EVALUATION OF SELECTED FACTORS THAT DETERMINE PRESCHOOLERS HOLISTIC DEVELOPMENT IN PUBLIC ECDE CENTRES IN ELDORET WEST SUB-COUNTY, KENYA

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in the Department of Education, School of Humanities and Social Sciences of Africa Nazarene University

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DECLARATION

I declare that this thesis is my original work and that they have not been presented in any other university for academic work

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This thesis has been conducted under our supervision and is submitted with our approval as university supervisors

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DEDICATION

I dedicate this thesis to my family for their support and encouragement in my academic endeavors.

ACKNOWLEDGEMENT

First, I would like to acknowledge God for the health and strength given to me during the writing of this thesis. I want to acknowledge the effort of my supervisors, Dr. Boniface Mwangi and Dr. Anne Kisilu, for their steadfast professional guidance in writing this thesis.

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ABSTRACT

Education given to children during their formative years has been widely recognized as being crucial not just because of its ability to make the recipients literate but because of its ability to foster learners' holistic development. Availability of both indoor and outdoor educational resources, and the teacher requisite skills are crucial for attainment of preschool children holistic development in terms of all the learning domains- physical, social, intellectual, emotional, spiritual and even in creativity. The purpose of the study was to evaluate the factors that determine the preschoolers' holistic development in public ECDE centres in Eldoret West Sub County. The study objectives were to establish the availability of indoor educational resources for preschoolers' holistic development, to examine the availability of outdoor educational resources for preschoolers' holistic development, and to find out the teachers' preparedness for preschoolers' holistic development in public ECD centers in Eldoret West sub-County. The study was anchored on Bruner's Discovery Learning theory. A descriptive survey research design was adopted for the study. The target population comprised of 180 head teachers and 180 senior preschool teachers from 180 ECDE centres. However, 11 head teachers and 54 senior preschool teachers were sampled through simple random and purposive techniques. The study employed preschool teachers' questionnaire, head teachers interview schedule, and educational resources observation check list to collect data. The research instruments were validated through the scrutiny of the two university supervisors. Cronbach alpha coefficient was computed to ascertain the reliability of the preschool questionnaire. Quantitative data was analyzed by descriptive statics while thematic analysis was used to analyze qualitative data. The findings revealed significant deficiencies in essential indoor resources. Computers, which are crucial for interactive learning and basic digital literacy, were notably absent in 74% of the surveyed preschools. Professional development showed mixed engagement, with 75.9% of teachers attending refresher courses and 72.2% attending seminars and workshops. However, there were significant gaps in access to instructional materials, with 44.4% of teachers reporting difficulty in accessing materials on curriculum changes and 29% not familiar with current government policies in ECDE. Educational policymakers should consider subsidies or grants to support the purchase of educational aids, ensuring that every preschool has adequate resources to support visual and interactive learning. The study might be of significance to the Ministry of Education in the formulation of policies that will ensure the provision of quality and adequate educational resources for the learners' holistic development in ECD centres in Kenya.

LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competence-Based Curriculum
CSO	Curriculum Support Officer
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
ECE	Early Childhood Education
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
NACECE	National Center for Early Childhood Education
NACOSTI	National Commission for Science, Technology and Innovation
ROK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNCRC	United Nations Convention on the Rights of the Child
UNHCHR	United Nations High Commission for Human Rights
USA	United States of America
ZPD	Zone of Proximal Development

OPERATIONAL DEFINITION OF TERMS

Holistic developmen: is the development of a child in all aspects, that is, physical, cognitive, language, spiritua,l and socia-emotionaly.

Pre-school: refers to centres of early childhood and education for young children between 3 and 6 years.

ECDE: Refers to educational programs and strategies geared towards children from birth to eight. It is a term that refers to early childhood development. It is all-rOur childraen's all-round development will help themvelop o childhood and adulthood.

Early Childhood Development and Education refers to educational experiences/curriculum offered to children at the preschool level.

Indoor Play: Refers to play components (manufactured or natural), designed and constructed for children, including those found within enclosed environments as opposed to those found in playgrounds or other outdoor activities.

Indoor resources: the learning resources used within classrooms include charts, flash cards, drills, wooden blocks, counters, water corner, and pictures, among others.

Outdoor resources: Refers to materials outside the classroom, such as sandpits, tyres, balls, swings, hoops, ropes, and others.

Availability: Refers to access by teachers and learners to the resources for learning purposes

Effective use: The use of resources in a manner that the learners derive maximum benefit

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter contains the study's background and the problem statement. The chapter further includes the purpose, objectives, significance, scope, delimitation, limitations, and assumptions of the study. The chapter concludes by delineating the study's theoretical and conceptual framework.

1.2 Background of the Study

The use of teaching and learning materials supports the teaching and learning process and it is crucial at school level. Parker et al. (2022) stated that early childhood education tries to improve all areas of young children's lives to help them develop holistically. Hirst et al. (2011) indicate that taking part in early childhood education gives children personal competence and confidence, teaches them new skills, gives them knowledge and forms their understanding of social responsibility.

According to Andishehjoo (2020), for children to become happy and well-adjusted adults, they should experience holistic upbringing. To do holistic development, a person needs to develop all their abilities and skills for better functioning, well-being and independence. Salami (2016) points out that physical, intellectual, social, emotional and spiritual development make up holistic development. According to Iroegbu (2016), providing educational materials both inside and outside is very important for the complete growth of preschool children. Most outdoor play things, square tires, swings and balls, are used for their main purpose when kids play with them, whereas items such as computers, posters

and puppets are key resources for classroom learning, according to Dzakadzie and Agbayisah (2022). Even so, students' total development largely depends on teachers' knowledge, skills and attitude towards how to make use of the resources.

According to Andishehjoo (2020), educational resources are actually created to help children accomplish important learning aims while having fun. When children use different educational resources, they come to experience and have caring, friendly, warm and patient feelings. Askeland adds (2019) that by interacting with both indoor and outdoor items, children in preschool can improve their behavior, discipline, self-control, sociality and self-knowledge.

Given the importance of play for child development, the United Nations High Commission for Human Rights (UNHCHR) declared that play is a right for every child. For this reason, numerous nations have installed indoor and outdoor toys and activities in their preschools. For example, in Finland, children enrolled in their first year of preschool/kindergarten do not receive academic work such as reading and writing; they are free to play and explore resources together. Learning math and literacy starts for students when they begin first grade at seven. Rather, Ward (2014) points out that in Australia, children’s spare time is now organized and kept indoors which has caused them to spend more time inside and less outdoors.

According to Malaysia’s Ministry of Education (in 2017), play and creative activities are some of the top methods that should be used throughout preschool classrooms. Nevertheless, although children now have access to more educational resources, their time

for creative activities and play has become less (Jadwin, 2019; Rauf & Bakar, 2019). Morrison (2015) notes that many schools are now giving more attention to reading, math and tests and less time to creative activities and exercise. Parker et al. (2022) believe that with less playtime, children find it harder to recall new information because play activities help stimulate their minds. According to Andrade (2019), issues within the school system that obstruct holistic development in children are insufficient resources, inadequate architecture and untrained teachers who do not know how to include the curriculum in their lessons.

A new educational system called CBC (Competency-Based Curriculum) was created by the KICD team and approved by the Ministry of Education to replace the curriculum based on content in Kenya in 2017 (Nyakang'i, 2019). Preschoolers learn through mathematical, language, environmental, religious, psychomotor and creative activities, as outlined in the curriculum by CBC (KIC7oo CBC asks that preschools maximize opportunities for children to engage with play and creative materials. The government emphasizes a well-rounded education for children which is reflected in the fact that psychomotor and creative activities are taught for 32.0 % of all lessons each week. Yet, according to KNUT (2019), certain barriers were found for CBC, for example, not enough instructional support and tools, inadequate school infrastructure for different learning channels, teachers not being ready for CBC and also poor awareness and involvement of other stakeholders like parents. Similarly, Waweru (2018) shows that not being ready for the new curriculum due to limited training is strongly hindering the implementation of CBC. Poor teaching materials in many schools make it more difficult to implement the strategies successfully (Mutisya, 2019).

Recognising the condition, County authorities and stakeholders are making efforts to supply educational tools for ECD centres.

1.3 Statement of the Problem

Despite the importance of the availability of educational resources and the teachers' competence in the provision of holistic preschool education in Kenya, several studies have given conflicting information regarding the levels of conformity, especially in public ECDE centers (Akala, 2021; KNUT, 2019; MOE, 2021; Mutisya, 2019; Samuel, 2021; Waweru, 2018). Whilst the Kenya Ministry of Education claims that most schools have the minimum requirements to actualize the CBC, other researchers have forecast an ominous future. Akala (2021) cautions that unless the various constraints facing CBC are addressed, the envisaged benefits accrued, such as acquiring the 21st Century essential survival skills and capabilities to contribute meaningfully to the economy and society, remain a mirage.

In the case of Eldoret West Sub County, the Uasin-Gishu County schools' census report 2019 (MOE, 2019) noted the inadequacy of both indoor and outdoor educational resources in most of the ECDE centres. However, the report also noted that teachers in both deprived and endowed schools were, by and large, stuck to content-based teacher-centred teaching approaches. Furthermore, some preschools were found to have a lot of unused donated instructional and play resources locked up in some rooms. This situation begs the question: Were the teachers well prepared regarding attitude and skills in using the various educational resources? If children continue in this situation, holistic development may not be achieved. Most children will stagnate in physical, intellectual, social, emotional, and spiritual development. Such children may grow to be social misfits, dysfunctional adults impacting the country's economic growth negatively. Against this backdrop, this study

sought to evaluate the factors that determine preschoolers' holistic development in public ECDE centres in Eldoret West Sub-County.

1.4 Purpose of the Study

The study aimed to evaluate the factors that determine preschoolers' holistic development in public ECDE centres in Eldoret West Sub-County.

1.4 Objectives of the Study

The following objectives guided the study.

1. To establish the availability of indoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West sub-County
2. To examine the availability of outdoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West sub-County
3. To find out the teachers' preparedness for preschoolers' holistic development in public ECD centers in Eldoret West sub-County

1.5 Research Questions

1. Which indoor educational resources are available for preschoolers' holistic development in ECD centers in the Eldoret West sub-county?
2. Which outdoor educational resources are available for preschoolers' holistic development in ECD centers in the Eldoret West sub-county?
3. To what extent are the preschool teachers prepared to enhance learners' holistic development in ECD centers in the Eldoret West sub-county?

1.6 Significance of the Study

The significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). The researcher's findings on the availability and use of

education resources in Eldoret West Sub-County preschools may enable the county director of education, Curriculum Support Officers (CSOs), Quality Assurance and Standards Officers (QASOs), teachers, Board of School Management (BOM), and parents to make an informed decision on how to bridge the gaps. The study will be significant to the Ministry of Education in formulating policies that ensure quality and adequate educational resources for the learners' holistic development in ECD centers in Kenya. The study will also be of significance to the ECD centers on the use of resources. Finally, the study will contribute to the literature in education.

1.7 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study operates (Marylin& Goes, 2013). The study was conducted in Eldoret West Sub-County, Uasin-Gishu County. It involved preschool teachers and head teachers in public ECD centers. The causal effect will not be established since there was no controlled manipulation of variables.

1.8 Delimitation of the Study

Though there may be other factors that lead to the preschool learners' holistic development, this study was confined to the availability of indoor and outdoor educational resources, and the preschool teachers' preparedness. The three factors have featured prominently in the literature review and theoretical framework.

1.9 Limitations of the Study

Limitations are possible short comings or influences that can affect the internal and external validity of the study and although they are not under control of the researcher, the

limitations can be mitigated (Simon & Goes, 2013). Teachers may conceal their level of preparedness in handling EBD learners. However, the researcher endvoured to mitigate the situation by assuring the respondents of their anonymity and that the gathered information was not part of their termly appraisal. The other limitation may emanate from the fact that attitudes are temporary and fleeting, implying that there are no guarantees that what was assessed would stand still long enough for a one-time measurement to be reliable.

1.10 Assumptions of the Study

Assumptions are underlying ideologies that the researcher admits or trusts but are difficult to attest in any actual way (Simon, 2011). They are realistic expectations necessary for the relevance of the study. The study assumed that all the pre-schools under the study have embraced the CBC fully and therefore, creativity and play is allocated the recommended 32.0% (KICD, 2017) of all the lessons in a week. It also assumed that all schools have items to enhance instructional and play activities. It also assumed that parents had been sensitized on the role of providing and sometimes supplementing educational resources. Further, the study assumed that pre-school teachers and head teachers have received the minimum knowledge on how to guide children in interacting with all educational resources. Finally, the study assumed that the respondents gave accurate responses to the questions raised through questionnaires and interview schedules.

1.11 Theoretical Framework

Bruner's Discovery Learning theory (Bruner, 1961) was chosen as the main theory. The theory claims that using inquiry and experience encourages learners to develop thinking and creative skills. It emphasized the process of learners forming knowledge instead of

what information they learn. Since this is the case, students get opportunities to grow their knowledge by using their own experiences. They labeled their approach as enactive (pertaining to doing), iconic (using images) and symbolic (involving language). Information or knowledge is stored in many forms in the mind and these are called modes of representation.

At the enactive stage, children start encoding and storing knowledge by using their movements. Actions taken by the arm are done without ever forming a mental picture of the objects. This step needs plenty of both indoor and outdoor materials because children may find it easier to do a physical activity than to describe it with words or drawings. Usually, images are how data is recorded on this kind of stage. It means taking something from outside and making a mental picture or icon out of it. When explaining how the weather forms, drawings greatly improve the understanding of students. The learners higher in the stage should be able to use drawing and painting resources easily.

This stage appears at the end and information is saved using a code or symbol, for example language. In contrast to actions and images, symbols enable information to be arranged, organized and modified which makes them more flexible than actions and images. In this stage, knowledge is saved mostly in the form of words, mathematical symbols or different types of symbols.

In his view, Bruner thought that all learning is made possible through the alternative ways of representing knowledge and concepts known as cognitive representation. Bruner thought that learning should first involve hands-on contact with various things. As an example in math teaching, Bruner argued for using items such as coins and algebra tiles

which are mostly used within the classroom. After someone can interact with the materials, they are supported in creating visual representations on paper such as making a shape or diagram. Thanks to this stage, the learner begins to understand the meaning of the symbols. Mathematics introduced the learner to the idea that a minus sign (–) means you are subtracting one number from the other and a plus sign (+) shows you should add those numbers together.

For Bruner (1961), the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. Bruner contends that learners' construct their own knowledge by organizing and categorizing information using a coding system through discovery rather than being taught by the teacher. This requires the teacher to provide conducive environment for the learners' discovery as well as giving appropriate information without organizing for them.

Bruner's discovery learning theory also emphasizes that a child's social environment plays a crucial in discovery learning. The more knowledgeable people in the learners' social world should help through scaffolding. Scaffolding involves cordial and structured interaction between the more knowledgeable person (especially the teacher) and the learner with the aim of helping the latter achieve a specific goal. The enriched child's environment was not only enhanced cognitive development but also psychosocial development.

Bruner's discovery learning theory was relevant in the current study in that for holistic development, learners require an environment that facilitated their cognitive and social learning. For discovery learning both indoor and outdoor educational resources are vital.

The use of artefacts and objects supports and develops thinking over time, as meaning is regimented, accumulated or deposited in things and thus remembered. In early childhood education, learning and play resources (indoor and outdoor materials) should be plentiful to encourage children to create schematic representations and model relationships as well as to focus on the sensory qualities of the object they are trying to represent or reproduce. Additionally, as the children interact with the available materials and amongst themselves, social and emotional skills are developed.

1.12 Conceptual Framework

A conceptual framework captures how the researcher sees the different accounts in the literature. It identifies the steps necessary as the research progresses, considering what others in the field have said and his own observations. Figure 1.1 represented the connection between the independent and dependent variable.

