INFLUENCE OF SCHOOL BASED FACTORS ON PRESCHOOL CHILDREN PARTICIPATION IN CREATIVE ACTIVITIES IN MARANI SUB-COUNTY, KENYA

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DECLARATION

I declare that this document and the findings it presents describe 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 beloved husband Robert Mokaya, my children: Lydia, Bonface, Alex, and Cornelius for their patience, support and perseverance during my entire studies.

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ABSTRACT

Every child is born with creative potential and it is the role of early education and later school years to nurture that creativity and support resourceful problem-solving, imaginative thinking, and transference of skills and knowledge to new experiences. The purpose of this study was to investigate the influence of school based factors on preschool children participation in creative activities in Marani Sub-County, Kenya. The study aimed at establishing the influence of teachers' attitude towards creative activities, assessing the influence of availability of teaching and learning resources, and examining the influence of teachers' professional development on preschool learners' participation in creative activities in Marani sub-county, Kisii County. The study was based on Howard Gardner's multiple intelligences theory. The study adopted cross sectional survey design. The study targeted 61 head teachers, 198 preschool teachers and 3040 preschool children from 61 public Early Childhood Development Education centres. The study sampled 36 preschool teachers, 18 head teachers and 845 preschool children. Data were collected through preschool teachers' questionnaire, head teachers' interview schedule and preschool learners' creative activities observation schedule. Pilot testing involved teachers and head teachers from the neighbouring Kitutu Chache Sub County. The content and construct validity of the data collection instruments was ascertained by presenting the instruments for scrutiny by the researcher's two university supervisors. Reliability of the preschool teachers' questionnaire was ascertained through test-retest technique. Data were analysed by both descriptive and inferential statistics. Descriptive statistics involved frequencies, means, standard deviations and percentages. The three formulated null hypotheses were tested using multiple regression analysis. It was found that most of teachers had positive attitude towards creative activities. Most of ECDE centres had inadequate educational resources while most of preschool teachers required professional development in regard to creative activities. The study three independent variables contributed 56.9 % of variance in learners' participation in creative activities ($R^2 = 0.569$). Availability of teaching and learning resources for creative activities had the most significant influence on the preschool learners' participation in creative activities ($\beta = 0.523$, $t = 4.526$, $p < 0.05$), followed by the teachers' professional development ($\beta = 0.429$, $t = 3.481$, $p < 0.05$), while teachers' attitude had the least influence ($\beta = 0.248$). The study recommends that head teacher, school management committee and teachers should collaborate and device an in house in service continuous programme that would equip all teachers with essential knowledge and skills on creative activities. Teachers should also be encouraged by the school management to take charge of the quest to seek more knowledge and skills through online materials.

OPERATIONAL DEFINITION OF TERMS

For the purpose of this thesis, the following terms and concepts were operationally defined as follows:

Attitude: refers to a personal disposition that impels a person to react to an object, situation or proposition in favourable or unfavourable way.

ECDE centre- refers to an institution for children who are yet to join standard one. It is normally used interchangeably with preschool or nursery school

ECDE Teachers/Preschool Teachers: refers to teachers who are officially recognized and working in a school, concerned with teaching pupils aged between 4 to 6 years, in their respective classes.

Creative Activities: refers to various activities meant to be done by preschool children such as painting, colouring, modeling, threading, singing, reciting poems, drama/concerts, and others.

Curriculum Support Officers: refers to government officials trained and officially assigned the role of ensuring proper implementation of curriculum in schools.

Supervision: refers to an act of head teachers or Curriculum Support Officer in overseeing that pre-school teachers adhere to the recommended curriculum and keep all the required records such as schemes of work, lesson plans and records of work. In addition professional advice is given

Teachers Professional Development: refers to helping teachers to improve their basic teaching skills and in expanding their knowledge and use of teaching repertoires, materials, improve the sense of purpose, the teacher's perception of students, the knowledge of subject matter and the teacher's mastery of teaching techniques.

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDF	Constituency Development Fund
DICECE	District Centres for Early Childhood Education
ECE	Early Childhood Education
ECDE	Early Childhood Development Education
EFA	Education for All
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate for Secondary Education
MOE	Ministry of Education
NACOSTI	National Council for Science, Technology and Innovation
NGO	Non-governmental organization
PTA	Parents Teachers Association
SMC	School Management Committee
SPSS	Statistical Package for Social Scientists
TLR	Teaching and Learning Resources
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Fund
ZPD	Zone of Proximal Development
USA	United States of America

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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, and significance of the study. It also contains scope of the study, delimitation and limitation and assumptions of the study. The ends with a description of theoretical and conceptual framework.

1.2 Background to the Study

Creative activities are an important contribution to children's social-emotional development. Creative activities like singing, dancing, and visual arts are associated with an array of positive outcomes, including pro-social skills, cooperation, independence, emotional regulation, and reductions in both externalizing and internalizing behavior (Ritblatt, Longstreth, Hokoda, Cannon & Weston, 2013; UNESCO, 2014). Brown and Sax (2013) posit that a strong social-emotional base in early childhood is associated with academic success and long-term outcomes like higher likelihood of employment, and lower likelihood of involvement with the criminal justice system. Further, arts can instill creativity, a love of learning, and motivation to go to school (National Endowment for the Arts, 2011). It is therefore, critical that children in early childhood programs receive the opportunity to learn through creative activities.

Creativity is defined as a state of mind where all intelligences work together (Wegerif, 2010). Irivwieri (2009) observes that for effective implementation of creative activities curriculum, there is need for teacher's attention and appreciation of creative activities that is both creative and resourceful. In Ireland, the National Teachers' Organization (2009) argues that creativity is the power or quality of self-expression, while creative learning is

an occurrence in natural process by people when curious or thrilled. Creative ways in learning which is sometimes considered better and faster is preferred by children rather than memorization provided by both parents and teachers. Thus, integrating creative activities in the curriculum creates plenty of opportunities to children for creative behavior. Self-initiated projects, learning and experimentations are the demands by such a curriculum. Provision of opportunities for creative learning by teachers is made easier by the use of curriculum resources that provide advanced experiences, ways that allow one thing to lead to another and the recognition and rewarding of creative thinking.

In Turkey, Aykaç and Ulubey (2008) studied the creative activities in terms of enabling the learners to participate actively in the process of learning, make group work, perform affective learning's among others and concluded that creative activities is a convenient method for the constructivist approach. According to Adiguezel (2006), it is not possible to accept the given information without discussion in the creative activities studies.

One of the core subjects recognized in Nigeria by the New National Policy on Education at the pre-school level, was creative arts but was optional at the senior level (Irivwieri, 2009). In Kenya, early childhood education is a formalized education process between the ages of three to six (Republic of Kenya, 2005). According to the Early Childhood Development and Education School Syllabus and Hand book (2008), the preprimary curriculum consists of nine curriculum activity areas. Each of these activity areas is allocated lessons which cover a week. Language, outdoor and mathematics activities are taught five times a week. Creative, social, music and movement and science activities are taught twice a week. Religious and life skills activities are taught once a week.

Mahindu (2011) asserts that imaginative arts and creative play experiences play a cardinal role in preschoolers' learning and development. Simple materials such as playdough, drawing materials, wooden blocks, Books and sound makers can stimulate a child's imagination and encourage unstructured play. In addition, a child can be encouraged to practice finger painting in order to develop sense of touch. Further, play has a key role in stimulating the brain growth of a child, building the base, and capability of the brain.

A study by Sinyei, Mwonga and Wanyama (2012) found that, school managers, teachers and parents, are increasingly giving too much attention to excellent academic achievement. As a result a lot of emphasis is put on memorization and rote learning to reproduce the learnt concepts without a clear understanding of the concepts learnt. This practice has trickled down to the preschool institutions. However in cognizance of importance of play activities in ECDE, there is an emphasis in play among other creative activities in ECDE syllabus.

In Kenya, the Early Childhood Education (ECE) curriculum guideline document adequately describes creative activities containing various activities, materials and musical skills for children aged between 3 and 6 years old (Kleiman, 2008). The skills include singing, movement, dancing, listening, making rhythm and playing musical instruments. Materials such as sticks, drums, piano, guitar, shakers, cd players and costumes are to be used.

The reflection of deep understanding of music education as an education experience is brought about by the description of skills to be established, events children are to be involved with and resources that are to be used in learning process. Direct learning and

cultural issues along multicultural lines are taken into consideration these guidelines (Irivwieri, 2009). However, Sinyei et al., (2012) point out that the practice of creative activities in Early Childhood Educations (ECEs) fall far short of the curriculum requirements. Thus, there exists a gap between theory and practice.

Melly (2017) found that preschool teachers lack of enthusiasm about the importance of creative activities and head teachers apathy towards how teachers integrated creative activities in teaching and learning were among the factors that derailed the implementation of creative activities curriculum in Njoro Sub County, Nakuru. The current study, however, went further and investigated the influence of preschool teachers' competency in instruction of creative activities through professional development, the preschool teacher the attitude towards creative activities and the availability of resources on learners' participation in creative activities among public ECDE centres in Marani Sub County, Kisii County. The study was occasioned by the rising serious conflicts between parents and ECDE management, and to some extent conflict between management and teachers over the children participation in creative activities (MOE, 2017).

1.3 Statement of the Problem

The government of Kenya has recognized the importance of providing competence based curriculum anchored on learner centred activity-focused teaching, as opposed to content examination oriented teaching. In the new dispensation, creative activities take a centre stage especially at preschool level. Despite the effort, creative activities in Kenya ECDE are relegated to subordinate position to other subjects partly because they are not examined in national examinations and partly due to society slow appreciation of the human potential in creative activities (Tonui, 2015). However, as Kenya endevours to get industrialized into a middle income country by 2030, the dimension of creativity and

innovation has been recognized as one of the pillars to underpin the envisaged rapid development. As observed by Andiema and Kemboi (2013), this noble goal might remain a mirage if the society does not embrace spirit of nurturing creativity and innovations to sustain livelihoods rather than seeking employment.

According to Kisii County schools census report of 2017, there were numerous conflicts in Marani Sub County, as parents accused the ECDE management and teachers of failing to instruct their children in creative activities such as music, songs, and poems as compared to the neighbouring private ECDE centres. Some of the learners from private institutions prowess in music, songs and poems became apparent as they performed in local churches and during certain gatherings. On the other hand, some teachers were accused of abandoning the learners to play on their own most of the day and thus, neglecting the other part of curriculum. To this end, the current study embarked on investigating the extent to which preschool teachers' attitude, professional development and availability of creative teaching and learning resources influenced learners participation in creative activities in public ECDE centres in Marani Sub County.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of school based factors on preschool children participation in creative activities in Marani Sub-County, Kenya.

1.5 Objectives of the Study

The following objectives guided this study:

(a) To establish the influence of teachers' attitude towards creative activities on preschool learners participation in creative activities in Marani sub-county.

(b) To assess the influence of availability of teaching and learning resources on preschool learners participation in creative activities in Marani sub-county.

(c) To examine the influence of teachers' professional development on preschool learners participation in creative activities in Marani sub-county.

1.6 The Study Null Hypotheses

The following null hypotheses were formulated and tested at 95% confidence level

H_{O1}: Teacher's attitude towards creative activities has no statistical significant influence on preschool learners' participation in creative activities

H_{O2}: Availability of teaching and learning resources has no statistical significant influence on preschool learners' participation in creative activities

H_{O3}: The preschool teacher professional development has no statistical significant influence on preschool learners' participation in creative activities

1.7 Significance of the Study

Significance of a study refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings. It is a rationale of the study that highlights the contributions of the research to other researchers, practitioners and policy makers (Oso & Onen, 2009). This study is expected to be of benefit to head teacher, preschool teacher, parents, teacher training institutions, policy makers and other researchers in the field of ECDE.

This study has brought to the fore the extent to which preschool teacher attitude, professional development and availability of creative activities resources do influence the preschool learners' participation in creative activities. The generated information might prompt head teachers to put measures geared to boost teachers' morale and positive

attitude towards creative activities. Some of these measures include support for teacher refresher courses on how to guide, teach, to apply scaffolding and differentiation techniques, and involve learners in meaningful creative activities.

The study findings are also expected to provoke preschool teacher to reassess his or her general outlook, teaching approaches and the possibility of improving his skills on improvisation of essential resources in a bid to accomplish the creative activities curriculum.

The reviewed literature has brought forth information about the short and long term benefits associated with laying firm foundation in children regarding creativity and innovation. A society composed of creative and innovative people is destined for rapid progress and sustainability. Basing their argument on this premise, parents are expected to support preschool teachers by supplementing the discrepancy in provision of resources and materials essential in creative activities such as computers.

The study findings are expected to inform the preparation of ECDE creative activities curriculum in the proposed new education system in Kenya. New policies on ECDE creative activities can be formulated in view of the study's findings. The study will also add to the body of knowledge and literature on creative activities at ECDE level. In addition, the study will help in building a strong foundation for further researches by serving as a reference point.

1.8 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study was operating (Marylin & Goes, 2013). The study was conducted in Marani Sub-County, Kisii County, Kenya. It involved 36 preschool teachers and 15 head teachers

from 18 public ECDE centres. The study adopted a cross sectional survey design in which data were collected at one point from a sample selected to describe some large population at that time. Thus, changes that could have happened later after data collection were not catered for. Moreover, being a non- experimental design the causal- effect could not be ascertained.

1.9 Delimitations of the Study

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2014). Delimitations are within the researcher's control. Though there might be other factors that influenced preschool learners' participation in creative activities, this study was delimited to preschool teachers' attitudes towards creative activities, availability of creative activities teaching and learning resources and teachers' professional development. The three factors were envisaged to be the most crucial in enhancing preschool learners' participation in creative activities.

1.10 Limitations of the Study

Limitations describe issues and incidents that may crop up in an investigation that are beyond investigator's control. They restrict extensity of an inquiry and may influence the final findings and conclusions (Simon, 2011). Some respondents were unwilling to give honest responses for fear of intimidation from their employers. This was overcome by assuring the respondents of confidentiality of the responses shared and that the information would be used for academic only.

The other limitation arose from the fact that attitudes are a multifaceted concept that is hardly constant. Thus, validation of the data collection instrument notwithstanding, there

remains a degree of uncertainty whether the intended attitude has been captured. As Stanley and Hopkins (1978) cited in Marete (2004) observed, affective measures can be falsified no matter how construed they are.

1.11 Assumptions of the Study

Assumptions are certain basic ideas that the researcher beliefs or confesses but are difficult to confirm in any definite way. They are assumed to be factual but they are beyond the researcher's control or full comprehension hence the researcher applies them since they provide the basis of his or her research progression (Simon, 2011). The study assumed that ECDE centres are attached to specific primary schools and that the head teacher is responsible for not only the centre facilities management but also the preschool teachers' management. It was also assumed that the respondent gave honest information.

1.12 Theoretical Framework

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or prepositions in a theoretical framework are derived and supported by data or evidence. The study was anchored on Howard Gardner's (1983, 1999) multiple intelligences theory (MIT). Verbal and logical mathematical are the two kinds of intelligence that Gardner's (1983) theory suggests are taught and tested primarily in our school systems. Howard, also suggest other five quality intelligence which include musical intrapersonal intelligences, bodily/kinesthetic, interpersonal and visual/spatial.

The provision of foundations for creative activities for instance; visual arts, drama dances and music by these intelligences will provide a means of communication and expression and also provide room for effective learning of any subjects by the students. This is

especially true when the creative activities are implemented and integrated in all the subjects in the curriculum at every level. Gardner stated that more emotional, spiritual and cultural weight than other intelligences is carried more through creative activities including musical intelligence.

In addition to the above statement, Gardner (1999) states that music plays an important part in some people by organizing the way they work and think by creating room for development in spatial reasoning, language and math. This study shows use of creative teaching as types of intelligences that learners need to improve on learning. Gardner's theory was found relevant in this study in that creative activities are emphasized as essential in preschool child learning and espouses integration of creative activities in teaching and learning as an effective approach to implement ECD creative activities curriculum.

1.1.3 Conceptual Framework

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, 2012). According to Creswell (2012), a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny. Creswell 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. Figure 1.1 shows the conceptualized connection between dependent and independent variables.

