FACTORS AFFECTING PERFORMANCE OF PRESCHOOL CHILDREN IN PSYCHOMOTOR AND CREATIVE ACTIVITIES IN PUBLIC ECDE CENTRES IN IMENTI SOUTH SUB COUNTY, MERU, KENYA

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

June 2022

DECLARATION

I declare that this research is my original work and that it has not been presented in any other University/Institution for consideration of any certification.

Signature  Date: 02/06/2022

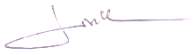
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DEDICATION

I dedicate this thesis to my beloved mother Margaret Riara Francis, lovely sons Justin and Nobert, my sister Catherine Igoki, my best friends and my trusted confidant Kathure who has been a great pillar during this journey of my studies.

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ABSTRACT

Psychomotor and Creative activities are very important in promoting children learning and development, besides improving their emotional, intellectual and social skills. Thus having knowledge of the need to use Psychomotor and creative activities to promote the development and learning of every child, should be a priority activity in preschools. The purpose of this study was to determine the factors affecting performance of preschool children psychomotor and creative activities in public ECDE Centres in Imenti South sub-County, Meru County, Kenya. Specifically, the researcher sought to establish the effect of physical facilities, academic qualification of teachers and provision of financial support in Imenti South sub-County, Meru County, Kenya. The study was based on Bronfenbrenner's theory of development. The researcher employed a descriptive survey design. The study population comprised of 116 primary school head teachers and 210 ECDE teachers. Head teachers and ECDE teachers were sampled using the Krejcie and Morgan formula, where a sample size of 176 was used. Data was collected using questionnaires for ECDE teachers and interview schedules for the head teachers. The observation schedule was also used by the researcher to check the conditions of the availability of teaching/learning resources and general performance of the preschools children in regard to psychomotor and creative activities. The researcher first did a pilot study before data collection, using 10% of the sample size. During piloting, the researcher scrutinized the information on the data collection instruments to check for content validity and reliability. The researcher checked for reliability by use of Cronbach's Alpha coefficient while the researcher checked for validity by giving the instruments to the supervisors as well as use of content validity index. Data was analyzed through use of descriptive statistics such as percentages, means, and frequencies. Simple regression analysis was used to devise the relationships that existed between the independent and the dependent variables, based on the specific objectives of the study. The researcher found that the availability of physical facilities had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County ($\beta = .834, t(89) = 8.106, p < .05$). In addition, the level of training of ECDE teachers had a statistical and significant positive effect on performance of preschool children in creative activities in Imenti South sub-County ($\beta = .615, t(89) = 9.744, p < .05$), and institutional financial support also had a statistical and significant positive effect on performance of preschool children in creative activities in Imenti South sub-County ($\beta = .899, t(89) = 8.834, p < .05$). The researcher concluded that some of the physical facilities were present and others were not there. The researcher also concluded that there was lack of support by the Ministry of Education and county government through failing to provide finances for textbooks and writing materials in ECDE centres and also lack of commitment in releasing funds for acquisition of required psychomotor and creative activities materials. The researcher recommends that the county government should provide enough indoor items for regular lesson attendance and working areas for creative activities, in line with the Competency Based Curriculum (CBC) requirements. The government, through the Ministry of Education Early Childhood Education department should also release funds for acquisition of required creative activities materials and provide finances for learning materials.

OPERATIONAL DEFINITION OF TERMS

Challenge: These are obstacles or hindrances of performance in creative activities.

Creative activities: These are various activities that are done by preschool children such as painting, colouring, modelling, threading, singing, reciting poems, drama/concerts among others.

ECDE: Education given to children in their early years, between 0-7 years.

Financial support: This is the funding or providing of funds to support creative activities.

Performance: The action or process of performing a task or function, in this case ensuring that the preschool children are actively involved in creative activities.

Preschool children: Refers to children enrolled in school who are between ages of 3-6 years.

Preschool/ECDE centre/Nursery schools/Kindergarten: This is a place where children who are aged three to five years are prepared before joining lower primary.

Public ECDE centre: These preschools centres are under state owned institutions of learners.

Stake holders: This is a collective term for all persons with interest in affairs of learning institutions. They include teachers, parents, educational officers and pupils.

LIST OF ABBREVIATIONS AND ACRONYMS

CRC	Conventions of the rights of the child
CVI	Content Validity Index
DICECE	District Centres for Early Child Education.
ECCE	Early Child Care and Education.
ECDE	Early Childhood Development Education
ECE	Early Childhood Education
EMIS	Education Management Information System.
FPE	Free Primary Education.
KICD	Kenya Institute of Curriculum Development.
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACECE	National Centre for Early Childhood
NACOSTI	National Commission for Science Technology and Innovation
PMSG	Payment Management Support Group
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This introduction chapter looks at the background of the study, statement of the problem, purpose of the study, objectives of the study, hypothesis of the study, research questions, significance of the study, scope of the study, delimitations, limitations and assumptions of the study, theoretical framework and finally the conceptual framework.

1.2 Background of the Study

Development of children born today will determine the quality and competence of the worlds' future population. Hence early childhood education experiences are important in systems that ensure children reach their full potential in all areas of life (Sciaraffa, Zeanah & Zeanah, 2018). The benefits of quality Early Childhood Development Education (ECDE) are immense, as demonstrated by Weber (2017) in Canada that the quality of pre-school centres directly affects the children's intellectual/cognitive development as well as their social/behavioural development. The positive benefits accruing from good quality ECDE have also been shown to be long-term and lifelong in the United Kingdom (UK) (Silberfeld & Mitchell, 2018). On the other side, poor quality ECDE can have negative consequences on children, as postulated by Boyd, Hirst and Siraj-Blatchford (2017).

The quality of ECDE can be accessed through variety of parameters and indicators. These include number of children in a group, physical environment of the ECDE centre, equipment and materials for play and blocks. There are also other aspects such as utilization of time and space, work schedules and qualification of teachers which include personal characteristics and professional qualifications (Piper, Merseth & Ngaruiya, 2018). This

study used three parameters to access the quality implementation of county government policies of administration on ECDE centres and how they affect the performance of psychomotor and creative activities. These are physical and social learning facilities, recruitment of teacher mainly teacher/pupil ratio and financial support meant to enhance equipping of and teaching/learning resources.

As per McClelland and Cameron (2019), development and acquisitions of skills is what school readiness encompasses in the United States of America (USA). The skills include growth and development ranging from cognitive, language, social and emotional areas. The areas constitute what are known as domains of school readiness. The USA has probably one of the strongest and rich ECDE systems in the world, as all the states have identified policies and standards for ECDE children age 3-6 years (Desmond, Viviers, Edwards, Rich, Martin & Richter, 2019). The expected and desired development and learning of children is identified standards. A new common policy was arrived at through efforts led by the states. By 2012, some 46 states had adopted these policies mandate to implement the policies decentralized to states.

In Africa, ECDE is as important as the other parts of the world. McNally and Slutsky (2018) noted that the starting of preschool environment like playgrounds and classroom are important in South Africa. However, the quality of these facilities was not good, and this influenced the types of quality of relationships and social interaction that occurred in the classroom each day. Further, Enelamah (2020) suggested that children creating development is affected by societal values, laws and beliefs and the home of setting interactions that affect the relationship between the parents and their children in Nigeria. Interaction in these various settings influence how children perceive the self-identity and

their capabilities. They can therefore develop their interpersonal, intrapersonal relations and creative skills as they interact in these various systems with support from teachers and parents. However, the government has done very little in the past to promote ECDE in the country.

In Kenya, there have not been enough efforts to promote ECDE, in exception of developments and changes in ECDE during the competency based curriculum implementation-. As observed by Mtana and Mange (2020), the decentralizing of the sector to private organizations and communities has made it to be monopolized. For instance, Kenyan government has not aided in teacher preparation, construction of learning facilities or providing financial support. Further, many ECDE centres do not have permanent building and learning centres, and do it outdoors under the trees or in depilated structures. Equally, lack of professional development opportunities for teachers and high children to teacher ratio is a problem. In addition, teachers lack adequate teaching and learning resources to enable them implement ECDE curriculum effectively and especially in matters in regard with creative activities (Chepkonga, 2017).

Monansa (2019) posited that there are inadequate teaching and learning resources, financial constraints and high teacher pupil ratio leading to ineffective implementation of county government policies in Kisii County. The study further stipulated that there was lack of county government goodwill as far as funding of ECDE programs was concerned. In Nakuru, Mbugua, Tanui, Kirui and Maina (2021) observed that ECDE centres are managed by the county, but the management of the ECDE centres has not been satisfactory. Government of Nakuru County is one of the devolved governments in Kenya mandated by

Kenyan constitution 2010 to manage the provision of ECDE and address challenges that have continued to face the sector.

In Imenti South Sub-county, ECDE centres are managed by Meru County Government. These centres are exposed to the same challenges faced by other sub-counties in other devolved government like the Nakuru Municipality and Kisii County. Problems faced by these centres are depilated classrooms or not classrooms at all, unsafe playgrounds, no play items, very little teaching/learning materials among others (Kiugu & Aluko, 2019). Muthomi (2019) further revealed that there was high pupil-teacher ratio with poor remunerations, lack of government goodwill as far as funding of ECDE programs, and inadequate essential facilities. These include classrooms, desks, chairs, tables, play facilities like playgrounds, musical instruments, building blocks, swings, modelling clay, plasticine, colouring crayons, and slides among others.

As there are clearly challenges facing ECDE centres, nevertheless, the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres has not been exhaustively researched on. It is for this reason that this study sought to assess the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub-county. The study examined the provision of physical facilities like classrooms, chairs, desks, learning/teaching resources, play materials like swings slides, balls. It also looked at trained ECDE teachers and provision of financial support and how they affect the performance of preschool children in public ECDE centres on psychomotor and creative activities in Imenti Sub County, Meru County, Kenya.

1.3 Statement of the Problem

County Governments who were mandated by the Kenyan constitution to manage ECDE sector, need to address challenges that face the sector in order to actualize optimal performance by ECDE teachers. For instance, in Imenti South Sub County, the problems faced are depilated classrooms or no classrooms at all, unsafe playgrounds, no play items and very little teaching/learning materials especially for psychomotor and creative activities (Riungu, 2018). In Kenyan at large, Odundo (2013) asserts that limited institutional capacity is a hindrance to proper implementation of early childhood education programs in Nakuru Municipality. Similarly, Wangila, (2017) asserts that the challenges facing the implementation of ECDE and education policies in Bungoma County include inadequate teaching, learning resources and financial constraints leading to poor performances. Other challenges to ECDE centres include lack of government goodwill as far as funding of ECDE programs and inadequate essential facilities.

Studies conducted by Odundo (2013) and Wangila (2017) show how physical facilities, recruitment of teachers and provision of financial support affect implementation of ECDE policies and academic performance in preschool children. Nevertheless, there is no much research done on how these factors affect the performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub-county. Given that there are poor performance results from some of the ECDE schools in Imenti South sub county compared to performance results with other schools in neighbouring sub counties such as Imenti North (Riungu, 2018) it is clear that the sub county has issues with ECDE Learner performance hence the need for the study to establish why performance is dismal especially in psychomotor and creative activities. It is for this reason that this study

sought to examine how provision of physical facilities, provision of financial support and recruitment of teachers affected the performance of preschool children in psychomotor and creative activities in public ECDE centres in Imenti South Sub County.

1.4 Purpose of the Study

The purpose of this study was to establish the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub County, Meru, Kenya.

1.5 Objectives of the Study

a) To assess the effect of availability of physical facilities on performance of preschool children psychomotor and creative activities in public ECDE Centres in Imenti South sub-County.

b) To examine the effect of academic qualification of ECDE teachers on performance of preschool children psychomotor and creative activities in public ECDE Centres in Imenti South sub-County.

c) To establish the effect of institutional financial support on performance of preschool children psychomotor and creative activities in public ECDE Centres in Imenti South sub-County.

1.6 Hypotheses of the Study

H_{01} – Physical facilities have no statistically significant effect on performance of preschool children psychomotor and creative activities

H_{02} – Academic qualification of ECDE teachers has no statistically significant effect on performance of preschool children psychomotor and creative activities.

H_{03} – Institutional financial support has no statistically significant effect on preschool children performance in psychomotor and creative activities.

1.7 Significance of the Study

Significance of the study shows how a research benefits or impacts others in part or whole (Creswell & Clark, 2017). This study sought to show the factors influencing the performance of preschool children in psychomotor and creative activities in public ECDE centres in Imenti South sub-county and thus expected to benefit ward administrators, Ministry of Education, sub-county ECDE directors, ECDE teachers, county policy makers and researchers in the field of early childhood development education.

The study aimed at assessing the availability of physical facilities like classrooms, playgrounds, sandpits, learning/teaching materials and other resources relevant to the ECDE centres, for effective performance on creative activities. This information will be helpful to county government, MOEST and other stakeholders since it may be a basis for revamping ECDE centres with necessary factors in relation to psychomotor and creative activities.

This study may be helpful in finding out the ratio of professional trained teachers to that of pupils. This information will help the stakeholders for future planning and recommendation of ECDE teacher training and development and later recruitment of these teachers. Trained ECDE teachers will be able to assist children to develop psychomotor and creative skills and also give warmth to help them develop creativity. The study will help the policy makers

in matters of preschool to have an insight in making priorities in development in matters pertaining preschool and also help in supporting children with innovative minds.to enhance children's talents. The study is further expected to give knowledge and literature for scholars on the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Kenya.

1.8 Scope of the Study

The scope of the study is among other things, the geographical area within which the study will be operating (Bell, Bryman & Harley, 2018). Though the ECDE centres are run by county governments in public primary schools, these schools are managed and headed by head teachers employed by TSC. The study engaged teachers who managed the ECDE centres and the head teachers who were the administrators of the schools. The study was therefore restricted to public ECDE centres in Imenti South Sub-county, Meru County. The study was based on the Bronfenbrenner's theory of human development. A descriptive survey design was used, utilizing both qualitative and quantitative approaches to data collection.

1.9 Delimitation of the Study

Delimitation defines the parameters of an investigation, describe what a particular study does not cover or the characteristics that limit the scope or define boundaries of the study (Creswell & Clark, 2017). The study was restricted to the three study objectives identified earlier and the ECDE centres in Imenti South sub County of Meru. The study was also confined to the independent variables in the objectives.

1.10 Limitations of the Study

Limitation is an aspect that may affect the results of the study negatively, but over which the researcher has no control (Mohajan, 2018). The first limitation of the study encountered was the unwillingness of the respondents to give information. Some respondents tried to hide some aspects of what they knew, due to fear of victimization. The study overcame this by ensuring there is approval from the university to conduct the study and also assured the respondents of anonymity and that the information was for study purposes only. The study was also limited by the respondents' unavailability due to work schedules. The study overcame this limitation by booking appointments with the respondents.

1.11 Assumptions of the Study

Assumptions are underlying ideologies that are difficult to attest in any actual way (Simon, 2011). The study assumed that all the ECDE centres in Imenti South sub-county were equipped with trained ECDE teachers. It was also assumed that all the ECDE centres were well equipped with physical facilities and earning/teaching resources. The study further assumed that all respondents were honest in answering the questions posited to them.

1.12 Theoretical Framework

Theoretical framework is a collections of interrelated ideas based on theories (Snyder, 2019). Theoretical framework helped the study acknowledge the problem from a wider perspective and not from a narrow personalized self-interest. The study used Bronfenbrenner's theory of human development, developed in 1977. Bronfenbrenner's theory is categorized as an ecological theory in which emphasis is given to the role of social contexts in development (Bronfenbrenner, 1979).

Most of the investigations of development in institutions have focused on cognitive and behavioural outcomes in and individual. Not much effort has been directed at exploring the immediate physical and social context in which the individual lives and learns and the influence it has in enhancing children's creativity. Not much is known about the complex nature of activities, roles and relations that are part and parcel of institutional setting (Christensen, 2016).

This ecological theory mainly deals with significant person who have an influence on the development of children on social context which the children live. It puts forward the idea of five environmental systems that range from close interpersonal interactions or direct interaction between a child and social agents (Soyer, 2019). The first system is micro system. This is the setting in which an individual lives or spends a considerable amount of time like school, home, neighbourhood or peers. It is here that an individual has most of their direct personal interactions with other individuals such as teachers, peers, parents, classmates. In this context a child needs to get an environment. The facilities need to be appealing and in good conditions to provide comfort (Rosa & Tudge, 2013).

The second system is mesosystem. This involves the linkages or relations between different Microsystems in child's world. An experiences family and peers, or school and church experienced. The teachers should be available in school to offer care and bond when the children are brought to the ECDE centres. The third system is exosystems. This is where experiences in another setting in which the pupil has no active role exerts an influence on what the pupil and teachers experiences their immediate setting (Soyer, 2019).

A good example is policies roles and regulations, decisions and activities of managers and county government. These policies or rules and regulations should be made considering

the welfare of the ECDE learners and also their developmental abilities. The fourth Bronfenbrenner's system is macrosystem. This comprises influence from broader cultural setting in which individuals live. The fifth Bronfenbrenner's system is Chronosystem. This is the socio historical condition under which the child grows and develops or the ways in which transitions are patterned over the course of life (Rosa & Tudge, 2013).

Bronfenbrenner's theory aptly agrees with developmental path and conditions surrounding child development in preschool setting. Currently children usually spend all day in preschool centres. Here there are interactions both formal and informal result in some learning and development in child. There is also interaction between the child and physical environment like space, equipment, furniture play materials and learning materials (Soyer, 2019). Thus, the environment in which children interacts plays a critical role in the development of creative skills. Children ability to engage sustained attention is important because social problem solving is related to some form of unexpressed creative skills and positive feedback from others hence a child get motivated to be more creative (Rosa & Tudge, 2013).

Applying this theory to the study, Bronfenbrenner suggests that teachers can be supportive by preparing environment to engage children in creative group activities and nurturing those creative skills through positive warm responses. Teacher child relationships necessitates social interaction and communication which greatly nurtures development of preschool creative skills. This forms the bases for the need and purpose of the provision of these materials to the ECDE children for them to learn (Christensen, 2016). Bronfenbrenner's theory allows an exploration of the influence of an individual's immediate and wider settings on their development of creative skills. It also illustrates how

different contexts of a child's lives are interconnected. This provides motivation and on the validation for teachers and other caregivers need to be concerned with what only happens with a child in classroom only but also at home and with peers in relation to creative activities.