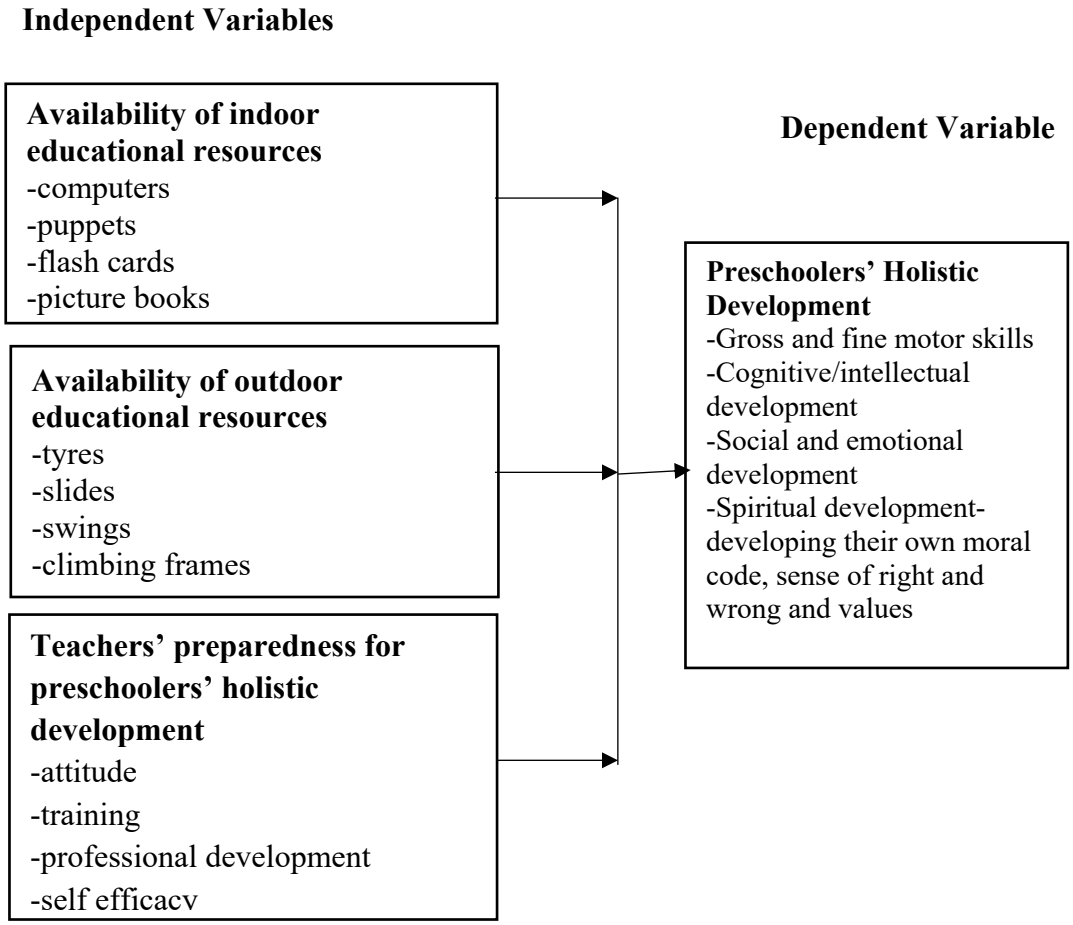


Figure 1.1: Conceptual Framework

As shown in Figure 1.1, the availability of indoor and outdoor resources/materials, as well as the preschool teachers' preparedness, are envisaged to contribute to the learners' holistic development. The presence of these resources prompts children to engage in self-initiated or teacher-guided activities. As they engage in these activities, they developed physically, cognitively, socially and emotionally.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the reviewed literature on factors determining preschoolers' holistic development in public ECDE centers. The chapter opens with a treatise on the 'concept of preschool children's holistic development and then proceeds to a literature review of the study objectives. The chapter closes with a summary of the literature review and research gaps.

2.2 The Concept Holistic Development

According to Sarkar (2020), holistic development means a child gains emotional, mental, intellectual, physical and social skills that help him or her handle the difficulties of everyday life. All of these skills matter greatly for their professional achievements. Also, Nche (2018) says that holistic development means learning and growing as a person, combining all aspects of a person’s emotional, physical, mental, social and spiritual wellness. In this way, Sarkar (2020) and Nche (2018) agree with Maria Montessori in saying that doing well in school is not enough to guarantee success and happiness in life and work.

Literacy and overall harmony in children are well supported by investing in early childhood education. Holistic development comes from the principles of holistic education which began as a new movement in the 1980s as described by Sakar (2020) and Salami (2016). The holistic education approach considers that individuals’ understanding of life, self and motivation come from contact with the environment, people around them and values of

kindness (Spier et al., 2018). Spier et al. (2018) also point out that holistic education comes from admiration and commitment to life and learning, as well as from taking part in hands-on learning and it respects the importance of relationships and human values in school. Miller (2019) points out that holistic perspectives in education rely on the work of a variety of theorists, among them Frobel, Alcott, Rousseau, Pestalozzi, Thoreau, Krishnamurti, Emerson, Gardner, Steiner, Montessori, Freire, Parker, Illich, Jung, Goodman, Maslow, Rogers, Holt, Egan and Dewey. There is a belief that modern holistic education is the result of humanist ideas that grew after World War II as well as the major culture shift in the mid-1960s. The promotion of holistic education grew in the 1970s when the holism movement became popular (Hayati et al., 2017).

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motivation come from contact with the environment, people around them and values of kindness (Spier et al., 2018). Spier et al. (2018) also point out that holistic education comes from admiration and commitment to life and learning, as well as from taking part in hands-on learning and it respects the importance of relationships and human values in school. Miller (2019) points out that holistic perspectives in education rely on the work of a variety of theorists, among them Frobel, Alcott, Rousseau, Pestalozzi, Thoreau, Krishnamurti, Emerson, Gardner, Steiner, Montessori, Freire, Parker, Illich, Jung, Goodman, Maslow, Rogers, Holt, Egan and Dewey. There is a belief that modern holistic education is the result of humanist ideas that grew after World War II as well as the major culture shift in the mid-1960s. The promotion of holistic education grew in the 1970s when the holism movement became popular (Hayati et al., 2017).

Cognitive or intellectual growth matters for a child's all-round development. This area involves how children understand new things, learn, acquire language and grasp mental ideas (Sarkar, 2020). Children during cognitive development work on thinking logically, developing the ability to speak and understand, listening well and paying good attention. They also learn mental skills such as sorting, sequencing, pairing, matching, seriation and see that one action often leads to another (Parker et al., 2022). According to Parker et al. (2022), doing puzzles, building with blocks and playing with musical games during early childhood helps children learn and grow intellectually. Dzakadzie and Agbayisah (2022) further state that children need to have plenty of opportunities to play to excel in reading, writing and math.

The other area covered in holistic development is social development in the child. To develop socially, a person must be able to communicate well and make friends and relationships which benefit both sides (Sarkar, 2020). Spier and her colleagues (2018) notice that driving a social life means sharing, good manners, kindness, patience, cooperation, leadership in some moments and following in others, good communication, respect and negotiation. When socializing healthily, people should learn to be open-minded towards other people's views. Miller (2019) points out that it helps children to know that conflict is normal, but it should always be handled politely and respectfully.

The development of a child was connected to growth in its emotions. According to Miseda (2015), people pay more attention to academic and physical skills than to emotional development, although emotional growth is very important. Children need emotional support to do well in all other parts of their lives. All children require some basic feelings, like affection, love, acceptance and approval. Speaking of emotional intelligence, according to Sarkar (2020), it involves identifying and controlling our feelings and failure in drama at an early age can hinder children in their future job opportunities. As a result, children should experience victories and failings to learn from these experiences. slowly, children learn to be independent, have good self-esteem, feel responsible and learn competence, perseverance and how to handle disappointments.

Part of holistic development for children is a Spiritual focus which nurtures their character, values and sense of right and wrong. Spiritual growth in children helps them to understand what is right and wrong and what is important to them (Miller, 2019). It also involves their own self-image as they grow, realizing that they are in charge of what choices bring about.

According to Were (2014), although the five aspects of holistic development seem unrelated, they are best developed by taking a holistic approach. Usually, a child dealing with major emotional difficulties will clash repeatedly with peers which influences cognitive, social and physical growth in a detrimental way. For this reason, children should have chances to have fun, learn about their surroundings and think of ways to develop many abilities together.

According to Rauf and Bakar (2019), the difference between play and learning for children is very narrow. As adults gain knowledge at work, children learn in their playtime. While playing, children work out their feelings and social problems, preparing them for adult life (Kirk & Jay, 2018). At this point, education tools that let children join in plays, games and other activities are very important. Dzakadzie and Agbayisah (2022) believe that having the necessary resources for teaching and for the environment is central to providing quality early childhood education. They give the caregiver/teacher the necessary help to conduct and support the curriculum. Like this, Chukwbikem (2013) explains that capacity in the educational system depends on the number and quality of resources. The researcher has therefore examined studies on the access and use of educational resources indoors and outdoors. Also, preschool teachers' responsibilities and preparation in assisting children in using materials appropriately to develop their confidence have been assessed.

2.3 Availability of Indoor Resources in ECD Centres and Learners' Holistic Development

Having plenty of toys and materials allows children to learn with ease, because they catch their interest and draw attention. Having strong teaching/learning materials helps children

understand what they are taught more easily (Dere, 2019). So, it was very important for a school to secure, organize and maintain study materials for ongoing success. When children play, they handle different materials, both inside and outside which improves their learning and emotional development (Dzakadzie & Agbayisah, 2022).

Constructive play means constructing or producing something. Toys used during this playtime often are building blocks, puzzles and puppets. It is popular with children aged around four and five and children in the first and second grades still find it enjoyable. Gradually, children get the hang of using their hands and fingertips and they are able to paint with brushes, play with wax, crayons, hunky chalks and sponges. Forcing things on children may slow their progress and giving them freedom to decide helps them develop their personalities (Gajda et al., 2017). Playing in this way makes individuals develop thinking, creativity and problem-solving skills.

Children use their imagination to pretend and thus understand what happens and how they feel. When kids match rocks, pebbles, sticks, twigs, shells and leaves and sort everything, they strengthen their gross and fine motor movements (Mtahabwa and Rao, 2019).

Playing indoors needs enough space and work areas for children to use. A standard classroom has plenty of light, built-in cupboards for storage, colorful painted walls and access to well-ventilated windows (Gil-Madrona et al., 2018). Arts and crafts activities should be offered to children as well. When doing arts and crafts, kids grab, hold and move small things, express themselves creatively and play with shapes, lines and colors. Such activities call for colored brush and foam sponges, paint of many colors, diffusion papers

and crayons. Other resources at hand inside a classroom include pictures and charts to help students remember what they have learned.

Books, toys and picture games help children learn new words. Miller (2019) points out that children need play to learn about others, vent their emotions and enjoy their time. It will also teach a child how to share, negotiate and work out problems with others. In the process of block play, children increase their skills in math, science and general reasoning (Kupers et al., 2019). An example would be if kids use long blocks to build their tower upwards since the goal is to make something tall without it falling down. Gadja and her team (2017) found that preschoolers use basic forms of geometry, especially during block play, at a higher level than what children experience in elementary school geometry.

Youngsters gain a lot from playing dramatic and imaginative games within the house too. Waweru (2019) points out that every creative classroom should have a special section that inspires kids to use their imagination. In dramatic play, kids step outside real life by acting as someone or something else and make pretend actions to go with their role. In effect, this makes them more knowledgeable and better skilled as they grow up. From this, one can say that learning materials are necessary for learners' complete development, so they must always be provided to students. Dzakadzie and Agbayisah (2022) claim that it is necessary for the materials needed for education to be present and provided to learners at the right moments, quantities and quality.

Indoor activities, in agreement with Mungai (2014), are important for the mental and social development of children in kindergarten. Thanks to the resources, teachers have more

options because all human senses are part of the process. Salami (2016) points out that 83.0 % of learning comes through seeing, while only 11.0 % is because of hearing. Salami found that we retain only one fifth of the images we see, but almost half of the images and sounds we hear and see. When sight, touch, hearing and movement are involved in learning, we learn more effectively.

According to KICD (2017), play materials should stimulate the holistic development of a child. As such, play materials should enhance language development, auditory perception, motor skills, visual skills, emotional needs, and exploration through feelings. In support of KICD's (2017) observation, Githinji and Orodho (2018) asserted that children who interact with a variety of toys at an early stage acquire higher levels of cognition than those who receive little or no stimulation and have no toys to play with. Githinji and Orodho (2018) further note that manipulating play resources enhances socialization, leading to holistic development.

Ogolla and Okello (2018) observe that natural and artificial clay are available in most ECD centers. It is enough for children to be encouraged to mold numbers and shapes and play freely with them. By mixing the clay soil with water, children can explore a wide range of exciting adventures, from mathematical concepts to using soil symbolically in the fantasy preparation of maize meal, thereby developing their cognitive ability as they make imagination.

Dzakadzie and Agbayisah's (2022) study aimed to assess the resources available for early childhood education in Ghana's Adaklu district, Volta region. Through the use of questionnaires and a descriptive survey research design, the researcher gathered information from 200 ECE teachers. The results of the study demonstrated that the

fundamental infrastructure and instructional resources required to provide high-quality early childhood education were insufficient. According to the study, the Adaklu district's Early Childhood Education coordinator should look into and find additional funding sources by contacting philanthropists, well-known people, and non-governmental organizations. Dzakadzie and Agbayisah (2022), however, made no connection between the children's overall development and availability.

In a related study, Iroegbu (2016) investigated the relationship between preschoolers' gross motor skill development and the availability and usage of playthings in early childhood education centers located in Umuahia/Ikwuano Local Government Areas (LGAs) of Abia Central Senatorial District of Abia State, Nigeria. According to the study, most centers had an abundance of balls, but not enough swings, climbing frames, slides, or skipping ropes. Additionally, the playthings that were available were only utilized during recess. If not, they were always locked up.

Githinji and Orodho (2018) researched the link between early childhood play in Kiambu County, Kenya and overall development of the children. The results showed that both managers and preschool teachers' views were linked to the effect of play on kids' development in socially, emotionally and physically active ways. Still, the study did not look at how much play resources were available to help develop the learners overall.

In a similar investigation, Ogolla and Okello (2018) studied how guided play affects the holistic progress of ECDE students in Homa Bay area. To look for directed play materials and their use in learning, the study collected data using the Head teachers' questionnaires, preschool teachers' questionnaires and an observation checklist. Researchers reported that

participating in directed play activities was only weakly linked but still impacted the overall growth of the kids. But although these resources can be used for both playing and teaching, Ogolla and Okello (2018) investigated directed play rather than mixed activities. This research will check if there are sufficient resources for play and classroom activities.

2.4 Availability of Outdoor Resources in ECD Centres and the Leaners' Holistic Development

According to Gadja et al. (2017), children need numerous opportunities to engage with both indoor and outdoor educational resources in order to develop creative thinking. Children's development is greatly aided by outdoor play, which is essential to their overall growth (Kupers, 2019). According to Jing Hua et al. (2016), play activities have been shown to engage children's entire selves and balance their emotional, mental, physical, and social status. Children learn the majority of the essential life skills through play. Additionally, researchers have discovered a strong correlation between play and learning for young children, particularly in the areas of social, physical, emotional, language acquisition, literacy, numeracy, and problem-solving skills (Spier et al., 2018).

Recent trends show that outdoor play is decreasing among children worldwide, despite the research-based evidence that links outdoor play resources and children's learning (Nche, 2018). According to Dzakadzie and Agbayisah (2022), children's lives are now much more regimented and monitored, with little time for unstructured outdoor play. According to Salami (2016), toys and both fixed and flexible playground equipment are crucial educational resources for kids' successful overall development. Children's learning and creativity are enhanced by outdoor play, which also keeps them healthy and fit. Children

learn balance, rhythm, hand-eye coordination, and large muscle coordination through active play.

According to Gil-Madrona et al. (2018), a range of active play toys, including mats for tumbling, bean bags for tossing, soft foam balls for passing games, and parachutes for lifting, promote language development, problem-solving skills, and critical thinking. By giving them sand and water for outdoor exploration, children engage in digging, scooping, and filling while learning about the wonders around them. Children enjoy playing in the sand and water because it stimulates their senses, tests their cognitive abilities, and advances all developmental domains. Youngsters learn that water is a liquid that can be splashed, poured, and frozen. Sand is a dry solid that can be raked, sifted, and shoveled (Sarkar, 2020).However, when children combine water and sand, their properties change dramatically: water becomes cloudy while the dry sand becomes firm.

