

**FACTORS THAT INFLUENCE PROVISION OF EARLY CHILDHOOD
EDUCATION IN MATUNGU SUB COUNTY, KAKAMEGA COUNTY KENYA**

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DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work

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DEDICATION

I dedicate this thesis to my family for the maximum support and cooperation they accorded me throughout the writing of this thesis. May the almighty God bless them most abundantly.

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I wish to acknowledge with great appreciation the tremendous contributions of all those who assisted me in one way or another in the writing of this thesis. I am extremely grateful and indebted to my supervisors, Dr. Anne Kisilu and Dr. Boniface Mwangi for their scholarly advice, guidance, tireless devotion and encouragement throughout the course of the study. Not forgetting my colleagues Catherine Were, Maureen Cheptoo, Zeddy and Priscilla just to name but a few, for their moral support and encouragement. God bless you all.

ABSTRACT

Provision of early childhood education is influenced by a number of factors. The purpose of this study was to investigate the influence of selected institutional factors on provision of early childhood education in Matungu sub county, Kakamega County, Kenya. The objectives of the study were to find out how school levies influence provision of early childhood education in Matungu sub county; to establish the extent to which the academic and professional qualifications of ECDE teachers influence provision of early childhood education; to determine how class sizes influence provision of early childhood education and determine how basic resources influence provision of early childhood education in Matungu sub county, Kakamega county, Kenya. This research study was guided by the socio cultural theory advanced by Lev Vygotsky. This study adopted a descriptive survey design which allows the researcher to collect both qualitative and quantitative data. This study was conducted in both private and public ECDE centers in Matungu sub County and targeted primary school head teachers, ECDE teachers and parents. The sample consisted of 21 head teachers, 58 ECDE teachers and 41 parents selected through purposive sampling methods, simple random sampling and convenience sampling methods respectively. Questionnaires; interview schedules and an observation checklist were used to collect data. The researcher checked the reliability and validity of the research instruments through a pilot study. Reliability was established using the split half method where all the instruments posted an alpha value of more than 0.70, hence acceptable. Validation of the research instruments was done by the university supervisor. The collected data was analyzed quantitatively and qualitatively. Quantitative data was analyzed using the statistical package for social sciences software and presented using a combination of statistical and graphical techniques; whereas qualitative data was analyzed thematically. The findings of this study revealed that ECDE parents in Matungu Sub County have a negative attitude towards payment of fees and they don't support the ECDE programs fully. The study also found out that majority of ECDE teachers were untrained and they rarely attended in service courses and seminars. In addition, majority of ECDE centers in Matungu Sub County had high enrolments and lacked adequate teaching and learning resources. The study recommended that early childhood education should be provided free, made compulsory and a prerequisite for joining standard one. The study further recommended that all ECDE teachers should be trained and also be well remunerated. The government should employ more teachers to ease the burden of overcrowded classes. In addition, the government should equip the ECDE centers with adequate teaching and learning resources.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this research, the following words are operationally defined as:

Class size: This refers to the average number of pupils in a classroom

Enrolment: The number of children registered in a school in a given year

Free Primary Education: Provision of public primary education free of charge

Pre-school: This is the early schooling where children are socialized

Pre-scholar: Children who are aged 2-6 years

School levies: This is a fee paid by the parents to the school

Provision of ECD: This is the opportunity to participate in preschool activities

Resources: These are items or things used to aid the teaching and learning process

ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
ECE	Early childhood education
FPE	Free Primary Education
GER	Gross enrolment rate
KICD	Kenya Institute of Curriculum Development
LOA	Life Oriented Area
MKO	More knowledgeable other
NACECE	National center for early childhood education
PTR	Pupil Teacher Ratio
ZPD-	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This section contains background of the study, statement of the problem and the purpose of the study. Also included are; objectives of the study, research questions, significance of the study, assumptions of the study, rationale, scope, limitations and delimitations, theoretical and conceptual frameworks of the study.

1.2 Background of the Study

The role education play in peoples' lives cannot be underestimated. Countries all over the world have put education at the forefront of their strategic plans. Early Childhood is defined as the period from birth to six years. The terms pre-school education and Kindergarten emphasize education around the ages 3-6 years. Early childhood education (ECE) is a fundamental right to every child and an indispensable element for learning at the subsequent levels as the child goes through the education system (UNESCO, 2013). Thus, just like the higher tiers of the education system, early childhood education deserves priority.

Children who successfully pass through Early Childhood Development Education programs (ECDE) stand a better chance compared to their counterparts who miss these vital services. The issue of when the schooling of little children ought to start has been an intense debate since 1970s (Lee & Hayden, 2009). Some researchers maintain that growth and development begins at birth or even during the prenatal phase. However, in spite of the initial preliminary point, there is a consensus among brain development scientists that learning during early years is vital (Gallagher, Clifford & Maxwell, 2014). Despite its great

importance, there is a worldwide decrease in the provision of early childhood education (Friedrich, 2011).

Low provision of early childhood education is most pronounced in countries such as, Central Europe, the former Soviet Union, Africa and most parts of Asia (UNICEF, 2012a). There are many factors that contribute to variations in the provision of early childhood education. Some of these factors include the education level of parents and the economic status of parents, teachers' qualifications, teaching resources and class size among others. Educated parents would wish to take their children to school. Families that are economically stable enroll their children to ECDE centers with ease unlike those that live under the poverty line (UNESCO, 2013).

Gronlund (2014) observes that the United States of America (USA) has probably one of the most robust ECE fields anywhere in the world. However, most of the states in USA have embarked on continuous improvement so as to achieve the expected quality standards. The quality standards reflects the expected and desired development and learning of children. A new common core of standards was also arrived at through efforts led by the states. By 2012 some 46 states had adopted these common standards.

In Africa the situation of Early Childhood Education is even worse as compared to other developed countries of the world. In Sub-Saharan Africa, the socio-cultural background of the people has greatly affected the education of children in Early Childhood. According to UNESCO (2012b) report, Africa's diverse countries vary considerably in size, financial structure, level of development and the kind of education scheme they have. However, South Africa is amongst countries providing best early childhood education in the globe. The country has about 6.5 million children in the 0 to 6 years old age cohort. In South

Africa, great progress has been made in reforming and restructuring ECE. However, policy developed and decisions made have at times been at variance with the expectations of other stakeholders such as civil society resulting to friction that continues to dog ECDE (Maringe & Prew, 2015).

Besides South Africa, Kenya is trying to promoting access to quality Early Childhood Education. Kenya perceives early childhood education as a critical system that establishes a framework for a child's comprehensive and coordinated instruction (Kirathi, 2014). This form of instruction is expected to meet the cognitive, social, moral, passionate, physical and formative needs.

Large differences occur between countries in terms of preschool teacher's qualifications albeit the numerous research findings that emphasises the high relevance of adequate staff initial education and continuous professional development opportunities (Connelly, 2018). Opportunities to participate in professional development and in-service training also vary greatly across countries. Preschool teachers qualification vary from no formal education at all to a specialised bachelor's or even master's degree, and professional development and training ranges from being compulsory to being based on voluntary will in combination with no additional funding for training (Connelly, 2018).

Some of the staff traits and skills that research identifies as important in facilitating high-quality services and outcomes include: ability to develop children's perspectives; good understanding of child development and learning; ability to praise, comfort, question and be responsive to children; good vocabulary and ability to elicit children's ideas; Leadership skills, problem solving and development of targeted lesson plans (Siraj-Blatchford, 2010).

However, Edwards (2017) posits that, it is not the qualification *per se* that has an impact on child outcomes but the ability of better qualified staff members to create a high-quality pedagogic environment that makes the difference. Further, Litjens and Taguma (2010) found a strong evidence that high-quality pedagogy and enriched stimulating environments and are fostered by better qualified staff.

The quality of the physical and social environment such as class size has major implications on child outcomes and school readiness, and this has been the subject of numerous studies. A big number of children under preschool teacher's care can adversely affect provision of quality ECE. his or her care. Several studies have been undertaken to verify this assumption. In a review of such studies, Essa (2011) found that the ratio significantly affects the behaviour of children and their interactions with adults.

The running of ECDE centres in Kenya have had financial challenges for many years. Parents were expected to pay the teachers and maintain the facility with very little help from the government (Wangila, 2017). However, prevalence of poverty in some areas and negativity of attitude towards the programme, many parents do not pay these services and hence making it difficult for the learners to access quality education (Wangila, 2011). It is no wonder then that private sector has almost a monopoly in offering ECE, albeit the fact that over 90% of Kenya's primary school children receive public education (Republic of Kenya/UNICEF, 2012). A study by Kariuki (2014) revealed that due to lack of support for Early Childhood Education (ECD) there are many children who start their education in class one and thus necessitating transfer of early childhood lessons to the primary section.

The fourth schedule of the Kenya constitution, 2010 and the Basic Education Act 2013 (Republic of Kenya, 2010, 2013), places the roles of funding and development of the

necessary infrastructure for institutions of basic education and training used for conducting pre-primary education under County Government, and it is hoped that ECDE centres would cater for more children. In addition, the FPE policy greatly aggravated the situation since some parents prefer keeping their children at home until the age of 6 to seven years to join free education in class one (Kirathi, 2014; Ngaruiya, 2008; Shinali, Githui & Thinguri, 2014). Besides there are so many sections of ECDE national policy and various policies formulated by different counties that do conflict and that require urgent harmonization.

Adequacy of teaching and learning resources at preschool level refers to satisfactory or acceptable quality and quantities of material resources (UNESCO, 2014). Further since children at preschool tend to be egocentric, it is recommended that each child should have its own item (Ngure, 2014). Material resources include textbooks, maps, charts, Music instrument, drawing instruments, audiovisual and electronics such as tape recorder, radio, video tape recorder and television. Other category of material resources consists of paper supplies and writing materials such as exercise books, pens, crayon, eraser, chalk, drawing books, notebooks, ruler, pencil, workbooks slate, and so on.

According to Kakamega County census report 2017, there was huge discrepancy between the first year enrollment in in ECDE centres and the number of children who successfully exit from the centres (MOE, 2017). This discrepancy was more pronounced in Matungu Sub County with the highest discrepancy of 18.2%. This was attributed to parents' inability to meet the charged fees, lack of professionally trained personnel, frequent closure of some centres due to lack of teaching and learning resources amid high enrollment and high teachers turn over. Further, the county census report, however, noted that an empirical research study was required to establish with more certainty the factors that influenced the

low progression of learners in ECDE centres. The current study sought to examine factors influencing provision of early childhood education in Matungu Sub County, Kakamega County, Kenya.

1.3 Statement of the Problem

Research studies by Karuoya (2010), Luvanga (2003), Mbugua (2013) and Onyango (2013) confirm the importance of Early Childhood Education. They show that school readiness and success in primary school largely depend on the effectiveness of ECD programs. Children should be exposed to rich and stimulating experiences in ECDE centers. These experiences lay a foundation for both individual development and self-fulfillment.

Contrary to this, Friedrich (2011) noted that provision of early childhood education is very low worldwide. In Africa, only 40% of the total population of children access early childhood education. This percentage is quite low and a big indicator that very many children fail to receive preschool education despite its great importance. Low provision of early childhood education is an issue of great concern to parents, teachers and other education stakeholders at large. Children who do not receive early childhood education have poor transition rates to primary schools. Most of them repeat grades and eventually drop out of school (MOEST, 2009).

In Kenya, one of the areas where low provision and access to early childhood education is evident is Matungu sub County. According to statistics from the county director of education, Kakamega, the provision of early childhood education was at 44% in 2007. In 2008 it decreased to 43.25% and then to 41% in 2009. In 2010 the enrolment increased to 46.34% and this was followed by a further increase to 51.34% in 2011, (MOEST, 2011).

Although this is a good development, it means that about half of the children in Matungu Sub County receive early childhood education. The other half is left out. The majority of parents prefer taking their children straight to standard one bypassing preprimary. Such children end up dropping out of school because they cannot compete favorably with their counterparts who passed through quality ECDE programs. If this problem is not addressed, the Sub County may lag behind in terms of attaining the Sustainable Developmental Goals (SDGs). It may also lag behind in realizing vision 2030.

This study therefore sought to investigate the influence of the selected institutional factors on provision of Early Childhood Education in Matungu Sub County, Kakamega County, Kenya

1.4 Purpose of the study

The purpose of the study was to investigate the influence of selected institutional factors on provision of early childhood education in Matungu sub County, Kakamega County Kenya.

1.5 Objectives of the Study

This study was guided by the following objectives;

- a) To find out the influence of school fees on the provision of early childhood education in Matungu Sub–County.
- b) To examine the influence of teachers’ professional qualifications on the provision of early childhood education in Matungu Sub –County.
- c) To determine the influence of class sizes on provision of early childhood education in Matungu Sub -County

- d) To evaluate the influence of resources on provision of ECDE in Matungu Sub – County.

1.6 Research Questions

- a) How do school levies influence the provision of Early Childhood Education in Matungu Sub –County?
- b) How does teachers’ knowledge and skills influence the provision of Early Childhood Education in Matungu Sub –aCounty?
- c) What is the effect of class size on provision of Early Childhood Education in Matungu Sub –County?
- d) In what ways do resources sand materials influence the provision of ECDE in Matungu Sub –County?

1.7 Significance of the Study

The significance of a study refers to the importance or worthiness of a study (Kothari, 2003). This study intended to bring on board the factors hindering proper provision of early childhood education in Matungu Sub County, Kakamega County. The study findings were expected to benefit parents, teachers and other educational stakeholders in terms of perfecting academic performance.

In establishing the influence of school fees on provision of early childhood education, the MOEST might be able to see the need to provide free and compulsory early childhood education. Using the findings, the government may be able to re – address the issue of adequate funding of early childhood education. In addition, early childhood education should be made a prerequisite to joining standard one. Through the findings, the parents would be sensitized on the importance of early childhood education.

The study assessed the influence of teachers' qualifications on provision of early childhood education. The information gathered would help education policymakers and other stakeholders to organize seminars and workshops for ECDE teachers. The government through the ministry of education may see the need to train, employ and pay ECDE teachers handsomely thus relieving parents the burden of meeting costs to ensure that their children receive early childhood education which is very vital. The parents will be encouraged to enroll their children to ECDE centers regardless of any expenses involved.

By establishing the extent to which class sizes influence provision of early childhood education, appropriate measures could be taken by curriculum developers and implementers to ensure children learn in conducive environments. Enough classrooms could be constructed to lessen the problem of overcrowded classrooms.