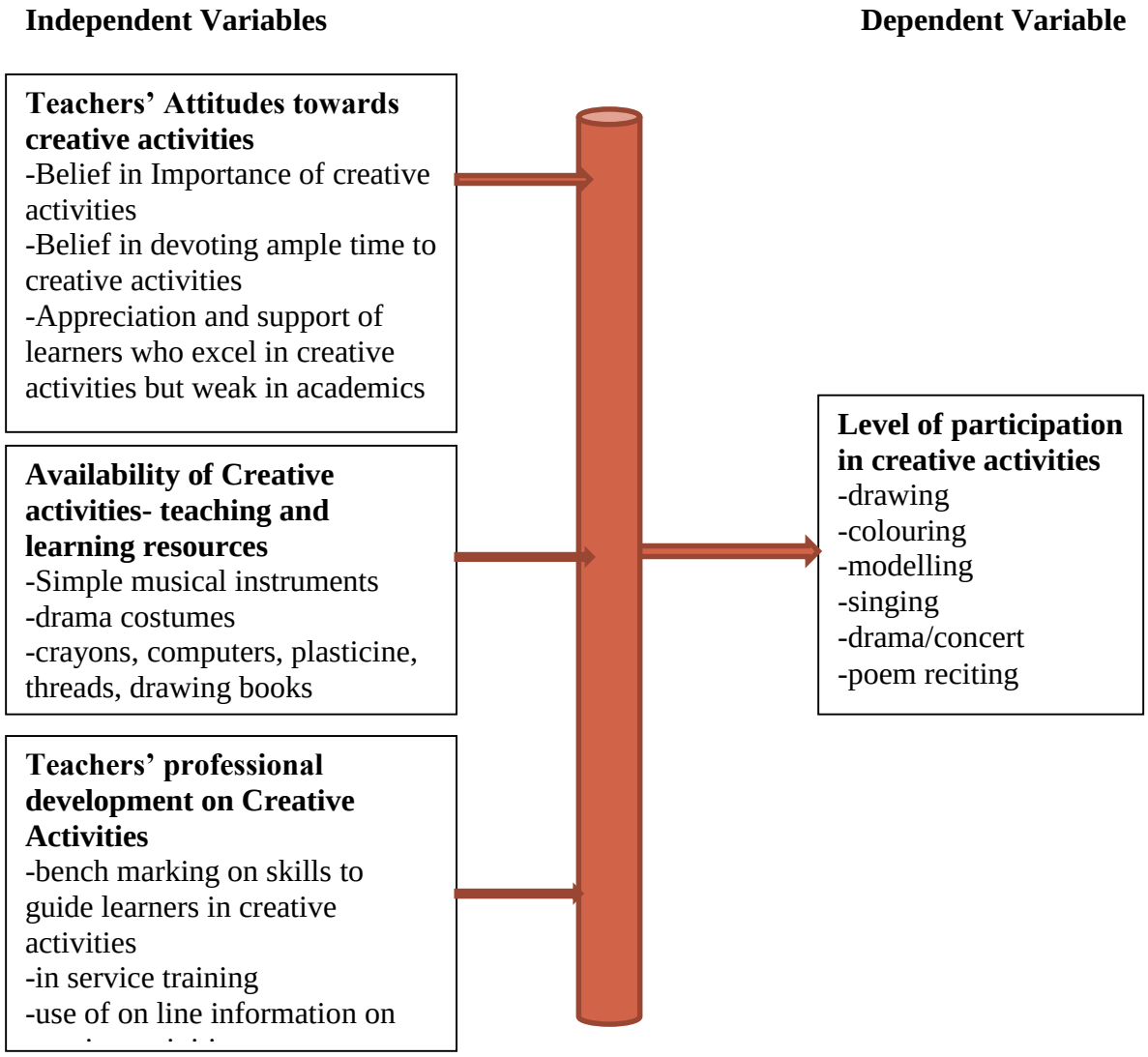

Figure 1.1: Conceptual Framework Showing Variables Envisaged to Influence Preschool Learners Participation in Creative Activities

In reference to Figure 1.1, the three independent variables are conceptualized to have a composite and relative influence to the level of preschool learners' participation in creative activities. In other words preschool teachers' attitude, availability of teaching and learning resources and teachers' professional development were hypothesized to influence the level of learners' participation in creative activities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights the study related literature and attempts to point out gaps existing in the available knowledge with regard to the influence of preschool teachers' attitude, availability of teaching and learning resources and teachers' professional development on preschool learners' participation in creative activities. The chapter ends with summary of literature review and information gaps.

2.2 Preschool Teachers' attitude towards Creative Activities and Learners' Participation in Creative Activities

Attitudes influence teachers' thinking, behavior, and motivation and as such the strength of teachers' attitudes helps determine how much effort they will expend on an activity, how long they will persevere when confronted with obstacles, and how resilient they will be when faced with adversity (Van Hoorn, Nourot, Scales & Alward , 2011). Therefore, the term attitude can be considered as the sum total of man's inclination and feelings, prejudice or bias, pre-conceived notions, fears, threats, ideals, and convictions about a specific topic (Khochen & Radford, 2012). It then follows that, attitude is a personal disposition that impels a person to react to an object, situation or proposition in favourable or unfavourable way. Attitude can also be regarded as an organized and consistent manner of feeling, thinking and reacting to people, groups, or to any event (Coles & Scior, 2012).

Tarman and Tarman (2011) observe that creativity is an effective resource that resides in all people and within all organizations and that creativity can be nurtured and enhanced

through the use of deliberate tools, techniques, and strategies. For children in preschool their teacher preparedness and attitude take the centre stage.

Nyakundi (2014) posit that preschool teacher's attitude is a function of among other things level of motivation, self-concept, self-efficacy and competency. Thus, in order to cultivate a positive attitude, it is essential to provide conditions that motivate preschool teacher who in turn will initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development. Nyakundi (2014) further observes that preschool teachers whose 'hygiene' needs are catered for are likely to give encouragement to children, show great responsiveness and use less punitive disciplinary measures and thus encouraging children to be involved in active creative activities freely. Additionally, they also become warm, sensitive and nurturing. In such an environment children are unlikely to display major behavioral problems and most will attain social competency and above all embrace creative activities with enthusiasm.

Teacher efficacy refers to how teacher's beliefs in her or his capability to accomplish tasks and also lead learners in engaging in creative activities. Teacher efficacy is identified as an important variable to explain differences in teaching effectiveness in creative activities (Frost, 2010). In addition, teacher efficacy in guiding learners in creative activities do influence teacher's attitude towards creative activities and in extension teacher-child relationship.

Teachers with low teacher efficacy and negative attitude towards importance of creative activities, appear to be easily disturbed by disruptions of routines, and use more restrictive approaches during small group activities than teachers with high teacher-

efficacy hence ineffective in curriculum implementation (Andiema & Kemboi, 2013). Also, research has ascertained that teachers with low self and teaching efficacy seem to be intolerable with children who display mild learning problems while teachers with high teacher-efficacy seem to have more positive attitudes towards children with special needs, including children with behavioral disorders (Van Hoorn et al., 2011). Likewise, teachers' beliefs and attitudes can have impact on teachers' beliefs about their role in guiding learners in creative activities and interactive behaviors in children (Frost, 2010).

A study by Ogott, Indoshi, and Okwara (2010) dwelt on assessment of teacher factor in language material selection, development and use in ECDE centers. The study involved 68 teachers from 115 ECDE centers in Gem District, Kenya. Using descriptive survey design and collecting data through teachers' questionnaire as the only research instrument, it was found that teachers were academically and professionally ill equipped to effectively select, develop and use materials in the language classroom. Further, it found that preschool teachers attitude were of less importance in the selection, development and use of ECDE language materials.

It is however, important to note that Ogott et al., (2010) study had two major weaknesses. First, it used only one source of information-the teachers' perceptions and thus lacked triangulation of information. Secondly, the teachers' questionnaire had only one item that required respondents to rank several factors according to how they had influenced them in selection, development and use of language materials. The influence of attitude was ranked by 22.1% of teachers as first, 13.2% as second, 48.5% as third and 16.1% as fourth. Thus, based on this data, the conclusion that teachers' attitude had no considerable influence remains weak. The current study endevoured not only to use multiple sources of information but also used more comprehensive enquiry in order to

ascertain the influence of preschool teachers' attitude towards creative activities on learners' participation in ECDE.

Saide (2009) investigated the view of teachers on children's literacy related to play. Using descriptive survey design and a random sample of 120 preschool children and 60 teachers, the study established that teachers were supposed to be role models and guide to learners in the teaching process and learning through literacy related play.

Sarah (2013) carried a study in Europe, on teachers' roles in promoting literacy in the context of play among a random sample of 15 respondents. Using regression analysis, the study assessed the role played by kindergarten teachers in promoting literacy during children's play and found out that; teachers acted as storytellers, discussion leaders, decision makers and examiners in promoting creative activities among children. For a teacher to execute such involving tasks, it is paramount to have a positive attitude and focus.

Makokha (2017) observes that teachers with a positive disposition towards use of teaching and learning materials are likely to use improvised instructional materials when there is a scarcity of the conventional materials. Improvisation is the act of providing learning and teaching resources from materials in the immediate surroundings environment when the standard ones are not available or when there is a shortage. It is also seen as a means to source, create, select, make, and substitute the original but unavailable material with a locally made material.

Improvised instructional materials are often more effective as teaching tools since they bring about fruitful learning, stimulate student senses as well as motivating them

(Olagunju & Abiola, 2008). Given that the raw materials are easily accessed from within the environment, improvised materials are effective and appropriate for use since they are cheaper to produce or to buy. In addition, since the raw resources used are familiar to the learners, it encourages classroom participation and can be used to teach a big number of learners. Therefore, ECDE centre managers should devise ways of motivating teachers so as to acquire a positive attitude and make it a priority to improvise teaching and learning materials.

Teachers' attitudes and practices are a widely discussed subject. The subject has been examined from different perspectives, such as, educational, economic, social, and psychological. AmarnathReddy and Sakuntala (2016), carried out a study on the attitudes of primary school teachers towards teaching learning materials in Anathapuramu District, India. The purpose of the study was to find how the primary school teachers' attitude was related to teaching experience, age, annual income, number of teachers in the school, qualification, management, locality, gender, size of the family, caste and marital status. Among other findings, the study found that teachers in Anathapuramu district had positive attitudes towards selection of teaching and learning materials, development and use regardless of their age. Further, the study found that age, qualification, locality, caste, and family size had a significant influence on the attitude of primary school teachers towards teaching learning material. However, AmarnathReddy and Sakuntala (2016) study did not touch on how the teachers' attitude towards teaching learning material influences the learners' participation in school learning activities. Moreover, the study focused on Primary school teachers. Use of instructional materials is more critical in preschool.

Mweru (2012) carried out an exploratory study in Kenya on the influences of teachers on children's use and selection of play materials in selected Centres of ECDE in Nairobi City Council, Kenya. The study was aimed at finding out gender stereotyped view among 36 teachers and if they communicated these views to children through the assortment and use of play materials. The use of an observation schedule aided data collection. Inter group differences T-tests were specifically carried out to find out the exact intergroup differences and found that children were influenced in a gender stereotyped manner by teachers who exerted more emphasis on boys than girls. It was also found that gender stereo type encouraged them to adhere to gender roles that were not fair to both genders.

Andiema and Kemboi (2013) study sought to establish the relationship between play activities' implementation and learners' academic performance in public early childhood development centres in Pokot County, Kenya. Using a sample of 90 teachers and 16 head teachers, the study found that 68.7 percent of ECDE Centers had inadequate playgrounds while 62.5percent of ECDE centres were not provided with instructional materials required. And above all there was very low participation and guidance by teachers during child play in the playground. This was contrary to Tarman and Tarman (2011) assertion that teacher's involvement in play enriches children's play and develops children's intellectual and social skills. In a similar vein, Lawrence (2011) caution that, teachers ought to watch what children are doing, support their efforts and contribute thoughtfully in order to support additional learning. Andiema and Kemboi (2013) study however, did not delve into teachers' attitudes towards play and other creative activities and which

could have shed light on why there was low participation of teachers in child play. The current study aimed at sealing such information gaps.

2.3 Availability of Teaching and Learning Resources and Preschool Learners Participation in Creative Activities

Creative activities in ECDE include art (drawing, painting, printing, modeling, colouring), playing, poems and drama, storytelling, singing, computer games and many others. The materials needed for facilitation of these activities range from very simple instruments such as crayons to expensive inside and outdoor play instruments. Willis and Hymon-Parker (2010) posit that for effective creative activities curriculum implementation, schools administrators in collaboration with parents need to avail most if not all of the vital materials. In addition the preschool teacher should also endevour to improvise and create other materials using cheap locally available materials. For instance, appropriate play materials and facilities in children's play add value to the play. Children learn best when they are part of stimulating and a secure environment rich of materials such as toys for manipulation.

Mahindu (2011) conducted a study that examined the effect that selected play materials have on certain aspects of children's development. The study involved 36 children of 2 – 3 years age bracket and where each child was engaged in different play materials. The key finding was that children who had used a variety of play things had developed better than those who were not exposed to a variety of material. Further, boys' and girls' discourse was similar but there was a tendency for boys to initiate more topics during play than girls did.

Apart from play, the importance of art in child development cannot be gainsaid since it aids in the development of motor skills, language, decision making, visual learning, inventiveness, cultural awareness and improved academic performance among others (Golomb, 2002). As regards to motor skills, many of the motions involved in making art, such as scribbling with a crayon or holding a paintbrush, are essential to the growth of fine motor skills in young children. According to UNICEF (2012), developmental milestones around age three should include drawing a circle and beginning to use safety scissors. Also children are expected to be able to draw a square and begin cutting straight lines with scissors at around age four. Many preschool programs emphasize the use of scissors because it develops the dexterity children will need for writing (Drake & Winner, 2013).

Adequacy of Teaching and Learning Materials (TLM) 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 UNESCO (2013), student performance is greatly affected by adequacy of instructional materials such as textbooks which is the main instruction material. Adequacy at preschool level, is normally assumed to be one text book per three students. At primary level enough reading books should be availed so that every child has the

opportunity to read at least one new book every week. Were (2014) posit that for effective teaching and learning, textbook and other resource materials are basic tools, their inadequacy or absence prompts a teacher handle subjects in an abstract manner, portraying it as dry and non-exciting.

Okongo, Ngao, Rop and Wesonga (2015) emphasizes the need to provide TLM in the appropriate quantity and quality since they help improve students' access and educational outcomes. Learners are less likely to be absent from schools that provide interesting, relevant and meaningful experiences to them. A number of studies have been conducted on the impact of instructional materials on education. For instance, Momoh (2010) research examined the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). Among other findings, the achievements of students in WASCE were found to be related to the resources available for teaching. Subsequently it was deduced that material resources had a significant effect on student's achievement since they facilitated the learning of abstract ideas and concepts and discouraged rote-learning. Momoh (2010) further observed that when TLM are inadequate, education is impacted negatively and this inevitably manifested in low academic achievement, high dropout rates, problem behaviors, unmet educational goals and poor teacher motivation.

Adeogun (2001) as cited in Okongo et al., (2015), found a very strong positive significant relationship between availability of instructional resources and academic performance. According to Okongo et al., (2015), schools endowed with more materials posted better results than schools that were less endowed. This corroborated the study by Kinyua (2015) that private schools performed better than public schools due to adequacy of TLM. However, while the aforementioned studies linked availability of TLM and

learners' performance, it is incumbent to consider the influence of the human resource. Teachers without intrinsic motivation and positive disposition towards the use of TLM may not make use of the available materials.

There is need for stimulation at all levels of teaching. Bose, Tsamaase & Seetso (2013) noted that teaching resources in classroom activities means anything that can assist the teacher in promoting teaching and learning. It is true that stimulated learners through senses, stand a better chance to internalize concepts much more easily. Okobia (2011) observes that the use of instructional materials motivates learners to learn more and in addition it provides the teacher with interesting and compelling platforms for conveying information. Okobia (2011) also noted that use of information communication technology has been replacing the traditional face to face classroom resulting to a shift from teacher- to student-centred learning. Ngure (2014) reiterates that in such a situation, the teacher becomes a mere facilitator while the students takes the responsibility for learning. The teacher acts as the resource guide, coach and companion in process of acquiring new knowledge.

Karaka (2009) advances that, no matter how the teacher plans, the use of concrete materials improves the child understanding of basic concepts. In addition, what the teacher prepares may not of great benefit if it fails to enhance student learning. However, when the materials are well displayed, the chances of self-study and discovery in even in the absence of the teacher are mad possible. Display can be done in various ways: hanging on walls mad of soft boards, placed on shelves and learning centers like curiosity tables, and shop corners. Brunner (1960) cited in Were (2014), aver that children develop their intellect progressively in stages more so in language development. Thus, children can be considered as architects of their own understanding. This implies that a child is not

only an active recipient of adult's instructions but also a conscious partner in the development and construction of knowledge.

Arguing from this perspective, children need to be free to learn through discovery and arrive at their own conclusions. They should further be encouraged to solve their own problems while working in groups. For instance, manipulation materials and giving and sharing their experiences can boost their self-esteem to a great extent. The ECDE policy framework (2006), advocates for efficient resource allocation to all preschools in order to enhance quality education provided to young children (Republic of Kenya 2006). To achieve this, ECDE centers being the focal point should be enriched. However, to achieve the envisaged quality education teachers should be fully involved. Having such a vision at heart, a teacher improve the quality of ECE education using all the available resources at their disposal.

Bose et al., (2013), observes that children prefer to move from one activity to another since they lose interest sooner than adults. Were (2014) explicates that children concentration span is low, hence need for them to be have opportunity to interact with new items, relax and refresh. Omwonyo (2003) proffer that use of teaching aids enable the teacher to present the content in a more meaningful way to learners. Teachers find it easy to explain a concept using few words but a class where these resources are missing, the teacher struggles to explain the same concept to no avail.

According to the Ministry of education (2010) learning in preschool education should aim at empowering children to mature holistically. This means that learning environment should be organized so as to promote children needs. Children needs include satisfaction and enjoyment through play. To accomplish this, various materials such as swings, old

tyres, dolls and other toys can be used. Hendricks (1989) cited in were (2014) observes that for a teacher to make learning to be real and sustainable, the use of teaching materials is inevitable. Additionally, children appreciate practical things rather than abstract descriptions of things beyond their experience and imagination. On that vein, Play becomes the most natural way in which children learns and unfolds their potentials (Wanyama & Changach, 2013). It therefore, follows that when teachers fail to use teaching resources, it likely that rote learning will take root, and learners will only master concepts in a shallow manner.