Children need to be supplied with a broad assortment of toys to discover what they like and what they are good at play. Children tend to play longer when they can choose the play materials (Kupers et al., 2019). According to Gil-Madrona et al. (2018), rough-and-tumble games allow children to form social bonds, learn acceptable behaviors, and resolve conflicts.

Waweru (2013) conducted a study to determine how play materials affected the social and emotional growth of preschoolers in Kiambu County's Ngewa Zone. While an observation schedule was used to collect data on the play materials used by the students, the researcher also used questionnaires and interviews to gather information from the teachers. According to the study, all ten schools lacked swings, slides, and tires but were required to skip ropes. A significant flaw in the study, though, was that the researcher only looked at the social-

emotional component, despite the fact that children's engagement with the play materials led to holistic development.

In a related study, Wathu et al. (2017) investigated how preschoolers' social and emotional development in Kyangwithya zone, Kitui County, Kenya, was impacted by the availability and utilization of play materials. 75 kids and six teachers participated in the study, which used a descriptive survey research design. Among other things, it was discovered that while all of the preschools had tires and balls, they were severely lacking in all other playthings, including swings, slides, climbing frames, and bean bags. However, only six teachers provided data to the researcher, which did not accurately reflect what was occurring in the zone. A comparatively large sample of 54 preschoolers and 54 head teachers will be included in the current study.

In Koibatek Sub-County, Baringo County, Kenya, Chebutuk and Mbera (2019) looked into the availability of play materials and how they affected kids' development of motor skills. 152 preschool teachers participated in the study, which used a descriptive research design. Using a Likert scale, the teachers' questionnaire was used to gather quantitative data about the availability of play materials and the degree of physical skill acquisition of the kids. The study discovered that there was a significant correlation between the availability of play materials and the development of physical skills like jumping, balancing, throwing, and catching, and that play materials were sufficient in all of the ECDE centers that were sampled. The study's internal validity was diminished, though, because Chebutuk and Mbera only used the teachers' responses and did not use the observation method to determine the actual play materials available. The checklist for observing educational resources will be used in the proposed study.

2.5 Preschool Teachers' Preparedness and the Children's Holistic Development

According to Lloyd (2016), preschool teachers who have received the necessary professional training are better able to provide young children with responsive, developmentally appropriate care and nurturing learning opportunities. Additionally, Lloyd notes that preschool teachers who have a bachelor's degree and a fair amount of teaching experience are more enthusiastic about teaching science to young children. Teachers are supposed to play essential roles in guaranteeing that kids participate in both indoor and outdoor activities, according to Konca et al. (2016). Teachers should model play, model high-quality play, provide play materials, structure play environments, and encourage children to play a variety of games, (Konica et al. (2016). Fostering the holistic development of ECE learners requires teachers to be prepared in terms of the proper selection and use of educational resources as well as their attitude toward their use (Kimosop, 2019; Manduku et al., 2017). Preschool teachers play a crucial role in putting the early childhood curriculum into practice, according to Chebet (2016). Teachers' responsibilities may include fostering children's independence, discipline, and guidance; implementing effective teaching and learning strategies; and honoring cultural diversity. Teachers will inevitably contribute a variety of experiences that enhance the curriculum because they are social beings with diverse backgrounds (Ntumi, 2016).

Child-centered approaches have become popular in many ECDE centers, partly due to the preschool teachers' disapproval of the CBC curriculum's implementation in Kenya (Manduku et al., 2020). Additionally, most of the time, teachers engage students in academic work while ignoring play. Preschool teachers have also come under fire from

parents for occasionally being overly strict and assigning excessive amounts of homework, which leaves the kids with little time for play and creativity.

In Bomet County, Kenya, Manduku et al. (2020) investigated the readiness of teachers to implement early childhood development education. Twenty-five head teachers and fifty-four preschool teachers participated in the study. A questionnaire for preschool teachers, an interview schedule for head teachers, and an observation checklist were used to gather data. According to the study, the majority of teachers were ready to use visual and audio-visual aids as teaching tools. Teachers also viewed the use of instructional resources favorably. But the materials that were available in the centers were either out-of-date, deteriorated, insufficient, or inappropriate. According to the study, the government should set aside more money to buy educational materials and implement ongoing capacity building for preschool teachers. Manduku et al. (2020) did not, however, evaluate the accessibility of play and creative materials, which are also crucial for kids' overall development. The availability of both indoor and outdoor educational facilities will be evaluated, as well as the preparedness of teachers to assist children in using them.

Kimosop (2019) examined teacher readiness for implementing an early childhood education development curriculum in Baringo North Sub County in a related study. Preschool teachers, head teachers, and a county officer in charge of ECDE participated in the study. Preschool teachers' questionnaires and head teachers' interview schedules were used to gather data. According to the study, the majority of the county's preschool teachers were not adequately equipped to carry out the early childhood education development curriculum. However, in order to achieve students' holistic development, Kimosop's (2019)

study assessed the quality and accessibility of the educational materials that teachers and students were supposed to use.

In Thika Municipality, Kinuthia et al. (2013) investigated the factors that influence preschool teachers' attitudes toward teaching. Ex-post facto and descriptive survey research designs were used in the study. The sample consisted of twelve administrators and fifty-three preschool teachers. According to the results of the study, the majority of teachers had only two years or less of experience and the lowest level of professional training certificate in ECDE. On the other hand, compared to their counterparts in private schools, preschool teachers in public schools expressed greater job satisfaction. The Ministry of Education should oversee preschool teachers rather than the county government, according to the study.

Simiyu (2018) looked at how teachers' attitudes affected the choice and use of educational resources in ECDE centers in Bungoma County, Kenya. Teachers, head teachers, and educational officers participated in the study, which used a descriptive survey design. Questionnaires, checklists for observations, and interview schedules were used to collect data. According to the study, a major obstacle to implementing CBC and promoting the holistic development of the students was teachers' disapproval of using the instructional strategies and educational resources that were available.

Indeed, the ongoing conversation demonstrated that regional differences exist in the availability of educational resources and the readiness of teachers. These results run counter to a 2019 Ministry of Education report that stated the majority of Kenyan ECD centers lacked the resources necessary to successfully adopt the competence-based

curriculum. It is therefore necessary to assess the elements influencing the overall development of preschoolers in public centers located in Eldoret West Sub County, Kenya.

2.5 Summary of Literature Review and Research Gaps

The evidence was analyzed by the researcher from local, regional, and global viewpoints. Clearly, there has been a lot of research on the relationship between preschoolers' holistic development and the availability of educational resources (Miller, 2019; Miseda, 2015; Nche, 2018; Sarkar, 2020; Salami, 2016; Spier et al., 2018). Most of these studies, however, did not assess the availability and state of educational resources, aside from highlighting their significance for kids' overall development. Furthermore, there was no evaluation of the preschool teachers' abilities.

Regarding the availability and sufficiency of educational facilities as well as preschool teachers' attitudes toward the implementation of CBC, numerous studies conducted in various Kenyan sub-counties have produced a range of results (Chebutuk & Mbera, 2019; Manduku et al., 2020; Kimosop, 2019; Kinuthia et al., 2013; Simiyu, 2018; Waweru, 2018). Most of the studies concluded that public preschools lacked adequate educational facilities. To determine the circumstances in each sampled school, the majority, however, did not use a thorough observation checklist. The current study will start by addressing the gaps that have been identified.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the technique used to carry out the investigation. It emphasizes data collecting and analysis methods, research instrument validity and reliability, target population, study location, sample selection, and research design. A discussion of legal and ethical issues concludes the chapter.

3.2 Research Design

A descriptive survey research design was used for the investigation. Bell et al. (2019) state that a descriptive survey characteri**s**es and examines people's attitudes, behavio**u**rs, beliefs, and views. The design makes it possible to use questionnaires and observation checklists to gather and analyze data from a large number of respondents (Burke & Christensen, 2014). Furthermore, the study's design is deemed suitable since it will enable the researcher to collect both qualitative and quantitative data in order to determine the most widely held beliefs and opinions as well as to identify new issues.

3.3 Study Area

According to Creswell (2014), the study area is the actual physical site of the investigation. The study was carried out in Eldoret West Sub-County, which shares borders with Tanzania East to the north, Nandi North to the south, Lugari sub-County to the west, and Eldoret East to the east. The Uasin-Gishu schools census report from 2019 served as the impetus for the study. It revealed that, even after the implementation of the national competency-based curriculum, the majority of preschools in Eldoret West Sub County

continued to teach largely content-based and teacher-centred activities. Teachers' lack of the necessary abilities and the underfunding of instructional materials were blamed for the predicament. The CBC's intended objectives were in danger because of this circumstance.

3.4 Target Population

A target population is an entire group of people, situations, or items that share certain observable traits (Burke & Christensen, 2014). All of Eldoret West Sub-County's public ECD centers were the study's target population. The head and senior/lead ECD teachers were the intended respondents. Eldoret West Sub County has 180 ECD centers in 2019, with 180 headteachers and 180 senior preschool instructors, according to information from the Sub County Education office.

3.5 Sample Size and Sampling Techniques

Cooper and Schindler (2018) define a sample as a subset of the target population that is selected to guarantee representation of the full population. According to Gay, Mills, and Airasian (2009), 10.0 to 30.0 percent of the population is adequate for survey research to produce accurate results. A sample of 30.0% of 180 ECD facilities was used in the study. 54 ECD centers were thus chosen using a straightforward random sampling method (rotary). Purposively, one senior instructor was chosen to take part in the study from each of the 54 ECD centers. Additionally, a random selection of 20.0% of head teachers was made. 54 senior/lead preschool teachers and 11 head teachers made up the study sample. The study sample distribution is displayed in Table 3.1.

Table 3.1: Sample Size Distribution

Category of Respondents	Population	Sample	Proportion	Sampling Technique
ECD Centres	180	54	30.0 %	Simple random
Preschool Senior/Lead Teachers	180	54	30.0 %	Purposive
Head teachers	180	11	20.0 %	Purposive
Total	**360**	**119**	**33.0 %**	

3.6 Data Collection Measures

The study collected data from a preschool teachers' questionnaire, a head teacher interview schedule, and an educational resources observation checklist.

3.6.1 Senior Preschool Teachers' Questionnaire

The questionnaire used to gather information from preschool teachers was semi-structured and had closed-ended questions. Conversely, the respondents were free to voice their ideas in response to the open-ended questions. Sections B, C, and D comprised the four sections of the questionnaire (see Appendix II). Preschool teachers are asked to provide general information in Section A, information about indoor educational resources available for the holistic development of the preschoolers is gathered in Section B, and information about

the preschool teachers' readiness for the holistic development of the preschoolers is gathered in Section C.

3.6.2 Head Teachers' Interview Schedule

Interview schedules were utilized to collect detailed information, particularly from a smaller sample, and consisted of spoken questions (Bell et al., 2019). They give the researcher details on specific examples that are of interest. Head teachers were interviewed in order to gather information. The interview guide for head teachers (Appendix III) was organized. In order to support children's holistic development, it aimed to collect data on the availability of educational materials and the readiness of teachers.

3.6.3 Educational Resources Observation Checklist

To determine the actual state and availability of educational resources, the researcher will employ the "Educational Resources Observation Check List." According to Orodho (2012), monitoring what is actually occurring rather than interviewing respondents determines the status of the phenomenon. Thus, in each of the sampled ECD centers in Eldoret West Sub-County, the researcher will determine the existence and state of various facilities with the assistance of the senior preschool instructor.

3.7 Pilot Testing of Research Instruments

Pilot testing was necessary to guarantee the reliability and validity of research tools (Creswell, 2014). Pilot testing is used to determine the language's clarity, duration, tool structure, and administration procedure. When doing a pilot test, Sahu (2013) recommends employing 10% of the study's sample size. Therefore, using simple random sampling, the researcher chose five (10.0% of 54) preschool teachers and one head teacher from the

nearby Eldoret East Sub-County. To enhance the questionnaires and interview items, the respondents were urged to provide feedback.

3.8 Validity of the Data Collection Instruments

According to Babbie (2014), validity is the degree to which a test measures what it is intended to assess or the precision and significance of conclusions drawn from study findings. Therefore, by establishing logical connections between the questions and the goals of the study, content validity will be determined. Additionally, the researcher will make sure that all of the things are accurately represented in the study data gathering tools. Pilot testing the tools and having the researcher's two supervisors examine them will accomplish this.

3.9 Reliability of the Data Collection Instruments

A research instrument's accuracy or precision is determined by its reliability, which is the extent to which it produces consistent data or outcomes following multiple trials (Babbie, 2014). The Cronbach correlation coefficient was calculated to determine the questionnaire's reliability among preschool teachers. Creswell (2014) states that any social science research tool should have a reliability coefficient of.6 or higher.

3.10 Data Collection Procedure

The researcher received a research authorization from the National Commission of Science, Technology, and Innovation (NACOSTI) as well as an introduction letter from Nazarene University. Permission will be obtained through the permit at the Eldoret West Sub-County District Education Office. The chosen schools' consent will be requested using the permit and the letter from the DEO's office. The questionnaires were completed by the preschool teachers themselves. On the days that the interviews were scheduled, the

researcher also scheduled meetings with head teachers. The procedure of gathering the data took a month.

3.11 Data Processing and Analysis

According to Kombo and Tromp (2006), data analysis is the process of organizing the raw data that has been gathered in order to determine meaning or specific trends. In order to find flaws and omissions, the process began with editing. The Statistical Package for Social Sciences (SPSS) version 22 program was used to analyze the coded questionnaire data. Descriptive statistics, including percentages, means, and standard deviations, were used to analyse the data in relation to the study's goals. Themes were created using qualitative data, which was then translated into quantitative data as needed. To supplement the quantitative data, certain information derived from the interview schedules of head teachers was given verbatim. Head instructors were identified using identification marks like H1, H2, and H3 to preserve anonymity.

3.12 Legal and Ethical Considerations

During the research process, the researcher noticed ethical and legal concerns. As stated in section 3.10, this was achieved by the researcher securing the necessary permits. The respondents were given an explanation by the researcher of the purpose and scope of the study, as well as the fact that there was no payment associated with taking part. Respondents were given the assurance that any information they submitted would be handled professionally and used only for the study, as well as kept confidential. The researcher obtained consent from the participants before distributing the questionnaire, and

they were free to leave the study at any point while it was underway. All information sources were cited by the researcher in order to respect copyrights and prevent plagiarism.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents results and discussions of the findings of the study on the evaluation of factors that determine preschoolers' holistic development in public centres in Eldoret West sub-county, Kenya. The results and discussions of the findings of the study are based on the objectives of sub-County which were to: establish the availability of indoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West sub County, examine the availability of outdoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West sub-County, and find out the teachers' preparedness for preschoolers' holistic development in public ECD centers in Eldoret West sub County.

4.2 Demographic Characteristics of the Respondents

The researcher collected background information from respondents who are directly involved in nurturing holistic development for the preschoolers. The respondents are of blended experiences and qualifications in the preschool education sector. This formed a foundation under which interpretations of this study's findings were made.

4.2.1 Response Rate

The study sampled 11 headteachers and 54 preschool teachers. However, the researcher managed to collect data from 8 headteachers, and 54 preschool teachers giving a response rate of 72.7 % and 100.0 % respectively. Creswell and Creswell (2017) recommend a

response rate of 70% or more, and therefore, this response was considered sufficient for analysis.

4.2.2 Gender of Respondents

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

Table 4.1: Gender Distribution of Respondents

Category of respondents	Gender	Frequency	Percentage %
Preschool Teachers	Male	7	13.0
	Female	47	87.0
	Total	**54**	**100.0**
Headteachers	Male	6	75.0
	Female	2	25.0
	Total	**8**	**100.0**

Table 4.1 shows gender distribution of the respondents' rate. This clearly shows that majority of the preschool teachers were female whereby out 54 preschool teachers, 47 were female representing 87% of respondent rate while 7 preschool teachers were male, representing 13% of the respondent rate. However, there were more male preschool administrators than female constituting the researcher's gender distribution of respondents. As shown in the above, 6 headteachers whom the researcher interviewed were male, this represents 75% while 2 headteachers were female representing 25%. Notwithstanding the presence of both genders, regardless of their numerical distribution, facilitated the

researcher in capturing a diverse range of perspectives, opinions, and insights. This inclusive approach ensured a comprehensive understanding of the factors influencing preschoolers' holistic development, as perspectives from both male and female respondents enriched the data analysis process.

