

**INSTITUTIONAL BASED FACTORS INFLUENCING THE
IMPLEMENTATION OF EARLY CHILDHOOD DEVELOPMENT
PROGRAMMES IN PUBLIC EARLY CHILDHOOD CENTRES IN
MATUNGULU SUB-COUNTY, KENYA.**

Agnes Nduku Mukiti

A Research Project Submitted in Partial Fulfillment of Requirements for the Degree of
Masters in Educational Administration.

South Eastern Kenya University.

2016

DECLARATION

This research project is my original work and has not been presented for an award of degree in any other university

Agnes Nduku Mukiti

E55/TAL-IB/20440/2014

This research project has been submitted for examination with our approval as University Supervisors

Dr. Anthony Mungai Gathumbi

Lecturer and Chairman,

Department of Educational Administration and Planning

South Eastern Kenya University

Dr. Redempta Maithya

Lecturer,

Department of Educational Administration and Planning

South Eastern Kenya University

DEDICATION

I dedicate this project to my son Kelvin and my two daughters Marion and Christine.

ACKNOWLEDGEMENTS

I would wish to thank my dear husband Jonathan and the entire family for their financial and spiritual support as I undertook this project. My supervisors Dr. Anthony Mungai Gathumbi and Dr. Redempta Maithya for their advice, friendly guidance and tireless input into the writing of this research project. I am also grateful to all ECDE teachers and primary school headteachers in Matungulu Sub County for providing me with data for this project. Last but not least I want to acknowledge Madam Martha and Faith who did the typesetting for the project. To all mentioned and unmentioned, I say a big thankyou and God bless you.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
ECDE	Early Childhood Development Education
IAQ	Indoor Air Quality
MDGS	Millennium Development Goals
NACOSTI	National Commission for Science, Technology and Innovation
NARC	National Rainbow Coalition
NGO	Non-governmental organizations
QASO	Quality Assurance Standards Officer
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County. The study was guided by four objectives. The research objectives sought to establish the influence of provision of physical facilities on implementation of early childhood development programmes in public ECDE centres; determine the influence of provision of teaching and learning resources on the implementation of early childhood development programmes, assess the influence of teacher characteristics on the implementation of early childhood development programmes and lastly find out the influence of head teachers supervision on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County. The study adopted the descriptive research design. The sample was 27 head teachers, 53 teachers and 4 QASOs who were sampled for the study. Questionnaires were used for data collection. Data was analysed by use of descriptive statistics. Findings revealed that institutional based factors such as provision of physical facilities, provision of teaching and learning resources, teacher characteristics and supervision affected the implementation of ECDE programmes. Findings revealed that physical facilities such as toilets, staffrooms, slides, chairs and swings were inadequate which affected the implementation of ECDE programmes. It was also noted that centres did not have adequate teaching and learning resources which affected in the implementation of ECDE programmes. For example centres had either inadequate or lacked resources such as reference materials, outdoor activity materials - balls, ropes, charts, crayons, modeling plasticines, pens pencils and coloring pencils. Findings also revealed that teacher characteristics on implementation of ECDE programmes are vital. Findings also revealed that head teachers' supervision influenced the implementation of ECDE programmes. Some of the supervisory activities included checking of pupils' progress records, pupils books, class registers, schemes of work, records of work covered visiting teachers in the classrooms. The study concluded that provision of physical facilities affected the implementation of ECDE programmes. The study also concluded that teacher characteristics influenced the implementation of ECDE programmes, and head teachers' supervision influenced the implementation of ECDE programmes and that physical facilities such as classrooms, toilets, playgrounds, outdoor play things such as swings and slides should be provided to the ECDE centres so that the ECDE programmes can be effectively implemented. The study recommends that teaching and learning resources which are important for implementation of the ECDE programmes should be provided. These include charts and posters, teaching aids, teachers' guides, pictures, learners' writing materials, toys and outdoor activity materials-balls, skipping ropes. In addition, supervision by the head teachers should be enhanced for effective implementation of ECDE programmes. Given the limitations and delimitations of the study, it was suggested that further study should be done on the influence of home based factors on the implementation of ECDE programmes. A similar research should be done on other areas since this was based in Matungulu Sub County and therefore the findings might differ.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Early childhood development education (ECDE) refers to a comprehensive approach to policies and programmes for children from birth to eight years of age with the active participation of their parents and caregivers (Smith JT, 2000). Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential. Early Childhood serves the critical role of preparing young children for subsequent levels of Education. The need for a holistic development of children is appreciated all over the world. Consistently, United Nations' Convention on the Rights of the Child, African Charter on Rights and Welfare of the Child (Organisation of African Union, 1990) and the Government of Kenya (Republic of Kenya, 1998) recognize the right of every child to a standard of living adequate for its physical, mental, spiritual, moral and social development.