Instructional materials and resources also comprises of materials needed for various creative activities such as music and drama. The benefits accrued from music and movement to a child's holistic development have been documented by many researchers (Sinyei, Mwonga & Wanyama, 2012). It is through music and movement experiences that a child's physical, social, language, emotional and cognitive development may be enhanced. Language, For example, it is through vocabulary development in singing that language is nurtured. In addition, music and movement experiences is a tool to assist in the learning of specific concepts such as counting in mathematics. Children also get an opportunity to socialize through music and associated movements (Henniger, 1999). Apart from social development, children also acquire emotional development through self-expression as they participate in music and movement experiences.

In teaching music, Miller (1987) cited in Sinyei et al., (2012) prefers the use of the materials readily found in the immediate environment. In this case, the use of the natural voice is highly recommended. Traditional songs are another resource which has been found of great importance in providing good material for learning music. This is because

of their simplicity and are derived from natural speech patterns. For the Kenyan situation where most of preschools are inadequately equipped especially in music instrument, these propositions may of great importance. Additionally, songs from other nations may be useful in enhancing international consciousness and language development.

As evident from the reviewed literature, studies on teaching and learning materials are numerous (Makokha, 2017; Ochanda, 2015; Okongo et al., 2015; Sinyei et al., 2012; Were, 2014). However, among the reviewed ones, none has attempted to investigate the link between adequacy of instruction resources and preschool learners' participation in creative activities. The current study did however examine the influence of availability of teaching and learning materials on preschool creative activities in public ECDE centers in Marani Sub County, Kisii County. Kinyua (2015) conducted a study on influence of instructional resources on preschool children's performance in number work in Kairuri zone, Embu County. Among other things, the study found that instructional resources influence children's performance in number work. Thus, the study was not comprehensive since it considered only number work.

Sculpting with clay, drawing and threading beads on a string all creative activities credited for development of visual-spatial skills. Toddlers are also known to operate a smart phone or tablet, implying that they are taking in visual information even before they can read. This information consists of cues that we get from pictures or three-dimensional objects from digital media, books and television (UNICEF, 2012). It is therefore incumbent that ECDE children have access to materials necessary to promote numerous skills and development that emanates from art.

Previous research has highlighted many institutional barriers towards implementing creative activities including budget limitations, in adequate time in the curriculum, few resources, unprofessionalism development and inadequate facilities and equipment (Hardman, 2008; Morgan & Hansen, 2008).

According to Whitebread (2010), teachers are unable to employ pre-scholars in play activities due to lack of, play facilities, lack leisure facilities, play materials and physical infrastructure. They further postulate that a good plan of equipment, materials and experiences should allow for a variety of kinds of movement for development of motor skills. Further, natural features including rope structures, horizontal tree trunks and temporary arrangement for physical challenges broaden the possibilities for play activities.

2.4 Preschool Teachers' Professional Development and Preschool Learners Participation in Creative Activities

Professional development in early childhood education is defined as programming that can provide education and assistance for professionals that will benefit both students and their families, as well as enhancing their skills and knowledge in order to improve as instructors (Caparotta, 2012). Without proper preservice preparation and ongoing professional development (PD), educators cannot reasonably be expected to provide the quality education and care that is needed to address the achievement gap and create pathways to success for children (Ryan, Whitebook, Kipnis & Sakai, 2011).

Another role of head teachers is in staff professional development. In countries like Belgium, Sweden, UK and Northern Ireland the head teacher is directly involved and responsible for the training policy of the teaching staff (Balanskat & Gerhard, 2010).

Depending on which type of training staff needs, the head teacher should have an indirect influence on crucial pedagogical choices within the schools, taking into account that the preschool teacher has a great bearing on children learning. It is through securing a well-planned professional development of the work force that head teacher can achieve the school's goals of providing quality education. Thus, the head teacher must be proactive and network with various trainers in order to ensure that the teachers are benefitting from any emerging information. They should also encourage teachers' own initiative to train and develop their knowledge and skills (Toywa, 2011).

However, professional development programs without structured support and proper follow-up evaluations may undermine the teacher ability to provide quality service. Killion (2002) as cited in Quattlebaum (2013), contends that well designed, logical and research-based staff development programs, would have a greater likelihood of producing results. He further suggested back mapping by analyzing factors under assessment for congruence with both student and educator learning needs. This would concurrently examine the desired impact of the targeted professional development and facilitate the establishment of goals and benchmarks toward this end. Further, it would assist in organizing a system of support for a clearer understanding as to whether teacher knowledge and skills presented are understood and subsequently implemented.

The challenge of teaching teachers is that they have a wealth of knowledge and life experiences, are a diverse population and participate in various formats professional development (King & Lawler, 2003). In the current era of high stakes testing it is important that professional development meet the needs of teachers and students to enhance learning for both (Diaz-Maggioli, 2013). This is important because if teachers

are able to learn more in professional development, they may bring new practices and ideas to the classroom. Further, professional development programs need continuity and adequate follow up (NCES, 2008).

Professional development involves change, which can be intimidating for adults who have succeeded and are comfortable in their current positions. Showers, Joyce, and Bennett (as cited in Quattlebaum, 2013) found that four conditions are needed for teacher change: an understanding of the theory behind, or reason for, change; demonstrated practice within the real classroom, the ability to practice new behavior associated with change, and feedback and coaching from colleagues and supervisors. These aspects of accepting change must be considered when developing professional development programs.

Apart from the training received in colleges, teachers are expected to continue with professional development in order to keep pace with the emerging knowledge and innovations in education sector and beyond. Thus, teachers should be flexible and ready to accommodate new knowledge on daily basis. Additionally, a teacher should make personal effort in integration of creative activities into the teaching of all subjects. Teachers should incorporate the music of children's cultures and home languages in the curriculum hence promote creative activities. They should sing songs suggested by children's families. Creative drama used as a method to teach and authentically promote creative activities shadows a constructivist model reflecting the process of teaching for conceptual understanding. Communication of ideas, reasoning critically and working cooperatively with others in social groups is the product of creative drama in science to students (Tonui, 2015).

According to a study carried out by Pramling (2008), integration of a creative curriculum creates plenty of chances to children for creative behavior. Independent learning, experimentation, original work and self-initiated projects is what such a curriculum will call by use of curriculum resources and provide rational warm-up experiences, procedures that authorizes one thing to lead to another, and activities that distinguishes and rewards creative thinking making it easier for teachers' provision of creative learning opportunities. An endless supply of creative energy is what children have which is shown in their eccentric spontaneous rhymes and songs, in their creative play, and in their distinctive ability to create something from anything. In other words, when children start school, their creativity level of creativity is evident and often thriving but, when they reach fourth grade, changes occur and this are by becoming more compliant, less playful, impulsive and non-risk takers than in the past and a chance must be given to today's children in order to fully develop their creativity; not only for the benefit of their own future but also for the communities we all inhabit.

In the opinion of Ferrari, Cachia and Punie (2009) the recognized benefits of creativity to society and individuals, the growing educational interest for the subject, the efforts to bring it to a more central position, have been "overshadowed by other demands on teachers' and students' schedule. Research shows that use of dram while teaching for children, are very limited to many children.

To build a play episode and keeping it going have been experienced with make-believe. Participation in dramatic plays by the English learners is avoided until they dominate and feel comfortable with the language. Adults will be required to join the children in their

play so as to become capable players and gain more dramatic play just beyond their present level (Trucana, 2007).

A study carried out in Sweden by Niklas and Pramling (2008), with a random sample of 10 respondents, examined the use of storytelling as an integrating play method, music and arts in learning and teaching of mathematics division to 2-6 years old pre-school pupils recognized that ECDE teachers had a role of storytelling integration in mathematical division process in order to motivate the learners. Experimentation as a data collection method was also employed in the study and examined the role teachers played in integration of play in ECDE curriculum.

Some of the most convincing evidence that teaching enhances elements of creativity is by working with young children. A study targeting low income families of 5 years olds in 21 preschool classrooms which took a year found out that half of the teachers applied the districts' balanced literacy curriculum, while the experimenters trained the other half to use in teaching the usage of tools curriculum the same content (Diamond, Barnett, Thomas, & Munro, 2007).

Scott, Lerits and Mumford (2014) meta-analysis, carefully examined 70 instructional inventions that were created to enhance and measure children's' creative performance. The outcomes were striking in that the courses that stressed techniques like constraint identification, critical and convergent thinking had the largest positive contribution. Less impact on the instructional outcomes was due to more open techniques which provided less guidance in strategic approaches. The value of being explicit was an outstanding finding; methods that clearly informed students about the nature of creativity and offered clear strategies for creative thinking were most effective. A finding to be positively

correlated to high effect sizes were found by techniques that required the use of freshly learnt knowledge from approaches like social modeling, cooperative learning, and case-based (project-based). A clearly cut finding emerged from the study of Scott et al., (2014). The study provides evidence that, use of creative activities instruction can impact on imaginative performance.

According to Thompson (2007) teachers should be made aware of how the creative arts engage children's minds and senses. Children are invited to observe, listen, move, imagine and solve problems using numerous kinds of thought and self-expression. There was a positive relationship to improved, overall academic performance found in an early research on the effects of early arts experiences and also demonstrated that when creativity was developed at an early age, its benefits were continual and transferred to numerous logical tasks. The diversity of children can be incorporated in all areas of creative arts. Areas such as Dance, art, pantomime, and creative expression are where learners of English language and music can be most effective way of teaching hence providing learners with fun for children to learn a song in either English or another language.

The Eurydice Report on Arts and Cultural Education at School in Europe (European Commission, 2009) confirms a higher prominence is given to visual arts and music than dances and drama in the arts curriculum in member states. Arts education had less status than literacy and numeracy in that it is assigned fewer hours this was according to the report. Foreign languages and physical education at a primary level compared to the arts were allocated fewer hours by most member states. Hours spent on arts education at a

primary level was between 50–100 hours per annum. Among the extra-curricular activities provided by schools, music was in particular well represented.

Klapwijk (2009) in his study found that training course succeeds in motivating teachers to take a creative and educational style to design and technology and enabling them to design open educational activities that suggests creativity. However, the course has not created enough awareness about the intense changes in attitude and behavior that are required in fostering creativity. The course designers have assumed incorrectly that it is vital for the teachers to participate first in the creative design processes before interaction skills training needed for creativity by them. The necessary interaction skills for creativity in general were missed by almost all the teachers who wanted new ideas to be applied directly in their classrooms.

Oliveira (2011) supports the view that the engagement of creativity in the learning process of teacher training will form not only someone with a creative vision and an agent of change, but also a person of ethical sensitivity and political consciousness. However, as Silva (2008) reminds us the transfer of knowledge acquired in training to the practical context of performance constitutes one of the most difficult problems to overcome in the training of teachers in general and though it is believed that such an achievement is possible, there are limitations

Kleiman's research (2008,) emphasizes that the experience of creativity in learning and teaching among lecturers of higher education courses, show a perspective essentially linked to the importance of in relation to "personal/professional fulfillment" creativity and "creativity-as-transformation" and adds: one more possible significant finding is that though creativity provides a means to an essentially profitable and productive end, for

those engaging at whiteboard, in creative processes engagement and producing creative and positive results is greatly about personal and professional satisfaction, and resisting the constraints and frustrations of daily life in academics.

According to Ogott et al., (2011), a well prepared teacher could be very effective in the selection, development and use of materials in Early Childhood Development and Education Centres since he/she plays an important factor in teaching and learning of creative activities. Obuchere, (2011) conducted a study in Emuhaya District, Kenya on the factors that influenced the implementation of creative activities in ECDE using a sample of 65 teachers and 1 program officer. The study found out that, there was an extent of integration of creative activities in ECDE curriculum. Njoroge (2011) in his study showed that teachers 'roles in early childhood education were influenced highly by payment, attitude, training and motivation. The study comprised of a sample of 6 parents, 6 teachers and 3 head teachers.

Play is given less attention by most teachers in Kenya, thus making more it vulnerable (Republic of Kenya, 2006). Despite the weight of play that may have accumulated in implementation of creative activities in ECDE curriculum which leads to the poor performance of leaners in ECDE centres, as majority of the teachers prefer not to implement creative activities such as play in teaching and learning process. Emuhaya District condition is bad as statistics at Emuhaya DICECE shows about; 80% in 2010, 89% in 2011 and 90% in 2012 of preschool teachers did not fully implement creative activities such as play in teaching and learning as compared to teachers from districts in Vihiga County who incorporated play fully, yet the whole learning and teaching process

of ECDE children is majorly supposed to purely be based on play (Republic of Kenya, 2009).

Ruppert (2010) established that learning experiences in the creative activities had a major contribution to the development of academic skills, including the areas of reading and language development, and mathematics. In another study, on the benefits of creative activities on the achievements of students, Ruppert (2010) discovered that some forms of creative activities instructions enhanced and complemented basic reading skills, language development and writing skills. He describes the employment of dance to developing reading willingness in young learners and how music study has improved the framework for teaching language skills therefore enhancing learning and teaching in ECDE.

Roberts (2011) carried out a qualitative analysis in England using a random sample of 15 preschool centers and maintained that the usage of creative activities was aimed at providing students with the prospect to practice the arts which have multiple benefits like enhancement of multicultural understandings, access multiple intelligences, development of higher thinking skills, gaining of positive emotional responses to learning and quality engagement through a variety of learning styles and building of self-esteem.

According to a study done by Rabkin (2014) in Chicago with a study sample of 20 respondents and by use of regression analysis, he argued that spontaneity, experimentation, imagination, play and lack of inhibition were desirable components of making creative activities and for the promotion of freedom of expression. Students use various ways to express themselves and not just verbally. Vital learning and transference can take place even when the expressions are non-verbal. The get to role play, dance and even paint their feelings. The experiences of Artistic learning accommodate students with

various styles and also the emotional needy students or behavioral problems. The students who may excel in painting, dancing or even drawing are the ones who have trouble expressing themselves verbally.

Vazir and Ismail (2009) conducted a case study in Pakistan which aimed at exploring how a teacher of Early Childhood teaches young children creative writing skills in a community-based school. Among other findings the study found that the teacher practices of teaching and learning creative writing as development of language and literacy skills were highly influenced by how the teacher herself/himself perceives creativity and creative writing in young learners. The teacher selects the topic for the children to write and produce the final piece in a single attempt, thus ignoring the writing process. In the writing process grammar, spellings and sentence structure are checked by the teacher's constant interjections as required to pass in Language. This hinders creative writing and creates ambiguity in children's minds between creativity and the convention of language with correct product and little process for leaning and enjoyment. Consequently, it increases the children's struggle to write creatively. The study therefore recommended a shift in teachers' role that is, from controller to facilitator, who provides a scaffold for children, when they experience difficulty in writing. Gradually the teacher removes that scaffold and provides children the space to build their potentials and practice creative writing comfortably.

According to a study done by Jacobson (2007) through use of creative activities, children are given opportunities to express themselves visually hence efficient learning in ECDE centers. Independence, self-confidence, pride and self-expression can be developed by children through pointers on learning in an atmosphere that enhances creativity through

the arts. When the materials are appropriately used for the child's development, child's verbal and non-verbal expressions, social and emotional skills and physical development are promoted.

The vital role of integrating creative activities enables learners to understand creativity and imagination. This may be advantageous in some jobs they may pursue in life and even in their approach to learning it will be a huge benefit in their pursuit for job later in life and also in overall their learning approach. Exposure of children to various artistic learning activities, an esthetics appreciation is developed. When a positive feedback is given to children, a possibility of building self-esteem is brought about, placing their artwork in the classroom's gallery or schools' bulletin boards where visitors or even parents appreciate them. An artistic learning more meaningful can be created by teachers by combining it with their day to day learning materials and classroom involvements, rather than having just an art class one a week specifically on a Friday afternoon! ESL teachers should embrace the highs or lows the integration of arts offer even if there is less resources and standards are few or non-existing (Ogott, 2011).

In a recent study on integration of creative art and drama in enhancing the teaching and learning in ECDE and primary schools in Kenya, Tonui (2015) found that Creative, art and drama has not been effectively addressed in terms of teaching, teaching resources, teachers' motivation and learners' involvement in learning in ECDE and primary schools in Nandi County. Further, the study found that creative, art and drama as a discipline has not been given much room for teaching/learning, examination and practice though it has been placed in the Kenyan ECDE and Primary school curriculum thus giving negative impression to both the learners and the teachers. Subsequently, Tonui (2015)

recommends that ECDE and Primary school curriculum should integrate Creative Art and Drama in all subject areas, the government through the ministry of Education should ensure teaching/ learning and resources that cater for the subject should be provided to schools for both oral and practical sessions. Creative art and drama should be made an examinable subject both orally and written and finally, teachers training curriculum should include the integration of Creative art and drama to prepare the teachers to handle the subject effectively at both ECDE and primary school levels.

It is however important to note that Tonui (2015) study had one major limitation in that the researcher depended on respondents' perception on the impact of status of Creative art and drama in teaching in ECDE schools thus susceptible to threats of internal validity. In view of this the current study used creative activities observation schedule in addition to gathering views through questionnaires and interview schedules.