4.2.3 Age Bracket of Respondents

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

Table 4.2: Respondents' Age Bracket Distribution

Age in years	Category			
	Preschool Teachers		Head Teachers	
	F	%	f	%
< 25	9	16.7	0	0.0
25-30	24	44.4	0	0.0
31-40	11	20.3	1	12.5
41-50	7	13.0	5	62.5
> 50	3	5.6	2	25
Total	**54**	**100.0**	**8**	**100.0**

As depicted in Table 4.2, the data reveals that 33 preschool teachers, constituting 61.1% of the sample, are aged 30 years and below, indicating a predominance of youthful educators within the preschool sector in Eldoret West Sub- County, Kenya. This suggests a vibrant

and dynamic workforce, with a significant portion of teachers inclined towards continuous learning and professional development. Conversely, only 10 teachers, representing 18.6% of the sample, are over 40 years old, indicating a lesser presence of senior educators within the demographic makeup.

Interestingly, the demographic composition of headteachers presents a contrasting picture, with the majority (87.5%) being over 40 years old. This implies that the leadership positions within public preschool centers in Eldoret West Sub- County are predominantly occupied by experienced and mature individuals. Their wealth of experience and depth of knowledge can offer invaluable insights into the factors influencing preschoolers' holistic development, thereby enriching the study's findings.

4.2.4 Preschool Teachers Highest Level of Professional Training in Preschoolers' Holistic Development Centers

In the study, the researcher aimed to understand the professional training levels of preschool teachers in public preschoolers' holistic development centers. Teachers often advance from being untrained to acquiring certificates, diplomas, degrees, and even further education. The level of training attained can significantly impact a teacher's ability to employ suitable methodologies for preschool learners, potentially enhancing their social-emotional development. Figure 4.2 illustrates how preschool teachers are distributed based on their highest level of professional training.

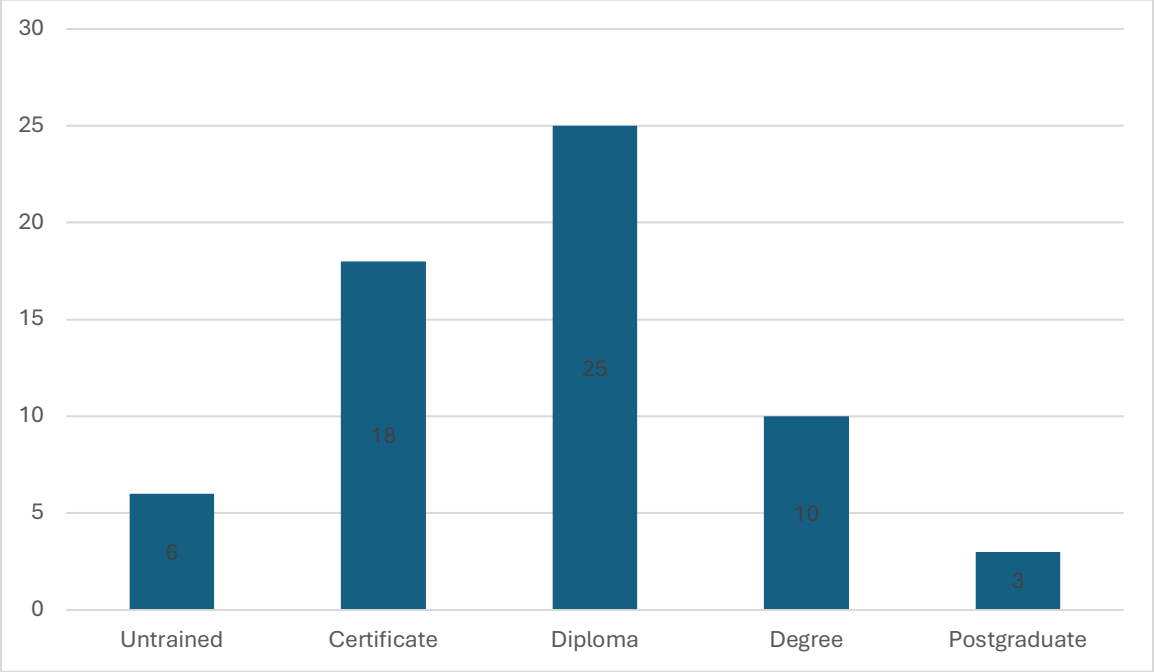


Figure 4.2: Preschool Teachers Highest Level of Professional Training in Preschoolers' Holistic Development Centers

It is evident from Figure 4.2 that 18 of teachers representing 29% were certificate holders, 25 representing 40.3% were diploma holders , 10 teachers representing 16.1% were degree holders and only 3 teachers representing 4.9% had post graduate training. However, six teachers constituting 9.7% had no professional training in Preschoolers' holistic development. This implied that majority of preschool teachers (90.3%) in Eldoret West Sub County were professionally trained and were likely to give meaningful information on preschoolers' holistic development.

4.2.5 Preschool Teachers' teaching Experience in their Current Preschoolers' Holistic Development Centers

The researcher also endeavored to ascertain the teaching experience of educators in their current Public Preschool holistic development centers. This information was deemed crucial as it directly correlated with the teachers' familiarity with available play materials, their ability to improvise play materials, and their knowledge of the most preferred types of play activities within the local context. Teachers with one year or more of experience in a particular center are likely to possess a comprehensive understanding of the learning environment, enabling them to provide more accurate insights. This not only enhances the quality of data collected but also minimizes threats to both internal and external validity. Figure 4.3 visually represents the distribution of preschool teachers based on their teaching experience, offering a clear snapshot of the level of expertise within the Pre-school education centers under study.



Figure 4.3: Preschool Teachers Teaching Experience in Their Current Station

As evident from Figure 4.3, only 10.0 % of preschool teachers had an experience of less than one year, 32.0 % of teachers had an experience of one to two years, while 46.0 % had an experience of three years and above. Thus, 90% of teachers had taught for at least one year in their current preschool education centers. This implied that they could respond with certainty regarding the play materials available, the integration of play in teaching and learning, and the different types of play that exposed to the learners.

4.3 Availability of Indoor Educational Resources for Preschoolers Holistic Development

The first objective of the study wasto establish the influence of availability of play materials on children‘s social-emotional development in Eldoret West Su-county.To achieve the objective, a set of statements in form of a Likert scale were posed to the preschools teachers to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded as per the following scale:

NA= Not Available (1)-Completely nonexistent

SPA= Sparingly Available (2)-Available but extremely few to have an impact

MA = Moderately Available (3)-Available in quantities that can create an impact, though not adequate.

SA= Sufficiently Available (4)-Available and adequate for the school needs

The analyzed data was summarized in frequencies, percentages, means and standard deviations (SD) as depicted in Table 4.4.

Table 4.3: Availability of Indoor Educational Resources for Preschoolers Holistic Development

Play Items		**NA**	**SPA**	**MA**	**SA**	**Mean**	**SD**
	f	40	12	1	1	0.78	0.15
Computers	**%**	**74.0**	**22.2**	**1.9**	**1.9**		
Flashcards for teaching and	f	22	19	7	6	1.9	0.8
learning	**%**	**42.6**	**35.2**	**13.0**	**9.3**		
	f	14	7	21	12	2.8	0.8

Clay and Sand for Modelling Activities	**%**	**25.9**	**13.0**	**38.9**	**22.2**		
Visual aids like posters for teaching	f	17	11	18	8	1.61	0.91
	%	**31.6**	**20.4**	**33.3**	**14.8**		
Alphabets cards for teaching and Learning	f	21	13	11	9	1.55	0.90
	%	**38.9**	**24.1**	**20.4**	**16.6**		
Dolls	f	11	14	17	12	1.89	0.87
	%	**21.0**	**26.3**	**31.6**	**21.1**		
Toy cars	f	16	17	13	8	1.63	0.86
	%	**29.6**	**31.5**	**24.1**	**14.8**		
Counting Blocks	f	11	7	22	14	1.89	0.92
	%	**21.0**	**13.1**	**42.1**	**23.7**		
Balls	f	3	11	24	16	2.37	0.88
	%	**5.6**	**20.4**	**44.4**	**29.6**		
Puppets	f	10	23	13	8	2.35	0.95
	%	**18.5**	**42.6**	**24.1**	**14.8**		
Plasticines	f	10	10	13	21	2.83	1.13
	%	**18.5**	**18.5**	**24.1**	**38.9**		
Puzzles	f	36	6	8	4	1.7	0.6
	%	**66.7**	**11.1**	**14.8**	**7.4**		
Marbles	f	31	3	11	9	1.44	0.90
	%	**57.9**	**5.3**	**21.0**	**15.8**		

N = 54

Table 4.3 above presents the availability of indoor educational resources for preschoolers' holistic development in public centers in Eldoret West Subcounty, Kenya. The data provided highlights the distribution of responses regarding the availability of Indoor Educational Resources for Preschoolers Holistic Developmentamong the respondents.

Most of the respondents, comprising 74.1%, reported that computers were not available in the preschools. Another 22.2% of the respondents noted that computers were available but in extremely limited quantities, suggesting that their impact on the holistic development of preschoolers may be minimal. On the other hand, 1.9% of the respondents stated that computers were moderately available, while only 1.9% indicated that computers were sufficiently available in the preschools.

Computers play a crucial role in enhancing preschoolers' holistic development by providing interactive learning experiences and introducing children to basic digital literacy skills. However, the data suggests a significant lack of access to computers in the preschools surveyed, which could potentially hinder the development of essential skills in young learners.

Similarly, the data indicates varied levels of availability of flashcards within the surveyed preschools: 42.6% of respondents reported that flashcards were not available, highlighting a concerning lack of this fundamental resource. A notable 35.2.2% of respondents acknowledged that while flashcards were present, their quantity was extremely limited, suggesting their potential impact on teaching and learning could be greatly diminished.

Only 13.0% of respondents indicated that flashcards were moderately available, signifying a partial accessibility to this educational tool.

Encouragingly, 11.1% of respondents reported that flashcards were sufficiently available, though still a minority indicating ample access to this resource.

Flashcards play a vital role in early childhood education, facilitating visual learning, vocabulary building, and concept reinforcement. Their absence or limited availability may hinder effective teaching and learning experiences for preschoolers.

Approximately 25.9% of respondents reported that clay and sand were not available within the surveyed preschools, indicating a significant lack of these essential materials.

A smaller portion, comprising 13.0% of respondents, acknowledged that while clay and sand were present, their quantity was extremely limited, potentially diminishing their impact on modeling activities.

A substantial 38.9% of respondents indicated that clay and sand were moderately available, suggesting a decent accessibility to these resources for modeling purposes.22.2% of respondents reported that clay and sand were sufficiently available, indicating a notable proportion of preschools with ample access to these materials for modeling activities.

Visual aids, such as posters, play a fundamental role in enhancing teaching and learning experiences for preschoolers. From the data, it reveals that 31.5% of respondents reported posters as not available, while 13.0% indicated their availability in extremely limited quantities. However, a significant proportion, 33.3%, reported moderate availability, with 14.8% stating that posters were sufficiently available. These findings underscore the

importance of visual aids in reinforcing concepts and promoting engagement of preschoolers in holistic development.

Alphabet cards serve as invaluable tools for teaching literacy skills to preschoolers. The data indicates that 38.9% of respondents reported alphabet cards as not available, while 24.1% stated their availability in limited quantities. Interestingly, 20.4% reported moderate availability, and 16.6% noted sufficient availability of alphabet cards. These findings highlight the need to ensure access to foundational literacy resources for effective holistic development of the preschoolers.

Dolls play a significant role in fostering imaginative play and social-emotional development among preschoolers. The data reveals that 20.4% of respondents reported dolls as not available, while 25.9% indicated their availability in extremely limited quantities. However, a substantial 31.5% reported moderate availability, with 22.2% stating that dolls were sufficiently available. These findings emphasize the importance of providing diverse play materials to support holistic development.

Toy cars offer opportunities for pretend play and fine motor skill development among preschoolers. The data indicates that 29.6% of respondents reported toy cars as not available, while 31.5% stated their availability in extremely limited quantities. However, 24.1% reported moderate availability, and 14.8% noted sufficient availability of toy cars. These findings underscore the need to ensure access to a variety of play materials to cater to children's diverse interests and developmental needs.

Counting blocks are essential for promoting mathematical concepts and cognitive development in preschoolers. The data reveals that 20.4% of respondents reported counting blocks as not available, while 13.0% indicated their availability in extremely limited quantities. Interestingly, 40.7% reported moderate availability, and 25.9% noted sufficient availability of counting blocks. These findings highlight the significance of hands-on learning materials in fostering mathematical understanding and problem-solving skills from an early age.

Balls are versatile play materials that promote physical activity, social interaction, and gross motor skill development among preschoolers. The data indicates that only 5.6% of respondents reported balls as not available, while 20.4% stated their availability in extremely limited quantities. Remarkably, 44.4% reported moderate availability, and 29.6% noted sufficient availability of balls. These findings underscore the importance of providing ample opportunities for active play to support children's overall development.

Puppets are valuable tools for storytelling, imaginative play, and language development in preschoolers. The data reveals that 18.5% of respondents reported puppets as not available, while 42.6% indicated their availability in extremely limited quantities. However, 24.1% reported moderate availability, and another 14.8% noted sufficient availability of puppets. These findings emphasize the role of dramatic play in fostering communication skills and creativity among young children.

Plasticines offer opportunities for sensory exploration, creativity, and fine motor skill development in preschoolers. The data indicates that 18.5% of respondents reported plasticines as not available, while an equal percentage stated their availability in extremely

limited quantities. However, 24.1% reported moderate availability, and 38.9% noted sufficient availability of plasticines. These findings highlight the importance of providing materials that encourage hands-on exploration and artistic expression in early childhood education.

Puzzles are valuable educational tools that promote problem-solving skills, spatial awareness, and cognitive development in preschoolers. The data reveals that a significant 66.7% of respondents reported puzzles as not available, while only 11.1% indicated their availability in extremely limited quantities. However, 14.8% reported were moderately available and a small percentage of 7.4% reported sufficient availability of puzzles. These findings underscore the need to prioritize access to developmentally appropriate puzzles to support children's cognitive growth and learning.

Marbles offer opportunities for sensory exploration, fine motor skill development, and imaginative play among preschoolers. The data indicates that a substantial 57.4% of respondents reported marbles as not available, while 5.6% stated their availability in extremely limited quantities. However, 20.4% reported moderate availability, and another 16.6% noted sufficient availability of marbles. These findings underscore the importance of providing a diverse range of play materials to support children's holistic development.

Most of the preschools were however, well equipped in skipping balls. Only three schools constituting 5.6% had balls while. Of all the indoor materials, clay, and sand for modelling activities were the most prevalent ($M = 2.8$, $SD = 0.8$). Only sixteen preschools constituting 26.3 % had were lacking clay and sand for modelling activities. Thus, through the availability of clay and sand for modelling aids in developing fine Motor Skills through

Manipulating clay and sand that involves using the small muscles in the hands and fingers, which helps in improving fine motor skills. Preschoolers practice pinching, rolling, squeezing, and shaping the materials, which enhances their hand-eye coordination and dexterity.

Similarly, there is the development of Creativity and Imagination. Clay and sand provide an open-ended medium for children to express their creativity and imagination. Preschoolers can mold the materials into different shapes, objects, and structures, allowing them to explore their artistic abilities and create unique artworks.