The study examined the influence of teaching and learning resources on provision of early childhood education. The study findings would inform the head teachers and ECDE teachers on the importance of resources during instructional process.

1.8 Scope of the Study

The scope of the study is the geographical area within which the study is undertaken (Kothari, 2011). This study was carried out in Matungu Sub County, Kakamega County, Kenya. It targeted both public and private ECDE centers in the area since all primary schools have an ECDE section attached on it.

1.9 Delimitations of the Study

Delimitations are factors that would favor the study for example knowledge of the language in the area of study (Creswell, 2012). This research study covered all private and public ECDE centers in Matungu Sub County only. The study focused majorly on selected

institutional influences on provision of early childhood education in Matungu Sub County. The selected factors were; amount of fees charged at the ECDE centers, teachers' academic and professional qualifications, size of a class, availability and adequacy of teaching and learning resources in Early Childhood Education centers.

1.10 Limitations of the Study

Limitations are aspects which affect research findings negatively. A researcher does not have any control over them (Best & Khan, 2009). Being a cross – sectional study, the findings may not show cause – effects as in the case of longitudinal studies. The researcher anticipated respondents' tendency to fill questionnaires hurriedly giving scanty information. In addition, the researcher relied on self-reported data. The researcher overcame all these by developing a good rapport with the respondents assuring them of anonymity. In addition, the researcher triangulated the research instruments to counter check the data collected.

1.11 Assumptions of the Study

Assumptions are things/events researchers expect to get in place as they carry out their research, (Creswell, 2012). For this study the researcher expected to receive maximum cooperation from the respondents. It was also assumed that provision of early childhood education was dependent on the four variables listed in the objectives.

1.12 Theoretical Framework

According to Kombo and Tromp, (2006), a theoretical framework is a general set of assumptions about phenomena. It is a collection of interrelated ideas based on theories and supported by data or evidence. This research study was guided by the socio-cultural theory advanced by Lev Vygotsky. Lev Vygotsky (1978) believed that complex mental processes begin as social activities and play allows children to stretch themselves cognitively. He

argued that adults provide instructional guidance to help children achieve or accomplish cognitive tasks. Unlike Piaget, Vygotsky concentrated on tasks that learners accomplished through assistance. The major theme of this theory is that social interaction plays a fundamental role in the development of cognition. However, children do not accomplish much when they work independently. Much progress is realized when they are supported by an expert partner. Vygotsky referred to this expert partner as ‘the more knowledgeable other’ (MKO). This expert partner or the more knowledgeable other can take different forms.). The expert partner, or the more knowledgeable other can be in form of teachers, parents ,siblings, school mates, play mates ,peers , learning materials and resources.

The range of tasks that can be accomplished with expert assistance or support from peers is much greater compared to independent work. Teachers support learners by way of scaffolding. Scaffolding is any form of assistance or support given to learners to help them achieve the set goals (Sawyer, 2006). This can be done through giving prompts, displaying charts, having learners sit in groups of mixed ability where they can learn from each other or have pupils work in small groups to accomplish complex tasks (Essa, 2011). Parents support learners in many ways. They provide basic needs which include school levies, learning resources and materials. The parents also participate in the preparation and purchase of learning aids, play materials, books and construction of physical facilities. They do all these with an aim of ensuring that learners receive good quality preschool education. This theory was appropriate for this study since it addresses issues of teachers’ professionalism in teaching. It has good teaching strategies such as scaffolding, peer teaching, cooperative learning and use of the child’s zone of proximal development (ZPD) in teaching. The idea of having a small class size for meaningful learning to take place is also addressed.

1.13 Conceptual Framework

According to Guba and Lincoln (1989) as cited in Babbie (2014), a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny. They further contend that when clearly articulated, a conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. A conceptual framework can also be regarded as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2009). Figure 1.1 shows the study conceptual framework.

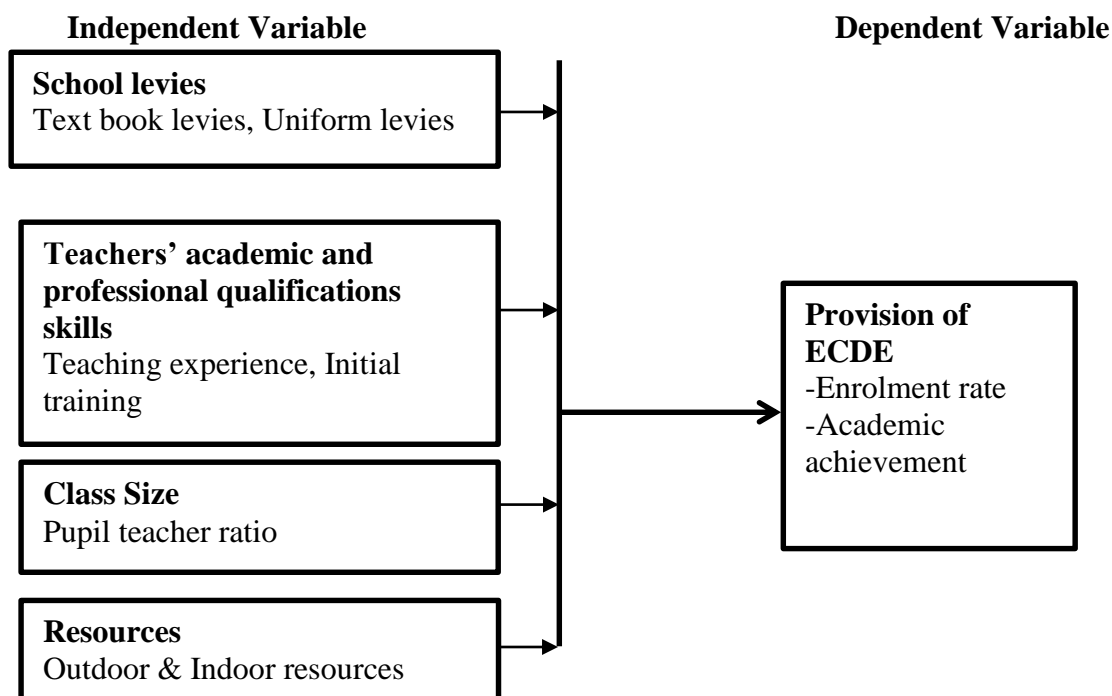


Figure 1.1 Conceptual framework

Provision of Early Childhood Education depends on school levies, class size, teachers' academic and professional qualifications and learning materials and resources. The other variables known to affect provision of Early Childhood Education are government policies, age of the learners and school policies. Parents willingly enroll their children into ECDE

centers when the amount of school levies charged is affordable. This improves school access and retention. When school levies charged are high, parents prefer staying with their young ones at home waiting to join primary where education is free.

Trained and well qualified teachers are in a better position of handling learners especially at this tender age. In addition, teachers who are well paid perform their duties very well. They are very committed and they also appreciate their learners. This leads to an increase in school enrolment in early childhood education centers. Well-equipped early childhood education centers also attract high enrolments. Parents would prefer taking their children to ECDE centers with enough teaching and learning materials. Learning resources are known to enhance reading and writing in young children

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discussed information about early childhood development and education from various sources such as books, magazines, journals, theses and dissertations. Specifically the chapter reviewed literature on payment of school fees, teachers' academic and professional qualifications, class sizes and availability and adequacy of teaching and learning resources in the ECDE sub sector. In addition, this section contains a summary of the reviewed literature and knowledge gaps.

2.2 Empirical Literature Review

2.2.1 Influence of Fees Charged on Provision of ECDE

Early childhood education is not offered free in very many countries in the world. According to World Bank Studies (2012), Indonesia, China and Malaysia are examples of countries which engage in fee payments in schools. The same applies to East Asia, South Asia and Africa. However, despite the fact that the fees charged in South Asia is low parents show a tendency of taking their children to private schools where they pay a lot of money but receive good quality education. These private schools are preferred because most of them are fully equipped with plenty of teaching and learning resources. The class sizes are also manageable. According to Kombo and Gogo (2012), payment of fees is a usual phenomenon in many countries of the world. Even those countries that claim to have abolished fees still charge one or two things. Xaba (2012), argue that, since education is a basic necessity, it should be given free or increasingly subsidized to guarantee social justice.

In most developed countries of the world, education at primary and secondary levels is offered free of charge. It is also compulsory. The same cannot be said of Early Childhood Education despite its great significance in the holistic development of the child. Mexico made Early Childhood Education compulsory in 2001 (Gayden-Hence, 2016). This move led to a huge surge in enrolment that called for more teachers and classrooms. In Africa, the first country to make Early Childhood Education free was Ghana (UNESCO, 2014). This compulsory education included two years of schooling in kindergarten starting at the age of four years.

The introduction of Free Primary Education in Kenya in 2003 aimed at providing opportunities to Kenyan children ages six years and above to receive free and compulsory primary education (UNESCO, 2012). This led to very high enrolments of children in primary schools. The surge in enrolment had a negative impact on the ECDE sub sector. Enrolment rates to ECDE centers were highly reduced. In addition, there was an increase in attrition rates of ECDE teachers (Abierro, 2009). Many parents preferred retaining their children at home and wait to join primary school when they become of age.

Mireri (2015) explicates that retention of children at home emanated from the fact that primary education is free and compulsory whereas early childhood education is not. Parents are expected to pay some levies which are not found in primary schools. They are also expected to meet other educational costs which are mandatory like teachers' salaries and construction of physical facilities (MOEST, 2008). Mireri (2015) recommends that to alleviate the situation, parents need to be sensitized on the importance of early childhood education. Additionally, they should be encouraged to enroll their children into ECDE centers and not just wait to take them straight to standard one. On the other hand, the government of Kenya should provide free and compulsory early childhood education.

School attendance of children age up to five years is seen both as a normal pattern of social behavior and also as a Kenyan necessity. The management of ECDE centers has been left in the hands of parents and the communities at large (Milimu & Indoshi, 2008). They pay teachers' salaries and are required to provide physical facilities. They also participate in sourcing for teaching and learning resources.

Roumiano and Alexandre (2013) researched on factors influencing provision of early childhood education in Bulgaria. Research findings revealed that family income was a major determinant on provision of early childhood education. Njoroge (2011), notes that payment of school levies poses a big problem to poor families. According to Mireri (2015), families with low income did not take their children to school. They spent the little they got on basic needs like food, shelter and clothing. They looked at education as a luxury (UNESCO, 2012a).

According to Nyabanyaba (2009), school access and retention of children in schools is greatly affected by parental related factors such as income level, educational level, and gender and weather conditions. Provision of early childhood education is optimal when access and retention is high. Factors that hinder school access and retention should be investigated and addressed accordingly. It is on this basis that the current study sought to investigate institutional influences on provision of early childhood education in Matungu Sub County Kakamega County, Kenya.

According to Levin (2007), Canadian children from poor families exhibit poor academic achievement and have low retention rates in school. In Peru, children who do not attend school mostly come from vulnerable populations (UNICEF, 2012a), because such families fail to afford school levies for their children. A number of factors contribute to low

children's access and retention in ECDE centers. UNESCO (2012a) cites low income among households as the biggest contributing factor to low children's access to ECDE centers. In addition, the report highlights under investment as a major contributing factor to poor access to primary schools in many developing countries. Families without any source of income find it hard to enroll their children in ECDE centers. The current study sought to find out whether the same scenario is found in Matungu Sub County.

The kind of education given to children aged three to six years is known as Early Childhood Education. The age of three to six years is a delicate and crucial stage in the lives of children and so parents and other caregivers need to be extra careful when handling them. There is mounting evidence from research studies that high quality early childhood programs can and do make long term differences that extends into adulthood, (Essa, 2011). Many working families are also known to benefit greatly from child care programs. Early childhood education results in greater schooling success, lowers delinquency rates and decreases dependency in future life. Children grow and develop very fast during this period. To ensure full potential development of children, family members, caregivers and teachers should utilize this period very well.

What a child goes through during the early years of life has a big impact on future growth and development. It is therefore very important that children in preschools are well catered for. The manner in which a child is brought up dictates his/her success in the learning process, (UNESCO, 2014). Children who are handled with care lead better lives and are a blessing to the society. It is good to invest in early childhood education. Investing in early childhood education gives a firm foundation for producing people who do not end up being social misfits. According to UNESCO (2012b), investing in early childhood education results in social, economic and political benefits. This is translated in enhanced social

interactions, better health conditions and higher income levels. Children who successfully pass through effective ECDE programs have a better start in life

The transition rate to primary schools is smooth and higher for children who pass through ECDE programs as compared to those who miss out this vital service. Their retention rate is also high. A report by UNESCO (2012b) highlighted that a 15 year old student with preschool education performed much better academically when compared to one who missed this rich and vital learning experiences in ECDE. The importance of early childhood education cannot be underestimated. All efforts should be made to ensure that school going children receive it. The current study sought to investigate factors influencing provision of early childhood education in Matungu sub county, Kakamega County, Kenya.

2.2.2 Teachers' Qualifications and Provision of ECDE

Teachers play a big role in the implementation of the school curriculum. They ensure that learners receive good quality education. Teacher related factors include; academic and professional qualifications, teacher training, teaching experience and attendance of seminars/workshops and in service courses (Edwards, 2017).

Learners' academic performance is dependent on teachers' academic and professional qualifications which are attained through training. Training equips teachers with the necessary knowledge and skills required for proper instructional outcomes. Learners at this tender age need to be handled by warm, loving and caring caregivers. These attributes are gained through professional training and they minimize attrition and dropout rates of learners (Edwards, 2017).

Well qualified teachers are better placed when it comes to choosing appropriate teaching strategies. Their teaching is learner centered. According to Nyakundi (2014), success of

any educational program rests in the hands of qualified and competent personnel. What this means is that an educational program left in the hands of unqualified personnel is bound to fail. Many research studies reveal that teachers with proper academic and professional qualifications attract high enrolments in schools. Qualified teachers have good mastery of content and are well equipped with class management skills (Nyakundi, 2014). Children handled by less qualified teachers are likely to drop out of school. They end up being social misfits.