1.13 Conceptual Framework

A conceptual framework can also be regarded as a model of presentation where a researcher represents the relationships between variable in the study and shows relationship graphically or diagrammatically (Mohajan, 2018). A conceptual framework showing connection between dependent and independent variables for the study is shown in figure 1.1.

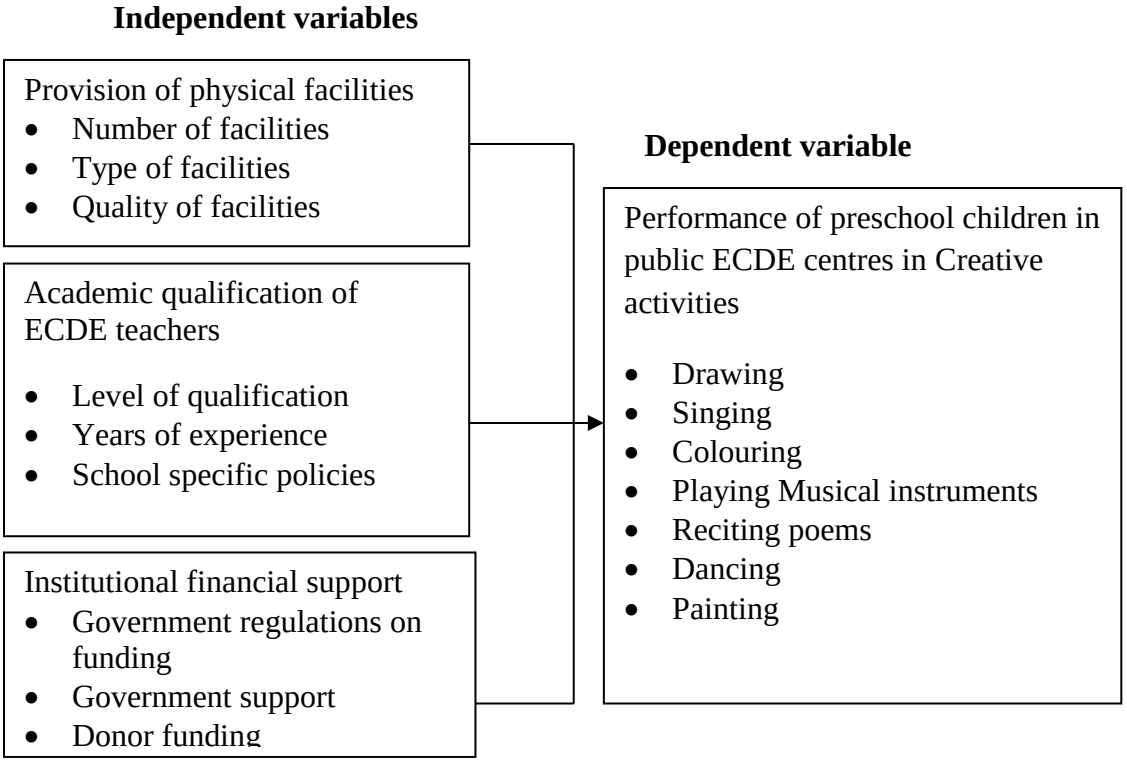


Figure 1.1: Conceptual Framework - Showing the Factors Affecting Performance of Preschool Children Psychomotor and Creative Activities in Public ECDE Centres in Imenti South Sub-County

The conceptual framework as shown in Figure 1.1 shows the dependent variables as performance in psychomotor and creative activities public ECDE centres which is hypothesized to be related and influenced by three independent variables. These independent variables are; provision of physical facilities, recruitment of ECDE teachers and provision of financial support. If the physical and social facilities are availed to the learners, they provide an ample and conducive learning environment which is very necessary for any learner and motivates them to enhance their psychomotor and creative activities. If the right ratio of teacher pupil is accorded, the workload of the teacher will be less thus giving each learner the required attention thus bringing a big impact to the performance of preschool children in creative activities. Provision of financial support will help acquisition of appropriate and variety of learning and teaching materials necessary for creative activities like crayons, musical instruments, drawing materials among others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of relevant literature review of the research problem. The chapter is organized according the objectives of the study and closes with summary of the reviewed literature and research gaps. The chapter reviews factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub County and challenges that are faced in the administration of the policies in the ECDE centres and their possible solutions. The literature is based on recent and original sources like books, journals, thesis and dissertations.

2.2 Review of Literature

2.2.1 Physical Facilities and Performance in Psychomotor and Creative Activities

Westerberg and Vandermaas-Peeler (2021) conducted a study that presented Reggio Emilia's idea of preschool environment. The study demonstrated how teachers can readdress the messages that are reflected in their classroom through the management of the materials, space and equipment to be reflective of children's perfectives. Reggio Emilia's preschool focused on children as strong and competent individuals who are capable of constructing their own knowledge, and preschool environment are considered to be the third teacher, proving children with opportunities to corroborate, explore, create and build relationships. This study was however based on a theoretical review of Reggio Emilia's idea of preschool environment, a gap that was addressed by the present study which used primary data to derive its findings.

As per Darling-Hammond and Cook-Harvey (2018), the space that a teacher creates for children seem to hold enduring memories for them and to have a powerful influence on what they will value later in life. A teacher must think carefully about their own values and how their decisions influence the arrangement of space, equipment's and materials in the class. Preschool environment must be reflective of children feelings and promote social interaction. Teacher can provide materials such as different coloured and pictured boxes, papers, colourful objects in transparent containers, wrapping papers and different fabrics that perpetuate provocation spark discussion. These materials can foster creativity in children. Skills and imagination can help them sort out material by texture, colours and shapes. However, this study was entirely based on secondary data sources, as opposed to the current study that relied on primary data through observations, interviews and use of questionnaires.

The starting of preschool environment like playgrounds and classroom influences the types of quality of relationships and social interaction that occur in the classroom each day. Children creating development is affected by societal values, laws and beliefs (microsystem), the home of setting (mesosystem) interactions in the workplace that affect the relationship between the parents and their children (Exosystem) (Christensen, 2016). Interaction in these various settings influence how children perceive the self-identity and their capabilities. Organizational of these environments was addressed focusing on how teacher can adjust these environments to accommodate various children abilities. However, Christensen's study is Bronfenbrenner's development ecology model, which is a theoretical approach. In addition, the context of this study was different, in a developed

country, while the present study used primary data to arrive at its findings in Imenti South sub-county in Kenya.

According to Chepsiror (2020), government support for ECDE in Egypt has been relatively recent beginning with construction of facilities and capacity building at the national level in the 1990s. Most nurseries are run either as non-governmental agencies or privately. Although the ministry of insurance and social affairs lays a supervisory role. Therefore, the provision of facilities has enhanced the education systems in ECDE centres in Egypt. The current study sought to determine if this is the case in Kenya and Imenti South sub-county in particular. Though the context of this study was in Kenya, it is different as it did not narrow down to Imenti South sub-county. In addition, this study was entirely based on secondary data sources, as opposed to the current study that relied on primary data through interviews, use of questionnaires and use of observations.

According to Mtana and Mange (2020), many ECDE centres in Kenya lack adequate teaching learning resources and other facilities suitable for ECDE in their learning environment. This is a clear indication that teachers do not have access to resources that enable them effectively implement ECDE curriculum. This affects administration of ECDE curriculum negatively as creation of a sustainable learning environment helps deprived children to improve their academic performance. Though this study was conducted in Kenya using primary data as well, its context is in Kilifi South Sub County, which is different from Imenti South Sub County, which was the focus of this study.

Chepkonga (2017) investigated the influence of learning facilities on provision of quality education in early childhood development education centres in West Pokot County, Kenya. The respondents being ECDE officers, head teachers and ECDE teachers. The study found

out that there was a significant relationship between learning facilities and provision of quality ECDE in West Pokot County. Majority of Public ECDE centres in West Pokot County were found not to have enough classes, desks, kitchen stores, play item, among others. Adequate learning facilities influenced negatively provision of quality Early Childhood Education. Chepkonga (2017) also revealed that the County Government has not provided enough resources for efficient implementation of County Government policies of administration on ECDE centres. Though this study was conducted in Kenya using primary data as well, its context is in West Pokot County, which is different from Imenti South sub county, which was the focus of this study. It was therefore incumbent to establish how the Meru County government is prepared in implementing of its County Government policies on provision of physical facilities and teaching/learning materials on administration of ECDE centres in Imenti South Sub-County.

2.2.2 Academic Qualification of ECDE Teachers and Performance in Psychomotor and Creative Activities

Lopez *et al*. (2021) argue that teachers form a fundamental resource in an educational organization. Adequate trained and well remunerated and provided with good working conditions is the first requirement of successful implementation of the learning processes. Therefore, institutions should put and extensive human resource management plan in place in order to ensure that they tap the employees' optimal performance. Human resource management strategies should aim at acquiring, developing and retaining the most value teachers required by an educational organization. The study conducted measurements of a child's physiology using biomarkers. However, this study did not include questionnaires

and interviews to get more data from the involved parties, a gap that was addressed in this study by including head teachers and ECDE teachers.

Globally ECDE sector has faced challenges. Some governments have tried to address these challenges through decentralization with little success (Weber, 2017). In the USA, provision of ECDE is decentralized to the states, enforcement of minimum working standards across states is weak and working conditions of ECDE teaching staff is characterized with low wages with their qualification requirements comparatively lower. This consequently leads to high turnover rates and difficulty in recruiting new teachers. Weber's study was however conducted using the views of Alberta kindergarten teachers, and hence the scope was limited. The current study also included the views of head teachers and conducted observations to supplement the views of the ECDE teachers.

National Academies of Sciences, Engineering and Medicine (2017) delineated some of the required standards from National Association of Education for young children that focus on the role of teachers. They addressed how teachers must understand the concept and the tools of inquiry of children's creative skills and support these skills. First, the teachers must and use variety of teaching approaches to facilitate children's critical-thinking skills particularly their problem-solving skills. Also, a teacher must understand the development, learning and motivational elements of young children and how they can design learning opportunities to support children's development and acquisition of knowledge. In addition, the teacher must understand how social interaction among children influences children's development and learning hence creating an environment that is respectful, supportive and challenging for all children. Nonetheless, this study was based on secondary data sources,

as opposed to the current study that relied on primary data through observations, interviews and use of questionnaires.

As per Bambaeeroo and Shokrpour (2017), a teacher must use knowledge of effective communication such as verbal and non-verbal communication and media to communicate, collaborate and support interaction in the classroom. Further, the teacher must understand how to access the intellectual, social and physical development of children and also identify children's talent and nature them. Teachers must also understand that creativity is an ongoing process in which adults and children can learn alongside one another, and teachers must understand how to employ their expertise to identify and support creative abilities. Hall and Thomson (2017) indicated that when teachers understand creativity in children as a collective and lifelong-learning process, they will break away from the traditional role in which creativity is devalued and will focus on becoming brokers between knowledge and people. However, Bambaeeroo and Shokrpour (2017) and Hall and Thomson (2017) studies are in different contexts to the current study, which aimed to determine preschool children performance in psychomotor and creative activities in Imenti South sub county.

Early childhood teachers play a crucial role in providing opportunities for children to work in communities where they can create, explore and construct knowledge (Bento & Dias, 2017). The need to identify and support children's creative skills is often a constant challenge for ECDE teachers because academics take a precedence over the importance of creativity. This means that the teachers must increase their effort to provide opportunities that are challenging in which they can identify and support children's interpersonal and intrapersonal relationships. However, this study is in a different context, and also was done

based on empirical reviews, which is contrary to the present study which was conducted based on primary data sources.

Vaiouli and Andreou (2018) determined a case study of young children's musical abilities as composers and song writers to determine the influence of children's invented song-making capabilities in development of creative thoughts and activities in music. Barrett concluded that children's improvisational skills in inventing songs were often discounted in order for teachers to introduce fixed musical ideas through repetitions that were meaningless to children and irrelevant to their song-making. The analysis provided reach insight into children's musical thought and activity composers and song improvisers. The authors further claimed that when children are engaged in communicative practices were able to develop or improvise songs spontaneously.

McLachlan (2019) highlights that any given policy within ECDE could be effective if it is carefully implemented, nonetheless, on the contrary it becomes only a paper work. Indeed, it emphasized that in case ECDE is not meant to serve the stated purpose of making sure that there is an effective smooth transition from homes to school, adequately prepare the child for primary levels of education incorporate the child's spirit of creativity and imagination, develop a sense of teamwork spirit, and then teach the child the rudiments of numbers, letters, colours and shapes among others improves the wellbeing of the child and greatly improves creativity skills. For these institutions to do this requires them to be adequately staffed. It also requires other stakeholders such as political good will, transparency, steadfastness and close interface between the policy formulation and implementation. However, this study used empirical studies to derive at its findings, while this study was mainly based on primary data sources.

In Kenya, the government has not aided in ECDE teacher preparation, lack of professional development opportunities for teacher and high teacher to children ratio was a problem (Monansa, 2019). Though the responsibility of devolved governments is to recruit the ECDE teachers and create an environment for effective teaching and learning, little has been achieved. ECDE teachers consider their appointment as temporally since they are not permanently employed and hence they do not feel secure with their jobs. Nonetheless, Monansa's study was conducted in Nyamache sub county, Kisii County, and did not include observations in arriving at its findings.

To address the challenges, Kenyan Constitution (2010) devolved ECDE to county governments as a way of restructuring the administration of ECDE addressing the challenges that have affected ECDE programs and especially creative activities. Kenyan constitution gives power to the elected county government to direct the county resources and apply them towards attaining quality free and compulsory ECDE education as stipulated in the constitution. Despite devolving the sector, many county governments' studies have shown that there is still concerns of ineffectiveness in implementing the curriculum and especially the competencies which are mainly displayed mainly through creative activities. For instance, Odundo, (2013) in his research paper reports that limited institutional capacity is a hindrance to proper implementation of ECDE policies in Nakuru Municipality.

Kiplagat, Syonthi and Situma (2019) shows that teacher pupil ratio in some ECDE classes is 1:70 which is far beyond the prescribed ratio of 1:25 such a high proportion has its own difficulties. Teachers find it impossible to pay attention to all learners especially slow ones. Further more teachers are supposed to give some assignments to pupils, as they are not able

to cope with the marking and teaching workload. Piper et al. (2018) indicate that having many children in a class being handled by one teacher in all the subjects thereby watering the intention of instructing of creativity activities which is a negative impact to a teacher. The above did not take into account consideration of all parties involved in creative and psychomotor activities in children, and was in a different context to Imenti South Sub-county, hence findings may not be representative. Therefore, the need for a study to find out reality on availability of trained ECDE teachers as a factor that influences the performance of creative activities in preschool children in public ECDE centres of Imenti South Sub-county.

2.2.3 Institutional Financial Support and Performance in Psychomotor and Creative Activities

Mbugua et al. (2021) observe that free primary education has had consequences for ECDE centres in terms of resource allocation. Most of the ECDE centres have been set up on premises of public primary school. Due to high enrolment in primary school, the ECDE centres have been reduced or shut to accommodate the surge of enrolment in primary education by FPE. ECDE teachers have put up with reduced space. In other schools the ECDE learners have been hosted in church buildings or worst classrooms on their premises. Their classrooms look congested with no free space for movement during lessons. The conditions of the classes are poor with dependence on sun- lighting which sometimes is not adequate. There are no sufficient desks and available ones are not appropriate for their age and size. Some children even sit on the mats or bare floor. This greatly affects children’s writing skills and physical development of the individual child. This study, nonetheless, focused on the challenges of teaching and learning resources on children

creative development facing ECDE programs in Nakuru East, Nakuru County, and methods such as observations were missing, which were included in the current study.

Kephas, Onderi and Mwebi (2020) reveals that government has been shouldering a heavy burden of financing the cost of primary school education since the cost of free primary education is high. The upkeep of children, general school development of grading of school facilities, paying maintenance of facilities and purchasing of materials for creative activities. That clearly shows that the ECDE centres need adequate financial support from the stakeholders and mainly from the county government since the ECDE programs were devolved to the County. Nonetheless, this study was done in Kitutu Central Sub-County, Kisii County, and did not focus on psychomotor activities, that are included in this study.

The support from other stakeholders like parents to give financial support has been hindered by poverty and lack of knowledge especially on importance of psychomotor and creative activities on children. Although there has been rapid growth of ECDE education in Kenya since independence enrolment in these ECDE centres have been low compared to enrolments in primary schools (Riungu, 2018). To add on this the finances are allocated to other academic areas and not focusing on funding the improvement of creative activities in the ECDE centres. Nevertheless, Riungu's study focused on the factors influencing enrolment of children in early childhood education, and did not include psychomotor and creative activities in children.

ECDE teachers' salaries are in most cases covered by parental fees, unlike their counterparts in primary schools who are paid by the government according to an official teacher scale (Kiplagat *et al*., 2019). In these ECDE centres parental fees is paid in proportion to the number of children one enrols and are mostly, if not entirely used to cover

teachers' salaries. Thus the level of teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. As a result of FPE enrolment in ECDE centres went down bringing about teachers blow whose remuneration was meagre and unstable with parents being reluctant to pay ECDE, the teachers had a big challenge to have adequate teaching/learning materials or mobilize more resources that facilitate the teaching of creative activities. However, this study did not include all stakeholders such as head teachers in ECDE centres in Eldoret East Sub-County, Uasin Gishu County, who were interviews in the current study in Imenti South sub county.

Apart from paying the teachers, the ECDE centres need to mobilize financial support creative activities. Hiring of subordinate staff and also raising funds for developing and forming committee to manage ECDE centres is needed (KICD, 2016). Non-governmental organizations, faith based organization companies and private agencies play a vital role in ECDE programs. They assist in providing finances to aid in buying furniture, provision of creative activities learning materials, initiating and sustaining feeding programs, paying of salaries, capacity building and provision of technical support, advocacy for ECDE and mobilization of resources. The study by KICD was done using secondary data sources, while the present study heavily relied on primary data sources.

Odundo (2013) in his paper determinants or effective policy implementation in early childhood development and education in Nakuru Municipality asserts that limited institutional capacity is a hindrance to proper implementation of early childhood development education policy. Similarly, Wangila, (2017) asserts that the challenges facing the administration of ECDE and education policy in Bungoma County include inadequate teaching, learning resources and financial constraints leading to ineffective

administration of the centres. These challenges also include poor teacher recruitment high teacher to pupil's ratio, poor physical facilities and poor financial support. One clear question is identified; are the County Government inputs especially financial resources correctly channelled to produce the required outcomes? It is in this view that the current sought study to access the impact of provision of financial resources on performance of public preschool children in psychomotor and creative activities in Imenti South Sub County, Meru.