4.4 Availability of Outdoor Educational Resources for Preschoolers Holistic Development

Play Items		NA	SPA	MA	SA	Mean	SD
Tyres	f	7	12	15	20	2.72	1.06
	%	**13.0**	**22.2**	**27.8**	**37.0**		
Monkey bars	f	20	14	12	8	2.04	1.05
	%	**37.0**	**25.9**	**22.2**	**14.8**		
Slides	f	14	8	18	14	2.41	1.09
	%	**25.9**	**14.8**	**33.3**	**25.9**		
Swings	f	15	11	18	10	2.31	1.04
	%	**27.8**	**20.4**	**33.3**	**18.5**		
Merry go round	f	18	12	12	12	2.06	1.07
	%	**33.3**	**22.2**	**22.2**	**22.2**		
Skipping Ropes	f	8	12	21	13	2.43	0.97

	%	**14.8**	**22.2**	**38.9**	**24.1**		
Water Play Facilities	f	12	14	16	12	2.19	1.04
	%	**22.2**	**25.9**	**29.6**	**22.2**		
Balls	f	5	12	20	17	2.80	0.89
	%	**9.3**	**22.2**	**37.0**	**31.5**		
Climbing Frames	f	14	14	13	13	2.13	1.05
	%	**25.9**	**25.9**	**24.1**	**24.1**		
Bean Bags	f	25	6	12	8	1.76	1.03
	%	**51.9**	**11.1**	**22.2**	**14.8**		
Seesaw for outdoor activities	f	25	4	15	10	1.89	0.96
	%	**46.3**	**7.4**	**27.8**	**18.5**		

N=54

Table 4.4 Availability of Outdoor Educational Resources for Preschoolers Holistic Development

As presented in Table 4.4, according to the survey, 13.0% of respondents reported tyres as not available, while 22.2% stated their availability in extremely limited quantities. However, a significant 27.8% reported moderate availability, with 37.0% noting sufficient availability of tyres. Tyres serve as versatile play items that promote physical activity, creativity, and imaginative play among preschoolers. These findings underscore the importance of providing diverse and stimulating outdoor play materials to support children's holistic development.

Monkey bars offer opportunities for physical exercise, motor skill development, and spatial awareness among preschoolers. The data reveals that 37.0% of respondents reported monkey bars as not available, while 25.9% stated their availability in extremely limited quantities. However, a smaller portion, 22.2%, reported moderate availability, with 14.8% noting sufficient availability of monkey bars. These findings emphasize the need **to** prioritize the installation of age-appropriate and safe playground equipment to promote active play and physical well-being among young children.

Slides provide opportunities for sensory exploration, risk-taking, and social interaction among preschoolers. The data indicates that 25.9% of respondents reported slides as not available, while 14.8% stated their availability in extremely limited quantities. However, a substantial 33.3% reported moderate availability, with 25.9% noting sufficient availability of slides. These findings highlight the importance of providing engaging and stimulating outdoor play structures to support children's physical, social, and emotional development.

Swings offer opportunities for sensory stimulation, balance development, and social interaction among preschoolers. The data reveals that 27.8% of respondents reported swings as not available, while 20.4% stated their availability in extremely limited quantities. However, a notable 33.3% reported moderate availability, with 18.5% noting sufficient availability of swings. These findings underscore the significance of installing a variety of playground equipment to cater to children's diverse interests and developmental needs.

Merry-go-rounds provide opportunities for vestibular stimulation, cooperative play, and spatial awareness among preschoolers. The data indicates that 33.3% of respondents

reported merry-go-rounds as not available, while 22.2% stated their availability in extremely limited quantities. However, 22.2% reported moderate availability, with 22.2% noting sufficient availability of merry-go-rounds. These findings emphasize the importance of ensuring access to age-appropriate and well-maintained outdoor play equipment to support children's physical and social development.

Balls are versatile play items that promote physical activity, coordination, and social interaction among preschoolers. The data reveals that only 9.3% of respondents reported balls as not available, while 22.2% stated their availability in extremely limited quantities. Remarkably, 37.0% reported moderate availability, with 31.5% noting sufficient availability of balls. These findings highlight the importance of providing ample opportunities for active play to support children's physical and social development.

Skipping ropes offer opportunities for cardiovascular exercise, coordination development, and rhythmic movement among preschoolers. The data indicates that only 14.8% of respondents reported skipping ropes as not available, while 22.2% stated their availability in extremely limited quantities. Interestingly, 38.9% reported moderate availability, with 24.1% noting sufficient availability of skipping ropes. These findings underscore the importance of promoting physical activity and motor skill development through the provision of age-appropriate outdoor play equipment.

Seesaws provide opportunities for cooperative play, balance development, and social interaction among preschoolers. The data reveals that a substantial 46.3% of respondents reported seesaws as not available, while only 7.4% stated their availability in extremely limited quantities. However, 27.8% reported moderate availability, with another 18.5%

noting sufficient availability of seesaws. These findings emphasize the need to prioritize the installation of inclusive and developmentally appropriate outdoor play equipment to support children's physical and social development.

Climbing frames offer opportunities for gross motor skill development, spatial awareness, and risk-taking among preschoolers. The data indicates that 25.9% of respondents reported climbing frames as not available, while another 25.9% stated their availability in extremely limited quantities. However, 24.1% reported moderate availability, with another 24.1% noting sufficient availability of climbing frames. These findings underscore the importance of providing challenging yet safe outdoor play structures to support children's physical development and confidence-building.

Bean bags offer opportunities for tactile stimulation, cooperative play, and imaginative activities among preschoolers. The data reveals that a substantial 51.9% of respondents reported bean bags as not available, while only 11.1% stated their availability in extremely limited quantities. However, 22.2% reported moderate availability, with another 14.8% noting sufficient availability of bean bags. These findings underscore the importance of providing a variety of outdoor play materials to support children's sensory exploration and social interaction.

Finally, Water plays facilities offer opportunities for sensory exploration, experimentation, and cooperative play among preschoolers. The data indicates that 22.2% of respondents reported water play facilities as not available, while 25.9% stated their availability in extremely limited quantities. However, 29.6% reported moderate availability, with another 22.2% noting sufficient availability of water play facilities. These findings highlight the

importance of incorporating water-based activities into outdoor play environments to support children's holistic development.

4.5 Preschool Teacher Preparedness for the Learners' Holistic Development

The third objective of this study was to find out the level of teachers' preparedness for preschoolers' holistic development in public ECD centers in Eldoret West Sub County.

To explore this objective, the study engaged with preschool teachers working within the selected public ECD centers in Eldoret West Sub County. The research aimed to uncover insights into teachers' readiness and capacity in fostering holistic development encompassing various domains such as physical, cognitive, social, emotional, and language development among preschoolers.

A comprehensive assessment was conducted to gauge teachers' preparedness in implementing strategies and activities that promote holistic development. Teachers were evaluated based on their proficiency in incorporating diverse teaching methodologies, creating inclusive learning environments, and effectively addressing the individual needs of each child under their care.

The questionnaire responses for this assessment were coded as per the following scale:

SD=Strongly Disagree (1)

D= Disagree (2)

N = Not sure (3)

A= Agree (4)

SA = Strongly Agree (5)

The analyzed data was summarized in frequencies, percentages, means and standard deviations (SD) as shown in Table 4.5.

STATEMENT	Strongly Disag	Disagree (D)	Not Sure (N)	Agree (A)	Strongly	Mean	Standard

		ree (SD)			Agree (SA)		Deviation (SD)
Attitude							
The new CBC Five learning areas can lead to learners' holistic development.	f	1	2	10	31	10	3.91	0.87
	%	1.9	3.7	18.5	57.4	18.5		
The seven Core competencies emphasized in preschool CBC are very critical for the learners' holistic development.	f	1	3	10	29	11	3.87	0.93
	%	1.9	3.7	18.5	53.7	20.4		
The more emphasis on play will enhance the learners' holistic development	f	1	2	11	33	7	3.76	0.84
	%	1.9	3.7	20.4	61.1	13.0		
The CBC new non-ranking, assessment method will enhance the learners' holistic development	f	7	12	8	19	8	3.00	1.32
	%	13.0	22.2	14.8	35.2	14.8		
Professional Development								
I visit other schools for bench marking	f	3	12	1	21	17	3.52	0.91
	%	5.6	22.2	1.9	38.9	31.5		
I attend refresher courses in ECDE	f	1	9	3	27	17	3.87	0.95
	%	1.9	16.7	5.6	44.4	31.5		
I normally access materials on changes in curriculum	f	16	24	2	8	4	2.20	1.06
	%	29.6	44.4	3.7	14.8	7.4		

I normally attend seminars and workshops on ECDE	f	3	10	2	27	12	3.63	1.10
	%	5.6	18.5	3.7	50.0	22.2		
I am conversant with the current government policies	f	15	18	3	12	6	2.48	1.27
in ECDE	%	27.8	33.3	5.6	22.2	11.1		
I have videos on the latest various methods of teaching	f	14	24	4	8	4	2.19	1.05
creative activities in ECDE	%	25.9	44.4	7.4	14.8	7.4		
I have learnt how to improve some teaching and	f	3	7	4	24	16	3.78	1.20
learning resources using locally available materials	%	5.6	13	7.4	44.4	29.6		

N=54

Table 4.5: Preschool Teacher Preparedness for the Learners' Holistic Development

As demonstrated in table 4.5, two key aspects of Preschool Teacher Preparedness for the Learners' Holistic Development were measured. The data presented in the table 4.5 reveals on the attitude Towards Curriculum Components, regarding the new CBC learning areas, many respondents (57.4%) express agreement that these areas can lead to learners' holistic development, with an additional 18.5% strongly agreeing. This suggests a positive reception of the new curriculum framework among teachers in Eldoret West Sub County. However, there is a notable portion (18.5%) that remains unsure about its potential impact, indicating a need for further clarification or training.

Similarly, a significant proportion of respondents (53.7%) agree that the core competencies emphasized in the preschool CBC are critical for learners' holistic development. Another 11% strongly agree, further underscoring the importance of these competencies in shaping children's overall growth and learning experiences. However, there remains a notable

percentage (18.5%) that expresses uncertainty, suggesting a potential gap in understanding or awareness.

Regarding the emphasis on play for holistic development, most respondents (56.5%) agree that increasing emphasis on play can enhance learners' holistic development. However, a substantial portion (24.2%) remains uncertain about this assertion, highlighting a need for further exploration or support in integrating play-based approaches into teaching practices.

Regarding the new non-ranking assessment method under the CBC, while a notable percentage of respondents (61.1%) agree that it can enhance holistic development, there is also a significant portion (13.0%) that strongly disagrees. This suggests a divided opinion among teachers regarding the efficacy of the new assessment approach, indicating a potential area for further training or support.

Regarding Professional Development Practices, on benchmarking practices, a considerable percentage of respondents (22.2%) disagree with the statement that they visit other schools for benchmarking. However, 31.5% strongly agree, indicating a notable variation in engagement with this professional development activity among teachers.

In contrast, most respondents (31.5%) strongly agree that they attend refresher courses in Early Childhood Development and Education (ECDE), highlighting a proactive approach to continuous learning and skill development among a significant portion of teachers. Similarly, a majority (22.2%) strongly agree that they attend seminars and workshops on ECDE, indicating a strong commitment to professional growth and staying updated on best practices.

However, there are areas of concern regarding familiarity with government policies and access to instructional resources. A considerable percentage of respondents (27.8%) disagree or strongly disagree that they are conversant with current government policies in ECDE, suggesting a potential gap in knowledge or awareness. Similarly, a substantial portion (25.9%) disagree or strongly disagree that they have videos on teaching creative activities, indicating a potential need for additional resources or support in this area.

In conclusion, the findings reveal a generally positive attitude towards key curriculum components related to holistic development among teachers in Eldoret West Sub County. However, there are areas of uncertainty and divergence of opinion, particularly regarding the effectiveness of certain curriculum elements and assessment methods. Additionally, while professional development practices such as attending refresher courses and seminars/workshops are prevalent among respondents, there are gaps in benchmarking practices and access to instructional resources that warrant attention. Overall, addressing these findings can contribute to enhancing teachers' preparedness for promoting preschoolers' holistic development effectively in public ECD centers.

4.6 Evaluation of Factors That Determine Preschoolers Holistic Development in Public Centres in Eldoret West Sub-County, Kenya

To determine the level of children social-emotional development in various schools, the researcher used the preschool children social-emotional development assessment observation schedule (Appendix V). The researcher observed indoor and outdoor children interaction. For each of the selected schools, the extent to children exhibited social-emotional skills such as sharing, patience, turn taking, empathy and others was noted.The

rating was done such that: ‘Below Average’ was rated number 1; ‘Average’ number 2; ‘Good’ number 3; ‘Very good’ number 4. The mean rating were computed such that the interpretation was as follows:

$1 \leq x \leq 1.75$	Below Average
$1.75 < x \leq 2.5$	Average
$2.5 < x \leq 3.25$	Good
$3.25 < x \leq 4$	Very Good

Where x is the calculated mean response.

Table 4.6 shows the mean rating (*M*) and corresponding standard deviation (*SD*) for each of the learners’ social-emotional skills in public and private ECDE centers in Keiyo North Sub-County.

Assessing the holistic development of preschoolers is crucial in understanding their overall growth and readiness for formal education. This section presents an evaluation of factors influencing preschoolers' holistic development in public early childhood development (ECD) centers within Eldoret West Sub-County, Kenya. The study focuses on various dimensions of holistic development, including gross and fine motor skills, cognitive/intellectual fulfillment, social development, emotional development, and spiritual development/moral code.

Preschoolers’ Holistic Development	Public ECD Centers (N=54)		
	Mean	SD	Rating

Gross and Fine Motor skills	2.8	0.7	Good
Cognitive/Intellectual fulfillment	3.2	0.6	Very Good
Social Development	2.5	0.5	Good
Emotional Development	3.0	0.8	Very Good
Spiritual Development/Moral Code	2.9	0.7	Good
Aggregate Mean	2.9	0.6	Good

N=54

Table 4.6: Ratings of Preschoolers' Holistic Development in Public ECD Centers

Assessing the development of preschoolers in public ECD centers in Eldoret West Sub-County, Kenya, sheds light on various facets of their growth. One crucial aspect is their gross and fine motor skills, which reflect their physical abilities. The observed mean rating of 2.8, with a standard deviation of 0.7, indicates a commendable level of development. This suggests that preschoolers in these centers are proficient in tasks requiring both large and precise muscle movements, essential for their overall physical development.

Moving beyond physical prowess, cognitive and intellectual fulfillment is pivotal for preschoolers as they embark on their educational journey. The recorded mean rating of 3.2, with a standard deviation of 0.6, underscores a robust cognitive development among preschoolers in public ECD centers. This implies that they demonstrate adept problem-solving skills, critical thinking abilities, and language proficiency, laying a strong foundation for future academic endeavors.

Social development is another critical domain for preschoolers, encompassing their interactions with peers and adults, as well as their ability to share, cooperate, and communicate effectively. With a mean rating of 2.5 and a standard deviation of 0.5, preschoolers in public ECD centers exhibit positive social behaviors, indicating a nurturing environment that fosters constructive social engagement.

Emotional development is paramount in shaping preschoolers' ability to navigate and regulate their emotions, empathize with others, and cultivate resilience. The observed mean rating of 3.0, with a standard deviation of 0.8, signifies strong emotional intelligence among preschoolers in public ECD centers. This suggests that they demonstrate a keen understanding of their emotions and exhibit adaptive coping mechanisms when faced with various emotional challenges.

Furthermore, spiritual development and moral code play a significant role in preschoolers' moral reasoning and ethical decision-making. The mean rating of 2.9, with a standard deviation of 0.7, indicates a growing awareness of moral concepts and alignment with positive values among preschoolers in public ECD centers. This underscores the importance of instilling moral principles and ethical values from an early age to guide their behavior and decision-making.

In summary, the aggregate mean rating of 2.9, with a standard deviation of 0.6, reflects a commendable level of holistic development among preschoolers in public ECD centers in Eldoret West Sub-County, Kenya. These findings highlight the significance of providing a conducive learning environment and adequate resources to support preschoolers' overall

growth and readiness for formal education, laying a solid foundation for their lifelong learning journey.

4.7 Hypothesis Testing

To assess the factors influencing preschoolers' holistic development, multiple regression analysis was conducted to determine the magnitude and significance of each predictor on the dependent variable, which is the level of preschoolers' holistic development. The regression model was formulated as follows:

$Y= \beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3X_3+\varepsilon$, Where:

Y = Preschoolers' holistic development

X_1 = Availability of indoor educational resources

X_2 = Availability of Outdoor educational resources

X_3 = Preschool teacher preparedness

ε = Error term

Tables 4.7, 4.8, and 4.9 provide a summary of the multiple regression analysis.