Adedayo (2012), carried out a research study on factors affecting learners' academic achievement in physics. The study sought to find out whether there was any correlation between teacher's related factors and learning outcomes. The research findings revealed that teacher quality played a significant role on learners' performance. In addition, the study revealed that apart from quality, teachers teaching experience played a big role in improving performance. This study was conducted in secondary schools whereas the current study was carried out in early childhood education centers. ECDE centers run by trained teachers attracted high school enrolments (Mbugua, 2011). Okongo, Ngao, Rop and Wesonga (2015), noted that majority of teachers handling the ECDE sub sector had low qualifications. This has a negative impact on provision of early childhood education. Mohamed (2011) researched on teacher quality and the secondary school learners' academic achievement. The research findings revealed that qualified teachers are dedicated to their duties unlike the less qualified ones. This is because training equips them with the necessary content in all subject areas

Odhiambo (2006) carried out a research study on KCSE determinants. The research findings showed that good academic performance was predicted by teacher related factors. These factors include teacher adequacy and quality. Learners handled by qualified teachers

performed much better in KCSE as compared to those ones handled by less qualified teachers.

Although the number of trained teachers in Kenya has increased, many schools still employ the services of untrained teachers. This is a common scenario in many developing countries (Donoghue, 2014). Schools are forced to make use of unqualified teachers because of large class enrolments caused by the quest for Universal Primary Education (UPE) (UNESCO, 2005). Other countries that suffer from teacher shortages due to high pupil-teacher ratio include Niger, Togo, China, India and Mali.

Karouya (2010) carried out a study on factors affecting reading. The study was carried out in Ongata Rongai, Kajiado County. The target population was standard three pupils. The research findings showed that reading ability was dependent on teachers' academic qualifications. Qualified teachers give individualized attention to all learners during instruction (Grossman, Wilson and Shulman, 2009). Teachers who are not knowledgeable tend to simply read out to the pupils what is contained in the books without giving any explanation of the concepts involved. Their lessons are teacher centered (Bennet, 2007).

A good teacher has to be knowledgeable. He /she should be able to select effective pedagogical strategies and approaches in teaching. Further still, the teacher must be in a position to deal effectively with learners' individual differences (Bennet, 2007, Ajayi, 2011). Other attributes of a good teacher includes; ability to clarify ideas, organize and motivate learners through meaningful instructional activities. Apart from teacher qualifications, other factors like big class sizes, uncondusive working conditions and lack of adequate learning resources affect effective instructional process

According to Barnett (2008), proper learners' cognitive development is majorly determined by their teachers' professional and academic qualifications. A study in Scotland on the impact of Early Childhood Education revealed that children handled by qualified personnel performed much better as opposed to those ones handled by less qualified personnel. The study further revealed that a staff composed of teachers with varying skills offered better learning experiences to pupils (Scotland 2012). Apart from teacher qualifications, other factors such as big class sizes, uncondusive working conditions and lack of learning resources affect effective instructional process.

Gumo (2013) researched on the impact of teachers' qualifications on learners' academic performance/achievement. The research findings revealed that learners' academic achievement is dependent on teachers' qualifications. These findings concur with earlier research findings. However, not all studies support the idea that learners' academic performance is dependent on teachers' qualifications Kelly, Miho and Ineke (2012) purported that teachers' qualifications play no role on learners' academic achievements. Sylva (2010) alluded that the less qualified teachers are equally important. They can learn from the less qualified teachers and perform equally well. It is on this controversy that the current study sought to establish whether teachers' academic and professional qualification affect learning in Matungu ECDE centers

In-service training has a prime purpose of providing opportunities to people already in service to update their practices. This is very essential given the dynamic nature of many educational systems. There are many emerging issues that call for new updates and skills. There is need for teacher training and in service courses to ensure good educational outcomes. Children enrolled in ECDE centers are aged three to six years. Research studies have shown that children in this age bracket are very fragile. What happens to them during

this period dictates what they become in future. For them to succeed in life they need to be handled by qualified personnel.

It is important that teachers attend in service courses and seminars on a continuous basis, (Mohammed, 2011). These seminars and in service courses are organized by the Kenya Institute of Curriculum Development (KICD), formally KIE. These seminars/workshops keep the teachers well informed and updated on current issues in the education sector. Research findings support the idea that well trained and qualified teachers play a major role in the implementation of the ECDE curriculum. The way ECDE teachers conduct themselves has an impact on the learning outcomes and is closely related to their professional qualifications (OECD, 2006).

Sheridan (2009) notes that seminars/workshops should be organized regularly to help teachers to remain relevant. In addition training equips the teachers with the necessary methodologies and competencies required in organizing learning activities (Rioux, 2016). Qualification is not the sole requirement for proper effective learning outcomes. What matters most is how capable and effective the teacher is in delivering the content, (Sheridan, 2009). Conducive learning environments are better created by well qualified teachers who employ good pedagogical approaches that lead to proper mastery of concepts (Litjens & Taguma 2010).

Prawling and Prawling Samuelson in press 2011 support this when they state that teachers need to be highly knowledgeable and competent to execute their duties well. Saracho and Spodek (2005) carried out a research on the impact of seminars/workshops on ECDE teachers' performance. Research findings showed that ECDE teachers benefited so much from seminars and in service courses. For ECDE teachers to remain relevant, they have to

attend seminars and workshops on a continuous basis. ECDE curriculum like any other educational curriculum is dynamic. Policies and learning programs are reviewed from time to time. Educational planners need to organize proper in-service courses for the curriculum implementers (Neuman and Dickson 2011). According to Kelly et al (2012), knowledge is acquired and improved through attending in service courses and seminars.

According to Justice & Vukelich (2008), early childhood education is a stepping stone to quality primary education. This is offered by trained and qualified teachers. Majority of ECDE teachers in Kenya are not trained. The quality education can only be offered by well trained teachers. Statistics from the Economic Survey 2009 show that there were 78230 ECDE teachers in 2008 and over 28% were not trained. UNESCO (2012) reports that there is still a big number of untrained ECDE teachers in Kenya due to increasing enrolment in the recent years.

Luvanga, (2013), researched on school related factors influencing the teaching of Christian religious education in Mombasa County. Research findings showed that out of the total number of teachers who taught Christian religious education, only a very small fraction had attended some seminars/workshops. Reasons for this are yet to be known. It was noted that teachers were not adequately prepared to implement the curriculum. Many factors hinder curriculum implementation. Among them is teacher incompetency lack of teaching and learning resources and failure to attend in service courses.

Mutai, researched on factors affecting implementation of HIV/AIDS curriculum in primary schools in Rift Valley, Kenya. This study revealed that most teachers were not prepared to implement the curriculum. The study recommended that the government as well as other organizations should provide seminars, workshops and in-service courses to teachers to

help them keep pace with new developments in the sector. It is vital for teachers to attend seminars and workshops so as to be better placed in the growing world (MOE, 2009). Similar sentiments were expressed by Connelly (2018), who noted that teachers need to attend refresher courses in order to acquire more knowledge and skills. Connelly (2018), describes well qualified teachers as the major determinant of learners' academic excellence. It is therefore very necessary that teachers are well trained as they start teaching and continue updating themselves from time to time through in-service courses, workshops and seminars.

A research study by Magoma (2011), revealed that majority of the teachers teaching integrated English in secondary schools rarely attended in service courses. This poor attendance was attributed to poor planning and lack of time. This study sought to investigate whether there was any relationship between in-service training and implementation of English curriculum in. The study recommended that the government should organize in service courses to help teachers cope up with the very many emerging issues in the education sector. The purpose of the current study was to find out whether ECDE teachers attended in-service programs to help them provide good quality education. Provision of good quality education depends on how well teachers are supported through seminars and workshops.

2.2.3 Class Size and its Influence on Provision of Early Childhood Education

Many countries face challenges when it comes to implementing ECDE curriculum. According to UNESCO (2014), the issue of overcrowded classrooms is a major challenge to curriculum implementation. These overcrowded classrooms have been brought about by large school enrolments resulting from the quest of free primary education. Previous research studies on the effect of class size on learners' performance failed to establish any

relationship between the two variables. The studies majorly compared the advantages and disadvantages of small classes over large ones. A large number of accepted studies noted that small classes were most preferred in promoting learners' academic performance (Hanushek, 2009). The current study sought to investigate the influence of selected institutional factors on provision of early childhood education in Matungu Sub County, Kakamega County, Kenya.

Kaloki (2012), researched on effects of large class sizes on learners academic achievements in public primary schools in Machakos County. The findings of the study revealed that there was a very strong positive correlation between the size of a class and learners' academic achievement in national examinations like Kenya Certificate of Primary Education. Schools with small sized classes posted very good results as opposed to schools with very big class sizes. One of the recommendations of this study was that the government should employ more teachers to solve the problem of large class sizes.. The current study sought to find out how class size impacts on provision of quality Early Childhood Education.

According to Gronlund (2014), school learning environments are very hostile in very many countries having big class sizes that swell and go over one hundred. Learners in these kinds of classes fail to receive quality education (UNESCO 2012). Connelly (2018) concurs with these sentiments when he posited that pupil-teacher ratio is a worldwide issue that is known to impact on learners' academic achievement.

Glass and Smith (2008) carried out a research on the relationship between class size and achievement in San Francisco. This study was referred to as a Meta-Analysis of research. The analysis revealed that having small sized classes resulted in improved learners

academic achievements and it also predicts the success of the learners. According to Glass and Smith (2008), there is an inverse relationship between the size of a class and learners' academic achievement. When the size of a class is increased, learners' academic achievement is decreased. The study recommended an appropriate class size of less than 20 pupils and further asserted that the greatest benefits of small class sizes are found in early childhood education centers

Basing on the above research findings, there is need for other studies to be carried out in different areas using different approaches to ascertain if there is any relationship between the size of a class and learners' academic achievements. More findings of the study noted that high enrolment and retention rates, proper acquisition of concepts and positive learner attitudes to schooling are all advantages of small classes. Good class control and organization is found in small sized classes. The above studies focused on the benefits of reducing class sizes. The current study focused mainly on the influence of class size on provision of early childhood education

Graddy & Stevenson (2013), carried out a research study on effects of class sizes on learners' academic achievement. The research findings revealed that a high pupil-teacher ratio had a negative impact on learners' academic achievement and this was most pronounced on acquisition of language skills. Parents preferred enrolling their children to schools with low pupil-teacher ratio where there is improved performance. It was further revealed that teachers handling small sized classes are friendly, cooperative and much more understanding. The current study sought to investigate the impact of class size on provision of early childhood education in Matungu, Kenya. In his study, O'Donnell (2013), concluded that when class sizes are reduced there is a positive significant effect in mathematical performance. In addition, learners get very much motivated towards the

subject. While most of the studies above support reduction of class sizes, research evidence shows that there is an equal number of studies that do not support the idea of reducing class sizes. In his research, Njoroge (2011) found that there was totally no relationship between class size and learners academic achievements. These findings contradict earlier findings which found that small sized classes results in improved learners' academic performance. These contradictions necessitated the current research study.

Teachers are more comfortable in small sized classes as revealed by many research studies. They are able to give individualized attention to learners It was also noted that learners in smaller class sizes performed much better in mathematics and reading in comparison to big sized classes especially in the early childhood education centers. Good class management and learning outcomes are attributes found in small sized classes (O'Donnell, 2013).

Research by Benbow et al, (2007) revealed an inverse relationship between class size and academic performance. These were longitudinal studies carried if five countries Cameroon, Burkina Faso, Cote d'vore, Senegal and Madagascar. There was high academic performance in small sized classes Connelly (2018) reviewed studies on class size and student engagement. The findings of the study showed that students in small sized classes are academically and socially engaged. They finish their assignments on time and this leads to good academic performance It is noted that there is active participation among learners in small sized classes. This is so because teachers are able to give individual attention to all learners including the slow learners. The situation in big sized classes is different. Instead of marking and correcting the assignments given, teachers spent most of their time on class management and control, a fact that impacts negatively on learners' academic performance. The current study sought to establish if the same holds true on the provision of early childhood education.

Free primary education in Kenya led to high school enrollment (MOEST, 2008). The high enrolment gave rise to a number of challenges on the ECDE sub sector. There was lack of adequate resources and facilities to cater for the increased number of learners in primary schools. There was also a acute shortage of teachers. Research studies show that there is poor discipline in schools with high pupil – teacher ratio due to minimal pupil – teacher interaction. This translates into very low academic achievements according to Benbow et al (2007), an ideal pupil – teacher ratio should be 40: 1 in primary schools and 25: 1 in early childhood education centers. A high pupil – teacher ratio means that either there are few teachers or the number of learners is high. Basing on the above studies, the researcher sought to find out the extent to which class size influences provision of Early Childhood Education.

Most research studies on the effect of class size on learners' academic performance give contradicting findings. They don't arrive at a definite conclusion. A number of studies posit that small classes result in good academic performance. However, according to Connelly (2018), small classes were significantly related to poor academic performance. It is these contradictions that gave an impetus to the current study.

The acute teacher shortage is highly affecting learning in most schools in the republic of Kenya (Uwezo Assessment Report, 2015). Every school in Kenya has a shortage of at least four teachers. On average, a teacher is in charge of fifty two children. In some areas, a teacher is in charge of over one hundred pupils. These big populations results in poor learning outcomes. Teachers' academic and professional qualifications, teaching experience and attendance of seminars and workshops are significant factors affecting learners' academic performance.

A survey study in Uganda on factors influencing academic performance revealed that performance is dependent on very many factors. These include; age, language of the catchment area, class size and hours of teacher – pupil interaction. Teachers’ academic and professional qualification, frequency in attending seminars and school administration are other factors affecting learning outcomes. Some countries enjoy the benefits of low pupil – teacher ratio. These countries include; Sam Marino (6:3) and Bermuda (8:3), (UNESCO, 2012). Majority of countries in Eastern Europe had Pupil-teacher ratio ranging from ten to nineteen pupils per teacher. The pupil – teacher ratio in Kenya increased from 39:1 to 45:1 in 2003 due to free primary education. Currently, the situation has become worse. A teacher handles a class of more than one hundred pupils. The situation is worse in Arid and Semi-arid lands (ASALs) and areas affected by insecurity where teachers fear being posted. It has been found that academic performance is poor in areas where pupil – teacher ratio is high. This is a common scenario in Bangladesh (UNESCO, 2012). A similar scenario is witnessed in Matungu Sub County, hence the current study.