Studies done in Kenya by Githuthwa (2011), Makau (2016) and Nyakundi (2014) establish that most of the preschool teachers are 30 years and below, inexperienced, female, and either untrained, undergoing training or are ECDE certificate level holders. For instance, Githuthwa (2011) study conducted in Lari, Kiambu County, established that out of 139 preschool teachers who took part in the study about 95% were female, 13.7% of teachers were untrained in ECDE, while 64.7% had attained a certificate in ECDE. Similarly, Melly (2017) found that over 80% of preschool teachers were females, trained to certificate level, young and inexperienced. It was in consideration of such statistics that occasioned the current study aiming at establishing the part played by competency of the teacher in regard to creative activities in enhancing preschool learners' participation in creative activities.

2.5 Summary of Literature and Information Gaps

The reviewed literature has revealed there were several studies on teachers' attitude towards various aspects of education but none has linked teachers' attitudes towards creative activities and learners participation at ECDE level. For instance, AmarnathReddy and Sakuntala (2016), carried out a study on the attitudes of primary school teachers towards teaching learning materials in Anathapuramu District, India. However, AmarnathReddy and Sakuntala (2016) study did not touch on how the teachers' attitude towards teaching learning material influences the learners' participation in school learning activities. Moreover, it was done at primary school level in India. The current study focus was on ECDE level in Marani Sub County, Kenya.

Studies by Mweru (2012) and Andiema and Kemboi (2013), focused on only one creative activity-the play among ECDE learners. The current study examined the whole spectra of ECDE creative activities as documented in the ECDE curriculum. A study by Tonui (2015) cast aspersions on integration of art and drama in enhancing teaching and learning in ECDE and primary schools. However, Tonui study had a major weakness in that it relied on teachers' perceptions and failed to get in situ firsthand information. The current study used creative activities observation schedule to gather primary data as teacher and pupils interacted.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of the methodology that was used in the study. The chapter contains the research design**,** target population and sampling techniques, data collection instruments, pilot testing, validity and reliability of data collection instruments, data analysis techniques and ethical and legal considerations.

3.2 Research Design

McMillan and Schumacher (2010) describe research design as sketch or arrangement of an inquiry to acquire data to confirm research questions. This study adopted cross sectional survey design. Orodho (2012) explicates that, in a cross sectional survey, data are collected at one point from a sample selected to describe some large population at that time. Such survey can be used not only for purposes of description but also for determination of relationships between variables at that time of study (Orodho, 2012). The cross sectional survey design was found appropriate since the researcher aimed at collecting information on the preschool teachers attitudes, the available teaching and learning resources and teachers' professional development as at the time of research. Thus, this design was appropriate for obtaining, recording and reporting conditions as they existed.

3.3 Research Site

The research site is the actual geographical location of the study (Creswell, 2012). The study was conducted in Marani Sub-County, which is found in Kisii County, in the South western parts of Kenya, East Africa. According to the Marani Sub County Education Office (2017), there were 61 ECDE cetres in the Sub County four educational zones. Each

zone had an average of 14 ECDE centres while one zone had 19 ECDE centres. Each centre is attached to a primary school. According to Kisii County schools census report (2017), most of ECDE were found to have minimal creative activities despite being the hall mark of the new competence based curriculum (MOE, 2017). To this end, the site was found appropriate for the current study.

3.4 Target Population

Target population is the actual population to which the researcher would like to generalize the results of the study (Obwatho, 2014). According to Kisii county schools census report 2017, Marani Sub County had 61 head teachers and 198 preschool teachers. The study targeted all the 61 head teachers, 198 preschool teachers and 3040 preschool children (PP2 or nursery) from the 61 ECDE cenres in Marani Sub County.

3.5 Sample size and Sampling Techniques

A sample is defined as a smaller representative group that is obtained from the target population which is used to generate the required statistics for the study (Creswell, 2014). According to Gay, Mills & Airasian (2009), a sample of 10% to 30% of the total population is required if one needs reliable findings to be achieved. Thus, 18 head teachers constituting 30% and representing 18 ECDE centres were sampled. Through stratified sampling technique, the 18 ECDE centres were drawn from the four educational zones. From each zone four head teachers were selected through simple random sampling. However, in one of the zone with the highest number of ECDE centres, six head teachers were selected. Further, from each ECDE centre, two preschool teachers were selected through simple random sampling. All the 845 preschool children in the 18 ECDE centres were sampled for the study. Thus, the study sampled 899 respondents comprising of 18 head teachers, 36 preschool teachers and 845 preschool children.

Table 3.1: Sample Frame

Category	Population	Sample	%	Z 1	Z2	Z 3	Z4	Sampling Technique
Head Teachers	61	18	30.0	4	4	4	6	Stratified/Simple random
Preschool Teachers	198	36	18.8	8	8	8	12	Stratified/Simple random
Preschool Learners	3040	845	27.8	188	214	192	251	Automatic inclusion
Total	**3299**	**899**	**27.3**	**200**	**226**	**204**	**269**	

Key: Z = Educational Zone

3.6 Data Collection Measures

This study employed the preschool teachers' questionnaire, head teachers' interview schedule and the preschool creative activities observation schedule.

3.6.1 Preschool Teachers' Questionnaire

Preschool teachers' questionnaire was a semi-structured questionnaire in which respondents were allowed to express their views in their own words in the open ended questions while closed ended questions captured factual responses. It was divided into sections A, B, C and D (refer to Appendix II). Section A captured the teacher's demographic information, section B gathered information in regard to preschool teachers' attitude towards creative activities, section C solicited information on availability of creative activities teaching and learning resources preschool while section D aimed at gathering information on preschool teachers' professional development particularly in creative activities.

3.6.2 Head teachers' interview schedule

In order to get in depth information on the influence of preschool teachers' attitude towards creative activities, availability of teaching and learning resources, and preschool teachers' professional development, the head teachers' interview guide was also used. According to Fraenkel, Wallen and Hyun (2012), interview method of collecting data is normally superior to other instruments since it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The interview guide sought to gather information in accordance to the study three objectives (Appendix III).

3.6.3 Preschool Creative Activities Observation Schedule

Kombo and Tromp (2006) explicate that observation procedure has the advantage of recording naturally occurring behaviour and thus avoiding some of the disadvantages associated with the questionnaires and interview guides. The researcher used the preschool creative activities observation schedule (Appendix IV) to rate the level to which learners excelled in different creative activities. Some of these activities included modelling, drawing, reciting poems, colouring among others.

3.7 Pilot Testing of Research Instruments

According to Creswell (2012), the main aim of the pilot study was to enhance validity and reliability of the research instruments. Before the actual data collection, the researcher conducted a pilot study in two public ECDE centres in the neighbouring Kitutu Central Sub County. The two ECDE centres were not included in the actual study but the researcher ensured that they have similar characteristics as those taking part in the actual study. Two head teachers and six teachers were involved. The pilot testing helped

the researcher to ensure that only the relevant information was collected since the irrelevant questions in the instruments were removed. Additionally, piloting enabled the researcher to amend the data collection instruments to ensure all the areas under study were adequately addressed.

3.8 Validity of Data Collection Instruments

Instrument validity is achieved when the instruments have met all the basic requirements and therefore they have the ability of being used to help the researcher draw important and permissible conclusions about a sample or population from the data collected (Creswell, 2012; Gay, Mills & Airasian, 2009). To ascertain both content and construct validity, the research instruments were scrutinized by a panel of Africa Nazarene University lectures and further got exposed to real life situation through a pilot study. Eventually the outcome was comprehensive, error free instruments which were able to meet the expectations of the research objects as set out.

3.9 Reliability of Data Collection Instruments

Reliability is the degree to which a research instrument is able to give same or consistent and valid results or data after repeated trials (Kombo & Tromp, 2006). When a research instrument meets the aforementioned criteria then it is said to be reliable. It can be used from time to time and give similar outcome irrespective of the environmental set up. The test-retest method was used to estimate the reliability of quantitative data collected from the preschool teachers' questionnaire. The same questionnaire was administered to the same teachers in a span of two weeks. The data from the two sets of questionnaires were correlated using Pearson Product Moments' correlation method. The resulting reliability coefficient (reliability index) was 0.84. According to Babbie (2014), a reliability

coefficient of 0.7 and above is considered sufficient for a research instrument in social sciences.

Creswell (2014) maintain that the reliability of research instruments in qualitative data focuses on the researcher trustworthiness for being the instrument itself. In addition, for qualitative data, both validity and reliability of research instruments are treated together. The trustworthiness of a researcher involves credibility, transferability, dependability and confirmability. Fraenkel, Wallen & Hyun (2012) regard credibility (internal validity) as the extent to which the study shows true value and has meaning to the people who provided the information and the people who might use the report. Further, it establishes the confidence of the findings hence the internal validity and applicability. Kamindo (2008) observes that credibility is also achieved by the demonstrating that indeed research was carried out by giving a detailed account or description of the research process. This can be achieved by use of excerpts from field notes, and quotes from interviews and thus enhancing the credibility and authenticity of a study. The current study used excerpts from field notes and quotes from interviews in an attempt to triangulate the analysed quantitative data.

3.10 Data Processing and Analysis

Upon completion of the data collection, the data collection instruments were checked for completeness and numbered as a form of identity during the data entry. Responses in all the questions were assigned numeric values that were used when entering the data. Data were then entered in the International Business Machines Statistical Package for Social Sciences (IBM SPSS) version 22, cleaned or checked for any mistakes in entry, before data analysis. Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics such as percentages, means, standard deviations, and frequencies

were used to report the data. The formulated three hypothesis were tested by use of inferential statistics. A multiple regression model of the form $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \mu$ was applied to establish the composite and relative contribution of predictors (independent variables) to dependent variable Y (the level of preschool learners participation in creative activities).

Qualitative data were also analysed as per research objectives. Identification labels were given according to the respondent such as (HI) for the first head teacher interviewee, H2 for the second head teacher and so on. Qualitative data generated from questionnaires and interview schedule was put into themes for easier interpretation. However, verbatim quotations were also used in order to retain the message as given.

3.11 Legal and Ethical Considerations

The researcher obtained an introductory letter from Africa Nazarene University. A permit was then sought from the National Commission of Science, Technology and Innovation (NACOSTI) so as to enable the researcher to go to the field. The researcher then visited the schools selected for the study in advance to make contact with school administrators. The appropriate time for data collection was agreed upon. The researcher informed the respondents of their right to be protected from abuse of the information that they gave. They were informed that the information they give would be used consistent to the way it was stated in the questionnaire introduction. The researcher ensured that the information shared remained confidential.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of this study was to investigate the influence of school based factors on preschool children participation in creative activities in Marani Sub-County, Kenya. The study objectives were: to establish the influence of teachers' attitude towards creative activities on preschool learners' participation in creative activities, to assess the influence of availability of teaching and learning resources on preschool learners' participation in creative activities, and to examine the influence of teachers' professional development on preschool learners' participation in creative activities in Marani sub-county. Data were collected through the preschool teachers' questionnaire, head teachers' interview schedule and preschool creative activities observation scheduke. Both quantitative and qualitative data was collected. Data was analyzed as per the research objectives. The three null hypotheses of the study were tested using multiple regression analysis at a significance level of 0.05. Qualitative data from the head teachers' interview were analyzed concurrently with the quantitative data.

4.2 Response Rate

The study sampled 36 preschool teachers, 18 head teachers and 845 preschool learners. All teachers filled and returned the questionnaires while 15 head teachers were available for interviews. The researcher observed 820 preschool learners as they went on with their creative activities in 18 ECDE centres. Thus, the return rate was 100% for preschool teachers, 83.3 % for head teachers and 97.0 % for preschool learners. This rate was

considered adequate for data analysis since according to Babbie (2014), a return rates of 70% and above is sufficient for a study.

4.3 Demographic Information

The researcher found it necessary to identify background of the respondents, which formed the basis under which some of the interpretations were made. The study sought information on gender, age bracket, highest level of professional training, and Preschool Teacher teaching experience in their Current ECDE Centres.

4.3.1 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 depicts the finding.

Table 4.1: Gender Distribution of Respondents

Gender		Frequency	Percentage
Preschool Teachers	Male	8	**22.2**
	Female	28	**77.8**
	Total	**36**	**100.0**
Head teachers	Male	8	**53.3**
	Female	7	**46.7**
	Total	**15**	**100.0**
Preschool Learners	Male	390	**47.6**
	Female	430	**52.4**
	Total	**820**	**100.0**

Table 4.1 shows that 77.8 % of preschool teachers were female implying that, female teachers dominated public ECDE centers in Marani Sub County. However, there was almost gender parity in the headship where males were 53.3% while females were 46.7%. Similarly there was almost gender parity for preschool children.

4.3.2 Age Bracket of Respondents

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the finding.

Table 4.2: Respondents' Age Bracket Distribution

Age in years	Category			
	Preschool Teachers		Head Teachers	
	Frequency	%	Frequency	%
< 25	5	13.9	0	0.0
25-30	16	44.4	0	0.0
31-40	10	27.8	2	13.3
41-50	4	11.1	6	40.0
> 50	1	2.8	7	46.7
Total	**36**	**100.0**	**15**	**100.0**

As shown in Table 4.2, 31 preschool teachers constituting 86.1 % were 40 years and below, 11.1 % were in the bracket of 41 to 50 while only one teacher was above 50 years of age. This implied that most of the preschool teachers in Marani Sub County were young and could adapt to new changes in curriculum easily. Most of them were also likely to be techno savvy and could be receptive to ICT integration in teaching and learning. Conversely, over 85.0 % of head teachers were over 40 years and though they were the lead implementers of the new competency based curriculum, some could be slow in implementation. However, their long experience and maturity brought a symbol of stability in management.

4.3.3 Preschool Teachers Highest Level of Professional Training in ECDE

The study also sought to establish the preschool teachers' highest professional training. It was envisaged that the higher a teacher progresses in professional training, the more one is exposed on how to instruct and guide learners in creative activities. The level of

innovation may also be enhanced by advanced training. Subsequently, the acquired knowledge is passed on to the preschool learners. Figure 4.2 shows the distribution of preschool teachers according to their highest level of professional training.

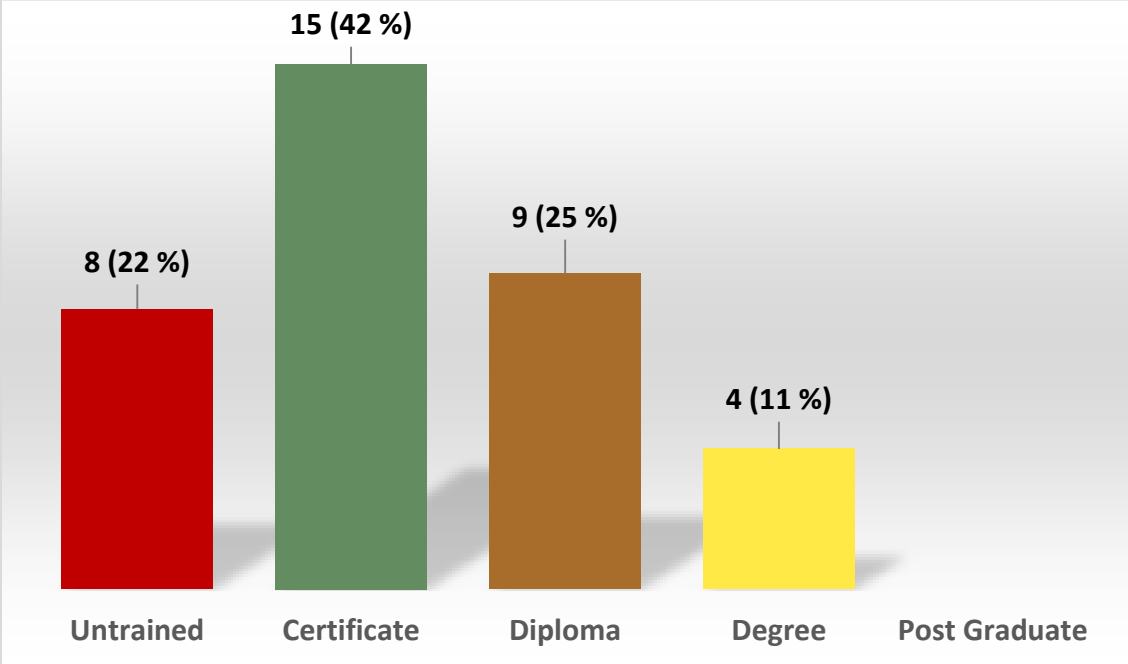

Figure 4.1: Preschool Teachers highest Professional Training in ECDE

As evident from Figure 4.1, the highest number of preschool teachers (42%) were certificate holders ECDE, 25% diploma holders and 11% were degree holders. There was no teacher with post graduate qualifications. This showed that majority of preschool teachers in Marani Sub County were professionally trained. However, 22 % of teachers had no professional training in ECDE. This category of teachers required inservice training in order to discharge their duties aptly.

4.3.4 Preschool Teacher teaching experience in their Current ECDE Centres

The study also sought to establish the teachers teaching experience in their current ECDE centres. The length of stay in the current centre could be determine the knowledge a

teacher possessed in regard to that ECDE centre and the more likely that the teacher could give accurate information. The accuracy of information gathered from preschool teachers was instrumental in testing of the study formulated hypotheses and in minimizing threat to both internal and external validity. Figure 4.2 depicts the preschool teachers' distribution of their teaching experience.