2.2.4 Preschool Children Performance in Psychomotor and Creative Activities

Creative activities are various activities that are done by preschool children such as painting, colouring, modelling, singing, reciting poems, drama among others. According to Korhonen (2021), the pre-primary curriculum consists of six curriculum activity areas. Each of these activity areas are allocated lessons which cover a whole week. Language activities, mathematics activities and environmental activities are allocated each five lessons in a week. Psychomotor and creative activity area is allocated eight lessons a week while religious educational activities and pastoral program instructions are allocated each one lesson per week.

The benefits of including and stressing on the psychomotor and creative skills in early childhood education are numerous and expansive, ranging from the physical to the emotion to the mental. Although actions are taken for granted, our ability to move and our co-ordination is comprised of gross and fine motor skills and our skill level in these movements are developed throughout our childhood. Varying types of creative art activities help children to build up their activities in both categories of motion. For example, when a child grabs and uses a paintbrush or glues buttons and yarn to paper. This

is engaging and advancing his fine motor skills. However, when the child dances, skipping, clapping or jumping in time of music, s/he stimulates the part of the brain that controls gross motor skills. Utilization of these areas is critical to later adulthood abilities (Zakaria, Yunus & Mohamed, 2021).

Psychomotor and creative skills provide an outlet for young children to explore and gain control over their emotions too. The skills have always been considered to be a passionate past time and this holds time for children as well although in a manner different than for older individuals. In adults' creative skills help release feelings but they might otherwise have difficulty expressing them. Creative arts on the other side helps children explore their emotional range so that they will be better equipped with the ups and downs that will become a part of their lives as they grow older. Dramatic play, role playing and instrumental playing are suited to developing children emotional abilities. According to Sahlberg and Doyle (2019), creativity has been considered in terms of process, product or person. They further defined creative activities as interpersonal and intrapersonal by means of which original, high quality and genuine significant product are developed.

A solid policy framework based on prioritization and phasing strategies is urgently needed to develop a policy framework, some conceptual and terminological clarifications are needed. Most important, a clearer and rational provision structure needs to be put in place for the training of teachers, caregivers and parents as well as for inspection and monitoring before any efforts are launched to develop training, inspection, monitoring and evaluation systems (McLachlan, 2019).

As per Piper et al. (2018), the major policy initiatives of the MOEST focus mainly on children over three. The second objective of the ESSP is to develop a multi-sectoral

approach to ECDE, which may lead to the identification of services catering for young children. But the missing policy link for children under three has not been explicitly addressed. The Education Act being drafted within the MOEST singles out 3+5+-year-olds as its target group. The Draft Sessional Paper No. 1 of 2005 states that the focus of the MOEST will be on 4+- and 5+ year-olds, and implies that the provision for children under three will be done in partnership with other stakeholders.

The Constitution of Kenya 2010 advocates for free and compulsory basic education. It also introduced the national and County Governments, which gave rise to changes in the administrative and organizational structures of various offices and services. Currently, ECDE education is under the County Governments (KICD, 2016). This includes a sub-sector policy outlining the policies that will be implemented as a result of proposed early childhood development education. It proposed that budgetary allocation for ECDE in the ministry budget would be increased at least by 1% of the current MOE budget. The same should be done in County Government to give ECDE a priority in the allocation of the budget and increase its budgetary allocation yearly to provide for ECDE centres. This will enhance the administration of ECDE centres.

The study finds it very necessary for the County Government to consider seeking for ECDE funding from external donors or partner with other charitable institution or organization to help in the effective implementation of its policies administrator on ECDE centres in Imenti South Sub-county. The administration of early childhood programs depends on the functionality of County Government; given that this is the initial responsibility after the promulgation of the new constitution 2010. For this study the working or studying environment of teachers and learners respectively, the perception of the teachers and

County Government officials towards their work will have significant effect on implementation of County Government Policies on ECDE education (Wangila, 2017). Therefore, this study sought to examine how the County Government of Meru has succeeded in providing financial support to the ECDE centres to aid in providing teaching and learning materials for creative activities and also help in sustaining other necessary programs essential for the children's learning in ECDE centres and in particular in Imenti South sub-county.

According to Mwangi (2018), the then Cabinet Secretary for Education in Kenya Hon. Amina Mohammed, launched a National Pre-primary Educational Policy. The new policy will offer guidance to pre-primary education popularly known as nursery education and service providers throughout the country. The launch of this policy is a critical step towards laying a firm foundation for the education of our children. She stated that the government would establish Early Development (ECDE) centres in five counties, that would be adopted in the centres and provide support to the pre-primary education providers. The policy indicated that the government had increased recognition and support for ECDE starting there was an increase in nursery school enrolment from 64.4% in 2012 to 27.1%, in 2017. It also further reported that 80% of ECDE learners were trained. She assured that the Ministry would continue supporting county governments by providing central coordination of early childhood Education.

Incorporation of pre-primary education into basic education structure and integration of pre-primary education into competency based curriculum is essential Kiugu and Aluko, (2019) noted that the pre-primary (ECDE) still faces same challenges which are high child-teacher ratio, poor physical infrastructure. Inadequate teaching and learning materials,

limited play spaces and play equipment. Since the report was made from the whole county, the study sought to check the situation and how they influenced the performance in psychomotor and creative activities in public ECDE centres in the particular Imenti South Sub County.

2.3 Summary and Research Gap

The reviewed literature has indicated a number of studies on factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in different regions in the world and more in the devolved counties in Kenya. Most of the studies (such as Chepsiror, 2020; Mtana & Mange, 2020, Monansa, 2019) have found out that ECDE centres do not have sufficient trained teachers who are employed by the county Government. To add on that the ECDE centres lack up to date physical and social learning facilities, play materials and insufficient financial support among other challenges. These challenges are major constraints affecting the performance of psychomotor and creative activities of preschool children in public ECDE centres in Imenti south Sub County.

Further, literature review in regard with factors affecting performance of preschool children psychomotor and creative activities in public schools has not been reviewed comprehensively. The literature has shown the efforts made by the Kenyan Government to ensure schools have professionally trained teachers and also formulate policies to provide the teaching and learning materials. This is evident with the current and compulsory free primary secondary education where all pupils are allocated funds that enable the teaching and learning of the learners. However, there is paucity of efforts to have the same programs and efforts in ECDE centres. This is a serious omission taking to serious consideration that the ECDE is the foundation of the creativity and imagination of any learner whether in

primary or secondary school. For instance, learning difficulties in different areas of studies pronunciation of words, handwriting, talent identification, values, socialization and the like are formed and rectified in preschool not putting in mind much emphasis on psychomotor and creative activities (Mbugua *et al*., 2021; Kiugu & Aluko, 2019).

Additionally, studies have failed to used use comprehensive methodologies using both quantitative and qualitative data (such as Mbugua *et al*., 2021; Mtana & Mange, 2020, Monansa, 2019; Kiugu & Aluko, 2019). The use of questionnaires, interview schedules and observational schedule/checklists to ascertain physical facilities and teaching/learning materials is missing in literature. Thus, the impetus of the current study has been spurred by identified gaps in the reviewed studies. The study enlisted the use of observation checklist in additional of assessing the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub-county, Meru. It also used both qualitative and quantitative approaches.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the procedure and strategies that will be used in the study. It deals with description of research design, research site, the target population sample and sampling procedures, development of research instrument, piloting, validity and reliability of research instruments, data analysis techniques and legal and ethical considerations.

3.2 Research Design

This study used a descriptive survey design aimed at arriving at the desired research findings; by determining those involved in the research topic, what their role is, when, where and how these subjects are affected by the research topic and the implications if this study is not carried out. According to Creswell and Clark (2017), a descriptive survey design is a procedure of collecting information by interviewing and also administering questions to the sample individuals. It also follows a creative exploration and serves to organize the findings in order to fix them with explanations and validate those explanations. This design was preferred as data collected was used to recommend specific strategies to enhance the performance of preschool children in psychomotor and creative activities in ECDE centres in Imenti South Sub-county. The study also adopted both qualitative and quantitative approaches to data collection, which support the use of a descriptive survey design.

3.3 Research Site

The study was conducted in Imenti South Sub-County, Meru County, Kenya. South Imenti is an electoral constituency in Kenya. It is one of nine constituencies of Meru County. It has six wards which include Abogeta East, Abogeta West, Igoji West, Igoji East, Mitunguu and Nkuene. The constituency was established for the 1988 elections. The county covers an approximate area of 661 km^2, and is among the most populated sub counties in Kenya. Imenti South Sub-County has become a cosmopolitan area due to its rapid growth and high productive soils and reliable sources of water which aids in irrigation of many income generating crops like bananas, cabbages, sweet potatoes, arrowroots, maize beans, potatoes, tomatoes among others (Riungu, 2018).

According to the County Director of Education, Imenti Sub-county was the best in Kenya certificate of primary education results in the year 2017 in the larger Meru County among the 11 sub-counties. There were 61,870 children in ECDE centres in Meru County. This constitutes to 28,925 males and 32,945 females. Total numbers of ECDE centres were 813. The County Government co-started and equipped 2 ECDE classrooms in every ward in year 2014.

Imenti South Sub-County was preferred as the research site since there were various problems that had been reported including depilated classrooms or no classrooms at all, unsafe playgrounds, no play items and very little teaching/learning materials especially for creative activities (Riungu, 2018). In addition, many ECDE children had been withdrawn from the public ECDE centres and taken to private ECDE centres. There had been growth of many private ECDE centres in the region which is an indicator that there was a challenge in the public ECDE centres that parents were not willing to enrol their children in them.

The trends had been worrying hence necessitating an investigation of the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub County, Meru, Kenya. This created the impetus for the study to select the site.

3.4 Target Population

Target population is the actual population to which the researcher would like to generalize the results of the study (Basias & Pollalis, 2018). According to the Imenti sub-County ECDE director, there were 116 ECDE centres within three divisions namely Igoji, Abogeta and Nkuene. In these centres, there were 210 ECDE teachers and 116 public primary schools head teachers. The key respondents were the 210 ECDE teachers who were entrusted in nurturing the ECDE children in social and basic life skills and also run the ECDE centres. The 116 head teachers were targeted as the respondents because they serve as managers of the schools hence have the responsibility of also advising and supervising the implementation of the curriculum in the centres. The target population is shown in Table 3.1.

Table 3.1: Target Population

Strata	Target Population	Percentage
ECDE teachers	210	64.4
Public primary school head teachers	116	35.6
Total	**326**	**100.0**

Source: Imenti sub-County ECDE director

3.5 Study Sample

3.5.1 Study Sample Size

A sample size is defined as a smaller representative group that is obtained from target population which is used to generate the required statistics for study (Creswell, 2014). There are different ways of selecting sample size which include, using sample size table and using sample size formula. Factors considered include confidence level, size of population variance, size of population as well as cost and budgetary constraints (Kumar, 2018). The study used the following formula from Krejcie and Morgan (1970) since it is useful for estimation when dealing with a finite population, as was in the current study:

$$s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where:

S = required sample size

X = Z value

N = population size

P = population proportion (assumed to be 0.5 since this would provide the maximum sample size)

d = the degree of accuracy (5%) expressed as a proportion (0.05)

To calculate the sample size:

$$s = \frac{1.96^2 \; x \; 326 \; x \; 0.5 \; x \; (1 - 0.5)}{0.05^2 \; x \; (326 - 1) + \; 1.96^2 \; x \; 0.5 \; x \; (1 - 0.5)}$$

S= 176.5978905~ 176

Therefore, the minimum sample size was 176 ECD teachers and public primary school head teachers, which was obtained from the first 30 ECDE centres, as shown in Appendix X. The distribution of the sample size was done based on proportional sampling as shown in Table 3.2 below:

Table 3.2: Sample Size

Strata	**Target Population**	**Proportionate Calculation**	**Sample Size**
ECDE teachers	210	210/326*176	113
Public primary head teachers	116	116/326*176	63
Total	**326**	**326/326*176**	**176**

Source: Researcher (2021).

3.5.2 Sampling Procedure

The study used stratified random sampling. According to Bryman and Bell (2015), stratified random sampling is used when there is a target population from a homogenous group, and equal chances of representation are sought. As in the case of the study where the ECDE teachers and head teachers were targeted, stratified random sampling method was preferred, as equal representation of the study respondents was sought. The first stratum was the ECDE teachers and the second stratum was the head teachers, whose records were obtained from County Director of Education, Imenti Sub-county. Based on the County Director of Education records on November 2021, the study got a list of all ECDE teachers and head teachers, and then used simple random sampling to select ECDE teachers and purposive sampling for head teachers, until the sample size was obtained in the first 30 ECDE centres shown in Appendix X. This ensured that every teacher had an equal chance of being included in the study, and generalizations were based on the sampled respondents.

3.6 Data Collection

The study employed three data collection instruments; the head teachers' interview schedule, the ECDE teachers' questionnaires, and an observation for physical facilities and teaching/learning resources observation schedule for the researcher to check the availability and condition of facilities and resources in relation to psychomotor and creative activities, and general pupil's creative activities performance observation checklist. The data collection instruments are discussed below in detail.

3.6.1 Data Collection Instruments

3.6.1.1 ECDE Teacher's Questionnaires

Use of questionnaires allows uniformity in the way questions are asked and will maintain comparability. The researcher allowed the respondents to express their views in their own words in the open ended questions while the closed ended questions captured factual responses, as recommended by Creswell (2014). The questionnaire had five sections, A, B, C, D and E as follows; Section A collected demographic information; Section B assessed influence of physical facilities in performance of creative activities in ECDE centres; Section C measured the influence of recruitment of trained ECDE teachers on performance of preschool children in psychomotor and creative activities. Section D measured influence of financial support in preschool children in creative activities, while Section E evaluated the performance of the ECDE children in creative activities in public ECDE Centres (Refer to Appendix II).

3.6.1.2 Primary School Head Teachers' Interview Schedules

Interview schedules were used to get in depth information on the impact on county government policies of administration on ECDE centres. Interview method of collecting

data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher (Creswell, (2014). The researcher used the interview schedule to get in-depth information on the capacity to provide physical facilities, enough ECDE teachers and financial support towards ECDE centres in regard to psychomotor and creative activities. The researcher also clarified any contradicting questions and helped the respondents to give relevant responses (see Appendix III).

3.6.1.3 Observation Schedules

Observation procedure can record naturally occurring behaviour or condition of something as it in reality. This can avoid some demerits which can be brought about from the use of questionnaires or interview schedules (Creswell & Clark, 2017). The researcher aimed at checking the availability and condition of facilities and other resources that are essential for in influencing performance of preschool children in psychomotor and creative activities in ECDE centres in public ECDE centres in Imenti South Sub-County. Some of these facilities were classrooms, playgrounds, toilets, swings and slides, chairs, study tables, stationery cabinets and creative activities materials (See Appendix V).

In addition, to ascertain the reality on the ground about different levels of preschool children performance in psychomotor and creative skills, the researcher used observation schedule. Bell et al. (2018) assert that the status of phenomenon is not determined by interviewing respondents but observing how children are performing psychomotor and creative activities through the observation checklist. The researcher aimed at checking creative skills preschool children are able to perform like dancing, singing, drawing, colouring, painting, role playing among others (See Appendix IV).

3.6.2 Pilot Testing of Research Instruments

The researcher first conducted a pilot study in Kairuni Primary School and Keganguru Primary School in the neighbouring Maara Sub County, Tharaka Nithi County, Kenya. The pilot sample was 17 (10% of the sample size for the main study) as recommended by Basias and Pollalis (2018). This was done before the actual data collection. The two primary schools were selected as they host a large number of ECDE pupils. The main aim of the pilot study was to enhance validity and reliability of the research instruments (Creswell, 2014). The pilot study assisted the researcher to determine the feasibility of conducting the actual study. It further helped in pre-testing of the questionnaires interview schedules and the observation schedules. Piloting also provided valuable insights to the researcher, through checking for validity and reliability. An overall Content Validity Index (CVI) of 0.7 or more and Cronbach Alpha Coefficient of 0.7 were desired, for validity and reliability respectively. Those questions that had Cronbach Alpha Coefficient and CVI of less than 0.7 (such as asking head teachers about the minimum qualifications for their ECDE teachers, and the relationship of their ECDE teacher with the learners) were deleted from the questionnaire before actual data collection was done.

3.6.3 Instrument Reliability

Reliability is a measure of a degree to which a researcher's instrument yields consistent results or data after repeated trials (Devi, 2017; Creswell & Clark, 2017). The researcher administered the instruments to the pilot sample and then scored the questions. The reliability of the test instrument was measured by Cronbach Alpha Coefficient to determine internal consistency by checking inter-relation. The Cronbach Alpha coefficient was calculated as below formula; Cronbach's basic equation for alpha;

$$\alpha = \frac{n}{n-1}\left[1 - \frac{\sum Vi}{Vtest}\right]$$

Where

n = number of questions

Vi = Variance of scores on each question

Vtest =Total variance of overall scores (not percentages) on the entire test

The study found a reliability test coefficient result value of 0.88 was obtained and considered significant for this study as well as measured the variables of the study.

3.6.4 Instrument Validity

Validity is described as the ability of the instruments being used to help the researcher get meaningful and justifiable conclusions about a sample or population from data collected (Creswell, 2012). The validity of this study was first of all enhanced by the pilot study. For face validity, the instruments were thoroughly checked by the two supervisors assigned to the researcher by the university. The researcher also carried out content validity where an overall CVI of 0.81 was obtained, and considered sufficient for data collection to commence.

3.6.5 Data Collection Procedure

For ECDE teacher's questionnaires, the researcher started by obtaining the applicable clearance procedures from relevant authorities which include approval from African Nazarene University (ANU), the Kenya National Council for Science, Technology and Innovation (NACOSTI) and the Imenti South sub county educational offices. After

approval, two research assistants were sought and trained for purposes of data collection. The research assistants were used to mobilize the respondents in addition to data collection. In achieving this, they were instructed on how to mobilize and attain responses from both the questionnaire respondents. The researcher instructed the research assistants to go to every school in the sub county that met the criteria for data collection, that is, has a public ECDE centre and teachers. This was done from third to the fourth week of June, 2021 and therefore took two weeks. The venues were individual schools, as during this period, the schools were opened and in session for learning for the third term as per the school calendar. The respondents were required to fill the questionnaires on their own or with the help of research assistants where clarification was sought. After the questionnaires were fully filled, the research assistants collected them as soon as they were ready, either immediately or during follow ups as the respondents dictated. The collection of data using questionnaires was done at the same time as that of key informants as the venues were the same. However, questionnaires were given priority as this helped the researcher clarify more information from the head teachers.