2.2.4 School Resources and its Influence on Provision of ECDE

Many factors influence provision of early childhood education availability and adequacy of teaching and learning resources are top on the list. According to Owoko (2010), the term resource refers not only to tangible materials but also to teaching approaches and strategies, teachers’ qualifications, and time available for instruction. Mungai (2016), concur with Owoko (2010) by asserting that resources refer to care givers and the community at large. These resources are known to have a great impact on the learners’ academic achievement. Teachers are quite instrumental when it comes to improvisation of teaching and learning resources. Parents can also be involved in the preparation of the teaching and learning resources. Research studies reveal that there is a strong positive and significant relationship

between the two variables, teaching/learning resources and learners' academic achievement. There is wastage of education resulting from high dropout rates and repetition rates due to lack of physical facilities and resources (Kombo & Gogo, 2012). Hanushek (2003) cited in Maringe & Prew (2015) reviewed studies on the relationship between learning resources and student achievement in developing countries. Out of thirty four studies reviewed, twenty two showed that adequate resources led to high student achievement, three studies showed an inverse relationship while nine studies showed an insignificant relationship. This review of studies shows that school resources and academic achievement are directly related. There is high academic performance in schools which are well equipped.

According to Essa (2011), children learn better when exposed to a variety of teaching and learning resources. Touching, seeing smelling and even tasting helps them to remember and recall what they have learnt. It also increases their attention and concentration span. For this reason, teachers should ensure that they make use of teaching and learning resources.

Research findings reveal that continuous use of teaching and learning materials leads to an increase in learners' academic achievement. It is therefore recommended that teachers should at all times make use of concrete or manipulative materials while teaching. Farrant (1960-1980), asserted that use of teaching and learning resources help learners to retain and remember concepts learnt.

ECDE centers with available and adequate teaching and learning resources attract high enrolment of learners. Early childhood learning environments should be very conducive to learners. The classrooms should be well designed and fully equipped with adequate teaching and learning resources. The learning areas especially the science corner should be

lively and well labeled. Children learn through interaction with the environment. According to Essa, (2011), cognitive development starts with exploration and manipulation of objects. For that matter, it is necessary that children are given tangible materials to accelerate acquisition of concepts. All learning should be situated in realistic and safe settings where children are free to explore and manipulate concrete objects.

Omayio (2013) carried out a study on the effect of instructional resources on children's number work performance in ECDE centers in Isibania Zone, Migori County. The study showed that there was poor performance in number work due to limited use of visual aids while teaching. The study concentrated on performance in number work while the current study is focusing on general provision of early childhood education.

A study by Mwangi revealed that lack of learning resources led to poor learners' academic achievement in Mathematics. In line with this, for effective implementation of educational programs, there is need to ensure availability and adequacy of learning resources and materials (MOEST, 2008). While the above study was conducted in teacher colleges the current study will be conducted in ECDE centers. Momoh concurred with these sentiments when he posited that lack of teaching and learning resources leads to high dropout rates and unmet educational objectives Mireri (2015) contributed to this discussion by noting that lack of teaching and learning resources leads to poor learning outcomes. The above study was carried out in primary schools. The current study was carried out in ECDE centers.

According to Muithungu (2012), learning materials are devices which present units of knowledge through visual or auditory stimuli with a view to assist learning. Materials are things needed in order to perform an activity (Advanced Oxford Learner's Dictionary). A learning material is therefore any kind of aid either audio or visual used in class to improve

quality of teaching and learning. Piaget classified materials for ECDE mathematics into four categories: audio visual, audio, visual and concrete. Similarly, Muithungu (2012), classified learning materials as printed aids, visual aids, audio aids and audio visual aids. The printed aids include books, magazine, and periodicals among others. Visual aids include maps, slides, globes, filmstrips models, pictorial materials, graphs and charts. Tape recorders and radios fall under audio aids whereas motion pictures fall under audio-visual aids. A variety of materials should be availed to cater for different age groups and different content areas (Manning, Garvis Fleming & Wong, 2017).

Learning materials support teaching by clarifying ideas making learning interesting and vivid. It is asserted that 'one picture is worth a thousand words'. This statement means that a picture has both an eye and ear appeal which make the learners grasp the concepts taught quickly and easily. Muithungu (2012) supports this when he posits that learning materials concretize the knowledge to be taught thus helping to make the learning experience appear real and vivid.

Frequent and proper use of learning aids gives concrete representation to most abstract ideas and thus makes their meanings clear (Onyango, 2013). The use of learning resources enrich teaching, promote understanding of concepts, speed up communication, and create interest and attention thereby making the teaching process more effective and efficient. Learning resources help the learners remember more of what they learn.

The demand for Early Childhood Development services in Kenya resulted in the establishment of large network of child development centers mostly in areas where parents did not have access to privately owned ECDE centers (World Bank, 2012). According to the World Bank (2012), the parents and the community at large managed the ECDE centers

and provided learning and play materials. This is the current status as we talk today. Teaching and learning materials play a significant role in the instructional process. Learning in ECDE centers is dominated by play. This mandates all early childhood education centers to be very well equipped with enough learning aids

A study by Mwiria found a strong positive correlation between the quality of teaching/learning materials and students' performance. It was noted that with adequate facilities such as textbooks, well equipped schools stood a better chance of doing much better than poorly equipped ones. The study attributed poor performance to inadequate teaching and learning resources. Mwiria conducted this study in primary schools but the focus of the current study was in ECDE centers.

Parents, sponsors and other education stakeholders should come together in an effort to develop and maintain teaching and learning resources since they facilitate instructional process (Republic of Kenya, 2005) Onyango (2013) carried out study on the school factors influencing implementation of Early Childhood Development and Education curriculum in Kisumu Central sub-county Kenya. The study revealed that inadequacy of facilities and teaching materials impacted negatively on the learners' performance in ECDE. Similar sentiments were echoed by Kaloki (2012) when she noted that the main challenge facing Early Childhood Education in Kenya is lack of adequate facilities and materials. She further asserted that the situation is worsened by lack of motivation among the ECDE teachers due to poor pay that is determined by the good will and ability of parents to pay what they feel they can afford. The current study sought to find out if similar results will be obtained from Matungu sub County.

According to Muithungu (2012), teaching and learning resources are vital components in instructional process. It is therefore important that schools have an adequate supply to ensure proper implementation of the ECDE curriculum and this is the focus for this study. Sinyei, Mwonga, & Wanyama (2012) concur with the above sentiments when they posit that adequate and quality teaching aids enable educational tasks. The study aimed at examining how the appropriateness, availability and adequacy of teaching and learning resources influence ECDE Curriculum implementation. The current study sought to find out the impact of teaching and learning materials on provision of Early Childhood Development and Education in Matungu sub-county, Kakamega County, Kenya

2.3 Summary of the Literature Review

The literature focuses on the importance of ECDE in Kenya and other parts of the world highlighting some aspects related to provision of ECDE in Kenya. It also lays emphasis on factors that hinder provision of ECDE in Kenya such as School levies, Teachers' academic and professional qualifications, Class Size and availability of resources and materials. It therefore emphasizes on how these factors influence access and provision of Early Childhood Education in Matungu sub-county, Kakamega County, Kenya. School resources and materials include school buildings, furniture, equipment's of laboratory pedagogical center, library and textbooks. Okong'o et al., (2015) and Sinyei et al., (2012), have tried to study the effect of school resources and materials on academic achievements of students in particular and internal efficiency in general. They indicate that shortage of resources at school level cause wastage of education, by raising the repetition and dropout rates. They do not indicate the influence of school resources on enrolments at ECD centers. This study therefore, will bridge the gap by establishing the institutional selected factors influencing the provision of ECDE in Matungu Sub County, Kakamega County Kenya.

Teacher credentials and teacher training do not make a consistent difference when assessed against student achievement gains (Ajayi, 2007; Mohammad, 2011; Quattlebaum, 2013). Finally, teacher quality does not appear to be closely related to salaries or to market decisions. In particular, teachers exiting for other schools or for jobs outside of teaching do not appear to be of higher quality than those who stay (Hanushek, 2010,). The above writers, focused on primary schools. None was able to establish the influence of teachers' qualifications on provision of early childhood education. Thus this study focused on bridging the gap.

2.4 Knowledge Gaps

Early Childhood Education is very essential. It forms the foundation for success in subsequent learning in later life. Although this is the case, studies on Early Childhood Education show that there are many areas that need to be addressed. A study by Mbugua (2013) revealed that many children in Nyandarua sub-county, Kenya were not enrolled in public ECDE centers. Factors leading to this are yet to be established. Not all studies support the idea that higher teacher qualifications lead to higher pedagogical quality and hence better learning outcomes. Basing on this controversy, the current study sought to find out whether teachers' academic and professional qualifications affect provision of early childhood education in Matungu Sub County.

Studies, on class sizes majorly compared the advantages and disadvantages of small class sizes over large classes. The focus of the current study was to determine how class sizes influence provision of early childhood education in Matungu Sub County. In her study, Karuoya (2010), cited teachers' incompetence, inadequacy of learning materials and resources as hindrances to proper provision of Early Childhood Education. Data in the above studies was analyzed using descriptive statistics only. Data analysis in the current

study was analyzed using both descriptive and inferential statistics. The researcher was therefore able to make generalizations about the whole population from the study samples.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains the research design, the research site, target population, sample size and sampling procedure data collection instruments, pilot study, instrument validity and reliability, data processing and analysis, legal and ethical considerations.

3.2 Research Design

The study employed the mixed method approach. Mixed method approach combines both qualitative and quantitative research. According to Creswell (2012), mixed method approach involves use of both procedures so that the overall strength of a study is greater than either qualitative or quantitative research. Under normal circumstances, a study can tend to be more qualitative or quantitative or the other way round. Equilibrium is reached when mixed method is used because it incorporates the elements of both approaches (Creswell, 2012). Combining the two maximizes the strengths and minimizes the limitations of each approach.

The success of proposal writing depends on the right choice of a research design which is taken as the structure of a research (Kombo & Tromp, 2006). A research design shows how the parts of a research proposal work collaboratively to meet the desired research objectives. According to Orodho (2009), a research design is a laid out plan that leads to solutions of research problems. Kothari (2011), defines a research design as the blue print for data collection, measurement, analysis and interpretation. The researcher employed Descriptive survey design. This design was appropriate because it is simple and easy to execute yet can yield convenient information needed by the study (Orodho, 2012). Descriptive studies do not end at collecting data. They measure, classify, analyze, compare

and interpret the data collected (Kothari, 2011). In-depth data can be gathered by subjecting the respondents to a series of items in a questionnaire or interview schedule.

Descriptive survey design is useful in the collection of original data from a population which is too large to observe directly. The Descriptive survey also enabled the researcher to collect information concerning current status of the ECDE centers in Matungu Sub County, Kakamega County in order to gather facts on institutional factors influencing the provision of ECDE

3.3 Research Site

According to Creswell (2011), a research site is the actual geographical location of a study. This study was conducted in Matungu Sub County, Kakamega County, Kenya. Matungu Sub County has a total of 68 public primary schools (MOEST, 2017). Each primary school has an ECDE section attached to it. Matungu Sub County was chosen due to the increasing number of children who miss out early childhood education.

3.4 Target Population

A population is a set of objects, persons, or events displaying similar characteristics (Kombo & Tromp, 2006). A target population is the actual population to which a researcher would like to generalize the results of the study. Samples to be used in a study were taken from the larger population. The study was conducted in Matungu sub County, Kakamega County. The sub county has 96 ECDE centers, 68 head teachers and 192 ECDE teachers (County education office, Kakamega County). The study targeted 68 head teachers, 192 ECDE teachers and 136 ECDE parents giving a target population of 396.

Table 3.1 Target Population

Group	Target Population
Head Teachers	68
ECDE teachers	192
Parents	136
Total	396

Source : (Kakamega County Education Office, 2016)

3.5 Sample Size and Sampling Procedures

Sampling is the technique a researcher employs to get objects, people or places to be used in a study. It is a procedure of picking people or objects from a population such that the picked group contains elements representative of the characteristics found in the entire group (Orodho, 2009). The small part of a population picked for a study is called, a sample. Kombo and Tromp (2006), define a sample as a set of respondents picked from a bigger population for the purpose of a survey. A good sample size is between 10% to 30% of the total population (Best & Khan, 2009). The researcher used purposive sampling, convenience sampling and simple random sampling methods to select samples to be used in the study.

Matungu Sub County has a total number of 68 public primary schools. The researcher selected 30% of the schools using simple random sampling. Two teachers were selected through simple random sampling for schools with more than two ECDE teachers. For schools with two teachers or less, all were selected. The use of simple random sampling ensured that all teachers in the sub-county were fairly and equally represented.

The head teachers who participated in the study were selected using purposive sampling. Purposive sampling is a non-probability sampling techniques where all members do not have an equal opportunity of being selected to participate in a study. This method focuses on respondents who are most reliable for the study and can give the required information with ease (Kombo & Tromp, 2006). Being the head of the institution the head teacher is believed to be well informed about all that takes place in the institution. Purposive sampling is most appropriate when the population contains few relevant cases which are reliable for the study. Head teachers are targeted because they are the ones to give reliable information. Two parents per school were chosen through convenience sampling with assistance from head teachers. Convenience sampling is pecked on the willingness and availability of the respondent (Kothari, 2011). The parents were interviewed on objective one only.

Table 3.2: Sample Size

Group	Target Population	Sample Size	Sampling method
Head Teachers	68	20	Purposive sampling
ECDE Teachers	192	58	Simple random sampling
Parents	136	41	Convenience sampling
Total	396	110	

3.6 Data Collection Instruments

Researchers develop tools/instruments to be used in data collection (Kombo & Tromp, 2006). Such tools are; questionnaires, interview schedules, observation checklists and focus group discussions. Questionnaires, observation checklists and interview schedules were used in this study. Questionnaires were employed to collect data from ECDE teachers;

interview schedules solicited data from head teachers and parents whereas an observation checklist was used to observe class sizes and resources/ materials available.

3.6.1 Questionnaires for ECDE Teachers

A questionnaire was used to solicit data from ECDE teachers on selected institutional influences on provision of early child education. Questionnaires are data collection tools consisting of well formulated questions deliberately designed for eliciting answers from informants. A sample of fifty eight ECDE teachers selected from a target population of one hundred and ninety two teachers was subjected to a set of questionnaires. The researcher personally took questionnaires to the respondents. The questionnaires comprised of both structured and non-structured questions. Section A of the questionnaire solicited background information of the respondent whereas sections B, C, D and E solicited information on the four objectives of the study. Questionnaires are preferred to the other tools because they are cheap, saves on time, cover a wide geographical area and are free from the bias of the interviewer (Babbie 2014; Kombo & Tromp, 2006). Questionnaires also give room to anonymity which enhances honest responses. The researcher checked the reliability of the questionnaire through a pilot study and as for its validity; the researcher referred the instruments to the experts who in this case were the supervisors.

