is a key developmental area. The study found out that despite technology tools improving concept interpretation, most kindergarten teachers were unwilling to put them in practice (Palczek, Seifert & Schöfl , 2021).While this study only focused on

technology tools the current study focused on all available instructional materials and the impact they had on language development among preschool children. A study in Indonesian early childhood looked at interactive-mediated collective reading tasks in developing early childhood cognitive, motor and language development. The study established that collective reading activities which not only contained writings and images but also other assignments such as practicing pages and matching pictures helped children get better in the various aspects of development (Satriana, Heriansyah & Maghfirah, 2022)

A descriptive survey was conducted in 70 public primary schools sampled by simple random sampling technique in Nigeria on sufficiency of facilities and implementation of the universal basic education scheme in primary schools. The study found out that instructional materials such as wall charts, toys were inadequate or available but in bad shape (Jayesimi, 2019). While this study adopted simple random sampling, the current study sought to utilize the simple random and purposive sampling techniques. This study limited itself to the public schools which was similar to the current study. An ethnographic study on use of instructional resources at the kindergarten level to help children own their own knowledge found out that most kindergarten teachers used a variety of interactive materials during teaching and learning as it enabled pupils to understand concepts better (Adu, Mawusi & Antwi, 2017). This study was a qualitative study while the current study utilized both quantitative and qualitative studies so as to have a holistic understanding of the concept. A different study however, conducted in Agona Ghana on the role of instructional resources and interaction as a tool to quality early childhood education found out that most preschools did not have the instructional

resources such as charts or images required for learning and where schools had these resources they were fixed on the walls and could not be touched by the pupils limiting individual learning and manipulation of materials (Frimpong, 2021).

A similar study was conducted in Rwandan primary schools on teacher's use of teaching and learning resources in teaching mathematics. The study found out that teaching and learning mathematics was more interesting and enjoyable with the use of technology tools, manipulatives and textbooks. Nonetheless, the study found out that teachers did not allow the pupils to utilize the materials and also teachers did not use the materials appropriately or never used them at all (Umuhoza & Uworwabayeho, 2021). The study utilized semi-structured interviews and observation while this study used questionnaires and observation method. A study on effective use of pictorials in early childhood education and care found out that effective utilization of pictures in early childhood improved effective cognitive performance and teaching process in early years (Adenyi, Mafikuyomi, Oluwafemi, Mfikuyyomi, Johso Adewole & Evangeline, 2022). The current study was not only confined to pictures but all the other teaching resources used in learning and aiding development of a preschool learner.

A study conducted on frequency of use of instructional media and acquisition of numeracy skills among preprimary school children in Nairobi City County observed that majority of preschool teachers used instructional media once a week which was not effective in development of numeracy skills among pupils (Shikuku & Mwangi, 2023). While this study was interested in instructional media, the current study was interested in all the instructional resources aiding in development of numeracy skills. A different study in Uasin Gishu Kenya on instructional resources influencing

child's early learning outcome established that teachers did not have access to instructional technologies such as televisions, radios, internet, computers. The study also observed that teachers also required relevant textbooks so as to pick relevant learning activities for the preschool classrooms (Bitok, 2020). An ex post facto research conducted on sufficiency of instructional resources and enrolment of ECDE learners in Kakamega county established that lack of quality ECDE teaching and learning materials affected quality education thus affecting pupil enrollment. The study was interested in child enrolment while the current study was interested in preschool child developmental skills (Bulinda, 2022). A similar study on influence of instructional resources on preprimary learners acquisition of science skills in Tharaka Nithi agreed that instructional materials had a huge influence on development of science skills, however, the study reported a common challenge of inadequacy of the instructional materials Shikuku & Mwangi (2023) which contrasted with the current study which was interested in not only adequacy but also provision of the instructional resources.

2.4 Provision of Plays Material and its Influence on Development among Learners

Play has best been defined by Dietze and Edd (2019) as an instinctive fun generating activity that is self-directed and has no particular advantage. According to this empirical study, children who actively engages in outdoor plays have a guarantee of improved spatial memory and even self-regulation. Being exposed to well established outdoor play structures will have a great influence on the pupil as it is believed that children who are exposed to play in early years are likely to excel in later years

An observation by Dilbil and Basaran (2017) was that playing games formed one of the most important activity carried out by children in their initial ages. Most preschool children engage in different activities with their peers which contributed to their organs becoming stronger and boost their cognitive skills such as attentiveness. The study looked at the influence of school yards and playgrounds and their impact on development and school attachments levels of the children in Turkey. The findings from the study indicated that colorful playgrounds in form of drawings and paintings stimulated children's visibility and enabled them to enjoy playing.

Another study conducted in California by Watts (2022) acknowledged that availability of climbing structures helped the child move their torsos arms and legs. Also, children engaging in pumping legs or crawling in tunnels helped strengthen their lower muscle while participating in gymnastics and swinging through bars helped in upper body development. Although the study revealed that most children would prefer playing on unstructured playgrounds with natural lawns and artifacts for play, most children preferred using the swing to climbing structures. The findings also observed that there should be few play materials for safety as children tend to run around and the material available should be able to keep the child for a longer time. The current study was not interested in just the structure but also the presence of the play equipment themselves.

A similar study on differently structured playground and preschooler's physical activity play while comparing different structures of playgrounds found out that there was no significant difference in active play among preschoolers during free play on diverse play grounds but a high variability between the active and sedentary

children (Luchus & Fikus, 2018). While this was a comparative study, the current study sought to look at management of play equipment in various public ECDE centers. A study on outdoor environment suitability of kindergarten conducted in East Jerusalem while trying to establish suitability that promotes appropriate development and growth of children observed that most kindergarten had limited playground spaces, lacked safety, no diverse play equipment and lacked natural surrounding which affected child development and learning (Saifi & Khales, 2023) .

Geletu (2023) conducted a study on implementation of play-based curriculum and pedagogy in early childhood education in preschools in Ethiopia and found out that play based curriculum had not been fully implemented. The study revealed that most facilities were substandard and not appropriate to the child's age with minimal attractiveness. The study was a contrary of the findings by Mike and Aiko (2019) who observed that adequate and appropriate play materials could enhance the child's acquisition of physical skill. While the two studies were interested in the influence the play material had on the child age and physical skills, the current study was interested how play influenced holistic development among preschool children. A case study in Zambia sought to establish nature of play-based learning and teaching in early childhood education. The findings observed that children indulged in both indigenous and conventional play activities through free play however, the study noted that the greatest challenge was that of lack of appropriate play infrastructure (Lungu & Matafwali, 2020). Since this was a qualitative study, the findings may be biased and was why the current study utilized both the quantitative and qualitative methods to understand the phenomena holistically. In Nigeria, a study was conducted on primary school playground and pupils' physical skills

acquisition as playgrounds influence pupil's holistic development. The study revealed that the playgrounds were safe with no dangerous materials and the available equipment were swings, play sand and natural grass. The study also found out that the common play activities constantly engaged in by the children were kicking balls, running and hide and seek (Sulyman, Olaosebikan, Olosunde, jawad olayemi & Oladoye, 2022)

A study conducted in Baringo central sub county on the influence of type and availability of play materials on acquisition of mathematics skills by preschool learners found out that play materials adopted by teachers to teach mathematical skills were locally made and still not adequate to use. The study emphasized on the providing enough and appropriate play materials as it helped in psychomotor skills and coverage of activities among children (Chepkonga, 2018). In a different study conducted in Nairobi City County on influence preschool playground factors on participation of children physical education established that most preschools had poor unsafe playgrounds with dangerous items and with inadequate play materials and specifically the fixed play equipment and if available, the materials were in poor conditions thus affecting children's participation in physical education (Mutindi , 2020). The study focused on children's participation in physical education while the current study was determined to understand the play equipment affecting holistic child development

2.5 Teacher Management and its Influence on Development among Learners

Opoku, Asare-Nuamah, Nketsia, Asibey and Arinaitwe,(2020) observed that; in order to achieve an inclusive society, education must be a guarantee to all children through efficient and effective distribution of teachers. The quality of early childhood educator is one of the most important predictors of rich ECE classroom. The teacher helps in a child's learning by motivating them and shaping their outcomes and skills through their knowledge (Bendini & Devercelli, 2022)

A study looking at the influence of teacher qualification on implementation of preprimary mathematics curriculum by Onchera, Ng'asike and Cherekes (2021) observed that teacher qualification in terms of academic achievement influenced classroom content delivery. The study further revealed that those teachers with high academic qualifications were more interactive with the learners unlike the untrained teachers. The study's findings were complimented by Warrah, Bing and Yusof (2019) by defining teacher quality as the period where teachers come in contact with educational activities and display qualities of teaching and can convey learners curiosity and attentiveness through ones abilities meaning the teacher possess an attribute of teaching. Similarly, a different study conducted in the USA on the relationship between teacher qualification and the quality education and care found out that there was a significant positive relationship between teachers with higher educational qualifications and the structural and process quality of ECE such that the higher the educational qualification the teacher had the greater the likelihood that they would support child's activities such as language ,reasoning, scheduling of

activities, arrangement of classroom and creating positive interactions among children (Manning, Garvis, Fleming & Wong, 2017).

A different study on kindergartens teacher's knowledge level of developmentally appropriate practice found that there was indispensable difference between teachers with higher educational qualification compared to those who did not have (Jumiaan, Alelaimat & Ihmeideh, 2020). The study only utilized the questionnaire as an instrument of data collection while the current study adopted both the questionnaire and the observation checklist. Kamwitha, Riechi and Muasya (2022) observed that inadequately trained pre-primary school teachers affected promotion rates among children. Nonetheless, a qualitative study by Hannaway, Govender, Marais and Meier (2019) proposed the need to promote in-service training and professional development for both qualified and underqualified teachers. The study asserted that limited opportunities, poor remuneration and insufficient professional facilities demotivated the teachers. The study was relevant to the study although it was done in South Africa. A cross-sectional study by Muthanje, Khatete and Riechi (2018) on influence of professional qualification on acquisition of learner competencies in ECDE in public primary schools in Embu county indicated that teachers' qualification influenced learning as the teachers delivered well in class and helped children to build competencies for their promotion to the next level.