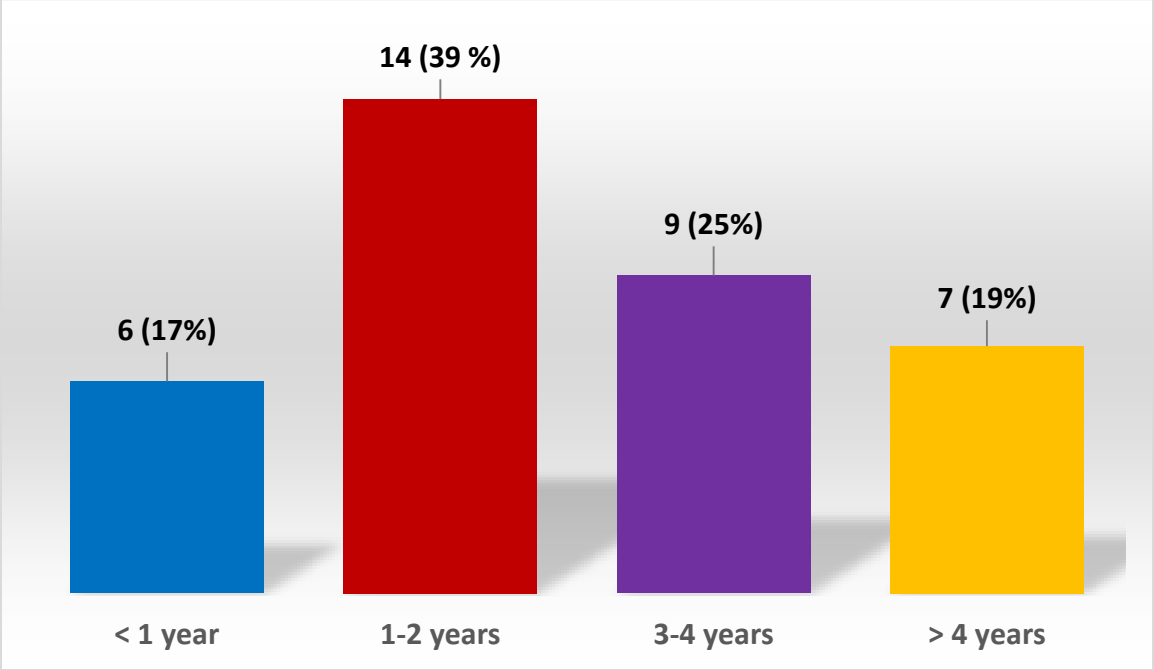

Figure 4.2: Preschool Teachers Teaching experience in their current Station

As evident from Figure 4.2, only 6 preschool teachers representing 17% had an experience of less than one year in their current station. Over 80 % of teachers had an experience of one to over four years in their current ECDE centres. This implied that their attitude towards creative activities and the level of professional development in regard to creative activities, could have an influence on the preschool learners' participation in creative activities. In addition, they could respond with certainty the level to which learners made use of the available facilities.

4.4 Preschool Teachers' Attitude towards Creative Activities and Pupils Participation in Creative Activities

The first objective of the study was to establish the influence of teachers' attitude towards creative activities on preschool learners' participation in creative activities in public ECDE centres in Marani Sub County. To achieve the objective, a set of statements in form of five points Likert scale were posed to the preschool teachers to indicate the extent to which they agreed or disagreed with them. The responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Neutral (N) and Disagree (D) as shown in Table 4.3. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of 3.0 and below was considered as disagree. Table 4.3 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.3: Preschool Teachers' Responses on their Attitude towards Creative Activities

Statement	A	N	D		
	%	%	%	Mean	SD
Creative lessons are useful in everyday life of a pre-school leaner	55.6	11.1	33.3	3.4	0.8
Creative activities will be of much use to learners when they grow up	66.7	8.3	25.0	3.5	0.8
Creative activities are very critical in cognitive development	50.0	8.3	41.7	3.1	0.9
Creative activities in school are very critical in psychomotor development	69.4	5.6	25.0	3.5	0.7
Group activities such as drama and music are essential in preschool to develop learners affective domain	55.6	2.8	41.7	3.2	0.9
Children at preschool should have more time in creative activities than in pure academic work	38.9	8.3	52.8	2.8	1.0
Creativity is an essential skill to be nurtured in schools	50.0	5.6	44.4	3.0	1.1
Preschool learners should always start the day with a song involving body movements	30.6	16.7	52.8	2.7	0.9
Aggregate Mean Score				**3.2**	**0.9**

n = 36 **Key: A-Agree, N-Neutral, D-Disagree**

In reference to Table 4.3, most of preschool teachers (55.6%) felt that creative lessons are useful in everyday life of a pre-school leaner. Similarly, 66.7% of teachers agreed that creative activities will be of much use to learners when they grow up. However, the statement that 'creative activities are very critical in cognitive development' elicited mixed reactions from respondents since 50% of teachers agreed while 41.7% disagreed.

Nonetheless, 69.4% of the preschool teachers indicated that creative activities in school are very critical in psychomotor development. Similarly, majority (55.6%) of preschool teachers agreed that group activities such as drama and music are essential in preschool to develop learners' affective domain. Thus, on average, most of the teachers seemed to be positive on the importance of creative activities to preschool children. However, some teachers were honest and indicated that though they regarded creative activities as crucial in children, they failed to plan and prepare well for creative activities lessons in time. One of the teachers noted that composing an innovative song to welcome visitors requires some time. Further, teaching the children to muster the words and movements may take several sessions. In regard to the same issue, one of the head teacher commented:

> Most of teachers are aware of the importance of instructing and guiding preschool learners in creative activities, laziness and lack of commitment are vices that are denying children the opportunity to acquire these essential skills. Learners at preschool level learn best through creative activities…in my school, I usually encourage teachers to integrate creative activities in their teachings. (Head teacher 11).

Incidentally, some teachers indicted their head teachers of prevailing them to reduce the time spent in creative activities, terming it as time wasting. Thus, most of teachers tend to substitute time for creative activities with subject such as mathematics and languages. It was no wonder that 52.8% of preschool teachers disagreed that children at preschool should have more time in creative activities than in pure academic work. Further, while 50 % of teachers agreed that creativity is an essential skill to be nurtured in schools, 44.4% disagreed. Finally, 52.8 % of preschool teachers disagreed that preschool learners should always start the day with a song involving body movements. However, some of the 30.6% of teachers who agreed, indicated that, starting the day with a song involving body movements was a requirement in their school.

Some of the interviewed head teachers pointed to the fact that the issue of teaching and learning creative activities was sometimes controversial. The following head teacher comment exemplifies its controversial nature:

> When we encourage teachers to engage learners in creative activities as per the syllabus, some parents accuse the ECDE centre of laxity in supervision of teachers…we allow teachers to engage learners in play like activities instead of devoting their time in 'real' academic work. Some brand our school as a play centre. On the other hand, due to lack of class preparation and lesson plan, some teachers over engage learners in creative activities, neglecting the other subjects as per the syllabus. (Head teacher 1)

Overall, preschool teachers were found to have a positive attitude towards creative activities (mean = 3.2, SD = 0.9). This implied that they believed in its importance in early childhood education and all children should have full participation.

4.5 Availability of Teaching and Learning Resources and Preschool Learners Participation in Creative Activities

The second objective of the study was to assess the influence of availability of teaching and learning resources on preschool learners' participation in creative activities in public ECDE centres in Marani Sub County, Kisii County. To achieve the objective, a set of statements in form of five points Likert scale were posed to preschool teachers to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Neutral (N) and Disagree (D) as shown in Table 4.4. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of 3.0 and below was considered as disagree. Table 4.4 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.4: Preschool Teachers Response on Availability of Teaching and Learning Resources

Statement	A	N	D		
	%	%	%	Mean	SD
Most of my learners have the necessary basic items such as exercise books and writing items	27.8	11.1	61.1	2.5	0.6
Our ECDE centre has reference books for various types of creative activities	25.0	5.6	69.4	2.4	0.6
We have the basic musical instruments such as drums	22.2	2.8	75.0	2.2	0.5
We have most of the educational charts as per the syllabus	55.6	5.6	38.9	3.5	0.8
During modelling most of children can access modelling material such as plasticine	41.7	5.6	52.8	2.9	0.9
Most of the children have colouring materials such as crayons of different colours and the appropriate books	38.9	8.3	52.8	2.8	0.9
I use audio visual teaching aids	27.8	2.8	69.4	2.2	0.5
My class creativity corner is well made with variety of items	50.0	5.6	44.4	3.2	1.0
We do improvise materials for creative activities	41.7	13.9	44.4	3.0	0.9
Parents do cooperate in providing some creative materials for their children	38.9	11.1	50.0	2.8	0.9
Aggregate Score				**2.8**	**0.8**

n = 36 **Key: A-Agree, N-Neutral, D-Disagree**

As evident from Table 4.4, most of children in ECDE centres in Marani Sub County had inadequate basic but essential items such exercise books and writing materials. The statement that ‘most of my learners have the necessary basic items such as exercise books and writing items was refuted by over 60% of preschool teachers. Similarly, 69.4% of

teachers disagreed that their ECDE centres had reference books for various types of creative activities. Further, 75% of teachers indicated that they did not have the basic musical instruments such as drums which were necessary to enrich singing as one of creative activities. Over half of preschool teachers indicated that most of the children did not have colouring materials such as crayons of different colours and the appropriate books. One of the teacher lamented in regard to lack of resources to enrich creative activities, thus:

> In order to capture the interest and attention of learners in most of creative activities, I need the necessary resources…it should be practical oriented as opposed to theoretical approach. This school lacks even the simple ropes and tyres found in other neighbouring private ECDE centres. Quite often, I am unable to move forward with all the children since while some will have the necessary materials, some hardly bring any material…. (Teacher 5)

Such comments from a teacher demonstrate some of the challenges that impact negatively on the learners' participation in creative activities in public ECDE centres in Marani Sub County. The study also sought information from head teachers on the adequacy of creative materials in their respective schools. Majority of head teachers indicated that there was a shortage and they were looking forward to some sponsors either through the government or through the private well-wishers. One of the head teachers commented;

> As you can see, we have a large number of children who are hardly fitting in one class and there is a scrabble to get hold of the few materials available for creative work. Individual attention is almost impossible… it is my hope that the County government will in future give us some grants to purchase the required materials for children creative activities. (Head teacher 9)

Nevertheless, some of the proactive head teachers were able to write funding proposals and solicited funds from different sources. In one of such schools, the head teacher was very enthusiastic when engaged in the issue of creative activities as exemplified by the following comment:

> We make it our duty to purchase variety of creative activity materials for the preschool each year….if you go round the school you will note that we have many items ranging from modern swings, tyres and tubes, to computer simulated games. We also rely on what the preschool teachers deem necessary…For play and drama we have purchased fancy costumes and which have made the activity very popular. (Head teacher 13).

Likewise, another head teacher who exuded confidence in their great investment and commitment in ECDE creative activities narrated of how the school ECDE class became a bench mark for other schools within and beyond that educational zone in academic and creative work. The head teacher commented, thus;

> People come from far and wide, to observe and learn how our preschool classes are organized, our sitting arrangement, our rich variety of creative materials and how teachers and pupils make use of them…our creative corners are awesome and one cannot resist to spend time in admiration…I believe availability of creative resources has enhanced our learners active engagement in these activities. Our preschool graduates are known of being confident and sharp… (Head teacher 3)

Majority of teachers (69.4%) disagreed that they use audio visual teaching aids. Most of teachers observed that their centres lacked the necessary ICT materials to enable them use audio visual teaching aids. This was a major setback to both teachers and learners as they failed to interact with the limitless resource materials available in world wide website.

The statement that ‘my class creativity corner is well made with variety of items’ elicited mixed reactions among the preschool teachers. While 50% of preschool learners agreed, 44.4 % disagreed to the statement (mean = 3.2, SD = 1.0). The relatively high standard deviation attests to the varied response. A well-managed creativity corner with variety of items could greatly motivate learners towards creative activities. Similarly, teachers had a varied response in regard to the statement that ‘we do improvise materials for creative activities’. This implied that while some teachers were proactive in using the locally

available materials, some relied on the officially procured materials. Some of the interviewed head teachers, however, expressed their dissatisfaction in regard to their teachers work as evident from the following excerpt:

> I have engaged two teachers; a male and a female. The lady is a certificate holder while the gentleman holds a degree in early childhood education. I had high expectations on the lady in terms of handling the children and also instructing them in various songs…but it has turned out that she lacks touch with kids, her class lacks self-made charts and creative work on the walls, and the few charts on the wall have grammatical errors. When some creative materials are missing, she cannot improvise. Thus, her work is generally sloppy unlike the gentleman who is quite proactive and has transformed his class through own ingenuity. (Head teacher 8).

Half of the preschool teachers indicated that most of the parents do not cooperate in providing some creative materials for their children. The interviewed head teachers had similar response. Most of the parents in public ECDE in Marani Sub County were said to be inclined for free preschool education just like free primary education. Overall, the availability of creative activities teaching and learning resources was rated as below average (mean = 2.8, SD = 0.8). By establishing the extent to which availability of teaching and learning resources influence preschool learners participation in creative activities, the stake holders can combine synergy to ensure the required resources are in place.

4.6 Preschool Teachers' Professional Development and Learners' Participation in Creative Activities

The third objective of the study was to examine the influence of teachers' professional development on preschool learners' participation in creative activities in Marani sub-county, Kisii County. To achieve the objective, a set of statements in form of five points Likert scale were posed to the preschool teachers to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that

strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. However, for easier interpretation, the responses were collapsed into three columns of Agree (A), Neutral (N) and Disagree (D) as shown in Table 4.5. Further the mean responses were computed such that: a mean response of above 3.0 was considered as agree while a mean of 3.0 and below was considered as disagree. Table 4.5 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

Table 4.5: Preschool Teachers Response on the level of Professional Development

Statement	**A**	**N**	**D**		
	%	**%**	**%**	**Mean**	**SD**
We bench mark with other schools in regard to guiding children in creative activities	25.0	11.1	63.9	2.1	0.5
We occasionally interact with resource persons in regard to creative activities	33.3	5.6	61.1	2.3	0.6
I have variety of text books to guide me in creative activities	27.8	2.8	69.4	2.2	0.6
I normally attend seminars and workshops on ECDE	36.1	8.3	55.6	2.4	0.7
I search and use resource materials on creativity from internet	27.8	5.6	66.7	2.2	0.7
We have videos on creative activities in our centre	22.2	5.6	72.2	2.0	0.5
I am normally guided by Curriculum Support Officer in regard to teaching creativity as per the curriculum	44.4	11.1	44.4	3.0	1.1
I have learnt how to improvise some of creativity teaching and learning resources using locally available materials	55.6	8.3	36.1	3.6	0.9
Aggregate Score				**2.5**	**0.7**

n = 36 **Key: A-Agree, N-Neutral, D-Disagree**

In reference to Table 4.5, 63.9 % of preschool teachers disagreed that they bench mark with other schools in regard to guiding children in creative activities. Similarly, 61.1% of teachers disagreed that they occasionally interact with resource persons in regard to creative activities. Most of the teachers (69.4 %) also disagreed that they have a variety of text books to guide them in creative activities. Thus, most of the teachers in public ECDE in Marani Sub County could be said to be static in creative activities professional development. Bench marking allows teachers to widen their knowledge, perceptions and general outlook horizon. Also by inviting a resource person into the school, a head teacher ensures that teachers are equipped with the necessary expertise without waiting for the seminars and workshops organized by the ministry of education and other stake holders. Lack of variety of reference books has the effect of converging the teachers mind in a narrow view and which might be prejudiced. Such teachers offer a repetitive unexciting material to the learners and subsequently thwarting their curiosity and participation.

Over 55% of preschool teachers disagreed that they normally attend seminars and workshops on ECDE. Seminar and workshops are normally expensive to organize and as such they may not be offered frequently. Therefore, teachers and head teachers who explore other avenues to ensure continued professional development would benefit their learners by offering up to date innovations. When well explored, Internet can provide a wide variety of information both audio and visual. It was thus, unfortunate that 66.7% of preschool teachers indicated that they do not search and use resource materials on creativity from internet. Further, 72.2% of learners disagreed that they have videos on creative activities in their centres. This implied that teachers hardly sought additional teaching and learning materials from the internet. Some of the teachers cited lack of

internet connection, computers and other ICT related materials in their centres. However, in some centres with well-established internet connection, head teachers attributed lack of internet based knowledge to teachers' laxity and attitude towards ICT. One of the head teachers commented, thus:

> I expect my preschool teachers to have the most current documented information since we have state of art computer laboratory with internet connection. We also have the wifi within and around our school…that means that they can also access information through their phones. If they are really committed to offer their learners interesting and computer guided creative activities, they only need to devote more time and search for the appropriate materials. (Head teacher 4).

The statement that 'I am normally guided by Curriculum Support Officer in regard to teaching creativity as per the curriculum' elicited varied response from preschool teachers (Mean = 3.0, SD = 1.1). While 44.4 % of preschool teachers agreed, 44.4 disagreed to the statement. Also, the percentage of teachers who felt unsure was relatively high at 11.1%. In their open section of questionnaire, some teachers pointed to the fact that, though they had interacted with the CSO in their schools severally, they had rarely touched on creative activities. Over 50% of teachers affirmed that they had learnt how to improvise some of creativity teaching and learning resources using locally available materials. Being a crucial professional development, learning the art of improvisation is a key milestone in solving the endemic issue of inadequate educational resources in public ECDE centres in Marani Sub County. Overall, preschool teachers' professional development in regard to creative activities was rated below average (Mean = 2.5, SD = 0.7). Lack of constant professional development could have far reaching ramifications on the preschool teachers' capability to enhance learners' participation in creative activities.