Early childhood development programmes have the potential to benefit individuals as well as society. According to United Nations Education Scientific and Cultural Organisation, (2010) Early Childhood is defined as the period from birth to 8 years old. A time of remarkable brain development, these 8 years lay the foundation for subsequent learning (Austin, 2010). The terms pre-school education and Kindergarten emphasize education around the ages 3-6 years. Early Childhood Education (ECE) often focuses on

child learning through play. However, many child care centers are now using more educational approaches by creating curricular and incorporating it into the early daily routines to foster greater educational learning (UNESCO, 2010).

In Europe, pre-schools were created to provide humanitarian services related to health and welfare to children from poor families and those affected by war and slum conditions (Jay, 2012). However, though created for the poor, the middle class hijacked pre-school education by taking their children to these pre-schools in most countries except in France and Belgium. As a result the provision to the poor diminished, thus affecting access to ECE negatively. This change of focus also affected the curriculum with a shift from concern for welfare to that of health, education and creative expression based on the Froebel an idea of play (Austin, 2010).

In Sub-Saharan Africa, the socio-cultural background of the people has greatly affected the education of children. UNESCO (2010), reported that Africa's diverse countries vary dramatically in size, economic structure, level of development and the type of education systems. However, the continent faces similar challenges while trying to address the problems of providing basic education. More than 46 million children are not in school in Africa, which represents more than 40% of the worlds out of school children (UNESCO (2010).

A study by Chirozva (2008) on Early Childhood Care and Education in Africa observed that less than one percent of children in sub-Sahara Africa attend formal care and education programmes. The study seems to suggest that there were problems in

implementing ECD programmes. In support, in Zimbabwe, Nziramasanga Commission of inquiry into Education and Training (1999) argues that since 1980 there has been great interest in expanding the provision of early childhood education and care but policies and strategies to access provision and providers have been limited. Chirozva (2008) observed that the Early Childhood and Care Classroom built by Nyoka community in Chiwundura circuit will be abandoned. This suggests that there were undiscovered factors that affect implementation of Early Childhood Development programmes. In addition the Early Childhood Development programmes in rural areas in Kenya were launched in 1980 but at the time the study was conducted it was not yet a policy that pupils who enrolled for grade one should have attended ECD programmes. It was also not yet mandatory for parents to enroll their children in ECD programmes (Sarah, 2013)

The Government of Kenya recognizes that early childhood development and education interventions are significant to the social and economic development of the country as they provide children with a fairer and better start in life. For the ECDE sub-sector, the MoE's policy focuses on 4-5 year-old children with a view of providing a holistic and integrated programme. It is with this understanding that a multi-sectoral National ECD Policy Framework and Early Childhood Development Service Standard Guidelines for Kenya were launched in 2007.

On its part, the Kenya government has come up with the Session Paper No. 1 of the Ministry of Education (2005) which acknowledges the attainment of EFA by 2015 as a major goal commitment of the National Rainbow Coalition (NARC) government in line

with the right to education for all Kenyans. This is in line with the government's commitment to international declaration protocols and conventions arrived at in World Conference of EFA at Jomtien Thailand (1990) and the follow up in Dakar, Senegal (2000) and by the Millennium Development Goals (MDGS) (Ministry of Education, 2005).

Early Childhood Development Education (ECDE) in Kenya is governed by a partnership policy of the Ministry of Education Science and Technology whose main aim is to enhance the provision of ECDE services throughout the country. The policy was first stipulated in the Sessional Paper No. 6 of 1988 on education and manpower training for the next decade and beyond with a view to boosting the sector. Numerous stakeholders have various roles and responsibilities for the provision of direct and indirect services for children. The main partners include government ministries, private organizations, NGOs and bilateral and multilateral partners. The community however is the most important partner taking responsibility for the provision of physical facilities, payment of salaries, organization of feeding programmes and provision of learning and play materials. Despite the growing importance of Early Childhood Education, there are number of challenges that have continued to pull down the effective implementation of ECDE programmes.

Many ECDE centers in Kenya lack adequate teaching and learning resources and facilities suitable for ECDE in their learning environment. A study carried out by Offenheiser, Holcombe (2008) revealed that inadequate teaching, and learning resources,

lack of properly ventilated classrooms, furniture suitable for children, kitchen, safe clean water, playground, toilets and play material have a negative effect on the implementation of ECDE programmes. Similar views have been posed by a study carried out by International Association for the Education of Young Children, (2011). This implies that teachers do not have adequate teaching and learning resources to enable them to implement ECDE curriculum effectively. This scenario affects implementation of ECDE curriculum positively as creation of a sustainable learning environment helps deprived children to improve their academic performance (Offenheiser & Holcombe, 2008).