3.6.2 Interview Schedules for the Head Teachers

An interview schedule is an oral conversation between an interviewer and an interviewee (Kothari, 2011). An interview schedule can have structured, semi structured or unstructured questions (Orodho, 2012). Two sets of semi structured interview schedules were used in this study; one for the head teachers and another one for the parents. Every respondent in either case was subjected to similar questions. During the interview session, the researcher took notes with the respondent's permission. Interviews are preferred to

other tools when respondents are few. They are also flexible, guard against ambiguous questions and give in-depth data which cannot be yielded using a questionnaire

3.6.3 Interview Schedules for the Parents

An interview schedule is an oral conversation between an interviewer and an interviewee. For this study, the researcher will use interview schedules for the parents. A sample of 41 parents were interviewed on objective one only because they are the ones who pay school levies and are more informed. It is also believed that they know very little on the issue of class sizes, teachers' academic and professional qualifications. Every respondent was subjected to similar questions. During the interview session, the researcher took notes with the respondent's permission. Interviews are preferred to other tools when respondents are few.

3.6.4 Observation Checklist

A checklist is a tool that gives information about actual behavior in a natural surrounding (Kombo & Tromp, 2006). The information about class sizes, availability and adequacy of teaching and learning resources/materials was collected using an observation checklist. The researcher observed and noted down the required information. Choice of this method was pecked on the fact that it eliminates bias and is not dependant on the respondents' availability and willingness (Kothari, 2011). The reliability of the instrument was checked through a pilot study. The researcher referred the instrument to the supervisor for validation

3.7 Pilot Testing of Research Instruments

The researcher carried out a pilot study in two primary schools selected from the neighboring Mumias Sub County. The researcher ensured that the selected schools had similar characteristics as those taking part in the actual study. After the pilot study, some items in the instruments were modified whereas others were dropped altogether. According

to Creswell (2012), a pilot study enhances validity and reliability of the research instruments.

3.7.1 Validity of the Research Instruments

Validity is the accuracy and meaningfulness of deductions/inferences, which are based on the research results. Validity refers to how accurately the data obtained in the study represents the variables of the study (Orodho, 2012). The validation of the research instruments was done by the supervisor. Piloting or pretesting of the instruments was conducted in two ECDE centers to ascertain the validity of the instruments. This was followed by modification or dropping of the items not found appropriate.

3.7.2 Reliability of the Research Instruments

Reliability is a measure of the degree to which research instruments yields similar results or data with repeated trials (Kothari, 2011). Research instruments are expected to constantly yield the same results with repeated trials under similar conditions (Orodho, 2012). To ascertain the reliability of the research instruments, the split-half method was applied. This method of assessing reliability requires that the test is administered only once and thereafter split into two halves. The two halves are scored separately to obtain the two sets of scores. The two sets were correlated using Pearson's coefficient formula. A correlation coefficient of 0.8 was obtained. If the correlation coefficient obtained is above 0.5 then the instrument is considered reliable for the study (Marylin & Goes, 2013).

3.8 Data Collection Procedure

The researcher acquired an identification letter from Africa Nazarene University followed by a research permit from the National Commission for Science Technology and Innovation (NACOSTI). The researcher also sought permission from the County Director of Education, Kakamega County. Having sought permission from the above authorities, the

researcher made arrangements to visit the sampled schools for data collection during school hours. On arrival to various schools, the researcher was received by the teacher on duty. With the assistance from the teacher on duty the researcher was able to get the head teacher and the ECDE teachers. The ECDE teachers were requested to fill in questionnaires to be collected on a later date. Head teachers and parents were interviewed. During the interview session the researcher took down notes. The collected data was edited waiting to be analyzed.

3.9 Data Analysis Techniques

Data analysis is a critical examination of data collected in a study with a motive of making genuine deductions and inferences (Kombo & Tromp 2006). The data collected was analyzed both qualitatively and quantitatively. Quantitative data was analyzed using statistical package for social sciences software. Qualitative data was analyzed thematically. Thematic analysis involves classifying major concepts or topics into themes. A summary report identifying major themes and associations between them was developed. The findings were presented using tables, charts and direct quotations.

3.10 Legal and Ethical Consideration

Legal and ethical issues are factors which must be taken into account when conducting a research study. According to Creswell (2012), basic ethical issues include privacy, anonymity, confidentiality, sensitivity to cultural differences and gender. Legal issues involve obtaining research permit and seeking informed consent from the respondents.. For this study, the researcher handled ethical issues by taking various measures commencing with the use of an introductory letter that sought consent and voluntary participation of the respondents. The letter and the accompanying questionnaires communicated the purpose of the study. The right of confidentiality and anonymity was also assured and there would

be nowhere where the identity of respondents could be sought in the research instruments for data collection. The data was be collected and treated in a way that it would be hard to trace it to any person or enterprise. The researcher treated all people with respect and courtesy. Objectivity was the guiding principle throughout the research process.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the study findings which have been analyzed based on the objectives of the study. The objectives of the study were: to find out how school levies influence the provision of early childhood education, to find out how teachers' academic and professional qualifications influence provision of early childhood education, to determine how class sizes influence provision of early childhood education and determine the extent to which resources and materials influence provision of early childhood education in Matungu sub county, Kakamega county, Kenya.

The findings have been discussed under the following sub headings: questionnaires' return rate, demographic data of the respondents, influence of school levies on provision of early childhood education, influence of teachers' academic and professional qualifications on provision of early childhood education, the influence of class sizes and availability of resources and materials on provision of early childhood education. The analyzed data was presented using frequency tables, percentages and pie charts.

4.1.1. Questionnaires' Return Rate.

A sample of 58 ECDE teachers selected from a target population of 196 ECDE teachers were subjected to a set of self-made questionnaires. All of the 58 questionnaires distributed were returned duly filled. This was possible because the researcher personally carried the questionnaires to the respondents and took the initiative of making frequent calls. At the end of the agreed duration, the researcher personally collected the questionnaires. The Head teachers and parents sampled were all interviewed. Table 4.1 shows the questionnaire return rate for the ECDE teachers.

Table 4.1: Questionnaire Return Rate

Category of respondents.	Sample size.	Questionnaires returned	Percentage of return rate
ECDE teachers	58	58	100

According to Table 4.1 above, out of 58 ECDE teachers, 58 of them returned dully filled questionnaires which are equivalent to 100% return rate. This is a very good representation of the study as advocated by (Babbie, 2014).

4.2 Demographic data of the Respondents

This section presents the analysis of the demographic information of the respondents which includes; the respondents' gender, age bracket, their experience in teaching, academic and professional qualifications.

4.2.1. Gender of the ECDE Teachers

The researcher sought to find out the gender of the ECDE teachers and the results are as shown in Figure 4.1.

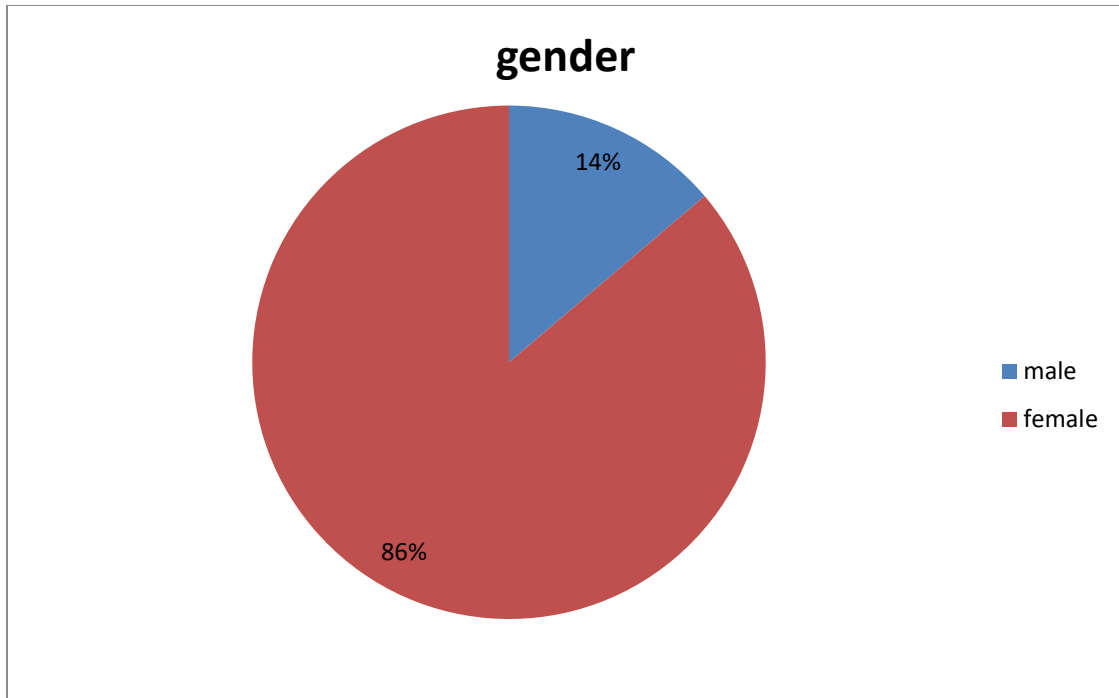


Figure 4.1: Gender Distribution of ECDE Teachers

The findings revealed that the majority of ECDE teachers 50 (86.20%), were females. Only 8(13.8%) were males. These findings show that there is gender imbalance of ECDE teachers. However, it was not established whether gender has an influence on provision of early childhood education since it was outside the scope of the study.

4.2.2. Age Distribution of the Respondents

The researcher sought to find the age brackets of the respondents who participated in the study and the results are as shown in Table 4.2.

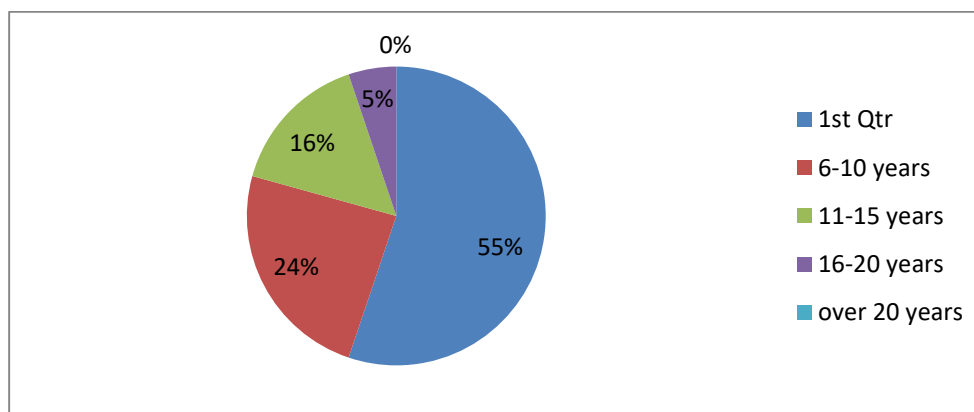
Table 4.2: Age Bracket of the Respondents

Age bracket	Frequency	Percentage
18-30 years	28	48.27
31-45 years	20	34.48
46-60 years	10	17.24
Over 60 years	0	0
Total	58	100

The findings reveal that (48.27%) of the respondents were of the age bracket of 18-30 years. These were followed by (34.48%) of the age bracket of 31-45 years, (17.24%) for ages 46-60 years and (0%) for over 60 years. It can be argued that the ECDE sub sector is manned by young and energetic personnel since three quarters of them are below 50 years.

4.2.3. ECDE Teachers' Teaching Experiences

The researcher requested the ECDE teachers to indicate the number of years they have been in the teaching service and the findings are as shown Figure 4.2.

**Figure 4.2: ECDE Teachers Work Experience**

The findings reveal that majority of ECDE teachers (55%) have a teaching experience of between 0-5 years, 24% have a teaching experience of between 6-10 years, 16% have a teaching experience of 11-15 years and 5% have a teaching experience of between 16-20

years and there was none with a teaching experience of over 20 years. This is an indication that ECDE teachers in this region do not retire on job. They quit the sector in search of greener pastures.

4.3 Influence of School Fees on Provision of Early Childhood Education

The first objective of the study was to find out the influence of school fees on provision of early childhood education in Matungu sub county, Kakamega County, Kenya. From the interview schedule with the head teachers and parents of the sampled schools, it was discovered that there were various types of levies charged at the ECDE centers in Matungu Sub County. These levies include: textbook levies, uniform levies, stationery levies, PTA levies, teachers' salaries and feeding program levies. The most common levy in all the ECDE centers was feeding program levy. These series of levies have a negative impact on provision of early childhood education as echoed by some parents who remarked that, 'it was too much.' They wondered why early childhood education should not be offered free like primary and secondary education. The head teachers pointed out that they encountered a number of challenges in regard to payment of fees.

The researcher requested the ECDE teachers to rate their schools on the given statements using the scale of 1-5 where: 1=strongly disagree/(SD)/ 2=disagree(D)/ 3=neutral (N), 4=agree (A). 5= strongly agree (SA) and the findings were as illustrated in Table 4.3

Table 4.3: Influence of School Levies on Provision of ECDE

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
I find the school levies manageable	20	34.5	10	17.2	15	25.9	8	13.8	5	8.6
Early childhood education should be free	1	1.7	6	10.3	4	6.8	22	37.9	25	43.1
The government should abolish school levies in ECDE	5	8.6	7	12.0	9	15.5	12	20.7	25	43.1
School levies lower school environment	4	6.8	2	3.4	6	10.3	30	51.7	16	27.6
Parents in my school are very positive towards school levies	29	50.0	16	27.6	5	8.6	5	8.6	3	5.1
School levies are properly paid by parents in my school	33	56.9	17	29.3	1	1.7	2	3.4	5	8.6
The parents support ECDE program fully through payment of levies	17	29.3	23	39.6	5	8.6	2	3.4	11	19.0

From Table 4.3, the findings reveal that 20 (34.5%) ECDE teachers strongly disagreed with the statement that, 'I find school levies manageable.' A total of 10 (17.2%) disagreed, 15 (25.9%) were neutral while 8 (13.8%) and 5 (8.6%) of the respondents agreed with the statement. Generally, it can be deduced that the majority of the respondents were not comfortable with the school levies and this could hamper the provision of quality early childhood education.