The last item on the head teachers' interview schedule enquired on whether preschool teachers do integrate creative activities in their teaching and learning in public ECDE centres in Marani Sub County. Analysis of the head teachers' responses brought forth several themes and sub themes. However, analysis can be simplified into four categories of response: high integration, moderate integration, low integration and not sure of the extent of integration. Figure 4.3 shows head teachers' response.

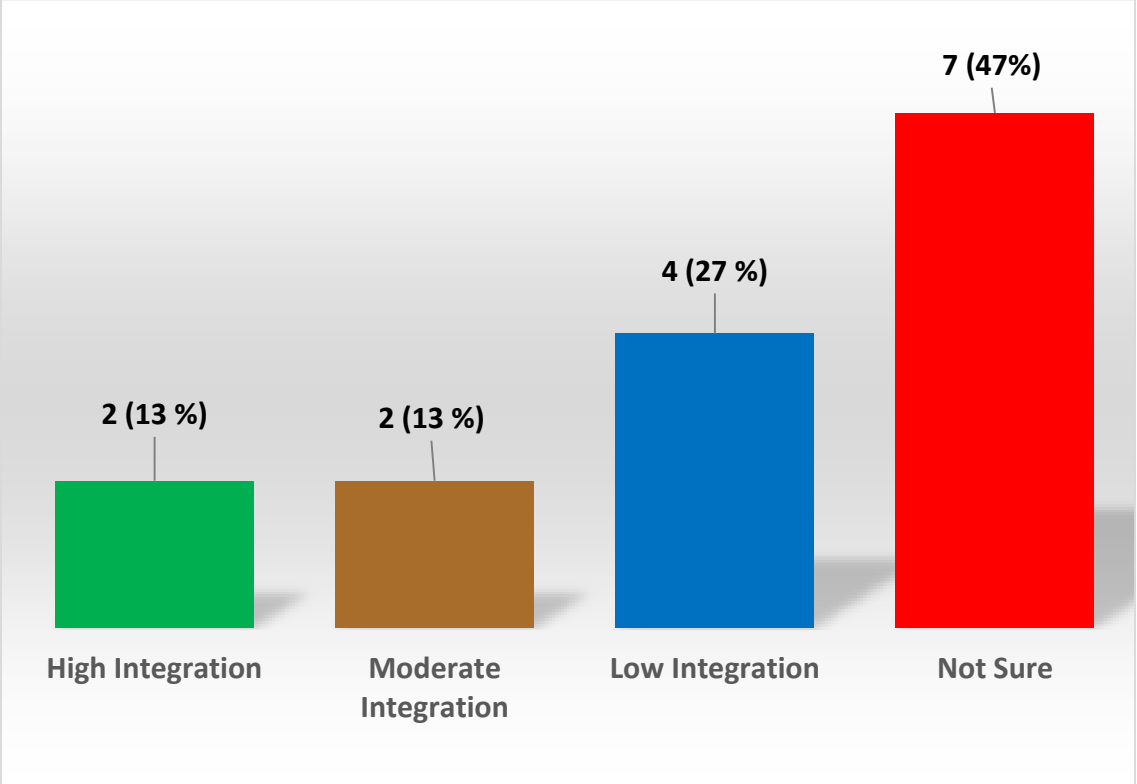

Figure 4.3: Head Teachers' Response on Level of Integration of Creative Activities

It was evident from Figure 4.3, that seven head teachers constituting 47% were not sure of the extent to which their preschool teachers integrated creative activities in teaching and learning in other subjects. This implied that most head teachers were not keen in monitoring implementation of ECDE curriculum. Integration of creative activities into all subjects has been found critical in not only accomplishing the major goal of curriculum implementation but also engendering creativity and innovation in all facets of curriculum.

4.7 Level of Participation of Preschool Learners in Creative Activities

In order to capture the level of participation of learners in creative activities, the dependent variable in this study, the researcher used creative activities observation schedule (Appendix IV) to rate pupils from each sampled ECDE centre nursery class. Using the guiding key, the schools were rated as excellent, good, average, below average or poor. Table 4.6 depicts the results.

Table 4.6: Level of Participation of Preschool Learners in Creative Activities

Area of Creativity		Excellent	Good	Average	Below Average	Poor
	Freq.(No. of schools)	1	4	8	4	1
Drawing	**%**	**5.6**	**22.2**	**44.4**	**22.2**	**5.6**
	Freq.	2	3	7	6	0
Colouring	**%**	**11.1**	**16.7**	**38.9**	**33.3**	**0**
	Freq.	10	2	2	4	0
Modelling	**%**	**55.6**	**11.1**	**11.1**	**22.2**	**0**
	Freq.	0	3	5	6	4
Tracing	**%**	**0**	**16.7**	**27.8**	**33.3**	**22.2**
	Freq.	0	2	5	4	7
Painting	**%**	**0**	**11.1**	**27.8**	**22.2**	**38.9**
	Freq.	2	3	5	4	4
Printing	**%**	**11.1**	**16.7**	**27.8**	**22.2**	**22.2**
Tearing, Pasting,	Freq.	0	5	6	5	2
Sticking	**%**	**0**	**27.8**	**33.3**	**27.8**	**11.1**
	Freq.	0	2	3	10	3
Threading	**%**	**0**	**11.1**	**16.7**	**55.6**	**16.7**
Singing Simple	Freq.	10	4	4	0	0
Songs	**%**	**55.6**	**22.2**	**22.2**	**0**	**0**
	Freq.	12	5	1	0	0
Reciting Poems	**%**	**66.7**	**27.8**	**5.6**	**0**	**0**
Body	Freq.	14	4	0	0	0
movements/Play	**%**	**77.8**	**22.2**	**0**	**0**	**0**
Playing Musical	Freq.	0	0	2	6	10
Instruments	**%**	**0**	**0**	**11.1**	**33.3**	**55.6**
	Freq.	2	3	6	7	0
Drama/ Concerts	**%**	**11.1**	**16.7**	**33.3**	**38.9**	**0**

n = 18 ECDE Centres

In regard to Table 4.6, schools were rated as excellent when all pupils in an ECDE class were able to perform the named creative strategy, good when ¾ of learners were able to

perform, average when ½ of learners were able to perform, below average when ¼ of learners were able to perform while poor when less than a ¼ of learners were able to perform. As evident from Table 4.6, most of the ECDE centres were rated as either good, average or below average in most of the items. However, there were also many schools whose preschool learners were rated as excellent as well as poor in several creative activities.

Most of the schools constituting 44% were found to be average in preschool learners' participation in drawing. This meant that in these school, half the number of learners were found able to draw. However, in five schools, learners were hardly draw anything comprehensible depicting lack of practice in this aspect of creativity. Only two schools where all the learners could do colouring as expected by the teacher. However, colouring being one of the simplest and basic early childhood activity was fairy done by most of the schools and no school was rated as poor. Most of the learners were found to lack precision as they did the task. Modelling was found to be one of the most popular creative activity among preschool learners. Ten schools constituting 55.6% were rated as excellent since all the learners engaged in the task. This was a good achievement since modelling had a good combination of psychomotor and cognitive skills. However, in four (22.2%) of the schools, modelling was accomplished by only a quarter of the class, while three-quarters could not accomplish the task as given by the teacher.

There was no school in the excellent category for tracing activity. Ten schools (55.6%) were rated as below average or poor in tracing. Most learners were found to lack proper coordination and concentration in the course of tracing and thus spoiling their work. Lack of proper skills in tracing meant that the learners had inadequate practice on the activity. Similarly, the participation in painting was dismally rated since only seven (38.9) schools

were in the category of good and average. The bulk of the schools constituting 61.1%) were in the category of below average and poor. There was fair participation in printing task as 55.6% of schools were rated as excellent, good or average. However, there were no schools in which all learners managed the tasks of tearing/pasting/sticking and threading.

Singing simple songs and reciting poems creative activities were found to be very popular with many learners. Ten schools (55.6%) were rated as excellent, four schools as good and four schools as average. Similarly, 66.7% of schools were rated as excellent in reciting poem as a group, 27.8% as good and 5.6% as average. In both cases there were no schools rated as below average or poor. The researcher also found that in most schools (77.8%), learners were enthusiastic during play time and thus they the body movement was to the maximum. Conversely, 16 schools constituting (89%) were rated as below average and poor in playing musical instruments. Some schools were found to lack the necessary instruments while in others low participation of learners was due to teachers' lack of interest. Similarly, over 70% of schools were rated average and below average in drama/concert creative activities.

Evidently, Table 4.6 shows that part from modelling, singing, reciting poems and body movement during play, most of preschool children had low participation in other areas such as colouring, drawing, tracing, painting, threading and drama. Thus, it was possible that when the parents compared their children with those in private ECDE centres, they got disappointed and which could lead to conflicts with the ECDE management.

4.8 Hypotheses Testing

In order to ascertain both the composite and relative influence of the three independent variables in this study on the dependent variable (the level of preschool learners participation in creative activities), multiple regression analysis was conducted. Each of the three variables (preschool teachers' attitude towards creative activities, availability of teaching and learning resources in regard to creative activities, and the preschool teachers' professional development) was hypothesized to be a predictor of dependent variable. However, the three hypotheses were stated in the null form and tested at 95% confidence level. Tables 4.7, 4.8 and 4.9 depict the summary of multiple regression analysis.

Table 4.7: Multiple Regression Model Summary

Model	*R*	R^2	Adjusted R^2	Standard error of the estimate
1	0.754	0.569	0.523	0.31721

Predictors: (constant), Attitude, Resources, Professional development
Dependent variable: Level of preschool learners' participation in creative activities

Table 4.7, shows that, the multiple correlation coefficients *R* had a value of 0.754. Multiple *R* is the correlation between the observed values of dependent variable and the value of dependent variable predicted by the multiple regression models. Therefore, the large value of *R* (0.754) meant there was a large or strong correlation between the predicted and observed values of preschool learners' participation in creative activities. As such, multiple *R* is a gauge of how well the model predicts the observed data.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.569 implying that 56.9 % of variance in the level of preschool learners' participation in

creative activities was explained by preschool teachers' attitude, availability of teaching and learning resources, and teachers' professional development. Other variables not included in the current study may have accounted for the remaining 43.1% variance. Table 4.8 shows the significance of the multiple regression model.

Table 4.8: Multiple Regression Model Significance (ANOVA)

	Model	**Sum of Squares**	**df***	**Mean Square**	***F***	**Sig.**
1	Regression	18.407	3	6.136	15.340	0.000
	Residual	12.813	32	0.400		
	Total	**31.220**	**35**			

df*- degrees of freedom.

Table 4.8 shows the analysis of variance (ANOVA) output. The *F*-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. The table shows that the joint independent variables statistically significantly predict the dependent variable, F (3, 32) = 15.340, p <0.05. In other words, the regression model was a good fit for the data. The study proceeded to examine the relative contribution of each independent variables on the dependent variable as depicted in Table 4.9.

Table 4.9 Summary of Multiple Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	.486	0.282		1.567	0.070
	Preschool teachers' attitude	.248	0.147	0.188	0.809	0.421
	Availability of teaching and learning resources	.523	0.213	0.495	4.526	0.000
	Preschool teachers' professional development	.429	0.182	0.404	3.481	0.012

Dependent variable: Level of Preschool Learners Participation in Creative Activities

Table 4.9 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. The regression model capturing the hypothesized relationship was as follows: $Y= \beta_0+ \beta_{1x1}+\beta_{2x2}+ \beta_{3x3}+\varepsilon$ and where y = level of preschool learners' participation in creative activities, x_1= preschool teachers' attitude towards creative activities, x_2= availability of teaching and learning resources, and x_3= teachers' professional development while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $y = 0.486 + 0.248\ x_1+ 0.523\ x_2+ 0.429\ x_3$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. In other words, the β values show the relationship between the level of preschool learners' participation in creative activities and each predictor. Thus, when preschool teachers' attitude increase positively by one unit, the level of learners' participation increases by 0.248 units (β = 0.248) or by 24.8 %,

while holding the other factors constant. Similarly, when availability of educational resources increases by one unit the level of preschool learners participation in creative activities increases by 0.465 units (β = 0.465) and so on.

The standardized β values that do not depend on the units of measurement of variables are used direct comparison and better insight into the importance of predictors are sought. The standardized beta values give the number of standard deviation that the level of preschool learners' participation in creative activities will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.9 shows that the availability of creative activities teaching and learning resources had the most significant relative contribution to the prediction of the preschool participation in creative activities (β = 0.495) followed by preschool teachers' professional development (β = 0.404) while teachers' attitude of creative activities had the least influence (β = 0.188).

In order to test the study's three formulated hypotheses (section 1.6), the *t* statistic that tests whether a *B* value is significantly different from zero (H_0: β =o) is considered (refer to Table 4.9). It is evident from Table 4.9 that teachers' attitude towards creative activities had an effect, though insignificant at 5% level of significance (β = 0.248, t = 0.809, $p > 0.05$). Thus the first null hypothesis was retained. Nonetheless, availability of teaching and learning resources for creative activities was found to have a significant influence on the preschool learners' participation in creative activities (β = 0.523, t = 4.526, $p < 0.05$). The second null hypothesis was rejected. This implied that availability of educational resources enabled more learners' participation. Similarly, preschool teachers' professional development was found to have a significant positive influence on the learners participation in creative activities (β = 0.429, t = 3.481, $p < 0.05$). The third hypothesis was rejected. This implied that preschool teachers who upgraded and

refreshed their knowledge in regard to creative activities enhanced learners participation more than those rarely upgraded their knowledge and skills.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per research objectives, summary of the findings and conclusions derived from the findings and discussion. The chapter also contains recommendations as per the research objectives and suggestions of further study. The purpose of this study was to investigate the influence of school based factors on preschool children participation in creative activities in Marani Sub-County, Kenya. The study objectives were: to establish the influence of teachers' attitude towards creative activities on preschool learners' participation in creative activities, to assess the influence of availability of teaching and learning resources on preschool learners' participation in creative activities, and to examine the influence of teachers' professional development on preschool learners' participation in creative activities in Marani sub-county. Data was collected through the preschool teachers' questionnaire and head teachers' interview schedule.

5.2 Discussion of the Findings

This section discusses the results and analysis (in chapter four) as per the four objectives.

5.2.1 Influence of Preschool Teachers Attitude towards Creative Activities on Learners Participation in Creative Activities

The first objective of the study was to establish the influence of teachers' attitude towards creative activities on preschool learners' participation in creative activities. In reference to section 4.4, 55.6% felt that creative lessons were useful in everyday life of a pre-school leaner while 66.7% of teachers agreed that creative activities will be of much use to

learners when they grow up. This implied that most of the teachers regarded creative activities to be of use to preschool learners at present and also in future. This finding was contrary to melly (2017) who found that preschool teachers did not regard creative activities to be of great worth to learners in later life and that creative activities offered very little knowledge in life skills. Van Hoorn, Nourot, Scaleand & Alward (2011) explicates that the teacher's attitude does influence one's thinking, behavior, and motivation and thus determining how much effort they will expend on an activity, how long they will persevere when confronted with obstacles, and how resilient they will be when faced with adversity. Thus, preschool teachers in Marani Sub County were expected to focused in their work albeit various challenges.

In regard to creative activities being critical in cognitive development, 50% of teachers agreed while 41.7% disagreed. This meant that though majority of teachers believed that creative activities were essential at preschool level, they did not associate it with cognitive development. Contrary to the finding, Brown and Sax (2013) found that a strong social-emotional base in early childhood is associated with academic success and long-term outcomes like higher likelihood of employment, and lower likelihood of involvement with the criminal justice system.

Nonetheless, 69.4% of the preschool teachers indicated that creative activities in school are very critical in psychomotor development. Similarly, majority (55.6%) of preschool teachers agreed that group activities such as drama and music are essential in preschool to develop learners' affective domain. This finding corroborates, Ritblatt et al., (2013 and UNESCO (2014) finding that creative activities like singing, dancing, and visual arts are associated with an array of positive outcomes, including pro-social skills, cooperation, independence, emotional regulation, and reductions in both externalizing and

internalizing behavior. In a similar study Nyakundi (2014) found that preschool teacher's attitude is a function of among other things level of motivation, self-concept, self-efficacy and competency. Thus, in order to cultivate a positive attitude, it is essential to provide conditions that motivate preschool who in turn will initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development.

Preschools teachers, head teachers and parents seemed to have varied perceptions in regard to the time and energy devoted to teaching creative activities in Marani Sub County. Some teachers indicted their head teachers prevailed on them to reduce the time spent in creative activities, terming it as time wasting prompting teachers to substitute time for creative activities with subject such as mathematics and languages. It was no wonder that 52.8% of preschool teachers disagreed that children at preschool should have more time in creative activities than in pure academic work. Further, while 50 % of teachers agreed that creativity is an essential skill to be nurtured in schools, 44.4% disagreed. Finally, 52.8 % of preschool teachers disagreed that preschool learners should always start the day with a song involving body movements. However, some of the 30.6% of teachers who agreed, indicated that, starting the day with a song involving body movements was a requirement in their school and not that they believed in it. Thus, the percentages of teachers who agreed ad disagreed on these issues was comparable showing that there was no consensus.