Financial constraints can lead to ineffective implementation of early childhood education. In a study carried out by Kilbride & Kilbride (2010) revealed that at macro level, Kenya has suffered from the heavy debt burden following its pursuit on the World Bank and International Monetary Fund fiscal policies such as the Structural Adjustment Programs. It is reported that these debt-servicing programs are partly responsible for significant reduction in government funding for subsidized education, health care and institution related expenses. The result has been that families bear more responsibilities in implementation of early childhood education programmes (Kilbride & Kilbride, 2010).

Teacher child ratio has been a subject of much attention among researchers in relation to the factors facing teaching and learning process. In a study by Dodge & Colker, (2012), early childhood development education has not been left out. Research shows that teacher child ratio has continued to grow. On average, teacher child ratio for both 3-5 years old children and 6-8 years olds remains critical. Teachers are not comfortable with the

increasing number of children in the classes they handle (Dodge & Colker, 2012). Still with this high ratio, ECDE teachers are poorly remunerated and under the mercy of parents most of whom have little or nothing to give.

In the implementation of ECDE programmes, both personal and environmental factors are not effective. To illustrate these teachers, as human beings, bring their past experience into classroom settings so their beliefs regarding how children learn and develop affect the quality of the curriculum implementation. In the a study of Jones (2006), it was elaborated that if the teachers' age, training, experience and level of motivation were not consistent with the philosophy of the curriculum, then they affected the success of ECDE implementation adversely. Parallel to this study, Kern, Kruse and Roehring (2012) found that teachers' level of motivation is strongly influencing the implementation of ECDE programme.

On the other hand, Butera, Czaja, Daniels, Goodman, Hanson, Lieberal and Plamer (2009) claimed that teachers' personal characteristics have an impact on the ECDE programme implementation. According to the study results, teachers characterized as motivated, open to changes and willing to try new learning opportunities are found high curriculum implementers compared to teachers described as unmotivated, not open to changes. On the other hand, intrinsic factors such as knowledge of professional area, interest in teaching and motivation are significant features in the delivery of the program and can be barriers to proper ECDE implementation if there is inadequacy in any of those (Lewthwaite, 2006).

Besides personal elements of the teachers, institutional based factors are influential in ECDE implementation. Fishman, Gallagher, Penuel and Yamaguchi (2007) found that allocating time for teachers to plan ECDE implementation and providing technical support is a necessity for promoting program implementation. According to Lewthwaite (2001) institution, based factors such as teaching and learning resources, provision of teachers, and provision of finances are critical elements for the effective ECDE implementation. For him, the common listed institution based factors are time constraints and resource inadequacy, which are limited equipment, space and facilities.

Muthaa (2011) conducted a study on factors affecting implementation of early childhood development education in public centres in Imenti South District, Kenya. The study sought to determine the factors that affect the implementation of Early Childhood Development Education (ECDE) Programme in Imenti South District. Data was collected from a sample of 297 respondents comprising of ECDE teachers and CMC members. The instruments for data collection were questionnaires for ECDE teachers, focus group discussion for CMC members and observation schedules. The findings indicated that parents had a positive attitude towards ECDE programmes. The study recommends that the Government should provide the required physical facilities and teaching and learning materials to enable proper implementation of ECDE programme and ensure that the centers have the required ECDE teachers.

1.2 Statement of the problem

Despite the effort by the government, communities and other collaborating partners, in trying to improve quality of pre-school education services in Kenya, there are challenges and irregularities in the implementation of the ECDE programmes. For instance in Matungulu Sub-County, many ECDE children have been withdrawn from the public ECDE centres and taken to private ECDE centres. There has been growth of many private ECDE centres in the region which is an indicator that there is a challenge in the public ECDE centres that parents are not willing to enroll their children in them. The trends have been worrying hence necessitating an investigation of the implementation of ECDE programmes in the Sub-County.