A study on early childhood teacher occupational burnout and turnover intentions from a jobs demand and resources perspectives conducted in Colorado admitted that teachers were more fulfilled with their work when they had job control however, teachers with lower wages had emotional exhaustion and were likely to leave their work (Schaack, Le, & Stedron, 2020). A similar study on early childhood teachers

work environment, perceived personal stress and professional commitment found out that teachers who experienced contentment in a work environment could predict a high professional commitment beyond individuals stress (Byun & Jeon, 2022). The study compared professional commitment and personal related stress while the current study was interested in professional commitment and teachers working conditions. Furthermore a study by Dlamini, Ray, Plessis and Markham (2022) while looking at the staffing and teacher retention in schools of Eswatini ,revealed that poor teacher working conditions was one of the main challenges teachers faced. The study reported to have limited access to teaching resources and also teachers were overworked leading to the challenge of staffing and retention. The current study sought to look at how teacher management affected learner's development. A study in Ainabkoi sub county, Kenya on working conditions and teacher performance in public ECDE centers found out that working conditions had significance influence on teacher work performance as it ensured curriculum implementation without facing challenges (Kimaiyo, Kapkiai & Kiprop, 2021). The study adopted the stratified and purposive sampling techniques while the current study utilized simple random and purposive sampling techniques.

A study on the impact of competence and compensation on ECDE teachers performance established that compensating teachers through provision of proper and fair rewards improved their performance in schools as they could conduct their duties properly (Simangusong ,Tarigan & Sembiring, 2021). A study in Cote d'ivoire on quality indicators in public and private preschools by Moscoviz and Bélanger (2019) found that where a teacher was demotivated they tend to show poor teaching and supervision of the children in classrooms. The study was

interested in general teacher motivation but the current study was interested in motivation influencing child development. A descriptive study in rural Ghana on teacher retention found out that there was high attrition and absenteeism rates due to teachers' dissatisfaction (Acheampong & Gyasi, 2019). Another study by Wambua, Too and Sang (2021) on factors influencing teacher motivation in public preschools in Uasin Gishu county Kenya found out that motivated teachers worked better and teachers characteristics such as the amount of payment received compared to others, the employment status, or the incentives are factors that motivated teachers and affected classroom performance. The studies were relevant to the current study as it sought to establish the relationship between teacher performance influenced by various factors and how it affected developmental abilities in the child.

2.6 Summary of the Reviewed Literature

This section summarized all the studies reviewed in the various sections of this chapter. The studies reviewed on management of physical facilities and its influence on learners development were mostly on availability while the current study was interested in the influence general management has on child development. Also, most of the reviewed studies adopted varying methodology. The studies reviewed on provision of instructional materials mostly focused on specific instructional materials and its influence on learner's achievement while this study mainly focused on the overall status of all the instructional materials in preprimary schools and their influence on holistic development in form of physical, social, emotional and cognitive developments. The studies reviewed on provision of play equipment focused more on the outdoor play equipment and little was captured

concerning the indoor play artifacts. The current study focused on both the indoor and outdoor equipment. The studies reviewed on management of teachers majorly focused on the influence various factors such as qualifications, remuneration and working conditions have on teachers themselves and not the learners. Most of these studies were conducted in a different countries and continents while the current study was confined to Nakuru County only.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter composed of the process of arriving at a valid conclusion which would be applied as a representation of the entire population. It consisted the research design, research variables, location of the study, target population, sample and sampling technique, research instruments, reliability and validity research instruments, data collection procedure, data analysis and ethical consideration

3.1 Research Design

This study adopted the concurrent research method also known as the convergent or the parallel design which is a typology of the mixed methods. In this research design, two sets of data from the qualitative and quantitative approaches are concurrently collected then later analyzed independently (Creswell & Plano Clark, 2018; Shrestha & Giri, 2021). Combining the two sets of data helped the researcher obtain a complete picture of the issue being explored. The research method was suitable for this study as both elements of qualitative and quantitative studies were given equal weight where the researcher collected qualitative and quantitative data using similar instruments which in this study were the questionnaires and the observation checklist. A mixed methods research study was deemed fit for a research study as it utilized the combination of both qualitative and quantitative methods to collect, analyze, mix and draw inference from data in a single study (Teddlie & Tshakkori, 2011).

3.2 Research Variables

The study had management of resources such as the physical facilities, instructional materials, play materials and teachers in early childhood education as its independent variable, which was the cause. The effect which was the dependent variable which was development in form of physical, literacy, numeracy, social and critical thinking skills among learners in public early childhood education centers. Both the independent and the dependent variables were influenced by the intervening variable which in this study were the existing county government management policies on early childhood education

3.3 Location of the Study

This study was conducted in Nakuru County, Kuresoi South Sub County which is among the 11 Sub counties in Nakuru County. Nakuru County is one of the 47 counties in Kenya which covers approximately 7, 498.8 Km². Nakuru County is classified as both urban and rural county. The 11 sub counties are; Naivasha, Nakuru Town West, Nakuru Town East, Kuresoi South, Kuresoi North, Molo, Rongai, Subukia, Njoro, Gilgil and Bahati. Kuresoi South is located along the Mau escapements. The researcher was interested in Nakuru County since it's the third most populous county in Kenya with 76% of its population under the age of 35 an indication of a high demand for quality services in education. In spite of this, Nakuru acknowledged a continued reduced and insufficient funding which led to shortage of resources such as the physical facilities and learning resources and which had also affected teachers' careers and capacity building programs in its early childhood education. The researcher was interested in Kuresoi South Sub County in particular since 83 % of the ECDE centers in this area were public and were likely to

be faced by the various management issues. Moreover, most of these public centers the researcher was interested in were those domiciled in the primary schools which is a purview of the national government, therefore affected the establishment of age appropriate and sufficient classrooms and sanitation facilities.

3.4 Target Population

The target population of this study was 170 public ECDE centers, 170 head teachers and, 340 teachers according to the Kuresoi South sub county office. From the 17 sampled ECDE centers, two schools had one teacher for both pre-primary 1 and preprimary 2 classes while one school had two preprimary 1 classes therefore had three teachers. The rest of the schools had two teachers one for each class respectively. The teachers were helpful in providing information regarding the physical facilities available in schools, the instructional resources, the play equipment and the various issues that affected them such as their educational qualifications, remuneration and their working conditions. The school head teachers also helped in providing information concerning the effort and how much they had done to properly manage and avail resources for learning in the early childhood education.

3.5 Sampling Techniques and Sample Size Determination

The study utilized the simple random and the purposive sampling techniques. Kothari (2004) defines simple random sampling as the technique where each participant is given an equal chance of being selected to form the sample. The simple random sampling is considered appropriate as all the participants selected carry similar characteristics therefore possessing an equal opportunity of participating in the study. Purposive sampling according to Ali (2018) refers to a

technique where selection of a sample relies on the researchers knowledge of the research problem to allow for selection of appropriate person for inclusion in the sample. The main aim of purposive sampling is to identify a particular characteristic as desired by the researcher and which will help the researcher answer the specific questions (Rai & Thapa, 2004). The purposive sampling was used in identifying the 830 public ECDE centers in Nakuru County and helped in arriving at the 170 ECDE centers located in Kuresoi South Sub County. This technique was utilized since these centers related to the research problem were identified and also formed the population that were of the researcher's interest. Therefore, were able to assist the researcher answer the questions. The simple random sampling was utilized in selecting the 17 public ECDE centers domiciled in the primary schools giving all schools an equal opportunity of being selected. In order to select a school, the researcher wrote a "yes" or "no" in a piece of paper and presented it to the public primary schools within the sub county. All the 17 public schools that picked a "yes" were given a chance to participate in the study. Simple random sampling therefore automatically sampled the 17 head teachers sampled from the population of 170 since all the head teachers participating in the study were based in the schools selected. Purposive sampling was used to select 34 teachers from a population of 340 in the 17 ECDE centers domiciled in the primary schools. Purposive sampling enabled the researcher to pick teachers since they helped the researcher in giving the specific information the researcher was determined to study in detail. Homogenous sampling which is a variant of the purposive sampling technique was used to handpick two teachers each selected from pre-primary 1 and another from pre-primary 2.

3.5.1 Sample Size Determination

Orodho, (2017) defines sampling as the process of selecting a sub-group of cases in order to come up with a generalized conclusion about the whole group. Mugenda & Mugenda, (2019) indicates that 10%-30% of the total population being studied is enough to form representative for the sample in a given study. Therefore, the study utilized 10 % sample size so as to generalize the findings for the study.

Table 3.1: Sample size distribution

	Population	Sample size (10 %)	Technique
Head teachers	170	17	Simple random
Teachers	340	34	Purposive
Total	510	51	

Source: (Researcher 2024)

3.6 Research Instruments

3.6.1 Questionnaires

Pandley and Pandley (2015) define a questionnaire as a research instrument with systematic compiled questions. The questionnaire is the commonly used data collection device as it is easy to construct and administer. The questionnaire is very significant in research as it can be used to collect data from widely and scattered sources and also in situations where a researcher cannot access the people he or she desires responses from (Kombo & Tromp 2013). The researcher administered questionnaires for teachers and head teachers. The questionnaires had both open-ended and closed questions and were structured into five sections where the first section contained questions on the demographic information of the respondent. The second section contained questions on the first objective on the management of

physical facilities and its influence on development among learners. The third section contained questions on the second objective on management of instructional resources and its influence on development among learners. The fourth section contained questions on the management of play material and its influence on development among learners. The last section had questions on management of teachers and its influence development among learners.

3.6.2 Observation Checklist

Kawulich (2005) defines Observation as the systematic description of events, behaviors and artifacts in a particular locale. Direct also known as structured observation was utilized in this study. According to INTRAC, (2017) direct observations usually involves recording observations against an agreed checklist. The observation method is useful in a research study given that it enables the researcher to check for nonverbal expressions and have a holistic understanding of the problem under study. Observation improves validity of the study as the researcher has a great understanding of the context and environment where the study will take place. Observation was useful in this study as it helped the researcher to observe additional events especially on information not shared by the participants. Observation checklist was used mainly during classroom learning and in the playgrounds. The observation checklist made three observations and was divided into three sections. The first section contained elements on the first objective of maintenance of physical facilities and its influence on development among learners, the second section had elements on the second objective on provision of instructional resources and its influence on development among learners and the last

section contained elements on provision of play equipment and its influence on development among learners.

3.7 Pilot Study

Pilot study has been defined by Lowe (2019) as a small feasibility study that is taken prior to the actual study to test the several aspects of the methods planned. The main goal of piloting is to prevent a researcher from initiating a large-scale study without sufficient knowledge of the proposed methods. Piloting was conducted in two preprimary schools in Kuresoi South to determine the instruments reliability. The schools were not part of the research but had similar characteristics with those that were selected for the research. The piloting of the research instruments helped the researcher understand where participants faced difficulties in responding to questions. Most teachers required translation of the structured questions during piloting therefore, prompting the researcher to simplify the questions. Their responses also enabled the researcher to detect ambiguous questions. Piloting greatly helped the researcher to know that the pre-defined responses covered all the desired questions and the amount of time it would take to complete the study.