Table 4.7: Multiple Regression Model Summary

Model	*R*	R^2	Adjusted R^2	Standard error of the estimate
1	0.782	0.6626	0.611	0.585

Predictors: (constant), Availability of indoor educational resources, Preschool teacher preparedness, Attitude towards new curriculum implementation

Dependent variable:

Preschoolers' holistic development

The strong correlation coefficient (R = 0.782) indicates a robust relationship between the predictors and preschoolers' holistic development. Approximately 61.1% of the variance in preschoolers' holistic development can be explained by the independent variables.

Table 4.8: Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	*F*	Sig.
1	Regression	58.812	**3**	19.604	**20.558**	**0.038**
	Residual	32.422	**34**	0.9536		
	Total	**91.234**	**37**			

df*- Degrees of Freedom

The ANOVA table indicates that the regression model is **significant** (F = 23.598, p = 0.002), suggesting that the combined predictors significantly contribute to explaining the variance in preschoolers' holistic development.

Table 4.9: Summary of Multiple Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig. value**
1	(Constant)	1.131	0.218		5.186	0.001

Availability of play indoor educational resources	0.318	0.096	0.318	3.311	0.002
Availability of outdoor educational resources	0.423	0.129	0.423	3.279	0.003
Preschool teachers' preparedness	0.382	0.112	0.382	3.407	0.002

Dependent variable: Preschoolers' holistic development

The regression coefficients indicate that each predictor significantly influences preschoolers' holistic development. Specifically, for every one-unit increase in availability of indoor educational resources (X1), availability of outdoor educational resources (X2), preschool teachers' preparedness (X3), preschoolers' holistic development is expected to increase by 0.318, 0.423, and 0.382 units, respectively.

H01: Availability of indoor educational resources significantly influence on preschoolers' holistic development in public centers in Eldoret west sub-county, Kenya

The unstandardized coefficient for availability of indoor educational resources (X1) was found to be significantly greater than zero ($\beta = 0.318$, $t(50) = 3.311$, $p = 0.002$), thus

rejecting H01. Therefore, availability of indoor educational resources significantly influences preschoolers' holistic development.

H02: Availability of outdoor educational resources significantly influences preschoolers' holistic development in public centers in Eldoret west sub-county, Kenya.

The unstandardized coefficient for preschool teacher preparedness (X2) was significantly greater than zero ($\beta = 0.423$, $t(50) = 3.279$, $p = 0.003$), indicating rejection of H02. Therefore, availability of outdoor educational resources significantly influences preschoolers' holistic development.

H03: Preschool teacher preparedness and attitude towards new curriculum implementation significantly influences preschoolers' holistic development in public centers in Eldoret west sub-county, Kenya.

The unstandardized coefficient for Preschool teacher preparedness and attitude towards new curriculum implementation (X3) was found to be significantly greater than zero ($\beta = 0.382$, $t(50) = 3.407$, $p = 0.001$), leading to rejection of H03. Therefore, preschool teacher preparedness and attitude towards new curriculum implementation significantly influence preschoolers' holistic development.

This analysis demonstrates the importance of various factors in influencing preschoolers' holistic development and provides insights for educators and policymakers to enhance the quality of early childhood education programs.

The multiple regression affirms that availability of indoor educational resources, availability of outdoor educational resources, and preschool teacher preparedness significantly contribute to preschoolers' holistic development in public ECD centers in Eldoret West Sub-County, Kenya

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per the research objectives, summary of the findings and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of the study was to evaluate the factors that determine the preschoolers' holistic development in public ECDE centres in Eldoret West Sub-County. The study objectives were to establish the availability of indoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West sub-County, to examine the availability of outdoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West sub-County, and to find out the teachers' preparedness for preschoolers' holistic development in public ECD centers in Eldoret West sub-County. Data were collected through preschool teachers' questionnaire, head teachers' interview schedule and educational resources observation checklist.

5.2 Discussion of the Findings

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

5.2.1: Availability of Indoor Educational Resources for Preschoolers' Holistic Development in Public ECD Centers in Eldoret West Sub County

The first objective of the study aimed to establish the availability of indoor educational resources for preschoolers' holistic development in public ECD centers in Eldoret West Sub County, Kenya. The data presented in Table 4.3 provides insights into the distribution of responses regarding the availability of various indoor educational resources among respondents.

Computers, essential for interactive learning experiences and basic digital literacy skills, were reported as largely unavailable in the surveyed preschools, with 70% of respondents indicating their complete absence. Furthermore, the data revealed that only a small proportion (1.9%) of respondents reported computers as sufficiently available, suggesting a significant lack of access to this resource, which could potentially hinder the development of essential skills in young learners.

Similarly, flashcards, crucial for visual learning, vocabulary building, and concept reinforcement, were found to be lacking in a substantial number of preschools. While 40.7% of respondents reported their absence, only 11.1% stated that flashcards were sufficiently available. This shortage of flashcards could impede effective teaching and learning experiences for preschoolers, highlighting the need for increased access to this fundamental resource.

Clay and sand, essential for modeling activities and fine motor skill development, were among the most prevalent indoor materials, with 38.9% of respondents reporting moderate availability and 22.2% indicating sufficient availability. The presence of these materials

provides opportunities for hands-on exploration and artistic expression, contributing to children's holistic development.

Visual aids such as posters and alphabet cards were reported to have varying levels of availability, with a notable proportion of respondents indicating moderate availability (33.3% for posters and 20.4% for alphabet cards). These resources play a fundamental role in reinforcing concepts and promoting engagement among preschoolers, emphasizing the importance of ensuring access to visual learning materials in educational settings.

Toys such as dolls, toy cars, counting blocks, and balls, which support imaginative play, fine motor skill development, and physical activity, exhibited mixed availability among the surveyed preschools. While some respondents reported moderate to sufficient availability of these toys, others indicated their limited presence, highlighting the need for a diverse range of play materials to cater to children's diverse interests and developmental needs.

The findings of this study underscore the significance of adequate access to indoor educational resources in promoting preschoolers' holistic development. The limited availability of certain resources, such as computers and flashcards, suggests a need for interventions to improve resource provision in public ECD centers. Addressing these gaps could enhance teaching and learning experiences, ultimately contributing to the overall development of young learners in Eldoret West Sub County.

The results also align with previous research emphasizing the importance of indoor resources in early childhood education. Studies by Githinji and Orodho (2018), Ogolla and Okello (2018), and others have highlighted the positive impact of access to a variety of

materials on children's cognitive, social, and emotional development. Therefore, efforts to enhance resource availability in ECD centers are crucial for optimizing learning opportunities and fostering holistic development among preschoolers.

Furthermore, the significant association between the availability of indoor educational resources and preschoolers' holistic development, as indicated by the study's findings, supports the hypothesis that resource availability influences children's overall development. This aligns with existing literature emphasizing the role of materials in facilitating learning experiences and enhancing children's cognitive and social skills (Mungai, 2014; KICD, 2017).

In conclusion, the availability of indoor educational resources plays a pivotal role in shaping preschoolers' holistic development in public ECD centers in Eldoret West Sub County, Kenya. Addressing resource gaps and ensuring equitable access to a diverse range of materials are essential steps toward creating supportive learning environments that promote optimal growth and learning for young children.

Additionally, the study delved into a detailed analysis, revealing a noteworthy relationship between the availability of indoor educational resources and preschoolers' holistic development in Eldoret West Sub County. The statistical analysis yielded a significant finding ($\beta = 0.318$, $t(50) = 3.311$, $p = 0.002$), indicating a direct association between resource availability and children's overall development. This outcome resonates with similar research conducted by Mungai (2014), KICD (2017), and others, which emphasized the pivotal role of resources in enhancing learning experiences and fostering children's cognitive and social skills.

These findings emphasize the critical importance of ensuring adequate access to indoor educational resources in preschool settings. Just as effective time management strategies are vital for academic performance, the availability of resources is equally crucial for promoting holistic development among preschoolers. Therefore, educational institutions and policymakers should prioritize resource provision in public ECD centers, implementing measures to address gaps and ensure equitable access to a diverse range of materials.

By fostering a culture that values and supports resource availability, educational stakeholders can significantly contribute to the enhancement of preschoolers' learning experiences and overall development. Implementing supportive structures and mechanisms to monitor and improve resource provision in ECD centers will ultimately lead to more effective educational practices and better outcomes for young learners in Eldoret West Sub County.

5.2.2 Availability of Outdoor Educational Resources for Preschoolers Holistic Development

The investigation into the influence of outdoor educational resources on preschoolers' holistic development within Eldoret West Sub County, Kenya, constituted the second objective of this study. As delineated in section 4.4, the research unearthed notable deficiencies in certain critical resources essential for enriching children's learning experiences and developmental milestones. The availability of various outdoor play items was surveyed, and the findings are presented in Table 4.4. These items are crucial for

promoting physical activity, creativity, social interaction, and overall developmental milestones among preschoolers.

Tyres are versatile play items that encourage physical activity and imaginative play. According to the survey, 13.0% of respondents reported tyres as not available, while 22.2% stated their availability in extremely limited quantities. However, a significant 27.8% reported moderate availability, and 37.0% noted sufficient availability of tyres.

Monkey bars are essential for physical exercise, motor skill development, and spatial awareness. The data reveals that 37.0% of respondents reported monkey bars as not available, 25.9% noted extremely limited availability, 22.2% reported moderate availability, and 14.8% indicated sufficient availability.

Slides provide opportunities for sensory exploration, risk-taking, and social interaction. The data indicates that 25.9% of respondents reported slides as not available, 14.8% noted extremely limited availability, 33.3% reported moderate availability, and 25.9% indicated sufficient availability.

Swings offer sensory stimulation, balance development, and social interaction. The data reveals that 27.8% of respondents reported swings as not available, 20.4% noted extremely limited availability, 33.3% reported moderate availability, and 18.5% indicated sufficient availability.

Merry-go-rounds provide vestibular stimulation, cooperative play, and spatial awareness. The data indicates that 33.3% of respondents reported merry-go-rounds as not available,

22.2% noted extremely limited availability, 22.2% reported moderate availability, and 22.2% indicated sufficient availability.

Skipping ropes promote cardiovascular exercise, coordination development, and rhythmic movement. The data shows that 14.8% of respondents reported skipping ropes as not available, 22.2% noted extremely limited availability, 38.9% reported moderate availability, and 24.1% indicated sufficient availability.

Water- play facilities offer sensory exploration, experimentation, and cooperative play. The data indicates that 22.2% of respondents reported water play facilities as not available, 25.9% noted extremely limited availability, 29.6% reported moderate availability, and 22.2% indicated sufficient availability.

Balls are versatile play items that promote physical activity, coordination, and social interaction. The data reveals that only 9.3% of respondents reported balls as not available, 22.2% noted extremely limited availability, 37.0% reported moderate availability, and 31.5% indicated sufficient availability.

Climbing frames promote gross motor skill development, spatial awareness, and risk-taking. The data indicates that 25.9% of respondents reported climbing frames as not available, 25.9% noted extremely limited availability, 24.1% reported moderate availability, and 24.1% indicated sufficient availability.

Bean bags offer tactile stimulation, cooperative play, and imaginative activities. The data shows that 51.9% of respondents reported bean bags as not available, 11.1% noted

extremely limited availability, 22.2% reported moderate availability, and 14.8% indicated sufficient availability.

Seesaws provide cooperative play, balance development, and social interaction. The data indicates that 46.3% of respondents reported seesaws as not available, 7.4% noted extremely limited availability, 27.8% reported moderate availability, and 18.5% indicated sufficient availability.

The findings from Table 4.4 underscore the critical need for diverse and stimulating outdoor play materials to support preschoolers' holistic development. Notable deficiencies in the availability of monkey bars, seesaws, and bean bags highlight areas requiring urgent attention. Providing a wide range of outdoor educational resources is essential to foster physical, cognitive, social, and emotional growth among young learners in Eldoret West Sub County. Interventions aimed at enhancing the provision of these resources are imperative for improving children's overall development and readiness for future academic and life challenges.

5.2.3 Preschool Teacher Preparedness for the Learners' Holistic Development

The third objective of this study aimed to examine the level of preschool teachers' preparedness in fostering holistic development among preschoolers in public ECD centers in Eldoret West Sub County, Kenya. The researcher investigated aspects of teachers' readiness and their capacity to nurture physical, cognitive, social, emotional, and language development, providing a comprehensive understanding of their role in shaping young learners' experiences.

The study engaged preschool teachers from selected public ECD centers to uncover insights into their proficiency in implementing strategies that promote holistic development. The evaluation focused on teachers' ability to integrate diverse teaching methodologies, create inclusive learning environments, and address the individual needs of each child. As outlined in section 4.5, the responses were coded using a five-point Likert scale, and the data were summarized in Table 4.5.

From the data presented in section 4.5, it reveals that most of the respondents (57.4%) agree that the new Competency-Based Curriculum (CBC) learning areas can lead to learners' holistic development, with 18.5% strongly agreeing. This positive reception suggests that many teachers recognize the potential of the CBC framework to enhance holistic development. However, 18.5% of respondents who are unsure indicate a need for further clarification or training to ensure that all teachers can effectively implement the curriculum.

The emphasis on core competencies within the CBC also received strong support, with 51.6% agreeing and 22.6% strongly agreeing that these competencies are critical for holistic development. Despite this, 22.6% of teachers who are uncertain highlight a gap in understanding that needs to be addressed through professional development and continuous training.

On the role of play in holistic development, a significant portion of respondents (61.1%) agree that play enhances holistic development, though 20.4% remain unsure. This underscores the necessity for professional development to emphasize the importance of play-based learning and its integration into daily teaching practices.

Regarding the CBC's new non-ranking assessment method, opinions were more divided. While 35.2% agree that it can enhance holistic development, 14.8% strongly disagree. This divergence suggests a need for targeted training to address concerns and build consensus around the benefits of the new assessment approach.

On professional development practices reveals mixed engagement among teachers. About 64% of the Preschool teachers visit other schools for benchmarking. However, a significant portion of about 29% were not involved in benchmarking indicating variability in participation in this valuable activity. This variability suggests that more structured opportunities for benchmarking could enhance teachers' exposure to best practices and innovative approaches in early childhood education.

The data show a strong commitment to continuous learning, whereby 75.9% attend refresher courses in ECDE. Similarly, about 72.2% attend seminars and workshops on ECDE. These findings reflect a proactive approach among teachers to stay updated on current trends and best practices, which is crucial for effective teaching and holistic development.

However, there are notable areas of concern. A substantial percentage of teachers (44.4%) disagreed that they normally access materials on curriculum changes, and 33.3% disagreed that they are conversant with current government policies in ECDE. These gaps highlight the need for improved access to updated instructional materials and more comprehensive training on policy changes.

The availability of instructional resources also poses a challenge. Many teachers (44.4%) disagreed that they had videos on the latest teaching methods for creative activities, and a similar proportion (33.3%) lack familiarity with current government policies. This suggests a need for enhanced resource provision and support to ensure that teachers have the necessary tools and knowledge to implement the curriculum effectively.

Despite these challenges, the study reveals that teachers are resourceful in improving teaching and learning resources using locally available materials, with 44.4% agreeing and 29.6% strongly agreeing. This indicates a commendable level of ingenuity and adaptability among teachers, which is crucial for overcoming resource constraints and fostering a conducive learning environment.

The findings from this study highlight both strengths and areas for improvement in preschool teacher preparedness for fostering holistic development. The generally positive attitude towards the CBC and the core competencies indicates a strong foundation upon which further training and support can be built. Ensuring that all teachers are fully informed and confident in implementing the CBC will be essential for maximizing its impact on learners' holistic development.

The mixed engagement in professional development activities points to a need for more consistent and accessible opportunities for teachers to enhance their skills and knowledge. Establishing a structured system for professional development, including regular workshops, seminars, and benchmarking opportunities, can help standardize the quality of early childhood education across the sub-county.

Addressing the gaps in access to updated instructional materials and knowledge of government policies is also critical. Providing teachers with the necessary resources and training will enable them to stay current with educational developments and apply best practices in their classrooms. This, in turn, will enhance their ability to support the holistic development of preschoolers.

The variability in attitudes towards the new non-ranking assessment method suggests that more effort is needed to build consensus and understanding among teachers. Tailored training sessions that demonstrate the benefits of this approach and provide practical guidance on its implementation can help alleviate concerns and ensure a more unified approach to assessment.