According to the World Bank report (2013) on the evaluation of ECDE centres which is consistent with a report by Kenya Institute of Education (2012) on effects of FPE on ECDE programmes, inadequate resources, teachers and facilities were cited as one of the key issues in the implementation of the ECDE programmes. When physical facilities are inadequate, teaching learning resources are inadequate, teachers are not taken care of and there are no finances, learning will be hindered hence the ECDE programmes will not be implemented effectively. This study therefore seeks to establish the institutional based factors affecting the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya

1.3 Purpose of the study

The purpose of this study was to investigate the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya

1.4 Research objectives

The study was guided by the following research objectives

- i. To establish the influence of provision of physical facilities on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County
- ii. To determine the influence of provision of teaching and learning resources on the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County
- iii. To assess the influence of teacher characteristics on the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County
- iv. To find out the influence of head teachers supervision on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County

1.5 Research questions

The following research questions guided the study

- i. What is the influence of provision of physical facilities on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County?
- ii. To what extent does provision of teaching and learning resources influence the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County?
- iii. To what extent do teacher characteristics (training and professional experience) influence the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County?
- iv. What is the influence of head teachers supervision on the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County?

1.6 Significance of the study

The findings may help the education managers to understand the challenges faced in the implementation of ECDE sub-sector and help it to acquire its rightful status. This study is significant in providing useful information on the status of the implementation of ECDE services and therefore contributes to the improvement of the ongoing process of implementing pre-school curriculum and providing quality pre-school education to develop holistic children. The study may also help in identifying training needs for ECDE teachers, administrators and institution heads for effective implementation of ECDE programmes. Discrepancies in the implementation uncovered may assist in identifying feasibility problems that the institution heads face in supervision and hence possible

solutions; the Ministry of Education may also be advised to allocate larger portion of funds to run the centers. Information obtained from this study may be proposed to guide the MoE and policy makers on future formulation and implementation of policy guidelines related to ECDE provision.

1.7 Limitations of the study

According to Best and Khan (2009), limitations are conditions beyond control of the researcher that may affect the conclusions of the study and their application to other situations. This study covered Matungulu sub-county only out of the numerous sub counties in Kenya, therefore, the study results may be generalized to other sub-counties in Kenya with caution. The researcher had no control over the attitudes of the respondents, which could affect the validity of the responses. This limitation was however mitigated through use of observation checklist and document analysis which helped to verify some of the responses given by the respondents.

1.8 Delimitations of the study

The area of the study was delimited to Matungulu sub-county. The choice of the study area was because the area has a high concentration of ECDE centers, both public and private (Matungulu County Education Network, 2014). The study focussed on the institutional based factors influencing implementation of ECDE programmes. The study was delimited to teachers and administrators of the ECDE centres.

1.9 Assumptions of the study

The following were the basic assumption of the study

- i. The study assumed that the respondents would give accurate, truthful and honest answers to items in the questionnaire.
- ii. It was assumed that all public ECDE centres in Matungulu sub-county have adequate and relevant learning resources for the holistic development of the pre-school children.
- iii. The study also assumed that all public ECDE centres in Matungulu sub-county used guidelines for ECDE programme.

1.9 Definition of terms

Early childhood development education refers to education provided to children under the age of six years where development experiences are provided before start of compulsory schooling mainly to meet the child's cognitive, social, moral spiritual, emotional and physical needs.

Pre-school refers to the schooling that provides care for young children in readiness for primary education; the term will be used interchangeably with kindergarten, nursery, day care and pre-unit.

Teaching learning resources refers to the materials that teachers and pupils use in the teaching and learning process which include books, pens, charts pictures and others.

Finances refers to the money that is provided by the parents, teachers or county government for provision of ECDE services

Teacher characteristics refers to the teacher factors such as age, academic qualifications, teaching experience

Physical facilities refers to buildings and other structures where children learn

1.10 Organization of the study

The study is organized into five chapters. Chapter one contains background information of the study, the research problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations of the study, definition of significant terms used in the study and organization of the study. Chapter two presents the literature review. Chapter three covers the detailed study research methodology and entails the research design, target population, sampling procedures and sample size, the research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis, presentation and interpretation of the study findings while chapter five presents summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review. The chapter focuses on the concept of early Childhood Development and Education, Early Childhood Development and Education in Kenya, effects of provision of physical facilities on implementation of ECDE programmes, effects of teaching and learning resources on implementation of ECDE programmes, effects of teacher characteristics on implementation of ECDE programmes and effect of head teachers supervision on implementation of ECDE programmes. The chapter also presents the theoretical and conceptual framework of the study.