3.8 Validity and Reliability of Instruments

3.8.1 Validity of Instruments

According to Mugenda and Mugenda (2019) validity refers to the degree to which a research instruments measures what it was supposed to measure. It is through the data obtained from the instrument such as questionnaire that validity can be evaluated. The study utilized the content validity and face validity. The face validity helped in ascertaining that the layout of the questionnaires to be fit, legible and appealing to the participants. The content validity also helped in determining the

equal distribution of questions from the study variables and also established the relevance of questions in regard to what it intended to measure. Therefore, in this study the researcher sought guidance and assistance from the supervisor and other members of postgraduate studies to assess the relevance of the questions.

3.8.2 Reliability of Instruments

Orodho (2017) defines reliability as the extent to which data collection instruments such as questionnaires or observation produces similar results on repeated trials. According to Krieglstein et al. (2022) any reliable measurement must register little errors which is a suggestion that for any measurement to be termed reliable, it must produce the same results where measured constructs are constant. Internal consistency technique was utilized to determine reliability and according to Mugenda and Mugenda (2019) the internal consistency of data is determined from scores obtained by a Likert scale administered by the researcher to the sampled subjects. To guarantee reliability of the questionnaires, this study divided the items into half and presented two sets to the same people and then calculated the Cronbach's Alpha index using the obtained results. The Cronbach's Alpha was found to be $\alpha = .82$ which was slightly above $\alpha = .78$ which was termed as the acceptable value therefore indicating that the research instruments were reliable.

3.9 Data Collection Procedures

The researcher contacted the National Commission for Science, Technology and innovation to ask for permission and authorization to conduct the study. The researcher then informed the Nakuru County Education Director and the Sub - County Director of Education (SCDE) Kuresoi south Sub County on conducting research in various early childhood education centers in Kuresoi South.

3.10 Data Analysis

The data collected were analyzed using qualitative and quantitative methods. The quantitative data were collected using closed questionnaires and observation checklists and analyzed using descriptive statistics. The Statistical Package for Social Sciences (SPSS) was used for coding, entry and analysis. The qualitative data was acquired using the open-ended questionnaires and observation checklists. The data obtained was analyzed using content analysis and organized thematically with respect to the study variables and presented using written narratives and pictures.

3.11 Ethical Consideration

The researcher sought consent from the participants and those who volunteered to participate in the research participated. All the information acquired was treated with confidentiality and was only used for research purposes without giving access to a third party. Anonymity was observed throughout the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the research findings and discussion according to the study objectives. The main aim of this study was to look at the management of resources and its influence on development among learners in public early childhood education centers in Nakuru County. Both qualitative and quantitative techniques were used in analysis with data generated from questionnaires and observation checklists. The analyzed quantitative data was presented using tables and figures while the qualitative data organized into relevant themes as per the study objectives;

- i. To establish the maintenance of physical facilities and its influence on development among learners in public early childhood education centers.
- ii. To establish the provision of instructional resources and its influence on development among learners in public early childhood education centers.
- iii. To determine the provision of play equipment and its influence on development among children in public early childhood education centers.
- iv. To establish teacher management and its influence on development among learners in public early childhood education centers.

4.1 Demographic Information of the Respondents

4.1.1 Respondents Response Rate

The study targeted a total sample population of 51 comprising of 17 head teachers and 34 ECDE teachers.

Table 4.1: Respondents response rate

Respondent	Sample Size	Response	Response Rate (%)
Head teachers	17	12	70%
Teachers	34	30	88%
Total	51	42	82%

Table 4.1 shows the response rate for the head teachers and the teachers from the public ECDE sampled. 51 questionnaires were administered but only 42 were returned giving an overall response rate of [82%]. Only 12 head teachers out of the 17 sampled for the study participated in the study giving a response rate of [70%] while 30 teachers out of the 34 teachers participated in the study giving a response rate of [88%]. According to Mugenda and Mugenda (2019) a response rate of [60%] is considered acceptable while [70%] is considered good while that of [80%] considered excellent and therefore the response rate above was considered ideal to represent the sampled objects under the study.

4.1.2 Distribution of Respondents According to Gender

The head teachers and teachers were asked to indicate their gender in reference to whether they were male or female. The figure 4.1 indicate the findings from the responses in the questionnaires.

Figure 4.2: Distribution of respondents according to gender

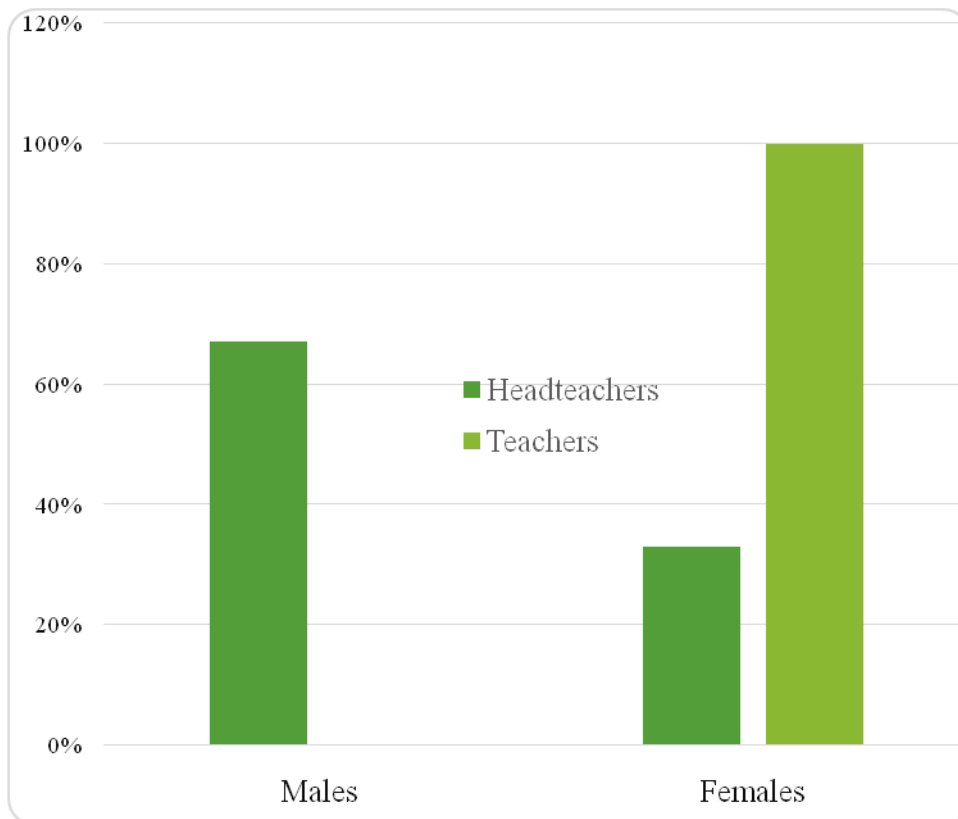


Figure 4.2 is a representation of persistent female underrepresentation in top school management levels as affirmed by Martínez, Molina, Opez and Mateos (2021) who agree that most of the organizational barriers that hinder women are attributed to the specific features of management culture that perceives leadership positions to be heavily masculine. From the graph, there were more male than female head teachers where males were at [67%] while the females were at only [33%] a clear indication that most leadership positions were mainly male dominated. Also, from the table, there were no male teachers in the public ECDE schools sampled with all the teachers being females at [100%] a great depiction of not only gender imbalance but also high rate of feminization at early childhood education. The findings agree with a study by Amosun, Lawrence and Ogunbiyi (2021) who found out that most male

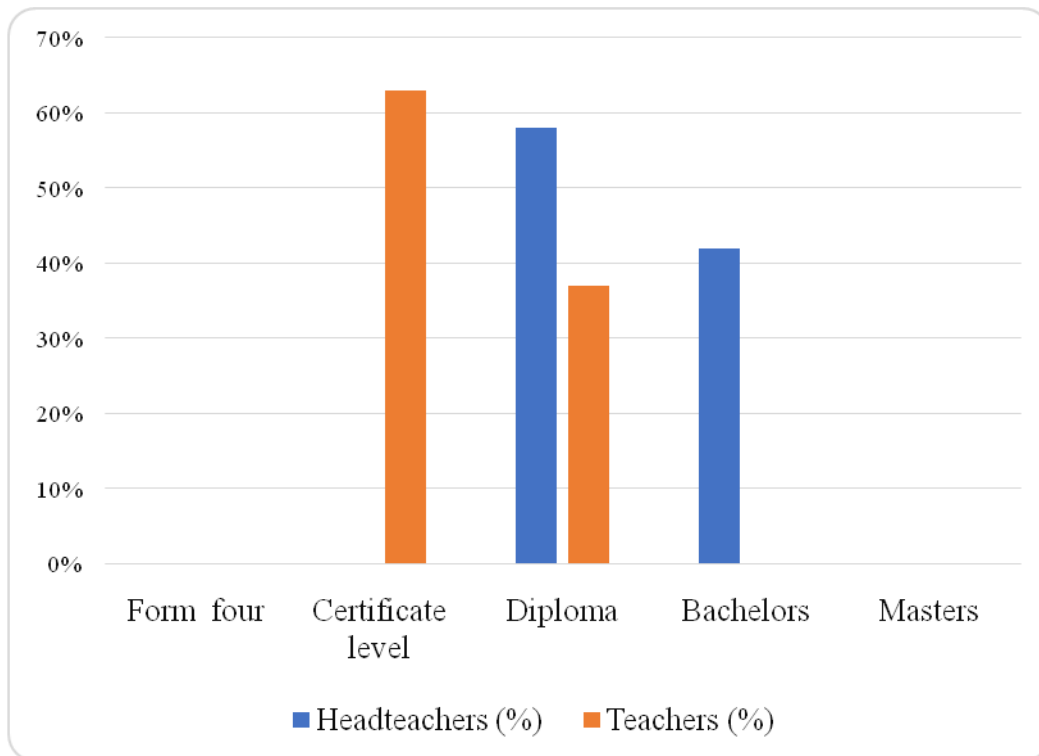
ECDE teachers have negative attitudes towards teaching in pre-school as they perceive it to be a women's job.