For primary school head teachers' interview schedules, the researcher started by presenting the applicable clearance procedures from relevant authorities, as discussed for questionnaires. After that, research assistants were sought and trained for purposes of data collection. The research assistants were used to mobilize the school head teachers in addition to collecting data from them. The research assistants went to every public ECDE centre that met the criteria for data collection. Data collection was done during the First week of July 2021 and therefore took one week. The venues were individual ECDE centres in the sub county. The research assistants recorded the head teachers, or wrote down their

responses if they preferred so. After interviews, audio clips were kept, in addition to written responses for the researcher to undertake the analysis process. The collection of data using interviews was done at the same time as that of questionnaires, but later after data collection for questionnaires had commenced.

For the questionnaires and key informants, informed consent was also sought from the various study participants, where respondents were given a right to withdraw from the study wherever they felt like doing so. Additionally, the researcher provided assurance to the respondents that the information that was obtained from them would be safe and would only be used for the purpose of the research. The researcher obtained responses from the questionnaire responses, then the interview responses and finally undertook observations. The total data collection process took a period of 2 weeks.

For observation checklist, the researcher individually visited the ECDE centres with permission from relevant authorities to further verify the information obtained from questionnaires and enrich the research, as well as get more information on the dependent variable. This was done after data collection from the questionnaires and key informants was done, as a way of triangulating the information obtained. A checklist was used, where a tick for present and X for absent were used. The researcher went to every public ECDE centre data collection was undertaken, for easy triangulation of data obtained.

3.7 Data Processing and Analysis

3.7.1 Quantitative Data

After completing the data collection, the instruments were checked if all were well completed and assigned numbers to help in data entry. Data analysis was guided by the three objectives of the study. Firstly, data cleaned and then coded and entered into the

computer using Statistical Package for Social Sciences (SPSS) version 26. Quantitative data was analysed using both descriptive statistics that include frequencies, means, standard deviations and percentages.

Consequently, this study undertook regression analysis in order to describe the relationship between independent variables which are (provision of physical facilities, recruitment of ECDE teachers and provision of financial support towards ECDE centres) and the dependent variable (performance of preschool children in public ECDE centres in psychomotor and Creative activities).

The analysis also incorporated hypothesis testing. The three formulated hypothesis were tested by use of both simple and multiple regression analysis. The regression equation was in the form of $Y=B_o + B_1 X_1 + \Sigma$ where Y = performance in creative activities, X_1 = provision physical facilities, while Σ is the error term. The same was done for provision of trained ECDE teachers and provision of ECDE financial support, using equations $Y=B_o + B_2 X_2 + \Sigma$ and $Y=B_o + B_3 X_3 + \Sigma$ respectively. Both inferential and descriptive analysis data were presented in tables, bar graphs and pie charts.

3.7.2 Qualitative Data

Qualitative data from open-ended items and interview schedules was cleaned and then sorted into themes and sub-themes, information was then reported through narratives, patterns. Specifically, identification of similar phrases, themes and relationships between themes was done. A critical review and revision of generalizations, paying particular attention to contradictory evidence and outliers was finally done. Qualitative data was then organized into themes, analyzed and reported in verbatim to corroborate the findings from the questionnaires.

3.8 Legal and Ethical Considerations

Legal and ethical consideration and concerns in research are meant to ensure using procedures that offer the best possible protection to the participants and also to the researcher (Bryman & Bell, 2015). The research was guided by several ethical considerations. Before embarking on data collection and analysis the researcher sought approval from ANU, NACOSTI and the Imenti South sub county educational offices. The researcher also obtained permission from sub-county Early Childhood Education officer and primary school Head teachers of the sampled schools. The researcher wrote a transmittal letter to the participants to inform them on nature and purpose of the study. The researcher further ensured that participants were involved on a voluntary basis and with their informed consent. The researcher also ensured that their identities and personal information was handled in confidence. The researcher further ensured the anonymity of participants by removing any description that could have revealed the identity of individuals. The researcher also avoided plagiarism by acknowledging sources of published information.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This study sought to establish the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub County, Meru, Kenya. The study specifically sought to assess the effect of availability of physical facilities, academic qualification of ECDE teachers, and institutional financial support on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County. This chapter presents the response rate achieved, the demographic information and examines the findings as per the specific objectives.

4.2 Response Rate

The study targeted to collect data from 113 ECDE teachers and 63 public primary school head teachers. Questionnaires and interview guides were distributed to the ECDE teachers and public primary school head teachers and after all responses were returned, review of the responses was done. Table 4.1 shows the response rate for the study.

Table 4.1: Response Rate

Strata	**Sample Size**	**Response Rate (f)**	**Response Rate (%)**
ECDE teachers	113	91	80.4%
Public primary school head teachers	63	53	82.8%
Overall Response	**176**	**144**	**81.8%**

Source: Research Data (2021)

After review, considering consistency, legibility and completeness, a total 144 responses had all questions completely responded to and were found eligible for analysis,

representing an overall response rate of 81.8% (Figure 4.1). This response was considered excellent as it was more than 70% as recommended by Kumar (2018).

4.3 Demographic Characteristics of the Respondents

The demographic characteristics of the participants who took part in the study was sought from the ECDE teachers and head teachers, who were required to fill the questionnaire and respond to key informant interviews respectively. The information sought was the gender of respondents, age of respondents and working experience for both the ECDE teachers and head teachers. These findings are presented in sub-sections 4.3.1 to 4.3.6.

4.3.1 Gender of ECDE Teachers and Head Teachers

The study sought to determine the gender distribution of the ECDE teachers. Determining the gender of the respondents was important in defining the type of ECDE teachers who participated in the study. Figure 4.1 shows these findings.

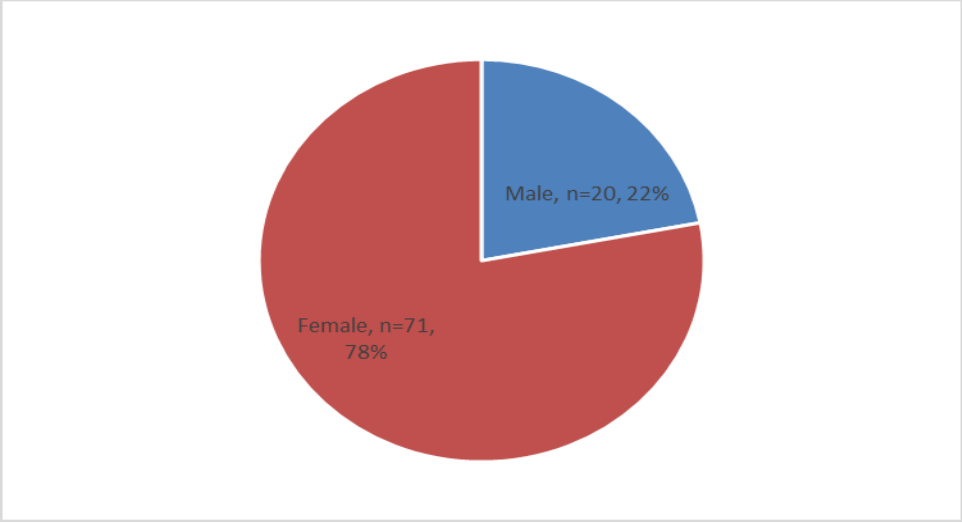


Figure 4.1: ECDE Teachers' Gender

Source: Research Data (2021)

As presented in Figure 4.1, 78% (n=71) of the ECDE teachers are female while 22% (n=20) are male. The findings imply that there are more female ECDE teachers than their male

colleagues. This can be attributed to the prevalence of females being considered as the most ECDE teachers and therefore the ones participating in ECDE institutions in most Kenyan schools, and this was also the case for the study area.

The study also sought to establish the gender distribution of the head teachers who participated in the study. Determining the gender of the head teachers was important in defining the type of management in terms of gender distribution. Figure 4.2 presents the findings obtained.

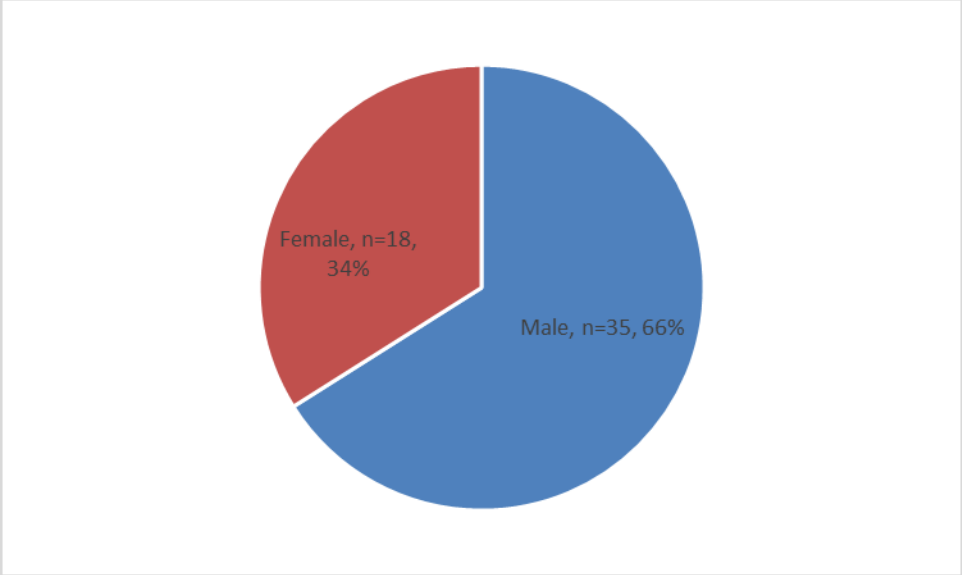


Figure 4.2: Head Teachers' Gender

Source: Research Data (2021)

As shown in Figure 4.2, 66% (n=35) of the head teachers are male while 34% (n=18) are female. The findings imply that there are more male head teachers than their female colleagues, which can be attributed to the prevalence of males being considered as the heads of institutions in Kenya. The findings show a deviation in distribution in gender as compared to the ECDE teachers.

4.3.2 Age of ECDE Teachers and Head Teachers

The study sought to assess the age category of the respondents in order to determine the distribution of ages of the ECDE teachers in Imenti South Sub-County. The findings are shown in Figure 4.3.

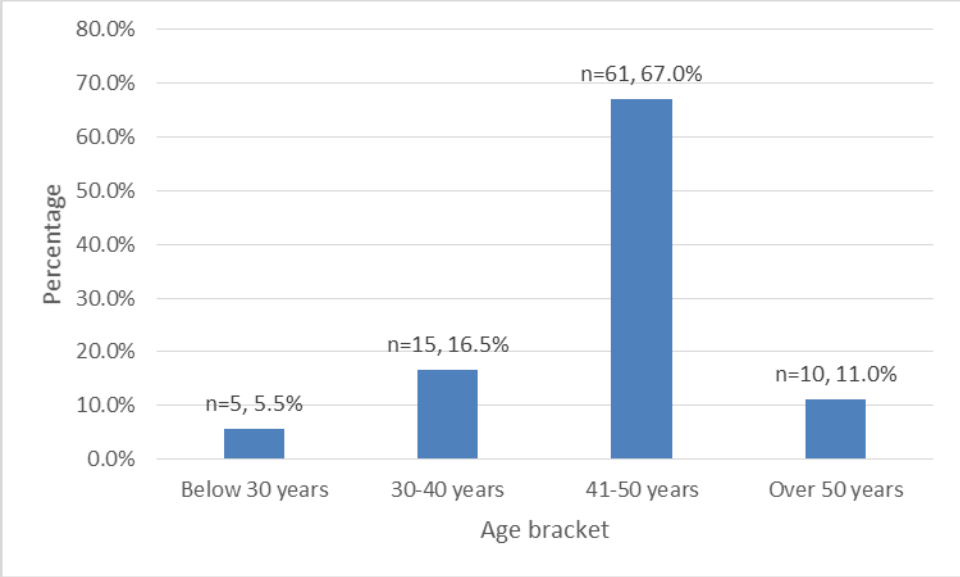


Figure 4.3: Age Bracket of ECDE Teachers

Source: Research Data (2021)

The findings presented in Figure 4.3, indicate that 67% (n=61) of the respondents are in the age category 41-50 years, 16.5% (n=15) are in the age category of 30-40 years, 11% (n=10) are in age category of more than 50 years while 5.5% (n=5) are in the age category below 30 years. The findings show that most ECDE teachers occupied the age category of 41-50 years, which implies that most ECDE schools depends on aged teachers for better teaching.

The study also sought to assess the age category of the head teachers in order to determine the distribution of their ages in Imenti South Sub-County. The findings presented are shown in Figure 4.4.

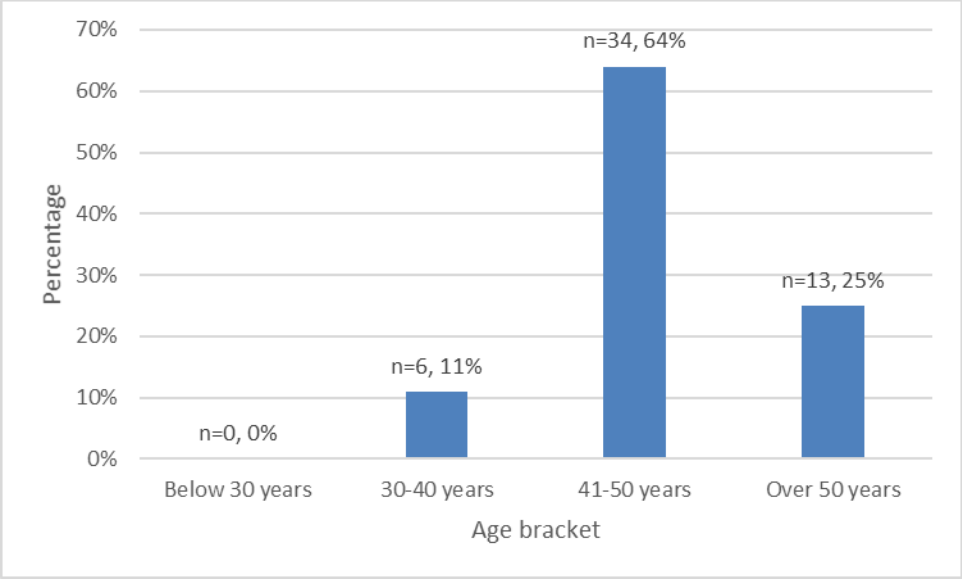


Figure 4.4: Age Bracket of Head Teachers

Source: Research Data (2021)

The findings show that 64% (n=34) of the head teachers are in the age category 41-50 years, 25% (n=13) are in the age category of more than 50 years and 11% (n=6) are in age category of 30-40 years. The findings show that most head teachers occupied the age category of 41 years or more, which implies that most schools depend on experienced teachers for better management of the schools.

4.3.3 Working Experience of ECDE Teachers and Head Teachers

Working experience of ECDE teachers in Imenti South sub-county depicts the experience of the teachers in teaching. This study then considered establishing how long the ECDE teachers had worked and the results were as presented in Figure 4.5.

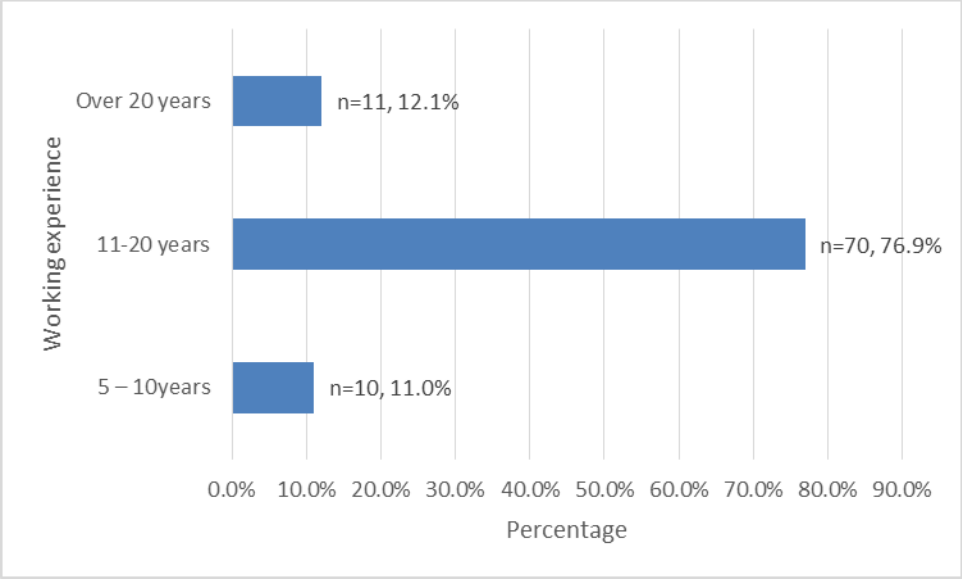


Figure 4.5: Working Experience as an ECDE Teacher

Source: Research Data (2021)

The study established that majority of the ECDE teachers had worked for 11-20 years 76.9% (n=70) followed by those who had worked for more than 20 years 12.1% (n=11) while 11.0% (n=10) had worked for 5-10 years. The findings therefore indicate that most ECDE teachers had worked for a period of 11-20 years, thus could competently report based on their observation and experience in teaching.

Working experience of head teachers in Imenti South sub-county depicts the experience of the head teachers in management of the schools. This study therefore determined how long the head teachers had worked and the results were as presented in Figure 4.6.