2.2 Early Childhood Development and Education

The definition of the term, early childhood education, depends on where the issue is looked at from. In terms of child's life, it is the period from birth to eight years of age (Miles & Browne, 2004). Grotewell and Burton (2008) also defined it as the time between the zero and eight years of age. However, by school terms, early childhood education incorporates the group settings for infants through elementary school to grade three (Miles & Browne, 2004). In other words, early childhood education is a special branch of education serving children from infancy to elementary grade level of three (Gonzalez-Mena, 2008)

.The Education for All movement is a global commitment to provide quality basic education for everyone. The movement was launched at the World Conference on Education for All held in Jomtien (Thailand) in 1990, where representatives of the international community agreed to universalise primary education and massively reduce illiteracy by the end of the decade according to the Dakar Framework for Action Senegal, (April 2000), a collective commitment was made to attain several EFA goals. These included expanding and improving comprehensive Early Childhood care and Education especially to the most disadvantaged and vulnerable children; improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

2.2.1 Early Childhood Development and Education in Kenya

Early Childhood Development Education (ECDE) globally and Kenya in particular has been recognized as a crucial programme that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs. Currently, ECDE is under the care of parents, community, non-governmental organizations (NGO), religious organizations and other private providers (MOEST, 2005). ECDE being the first formal agent of socialization (Kibera & Kimokoti, 2007) calls the attention of all stakeholders to critically address the challenges related to issues of access, equity, quality and relevance of ECDE programmes.

However, the private sector seems to have monopolized most of the ECDE centers compared to the government. Thus, the public education sector opportunities for ECDE are lacking, yet available data shows that at later formal education cater for well over 90% of Kenya's school going age (Magoma,2013) ECDE is currently facing challenges related to the following: funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Lack of practical approaches to inform the parents and lack of the Ministry of Education's funding and implementation initiatives further complicates the provision of ECDE (Magoma, 2013).

2.3 Influence of provision of physical facilities on implementation of ECDE programmes

In an attempt to define the term resources, Davies (2005) says that in the broadest sense, resources can be taken as anything in the school or its environment that may be used to help teaching or learning. This includes people in various guises, buildings and their surroundings, physical plant and even actions resulting from a change in any particular section". This definition is broad and in his quest to be more specific, he goes further to say that resources are any items, animate or inanimate used during the learning process. Bronfenbrenner (2004) advocates that the physical facilities, equipment and materials present in the environment in which children live, and the interpersonal relationships of the persons with whom they interact, influence children's development.

A survey of K-12 teachers in Washington, D.C. cited in Buckley, et al (2004) found out that facility quality is an important predictor of the decision of teachers to leave their current position. To emphasize the importance of the physical environment, the above study cites Hanushek, Kain and Rivkin (2004) who asserted that teachers might be willing to take lower salaries in exchange for better working conditions. This statement may appear like an exaggeration, but it's not, considering that the quality of school buildings affects the quality of teacher life and educational outcomes. While the Kenyan teachers may not appreciate this, poor "Indoor Air Quality" (IAQ) reportedly leads to "sick building syndrome" which in turn increases student absenteeism, reduces student performance and affects both learners and teachers' health (Kennedy 2001; among others, cited in Buckley, et al 2004).

Nyaga, (2013) carried out a study on the administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District. The study employed descriptive survey design. The study focused on head teachers in 42 public primary schools in Embakasi District Nairobi County. The County Education Officer (CEO, Embakasi) and Area Education Officer (AEO, Embakasi) were among those interviewed. The study revealed that majority of the respondents also attested to inadequate classrooms facilities in the school. They further explained that the classroom furniture in their schools were inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management and learning. The study found that the number of toilets were not adequate for the pupils use. The findings

depicts that the school sanitation was poor as the number of toilets in majority of the schools was inadequate which affected implementation of the Free Primary Education (FPE) programme.

Erden (2010), carried out a research on problems that preschool teachers face in the curriculum implementation. The study used 223 preschool teachers teaching in public and private kindergartens in Ankara. The qualitative data were gathered through interviews with a group of participants selected from the 223 teachers. One-way repeated measure of ANOVA and multivariate analysis of variance (MANOVA) were employed to analyze the quantitative data. For the qualitative data content analysis was conducted. Findings revealed that physical facilities were key issues in the implementation of ECDE programmes. The study revealed that toilets, classrooms playing grounds were not adequate which affected the implementation on pre-school programme.

A study conducted by Obuchere (2011) in Emuhaya District, Kenya on factors influencing implementation of ECDE curriculum pointed out that; ECDE. Physical facilities, teachers, teaching and learning resources play a key role in the preparation of learning environment and play materials in ECDE centres to ensure school/home or parent/teacher relationship is achieved. Another study conducted by Njoroge (2011) in Thogoto and Karai Zone in Kikuyu Division, Kikuyu County, Kenya, on factors influencing management of pre-school education mentioned the role of physical facilities, teaching learning resources as the major factors influencing children enrolment in pre-

school education. The study pointed out that the role of physical facilities is paramount in enabling teaching and learning in the ECDE centres.