Lack of consensus on what duration teachers and other stake holders believe is adequate for creative activities was also witnessed in Pakistan. Vazir and Ismail (2009) established that in many Pakistani schools young children rarely get opportunities or the choices to express their ideas and creative thoughts in writing due to the fact that teachers claim of

inadequate time as allocated. As a result children are only exposed to either tracing the letter formation, copying from the blackboard, text writing, and filling workbooks/sheets. The interviewed head teachers were also found divided on the issue of the appropriate weight in terms of time and resources the teacher should devote to creative activities. While some felt that more time should be devoted, some were categorical that so long as the activities were not examinable, teachers should devote more time to examinable subjects. Cognate to the study, Tonui (2015), found that most preschool teachers were not keen in assessment of creative activities since they were not examinable in upper levels. Concurrently, Mahindu (2011) argues that in order for both head teachers and teachers' commitment on promoting creative activities among ECDE learners the government should make creative activities examinable.

Overall, preschool teachers were found to have a positive attitude towards creative activities (Mean = 3.2, SD = 0.9). This implied that they believed in its importance in early childhood education and all children should have full participation. However, according to the study findings in Table 4.9, teachers' attitude towards creative activities had an effect, though insignificant at 5% level of significance ($\beta = 0.248$, $t = 0.809$, $p > 0.05$). Therefore, the null hypothesis that preschool teachers' attitude had no statistically significant influence on the level of preschool learners participation in creative activities in public ECDE centres in Marani Sub County was retained. This implied that though the preschool teachers' positive attitude had the potential to enhance learners' participation, the influence was small and statistically insignificant. Cognate to the study, Ogott, Indoshi, and Okwara (2010) found that that preschool teachers' attitude were of less importance in the selection, development and use of ECDE language materials.

5.2.2 Influence of Availability of Teaching and Learning Resources on Learners Participation in Creative Activities

The second objective of the study was to assess the influence of availability of teaching and learning resources on preschool learners' participation in creative activities in public ECDE centres in Marani Sub County. In reference to section 4.6, most of children in ECDE centres in Marani Sub County had inadequate basic but essential items such exercise books and writing materials as indicated by 60% of preschool teachers. Similarly, 69.4% of teachers disagreed that their ECDE centres had reference books for various types of creative activities while 75% of teachers indicated that they did not have the basic musical instruments such as drums which were necessary to enrich singing as one of creative activities. Further, over half of preschool teachers indicated that most of the children did not have colouring materials such as crayons of different colours and the appropriate books. The finding was inconsistent with Willis and Hymon-Parker (2010) who posit that for effective creative activities curriculum implementation, schools administrators in collaboration with parents need to avail most if not all of the vital materials. In a similar study in Pokot Sub County, Andiema and Kemboi (2013) found that ECDE had no adequate materials and spacious classroom required for the implementation of play activities in ECDE.

Majority of teachers (69.4%) disagreed that they use audio visual teaching aids. Most of teachers observed that their centres lacked the necessary ICT materials to enable them use audio visual teaching aids. This was a major setback to both teachers and learners as they failed to interact with the limitless resource materials available in world wide website. The finding was inconsistent with Okobia (2011) who noted that use of information communication technology has been replacing the traditional face to face

classroom resulting to a shift from teacher- to student-centred learning. Similarly, Ngure (2014) who found that in an ICT integrated teaching, the teacher becomes a mere facilitator while the students takes the responsibility for learning. The teacher acts as the resource guide, coach and companion in process of acquiring new knowledge.

The statement that 'my class creativity corner is well made with variety of items' elicited mixed reactions among the preschool teachers. While 50% of preschool learners agreed, 44.4 % disagreed to the statement (mean = 3.2, SD = 1.0). The finding was consistent with Mahinda (2011) who found that children in an environment rich in variety of play things developed better socially and cognitively. Further, presence of adequate and variety of materials was in line with Ngure (2014) who found that, since children at preschool tend to be egocentric, each child should have its own item.

The study findings showed that teachers had a varied response in regard to improvisation of creative materials. This implied that while some teachers were proactive in using the locally available materials, some relied on the officially procured materials. Lack of improvisation was inconsistent with Miller (1987) cited in Sinyei et al., (2012) who found that, teaching of music could make use of the materials readily found in the immediate environment. Use of the natural voice is highly recommended. Further, traditional songs were found to be another resource of great importance in providing good material for learning music. This was due to their simplicity and the fact that they are derived from natural speech patterns.

Overall, the availability of creative activities teaching and learning resources was rated as below average (Mean = 2.8, SD = 0.8). Nonetheless, availability of teaching and learning resources for creative activities was found to have a significant influence on the

preschool learners' participation in creative activities ($\beta = 0.523$, $t = 4.526$, $p < 0.05$). The second null hypothesis was therefore rejected. This implied that availability of educational resources enhance learners' participation in creative activities. The finding corroborates Willis and Hymon-Parker (2010*)* who in a similar study found a significant correlation between provision of essential creative activities materials and effective implementation of curriculum. The study finding, however was contrary to Melly (2017) whose study findings showed an insignificant influence on learners' participation in creative activities.

5.2.3 Influence of Preschool Teachers' Professional Development on Learners Participation in Creative Activities

The third objective of the study was to examine the influence of teachers' professional development on preschool learners' participation in creative activities in Marani sub-county. Most of the teachers' (63.9 %) indicated that they hardly do bench marking with other comparable or better school with a view of improving their knowledge and skills in creative activities. Similarly, 61.1% of teachers disagreed that they occasionally interact with resource persons in regard to creative activities. Thus, it could be deduced that most of the teachers in public ECDE in Marani Sub County were static in upgrading their knowledge through bench marking, utilization of resource persons and use of reference books as a part of professional development. The finding was similar to Mureithi (2018) whose study found that most of preschool teachers are not facilitated by their head teachers to attend bench marking in other institutions. Further, it was rare to find a resource invited for capacity building of teachers (Mureithi, 2018). Similarly Quattlebaum (2013) emphasizes the need for teachers to plan for bench marking as one of termly form of professional development. Thus, it was therefore, clear that preschool

teachers in public ECDE centres were missing one of the most recommended simple method of upgrading the knowledge and skills.

The study also found that 69.4 % of teachers lacked variety of text books to guide them in creative activities. The finding was similar to Githuthwa (2011), Makau (2016) and Mureithi (2017) who found that most of the teacher in public schools have only one government recommended text book. Lack of variety of reference books has the effect of converging the teachers mind in a narrow view and which might be prejudiced. Such teachers offer a repetitive unexciting material to the learners and subsequently thwarting their curiosity and participation. Balanskat and Gerhard (2010) aver that the basic and the most important content material a teacher should acquire is from a variety of the relevant text books. It is after interacting with such text books that a teacher can seek more information from other sources in order to triangulate the information acquired from the text books.

Over 55% of preschool teachers disagreed that they normally attend seminars and workshops on ECDE. The finding concurs with Nyakundi (2014) and Makokha (2017) who found that teachers in public institutions mostly attend the government sponsored seminars and workshops and which are rarely conducted due to the cost implications. Thus, teachers fail to benefit from many others capacity building seminars and workshops provided from the private sector. In support of prioritizing professional development, Vorapanya and Dunlap (2014) emphasizes that for teachers, engagement in professional development is a function of the school environment, which includes leadership, the institutional structure, school climate, and accountability practices. Additionally, teachers are likely to be more involved in professional development if the value and expectation of improvement is a school management driven strategy. Further,

use of knowledgeable peers from within or outside the school as a resource person is highly recommended. When collaboration is high within teacher communities, and teachers are eager to exchange ideas, professional development may be more common and viewed as an extension of professional learning (Vorapanya & Dunlap, 2014; Voigt-Zabinski, 2017). Wanzare (2013) observes that Seminar and workshops are normally expensive to organize and as such they may not be offered frequently. Therefore, teachers and head teachers who explore other avenues to ensure continued professional development would benefit their learners by offering up to date innovations.

When well explored, Internet can provide a wide variety of information both audio and visual (Caparotta, 2012). It was thus, unfortunate that 66.7% of preschool teachers indicated that they do not search and use resource materials on creativity from internet. Further, 72.2% of learners disagreed that they have videos on creative activities in their centres. Similar to the finding, Makokha (2017) found that teachers are yet to appreciate the almost unlimited information reservoir that is internet. Makokha further noted that it requires personal commitment in order for a teacher to embrace the ICT technology and spare time to do search of the appropriate material. Therefore, even with a well-equipped computer laboratory and other vital ICT materials, teachers in public ECDE schools in Marani Sub County requires personal interest and commitment to get useful information. Having developed self-efficacy in ICT, it would then be possible to initiate the learners to the world of unlimited creative materials.

The study found while half of the preschool teachers appreciated that the zonal CSO accorded them useful guide on creative activities pedagogy, the other half complained of very few visits. Njoroge (2011) had a similar finding that quality assurance officers' visits were very rare but when visited teachers' were appreciative of the much they learnt

on how to engage learners in meaningful in creative activities. Over 50% of teachers affirmed that they had learnt how to improvise some of creativity teaching and learning resources using locally available materials. Being a crucial professional development, learning the art of improvisation is a key milestone in solving the endemic issue of inadequate educational resources in public ECDE centres in Marani Sub County. In support of improvisation, Makokha (2017) observes that teachers with a positive disposition towards use of teaching and learning materials are likely to use improvised instructional materials when there is a scarcity of the conventional materials. Similarly, Olagunju and Abiola (2008) explicates that Improvised instructional materials are often more effective as teaching tools since they bring about fruitful learning, stimulate student senses as well as motivating them. Apart from being easily accessed from within the environment and cheaper to buy, they are often familiar to the learners. This encourages classroom participation and can be used to teach a big number of learners.

Overall, preschool teachers' professional development in regard to creative activities was rated below average (Mean = 2.5, SD = 0.7). Nonetheless, preschool teachers' professional development was found to have a significant positive influence on the learners participation in creative activities ($\beta = 0.429$, t = 3.481, $p < 0.05$) prompting the third hypothesis to be rejected. This implied that preschool teachers who upgraded and refreshed their knowledge in regard to creative activities enhanced learners participation more than those rarely upgraded their knowledge and skills. The finding was similar to Mureithi (2018) who established that the head teachers' support of preschool teacher professional development had a strong positive and significant correlation (influence) on preschool pupils' academic performance ($r = 0.674$, $p < 0.001$). This implied that schools where head teachers offered support to the preschool teachers in terms of advice,

counseling, pedagogical skills and sponsoring them for in service training were able to involve learners more leading to better academic achievement.

5.3 Summary of the Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

The study found that over 55% of preschool teachers felt that creative lessons were useful in everyday life of a pre-school leaner while over 65% agreed that creative activities will be of much use to learners when they grow up. This implied that most of the teachers regarded creative activities to be of use to preschool learners at present and also in future. However, most of the teachers believed that creative activities enhanced more of learners' psychomotor development and not much of cognitive and affective development. Teachers as well as head teachers had no consensus on the amount of time to be devoted for creative activities. Overall, preschool teachers were found to have a positive attitude towards creative activities (Mean = 3.2, SD = 0.9). However, according to the analyzed data, teachers' attitude towards creative activities had an effect, though insignificant at 5% level of significance ($\beta = 0.248$, $t = 0.809$, $p > 0.05$).

In regard to availability of creative activities, the study found that most of the children in ECDE centres in Marani Sub County had inadequate basic but essential items such exercise books and writing materials as indicated by 60% of preschool teachers. In addition, most of the preschool lacked variety of reference books for creative activities. Further, most of the children did not have colouring materials such as crayons of different colours and the appropriate books leading to low participation in creative activities. Overall, the availability of creative activities teaching and learning resources was rated as

below average (Mean = 2.8, SD = 0.8). Nonetheless, availability of teaching and learning resources for creative activities was found to have a significant influence on the preschool learners' participation in creative activities ($\beta = 0.523$, $t = 4.526$, $p < 0.05$).

In regard to professional development, over 60% of the teachers' indicated that they hardly do bench marking with other comparable or better school with a view of improving their knowledge and skills in creative activities. Similarly, over 60% of teachers disagreed that they occasionally interact with resource persons in regard to creative activities. Over half of preschool teachers disagreed that they normally attend seminars and workshops on ECDE. Over 65% of preschool teachers indicated that they do not search and use resource materials on creativity from internet while over 70 % disagreed that they have videos on creative activities in their centres. However, some of the teachers indicted teachers of failing to utilize the available ICT facilities. Overall, preschool teachers' professional development in regard to creative activities was rated below average (Mean = 2.5, SD = 0.7). However, preschool teachers' professional development was found to have a significant positive influence on the learners participation in creative activities ($\beta = 0.429$, $t = 3.481$, $p < 0.05$).

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

Most of preschool teachers in public ECDE cenres in Marani Sub County were positive towards creative activities. This implies that with adequate appropriate teaching and learning resources, coupled with frequent professional development they can greatly enhance the preschool learners' participation in creative activities.

Over 70% of ECDE centres in Marani Sub County have inadequate teaching and learning resources. The situation has prompted some teachers to abandon instructing learners in some creative activities such as drama, painting and ICT related activities. Unless a solution is sought by the various stakeholders, the learners' will continue missing an otherwise valuable experience at their stage.

Most of preschool teachers' in public ECDE centres in Marani Sub County are in dire need of avenues to constantly keep abreast of the ever emerging innovations in early childhood education sub sector worldwide. However, about 25% of centres have proactive head teachers who have managed to secure continuous form of capacity building of teachers.

5.5 Recommendations

Based on the findings and conclusions thus far, the following recommendations were made:

In order to cultivate positive attitude among preschool teachers it is important to boost their intrinsic and extrinsic motivation by improving their wellbeing. This can be achieved by offering them competitive remuneration, sponsor their professional development and to avail all the needed facilities for effective ECDE curriculum implementation.

Head teachers should explore on various ways of soliciting funds to cater for the various needs in their ECDE centres. It is through this funding that the school can acquire most of the essential resources for creative activities teaching and learning. Preschool teachers capacity building/professional development as one the factors that influence learners

participation in creative activities, should not be left entirely on the government initiated seminars and workshops.

The head teacher, school management committee and teachers should collaborate and device an in house in service continuous programme that would equip all teachers with essential knowledge and skills on creative activities. Teachers should also be encouraged by the school management to take charge of the quest to seek more knowledge and skills through online materials. This can be achieved by ensuring free wifi is available and that ICT infrastructure is in place.

5.6 Suggestions for Further Studies

The following areas have been suggested for further research:

i. A similar study can be carried out involving private ECDE cenres in order to shed more light on the school based factors that influence learners' participation in creative activities in Marani Sub County

ii. A study could be conducted geared to develop a cost effective model of continuous professional development of preschool teachers

iii. A national wide study to assess the extent to which creative activities curriculum is accomplished.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on: **INFLUENCE OF SCHOOL BASED FACTORS ON PRESCHOOL CHILDREN PARTICIPATION IN CREATIVE ACTIVITIES IN MARANI SUB-COUNTY, KENYA,** as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent.

Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

JOYCE MOMANYI MOKAYA

CELL PHONE: 0722505890

EMAIL ADDRESS:

APPENDIX I: PRESCHOOL TEACHERS' QUESTIONNAIRE

You are required to respond to all questions by ticking (√), commenting or providing information as required.

SECTION A: Demographic Information

1. Gender: Male [ ] Female [ ]

2. Age bracket:

Below 25years [ ] 25 – 30 years [ ] 31 – 40 years [ ] 41-50 [ ]

Over 50 years [ ]

3. Highest level of Professional Training in ECDE

Untrained [ ] Certificate [ ] Diploma [ ] Degree [ ]

Post graduate [ ]

4. How long have you been teaching in the current ECDE centre?

Less than one year [ ] 1-2 years [ ] 3-4 years [ ]
Over 4 years [ ]

SECTION B: Preschool Teachers' Attitude towards Creative Activities in ECDE

5. Please tick appropriately the statement that best describes your perception/opinion towards creative activities in ECDE.

SA=Strongly Disagree D= Disagree N = Neutral A= Agree SA = Strongly Agree

Statement	**SA**	**A**	**N**	**D**	**SD**
Creative lessons are useful in everyday life of a pre-school leaner					
Creative activities will be of much use to learners when they grow up					
Creative activities are very critical in cognitive development					
Creative in school are very critical in psychomotor development					
Group activities such as drama and music are essential in preschool to develop learners affective domain					
Children at preschool should have more time in creative activities than in pure academic work					
Creativity is an essential skill to be nurtured in schools					
Preschool learners should always start the day with a song involving body movements					

SECTION C: Availability of Creative Activities Teaching and Learning Resources

6. The following are statements regarding the availability of essential creative activity teaching and learning materials. Please tick appropriately, your level of agreement depending on the condition in your school.

SA=Strongly Disagree (1) D= Disagree (2) N = Not sure (3) A= Agree (4) SA = Strongly Agree (5)

Statement	SA	A	N	D	SD
Most of my learners have the necessary basic items such as exercise books and writing items					
Our ECDE centre has reference books for various types of creative activities					
We have the basic musical instruments such as drums					
We have most of the charts as per the syllabus					
During modelling most of children can access modelling material such as plasticine					
Most of the children have colouring materials such as crayons of different colours and the appropriate books					
I use audio visual teaching aids					
My class creativity corner is well made with variety of items					
We do improvise materials for creative activities					
Parents do cooperate in providing some creative materials for their children					

SECTION D: Teachers Professional Development in Creative Activities

7. The following are statements regarding professional development on creative activities. Please tick appropriately, your level of agreement depending on the condition in your school.