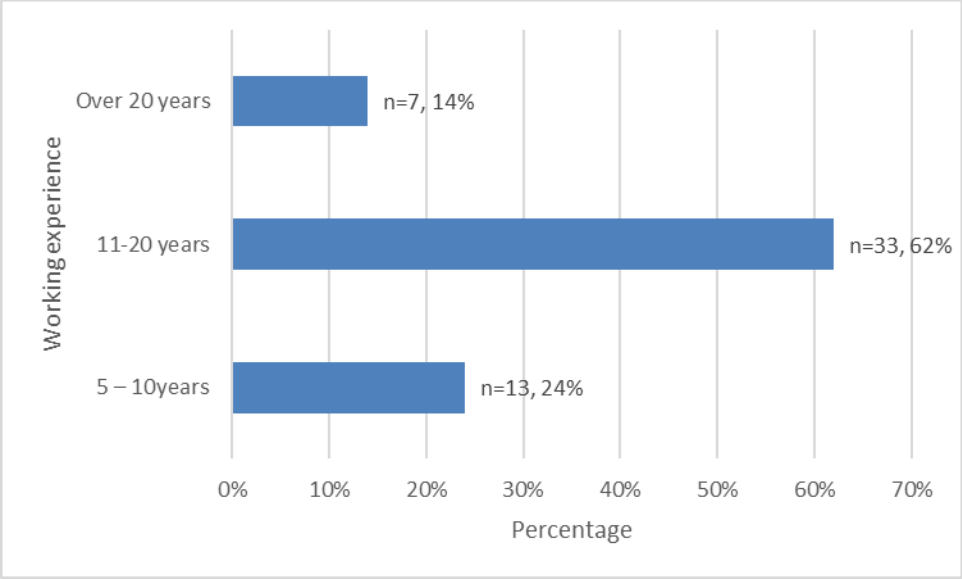


Figure 4.6: Working Experience as a Head Teacher

Source: Research Data (2021)

The study established that majority of the head teachers had worked for 11-20 years 62% (n=33) followed by those who had worked for 5-10 years at 24% (n=13) while 14% (n=7) had worked for more than 20 years. The findings therefore indicate that most head teachers were experienced in management and could therefore easily manage the ECDE centres.

4.4 Analyses of Study Variables

The study sought to assess the effect of availability of physical facilities on preschool children performance in creative activities in public ECDE Centres in Imenti South sub-County. Furthermore, the study sought to examine the effect of academic qualification of ECDE teachers on preschool children performance in psychomotor and creative activities in public ECDE Centres and also to establish the effect of institutional financial support on preschool children performance in creative activities in public ECDE Centres in Imenti South sub-County. The findings of the study are presented in three sub-sections (4.4.1 to section 4.4.3), each sub-section based on specific objectives of the study.

4.4.1 Effect of Availability of Physical Facilities on Performance in Psychomotor and Creative Activities

4.4.1.1 Descriptive Analysis on Availability of Physical Facilities

The first specific objective of the study was to assess the effect of availability of physical facilities on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County. The study first sought to determine the number of ECDE classrooms at their centres. The findings are shown in Table 4.2.

Table 4.2: Number of classrooms in ECDE Centres

	Frequency	Percent
One	10	11.0
Two	61	67.0
Three	20	22.0
Total	91	100.0

Source: Research Data (2021)

The study revealed that most centres had two classrooms 67.0% followed by three classrooms 22.0% and one classroom 11.0%. The study also sought to determine whether the schools had safe playgrounds for ECDE children. The findings are presented in Table 4.3.

Table 4.3: Safe Playground for ECDE Centres

	Frequency	Percent
Yes	81	89.0
No	10	11.0
Total	91	100.0

Source: Research Data (2021)

The findings indicated that 89% (n=81) of the respondents said the schools had safe playgrounds while 11% (n=10) said the schools lacked safe play grounds. The study

wanted to determine whether the county government had directed enough physical facilities towards the ECDE centres in their schools. Table 4.4 shows the findings obtained.

Table 4.4: County Government and Adequate Physical Facilities to ECDE Centres

	Frequency	Percent
Yes	13	14.3
No	78	85.7
Total	91	100.0

Source: Research Data (2021)

The study established that 85.7% (n=78) of the respondents revealed that the county government had directed enough physical facilities towards ECDE centres while 14.3% (n=13) suggested that the county government had not directed enough physical facilities towards ECDE centres.

Based on Likert scale responses, the study also sought to determine whether there were enough indoor items for regular lesson attendance and working areas for psychomotor and creative activities. The findings are shown in Table 4.5.

Table 4.5: Agreement to Various Statements on Physical Facilities

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	SD
There are enough indoor items (e.g. movable benches and chairs, movable walls, see-saws, play equipment etc.) for regular lesson attendance and working areas for psychomotor and creative activities	f	14	43	24	10	0	2.33	.870
	%	15.4%	47.3%	26.4%	11.0%	0.0%		
There is a spacious and safe playground for outdoor psychomotor and creative activities for the pupils	f	4	4	7	56	20	3.92	.934
	%	4.4%	4.4%	7.7%	61.5%	22.0%		
There is a place set for pupils creative work display	f	27	0	14	50	0	2.96	1.324
	%	29.7%	0.0%	15.4%	54.9%	0.0%		
There are sufficient classrooms with comfortable chairs and learners	f	10	30	0	39	12	3.14	1.313
	%	11.0%	33.0%	0.0%	42.9%	13.2%		
The school is furnished with every teacher's table and chair	f	7	22	0	34	28	3.59	1.350
	%	7.7%	24.2%	0.0%	37.4%	30.8%		
There is enough office space for teachers preparations	f	5	59	7	15	5	2.52	1.015
	%	5.5%	64.8%	7.7%	16.5%	5.5%		
There are enough balls for all pupils to be involved in physical training	f	21	48	5	17	0	2.20	1.002
	%	23.1%	52.7%	5.5%	18.7%	0.0%		
There are enough climbing structures (e.g., ladders), floor play equipment (e.g., tumbling mats) for all pupils	f	36	35	10	0	10	2.04	1.228
	%	39.6%	38.5%	11.0%	0.0%	11.0%		
There is presence of jumping equipment (e.g. jump ropes, hula hoops), push/pull toys (e.g., wagons) and riding toys (e.g., tricycles, cars) for pupils	f	20	55	10	6	0	2.02	.774
	%	22.0%	60.4%	11.0%	6.6%	0.0%		
There are slides and twirling equipment (e.g., ribbons, batons) for the pupils. Fixed	f	36	35	20	0	0	1.82	.769
	%	39.6%	38.5%	22.0%	0.0%	0.0%		
There are enough swinging equipment (e.g., swings, ropes) for all pupils	f	21	33	10	17	10	2.58	1.326
	%	23.1%	36.3%	11.0%	18.7%	11.0%		
Composite mean and standard deviation							2.648	.5271

Source: Research Data (2021)

The study found that 47.3% (n=43) of the respondents disagreed to the statement followed by 26.4% (n=24) who were not sure, 15.4% (n=14) strongly disagreed and 11% (n=10) agreed. The study also wanted to know if there were spacious and safe playground for outdoor psychomotor and creative activities for the pupils. It was found that 61.5% (n=56) of the respondents agreed, 22% (n=20) strongly agreed, 0.7% (n=7) were not sure, 4.4% (n=4) strongly disagreed and 4.4% (n=4) disagreed. The study also sought to establish if there was a place set for pupil's psychomotor and creative work display. It was found that 54.9% (n=50) of the respondents agreed followed by 29.7% (n=27) who strongly disagreed and 15.4% (n=14) were not sure. The study wanted to determine whether there were sufficient classrooms with comfortable chairs and learners. The study found that 42.9% (n=39) agreed, 33.0% (n=30) disagreed, 13.2% (n=12) strongly agreed and 11.0% (n=10) strongly disagreed.

The study sought to assess if the school was furnished with tables and chairs for teachers. The study found that 37.4% (n=34) agreed, 7.7% (n=7) strongly disagreed, 30.8% (n=28) strongly agreed and 24.2% (n=22) disagreed. The study sought to determine whether there was enough space for teachers' preparations. It was found that 64.8% (n=59) disagreed, 16.5% (n=15) agreed, 7.7% (n=7) were not sure, 5.5% (n=5) strongly disagreed and 5.5% (n=5) strongly agreed. The study also wanted to find out if there were teachers to be involved in physical training. It was determined that 52.7% (n=48) disagreed, 23.1% (n=21) strongly disagreed, 18.7% (n=17) agreed and 5.5% (n=5) were not sure. The study also sought to determine if there were enough climbing structures for all pupils. The study found that 39.6% (n=36) strongly disagreed, 38.5% (n=35) disagreed, 11% (n=10) were not sure and 11% (n=10) strongly agreed.

This study further sought to find out whether there were slides and twirling equipment for the pupils. It was determined that 39.6% (n=36) of the respondents strongly disagreed, 38.5% (n=35) disagreed and 22% (n=20) were not sure. The study finally sought to determine if there were enough swinging equipment for all pupils. The study found that 36.3% (n=33) of the respondents disagreed, 23.1% (n=20) strongly disagreed, 18.7% (n=17) agreed, 11% (n=10) were not sure and 11% (n=10) strongly agreed. For all statements, a composite mean of 2.648 and a standard deviation of 0.5271 was obtained, indicating that the respondents generally disagreed to existence of physical facilities in their ECDE centres.

The qualitative findings obtained from interviews and open-ended questions also indicated that physical facilities were missing in most schools, as indicated in the following responses by head teachers and ECDE teachers;

> Some of the facilities that were supposed to be directed in ECDE centres for effective learning of the pupils were not yet brought to schools. Because there were no physical facilities such as ECDE classrooms and playground towards our ECDE centre provided by county government, there was no smooth learning because there was no adequate space (ECDE Teacher 1).
>
> There were no enough learning materials, for example; books, insufficient furniture, the centre had 3 class rooms, enough play-ground but not enough play materials. There were facilities that were also missing. These include tables, chairs, desks, rulers, paper/drawing books, sharpener, pencil crayon, chalks, charcoal stick, manila papers, field, swings and tyres (Head teacher 1).
>
> The schools had not employed enough teachers. The furniture was not enough to cater for learners. We have also not been funded with physical facilities, for example; ECDE classrooms, they had not constructed the ECDE county classrooms (ECDE Teacher 2).
>
> In some schools ECDE classrooms were old and missing necessary learning materials. County government had not taken any measures concerning physical facilities. The County government should therefore be given enough funds to cater for physical facilities towards ECDE centres. The

> work load was also too much for the teachers present as compared to the number of students (ECDE Teacher 3).

Based on the observations, the study sought to determine the physical facilities in the centres. The study wanted to determine the availability of classrooms, desks and chairs. Table 4.6 summarizes the observations made.

Table 4.6: Observations on Physical Facilities

		Very good = spacious and clean	Good = Adequate	Poor = Not adequate	Very poor – dirty	Unavailable
Classrooms, desks, chairs.	F	8	40	5	0	0
	%	15.1%	75.5%	9.4%	0.0%	0.0%
Indoor creative activities items	F	3	31	17	2	0
	%	5.7%	58.5%	32.1%	3.8%	0.0%
Playground	F	1	50	2	0	0
	%	1.9%	94.3%	3.8%	0.0%	0.0%
Psychomotor and creative activities textbooks and teaching aids	F	0	30	19	4	0
	%	0.0%	56.6%	35.8%	7.5%	0.0%
Outdoor creative activities materials	F	0	26	17	10	0
	%	0.0%	49.1%	32.1%	18.9%	0.0%
ECDE teachers offices for preparations	F	0	26	2	3	22
	%	0.0%	49.1%	3.8%	5.7%	41.5%
Pupils work display area	F	0	31	14	5	3
	%	0.0%	58.5%	26.4%	9.4%	5.7%

Source: Research Data (2021)

From the observations, 75.5% (n=40) of the classrooms, desks and chairs were found to be good (adequate), 15.1% (n=8) were very good (spacious and clean) and 9.4% (n=5) were

poor (not adequate). The study also sought to determine the state of indoor creative activities in the centres. From the observations, 58.5% (n=31) were found to be good (adequate), 32.1% (n=17) were poor (not adequate), 5.7% (n=3) were very good (spacious and clean) and 3.8% (n=2) were very poor (dirty).

The study sought to know about the state of the playground in the centres. From the observations, 94.3% (n=50) were good (adequate), 3.8% (n=2) were poor (not adequate) and 1.9% (n=1) were very good (spacious and clean). The study also wanted to know about the psychomotor and creative activities, textbooks and teaching aids. From the observations, 56.6% (n=30) were adequate, 35.8% (n=19) were not adequate and 7.5% (n=4) were dirty. The study further sought to determine the outdoor psychomotor and creative activities materials in the centres. From the observations, 49.1% (n=26) were adequate, 32.1% (n=17) were not adequate and 18.9% (n=10) were dirty. The study wanted to know about the ECDE teacher's offices for preparations to teaching learners. From the observations, 49.1% (n=26) were adequate, 41.5% (n=22) were unavailable, 5.7% (n=3) were dirty and 3.8% (n=2) were not adequate. The study additionally wanted to know the state of pupil's work display area. From the observations, 58.5% (n=31) were adequate, 26.4% (n=14) were not adequate, 9.4% (n=5) were dirty and 5.7% (n=3) were unavailable.

4.4.1.2 Regression Analysis for Effect of Availability of Physical Facilities on Preschool Children Performance in Psychomotor and Creative Activities

Consequently, this study conducted regression analysis in order to describe the relationship between availability of physical facilities and performance of preschool children in public ECDE centres in psychomotor and creative activities. This part therefore presents the R^2 value for regression model summary, F statistics for regression ANOVA and *p* values as

well as t-test statistics for regression coefficients for the linear relationship between availability of physical facilities and performance of preschool children in public ECDE centres in psychomotor and creative activities in Imenti South sub-County. The findings for the regression model summary for the relationship between availability of physical facilities and performance of preschool children in public ECDE centres in psychomotor and creative activities are shown in Table 4.7.

Table 4.7: Regression Model Summary for Linear Relationship between Availability of Physical Facilities and Performance of Preschool Children in Psychomotor and Creative Activities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.652[a]	.425	.418	.603	.425	65.706	1	89	.000

a. Predictors: (Constant), Availability of Physical Facilities

The results indicate that the predictor variable (availability of physical facilities) explains 42.5% of the variation in the performance of preschool children in public ECDE centres in psychomotor and creative activities in Imenti South sub-County($R^2 = .425, F_{(1,89)} = 65.706, p < .05$). The ANOVA findings are shown in Table 4.8.

Table 4.8: Regression ANOVA for Linear Relationship between Availability of Physical Facilities and Performance of Preschool Children in Psychomotor and Creative Activities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.869	1	23.869	65.706	.000[b]
	Residual	32.331	89	.363		
	Total	56.199	90			

a. Dependent Variable: Performance of Preschool Children in Psychomotor and Creative Activities

b. Predictors: (Constant), Availability of Physical Facilities

The results presented in Table 4.8 indicate that the p-value was less than the significance level which shows that there was a statistical and significant linear relationship between availability of physical facilities and performance of preschool children in public ECDE centres in psychomotor and creative activities in Imenti South sub-County ($F_{(1,89)} = 65.706,\ p < .05$). The regression coefficient findings are indicated in Table 4.9.

Table 4.9: Regression Coefficients Values for Linear Relationship between Availability of Physical Facilities and Performance of Preschool Children in Psychomotor and Creative Activities

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.547	.234		6.612	.000
	Availability of Physical Facilities	.834	.103	.652	8.106	.000

a. Dependent Variable: Performance of Preschool Children in psychomotor and Creative Activities

The regression coefficient findings indicated in Table 4.9 show that availability of physical facilities had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County ($\beta = .834, t(89) = 8.106, p < .05$). A linear regression model for Table 4.9 was adopted:

$$Performance\ of\ Preschool\ Children\ in\ psychomotor\ and\ Creative\ Activities = 1.547 + 0.834 \times Availability\ of\ Physical\ Facilities$$

This implies that a unit increase in availability of physical facilities contributed to 0.834 linear change in performance of preschool children in psychomotor and creative activities in Imenti South sub-County. Based on the findings, the hypothesis: H_{01} – Physical facilities have no statistically significant effect on preschool children performance in psychomotor and creative activities was therefore rejected.

4.4.2 Effect of the Level of Training of ECDE Teachers on Performance in Psychomotor and Creative Activities

4.4.2.1 Descriptive Analysis on Level of Training of ECDE Teachers

The second objective of the study was to examine the effect of academic qualification of ECDE teachers on preschool children performance in creative activities in public ECDE Centres. The study first sought to determine the participants' highest academic level attained. The findings are shown in Figure 4.7.

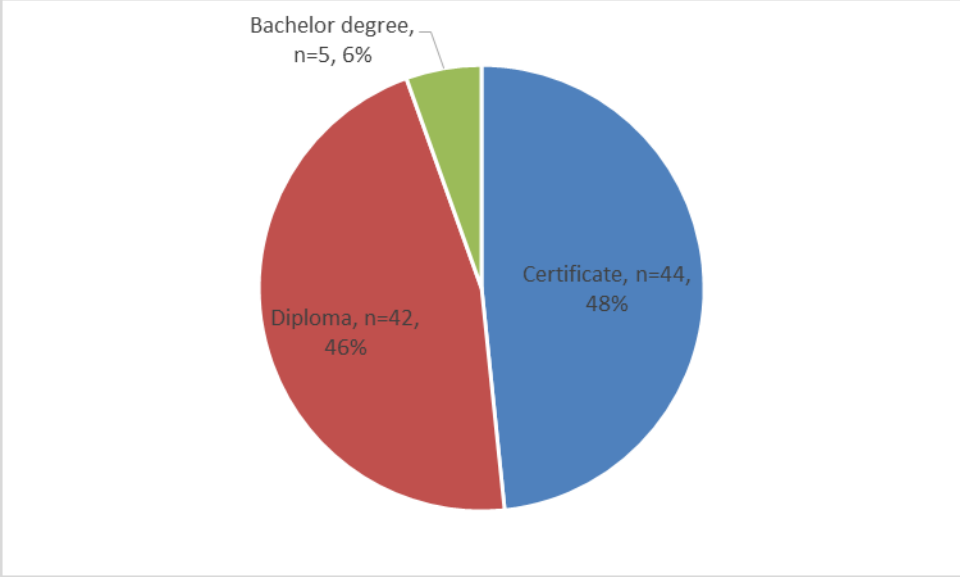


Figure 4.7: Highest Academic Level Attained by ECDE Teachers

Source: Research Data (2021)

The highest academic level attained was certificate 48.4% (n=44) followed by diploma 46.2% (n=42) and bachelor degree 5.5% (n=5). The study also wanted to know if the ECDE teachers were employed by county government, as shown in Table 4.10.

Table 4.10: Employment by the County Government

	Frequency	Percent
Yes	86	94.5
No	5	5.5
Total	91	100.0

Source: Research Data (2021)

For those who were employed by the county government, the study sought to determine their duration of work. Majority had worked for 4-5 years forming 87.2% (n=75) followed by 12.8% (n=11) who had worked for 2-3 years. The findings are shown in Figure 4.8.