Njoroge (2011) conducted a study on factors influencing children Enrolment in pre-school education in Thogoto and Karai Zones in Kikuyu Division, Kikuyu District, Kiambu County. The study used the survey research design. The Target population of the study comprised of pre-schools pupils, teachers, head-teachers, Proprietors of ECDE, and Parents from Thogoto and Karai zones of Kiambu County. The sample comprised of 3 head teachers, 3 directors, 6 teachers and 6 parents. The study revealed that physical facilities in the public ECDE centres were not conducive hence parents were not willing to enroll their children in the public ECDE centres. The study recommended that physical facilities should be availed so that learning can be effective, and this finding informed the need for this study. The current study was set out to investigate the influence of physical facilities in the implementation of ECDE programmes.

2.4 Influence of teaching and learning resources on implementation of ECDE programmes

Teaching and learning resources include reading materials such as textbooks, non-reading materials such as charts and posters and realia, that is, real things or artifacts. Brown Lewis and Harclerod (2003) views textbooks as having advantages which include economy, individualism of instructions and improvement of teaching practices. The element of economy is seen from the fact that the textbooks can be used for longer period

of time. The textbook helps to individualize instructions. It helps the learner to proceed with the learning process at a rate determined by his abilities.

Teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them. For curriculum to be fully implemented as per plan, schools should be supplied with adequate materials such as textbooks, teaching aids and stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. No meaningful teaching and learning, which is a component of curriculum implementation, takes place without adequate materials. The materials must therefore be available to the learners in adequate quality and quantities, and at the required time to enable implementation of various educational tasks (Mungai, 2014). Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, flash cards, cutouts, plasticine, charts and pictures among others. This study aims at examining how the availability, appropriateness and adequacy of teaching and learning materials influence ECDE curriculum implementation in Matungulu sub-county.

Learning resources play an important role in enhancing the teaching process. They assist the teacher in teaching by modifying the teaching situation. The use of resources involves the use of a broad range of human senses at the same time in the learning process. This facilitates learning and helps in conveying the intended message. According to Saunder (2011) eleven percent (11%) of what is learnt is through the sense of hearing and eighty

three percent is through the sense of sight. He further states that only twenty percent of what is seen is retained in comparison to fifty percent of what is both seen and heard. Hence the use of more senses leads to more effective learning. This is supported by Njogah and Jowi (2009) when they say that for proper communication and learning, students want certain media available and used not because media are interesting and seem to make school time pass quickly but because when various senses are used in learning, there will be greater perception, understanding and reinforcement and hence retention of the subject matter.

Ouma (2008) also observes the importance of the use of teaching resources in classroom by saying that they encourage learners to participate in the learning process, motivate learners, cater for individual differences and enable learners to gain experience by use of the, senses. Teaching resources can be used to perform various tasks. A good teacher does much more than merely communicates information. He/she will follow up the learners' progress, set himself tasks to give practice, discuss such issues and attempt to create interest and relationships for the subject (Rorniszowski, 2005). Kariuki (2009), Ifukho (2005) all point out from their researches that a primary schools lack resources. The World Bank study reported by Onwu (2005) Indicates that textbooks and other instructional media contribute to 66 percent to positive learning in Africa. If school does not have a particular instructional media they can borrow from the teachers, Advisory Centres, the learning resource Centre any other institution or library closer to them (Ayot, 2009).

A study by Moyo, Wadesango and Kurebwa (2012) on factors that affect the implementation of early childhood development programmes in Zimbabwe revealed that early Childhood Development centres lacked essential resources for use. Both school heads and teachers acknowledged shortage of basic resources at their respective ECD centres. Lack of resources was attributed to poor economic status of peasant parents as well as lack of government support. ECD centres lacked adequate qualified teachers to man ECD classes. This reduced teacher effectiveness as one teacher had to attend too many children. Chivore (1995) maintained that no institution can function without financial resources to back up its programmes. Therefore if ECD centres lacked basic resources proper implementation of ECD programmes could not be realized. The random sample consisted of 12 primary school heads and 12 Early Childhood Development teachers in the Chiwundura Circuit. The research used a descriptive survey design. Random sampling was used to select respondents. Data was collected through questionnaires and semi- structured interviews. Frequency tables and descriptive statistics were used to present, analyze and interpret data. The current research therefore set out to find out the extent to which teaching and learning resources affect the implementation of ECDE programmes in Matungulu sub-county.