Overall, the study underscores the importance of comprehensive support for teachers to ensure they are well-prepared to foster holistic development among preschoolers. Policymakers and educational stakeholders should prioritize initiatives that enhance teacher preparedness, provide necessary resources, and facilitate continuous professional development. By doing so, they can create an enabling environment that supports the holistic growth and development of young learners in public ECD centers in Eldoret West Sub County.

The findings of this study are consistent with existing literature on teacher preparedness and its impact on early childhood education. Lloyd (2016) emphasizes the importance of professional preparation in providing developmentally appropriate education experiences. Teachers with higher levels of training and experience tend to have more positive attitudes towards teaching and are better equipped to support holistic development. This aligns with

the current study's finding that ongoing professional development and a positive attitude towards the CBC are crucial for effective teaching.

Konca et al. (2016) highlight the fundamental roles teachers play in facilitating both indoor and outdoor activities that promote holistic development. The current study's emphasis on the importance of play and the need for further support in integrating play-based approaches aligns with this perspective. Teachers must be equipped to create structured environments that encourage high-quality play and model appropriate play behaviors.

The literature also underscores the significance of teachers' attitudes towards educational resources and their utilization. Kimosop (2019) and Manduku et al. (2017) both emphasize that teachers' attitudes and familiarity with educational resources are paramount in fostering holistic development. The current study's findings regarding gaps in access to instructional materials and knowledge of government policies reflect similar challenges identified in previous research.

Additionally, the role of professional development in enhancing teacher preparedness is well-documented. Chebet (2016) and Manduku et al. (2020) both highlight the importance of continuous training and access to updated resources. The current study's findings regarding the need for more consistent professional development opportunities and improved access to instructional materials corroborate these perspectives.

In conclusion, the study provides valuable insights into the factors influencing preschool teacher preparedness and highlights the critical areas that need attention to ensure effective support for holistic development. Addressing these gaps will require concerted efforts from

policymakers, educational stakeholders, and teachers themselves. By prioritizing teacher preparedness and providing the necessary resources and support, we can create an educational environment that fosters the holistic development of preschoolers in public ECD centers in Eldoret West Sub County.

The analysis of this study provides compelling evidence that preschool teacher preparedness and attitude towards the new curriculum implementation significantly influence preschoolers' holistic development in public ECD centers in Eldoret West Sub-County, Kenya. The unstandardized coefficient for Preschool teacher preparedness and attitude towards new curriculum implementation (X3) was found to be significantly greater than zero ($B = 0.382$, $t(50) = 3.407$, $p = 0.001$), leading to the rejection of H03. This indicates a significant positive relationship between these factors and the holistic development of preschoolers.

These findings underscore the critical importance of equipping preschool teachers with the necessary skills, knowledge, and positive attitudes towards the new Competency-Based Curriculum (CBC). Teachers play a pivotal role in fostering an environment conducive to the physical, cognitive, social, emotional, and language development of young learners. The study's results suggest that teachers who are well-prepared and have a positive outlook on the new curriculum are more effective in nurturing holistic development in their students.

Further, the multiple regression analysis highlights that the availability of indoor and outdoor educational resources, along with teacher preparedness, are significant contributors to holistic development. This is consistent with the assertion that a rich

learning environment, combined with competent and motivated teachers, creates optimal conditions for early childhood development. Indoor educational resources, such as instructional materials and classroom facilities, provide the necessary tools for interactive and engaging learning experiences. Meanwhile, outdoor resources facilitate physical activities and experiential learning, which are crucial for developing motor skills and social interactions.

These findings align with existing literature that emphasizes the vital role of teacher preparedness and resource availability in early childhood education. For instance, Lloyd (2016) contends that preschool teachers with the required professional preparation provide more developmentally appropriate and nurturing education experiences for young children. Teachers with advanced training and significant teaching experience often exhibit more positive attitudes towards teaching and are better equipped to foster holistic development. Konca et al. (2016) highlight the importance of facilitating both indoor and outdoor activities to promote comprehensive development in young learners. Teachers are expected to encourage high-quality play, provide materials for play, structure environments for play, model play, and introduce children to various play activities.

Moreover, the study reveals mixed engagement in professional development activities among preschool teachers, which points to the need for more consistent and accessible opportunities for skill enhancement. Approximately 64% of teachers reported participating in benchmarking visits to other schools, while 77.5% attended refresher courses in ECDE, and 75.8% attended seminars and workshops. These activities are crucial for staying updated on current educational trends and best practices. However, the variability in

participation indicates that not all teachers have equal access to these professional development opportunities. Establishing a structured system for regular professional development can help standardize the quality of early childhood education across the sub-county.

Despite these strengths, the study also identifies several areas for improvement. Notably, 48.4% of teachers reported difficulty accessing materials on curriculum changes, and 29% were not familiar with current government policies in ECDE. These gaps highlight the need for improved dissemination of updated instructional materials and comprehensive training on policy changes. Ensuring that all teachers are well-informed about the latest educational developments is essential for effective curriculum implementation.

Furthermore, the role of play in holistic development received significant but varied support among teachers. While 56.5% agreed that play enhances holistic development, 24.2% were unsure. This suggests a need for professional development that emphasizes the importance of play-based learning and its integration into daily teaching practices. Play is a critical component of early childhood education, fostering creativity, social skills, and cognitive development.

In conclusion, the study highlights the crucial role of preschool teacher preparedness and positive attitudes towards curriculum implementation in fostering holistic development among preschoolers. Policymakers and educational stakeholders should prioritize initiatives that enhance teacher preparedness, provide necessary resources, and facilitate continuous professional development. By addressing the identified gaps and building on the strengths, an enabling environment that supports the holistic growth and development

of young learners in public ECD centers in Eldoret West Sub-County can be created. These efforts are essential for ensuring that every child receives a well-rounded education that prepares them for future academic and personal success.

5.3 Summary of the Findings

This section presents the summary of the study findings in accordance with the objectives. The study aimed to evaluate the factors determining preschoolers' holistic development in public ECDE centres in Eldoret West Sub-County. Specifically, it focused on the availability of indoor and outdoor educational resources and preschool teacher preparedness. Data were collected through preschool teachers' questionnaires, head teachers' interview schedules, and preschool children's social-emotional development assessment forms.

5.3.1 Availability of Indoor Educational Resources for Preschoolers' Holistic Development

The study's first objective was to assess the availability of indoor educational resources in public ECD centers. The findings revealed significant deficiencies in essential indoor resources. Computers, which are crucial for interactive learning and basic digital literacy, were notably absent in 74% of the surveyed preschools. Only a negligible 1.9% reported having sufficient computers, indicating a substantial gap that could hinder the development of digital skills in young learners. Flashcards, essential for visual learning and vocabulary building, were also lacking, with 40.7% of respondents reporting their absence and only 10.5% indicating sufficient availability.

In contrast, materials like clay and sand, important for fine motor skill development, were relatively more available, with 38.9% of respondents reporting moderate availability and 22.2% sufficient availability. Visual aids such as posters and alphabet cards had varying levels of availability, with moderate availability reported by 38.9% and 20.4% of respondents, respectively. The availability of toys, crucial for imaginative play and physical activity, showed mixed results, underscoring the need for a diverse range of play materials to cater to children's developmental needs.

These findings underscore the importance of adequate indoor educational resources for promoting holistic development. The limited availability of crucial resources like computers and flashcards suggests an urgent need for interventions to improve resource provision in public ECD centers.

5.3.2 Availability of Outdoor Educational Resources for Preschoolers' Holistic Development

The second objective focused on the availability of outdoor educational resources. The findings indicated a notable deficiency in essential outdoor resources. Similar to indoor resources, the absence of computers was pronounced, with 75.2% of respondents indicating their complete absence. This lack highlights a critical gap in digital learning opportunities that are increasingly important in the modern educational landscape.

The absence of flashcards, reported by 42.1% of respondents, further emphasizes the gap in educational resources that are essential for reinforcing learning concepts. However, materials like clay and sand were reported to have better availability, providing opportunities for hands-on learning and fine motor skills development.

Outdoor educational resources are vital for physical activities and experiential learning, which are crucial for holistic development. The findings reveal that ensuring adequate access to these resources is essential for fostering an environment that supports comprehensive developmental milestones in preschoolers.

5.3.3 Preschool Teacher Preparedness for Learners' Holistic Development

The third objective examined preschool teachers' preparedness in fostering holistic development among preschoolers. The study found that while many teachers had a positive attitude towards the new Competency-Based Curriculum (CBC), with 57.4% agreeing and 14.5% strongly agreeing that it can lead to holistic development, there were areas needing improvement. Approximately 18.5% of respondents were unsure about the CBC, indicating a need for further training and clarification.

Professional development showed mixed engagement, with 75.9% of teachers attending refresher courses and 72.2% attending seminars and workshops. However, there were significant gaps in access to instructional materials, with 44.4% of teachers reporting difficulty in accessing materials on curriculum changes and 29% not familiar with current government policies in ECDE.

The study also highlighted the importance of play in holistic development, with 61.1% of respondents agreeing that play enhances holistic development, although 20.4% were unsure. This underscores the need for professional development to emphasize play-based learning.

The findings indicate that while there is a foundation of positive attitudes towards new educational frameworks, consistent professional development, better access to updated instructional materials, and a clear understanding of government policies are crucial for improving teacher preparedness. Addressing these gaps will enhance teachers' ability to support the holistic development of preschoolers effectively.

In conclusion, the study highlights the significant role of both indoor and outdoor educational resources and teacher preparedness in fostering holistic development among preschoolers in Eldoret West Sub-County. Ensuring adequate resource provision and comprehensive teacher training are essential steps towards creating supportive learning environments that promote optimal growth and development for young children.

5.4 Conclusion

The study's examination of factors influencing preschoolers' holistic development in public ECDE centers in Eldoret West Sub-County has provided comprehensive insights into the availability of educational resources and teacher preparedness. The research objectives were to establish the availability of indoor and outdoor educational resources and to assess teachers' preparedness for fostering holistic development among preschoolers. The findings highlight critical areas of improvement and the significant role that resources and teacher training play in early childhood education.

The study identified a notable scarcity of essential indoor educational resources, such as computers and flashcards, which are vital for interactive learning and cognitive development. A staggering 74% of respondents indicated a complete lack of computers, and 40.7% reported an absence of flashcards. These deficiencies hinder the development

of digital literacy skills and the reinforcement of learning concepts, which are crucial in the formative years of education. Conversely, resources like clay and sand were more available, with 38.9% of respondents indicating moderate availability, which supports fine motor skills and creative expression. The presence of visual aids, such as posters and alphabet cards, was also varied, underscoring the need for a more consistent provision of these fundamental learning tools.

The availability of toys, including dolls, toy cars, and counting blocks, was mixed, reflecting an uneven distribution of resources that are essential for imaginative play, physical activity, and fine motor skill development. These findings emphasize the importance of ensuring a diverse range of play materials to cater to the varied interests and developmental needs of preschoolers. The correlation between resource availability and holistic development suggests that addressing these gaps can significantly enhance the learning environment and developmental outcomes for children.

Outdoor educational resources, essential for physical development and experiential learning, were similarly deficient. The study highlighted a significant lack of outdoor play equipment and facilities, which are critical for promoting physical health, social interaction, and environmental awareness among young learners. This shortage limits opportunities for children to engage in physical activities, explore their environment, and develop essential motor skills. Ensuring adequate outdoor resources is imperative for fostering a balanced development that includes physical, cognitive, and social growth.

Teacher preparedness emerged as a crucial factor influencing holistic development. The study revealed that while a majority of teachers recognized the potential of the

Competency-Based Curriculum (CBC) to enhance holistic development, there were gaps in training and understanding that need to be addressed. Approximately 57.4% of respondents agreed that CBC learning areas can lead to holistic development, yet 18.5% were unsure, indicating a need for more comprehensive training. Similarly, while 53.7% of teachers supported the core competencies of the CBC, 20.4% were uncertain, highlighting the necessity for continuous professional development.

The role of play in holistic development was acknowledged by 61.1% of respondents, though 20.4% remained unsure, underscoring the need for professional development that emphasizes play-based learning. The variability in attitudes towards the new non-ranking assessment method further indicates a need for targeted training to build consensus and understanding among teachers.

Professional development practices showed mixed engagement, with 70.4% of teachers participating in benchmarking visits and 75.9% attending refresher courses. However, significant gaps were identified in access to updated instructional materials and knowledge of government policies, with 48.4% of teachers reporting difficulty in accessing curriculum changes and 29% unfamiliar with current policies. These gaps highlight the need for improved dissemination of information and resources to ensure teachers are well-equipped to implement the curriculum effectively.

The findings align with existing literature emphasizing the importance of teacher preparedness and resource availability in early childhood education. Studies have shown that teachers with higher levels of training and access to a variety of materials are more effective in fostering holistic development. The study's results underscore the critical need

for concerted efforts to enhance teacher training, provide necessary resources, and facilitate continuous professional development.

Policymakers and educational stakeholders must prioritize initiatives that address these gaps. Ensuring equitable access to a diverse range of educational resources, both indoor and outdoor, is essential for creating a supportive learning environment. Additionally, establishing structured and consistent professional development opportunities will help standardize the quality of early childhood education and ensure all teachers are well-prepared to support holistic development.

In conclusion, the study highlights the significant impact of resource availability and teacher preparedness on preschoolers' holistic development in public ECD centers in Eldoret West Sub-County. Addressing the identified deficiencies in educational resources and enhancing teacher training are critical steps towards fostering an environment that supports the physical, cognitive, social, and emotional growth of young learners. By prioritizing these initiatives, educational stakeholders can ensure that every child receives a well-rounded education that prepares them for future academic and personal success.

5.5 Recommendations

Based on the findings from the study on the factors that determine preschoolers' holistic development in public ECDE centers in Eldoret West Sub-County, several recommendations are proposed to enhance the availability of educational resources, improve teacher preparedness, and ultimately support the holistic development of preschoolers.

i. Enhancing Access to Indoor Educational Resources

Provision of Digital Tools: Given the significant lack of computers, which are essential for interactive learning and basic digital literacy, it is crucial for educational stakeholders, including the Ministry of Education and local government, to prioritize the provision of digital tools in preschools. Partnerships with private sector companies and non-governmental organizations (NGOs) could help supply computers and related digital resources. Additionally, implementing training programs for teachers on integrating digital literacy into the curriculum can ensure effective utilization of these tools.

Supply of Visual Learning Aids: The shortage of flashcards and other visual aids, such as posters and alphabet cards, suggests a need for targeted interventions to increase their availability. Schools should establish procurement plans to regularly stock these materials. Educational policymakers should also consider subsidies or grants to support the purchase of educational aids, ensuring that every preschool has adequate resources to support visual and interactive learning.

Provision of Art and Craft Materials: Materials like clay and sand, which support fine motor skill development, should be more widely available. Schools should be encouraged to incorporate budget allocations for these essential supplies. Additionally, initiatives to create low-cost or locally produced educational materials could be promoted, leveraging community resources and local craftsmanship to create a sustainable supply chain for these resources.

Enhancement of Play Materials: Given the mixed availability of toys that support imaginative play and physical activity, efforts should be made to diversify and increase the availability of play materials. Schools could establish partnerships with toy manufacturers or donors to ensure a consistent supply of diverse and developmentally appropriate toys. Additionally, training for teachers on the educational value of various toys can enhance their effective use in the classroom.

ii. Improving Outdoor Educational Resources

Development of Outdoor Play Areas: Schools should prioritize the development of safe and engaging outdoor play areas. This involves investing in playground equipment that promotes physical activity and social interaction, such as swings, slides, and climbing structures. Educational authorities should provide guidelines and support for the development and maintenance of outdoor play spaces.

Integration of Outdoor Learning Activities: Teachers should be trained to incorporate outdoor learning activities into their lesson plans, emphasizing the importance of nature and physical activity in holistic development. Schools could organize workshops and provide resources that showcase successful outdoor learning strategies, helping teachers create effective and engaging outdoor lessons.

iii. Strengthening Teacher Preparedness

Professional Development Programs: Continuous professional development is essential for teachers to stay updated on current educational trends and best practices. Regular workshops, seminars, and refresher courses on the Competency-Based Curriculum (CBC)

and holistic development should be organized. These programs should focus on practical strategies for implementing the CBC, integrating play-based learning, and addressing individual learner needs.