The question on whether the government should abolish school levies making early childhood education free had over 75% of the respondents agreeing. This is a clear

indication that school levies have an influence on provision of early childhood education. On whether school levies lower children's enrolment, it was noted that only 10% of the respondents disagreed while over 75% agreed. Further, it was indicated that 77.6% refuted the statement that parents are positive towards school levies. The researcher sought to find out whether school levies are promptly paid. The findings revealed that 86.3% disagreed with the statement. The delay in fee payment could be attributed to the negative attitudes parents have towards school levies. From the interview schedule, the parents had this to say:

I hope one day the government will have to abolish fees in nursery schools. I don't see why primary and secondary education is free and yet we are asked to pay fees for our children in nursery schools!

Parent No.4 remarked that:

The money we are asked to pay is too much. We need to buy books, uniforms and desks. The cost of living is too high. I prefer staying with the children just to enroll them in primary schools where education is free.

Parent No. 23 remarked that:

Some of us prefer taking our children straight to standard one so as to avoid the very many levies charged in the ECDE sub sector. It is my feeling that levies in the ECDE sector should be done away with. In addition, the government should fund early childhood education the way primary and secondary education is funded.

It was also noted that parents do not fully support ECDE programs as indicated by 39.6% and 29.3% who disagreed and strongly disagreed respectively. Those who strongly agreed and agreed are represented by 19.0% and 3.4% respectively. There are a number of reasons why parents do not support ECDE programs. From the interview schedule with head

teachers and parents it was noted that parents are not fully sensitized on the importance of early childhood education. In addition they have just developed a negative attitude towards fee payment arguing that the government should do away with levies in the ECDE sub sector. One of the head teachers asserted that:

Parents incur costs in relation to their children's education in the ECDE sub sector.

They have to buy books, school uniform, and stationery and construct classrooms.

In addition they have to Pay teachers and pay money to support the feeding program.

This was found by the researcher to raise the total cost of early childhood education making it difficult for the parents to afford. Inability of parents to pay school fees may have led to low provision of early childhood education in Matungu Sub County. In answering the question about how prompt the parents are in paying school fees, head teacher No. 9 had this to say:

The parents in this locality are very negative towards payment of fees. They are not supportive in any way. They claim that the Government has abolished school fees and so they wonder why they are asked to buy books, construct classrooms, buy desks and even pay teachers.

4.4. Influence of Teachers' Qualifications on Provision of Early Childhood Education

The study sought to establish the influence of teachers' academic and professional qualifications on provision of early childhood education. The respondents who were the ECDE teachers were requested to indicate their highest academic qualifications and the findings are as shown in Table 4.4.

Table 4.4: Academic Qualifications of Respondents

Education level	Frequency	Percentage
KCPE	10	17.24
KSCE	20	34.48
CERTIFICATE IN ECDE	22	37.93
DIPLOMA IN ECDE	06	10.34
DEGREE IN ECDE	00	00
MASTERS IN ECDE	00	00
TOTAL	58	100

The findings revealed that majority of ECDE teachers had trained up to certificates level as indicated by 37.93%. Only 10.34% were diploma holders, and over half of the total numbers of ECDE teachers were untrained. 17% were class eight leavers while 34% were form four leavers without any formal training. This is a clear indication that the ECDE sub sector in this sub county is largely managed by unqualified personnel. This is detrimental to the proper provision of early childhood education. These findings were further illustrated in Figure 4.3.

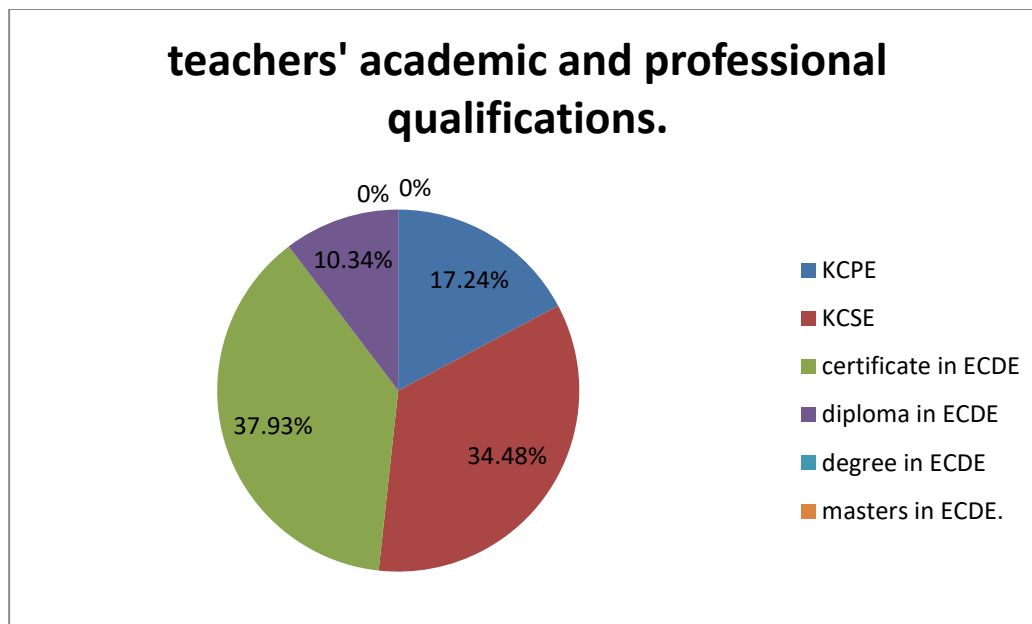


Figure 4.3. Teachers' academic and professional qualifications

4.4.1. Attendance of Seminars/workshops/in-service Courses.

The study also sought to find out whether ECDE teachers attended seminars/workshops and in-service courses. The findings were illustrated in Figure 4.4

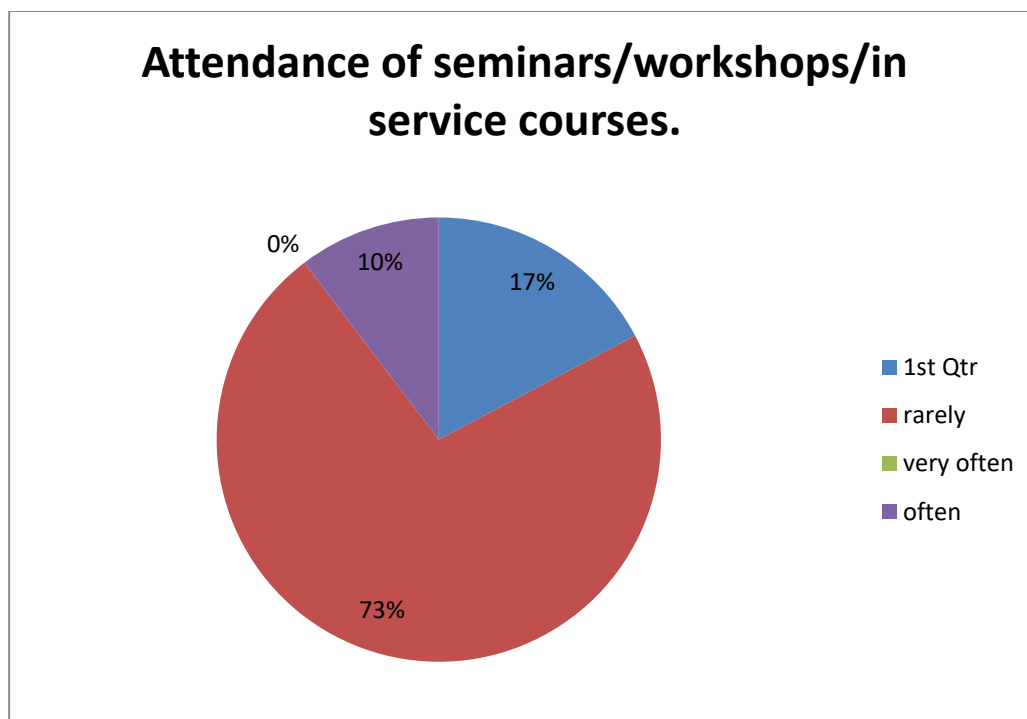


Figure 4.4: Attendance of seminars/workshops/in-service courses

These findings reveal that majority of ECDE teachers 42 (73%) rarely attend seminars/workshops/in-service courses. Further still, 10 (17%) have never attended any seminar/workshop while only 6 (10%) often attended seminars/ workshops and in-service courses.

In the interview schedule with head teachers, it was revealed that most ECDE teachers had low academic and professional qualifications, rarely attended workshops and all these impacted negatively on provision of early childhood education in Matungu Sub County.

Head teacher No. 13 remarked that:

It would be much more meaningful if ECDE teachers attended seminars and workshops frequently. These will keep them abreast with what is taking place in the education sector. I base my argument on the fact that majority of the ECDE

teachers are untrained, they are mostly from four leavers who performed dismally in their final examinations.

4.4.2. Methods and Approaches used in Conducting ECDE Lessons

The researcher sought to find out the methods and approaches used in conducting lessons in the ECDE sub sector. The respondents were requested to indicate how often they used the given approaches and the findings are illustrated in Table 4.5.

Table 4.5: Methodologies used in conducting ECDE Lessons

Method/approaches	Very often		Often		rarely		Never	
	F	%	F	%	F	%	F	%
Use of play	30	53	18	31	10	17	0	0
Music and dance	35	60	20	35	3	5	0	0
Story telling	42	73	7	12	7	12	2	5
Role play	20	35	18	31	10	17	10	17
Drama	22	38	20	35	10	17	6	10
Miming	17	29	14	24	6	10	21	36
Singing	38	66	10	17	8	14	2	5
Use of pictures	43	74	6	10	9	16	0	0

These findings reveal that the majority of ECDE teachers employ the accepted methods and approaches in handling preschool children. This is an indication that instructional methods and approaches have no influence on provision of early childhood education in Matungu Sub County.

4.4.3. Mastery of ECDE Concepts

The study sought to find out the extent to which the ECDE teachers had mastered the given concepts which are very vital when it comes to handling preschool children. The findings are presented in Table 4.6.

Table 4.6: ECDE Concepts

Concept	Very well understood		Well understood		Poorly understood		Never understood at all	
	F	%	F	%	F	%	F	%
Holistic development	10	17.24	22	37.93	19	32.75	7	12.06
Individual differences	23	39.65	17	29.31	12	20.68	6	10.34
Simulations	6	10.34	14	24.13	28	48.27	10	17.24
Thematic approach	34	58.62	12	20.68	10	17.24	2	3.44
Play activities	40	68.96	10	17.24	5	8.62	3	5.17
Learner centered approaches	9	15.51	23	39.65	20	34.48	6	10.30
Developmental approaches	11	18.96	30	51.72	9	15.5	8	13.79

From Table 4.6, 32 (55%) respondents said they were very well conversant with the concept of holistic development of children, 19 (32%) said they had a rough idea while 7 (12%) admitted that they were ignorant. Well over half of the respondents (69%), indicated that they understood the concept of individual differences of learners, 21% indicated they poorly understood, while only 10% indicated they had no idea about the concept. A total of 10.34% of the respondents indicated that they understood the concept of simulations very well, 24.13% understood well, 48.23% poorly understood the concept of simulations while 17.24% had no idea what simulations referred to. Majority of respondents, 58.82% understood the concept of thematic approach very well. A total of 20.68% understood the concept well, 17.24% poorly understood the concept while 3.44% never understood the

concept of thematic approaches. Majority of respondents, 68.96% understood the concept of play very well, 17.24% understood the concept of play well, while 8.62% poorly understood the concept and 5.17% never understood.

A total of 15.51% of the respondents indicated that they understood the concept of learner centered, 39.65% understood the concept well; 34.48 %poorly understood the concept while 10.3% never understood the concept well. On the concept of developmental approaches, 18.96% of the respondents indicated that they understood the concept very well, 51.72% understood the concept well while 15.5% poorly understood the concept and 13.79% never understood the concept.

4.5 Influence of Class Size on Provision of Early Childhood Education

The study sought to determine how class sizes influence the provision of early childhood education in Matungu sub county Kakamega County, Kenya. The researcher requested the respondents to indicate the average number of learners in their classes and the findings were presented in Figure 4.5.

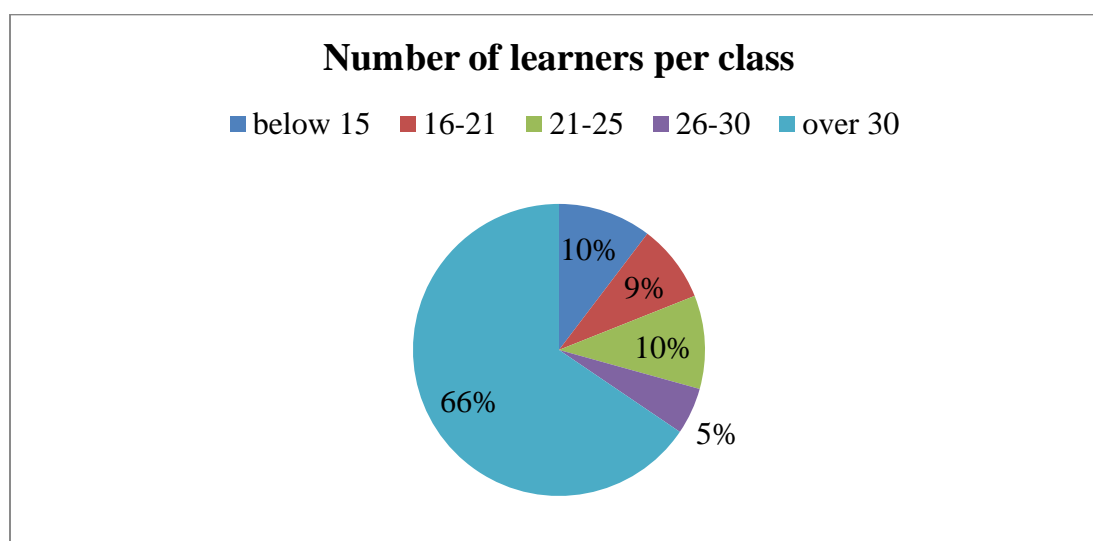


Figure 4.5: Average number of learners per class

The findings show that the majority of respondents (66%) had class sizes of over 30 learners per class. Respondents were asked to indicate the extent to which they agreed on the given statements on the influence of class size on provision of early childhood education in Matungu Sub County. They were to use a scale of 1-5 where;

1 =strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree and the results were shown in Table 4.7

Table 4.7: Influence of Class Size on Provision of Early Childhood Education

STATEMENT	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
I find it difficult to attend to all my pupils because my class is overcrowded.	00	00	5	8.62	5	8.62	18	31.03	30	51.7
My completion of the syllabus is often affected by teacher shortage in my school.	17	29.31	3	5.17	10	17.24	13	22.41	15	25.8
My morale is highly affected by the fact that the class sizes are too large.	10	17.24	5	8.62	5	8.62	10	17.24	28	48.2
Most of my teaching time is spent on solving indiscipline cases.	8	13.79	6	10.34	4	6.81	11	18.96	29	50
I find it difficult marking class assignments due to over enrolment	10	17.24	8	13.79	1	1.72	4	6.88	35	60.3

From the table, over 82% of the respondents agreed with the statement that they find it difficult to attend to all their pupils because of over enrolment. When learners are not attended to well then the outcome is poor performance. The findings reveal that there is poor provision of early childhood education in Matungu Sub County due to large class sizes/over enrolment.