Table 4.2: Distribution of respondents according to age

Age	Head teachers	F (%)	Teachers	F (%)
20-30	0		3	10%
31-40	0		17	57%
41-50	5	42%	7	23%
51 and above	7	58%	3	10%
Total	12	100%	30	100%

The table 4.2 shows that the majority of the head teachers [58%] were aged above 51 when compared to the [42 %] with average age while the majority of teachers were between ages 31 to 40 at [57%] with only [23%] being between 41 to 50 and [10 %] of the teachers were above 51 and [10%] below 31 respectively. Kurniawati, Pranato, Retno, Utami, Latiana and Ahmadiet (2021) agrees that age is important in teaching career as senior teachers are considered more mature, stable and not easily susceptible to mental pressure and therefore their effectiveness in handling young children at their formative stages. Also, age influenced leadership as the longer the teacher worked the more the experience gained therefore leadership values are nurtured as they have a tendency to effectively guide and manage learning and processes in an institution (Pranoto,Utami & Latiana ,2021).

Figure 4.3: Distribution of Respondents according to level of education



The head teachers and teachers' level of education was obtained by asking them to indicate their highest level of education they had attained. From the figure 4.3, the majority [58%] of the head teachers had attained diploma as their highest level of education while [42%] had bachelors' level a positive indication of job productivity. The findings are in agreement with Atoni, Jocy and Muyua (2021) who found out that the higher the academic level an individual possesses the higher the work performance ratings. Also, from the table, the majority of the teachers [63%] had acquired certificate level while [37 %] had diploma and no teacher had form four level of education or had attained the bachelor's level. This is an evidence that the majority of the teachers had only acquired the minimum qualifications required to teach in ECDE.

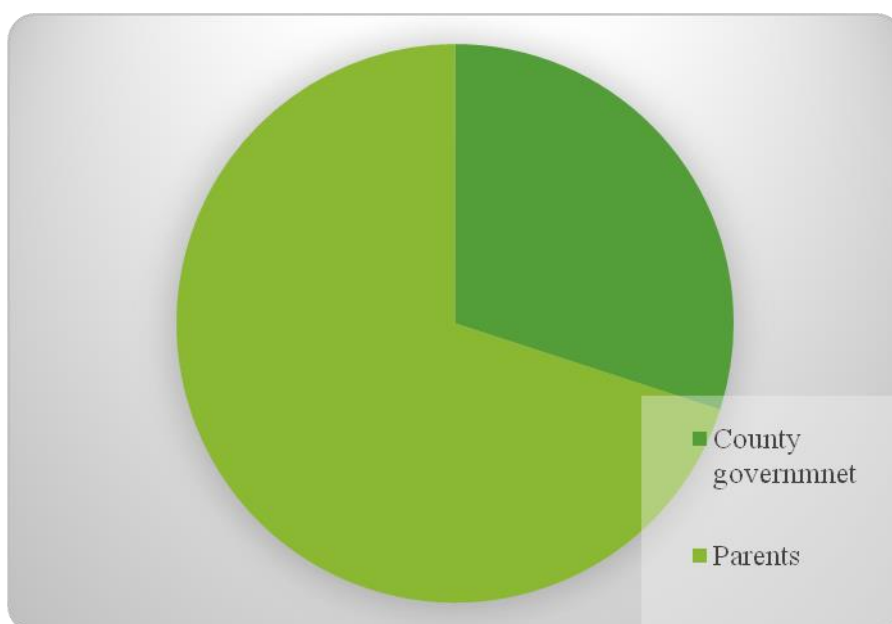
The researcher sought information on the period each teacher had stayed in the specific school as most ECDE had challenges with teacher retention.

Table 4.3: Distribution of teachers according to their teaching experience

Teaching experience	N	f (%)
0-10 years	18	60%
11-20 years	6	20%
21-30 years	6	20%
Total	30	100%

Table 4.3 shows that majority of teachers [60%] had a teaching experience of 0 to 10 years while those between 11 to 20 and 21 to 30 at [20%] each respectively. From the findings, most teachers changed schools often when compared to those that remained in the same school for a longer period. A study by Tambak, Yusuf, Sukenti and Marwiya (2022) however suggests that a teachers teaching experience has no significant relationship with proficiency.

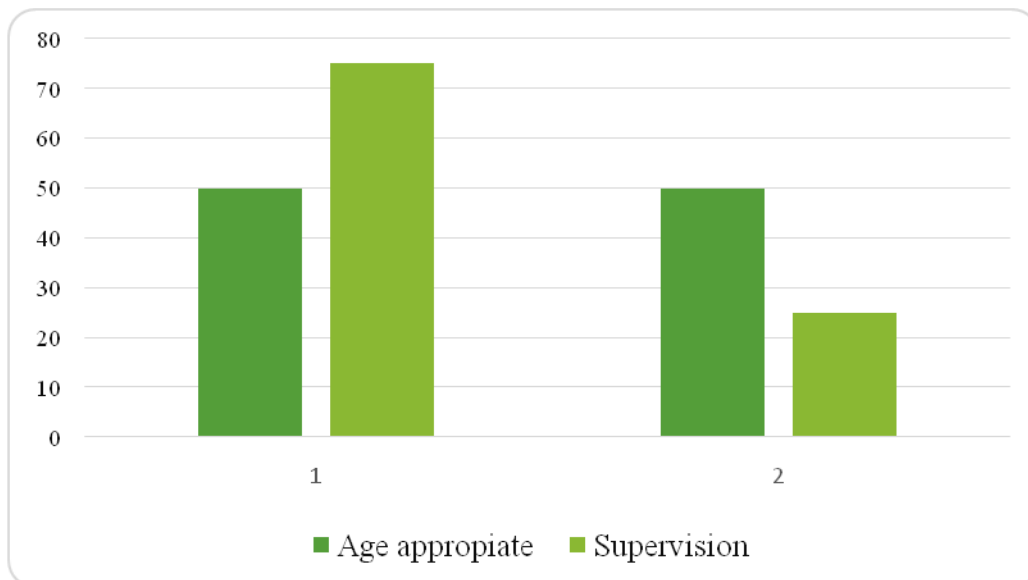
Figure 4.4 Distribution of teachers according to terms of employment



The figure 4.4 shows the distribution of teachers in relation to their terms of employment. Majority of the teachers at [70%] were employed by the parents while only [30 %] employed by the county government an indication of low employment rates by the county government. From the findings, there is a high rate of understaffing in in ECDE across Kuresoi South which may greatly affect development among preschool learners as attrition among teachers was high.

4.2 Responses on management of physical facilities and its influence on development

Figure 4.5: Head teachers response on physical facilities



The figure 4.5 indicates that, majority of the head teachers [75%] reported to regularly supervise the existing physical facilities although most reported hindrance as ECDE is managed by the county government and have little influence on supervision. Also, constant change of governments in the county left most projects incomplete or abandoned as new governments established new projects. The outcome negatively impacted the learners as lack of sufficient physical structures encouraged crowding and less instructional materials did not adequately help in

achieving the cognitive and socioemotional wellbeing of the learners. From the figure, the population of the sampled head teachers [50 %] agreed that the existing physical facilities were age appropriate, safe, and sufficient and supports child development. A common challenge noted by the head teachers was that of the incomplete permanent structures that have taken longer time to complete which posed threat to security of the children. One head teacher noted that:

Head teacher 1

Our permanent structures are incomplete and therefore the children are forced to use the semi-permanent structures which are not in good conditions and greatly affect learning thus the need for the county government to speed up the completion of these facilities.

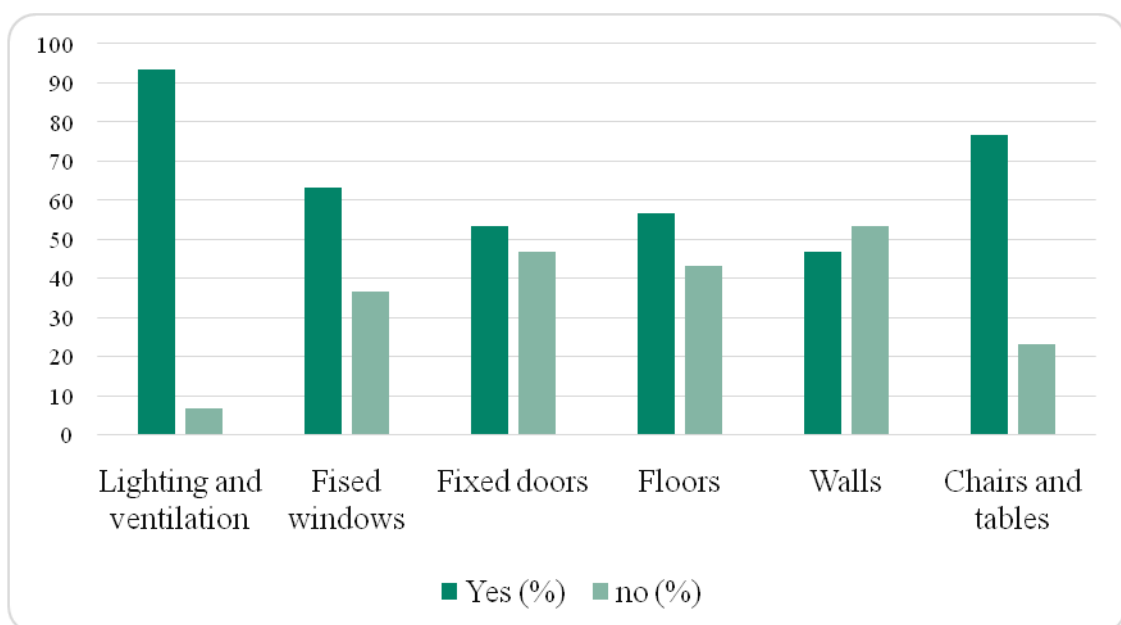
Figure 4.6: A complete classroom facility



(Source: Researcher, 2024)

Figure 4.6 may be taken as one complete, modern, well-furnished classroom fully equipped with tanks for adequate water supply for cleaning and drinking in ECDE. The classroom has met the required standards of an ECDE classroom facility and can accommodate 25 to 30 learners as required. Most centers had not fully utilized their facilities as they were incomplete while others only had one classroom constructed and therefore could not accommodate all the learners.

Figure 4.7: Teacher response on physical facilities



The findings from the figure 4.7 shows that the majority of teachers [93.3%] agreed that their classrooms had proper lighting and ventilation thus full support of the cognitive, emotional and social wellbeing of the children. This was followed by [76.6%] who reported that the chairs and desks were age appropriate even though some were inadequate therefore supporting the learner’s developmental abilities to some extent. A challenge witnessed across most ECDE centers was that of insufficient chairs and tables. The county government needs to invest more in these resources specifically the age appropriate chairs and tables.