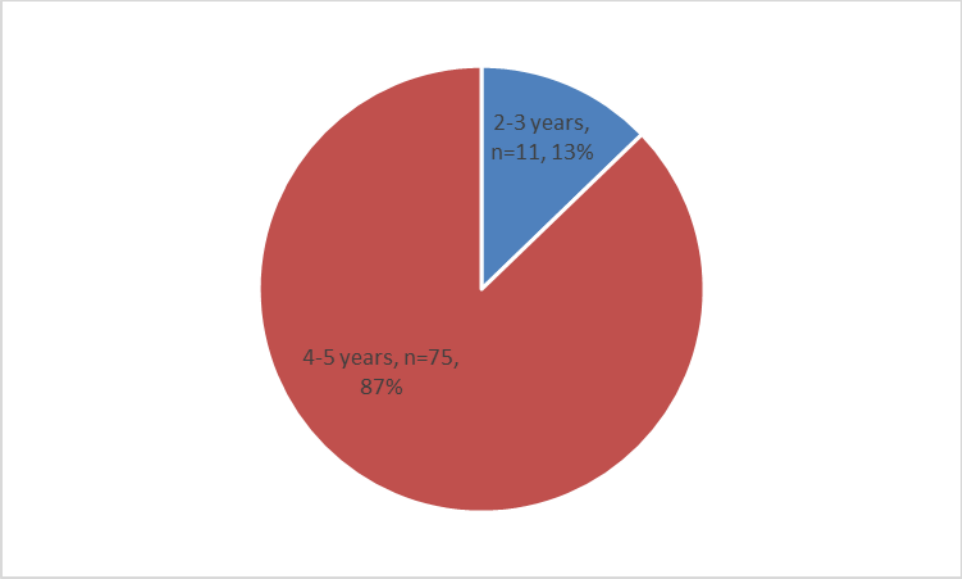


Figure 4.8: Duration Worked as an ECDE Teacher under the County Government
Source: Research Data (2021)

From the findings, 94.5% (n=86) of the ECDE teachers were employed by county government while 5.5% (n=5) were not employed by county government. For those who were not employed by the county government, the study sought to find out the person/organization that paid their salaries. From the findings, it was determined that all the ECDE teachers were paid their salaries by the parents. Based on a Likert, the study

sought to determine the overall agreement on statements on level of training. The findings are shown in Table 4.11.

Table 4.11: Agreement to Various Statements on Level of Training of ECDE Teachers

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	SD
I find it easy to plan regular lesson attendance	f	0	15	20	34	22	3.69	1.019
	%	0.0%	16.5%	22.0%	37.4%	24.2%		
I find it easy to set working areas for creative activities	f	0	15	10	56	10	3.67	.883
	%	0.0%	16.5%	11.0%	61.5%	11.0%		
I find it important to prepare lessons before the actual lesson	f	4	0	0	41	46	4.37	.877
	%	4.4%	0.0%	0.0%	45.1%	50.5%		
I always make sure that materials for learners are prepared towards creative activities.	f	0	8	4	62	17	3.97	.767
	%	0.0%	8.8%	4.4%	68.1%	18.7%		
I find it easy to solve children's individual life challenges towards enhancement of creative activities	f	4	0	8	71	8	3.87	.748
	%	4.4%	0.0%	8.8%	78.0%	8.8%		
I find it easy to help children on feedback and ideas for creative activities	f	8	4	0	60	19	3.86	1.081
	%	8.8%	4.4%	0.0%	65.9%	20.9%		
I always use teaching aids for enhancement of creative activities.	f	4	8	0	59	20	3.91	.985
	%	4.4%	8.8%	0.0%	64.8%	22.0%		
There are sufficient trained ECDE teachers to handle pupils in creative activities in the centre.	f	21	7	0	46	17	3.34	1.470
	%	23.1%	7.7%	0.0%	50.5%	18.7%		
Composite mean and standard deviation							**3.84**	**.483**

Source: Research Data (2021)

The results indicate that 37.4% (n=34) of the respondents agreed in finding that it is easy to plan regular lesson attendance, followed by 24.2% (n=22) who strongly agreed, 22% (n=20) were not sure and 16.5% (n=15) disagreed.

According to the findings, 61.5% (n=56) agreed in finding that it is easy to set working areas for creative activities, followed by 16.5% (n=15) who disagreed, 11% (n=10) were not sure and 11% (n=10) strongly disagreed. Further, 50.5% (n=46) strongly agreed in finding that it is important to prepare lessons before the actual lesson, followed by 45.1% (n=41) who agreed and 4.4% (n=4) strongly disagreed. In addition, the findings indicated that 68.1% (n=62) agreed that they made sure that materials for learners are prepared towards psychomotor and creative activities, followed by 18.7% (n=17) who strongly agreed, 8.8% (n=8) disagreed and 4.4% (n=4) were not sure.

As per the findings, 78% (n=71) agreed that they found it easy to solve children's individual life challenges towards enhancement of creative activities, followed by 8.8% (n=8) who were not sure, 8.8% (n=8) strongly agreed and 4.4% (n=4) strongly disagreed. The findings also indicated that 65.9% (n=60) agreed in finding it easy to help children on feedback and ideas for psychomotor and creative activities followed by 20.9% (n=19) who strongly agreed, 8.8% (n=8) strongly disagreed and 4.4% (n=4) disagreed. As per the findings, 64.8% (n=59) agreed that they always used teaching aids for enhancement of creative activities, followed by 22.0% (n=20) who strongly agreed, 8.8% (n=8) disagreed and 4.4% (n=4) strongly disagreed. Further, 50.5% (n=46) stated that there were sufficient trained ECDE teachers to handle pupils in psychomotor and creative activities, followed by 23.1% (n=21) who strongly disagreed, 18.7% (n=17) strongly agreed and 7.7% (n=7) disagreed.

The qualitative findings obtained from interviews and open-ended questions also indicated that the ECDE teachers were trained, which made it easier for them to undertake psychomotor and creative activities for learners in the schools, as indicated in the following responses by head teachers and ECDE teachers;

> I feel that the level of training for our ECDE teachers is good. We have not experienced major problems to do with planning regular lesson attendance, setting working areas for creative activities, preparing lessons before the actual lessons and making sure that materials for learners are prepared towards psychomotor and creative activities. For the new teachers, we have an induction process where senior teachers help them to settle into the school environment. This is also done to the students who may be on teaching practice in our school (ECDE Teacher 4).

> Though we may have shortages to do with the enough learning materials, our teachers are well trained on how to solve children's individual life challenges towards enhancement of psychomotor and creative activities and are well conversant on how to handle feedback and ideas for creative activities form the learners (Head Teacher 2).

> Though some schools have not employed enough teachers, the teachers are well instructed on how to use teaching aids for enhancement of creative activities. It's through this process that the pupils learn fast, and therefore their performance in psychomotor and creative activities is greatly improved (ECDE Teacher 5).

4.4.2.2 Regression Analysis for Effect of the Level of Training of ECDE Teachers on Performance of ECDE Children in Psychomotor and Creative Activities in Public ECDE Centres

This study conducted regression analysis in order to describe the relationship between level of training of ECDE teachers and performance of preschool children in public ECDE centres in creative activities. This part therefore presents the R^2 value for regression model summary, F statistics for regression ANOVA and *p* values as well as t-test statistics for regression coefficients for the linear relationship between level of training of ECDE teachers and performance of preschool children in public ECDE centres in psychomotor

and creative activities in Imenti South sub-County. The findings for the regression model summary for the relationship between level of training of ECDE teachers and performance of preschool children in public ECDE centres in psychomotor and creative activities are shown in Table 4.12.

Table 4.12: Regression Model Summary for Linear Relationship between Level of Training of ECDE Teachers and Performance of Preschool Children in Psychomotor and Creative Activities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.718[a]	.516	.511	.553	.516	94.954	1	89	.000

a. Predictors: (Constant), Level of Training of ECDE Teachers

The results indicate that the predictor variable (level of training of ECDE teachers) explains 51.6% of the variation in the performance of preschool children in public ECDE centres in psychomotor and creative activities in Imenti South sub-County ($R^2 = .516, F_{(1,89)} = 94.954, p < .05$). The results presented in Table 4.13 indicate that the p-value was less than the significance level.

Table 4.13: Regression ANOVA for Linear Relationship between Level of Training of ECDE Teachers and Performance of Preschool Children in psychomotor and Creative Activities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.009	1	29.009	94.954	.000[b]
	Residual	27.190	89	.306		
	Total	56.199	90			

a. Dependent Variable: Performance of Preschool Children in Psychomotor and Creative Activities

b. Predictors: (Constant), Level of Training of ECDE Teachers

The results show that there was a statistical and significant linear relationship between level of training of ECDE teachers and performance of preschool children in public ECDE centres in psychomotor and creative activities in Imenti South sub-County ($F_{(1,89)} = 94.954,\ p < .05$). The regression coefficient findings indicated are indicated in Table 4.14.

Table 4.14: Regression Coefficients Values for Linear Relationship between Level of Training of ECDE Teachers and Performance of Preschool Children in Psychomotor and Creative Activities

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.549	.196		7.906	.000
	Level of Training of ECDE Teachers	.615	.063	.718	9.744	.000

a. Dependent Variable: Performance of Preschool Children in Psychomotor and Creative Activities

Table 4.14 shows that the level of training of ECDE teachers had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County ($\beta = .615, t(89) = 9.744, p < .05$). A linear regression model for Table 4.14 was adopted:

$$Performance\ of\ Preschool\ Children\ in\ Psychomotor\ and\ Creative\ Activities = 1.549 + 0.615 \times Level\ of\ Training\ of\ ECDE\ Teachers$$

This implies that a unit increase in level of training of ECDE teachers contributed to 0.615 linear change in performance of preschool children in psychomotor and creative activities in Imenti South sub-County. Based on the findings, the hypothesis: H_{02} – Academic qualification of ECDE teachers has no statistically significant effect on preschool performance in psychomotor and creative activities was therefore rejected.

4.4.3 Effect of Institutional Financial Support on Performance in Psychomotor and Creative Activities

4.4.3.1 Descriptive Analysis on Institutional Financial Support

The third objective of the study was to establish the effect of institutional financial support on preschool children performance in psychomotor and creative activities in public ECDE Centres. The findings are shown in Table 4.15.

Table 4.15: Goodwill towards Financial Support by the County Government

	Frequency	Percent
Yes	67	73.6
No	24	26.4
Total	91	100.0

Source: Research Data (2021)

The study found that 73.6% (n=67) suggested that the county government had the goodwill to provide adequate financial support towards the ECDE centres while 26.4% (n=24) suggested that the county government lacked the goodwill to provide adequate financial support towards the ECDE centres. Based on Likert scale questions, the study wanted to know if the county government provided finances for textbooks and writing materials in ECDE centres. Table 4.16 shows the findings obtained in the study.

Table 4.16: Agreement to Various Statements on Institutional Financial Support

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	SD
The County Government provides finances for textbooks and writing materials in the ECDE centre	f	0	48	4	34	5		
	%	0.0%	52.7%	4.4%	37.4%	5.5%	2.96	1.064
The County Government provides finances for creative activities (such as playdough modelling, marble painting, water balloon painting etc.) items in the ECDE centre for all leaners	f	33	39	19	0	0		
	%	36.3%	42.9%	20.9%	0.0%	0.0%	1.85	.744
The County Government is committed in releasing funds for acquisition of required creative activities materials	f	25	44	22	0	0		
	%	27.5%	48.4%	24.2%	0.0%	0.0%	1.97	.722
The County Government provides finances for musical instruments	f	41	33	17	0	0		
	%	45.1%	36.3%	18.7%	0.0%	0.0%	1.74	.758
The Centre receives finances on time for durable and well maintained psychomotor and creative activities materials	f	36	39	16	0	0		
	%	39.6%	42.9%	17.6%	0.0%	0.0%	1.78	.727
When finances are received at time, they are used properly for psychomotor and creative activities	f	15	39	21	16	0		
	%	16.5%	42.9%	23.1%	17.6%	0.0%	2.42	.967
Composite mean and standard deviation							**2.12**	**.601**

Source: Research Data (2021)

From the findings, 52.7% (n=48) of the respondents disagreed, 37.4% (n=34) agreed, 5.5% (n=5) strongly agreed and 4.4% (n=4) were not sure. The study also sought to determine whether the county government provided items in the ECDE centre for all learners. From the findings, 42.9% (n=39) of the respondents disagreed to the statement, followed by 36.3% (n=33) who strongly disagreed and 20.9% (n=19) were not sure.

The study sought to determine if county government was committed in releasing funds for acquisition of required psychomotor and creative activities materials. From the findings, 48.4% (n=44) of the participants disagreed followed by 27.5% (n=25) who strongly disagreed and 24.2% (n=22) were not sure. The study also wanted to know whether the county government provided finances for musical instruments. From the findings, 45.1% (n=41) strongly disagreed, 36.3% (n=33) disagreed and 18.7% (n=17) were not sure.

The study aimed to know if the centre receives finances on time for durable and well maintained psychomotor and creative activities materials. From the findings, 42.9% (n=39) of the respondents disagreed, 39.6% (n=36) strongly disagreed and 17.6% (n=16) were not sure. The study finally wanted to know if when finances were received on time, and whether they are used properly for psychomotor and creative activities. From the findings, 42.9% (n=39) of the participants disagreed, 23.1% (n=21) were not sure, 17.6% (n=16) agreed and 16.5% (n=15) strongly disagreed.

Based on the interview guides, the study found that financial support was a major problem in the running of the ECDE centres, as shown from the following responses;

> PTA and BOM, parents and the county government sometimes support us financially; they also support learners financially. However, the county government has not provided support in order to cater for enough structures in centres and other facilities (ECDE Teacher 6).

> The government is the one to know what to provide especially in constructions. They are promising to do so, and have good will to provide finance towards ECDE centres. However, they are not providing adequate materials (Head Teacher 4).
>
> There are inadequate psychomotor and creative activities materials. The county government is funded by national government to cater for all ECDE needs. It has initiated the feeding programme and so it was a good will to the children and text books. However, the county government has not been able to build enough classrooms in all the schools and pay ECDE teachers well. In some instances, the county government has employed ECDE teachers and built ECDE classrooms although teachers and classrooms are not enough (Head Teacher 4).

4.4.3.2 Regression Analysis for Effect of Institutional Financial Support on Performance of ECDE Children in psychomotor and Creative Activities in Public ECDE Centres

This study conducted regression analysis in order to describe the relationship between institutional financial support and performance of preschool children in public ECDE centres in psychomotor and creative activities. This part therefore presents the R^2 value for regression model summary, F statistics for regression ANOVA and *p* values as well as t-test statistics for regression coefficients for the linear relationship between institutional financial support and performance of preschool children in public ECDE centres in psychomotor and creative activities in Imenti South sub-County.

The findings for the regression model summary for the relationship between institutional financial support and performance of preschool children in public ECDE centres in psychomotor and creative activities are shown in Table 4.17.

Table 4.17: Regression Model Summary for Linear Relationship between Institutional Financial Support and Performance of Preschool Children in Psychomotor and Creative Activities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.683[a]	.467	.461	.580	.467	78.031	1	89	.000

a. Predictors: (Constant), Institutional Financial Support

The results indicate that the predictor variable (institutional financial support) explains 46.7% of the variation in the performance of preschool children in public ECDE centres in Psychomotor and creative activities in Imenti South sub-County($R^2 = .467, F_{(1,89)} = 78.031, p < .05$). The results presented in Table 4.18 indicate that the p-value was less than the significance level.

Table 4.18: Regression ANOVA for Linear Relationship between Institutional Financial Support and Performance of Preschool Children in Psychomotor and Creative Activities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.254	1	26.254	78.031	.000[b]
	Residual	29.945	89	.336		
	Total	56.199	90			

a. Dependent Variable: Performance of Preschool Children in Psychomotor and Creative Activities

b. Predictors: (Constant), Institutional Financial Support

Table 4.18 shows that there was a statistical and significant linear relationship between institutional financial support and performance of preschool children in public ECDE centres in Psychomotor and creative activities in Imenti South sub-County ($F_{(1,89)} = 78.031,\ p < .05$). The regression coefficient findings are indicated in Table 4.19.

Table 4.19: Regression Coefficients Values for Linear Relationship between Institutional Financial Support and Performance of Preschool Children in Psychomotor and Creative Activities

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.468	.224		6.557	.000
	Institutional Financial Support	.899	.102	.683	8.834	.000

a. Dependent Variable: Performance of Preschool Children in psychomotor and Creative Activities

The results show that institutional financial support had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County ($\beta = .899, t(89) = 8.834, p < .05$). A linear regression model for Table 4.14 was adopted:

$$Performance\ of\ Preschool\ Children\ in\ Psychomotor\ and\ Creative\ Activities = 1.468 + 0.899 \times Institutional\ Financial\ Support$$

This implies that a unit increase in institutional financial support contributed to 0.899 linear change in performance of preschool children in psychomotor and creative activities in Imenti South sub-County. Based on the findings, the hypothesis: H_{03} – Institutional financial support has no statistically significant effect on preschool children performance in psychomotor and creative activities was therefore rejected.

4.4.4 Performance in Psychomotor and Creative Activities

The study sought to find out the performance of preschool children in psychomotor and creative activities in Imenti South sub-County. The study wanted to know whether the drawing skills of children were satisfactory. The results obtained in the study are shown in Table 4.20.

Table 4.20: Agreement to Various Statements on Performance of Preschool Children in Psychomotor and Creative Activities

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	SD
The drawing skills of children are satisfactory	f	5	38	0	43	5	3.05	1.158
	%	5.5%	41.8%	0.0%	47.3%	5.5%		
Children have been equipped with singing skills	f	15	21	0	50	5	3.10	1.291
	%	16.5%	23.1%	0.0%	54.9%	5.5%		
The colouring skills of children are satisfactory	f	10	15	0	66	0	3.34	1.108
	%	11.0%	16.5%	0.0%	72.5%	0.0%		
Children are capable of playing musical instruments	f	10	39	10	22	10	2.81	1.237
	%	11.0%	42.9%	11.0%	24.2%	11.0%		
Children are good at reciting poems	f	0	5	5	65	16	4.01	.675
	%	0.0%	5.5%	5.5%	71.4%	17.6%		
The dancing skills of children are good	f	0	15	10	51	15	3.73	.932
	%	0.0%	16.5%	11.0%	56.0%	16.5%		
The painting skills of children are good	f	0	20	5	61	5	3.56	.897
	%	0.0%	22.0%	5.5%	67.0%	5.5%		
Composite mean and standard deviation							**3.37**	**.790**

Source: Research Data (2021)

From the results, 47.3% (n=43) of the respondents agreed, 41.8% (n=38) disagreed, 5.5% (n=5) strongly disagreed and 5.5% (n=5) strongly agreed. The study also sought to know if children had been equipped with singing skills. From the findings, 54.9% (n=50) agreed, 23.1% (n=21) disagreed, 16.5% (n=15) strongly disagreed and 5.5% (n=5) strongly agreed.