2.5 Influence of teacher characteristics on implementation of ECDE programmes

The teacher is the agent in the curriculum implementation process. Fullan (2001) thus argue the importance of the teacher as a central change agent, as the teacher is the one who is primarily responsible for the successful implementation of a new curriculum.

According to Morrison, Bachman, & Connor (2005) the teacher's pedagogy, classroom management strategies, and interactions with students at classroom level can determine how much is learned. A survey by GOK and UNICEF (1995) revealed that lack of teachers training and poor teacher retention as key barriers to effective curriculum implementation. The key to getting teachers committed to an innovation is to enhance their knowledge of the program. This means teachers need to be trained and workshops organized for professional development. Certainly an adequate teacher education program should include curriculum development if teaching is to be a profession and if opportunities for learners are really to be improved. Content knowledge aside, it is only when a teacher can communicate effectively that he/she will be able to draw upon the various social cultural contexts of the learner to facilitate learning.

One of the challenges in schools is shortage of teaching staff. Students react negatively when they sit without a teacher for certain subjects for a long time. Distribution of qualified teachers in the primary system in Kenya is an important determinant factor of the quality of education in Schools. Teachers operating in a situation where teacher-pupil ratio is high would be expected to be overworked:

Nguru (2006) indicates that overcrowding in classes affects teaching and learning. If children are crowded in their sitting positions, teachers find it difficult to move round a class. This means that teachers will not be able to reach with ease all children in order to check their individual work as they sit working in their places. Inability to move freely in a class means that the teacher can neither help the needy children nor can he/she mark the

pupils exercises as they continue working. Kathuri (2005) indicates that good and quality staff is an asset to the school.

Pupil/teacher ratios are generally regarded as measures of school quality. The pupil/teacher ratio is an indicator for planning, and a low pupil/teacher ratio may give a pupil a better chance of contact with the teacher, hence better (quality) teaching or learning process. However, a lower pupil/teacher ratio increases the unit cost of education, since teachers' salaries constitute a large proportion of the total cost of schooling. The pupil teacher ratio gives an indication of the utilization of teachers that is whether teachers are over utilized or underutilized.

Nyaga, (2013) in her study on the administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District found out that the majority of the teachers had above 32 lessons per week. This indicates that the teaching load for the teacher was too high which compromised the quality of education they offered to the pupils as they did not have adequate time to prepare for all the forthcoming lessons. This could be attributed to the high teacher: pupil ratio in majority of the public schools. She further explained that the classroom furniture in their schools were inadequate to cater for the high enrollment of the pupils. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management and learning. It also points to the fact that the school lacked good atmosphere for learning as most of the classes faced congestion and the available furniture being inadequate for the pupils. The study by Obuchere (2011) revealed that

teachers in early childhood education play an important role in the implementation of ECDE programmes and highly influenced by their; training, attitude, motivation and remuneration.

Teacher characteristics such as teacher adequacy, teacher training, teacher motivation, teaching experience have an influence on programme implementation. Saide (2009) carried out in Britain on factors influencing the implementation of pre-school curriculum. Findings revealed that teachers level of motivation, teachers' experience and teachers' gender and age were factor that influenced implementation of the curriculum. Though the study employed descriptive survey design just like the current study, it involved 60 teachers and 120 preschool children which was a smaller sample size as compared to the sample size of this study that involved 430 teachers, 1,719 parents and 1 District Program Officer and it examined the role of teachers in integration of play activities, in ECDE curriculum in Emuhaya District, Vihiga County, Kenya which was a different area of a study from Britain.

Sarah (2013) conducted a study on teachers' roles in promoting literacy in ECDE centres, assessed the role of kindergarten teachers in order to promote literacy during children's play. The study revealed that; teachers 'age, gender, teaching experience were some of the factors that influence implementation of programmes. While the study used observation only as a method of data collection, this study will use questionnaire. This study was also meant to find out the role of teachers in integration of play activities in the entire ECDE curriculum while the current study will try to find out the factors that affect

the implementation of ECDE curriculum. Lack of proper teacher training adversely affects the implementation of programmes. Teachers who are not trained are not capable of implementing educational programmes. Similarly, effective ECDE implementation requires trained ECDE teachers.

Teachers' attitudes are derived primarily from their own experiences as learners, their professional training, their teaching experiences, their interaction with colleagues, and the cultural values and norms of the society in which they live. The gender stereotypes and prejudices of teachers shape their classroom behavior. Female teacher for example, often exhibit math phobic behaviors. Teachers also facilitate children's gender biases by making gender as important by using it to level and organize students (Blakemore & Berenbaun, 2009). Pre-school teachers labeling and use of gender increases pupils gender stereotyping and avoidance of cross-gender playmates. Thus teacher factors such as attitude towards the curriculum, teachers training in ECDE and their in-service on ECDE curriculum will have an impact on how the curriculum will be implemented (Carless, 1999a). This study therefore aims at establishing the influence of teacher related factors on the ECDE curriculum implementation.