Figure 4.8: Chairs and tables in a classroom



Source: (Researcher, 2024)

The figure 4.8 maybe observed as an example of classroom with inadequate although age appropriate chairs and tables for learning. From the figure, the classroom is equipped with benches where the chairs were missing. Also, the figure suggests rare maintenance of the desk and chairs in ECDE classrooms.

Also, [63%] and [53%] of the teachers reported that the classrooms had well fixed doors and windows respectively. Also, [56.7 %] of teachers reported that classroom floors were in good conditions. On the contrary, the majority of teachers [53.3%] reported that the classrooms walls were not in good conditions. The findings on classroom floors and walls together with windows and doors were highly attributed to majority of classroom structures being semi-permanent or lack of maintenance for the permanent structures. From further responses sought via the open-ended questions concerning the physical facilities, the teachers gave various responses as noted:

Teacher 1

Our greatest challenge on the windows, doors, floors and walls is due to the classrooms that were constructed using semi-permanent structures. This has greatly affected the safety of our property especially when we are away. We experience constant vandalism and theft of the different learning materials. Also, during cold and rainy seasons, the children are greatly affected as there is no proper sealing posing a threat to their health.

Teacher 2 stated that:

The greatest challenge we face is that of unlockable doors and windows. Establishing permanent structure will help enhance security to our classroom property.

Old semi-permanent structures utilized by most centers are not ideal for learning as the doors and windows are easily broken therefore easily accessed. Establishing enough permanent structures will help in preventing unauthorized access to ECDE facilities.

Figure 4.9: A Semi-permanent classroom structure



Source: (Researcher, 2024)

The figure may be taken as a semi-permanent classroom utilized by learners in one school as acknowledged by one teacher since the permanent structures have not been

completed. From the figure, the iron sheets are rusted and walls made of timber with no sealing therefore exposing children to cold during rainy seasons. The classroom may greatly affect the socioemotional wellbeing of the children.

Figure 4.10: Teacher response on sanitation facilities

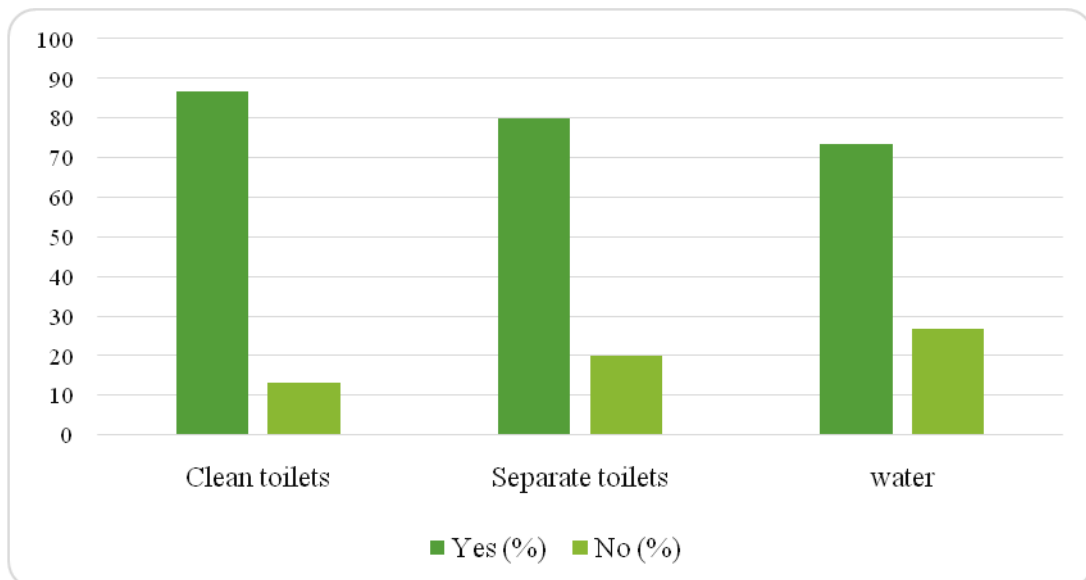


Figure 4.10 on the findings concerning the sanitation facilities indicates that the majority of the teachers [86.7%] agreed that the children had access to clean toilets and latrines. This was followed by [79.9%] who reported that the children had access to separate toilets for boys and girls while [73.3%] of teachers agreed that the children had access to clean and safe water. The results reveal high level of hygiene effectiveness among public ECDE schools therefore implying investment in the socioemotional wellbeing of the children. The findings are supported by OECD (2022) who claim that safe water and adequate sanitation is vital for health and general wellbeing. As studied by Omemo, (2024) many schools in developing countries have limited access to water ,sanitation and general hygiene and may result to health related infections such as diarrhea especially when exposed to surroundings with fecal contamination. The frequent exposure to such illnesses may result in cognitive impairment among the young children in later life. Therefore,

emphasis is on the educators need to understand good hygiene practices associated in wash facilities through understanding how children access and use the facilities and the quality of water provided for drinking and cleaning (Mwapasa, Chidwizano, Lally & Morse, 2023)

Figure 4.11: Sanitation facilities

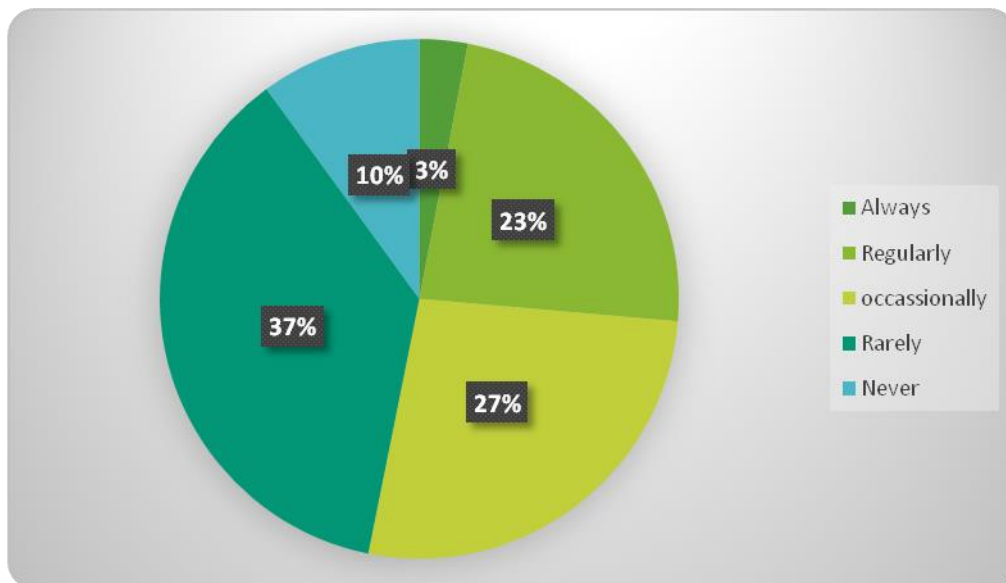


Source: (Researcher, 2024)

The figure 4.11 can be assumed as the sanitation facilities observed in the majority of the schools. From the figure, it can be agreed that most ECDE centers have the required age appropriate sanitation facilities for boys and girls as recommended by the county government. The figure also captured the separate toilet facilities for boys and girls an evidence of investment in clean, age appropriate sanitation facilities in most public ECDE by the county governments.

4.3 Maintenance of physical facilities

Figure 4.12: Teacher Response on maintenance of physical facilities



The findings in figure 4.12 indicates that majority of teachers [36%] reported that the existing physical facilities were rarely maintained. [26%] of teachers reported that the existing facilities were occasionally maintained while [23.3%] of teachers reported regular maintenance of the existing facilities. [10 %] reported no maintenance at all while only [3.3%] of the teachers reported that the existing physical facilities were always maintained. Maintenance is defined by Mormah (2023) as the act of keeping grounds buildings and equipment in their original condition and completeness. According to this study, poorly kept educational facilities easily lose their functionality, value and beauty and may affect or inhibit learning activities. The findings suggest that the county governments do not monitor facilities after their construction even though it is their mandate.

Figure 4.13: Rarely maintained classroom facility



Source: (Researcher, 2024)

Figure 4.13 may be taken as the current conditions of the completed permanent ECDE

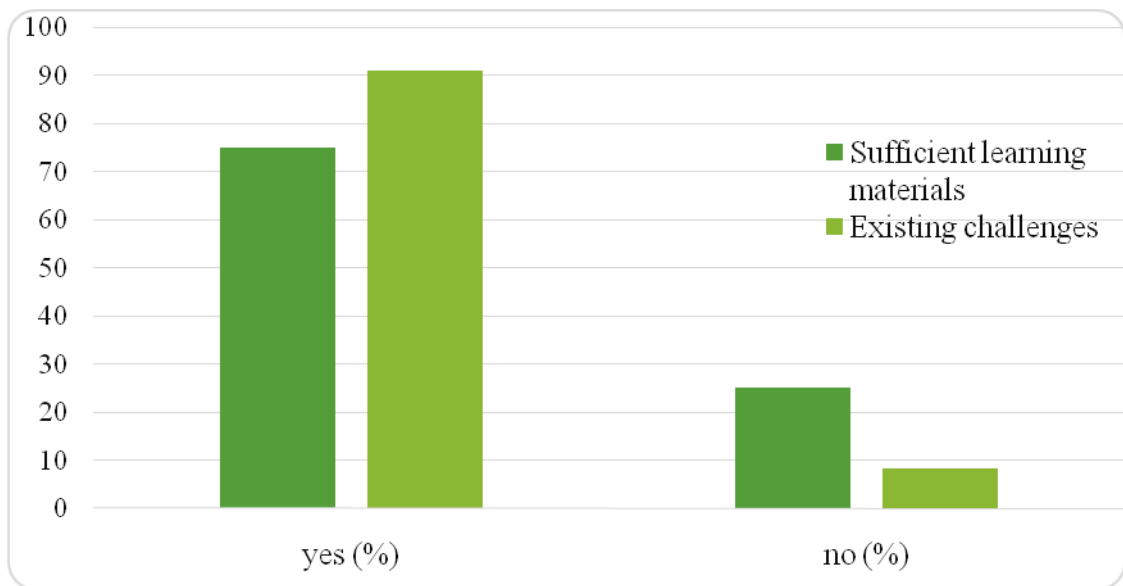
Structures that is rarely maintained. From the figure, it is observed that construction was completed but no follow-up was done by the county government concerning maintaining the structures to retain their original state. The walls have faded as they have not been painted in a while. Some of the window panes are broken and have not been replaced compromising the health and safety of the children especially during the rainy seasons. The figure also captures a dusty floor an indication of irregular cleaning of the classroom. From the figure the cognitive and emotional wellbeing of the children would be greatly impacted with classrooms in such conditions.