The study wanted to know if the colouring skills of children were satisfactory. From the findings, 72.5% (n=66) of the participants agreed, 16.5% (n=15) disagreed and 11.0% (n=10) strongly disagreed. The study additionally sought to know if children were capable of playing musical instruments. From the results, 42.9% (n=39) disagreed, 24.2% (n=22) agreed, 11.0% (n=10) strongly disagreed, 11.0% (n=10) were not sure and 11.0% (n=10) strongly agreed.

The sought to recognize whether the children were good at reciting poems. From the outcomes, 71.4% (n=65) agreed, 17.6% (n=16) strongly agreed, 5.5% (n=5) disagreed and 5.5% (n=5) were not sure. The study also sought to know if the dancing skills of children were good. From the results, 56.5% (n=51) agreed, 16.5% (n=15) disagreed, 16.5% (n=15) strongly agreed and 11.0% (n=10) were not sure. The study finally wanted to know whether the painting skills of children were good. From the results, 67% (n=61) agreed, 22% (n=20) disagreed, 5.5% (n=5) were not sure and 5.5% (n=5) strongly agreed. The study also wanted to know about the creative activities in the ECDE centres using observation guides. Table 4.21 shows the observation findings.

Table 4.21: Observations on Psychomotor and Creative Activities

		Poor	average	Good	Very good	Excellent
Painting	F	4	15	27	7	0
	%	7.5%	28.3%	50.9%	13.2%	0.0%
Colouring	F	0	5	16	20	12
	%	0.0%	9.4%	30.2%	37.7%	22.6%
Pasting and sticking	F	6	20	22	0	5
	%	11.3%	37.7%	41.5%	0.0%	9.4%
Singing simple songs	F	0	0	17	26	10
	%	0.0%	0.0%	32.1%	49.1%	18.9%
Playing any musical instrument	F	17	14	17	5	0
	%	32.1%	26.4%	32.1%	9.4%	0.0%
Drawing movement skills	F	0	29	14	10	0
	%	0.0%	54.7%	26.4%	18.9%	0.0%
Drawing	F	0	14	26	8	5
	%	0.0%	26.4%	49.1%	15.1%	9.4%
Role playing	F	0	3	29	16	5
	%	0.0%	5.7%	54.7%	30.2%	9.4%
Dramatizing	F	0	13	20	15	5
	%	0.0%	24.5%	37.7%	28.3%	9.4%

Source: Research Data (2021)

From the observations, 50.9% (n=27) of the centres' painting was good, 28.3% (n=15) who said that it was average, 13.2% (n=7) said that it was very good and 7.5% (n=4) said that it was poor. The study sought to determine the pupils' colouring ability in the centres. From the findings, 37.7% (n=20) had very good colouring ability, 30.2% (n=16) had good abilities, 22.6% (n=12) had excellent abilities and 9.4% (n=5) had average abilities. The study sought to determine pasting and sticking skills in the centres. From the results, 41.5% (n=22) of the schools had good pasting and sticking skills, 37.7% (n=20) had average pasting and sticking skills, 11.3% (n=6) had poor skills and 9.4% (n=5) had excellent pasting and sticking skills.

The study wanted to know whether the pupils can sing simple songs. From the findings, 49.1% (n=26) of the pupils were very good in singing the simple songs, 32.1% (n=17) were good and 18.9% (n=10) were excellent. The study further sought to know if the pupils could play any musical instrument. From the findings, 32.1% (n=17) were poor, 32.1% (n=17) were good and 9.4% (n=5) were very good. The study also wanted to know about the pupils' movement skills in the centres. From the findings, 54.7% (n=29) were average, 26.4% (n=14) were good, and 18.9% (n=10) were very good.

The study sought to examine the pupils' drawing ability in the centres. From the findings, 49.1% (n=26) were good, 26.4% (n=14) said were average, 15.1% (n=8) very good and 9.4% (n=5) were excellent. The study further wanted to know the pupils' role playing in the centres. From the observations, 54.7% (n=29) were good, 30.2% (n=16) were very good, 9.4% (n=5) were excellent and 5.7% (n=3) were average. Finally, the study sought to determine the pupils' ability of dramatizing. From the findings, 37.7% (n=20) were good, 28.3% (n=15) were very good, 24.5% (n=13) were average and 9.45% (n=5) were excellent.

4.4.5 Summary of Hypothesis Testing

There were three hypotheses that were tested in this study; that physical facilities have no statistically significant effect on preschool children performance in psychomotor and creative activities, academic qualification of ECDE teachers has no statistically significant effect on preschool performance in psychomotor and creative activities, and institutional financial support has no statistically significant effect on preschool children performance in psychomotor and creative activities. The summary of findings and decisions made is presented in Table 4.22.

Table 4.22 Summary of Hypothesis Testing

Null Hypothesis	*t* value	*p* value	Decision
Ho_1 – Physical facilities have no statistically significant effect on preschool children performance in psychomotor and creative activities	8.106	.000	Reject null hypothesis
Ho_2 – Academic qualification of ECDE teachers has no statistically significant effect on preschool performance in psychomotor and creative activities.	9.744	.000	Reject null hypothesis
Ho_3 – Institutional financial support has no statistically significant effect on preschool children performance in psychomotor and creative activities.	8.834	.000	Reject null hypothesis

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings, summary of findings, conclusion after the interpretation of the findings and recommendations for practice and policy implication as well as areas for further research.

5.2 Discussion

This section discusses the results on the factors affecting performance of preschool children psychomotor and creative activities in public ECDE centres in Imenti South Sub County, Meru, Kenya. The presentation of this section is guided by study specific objectives on the effect of availability of physical facilities on preschool children performance in psychomotor and creative activities, effect of academic qualification of ECDE teachers on preschool children performance in psychomotor and creative activities and effect of institutional financial support on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County.

5.2.1 Effect of Availability of Physical Facilities on Performance in Psychomotor and Creative Activities

The first objective of the study was to assess the effect of availability of physical facilities on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County. The study found out that most centres had two classrooms as indicated by 67% of the respondents, which was not adequate. In line with the findings of the study, McNally and Slutsky (2018) also found that a preschool environment like playgrounds and classrooms are needed for quality education, and were

found to be missing in most ECDE teachers. However, the findings of McNally and Slutsky (2018) disagree with the current study findings that the quality of these facilities was not good, and this influenced the types of quality of relationships and social interaction that occurred in the classroom each day. The current study found that 89% of the respondents said the schools had safe playgrounds. Kiugu and Aluko (2019) also disagrees with the current study findings, when they found that most ECDE centres have depilated classrooms or do not have classrooms at all, have unsafe playgrounds, no play items, very little teaching/learning materials among others.

According to the study 85.7% of the respondents said that the county government had directed some physical facilities towards ECDE centres, such as classrooms, which were not sufficient. The findings of Odundo (2013) and Wangila (2017) are in agreement with the current study findings that the county government had directed some physical facilities towards ECDE centres. In line with the findings of the study, Kephas, Onderi and Mwebi (2020) reveals that the government has been shouldering a heavy burden of financing the cost of primary school education since the cost of free primary education is high, including making sure physical facilities are available for the learners to use.

According to the study findings majority of respondents (64.8%) disagreed that there was enough space for teachers' preparations. This was also supported by the head teachers' responses that space was not enough for all learners to be extensively involved in psychomotor and creative activities. Mbugua et al. (2021) agrees with the current study findings that due to high enrolment in primary school, ECDE centres have been reduced or shut to accommodate the surge of enrolment in primary education by FPE. ECDE teachers have had to put up with reduced space. Consequently, ECD students are sometimes hosted

in church buildings or worst classrooms on their premises. In line with the findings of the study, Chepkonga (2017) also noted that the pre-primary (ECDE) still faces same challenges which are high child-teacher ratio, poor physical infrastructure, inadequate teaching and learning materials, limited play spaces and play equipment. In addition, the findings of Chepkonga (2017) agrees with the current study findings that there was inadequate space for teachers' preparations, which hampered the learning activities in the schools.

As per the study findings, 37.4% of the participants agreed that the school was furnished with every teacher's table and chair. The head teachers also indicated that the chairs and tables were available for most learners. Muthomi (2019) agrees with the study findings that school facilities included chairs in the process of checking the availability and conditions of facilities and other resources that are essential for influencing performance of preschool children in creative activities in public ECDE centres. The current study further found that 39.6% of the respondents agreed that there were slides and twirling equipment for the pupils. Kiugu and Aluko (2019) and Muthomi (2019) agree with the current study findings, when the studies found that there was sometimes government provision of facilities as far as funding of ECDE programs, and inadequate essential facilities like classrooms, desks, chairs, tables, play facilities like playgrounds, musical instruments, building blocks, swings, modelling clay, plasticine, colouring crayons and slides among others.

Availability of physical facilities $(\beta = .834, t(89) = 8.106, p < .05)$ had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County. The findings of the study agree with studies

conducted by Odundo (2013) and Wangila (2017) which show that physical facilities affect implementation of ECDE policies and academic performance in preschool children.

5.2.2 Effect of the Level of Training of ECDE Teachers on Performance in Psychomotor and Creative Activities

The study established that the highest academic level attained by most of the respondents was a certificate. This was attained by almost half (48.4%) of ECDE teachers. According to the County Director of Education, Imenti Sub-county was the best in Kenya certificate of primary education results in the year 2017 in the larger Meru County among the 11 sub-counties. Academic qualification of ECDE teachers had a statistically significant effect on preschool performance in psychomotor and creative activities ($\beta = .615, t(89) = 9.744, p < .05$). Studies conducted by Wangila (2017) and Odundo (2013) agree with these findings that academic qualification of teachers positively and significantly affect implementation of ECDE policies and academic performance in preschool children.

The study found that that 94.5% of the ECDE teachers were employed by the county government. In line with the findings of the study, Mwebi (2020) also found that though the ECDE centres are run by county governments in public primary schools, these schools are managed and headed by head teachers employed by TSC. Nevertheless, the findings of Mwebi (2020) agree with the current study findings that most of the ECDE teachers are employed by the county government. Kephas, Onderi and Mwebi (2020) also found that ECDE centres need adequate financial support from the stakeholders and now mainly from the county government since the ECDE programs were devolved to the County.

In addition, the findings from the head teachers indicated that as far as the county government employs the teachers, they should make sure that there is provision of adequate

facilities such as classrooms for creative learning. Wangila (2017) and Kephas et al. (2020) agree with the study findings when they postulated that some county governments have succeeded in providing adequate support to the ECDE centres by aiding in provision of teaching and learning materials for psychomotor and creative activities. They have also helped in sustaining other necessary programs essential for the children's learning in ECDE centres. In spite of that, Chepsiror (2020), Mtana and Mange (2020), Chepkong (2017) and Monansa (2019) have found out that ECDE centres do not have sufficient trained teachers who are employed by the county government. This contradicts with the current study findings that most of the ECDE teachers are employed by the county government. Lastly, parents paid salaries for those who were not employed by the county government.

According to the study findings, 37.4% of the respondents agreed that it easy to plan regular lesson attendance and 61.5% agreed that it was easy to set working areas for psychomotor and creative activities. In line with the findings of the study, Riungu (2018) also found that though there were problems faced in ECDE centres such as little teaching/learning materials especially for creative activities, it is easy for teachers to set working areas for psychomotor and creative activities in the schools they were teaching.

Half of study respondents reported that there are sufficient trained ECDE teachers to handle pupils in psychomotor and creative activities. Simon (2011) also stated that ECDE centres are equipped with trained ECDE teachers. The current study also found out that 78% of the respondents agreed that they found it easy to solve children's individual life challenges towards enhancement of psychomotor and creative activities and 65.9% agreed that it was easy to help children on feedback and ideas for psychomotor and creative activities. These

findings agree with those of Wangila (2017) that ECDE teachers were well equipped to handle feedback from the learners.

The head teachers indicated that there were instances where the population of students was larger than the teachers and facilities in most ECDE centres. In line with the findings of the study, Mbugua et al. (2021) noted that children's classrooms were congested with no free space for movement during lessons. The conditions of the classes are poor with dependence on sunlight which sometimes is not adequate. There are no sufficient desks and available ones are not appropriate for their age and size. Some children even sit on the mats or bare floor. This greatly affects children's writing skills and physical development of the individual child. The findings of Mbugua et al. (2021) disagrees with the current study that a greater percentage of the respondents found it easy to solve children's individual life challenges towards enhancement of psychomotor and creative activities.

5.2.3 Effect of Institutional Financial Support on Performance in Psychomotor and Creative Activities

The study found out that 73.6% of the ECDE teachers agreed that the county government had the goodwill to provide adequate financial support towards the ECDE centres. However, Monansa (2019) noted that there was lack of county government goodwill as far as funding of ECDE programs was concerned. The findings of Monansa (2019) therefore disagree with the current study findings that the county government had the goodwill to provide adequate financial support towards the ECDE centres.

The current study determined that though there was goodwill by the county government, the head teachers indicated that there were numerous challenges affecting ECDE in Imenti sub-county. In line with the findings of the study, Wangila, (2017) asserts that the

challenges facing the implementation of ECDE and education policies in Bungoma County include inadequate teaching, learning resources and financial constraints leading to poor performances. Other challenges to ECDE centres include lack of government goodwill as far as funding of ECDE programs and inadequate essential facilities. The findings of Wangila, (2017) also disagree with the current study findings that the county government had the goodwill to provide adequate financial support towards the ECDE centres.

The study established that 42.9% of the respondents said that county government never provided items in the ECDE centre for all learners. In line with the findings of the study, Riungu (2018) said that the problems faced in Imenti South Sub County are depilated classrooms or no classrooms at all, unsafe playgrounds, no play items and very little teaching/learning materials especially for creative activities. The findings of Riungu (2018) agrees with the current study findings that county government did not adequately provide items in the ECDE centre for all learners, in line with the suggestions by the head teachers that the county government needed to do more in terms of providing enough facilities to the schools.

According to the study findings, about a half of the participants alleged that the county government was not committed in releasing funds for acquisition of required creative activities materials. The key informants also indicated that provision of financial support usually helps in acquisition of appropriate and variety of learning and teaching materials necessary for psychomotor and creative activities like crayons, musical instruments, drawing materials among others. However, the study established that 45.1% of the respondents claimed that county government did not provide finances for musical instruments. Agreeing with the study findings, Muthomi (2019) asserts that there was high

pupil-teacher ratio with poor remunerations, lack of government goodwill as far as funding of ECDE programs is concerned, and inadequate essential facilities. These include classrooms, desks, chairs, tables, play facilities like playgrounds, musical instruments, building blocks, swings, modelling clay, plasticine, colouring crayons and slides among others. The findings of Muthomi (2019) agrees with the current study findings that county government does not provide finances for instruments such as musical instruments, as also indicated by the head teachers.

The study further found out that 42.9% of the participants said that when finances are received on time, they are not used properly for psychomotor and creative activities. In line with the findings of the study, Riungu (2018) also found that the finances are allocated to other academic areas and not focusing on funding the improvement of creative activities in the ECDE centres. The findings of Riungu (2018) further agrees with the current study that when finances are received on time, they are not used properly for psychomotor and creative activities.

The regression analysis findings indicated that institutional financial support had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County ($\beta = .899, t(89) = 8.834, p < .05$). These findings are in line with those of Odundo (2013) who also found that provision of financial support affects academic performance in preschool children.

5.3 Summary of Findings

This study sought to assess the effect of availability of physical facilities on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County. Also, the study sought to examine the effect of academic

qualification of ECDE teachers on preschool children performance in psychomotor and creative activities in public ECDE Centres and also to establish the effect of institutional financial support on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County.

5.3.1 Effect of Availability of Physical Facilities on Performance in Psychomotor and Creative Activities

Based on the first objective on the effect of availability of physical facilities on pre-school children performance in creative activities in public ECDE centres, the study established that most centres had two classrooms, and a greater percentage of the schools had safe play grounds. A greater number of the ECDE teachers disagreed that there were enough indoor items for regular lesson attendance and working areas for psychomotor and creative activities whereby most of them agreed that there were spacious and safe playground for outdoor psychomotor and creative activities for the pupils. A greater number also agreed that there was a place set for pupils' creative work display and also most of them agreed that there were sufficient classrooms with comfortable chairs and learners. However, most of the ECDE teachers disagreed that there was enough swinging equipment for all pupils. In some instances, the school was furnished with every teacher's table and chair. Most of the participants argued that there was no enough office space for teachers' preparations and that there were not enough balls for all pupils to be involved in physical training. A greater number strongly disagreed that there were slides and swinging equipment for the pupils.

5.3.2 Effect of the Level of Training of ECDE Teachers on Performance in Psychomotor and Creative Activities

Regarding to the effect of academic qualification of ECDE teachers on preschool children performance in psychomotor and creative activities in public ECDE centres, the highest

academic level attained by the respondents was certificate. Most of the ECDE teachers were employed by the county government and the rest were employed by parents. Majority of the ones employed by the county government had worked for 4-5 years. Most of the respondents agreed that it is easy to plan regular lesson attendance and that it is important to prepare lessons before the actual lesson. Most ECDE teachers agreed that it is easy to solve children's individual life challenges towards enhancement of c psychomotor and creative activities. Approximately half of the ECDE teachers stated that there were sufficient trained ECDE teachers to handle pupils in psychomotor and creative activities and also agreed that it is easy to help children on feedback and ideas for creative activities. Lastly, most of the respondents agreed that they always used teaching aids for enhancement of psychomotor and creative activities.

5.3.3 Effect of Institutional Financial Support on Performance in Psychomotor and Creative Activities

Based on the third objective on the effect of institutional financial support on preschool children performance in psychomotor and creative activities in public ECDE Centres, most of the ECDE teachers suggested that the county government had the goodwill to provide adequate financial support towards the ECDE centres; however, the county government had not provided finances for textbooks and writing materials in ECDE centres. It was understood that the county government provided finances for some psychomotor and creative activities items in the ECDE centres. Most of the respondents said that the county government did not provide finances for musical instruments and also alleged that the ECDE centres did not receive finances on time for maintenance of psychomotor and creative activities materials. It was also understood that when finances were received at time, they were not used properly for psychomotor and creative activities.