SA=Strongly Disagree (1) D= Disagree (2) N = Not sure (3) A= Agree (4) SA = Strongly Agree (5)

Statement	SA	A	N	D	SD
We bench mark with other schools in regard to guiding children in creative activities					
We occasionally interact with resources persons in regard to creative activities					
I have variety of text books to guide me in creative activities					
I normally attend seminars and workshops on ECDE					
I search and use resource materials on creativity from internet					
We have videos on creative activities in our centre					
I am normally guided by Curriculum Support Officer in regard to teaching creativity as per the curriculum					
I have learnt how to improvise some of creativity teaching and learning resorces using locally available materials					

Thank you for your cooperation

APPENDIX III: INTERVIEW SCHEDULE FOR HEADTEACHERS

The head teachers Interview was guided by the following questions;

1. Gender: Male [ ] Female [ ]

2. Age bracket:

Below 25years [ ] 25 – 30 years [ ] 31 – 40 years [ ] 41-50 [ ] Over 50 years [ ]

3. To what ways do you think the preschool teachers' attitude towards creative activities has influenced the preschool learners' participation in creative activities?

4. How would you describe the enthusiasm of your preschool teacher(s) when interacting with learners?

5. The ECDE creative activities curriculum is not restrictive to what the teachers may find appropriate and interesting to learners. For instance a teacher can compose a song which is meant to welcome one in class. Describe the level of creativity and innovation exhibited by your teacher(s)

6. Preschool children learn well through seeing and manipulating items. Does your school have adequate creative activities teaching and learning resources?

7. How do you ensure that the preschool teacher do have the essential materials for creative activities teaching and learning?

8. The level of creativity of preschool children, mannerisms, conduct, and academic progress is a reflection of the input of the teacher. How do you ensure that your teacher keeps abreast with the newest trend in early childhood education?

9. In which areas do you supervise your preschool teacher to ensure quality teaching and learning?

10. The subject creative activities is one of the themes taught in ECDE classes as per the syllabus. Have you ever observed your preschool teaching handling it?

11. How often do your preschool teachers attend seminars and workshops?

12. Some parents prefer private ECDE centres despite the high costs involved. This has been attributed to the competency of the teachers and richness of the activities children are engaged in. How do you ensure your teachers are also equipped with the relevant knowledge?

13. Does your teacher(s) integrate creative activities in teaching and learning other subjects?

APPENDIX IV: PRESCHOOL CREATIVE ACTIVITIES OBSERVATION SCHEDULE

Creative Activity Strategy	Excellent-5	Good-4	Average-3	Below Average-2	Poor-1
Drawing					
Colouring					
modelling					
Tracing					
Painting					
Printing					
Tearing, Pasting, Sticking					
Threading					
Singing simple songs					
Reciting poems					
Body movements/ Play					
Playing musical instruments					
Drama/ Concerts					

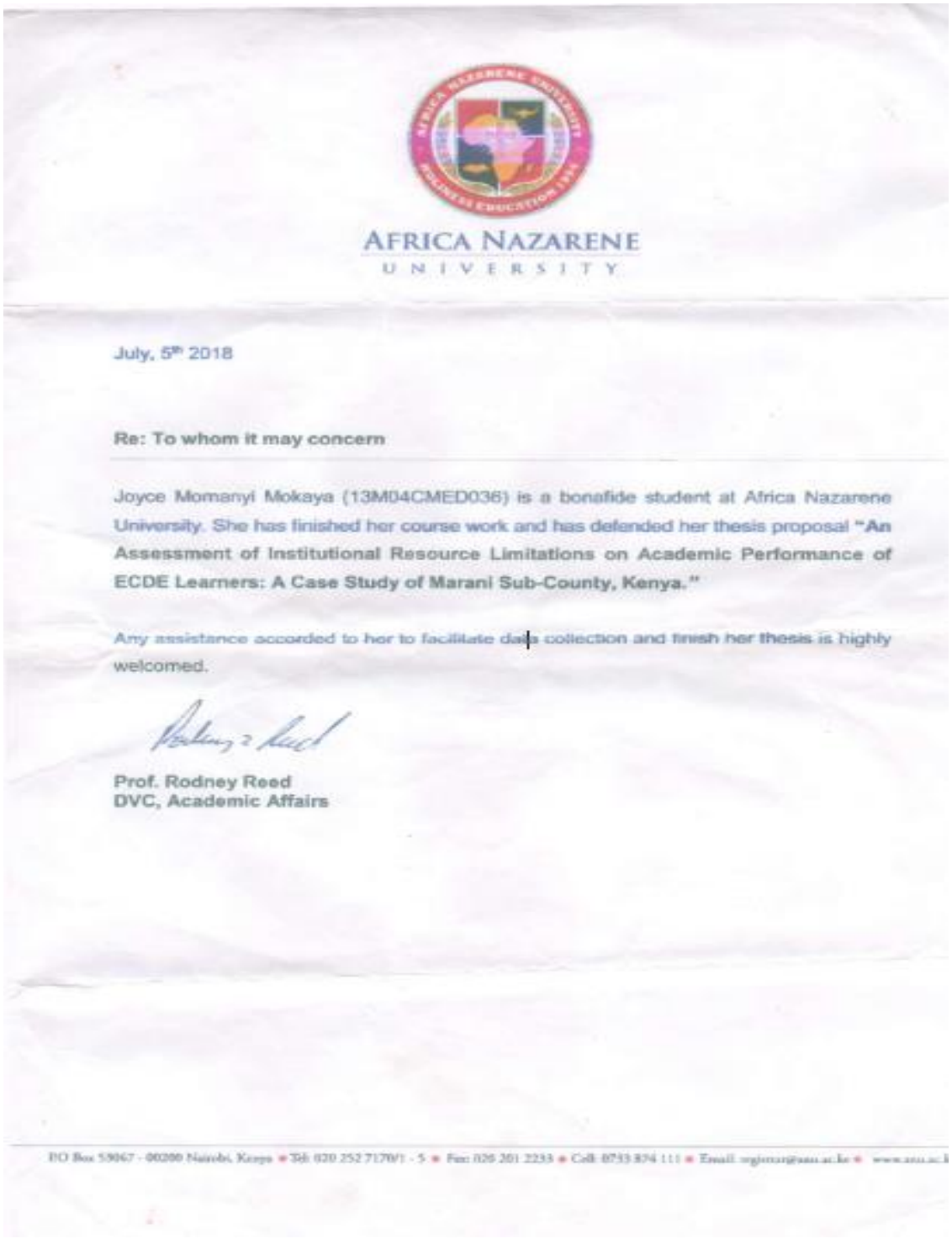
Key

Excellent	When all pupils are able to perform the named creative strategy
Good	When ¾ of pupils are able to perform the named creative activity strategy
Average	When ½ of pupils are able to perform the named creative activity strategy
Below Average	When ¼ of pupils are able to perform the named creative activity strategy
Poor	When less than ¼ of pupils are able to perform the named creative strategy

APPENDIX V: LIST OF THE SAMPLED ECDE CENTRES IN MARANI SUB COUNTY

S/NO.	ECDE Centre	S/NO.	ECDE Centre
1	NYAKOORA D.O.K PR	**10**	MOTONTO PR
2	NYANSAKIA P.A.G PR	**11**	ENGOTO P.A.G. PR
3	RIRAGI FPFK PR	**12**	GESABAKWA PR
4	METEMBE D.O.K PR	**13**	MAAGONGA D.O.K. PR
5	ITUMBE D.E.B	**14**	. KIOGE S.D.A PR
6	NGOKORO C.O.G	**15**	SAMOGORA
7	RAGOGO P.A.G	**16**	NYAGESENDA S.D.A PR
8	ENTANDA PR	**17**	MESARIA PR
9	GESURURA PR	**18**	GETIONKO I PR

APPENDIX VI: LETTER OF INTRODUCTION FROM AFRICA NAZARENE UNIVERSITY



AFRICA NAZARENE
UNIVERSITY

July, 5th 2018

Re: To whom it may concern

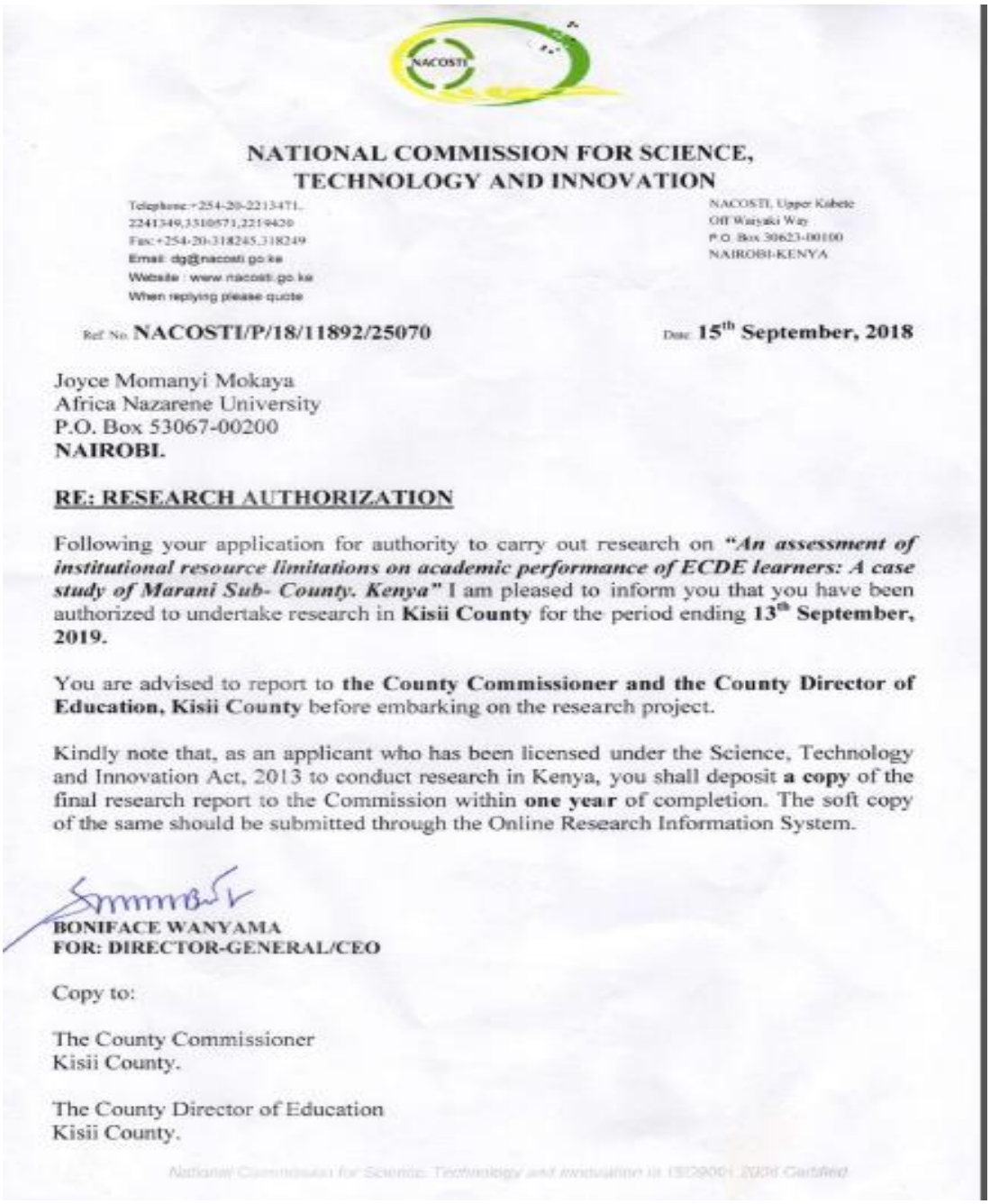
Joyce Momanyi Mokaya (13M04CMED036) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal **"An Assessment of Institutional Resource Limitations on Academic Performance of ECDE Learners: A Case Study of Marani Sub-County, Kenya."**

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

Prof. Rodney Reed
DVC, Academic Affairs

PO Box 53067 - 00200 Nairobi, Kenya • Tel: 020 252 7170/1 - 5 • Fax: 020 201 2233 • Cell: 0733 874 111 • Email: registrar@anu.ac.ke • www.anu.ac.ke

APPENDIX VII: 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/18/11892/25070**

Date: **15th September, 2018**

Joyce Momanyi Mokaya
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"An assessment of institutional resource limitations on academic performance of ECDE learners: A case study of Marani Sub- County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **13th September, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisii 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified

APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MS. JOYCE MOMANYI MOKAYA
of AFRICA NAZARENE UNIVERSITY,
97-40200 KISII,has been permitted to
conduct research in *Kisii County*

on the topic: *AN ASSESSMENT OF INSTITUTIONAL RESOURCE LIMITATIONS ON ACADEMIC PERFORMANCE OF ECDE LEARNERS: A CASE STUDY OF MARANI SUB- COUNTY. KENYA*

for the period ending:
13th September,2019

Permit No : NACOSTI/P/18/11892/25070
Date Of Issue : 15th September,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
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REPUBLIC OF KENYA

NACOSTI

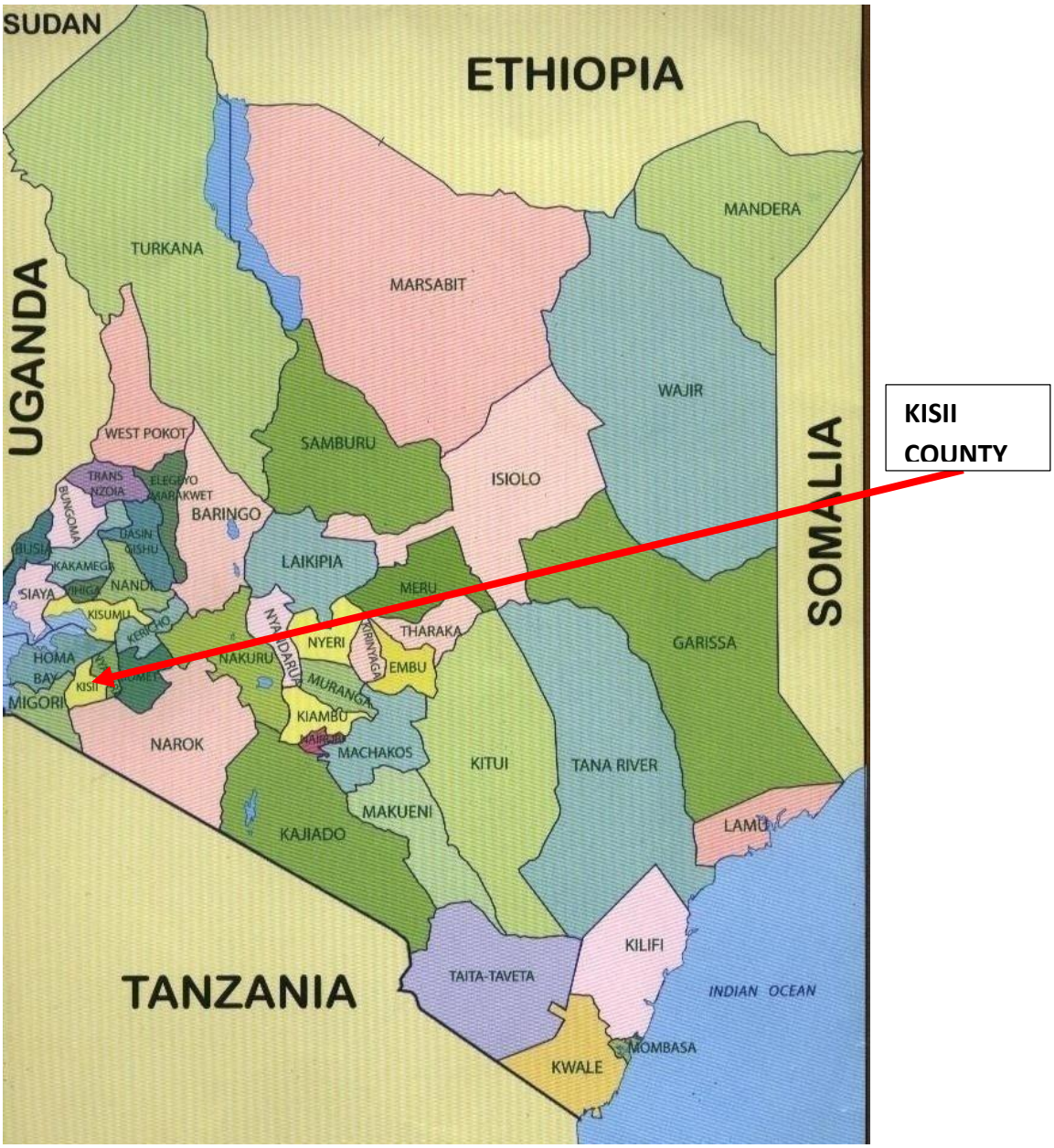
National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 20607

CONDITIONS: see back page

APPENDIX IX: MAP OF KENYA SHOWING KISII COUNTY



APPENDIX X: MAP OF KISII COUNTY SHOWING MARANI SUB COUNTY