Figure 4.14: Condition of a classroom in one center



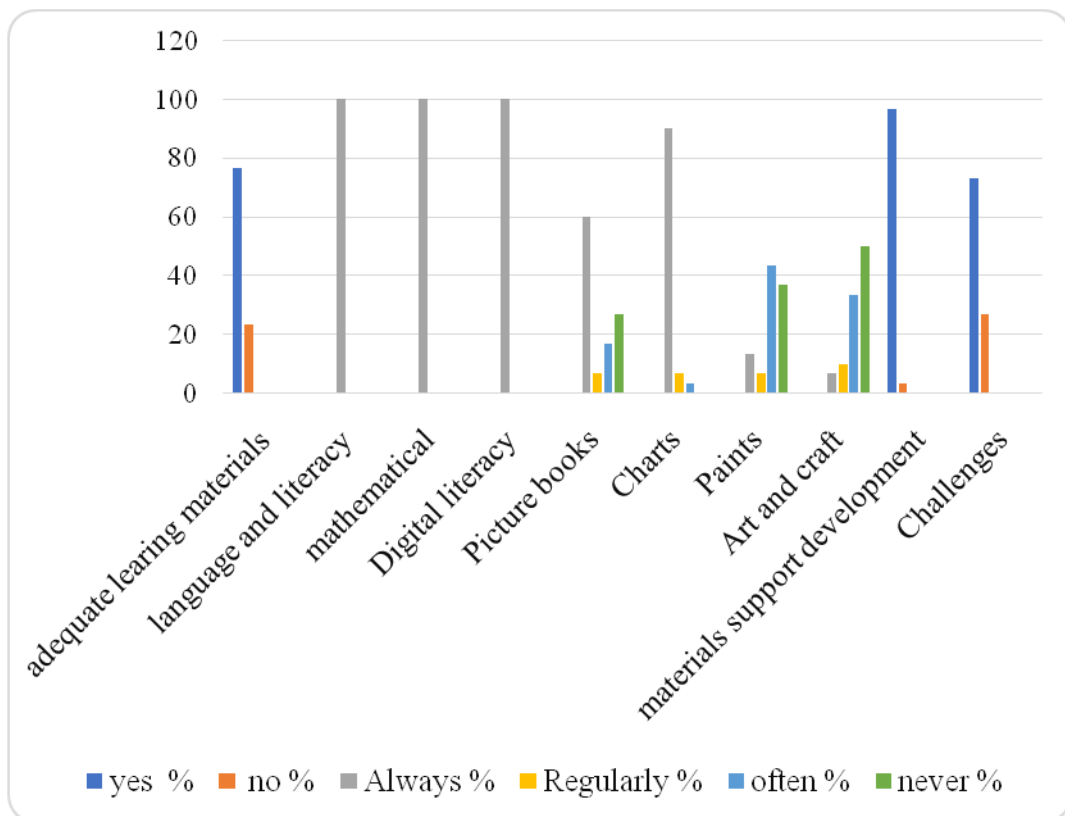
The figure 4.14 may be taken as the inside of one classroom in one of the centers that have not been maintained in a while. From the figure, the floor is patched rough and, dusty and is clearly not suitable for the children's learning. The classroom also portrays inappropriate desks and chairs for ECDE learners. The classroom walls have not been painted in a while and is the reason for the dirt. It is the county government responsibility to ensure that classrooms are constructed but also to ensure maintenance when necessary which is not portrayed in the picture.

Figure 4.15: Head teachers response on instructional materials



The figure 4.15 shows that the majority of the head teachers [91.1%] noted that there were existing challenges such as irregular supply of the instructional materials especially the print curriculum which are used in daily teaching. Also, materials such as chinks and charts used by teachers were irregularly supplied making instruction challenging. On the contrary, the majority of the head teachers [75 %] agreed that the available instructional materials were able to support learning and the acquisition of basic developmental skills such as numeracy, reading and writing.

Figure 4.16: Teachers Response on Instructional materials



The findings from the figure 4.16 shows that the language and literacy, mathematical and digital literacy gadgets [100%] were always used in everyday classroom teaching. Also, majority of the teachers [90.7%] believed that the available learning materials supported development since most of the instructional materials available were able to meet the developmental needs of the children as they were able to read, write and, count while using the available print and digital literacy gadgets.

Teacher 3

Our greatest challenge on instructional materials is due to the fact that we rely heavily on the primary school for the provision of materials such as chalks or additional reference books.

From the findings, the most utilized materials were the print materials in form of textbooks and the digital gadgets. Other materials such as the different art and craft

materials and paints were used once in a while. The findings agree with a study by Nnabugwu, Onwuka and Ugwude (2020) who found out that the different curriculum materials forms the backbone of a child's intellectual development and therefore quality of learning is influenced by availability of material in terms of it can be bought, used or reached but also utilization by making it practical sentiments supported by one teacher who is that:

Teacher 4

Provision of additional instructional resources by the county government help in diversifying learning and also and also, parental involvement helps in curbing inadequacy of the required additional materials.

From the figure, Charts [90%] were commonly used teaching aids although most were mainly acquired through local improvisation as stated by one teacher who noted that:

Teacher 5

Most of the materials available especially the teaching aids such as charts are not sufficient thus require local improvisation or purchase which is costly.

Figure 4.17: Locally improvised charts



Source: (Researcher, 2024)

Figure 4.17 maybe taken to be the commonly used locally improvised charts always used across most ECDE classrooms on every day teaching. The charts were mostly crafted using sacks due to constant vandalism from the pupils in the upper primary classes and lack of sufficient funds to purchase the materials. From the figure, the county governments needs to provide more teaching aids to the ECDE schools.

Also, from the figure, the majority of the teachers [76.7 %] agreed that the county government had only provided adequate print and digital curriculum materials for learning. Interestingly, majority of the teachers [73.3%] reported facing challenges of inadequate instructional materials that helped in making learning more engaging, interesting and unlocking mental stimulation such as the art and craft and the paints. Some of the available print materials such as textbooks and picture books were

reported to be inadequate therefore forcing the children to share. Also, most schools had one digital literacy gadget which was shared between preprimary 1 and preprimary 2 thus limiting utilization.

Also, from the findings, picture books [50%] were regularly used in everyday teaching. The art and craft materials [50%] and painting materials [43.3%] were often used in everyday teaching. This was mainly caused by classrooms lacking the art and craft and paints materials as they had not been provided by the county government which would enable utilization.

4.4 Responses on management of play materials and its influence on development

Table 4.4: Headteachers response on play materials

Variables	Good (%)	Fair (%)	Bad	Yes	No (%)
			(%)	(%)	
Investment in play	25.0	58.3	16.7	-	-
Teacher conversant with play	-	-	-	100	0

The table 4.4 shows that all the head teachers [100 %] agreed that their teachers were well conversant with different play activities and could easily engage in play activities but were only limited by the scarce play materials. Consequently, majority of the head teachers [58.3%] perceived their school’s investment in both indoor and outdoor play materials to be fair. Most schools had good layout of the fields where pupils run around during games but lacked the fixed outdoor play equipment such as swings. Also, most schools were only limited to using locally acquired ropes and

balls for play activities all the head teachers [100 %] agreed that their teachers were well conversant with different play activities and could easily engage in play activities but were only limited by the scarce play materials.

Figure 4.18: Teachers response on play materials

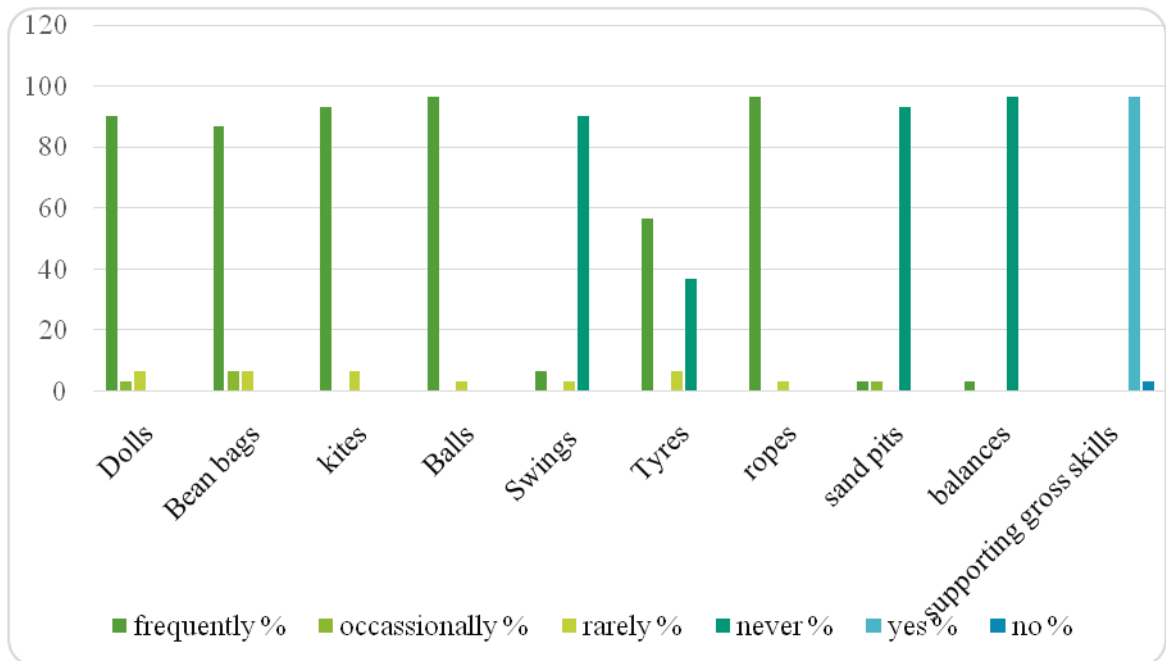


Figure 4.18 Shows that the balances [96.7%], the sandpit [93.3%], the balances [90%] were never used in majority of the ECDE centers as they were not available. The findings are a clear indication of lack of provision and poor investment of play materials across all ECDE centers in Kuresoi South Sub County. Although, majority of the teachers [96.7%], agreed that the available play materials supported development of gross motor skills among children as they were able to fully utilize the present materials such as the balls which made them run around and through skipping the ropes. The ropes and balls [96.7 %] each were frequently used in play activities as they were easily acquired and were the main items of play present across all the ECDE centers as noted by a teacher who said that:

Teacher 7

Most of the play materials utilized by children during play are those that are easily acquired such as the balls, skipping ropes and this encourages children to run around therefore supporting the development of gross motor skills.