Access to Updated Educational Resources: To address the gap in teachers' access to materials on curriculum changes and government policies, schools should establish resource centers or online platforms where teachers can easily access up-to-date educational materials. Additionally, regular updates and training sessions on policy changes and curriculum updates should be mandated.

Support for Play-Based Learning: Given the importance of play in holistic development, professional development programs should emphasize the integration of play-based learning into daily teaching practices. Teachers should be equipped with the knowledge and skills to facilitate high-quality play experiences, and schools should provide the necessary resources to support this approach.

Benchmarking and Collaborative Learning: Encouraging teachers to participate in benchmarking visits to other schools can enhance their exposure to innovative teaching methods and best practices. Schools should establish structured opportunities for benchmarking and collaborative learning, fostering a culture of continuous improvement and professional growth.

iv. Addressing Attitudinal and Implementation Gaps

Building Consensus on CBC: The mixed attitudes towards the CBC’s new non-ranking assessment method highlight the need for targeted efforts to build consensus and

understanding among teachers. Tailored training sessions that demonstrate the benefits of this approach and provide practical guidance on its implementation can help alleviate concerns and ensure a more unified approach to assessment.

Creating a Supportive Teaching Environment: Educational stakeholders should foster an environment that values and supports teacher preparedness. This involves providing adequate resources, creating opportunities for professional development, and ensuring that teachers have a positive attitude towards the new curriculum. Recognizing and celebrating successes can also motivate teachers to excel in their practice.

v. Enhancing Resource Provision and Utilization

Increased Funding and Resource Allocation: Educational authorities should allocate more funds towards the provision of indoor and outdoor educational resources. Schools should also be encouraged to engage in fundraising activities and seek support from local communities and businesses to enhance resource availability.

Monitoring and Evaluation: Establishing mechanisms for regular monitoring and evaluation of resource provision and utilization can help identify gaps and areas for improvement. Schools should implement feedback systems that allow teachers to report on resource needs and utilization, ensuring that resources are effectively supporting teaching and learning.

vi. Community Involvement and Support

Engaging Parents and Community Members: Parents and community members play a crucial role in supporting early childhood education. Schools should actively engage them

in the educational process, seeking their input and support in resource provision and development activities. Community involvement can also foster a sense of ownership and responsibility towards the local ECD centers.

Building Partnerships with NGOs and Private Sector: Forming partnerships with NGOs and private sector organizations can provide additional resources and support for preschools. These partnerships can help bridge resource gaps and provide technical assistance, enhancing the overall quality of early childhood education.

vii. Policy Recommendations

Policy Reforms and Support: Educational policymakers should review and update policies to ensure they support the provision of adequate educational resources and teacher preparedness. Policies should emphasize the importance of holistic development and provide clear guidelines on resource allocation and professional development requirements.

Equitable Resource Distribution: Ensuring equitable distribution of resources across all public ECD centers is crucial for reducing disparities and promoting equal learning opportunities. Policymakers should implement measures to monitor and address inequalities in resource provision, ensuring that every child has access to quality education.

viii. Fostering a Culture of Continuous Improvement

Encouraging Innovation in Teaching: Teachers should be encouraged to innovate and experiment with new teaching methods that promote holistic development. Schools should

create an environment that supports creativity and experimentation, providing teachers with the freedom and resources to implement innovative approaches.

Recognition and Incentives: Recognizing and rewarding teachers for their efforts in promoting holistic development can motivate them to continue improving their practice. Schools and educational authorities should establish recognition programs and provide incentives for teachers who demonstrate excellence in their teaching.

By implementing these recommendations, educational stakeholders can create a supportive and resource-rich environment that promotes the holistic development of preschoolers in public ECD centers in Eldoret West Sub-County. These efforts will ensure that young learners receive a well-rounded education that prepares them for future academic and personal success.

5.6 Suggestions for Further Research

Based on the findings and limitations of this study, future research should explore several key areas to further enhance our understanding of factors influencing holistic development in preschoolers. One critical area for future investigation is the long-term impact of teacher professional development programs on the implementation of the Competency-Based Curriculum (CBC). This research could examine how sustained and structured training interventions influence teachers' instructional practices, student engagement, and overall educational outcomes over time. Additionally, exploring the effectiveness of integrating technology into early childhood education, particularly the use of computers and digital resources, can provide valuable insights into modernizing teaching methods and enhancing learning experiences for young children. Another promising area for future study is the role

of parental involvement in supporting holistic development and how schools can effectively engage families to create a supportive educational ecosystem. These investigations can offer deeper insights and practical solutions for improving early childhood education in various contexts.

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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:, EVALUATION OF FACTORS THAT DETERMINE PRESCHOOLERS HOLISTIC DEVELOPMENT IN PUBLIC CENTRES IN ELDORET WEST 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,

REBECCA KORIR

CELL PHONE: 0720979973

EMAIL ADDRESS: cheroebeccie@gmail.com

APPENDIX II: PRESCHOOL TEACHERS' QUESTIONNAIRE

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

SECTION A: General Information

1. Gender: Male [ ] Female [ ]

2. Age bracket:

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

3. Highest level of education in teaching Profession attained.

Untrained [ ] Certificate [ ] Diploma [ ] Bachelor's Degree [ ]

Post graduate Degree [ ]

4. What is your teaching experience in the current ECDE centre?

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

SECTION B: Availability of Indoor Educational Resources for Preschoolers Holistic Development

5. Please indicate the level of availability of the following **indoor educational resources** in your school using the following scale:

NA= Not Available (1)-Completely none existent

SPA= Sparingly Available (2)-Available but extremely few to have an impact

MA = Moderately Available (3)-Available in quantities that can create an impact, though not sufficiently adequate

SA= Sufficiently Available (4)-Available and adequate for the school needs

Indoor Resources	**NA**	**SPA**	**MA**	**SA**
Computers.				
Flashcards for teaching and learning.				

Clay and sand for modeling activities				
Story and picture books for teaching.				
Visual aids like posters for teaching.				
Alphabets cards for teaching and learning				
Dolls				
Toy cars				
Counting blocks				
Plasticines				
Puzzles				
Puppets				
Marbles				

6. Which other play materials are available in your school?

_____

_____

_____

_____

_____

_____

SECTION C: Availability of Outdoor Educational Resources for Preschoolers Holistic Development

7. Please indicate the level of availability of the following **outdoor educational resources** in your ECDE Centre using the following scale:

NA= Not Available (1)-Completely none existent

SPA= Sparingly Available (2)-Available but extremely few to have an impact

MA = Moderately Available (3)-Available in quantities that can create an impact, though not sufficiently adequate

SA= Sufficiently Available (4)-Available and adequate for the school needs

Outdoor Resources	**NA**	**SPA**	**MA**	**SA**
Tyres				
Monkey bars				
Slides				
Swings				
Merry go round				
Skipping Ropes				
Seesaw(s) for outdoor activities.				
Balls				
Climbing Frames				
Bean bags				

Water play facilities				

8. Write any other information/comment(s) regarding availability of outdoor educational resources in your centre

_____

_____

_____

_____

_____

SECTION D: Preschool Teacher Preparedness for the Leaners' Holistic Development

5.The following are statements regarding the Teacher's Preparedness for the learners' holistic development. Please tick appropriately the level of agreement depending on your situation.

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

Statement	**SA**	**A**	**N**	**D**	**SD**
Attitude					
The new CBC five learning areas can lead to the learners' holistic development					
The seven core competencies emphasized in the preschool CBC are very critical for the learners' holistic development					
The CBC more emphasis on play will enhance the learners' holistic development					
The CBC new none-ranking assessment method will enhance the learners' holistic development					
Professional Development					
I visit other schools for bench marking					
I attend refresher courses in ECDE					
I normally access materials on changes in curriculum					
I normally attend seminars and workshops on ECDE					
I do access online ECDE resource materials through internet					
I am conversant with the current government policies on ECDE					
I have videos on the latest various methods of teaching creative activities in ECDE					

I have learnt how to improvise some of teaching and learning resources using locally available materials					

6. Write any other information/comment concerning the preschool teacher preparedness for the leaners' holistic development in your school.

_____

_____

_____

_____

_____

Thanks for your Participation

APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

The head teachers' Interview will be guided by the following questions;

1. In order to enhance the learners' social, emotional and intellectual development, the availability of indoor and outdoor educational resources is very crucial. How would you describe the availability of these resources in your ECDE centre?

2. In most cases, the funding from the government is inadequate to cater for all the preschool requirements. How do you utilize the locally available materials to bridge the funding gaps?

3. In order to make meaningful use of the available indoor and outdoor resources, learners must get appropriate directives and support from their teachers. How do you ensure you're your teachers are competent and willing to guide children in usage of these resources?

4. The new competence based curriculum has put emphasis on both academic and creativity work. How do you ensure that teachers have embraced both academic and creativity work in order to realize the learners' holistic development?

5. What challenges do you encounter in ensuring that your school has secured adequate and sustained educational instructional resources?

Thanks for your Participation

APPENDIX IV: PRESCHOOL EDUCATIONAL RESOURCES OBSERVATION CHECK LIST

1. Name of the School:

_____

2. School Enrolment:

_____

3. Indoor Educational Resources

No	Educational Resources	Available	Not Available	Condition	Comment
	Indoor Resources				
i	Computers.				
ii	Flashcards for teaching and learning.				
iii	Clay and sand for modeling activities				
iv	Story and picture books for teaching.				
v	Visual aids like posters for teaching.				
vi	Alphabets cards for teaching and learning				
vii	Dolls				
viii	Toy cars				
viii	Counting blocks				
ix	Plasticines				
x	Puzzles				
xi	Puppets				
xii	Marbles				

4. Any other important observation concerning indoor resources/materials

_____

_____

_____

_____

_____

5. Outdoor Educational Resources/materials

No	Educational Resources	Available	Not Available	Condition	Comment
	Outdoor Resources				
i	Tyres				
ii	Monkey bars				
iii	Slides				
iv	Swings				
v	Merry go round				
vi	Skipping Ropes				
vii	Seesaw(s) for outdoor activities				
viii	Balls				

viii	Climbing Frames				
ix	Bean bags				
x	Water play facilities				

6. State any other important observation concerning outdoor resources/materials

_____

_____

_____

_____

_____

APPENDIX V: PRESCHOOLERS' HOLISTIC DEVELOPMENT ASSESSMENT OBSERVATION SCHEDULE

(To be filled by the Researcher)

The assessment of learners to be done through both participant and non-participant observation as learners engaged in different types of play without the teachers' guidance.

Name of the ECDE Centre: _____

Public ECD Centers [ ]

Preschoolers Holistic Development	**Below Average**	**Average**	**Good**	**Very Good**
Gross and Fine Motor skills				
Cognitive/Intellectual fulfillment				
Social Development				
Emotional Development				
Spiritual Development/Moral Code				

Key

Very Good When more than ¾ and above of pupils exhibit the characteristic

Good	When ¾of pupils exhibit the characteristic
Average	When ½ of pupils exhibit the characteristic
Below Average	When less than ½ of pupils are able to perform the named creative activity.

General Observation Notes:

_____

_____

_____

_____

_____

APPENDIX VI: INTRODUCTION LETTER FROM ANU

AFRICA NAZARENE
UNIVERSITY

P.O.Box: 53067 – 00200
Nairobi, Kenya.
Tel: 020 252 7170/1 – 5
Email: vc@anu.ac.ke
www.anu.ac.ke

4th September 2022

RE: TO WHOM IT MAY CONCERN

Korir Rebecca (12S06MED005) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: -

"Examination of Factors that Determine Preschoolers Holistic Development in Public Centres in Eldoret West Sub County, Kenya"

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

Prof. Rodney Reed
DVC, Academic & Student Affairs

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APPENDIX VII: RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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Date of Issue: 22/October/2022

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This is to Certify that Ms.. Rebecca Cherotich Korir of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: EXAMINATION OF FACTORS THAT DETERMINE PRESCHOOLERS HOLISTIC DEVELOPMENT IN PUBLIC CENTRES IN ELDORET WEST SUB COUNTY, KENYA for the period ending : 22/October/2023.

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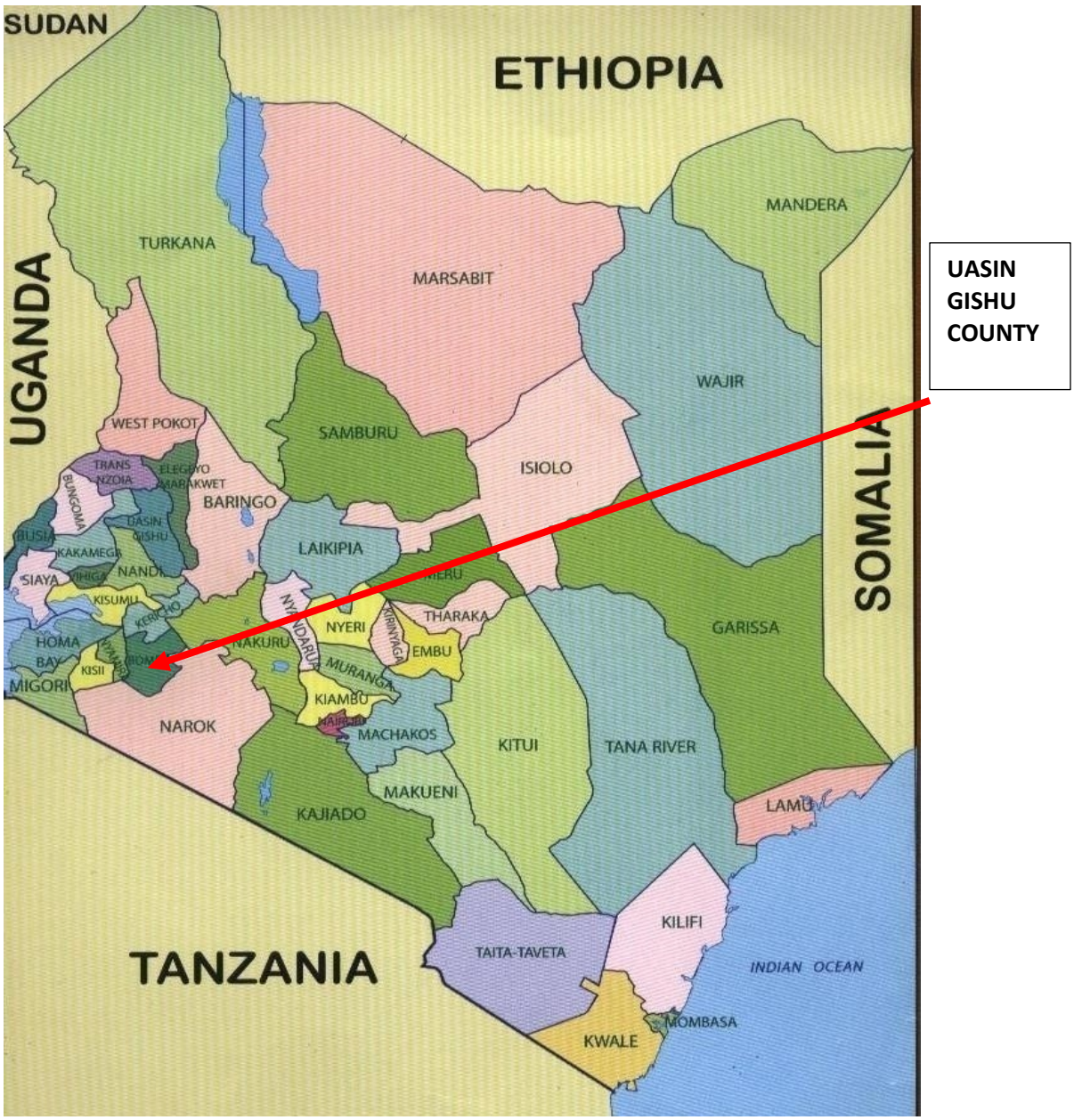
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APPENDIX VIII: MAP OF KENYA SHOWING UASIN GISHU COUNTY



Source: *https://en.wikipedia.org/wiki/Counties_of_Kenya*

APPENDEX IX: UASIN GISHU COUNTY SHOWING ELDORET WEST SUB-COUNTY



Source:*https://kenyacradle.com/uasin-gishu-county/*