The study sought to find out the influence of class size on completion of the syllabus. 20 respondents disagreed with the statement that, 'my completion of the syllabus is often affected by teacher shortage,' 10 respondents were undecided while 28 respondents agreed with the statement. This is an indication that large class sizes have a negative impact on provision of early childhood education. In addition the study found that parents chose schools with low student-teacher ratio because there was good academic performance in such schools.

On the statement, 'my morale is highly affected by the fact that class sizes are too large,' had 15(25.86%) respondents disagreeing, 5(8.62%) undecided and 38(65.51%) agreeing. Majority of the respondents 40(68.96%) agreed with the statement that, 'most of my teaching time is spent on solving indiscipline cases. Only 12(20.68%) disagreed while 4(6.8%) were undecided. The study also sought to find out the influence of class sizes on marking of class assignments. The statement, 'I find it difficult marking class assignments due to over enrolment,' had 40(68.96%) respondents agreeing and only 18(31.03%) disagreeing. This is an indication that class size has an influence on provision of early childhood education in Matungu Sub County. When assignments are not marked then there is no proper evaluation on instructional outcomes. In the interview schedule with head teachers from the sampled schools it was revealed that teachers complained of heavy workload due to over enrolment. One head teacher remarked that, 'in fact some teachers abscond duty because of too much work.'

4.6. Influence of Resources/ Materials on Provision of Early Childhood Education

The study sought to find out if there was a scarcity of learning resources and materials in Matungu Sub County. The respondents were requested to indicate the extent to which they agreed or disagreed with the given statements. The likert scale of level three was used

where 1 = Strongly Agree, 2 = Neutral and 3 = Strongly Agree. The results were as shown in Table 4.8.

Table 4.8: Scarcity of Learning Resources

Response	Frequency	Percentage
Resources and materials are scarce	40	67.26
Resources and materials are not scarce	18	32.74

From the table, majority of the respondents (67.26%) indicated that there was scarcity of learning resources/materials while 32.74% indicated that resources/materials were not scarce. Findings from the head teachers of the sampled schools indicated that there was scarcity of learning resources/materials in most ECDE centers in Matungu Sub County. This has a negative impact on provision of quality early childhood education since learners at this tender stage require a lot of concrete objects for proper learning.

4.6.1 Availability and Adequacy of Learning Resources/Materials

On the availability and adequacy of resources/materials, respondents were requested to indicate by ticking appropriately and the findings are as shown in Table 4.9.

Table 4.9: Availability and adequacy of teaching/learning resources

Resources	Available adequate		and Available but not adequate.		Not available	
	F	%	F	%	F	%
Charts	17	29.31	30	51.72	11	18.96
Pictures	10	17.24	32	55.17	16	27.58
Pamphlets	6	10.34	42	72.41	10	17.24
Magazines	10	17.24	28	48.27	20	34.48
Audio tapes	--	-	-	-	58	100
Toys	5	8.62	41	70.68	12	20.68
Colored pencils	12	20.68	46	79.31	-	00
Crayons	20	34.48	32	55.17	6	10.34
Flash cards	18	31.01	40	68.96	-	00
Abacus	08	13.79	24	41.37	26	44.82
Plasticine	6	10.34	48	82.75	2	34.48
Bottle tops.	30	51.72	28	48.27	-	00
Balls	13	22.41	45	77.58	-	00
Ropes	10	17.24	46	79.31	2	34.48
Hoops	-	00	18	31.03	40	68.96
Tyres	3	5.17	47	81.03	8	13.79
Buttons	5	8.62	36	62.06	11	18.96
Chairs	10	17.24	40	68.96	8	13.79
Tables	10	17.24	42	72.41	6	10.34
Word pockets	8	13.79	40	68.96	10	17.24
Picture books	12	20.68	38	65.51	8	13.79
Clay	-	00	-	00	58	100
Feathers	10	17.24	42	72.41	6	10.34
Bean bags.	15	25.86	35	60.34	8	13.79

N = 58

According to the study findings, most ECDE centers had most of the teaching and learning resources as shown in Table 4.9 However, although the resources were available, they were inadequate. For instance, majority of respondents indicated that they had available but inadequate, charts (51.72%). Abacus(82.75%), word pockets (68.96%), picture books (65.51%),toys (74.13%), colored pencils and crayons (81.03%),bean bags (60.34%)and flash cards (51.72%). The findings further indicate that all the sampled ECDE centers did not have audio tapes and clay. The inadequacy of teaching and learning resources is detrimental to provision of early childhood education. Similarly, based on the observation

checklist, the study found out that all the ECDE centers had available but inadequate teaching and learning resources.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion, summary and conclusions of the research findings based on the objectives of the study. Recommendations and suggestions for further research are also included. The purpose of this study was to investigate the influence of selected institutional factors on provision of early childhood education in Matungu sub County, Kakamega County, Kenya. The study endeavored to find out the influence of school fees, teachers' qualifications, class sizes and learning resources on provision of early childhood education in Matungu Sub County.

5.2 Discussion

This section presents a discussion of the research findings as depicted in chapter four. The discussion is based on the research objectives. However, the section starts with a brief discussion on the demographic information of the respondents.

5.2.1 Demographic Information of the Respondents

In reference to Figure 4.1 on gender distribution of the respondents, it was noted that majority of the ECDE teachers 50(86.20%) were females while only 8 (13.8%) were males. These findings correspond with those of Mbugua (2013) and Githingi (2008) who also revealed that the ECDE sub sector is dominated by female teachers. Mbugua (2013) found that only 10% of the ECDE teachers in Nyandarua sub County were males while 90% were females. These findings show that there is gender imbalance of ECDE teachers. However, it was not established whether gender has an influence on provision of early childhood education since it was outside the scope of the study.

Table 4. 2 on the Age bracket of the respondents showed that majority of the respondents 28(48.22%) were of the age bracket 18-30 years, 20(34.48%) were of the age bracket 31-45 years, 10 (17.24%) were of the age bracket 46-60 years and there was no teacher who was over 60 years. This shows that the ECDE sub sector is manned by young energetic personnel. These findings concur with those of Mbugua (2013). Mbugua (2013) noted that young and energetic teachers are instrumental in ECDE programs. They can be able to engage the young learners in vigorous activities all the day long. They can also interact with parents amicably sensitizing them on the importance of early childhood education.

5.2.2 Influence of School Levies on Provision of Early Childhood Education

Objective number one of this research study sought to find out the influence of school levies on provision of early childhood education in Matungu sub county, Kakamega County, Kenya. To achieve this objective, the researcher subjected the respondents to a set of questionnaires and two sets of interview schedules. Information pertaining types of levies, promptness in paying and parents' reactions towards levies was sought.

The research findings displayed in Table 4.3 revealed that 20(34.5%) of the respondents strongly disagreed that school levies are manageable, 10(17.2%) disagreed, 15(28.9%) were neutral, 8(13.8%) agreed and 5(8.6%) strongly agreed. The statement on whether early childhood education should be made free had a simple majority of respondents 25(43.1%) strongly agreeing. 22(37.9%) agreed, 4(6.8%) were neutral, 6(10.3%) disagreed while 1(1.7%) strongly disagreed. Majority of respondents 30(51.7%) affirmed that school levies lower children's enrolment to ECDE centers. These findings show that most ECDE parents in Matungu sub County do not have the ability to pay for their children's school levies. Majority were of the opinion that early childhood education should be offered free

of charge. It can be deduced that payment of school levies impacts negatively on provision of early childhood education in Matungu Sub County.

These findings are in line with those of Nyabanyaba (2009), Pevley (2005), and Roumanio & Alexandre (2001). A study by Nyabanyaba found that school access and retention of children in schools is greatly affected by parental related factors such as income level and gender. Parents who are financially stable can afford to enroll and retain their children in ECDE centers and meet their basic needs. They are positive toward payment of school levies. A similar study by Levin (2007) revealed that Canadian children from poor families exhibit poor academic achievement and have low retention rates in schools. These children are highly disadvantaged. The poor academic achievement can be attributed to the poor living conditions. The concentration span of a hungry child is very minimal.

Similarly, Gayden-Hence, (2016) noted that lack of payment of school levies pose a big problem to poor families. Poor families compromise their children's education; they spent the little they have on basic necessities like food, clothing and shelter. Education is looked at as a luxury. This is contrary to Mbugua (2013), who found out that ECDE parents in Nyandarua County were very prompt in paying school levies. This is an indication that they had the financial ability. Provision of early childhood education in Nyandarua was not affected by low family income.

5.2.3 Influence of Teachers' Qualifications on Provision of ECDE

The second objective of this study was to find out the influence of teachers' qualifications on provision of early childhood education in Matungu Sub County, Kakamega County, Kenya. To achieve the objective, data on teachers' qualifications, initial training and attendance of workshops and seminars was collected through questionnaires and interview

schedules. Information pertaining methods and approaches used in conducting ECDE lessons was also sought. In addition respondents were also requested to give the extent to which they understood the ECDE concepts.

In reference to Table 4.4 10(17%) of the ECDE teachers were class eight school leavers without any formal training, 20(34.48%) were form four leavers, 22(37.93%) had certificate courses while only 6(10.34%) were diploma holders. These findings reveal that the ECDE sub sector in Matungu Sub County is managed by unqualified personnel. The class eight school leavers and form four leavers lack the basic skills needed in handling preschool children. These findings are in line with those of Okong'o et al., (2015) who noted from his research that many ECDE teachers had low academic and professional qualifications and this impacted negatively on the provision of early childhood education. According to Quattlebaum (2013), the success of any educational program rests on the availability of qualified and competent teachers.

According to Abiero (2009), good education comes from professionally trained personnel. Employing the use of untrained teachers has a negative impact on provision of early childhood education.

On attendance of seminars/workshops/in service courses (Figure 4.4), it was found that majority of ECDE teachers 42 (73%) rarely attend seminars/workshops. Only 10% admitted that they often attended seminars while 10(17%) admitted that they have never attended any seminar/workshop. These findings show that ECDE teachers in Matungu Sub County rarely attend seminars/workshops/in service courses. These findings concur with those of Magoma (2011), who noted that seminars and workshops are not treated with the seriousness they deserve. He asserted that teachers should continue learning throughout

their professional career if they have to remain relevant. Ongoing professional development keeps the ECDE teachers updated on the current programs in the education sector.

Further still, a study by Mweru (2012) revealed that DICECE officers rarely organize seminars and workshops for ECD teachers as part of ongoing professional development. These findings also concur with those of Ogott (2011) who found out that ECDE teachers had low academic and professional qualifications and this was impacting negatively on the provision of early childhood education.

Edwards (2017) argues that the success of any educational program depended on the availability of qualified and competent personnel. He stated that ‘the quality of a teacher is seen in the citizens of tomorrow. Manning et al., (2017) note that teachers’ academic and professional qualifications play a vital role on learners’ academic achievements. In addition, training improves a teacher’s personality and characters making him/her perform the job better.

Similarly, Mireri (2015) noted that most ECDE teachers in Nyamira Sub County were untrained and this impacted negatively on provision of early childhood education. Good content delivery requires a professional teacher. Such teachers employ good teaching strategies as opposed to untrained teachers.

Research findings as shown in Table 4.5 reveal that the ECDE teachers in Matungu Sub County use the accepted methods and approaches in teaching young children. Storytelling and the use of pictures were highly used as indicated by 73% and 74%. Miming and role play were used sparingly as indicated by 29% and 35% respectively. Given the great role played by miming and role play as approaches in teaching, it is necessary that ECDE

teachers should be encouraged to employ them to assist learners develop good communication skills.

Research findings as shown in Table 4.6 reveals that majority of teachers in Matungu Sub County are conversant with the ECDE concepts. This is an indication that mastery of ECDE concepts has a positive influence on provision of early childhood education in Matungu Sub County.

5.2.4 Influence of Class Size on Provision of Early Childhood Education

The third objective was to determine how class sizes influence the provision of early childhood education in Matungu Sub County, Kakamega County, Kenya. Research findings as shown in Figure 4.5 reveals that majority of ECDE centers in Matungu Sub County have large class sizes as depicted by (66%). This is an indication that ECDE centers in Matungu Sub County have high enrolment of learners. This high class enrolment is bound to have a negative impact on provision of early childhood education as revealed by other research studies on the effect of class sizes conducted by Kaloki (2012), Sjoerdsma, (2016). In her research, Kaloki (2012) found that there existed a strong inverse relationship between the size of a class and learners' performance in national examinations. Small sized classes posted better results as compared to their counter parts in large sized classes. Connelly (2018), argued that classroom environments are not conducive in very many developing nations where class sizes are large while Levacic(2005), recommended reduction of class sizes in order to realize good academic performance.

The statement, 'I find it difficult to attend to all my pupils because my class is overcrowded', had majority of the respondents (83%) agreeing. Only (8.62%) disagreed while an equal percentage (8.62%) were neutral. Generally it can be deduced that there isn't proper teaching and learning in overcrowded classrooms. Since most ECDE centers

in Matungu sub county have high enrolments then it follows that provision of good quality early childhood education is interfered with. These findings are similar to those of Graddy & Stevens (2013), who concluded that big classes impacted negatively on student achievement particularly on language skills. These findings concur with those of Manning et al., (2017), who found that teachers enjoyed small sized classes because they spent more time on active teaching and less on class management.

Majority of the respondents agreed with the statements that syllabus coverage is affected by teacher shortage and that they spend most of their teaching time on solving indiscipline cases as indicated by 47% and 68% respectively. It is true that class management poses a challenge especially in overcrowded classes where learners are rowdy and chaotic. Similarly, majority of respondents (66%) agreed with the statement that, 'I find it difficult marking class assignments due to over enrolment. If assignments are not marked then there is no proper formative assessment which translates to poor provision of early childhood education.