Kites [93.3%] were also frequently used as they were acquired locally through improvisation of papers by learners. Dolls [90 %] were improvised together with the bean bags [86.7 %] were locally acquired using pieces of clothes and cereals. From the findings, investment of play materials in ECDE is still low and specifically the fixed outdoor play equipment such as the balances and the slides as observed by one teacher who noted that:

Teacher 8

We have a challenge unavailability of the play materials since the school do not possess most of the outdoor play materials and in most cases, the children are compelled to carry materials such as tyres from their homes when required during play and cannot be kept in school due to safety problems thus discouraging use of these equipment.

These findings are in agreement with a study by Wondimagegn and Yirgalem (2023) who found out that play resources are crucial in enabling children explore interest and foster creativity although a common challenge in most preschools especially in Kenya is the use of resources sparingly. According to this study, the lack of proper access to play materials is attributed to lack of finance, discrimination and poverty.

These sentiments were agreed to by one teacher who suggested that:

Teacher 9

We still need more support concerning the fixed outdoor equipment in order to engage children more in play as they are usually less active due to lack of materials to play with.

The tyres [56.7%] were occasionally used during play as most schools relied on the few that were available or relied on those brought by learners from their homes.

4.5 Responses on teacher management and its influence on development

Head teachers response on teacher management

Figure 4.19: Head teacher response on teacher management

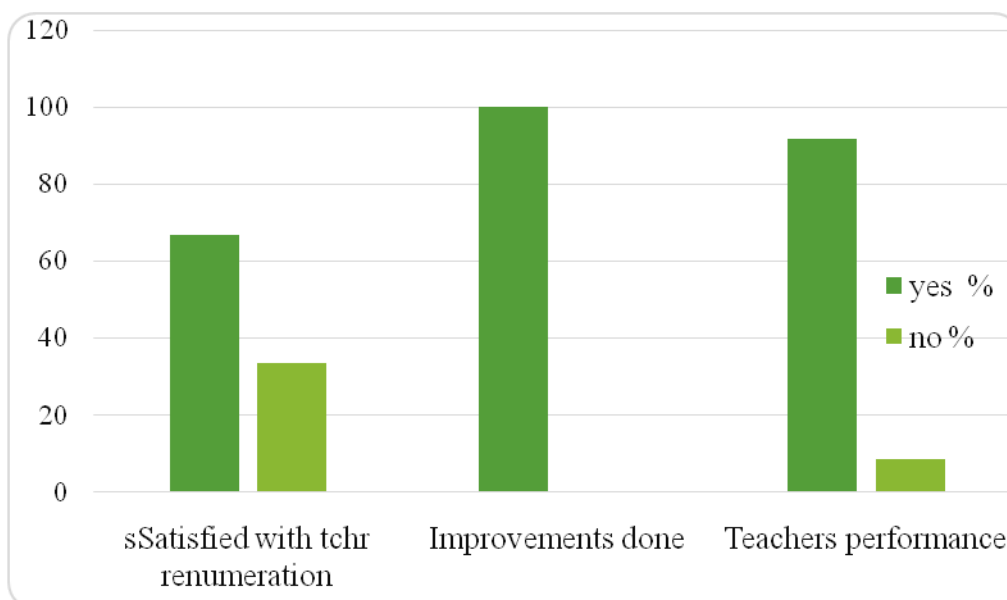


Figure 4.19 indicates that all the head teachers [100%] reported to fully support the teachers to improve their working conditions through provision of instructional materials such as chalks, textbooks, charts, reference books, pens, crayons and balls. Most head teachers also affirmed their consistent mobilization of the learner's parents to make payments. Some head teachers further reported to sometimes fund the teachers where parents have failed so as to avoid disruption of learning. The majority of the head teachers acknowledged frequent employment of new teachers as most teachers often quit their jobs. Also, the majority of the head teachers rated teachers' performance in ensuring child development to be good as majority of the children could count, read and write.

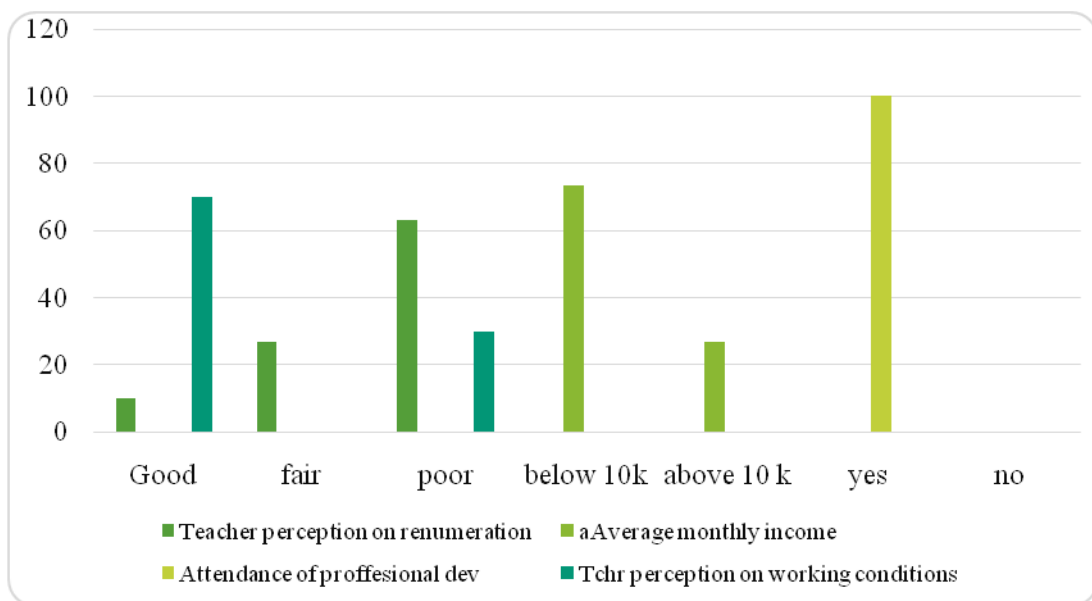
The figure 4.19 indicate that the majority of the head teachers [66.7 %] were not satisfied with the teachers' terms of employment. As illustrated in figure4.4, the

county government had only employed [30%] of the teachers on permanent and pensionable terms while [70%] were employed under the board of management and were not well remunerated. Most of the teachers under the board of management cited frustrations from the learner’s parents as most evaded payments or delayed the payments. One head teacher noted that:

Head Teacher 2

Relying on parent’s payment has constantly frustrated daily learning activities as it is difficult to retain teachers without payment. Also, most children are forced to be absent as their parents cannot raise the required amount on time which has greatly impacted their transition to the primary level

Figure 4.20: Teacher response on teacher management



The table 4.20 indicates that majority of the teachers [100 %] had attended professional development courses which highly influenced their teaching. However, majority of the teachers [73.4%] earned an income below Ksh. 10,000. The findings from teachers income mirrors the findings from a study by Rosmanida, Citra, Defla, Reskina, Irmi and Safrudinet (2022) who found out that compensation especially in form of income reflects value or measure of teachers work. Therefore,

small amount of income affects teacher's job performance, motivation and satisfaction while if teachers are awarded properly their job satisfaction increases and were motivated to achieve organizational goal and one teacher said that:

Teacher 10

Employment by the county government on permanent terms would improve the current poor working conditions.

Also, majority of the teachers [70 %] perceived the general working conditions in the public ECDE to be good as observed by one teacher who said that:

Teacher 11

The working conditions are generally conducive since there is so much support from the primary school. The biggest challenge is on poor payment and child absenteeism since most parents choose to retain their children at home instead of paying the school fees arrears which greatly affect instruction.

From the findings , the school working conditions did not affect teachers motivation as supported by a study by Mulyana ,Chaeroni and Erlangga (2021)who found out that the working environment has no significant effect on the teacher performance but the teachers ability has a significant influence. The sentiments are supported by one teacher who stated that:

Teacher 12

Even though I receive less pay due to lack of support from the county government, the school and the parents, I enjoy teaching as I gain good teaching experience from my interactions with the learners.

From the findings majority of teachers [63.3%] perceived their remuneration to be poor. A proof that majority of the teachers did not perceive the current ECDE conditions to be quality and therefore required more support from the county government.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter present the summary based on the study's main findings. The chapter also captures recommendations based on the findings and lastly suggestions for further research.

5.1 Summary

The study sought to look at the management of resources and its influence on development among children in public ECDE in Nakuru County. The findings were derived from descriptive analysis of management of resources and its influence on development among children. The findings prompted an analysis of the state of physical facilities, instructional materials, play materials and teacher management and their influence on development and the results included in the study. Four study objectives guided the study.

The first study objective was on management of physical facilities and its influence on development. The findings indicated that the conditions of the existing classrooms and sanitation facilities positively influenced cognitive, social and emotional development among children. Although from the findings, most facilities required regular maintenance to effectively support development as some classes were characterized with broken windows and doors and also, poorly maintained walls and floors posing health and safety threats to the children and may affect their cognitive development.

The second study objective was on the management of instructional materials and its influence on learner's development. From the findings, the available instructional materials influenced development as learners portrayed numeracy skills, ability to read and write. All schools had access to print curriculum materials and gadgets used for digital literacy. Although most schools acknowledged shortage of the other reference materials and teaching aids.

The third objective was on the management of play materials and its influence on development. The findings from the study indicated that the investment on play materials fairly influenced gross motor skill development among learners. From the findings, most schools lacked the outdoor play equipment and where the schools had these materials, they were mainly acquired through local improvisation.

The fourth objective was on the management of teachers and its influence on development. The findings revealed that teacher management positively influenced development as most teachers perceived their working conditions to be good and had attended various professional development courses. Although from the findings, most teachers were dissatisfied by their income which had no influence on child development.

5.2 Conclusions from the Study

The study looked at influence management of resources had on the different developmental stages of cognitive, social and emotional skills among preschool children in public ECDE domiciled in the primary schools. The results showed that the resources highly influenced the various skills since where there were sufficient resources quality learning was achieved than where there was not. From the findings, age appropriate physical facilities absolutely supported preschool child

development. Therefore, the need to effectively manage and supervise the existing physical facilities by the county government.