5.4 Conclusions

On the first objective on the assessment of the effect of availability of physical facilities on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County, the study concludes that availability of physical facilities had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County. In addition, some of the physical facilities were present and others were not there. The present physical facilities were safe playgrounds for ECDE children, a place set for pupils' psychomotor and creative work display and classrooms with chairs and learners. The absent physical facilities were indoor items for regular lesson attendance and working areas for creative activities, space for teacher's preparations, climbing structures, slides, twirling and swinging equipment for all pupils.

Regarding the second objective on examination of the effect of academic qualification of ECDE teachers on preschool children performance in psychomotor and creative activities in public ECDE Centres in Imenti South sub-County, the study concludes that the level of training of ECDE teachers had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County. In addition, most teachers were employed by the county government. The teachers also ensured that there was planning of regular lesson attendance, preparing lessons before the actual lesson, preparing learners materials towards creative activities and helping children on feedback and ideas for psychomotor and creative activities.

Regarding the third objective on establishing the effect of institutional financial support on preschool children performance in psychomotor and creative activities in public ECDE

Centres in Imenti South sub-County, the study concludes that institutional financial support had a statistical and significant positive effect on performance of preschool children in psychomotor and creative activities in Imenti South sub-County. Further, there was lack of support through failing to provide finances for textbooks and writing materials in ECDE centres and also lack of commitment in releasing funds for acquisition of required psychomotor and creative activities materials.

5.5 Recommendations

Based on the study findings, the discussion and the conclusion made, the study makes the following recommendations:

- The study recommends that the county government should provide enough indoor items for regular lesson attendance and working areas for psychomotor and creative activities. There should be enough space for teachers' preparations and also the teachers should be involved in physical training. Climbing structures, slides and twirling equipment should be increased and enough swinging equipment for all pupils provided.
- Teachers should be trained further based on the Competency Based Curriculum (CBC) requirements to improve their performance and boost their children's academic excellence. Most of the teachers had attained a certificate level, and should be encouraged to pursue Diploma and higher qualifications, especially based on CBC guidelines. Government should also pay adequate salary to the teachers so as to motivate them in Imenti South sub-county.

- The study recommends that the county government should provide finances for textbooks and writing materials in ECDE centres and also provide items in the ECDE centre for all learners. The government should increase the funds released for acquisition of the required psychomotor and creative activities materials and provide finances for musical instruments- Since the county governments release less than 10% of their funds to psychomotor and creative activities, increasing the proportion at least to 25% will make sure creative activities' goals are attained. Furthermore, when finances are received at time, they should be used properly for psychomotor and creative activities and also the finances should be released to the centres on time.

5.6 Suggestion for Further Research

The study recommends further areas of study specifically focusing on other factors that can be affecting performance in psychomotor and creative activities in ECDE centres apart from availability of physical facilities, level of training and institutional financial support. In addition, this study was only conducted in Imenti south sub-county. This limits the scope of the study in coverage aspect. The study also measured the viewpoints of ECDE teachers and head teachers only; consequently, the views of other actors such as county government, Ministry of Education and National Centre for Early Childhood Education were not measured. The study therefore recommends that other studies be conducted on the same subject using views of those left out for comparative results in the future.

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APPENDICES

Appendix I: Letter of Transmittal

Africa Nazarene University

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Tel: +254 (20) 2527170/1-5

The Sub-County Director of Education

Imenti South Sub-County

P.O Box 2966-60200 Meru

Nkubu

Dear Sir,

RE: CONDUCTING ACADEMIC RESEARCH IN YOUR SUBCOUNTY

I am a student at Africa Nazarene university (ANU) undertaking a post graduate degree in early childhood education studies. I am currently carrying a research on FACTORS AFFECTING PERFORMANCE OF PRESCHOOL CHILDREN PSYCHOMOTOR AND CREATIVE ACTIVITIES IN PUBLIC ECDE CENTRES IN IMENTI SOUTH SUB COUNTY, MERU, KENYA. This is part of my course requirement.

For this reason, this is to request for your permission and support in conducting the study. As part of the study requirement, ECDE teachers and primary school head teachers in Imenti South Sub-county have been identified as a source of required data to assist in the study. The exercise will take 15 – 20 days working days. Data to be collected will only be used for the purpose of this study and respondents' confidentiality is highly assured.

Thank you in advance,

Yours Faithfully,

Teresa Kinanu Mwarania, Cell Phone Number: 0722218093

Appendix II: Questionnaire for ECDE Teachers

Questionnaire Number _____

Section A: Demographic Information of the Respondent

1. What is your gender? Male ☐ Female ☐

2. Age bracket below 30 years ☐ 30-40yrs. ☐ 41 – 50yrs ☐ Over 50 years ☐

3. Working experience as an ECDE teacher. Below 5 years ☐ 5 – 10yrs ☐

   11 – 20 years ☐ Over 20 years ☐

Section B: Effect of Physical Facilities on Performance of ECDE Children in Psychomotor and Creative Activities in Public ECDE Centres

4. How many classrooms do you have for your ECDE at your centre?

   One ☐ Two ☐ Three ☐ Four ☐

5. Do you have a safe playground for your ECDE pupils Yes ☐ No ☐

6. a) In your opinion has the County government directed enough physical facilities towards ECDE centres? Yes ☐ No ☐

   b) Briefly explain your answer _____

   _____

a) Please respond to the following statement expressing your views; Where 1- SD - Strongly Disagree, 2 - A – Disagree, 3 - NS – Not Sure, 4 - D – Agree, 5 - SD – Strongly Agree.

Statement	1	2	3	4	5
There are enough indoor items (e.g. movable benches and chairs, movable walls, see-saws, play equipment etc.) for regular lesson attendance and working areas for psychomotor and creative activities					
There is a spacious and safe playground for outdoor psychomotor and creative activities for the pupils					
There is a place set for pupils psychomotor and creative work display					
There are sufficient classrooms with comfortable chairs and study desk for learners					
The school is furnished with every teacher's table and chair.					
There is enough office space for teachers preparations					
There are enough balls for all pupils to be involved in physical training					
There are enough climbing structures (e.g., ladders), floor play equipment (e.g., tumbling mats) for all pupils					
There is presence of jumping equipment (e.g. jump ropes, hula hoops), push/pull toys (e.g., wagons) and riding toys (e.g., tricycles, cars) for pupils					

There are slides and twirling equipment (e.g., ribbons, batons) for the pupils. Fixed					
There are enough swinging equipment (e.g., swings, ropes) for all pupils					

Section C: Effect of the Level of Training of ECDE Teachers on Performance of ECDE Children in psychomotor and Creative Activities in Public ECDE Centres

7. What is your highest academic level? (Tick applicably)

Secondary ☐ Certificate ☐ Diploma ☐ Bachelor degree ☐

Post graduate degree ☐ Other, specify ☐

8. Are you employed by county government? Yes ☐ No ☐

9. If yes for above how long have you worked as an ECDE teacher under the county government?

Less than 1 year ☐ 2-3 years ☐ 4-5 years ☐

10. If No, who pays your salary?

NGO ☐ Church ☐ Parents ☐ TSC ☐

b) Do you agree or disagree with the following statement? Where 1- SD - Strongly Disagree, 2 - A – Disagree, 3 - NS – Not Sure, 4 - D – Agree, 5 - SD – Strongly Agree.

Statement	1	2	3	4	5
I find it easy to plan regular lesson attendance					

I find it easy to set working areas for psychomotor and creative activities					
I find it important to prepare lessons before the actual lesson					
I always make sure that materials for learners are prepared towards psychomotor and creative activities.					
I find it easy to solve children's individual life challenges towards enhancement of psychomotor and creative activities					
I find it easy to help children on feedback and ideas for psychomotor and creative activities					
I always use teaching aids for enhancement of psychomotor and creative activities.					
There are sufficient trained ECDE teachers to handle pupils in psychomotor and creative activities in the centre.					

Section D: Effect of Institutional Financial Support on Performance of ECDE Children in Psychomotor and Creative Activities in Public ECDE Centres

11. a) Do you think that the County Government has the goodwill to provide adequate financial support towards ECDE your centre? Yes ☐ No ☐

b) Briefly explain your answer_____

_____

c) Do you agree or disagree with the following statements? Where 1- SD - Strongly Disagree, 2 - A – Disagree, 3 - NS – Not Sure, 4 - D – Agree, 5 - SD – Strongly Agree.

Statement	1	2	3	4	5
The County Government provides finances for textbooks and writing materials in the ECDE centre					
The County Government provides finances for psychomotor and creative activities (such as play dough modelling, marble painting, water balloon painting etc.) Items in the ECDE centre for all leaners.					
The County Government is committed in releasing funds for acquisition of required psychomotor and creative activities materials					
The County Government provides finances for musical instruments.					
The Centre receives finances on time for durable and well maintained psychomotor and creative activities materials.					
When finances are received at time, they are used properly for psychomotor and creative activities					

Section E: Performance of Preschool Children in Creative Activities

b) Do you agree or disagree with the following statements? Where 1- SD - Strongly Disagree, 2 - A – Disagree, 3 - NS – Not Sure, 4 - D – Agree, 5 - SD – Strongly Agree.

Statement	1	2	3	4	5
The drawing skills of children are satisfactory					

Children have been equipped with singing skills					
The colouring skills of children are satisfactory					
Children are capable of playing musical instruments					
Children are good at reciting poems					
The dancing skills of children are good					
The painting skills of children are good					

Appendix III: Interview Guide for Head teachers

This interview guide is designed to assist in seeking information on factors affecting performance of preschool children psychomotor and creative activities in public centres in Imenti South Sub-county.

Availability of physical facilities

1. What are the existing physical facilities for psychomotor and creative activities in your school?
2. Do you see them adequate to handle the number of learners in your ECDE centre?
3. Give examples of some of the psychomotor and creative activities done by your learners in the ECDE centre.
4. Do you have a display area for the learner's psychomotor and creative activities work?
5. Do you have a safe storage place for psychomotor and creative activities materials?

Academic qualification of ECDE teachers

6. Psychomotor and Creative activity area is one of ECDE activity areas in the syllabus. As a supervisor, have you ever observed any lesson?
7. How is the work load of teachers compared to the number of pupils of the ECDE when instructing psychomotor and creative activities in your centre?

Institutional financial support

1. How do you describe the support offered by county government to ECDE centres?

2. Do you have a budget for psychomotor and creative activities resources in your ECDE Centre?

3. Is the budget met by the support received from the County government?

4. Are there other people/institutions who help the institution achieve performance goals set financially?

5. What are these institutions and how is your working relationship?

Thank you for your participation

Appendix IV: Creative Activities in Public ECDE Centres Observation Schedule

Psychomotor and Creative activities	Poor	average	Good	Very good	Excellent
1. Painting					
2. Colouring					
3. Pasting and sticking					
4. Singing simple songs					
5. Playing any musical instrument					
6. Drawing movement skills					
7. Drawing					
8. Role playing					
9. Dramatizing					

Key:

Excellent – when all pupils in the class are able to perform the given creative skill activity.

Very good- when more than three quarter of pupils in the class is able to perform the given psychomotor and creative skills activity.

Good- when three quarter of pupils is class are able to perform the psychomotor and creative skill activity.

Average- when half are pupils in class are able to perform the given psychomotor and creative skill activity.

Poor- when less than a quarter of pupils in class are able to perform the given psychomotor and creative activity.

Appendix V: Physical Facilities and Learning Resources Observation Schedule

Key: Very good = spacious and clean Good = Adequate Poor = Not adequate

Very poor – dirty

Item	Very good	Good	Poor	Very poor	Unavailable
Classrooms, desks, chairs					
Indoor psychomotor and creative activities items					
Playground					
Creative activities textbooks and teaching aids					
Outdoor psychomotor and creative activities materials					
ECDE teachers offices for preparations					
Pupils work display area					

Appendix VI: ANU Introduction Letter

AFRICA NAZARENE
UNIVERSITY

27th May, 2021

RE: TO WHOM IT MAY CONCERN

Mwarania Teresa Kinanu (**18M01DMED008**) is a bonafide student at Africa Nazarene University, in the Education Department. She has finished her course work and has defended her thesis proposal entitled: - ***"Factors that affect the performance of preschool children in creative activities in public ECDE centers in Imenti South Sub County, Meru, Kenya".***

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

Regards,

Dr. Titus Mwanthi.
Ag. Deputy Vice Chancellor, Academics.

Appendix VII: NACOSTI Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **365310**

Date of Issue: **21/June/2021**

RESEARCH LICENSE



This is to Certify that Miss.. Teresa Kinanu Mwarania of Africa Nazarene University, has been licensed to conduct research in Meru on the topic: Factors that affect the performance of preschool children in creative activities in public ECDE centers in Imenti South Sub County ,Meru, Kenya. for the period ending : 21/June/2022.

License No: **NACOSTI/P/21/11160**

365310

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

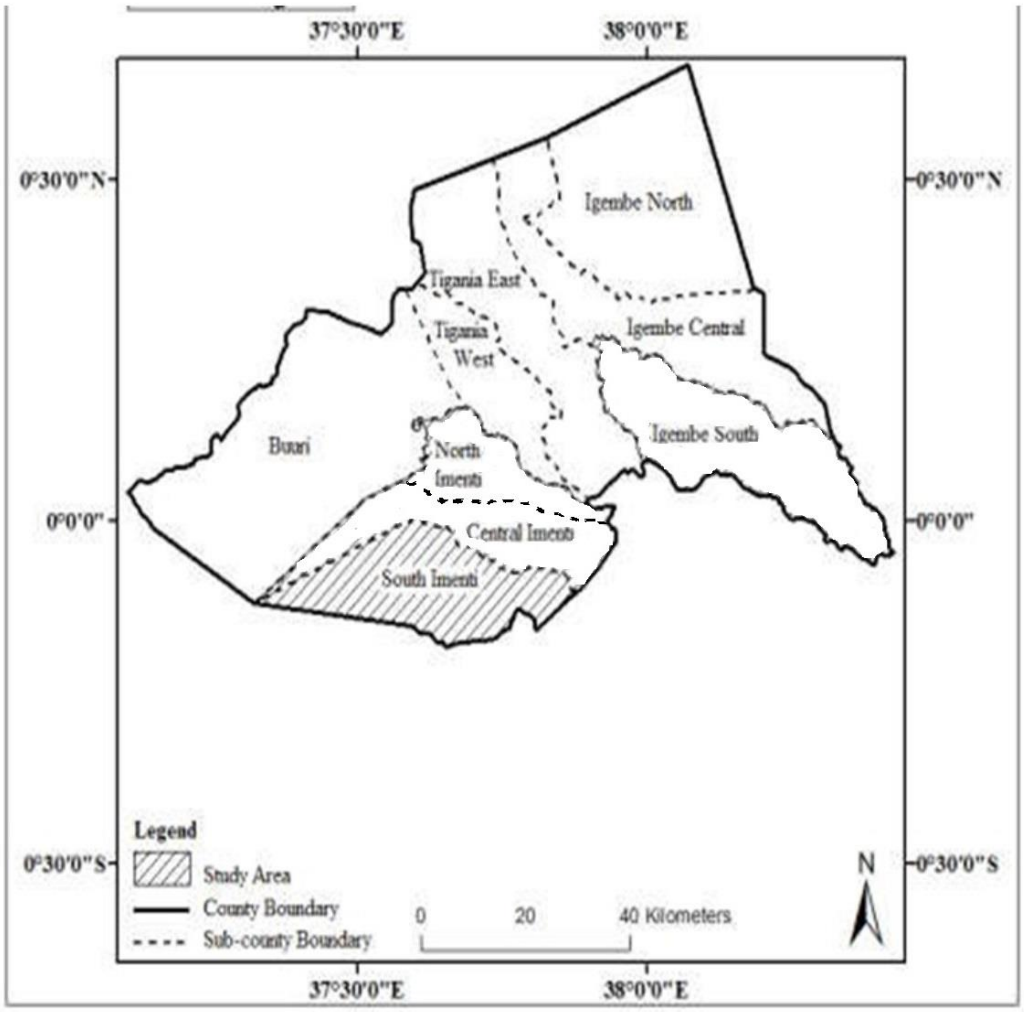
Verification QR Code

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Appendix VIII: Map of Kenya Showing Meru County



Appendix IX: Map of Meru County Showing Imenti South Sub-County



Appendix X: Imenti South Sub-County List of ECDE Centres

1. Baititu
2. Bubui
3. Buri-e-Kingori
4. Gaceero
5. Ithitwe
6. Kirogine
7. Kithunguri
8. Mworoga
9. Ucima
10. Gaatia
11. Gakiiri
12. Gakondi
13. Gakumukumu
14. Gakuuni
15. Gangara
16. Gatakene
17. Gatuntune
18. Gaturi
19. Gaukune
20. Geeto
21. Gicici
22. Gikurune
23. Gitara
24. Gitijiwe
25. Gitine
26. Giumpu
27. Igandene
28. Igoji
29. Iriene
30. Irimbene
31. Ithimbari
32. Kagaru
33. Kagumone
34. Kagwampungu
35. Kairaa
36. Kairiene
37. Kamuringi
38. Kanyakine
39. Karegi
40. Karoe
41. Kathangari
42. Kathanthatu
43. Kathera
44. Kathigu
45. Kathuguya
46. Kaubau
47. Kaura
48. Kaurone
49. Kiamweri
50. Kiandugu
51. Kiangua
52. Kianjogu
53. Kianyaga
54. Kigane
55. Kigarine
56. Kiithe
57. Kiithwa
58. Kinoro
59. Kionyo
60. Kireru
61. Kiringa
62. Kiroone
63. Kithaene
64. Kithakanaro
65. Kithangari
66. Kithatu
67. Kithino
68. Kiune
69. Lower Chure
70. St Pauls Nkunjumu
71. St. Mark Mweru
72. Machikine
73. Mamuru
74. Maraa
75. Marimba
76. Muringombaine
77. Mbeti
78. Menwe
79. Mikumbune
80. Miruriiri
81. Mitunguu
82. Mituune
83. Machegene
84. Mugae
85. Muguru
86. Mukaragatine
87. Mukuciune
88. Murembu
89. Muriru
90. Murungurune
91. Mutiokiama
92. Mutunguru
93. Muungu
94. Nchigi
95. Ndamene
96. New Blaze Nkurumo
97. Ngongo
98. Njerune
99. Nkubu
100. Nkugwe
101. Nkumari
102. Nkuringa
103. Ntemwene
104. Ntharene
105. Nthunguri
106. Nyaagi
107. Nyombayathi
108. Rurama
109. Rwarene
110. Rwompo
111. St. Elizabeth
112. St.Joseph
113. St.Jude kk
114. Tharu
115. Ukuu
116. Yururu Primary