5.2.5 Influence of Resources on Provision of Early Childhood Education

The fourth objective sought to determine the extent to which teaching and learning resources influence provision of early childhood education in Matungu sub county Kakamega County, Kenya. The question on whether there was scarcity of learning resources had 40 (68.96%) respondents ticking yes while only 18 (31.2%) ticked no. This is a clear indication that teaching and learning resources are scarce in most ECDE centers in Matungu Sub County. On the same objective, respondents were requested to indicate the availability and adequacy of teaching and learning resources. The findings revealed that majority of respondents indicated that the resources were available but inadequate. From the observation checklist, it was revealed that most ECDE centers in Matungu Sub

County had very few charts, chairs, tables, colored pencils/crayons and playground. These findings concur with those of Onyango (2013) whose study revealed that inadequacy of teaching and learning resources impacted negatively on learners' performance in ECDE.

Kaloki (2012) contributed to this discussion when she noted that the main challenge facing early childhood education in Kenya is lack of adequate teaching and learning resources.

5.3 Summary of the Findings

This section presents a summary of the study based on the findings and discussions carried out in line with the study objectives.

5.3.1 Influence of School Levies on Provision of Early Childhood Education

The first objective sought to find out how school levies influenced provision of early childhood education. Findings from both the head teachers and ECDE teachers revealed that there were various types of levies charged in ECDE centers in Matungu Sub County. These ranged from; textbook levies, writing material levies, uniform levies, teachers' salaries, development fund and feeding program levies. The most common levies were uniform levies, teachers' salaries and school feeding programs. These many levies are bound to have a negative impact on provision of early childhood education in Matungu Sub County. This is in line with the finding of Republic of Kenya (2005) which states that about 56% of Kenyan population living below the poverty line is unable to enroll their children in schools due to both direct and indirect costs of schooling. Children who fail to enroll in preschools due to school levies miss out early childhood education which is very vital. This is an indication that provision of early childhood education in Matungu Sub County is influenced by payment of school levies.

Majority of respondents agreed that the government should abolish school levies in the ECDE sector. Over 75% of the respondents disagreed with the statement that parents are positive towards school levies and that they make prompt payments. Similarly, majority of the respondents disagreed with the statement that parents support ECDE programs fully through payment of school levies. These findings are a clear indication that school levies have a negative impact on provision of early childhood education in Matungu Sub County

5.3.2 Influence of Teachers' Qualifications on Provision of Early Childhood Education

The findings revealed that majority of ECDE teachers were untrained and rarely attended seminars/workshops as indicated by 51.72% and 72.41% respectively. The highest professional qualification was a diploma in ECDE. These findings reveal that the ECDE sub sector in Matungu Sub County is left for low achievers only and this can have a negative impact on provision of good quality early childhood education. On whether instructional methods/approaches influence provision of early childhood education it was revealed that most ECDE teachers used the appropriate methods/approaches. Responses from the interview schedule with head teachers revealed that most teachers preferred teaching using songs and dances, play, and storytelling' since they are not costly.' Responses on mastery of concepts revealed that most ECDE teachers had a clear understanding of most concepts save simulations and learner centered approaches. It is therefore important that measures be taken to ensure that teachers are acquainted with these concepts for they are very relevant in provision of quality early childhood education.

5.3.3 Influence of Class Sizes on Provision of Early Childhood Education

The study revealed that majority of ECDE classes in Matungu sub county had class enrolments of over 30 pupils. This is slightly higher than the ideal which is 25 pupils per

class. In relation to large class sizes, the ECDE teachers pointed out that it is difficult to attend to all the learners and formative assessment including syllabus coverage is often affected by teacher shortages. Additionally, teachers spent most of their time solving indiscipline cases instead of teaching.

5.3.4 Influence of Resources on Provision of Early Childhood Education

The findings revealed that majority of ECDE centers in Matungu Sub County had available but inadequate teaching and learning resources. From the observation checklist, it was revealed that most ECDE centers in Matungu Sub County had very few charts, chairs tables, colored pencils/crayons and playground. There was no school with audio tapes. Additionally, there was no school with proper storage facilities for teaching and resources. Children at this tender stage need a variety of visual aids to facilitate conceptualization.

5.4 Conclusion

The following conclusions were made from the research findings and discussions. Provision of early childhood education in Matungu Sub County is influenced by selected institutional factors. Payment of school levies act as a hindrance to proper provision of quality early childhood education. It is only those parents who are financially stable who enroll their children in ECDE centers. The rest retain their children at home awaiting free and compulsory primary education.

The study also found out that only 28(47.93%) of ECDE teachers had trained up to certificate level and 30(52.07%) were untrained. In addition these teachers rarely attended seminars/workshops. This is a drawback to proper provision of early childhood education given the dynamic nature of many education systems. Teachers need to be updated on current issues so as to remain relevant. It was also noted that the ECDE teachers employed

the right pedagogical approaches in handling learners. The study found that ECDE centers in Matungu Sub County had large class sizes. Most classes had enrolment of over 30 pupils while the ideal is 25 pupils per class. The ECDE teachers lamented of heavy workload.

5.5 Recommendations of the Study

Research findings revealed that parents have a negative attitude towards payment of school fees in the ECDE sub sector in Matungu Sub County. They complain bitterly over the many levies charged and they are not prompt in making the payments. In a nutshell, it can be said that parents do not support the ECDE programs fully. Following this, the study recommends that early childhood education should be provided free. It should also be made compulsory and a prerequisite for joining standard one.

On teachers qualifications, study findings revealed that majority of ECDE teachers in Matungu sub county were untrained, rarely attend seminars/workshops and they are poorly enumerated. To alleviate the situation, this study recommends that the government should train, employ and organize frequent seminars/workshops and in service courses for ECDE teachers.

Most ECDE centers in Matungu Sub County have big class sizes. This issue of overcrowded classrooms is a major challenge to curriculum implementation. The government should employ more teachers to ease the burden of overcrowded classes. The study found out that most ECDE centers in Matungu Sub County lack adequate teaching and learning facilities. For meaningful learning to take place, teachers should be equipped with adequate teaching and learning resources.

5.6 Suggestions for further Research

This study was carried out in one Sub County only. A similar study should be carried out in other sub counties.

A study should be carried out to investigate the influence of school feeding program on provision of early childhood education.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR ECDE SCHOOL TEACHERS

The purpose of this questionnaire is to seek information on the institutional influences on the provision of early childhood education in ECDE centers. The information that you will provide will be used for research purposes only. You need not write your name on the questionnaire. Be as objective as possible and complete the questionnaire honestly. Write or tick your response accordingly.

Section A: Background information.

1. What is your gender?

(a) male

(b) Female

2. What is your age bracket?

a) 18-30

b) 31-45 years

c) 46-60 years

d) Over 60years

3. How long have you been a teacher?

a) 0-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) Over 20 year

4. For how long have you taught in this school?

- a) less than one year []
- b) 1-2 years []
- c) 3-4 years []
- d) 5-6 years []
- e) Over 7 years []

SECTION B: LEVIES CHARGED IN ECDE

5. What type of levies is charged to parents in your school? Tick all relevant responses

- a) Text book levies []
- b) Writing materials levies []
- c) Uniform levies []
- d) PTA fees []
- e) teachers' salaries []
- f) Development fund []
- g) Any other (specify).....?

6. Rate your school on each item below in terms of your opinion or fact. Tick the rating that corresponds to your opinion.

Key: 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree.

Levies	1	2	3	4	5
I find the school levies manageable					
Early childhood education should be free					
The government should abolish school levies					
School levies lower children's enrolment					
Parents in my school are very positive towards school levies					
School levies are promptly paid by parents in my school.					

The parents support ECDE program fully through payment of levies.

SECTION C: TEACHER'S ACADEMIC AND PROFESSIONAL QUALIFICATIONS

7. What is your highest academic qualification?

- (a) KCPE
- (b) KCSE
- (c) certificate in ECDE
- (d) Diploma in ECDE
- (e) Degree in ECDE
- (f) masters in ECDE

8. How often do you attend in-service courses or workshops for ECDE?

- a) never
- b) rarely
- c) very often
- d) often

9. How often do you use the following methods and approaches in conducting ECDE lessons?

Methods/approaches	Very often	Often	Rarely	Never
Use of play				
Music and dance				
Story telling				
Role play				
Drama				
Miming				
Singing				
Use of pictures				

10. How do you gauge your understanding on the following concepts in ECDE?

Concept	Very well understood	Well understood	Poorly understood	Not understood at all
Holistic development of learners				
Individual differences in learners				
Simulations				
Thematic approach				
Play activities				
Learner centered approaches				
Developmental approaches				

SECTION D: INFLUENCE OF CLASS SIZE ON THE PROVISION OF ECDE

11. What is the average number of learners in each class?

- a). 15 and below
- b). 16-21
- c). 21-25
- d). 26-30
- e). over 30

Mark with a tick (√) for each question

12. Indicate the extent of your agreement to the following statements on the influence of class size on the provision of ECDE in Matungu Sub –County: Where, 1= strongly disagree 2= Disagree 3= Undecided 4= Agree 5=strongly agree

Statement	1	2	3	4	5
I find it difficult to attend to all my pupils because my Class is overcrowded.					
It is difficult for me to attend to learners individual differences due to overcrowded class.					
My completion of the syllabus is often affected by teacher shortage in my school.					
My morale is highly affected by the fact that the class sizes are too high.					
Most of my teaching time is spent on solving indiscipline cases.					
I find it difficult marking class assignments due to over enrolment.					

SECTION E: RESOURCES AND MATERIALS

13. Is there a scarcity of learning resources and materials?

- a) Yes []
- b) No []

14. If yes, how does it affect learning?

15. Indicate the availability and adequacy of the following resources and facilities in your school

Resources	Available and adequate	Available but inadequate	Not Available
Charts			
Pictures			
Pamphlets			
Magazines			
Audio tapes			
Toys			
Colored pencils			
Crayons			
Flash cards			
Abacus			
Plasticine			
Bottle tops			
Balls			
Ropes			
Hoops			
Tyres			
Buttons			
Chairs			
Tables			
Word pockets			
Picture books			
Clay			
Feathers			
Bean bags			

APPENDIX 2: INTERVIEW SCHEDULE FOR HEAD TEACHERS

- a) How do the levies charged at ECDE centers influence the provision of ECDE in your school?(Probe for-----kind of levies charged, parents' reactions and responses to levies, and challenges encountered in payment of levies, promptness in payment of levies, and effects of levies on school enrolment)
-
-
-
- b) How does teacher's academic and professional qualifications influence the provision of ECDE in your school? (Probe foracademic and professional qualifications of ECDE teachers, their teaching experience and how often they attend workshops , seminars and in-service courses, understanding if teaching/learning approaches ,ECDE concepts)
-
-
-
- c) What is the influence of class size on the provision of ECDE in your school? (probe for---number of pupils per class, effects of class size on teaching and learning, class control,)
-
-
-
- d) What is the extent to which resources and facilities influence the provision of ECDE in your school?(probe for ---effects of availability and adequacy of indoor and outdoor resources to teaching and learning).
-
-
-

APPENDIX 3: INTERVIEW SCHEDULE FOR PARENTS

a). What are your feelings towards levies charged in this school?

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

b) Do you find the school levies manageable?

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

c) How can the government assist in the payment of levies?

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

d) What is the effect of school levies on children's enrolment?

.....
.....

APPENDIX 4: OBSERVATION CHECKLIST

Indicate the availability and adequacy of the following resources and materials in your school

Category	Resources	Available and adequate	Available but not adequate	Not available
Language activities	1. Pictures			
	2. Toys			
	3. Crayons			
	4. Papers			
	5. Coloured			
	6. pencils			
	7. Plasticine			
	8. Paint			
	9. Picture books			
Mathematics activities	1. Abacus			
	2. Bottle tops			
	3. Strings			
	4. Counters			
	5. Charts			
Outdoor activities	1. Playground/field			
	2. Balls			
	3. Bean bags			
	4. Loops & hoops			
	5. Ropes			
	1. Seeds			

Science activities

2. Flowers
3. Stones
4. Soil
5. scales and balances

Social activities

1. Pictures
2. Charts
3. Farm tools
4. Photographs.

Creative activities

1. Crayons
2. Paint
3. Tracing papers
4. Brushes
5. Glue, paste
6. Tyres.

Music and movement activities

1. Kayamba
2. Drums
3. Singles

Religious education activities

1. Pictures
2. Charts
3. Bible

Life skill activities

1. Dolls
2. Pictures
3. Toothbrush
4. Comb

APPENDIX 5: LETTER OF INTRODUCTION FROM ANU

AFRICA NAZARENE
UNIVERSITY

12th June, 2018

RE: TO WHOM IT MAY CONCERN

Emily Jackson Aswani 14J06CMED009 is a bonafide student at Africa Nazarene University. He/She has finished his/her course work and has defended his/her thesis proposal *entitled "Influence of Selected Institutional Factors on Provision of Early Childhood Education in Matungu Sub County, Kakamega County, Kenya"*

Any assistance accorded to him/her to facilitate data collection and finish his/her thesis is highly welcomed.

Prof. Rodney Reed
Deputy Vice Chancellor, Academic Affairs

APPENDIX 6: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/27436/23579**

Date: **13th July, 2018**

Emily Jackson Aswani
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Selected institutional influences on provision of Early Childhood Education in Matungu Sub County, Kakamega County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **11th July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


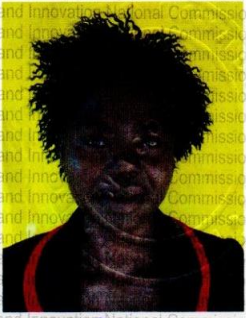
DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

APPENDIX 7: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/18/27436/23579**
MS. EMILY JACKSON ASWANI **Date Of Issue : 13th July,2018**
of AFRICA NAZARENE UNIVERSITY, **Fee Recieved :Ksh 1000**
162-50102 MUMIAS,has been permitted
to conduct research in Kakamega
County
on the topic: SELECTED INSTITUTIONAL
INFLUENCES OM PROVISION OF EARLY
CHILDHOOD EDUCATION IN MATUNGU
SUB COUNTY, KAKAMEGA COUNTY,
KENYA.
for the period ending:
11th July,2019
.....
Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation


APPENDIX 8: MAP OF KENYA SHOWING KAKAMEGA COUNTY

APPENDIX 10: MAP OF MATUNGU SUB COUNTY