Further, the findings demonstrated that diversifying instructional resources would make learning more engaging than when relying on one type of learning material indicating the need to provide additional reference materials and teaching aids. Also, from the findings, the investment of both indoor and outdoor play materials has received little attention from the schools and the county government. The results indicated the need to highly emphasize on the significance of play in early childhood education. There is need for greater emphasis on teacher employment and general improvement of their working conditions as they play a significant role in the children's formative stages.

5.3 Recommendations and Suggestions of the Study

The findings from the study are of relevance to the ministry of education, the county government, head teachers, teachers and the parents as matters of child development are crucial and determine how a child progresses to the other levels of education. The following recommendations were made based on the study findings for consideration.

5.3.1 Recommendations for Practice

- i The study found out that the existing state of physical facilities highly influenced preschool child development. The county government should provide sufficient funds and ensure consistent supervision to enable completion of the ongoing construction of physical structures and also, maintenance of the completed facilities.

- ii Additionally, all the ECDE schools domiciled in the primary schools should be treated as separate school to enable autonomy so as to ensure effectiveness in order to avoid interference from the host primary schools as the centers constantly faced vandalism and destruction of the ECDE property.
- iii The findings on insufficient instructional and play materials was due to most county governments focusing on the construction of infrastructure. The challenge in most ECDE centers is that they do not benefit from the government grants from the national government making funding of schools to vary from one county to another. Therefore, there is need for a secure funding to ensure provision and sufficiency of the different instructional and play materials.
- iv The findings also depicted a great challenge in teacher recruitment due to poor implementation of the ECDE teacher scheme of service which have resulted in poor remuneration of teachers especially those yet to be employed by the county government. County governments need to adopt a clear policy for hiring of teachers to reduce the high attrition rate among teachers under the board of management.

5.3.2 Suggestions for Further Studies

The study advances the following suggestion for further research;

- i. This study was conducted in Nakuru County therefore the findings may not be completely generalized for other counties across Kenya as different counties have different legislation over ECDE centers. Similar studies may be conducted in different counties for comparison of the study results.
- ii. The study variables were limited to the structural and process features such as the physical facilities, instructional and play resources and teachers influencing

development. More studies may explore on influence children's health and nutrition through school feeding programs has on development among preschool children. Furthermore, a study on the parents' socioeconomic status and its impact on preschool child development to give a holistic view of various factors influencing a child's developmental abilities.

- iii. The study was limited to public ECDE centers domiciled in the primary schools. The study may be expanded to the private and the satellite ECDE centers.

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APPENDICES

Appendix I: Consent Letter

My name is Cheptoo Cynthia, a student pursuing a Degree of Master of Education in Educational Management, policy and curriculum studies of Kenyatta University. My research topic is *The Management of Resources and Its Influence on Development among learners in Public ECDE centers*. The main aim of this research is to look at the management issues witnessed in public Early Childhood Education Centers. This study has the early childhood education teachers and head teachers as the main respondents who will help in answering the questionnaires. It will also feature the sub county education director who will also help in answering the questionnaire. The data collected in this research will only be used for academic purposes. Participation is voluntary and only answer questions at your comfort. I am looking forward to your honest responses.

Cheptoo Cynthia.

Appendix II: Questionnaire for Teachers

PART A: Personal Information

Kindly tick where appropriate√

1. Gender Male () Female ()

2. Your age 20-30 years () 31-40 years ()
41-50 years () 50 years and above ()

3. Professional Qualifications

Form four level () Certificate level ()
Diploma level () Bachelors Level ()

4. Who is in charge of your remuneration

County government ()
Parents ()

5. (a.) Please specify the conditions whether the classrooms have: tick √ where it applies

Proper lighting	Yes ()	No ()
Proper ventilation	Yes ()	No ()
Fixed windows and doors	Yes ()	No ()
Painted walls	Yes ()	No ()
Floors in good conditions	Yes ()	No ()
Age appropriate desks and chairs	Yes ()	No ()

(b.) Would you describe the classroom conditions in (a) above to be enough to support development among children Yes () No ()

6. Please explain your answer.....

.....

7. How often are the classrooms repaired and maintained?

Always	Regularly	Occasionally	Rarely	Never

8. Do you feel that the school has established proper sanitation facilities for children?

Facilities status	Yes	No
Safe clean water		
Clean toilets and latrines		
Separate toilets and latrines for boys and girls		
Toilets and latrines in good conditions		

9. What do you think should be done to improve the state of the sanitation facilities to appropriately suit the children's developmental needs? Explain your answer.

.....

PART B: Instructional Materials

10. (a.) Do you agree that the county government has provided sufficient instructional materials for learning?

Strongly Agree () Agree ()
 Disagree () Strongly disagree ()

(b.) Comment on your answer above.....

11. (a.) Which instructional material is frequently used in your teaching?

Textbooks () Pictures ()
 Charts () None of the above ()

(b.) Does the material suggested above (a) have influence on the acquisition of cognitive skills? Yes () No ()

12. Please explain your answer.....

.....

13. Briefly comment on what you think should be done about the instructional materials so as to effectively achieve cognitive development?.....

.....

.....

14. Are there any challenges concerning instructional materials in your school?

Yes () No ()

PART C: Management of Play

15. (a.) From the table indicate an equipment which is commonly used by learners during play by children in your school: Put a \surd Where appropriate

EQUIPMENT	FREQUENTLY	OCCASIONALLY	RARELY	NEVER
Dolls				
Beanbags				
Kites				
Balls				
Swings				
Tyres				
Skipping ropes				
Seesaws				
Sandpits				
Radars				
Balances				

b.) From (a) above what do you think encourages use or not use of the play equipment?.....

.....

.....

16. (a.) Do you agree that the play equipment in your school supports the gross motor skills in children? Yes () No ()

(b.) Please explain your answer.....
.....
.....

17. (a.) How conversant are you with play activities?

Extremely Good () Good ()
Fairly () Poorly ()

b.) What do you think attributes to your answer above?.....
.....
.....

PART D: Management of Teachers

18. (a) How would you describe your remuneration? Tick✓ where appropriate

Poor () Fair ()
Good () very good ()

(b) What is your average income?.....
.....

(c) What do you suggest concerning your remuneration?.....
.....
.....

19. How long have you been employed in this school?

20. (a.) Have you attended any professional development course since you joined this school?

Yes () No ()

Appendix III: Questionnaire for Headteachers

1. Your Gender

Male () Female ()

2. Your professional qualifications

Certificate level () Diploma Level ()

Bachelors level () Masters Level ()

3. Your Age

20-30 years () 31-40 years ()

41-50 years () 51 years and above ()

PART B: Physical Learning Facilities

4. (a) Would you term the existing physical learning facilities as age appropriate and safe?

Yes () No ()

(b) Explain your answer above

.....

5. What do you think is the greatest challenge in managing the physical learning facilities?.....

.....

6. How often do you supervise and ensure maintenance of child learning facilities?

Always () Regularly ()

Occasionally () Rarely ()

7. What would you suggest to the county government in ensuring availability of safe and age appropriate child learning facilities?.....

.....

.....

PART C: Instructional Material

8. (a) Do you agree that there are sufficient instructional materials in your school?

- | | | | |
|----------------|-----|-------------------|-----|
| Strongly Agree | () | Agree | () |
| Disagree | () | Strongly Disagree | () |

(b) Explain your answer.....
.....

9. Do you agree that the instructional materials impact the cognitive development of a child?

- | | | | |
|----------------|-----|-------------------|-----|
| Strongly Agree | () | Agree | () |
| Disagree | () | Strongly Disagree | () |

10. What is the greatest challenge regarding instructional materials and what do you think can be done to address the issue?.....
.....
.....

PART D: Play materials

11. How would you describe your school’s investment in both indoor and outdoor plays equipment?

- | | | | |
|-----------|-----|------|-----|
| Excellent | () | Good | () |
| Fair | () | Bad | () |

12. a.) Are your teachers well informed about play activities?

- | | | | |
|-----|-----|----|-----|
| Yes | () | No | () |
|-----|-----|----|-----|

b.) Do you think their knowledge on the activities affect the children?
.....
.....

13. Regarding your perception about the play’s equipment present in your school. What do you think is the greatest challenge?.....
.....

PART D: Management of Teachers

14. What do you think should be done concerning teacher terms of employment?...

.....
.....

15. What have your school done concerning teacher working conditions?.....

.....
.....

16. How would you rate your teacher's performance in ensuring child development?

Excellent	()	Good	()
Fair	()	Bad	()

17. What is your institutions greatest challenge in managing ECDE teachers?.....

.....
.....

Thank you for your participation

Appendix IV: Observation Checklist

	OBSERVATION TO MAKE	YES	NO	REMARKS
1.	Physical learning facilities			
	School buildings			
	Age appropriate furniture			
	Walls and floors			
	Doors and windows			
	Lighting			
	Ventilation			
	Water			
	Toilets and latrines			
2.	Instructional Resources			
	Print materials			
	Presence of charts			
	Pictures on the wall			
	Colored chalks, marker pen and crayons			
3	Play Equipment			
	Toys			
	Kites			
	Beanbags			
	Slides			
	Skipping ropes			
	Balls			
	Swings			
	Balances			
	Seesaws			
	Sandpits			
	Radars			

Appendix V: Research Budget

ITEMS	COST
Printing proposal	3000
Printing research instruments	5000
Travelling	6000
Other miscellaneous	5000
Total	19000

Appendix VI: Approval of Research from Kenyatta University



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

**P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150**

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 19th April, 2024

TO: **Cheptoo Cynthia**
C/o Edu. Mgt, Pol. & Curr. Studies Dept.

REF: E55/21141/2021

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 11th April, 2024 approved your Research Project Proposal for the M.E.D Degree Entitled, **“Management of Resources and its Influence on Development among Children in Public Early Childhood Education Centers in Nakuru County, Kenya.”**

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines

Thank you.


ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Management, Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Florence Itegi
C/o Department of Educational Management, Policy and Curriculum Studies
Kenyatta University

EM/mo

Appendix VII: Authorization Letter from Kenyatta University



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

**P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530**

Our Ref: E55/21141/2021

DATE: 19th April, 2024

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR CHEPTOO CYNTHIA – REG.
E55/21141/2021**

I write to introduce **Cheptoo Cynthia** who is a Postgraduate Student of this University. He is registered for M.E.D degree programme in the **Department of Educational Management, Policy and Curriculum Studies**.

Cheptoo intends to conduct research for a M.E.D Project Proposal entitled, **“Management of Resources and its Influence on Development among Children in Public Early Childhood Education Centers in Nakuru County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL

EM/mo