Relevant strategies should be geared towards motivating teachers and providing a child-friendly environment in ECDE centres. Satisfying teachers' hygiene needs, including favorable terms and conditions of service, a manageable workload, 'good' remuneration as well as providing an adequate physical working environment is expected to result in motivating them (Herzberg, Mausner & Snyderman, 2009). Makoti (2004) found good

conditions and terms of (private) preschool teachers' service to be a source of motivation. Teacher's age and gender had a significant relationship with teachers working conditions and hence implementation of ECDE programme.

A study by Moyo, Wadesango and Kurebwa (2012) on factors that affect the implementation of early childhood development programmes in Zimbabwe acknowledged effects of teacher qualification on the implementation of effective ECD programmes. Most of the ECD teachers were unqualified. Interviews also confirmed that unqualified teachers lacked knowledge and skills in implementing ECD programmes hence hindered the implementation of the programmes. Unqualified ECD teachers lacked basic skills in ECD syllabus interpretation hence they resorted to formal teaching which literature discouraged. Smith JT (2000) maintained that further education results in higher quality interactional patterns. Therefore unqualified teachers engaged in ECD programmes might hinder programmes implementation. Results cited that unqualified teachers resorted to formal academic teaching methods. Another study by Moyo et al, (2012) revealed that teachers' attitudes were indicated by genuine interest in their work. Parents' attitudes were shown by the number of enrolled children in ECD classes. Both teachers' and parents' attitude contribute to cognitive and non cognitive gains to the children (Bronfenbrenner 2004). The evidence that all sampled institutions had ECD classes could be cited as positive attitude of parents and teachers towards implementation of the programmes. The current study attempted to investigate teachers and parents attitude towards implementation of ECDE programmes, in Machakos County.

2.6 Influence of head teachers supervision on implementation of ECDE programmes

Supervision is an important aspect of ECDE programme implementation. It aims at regular and continuous monitoring of activities to ensure that the curriculum goal/objectives are met (KIE, 1995). Supervision of ECDE curriculum is done by the Directorate of Quality Assurance and Standards in collaboration with DICECE trainers and supervisors who have a special responsibility of supervising the ECDE curriculum eg preschool headteacher. It is important to supervise in order to gather information from children, care-givers, parents, communities, and general ECDE environment. This can be used to correct errors, modify practices where necessary and motivate as well as encourage all involved in ECDE. The changes resulting from supervisory activity strengthen the ECD programmes.

Supervision is a continuous monitoring of ECDE activities to ensure effective implementation of ECDE approved curriculum. This leads to the holistic development of children, motivates, enriches and promotes personal as well as professional growth of all those involved. Supervision is important because it helps to ensure that children's' needs are met, enables efficient implementation of ECDE programmes, checks whether the objectives of the programmes have been achieved, promotes maintenance of basic standards, identifies problems and constraints and identifies strengths and achievement.

The Early Childhood Development section of the Ministry of Education, Directorate of Quality Assurance and Standards is responsible for maintaining and improving educational standards in all pre-schools owned by the community and private sector. The

QASO's have the authority to enter and inspect any school at any time without notice, and report their findings to the Director quality assurance and standards (MoEST, 2000). The bulk of supervision is carried out by DICECE trainers and zonal QASO and TAC tutors based at the District level. The supervisors monitor the teaching-learning process and inspect facilities and services at pre-schools (MoEST, UNESCO/OECD, 2005).

A study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia revealed that qualification of supervisors had positive correlation with their performance. Qualified supervisors were noted to contribute significantly to teachers' achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties. He found out that supervisors and head teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Respondents admitted that the workshops they had attended had a positive impact on governance and management of their schools.

Supervision done in areas of checking on lesson plans, schemes of work register and other administrative documents had a positive impact in academic performance of pupils. Supervision improved the quality of education. Supervision also made schools to take pride in their activity programmes which provided a wide range of cultural, intellectual, practical services and sporting opportunities. A greater level of staff involvement, despite the long and busy school day, further enhanced quality of education.

Wanga (1988) conducted case studies on supervision to see how supervision had improved quality of education. Findings indicated that since inspection was done in sampled schools, the school had seen many changes in the area of teachings. Previous inspection included recommendations about excessively didactic teaching, need for a more formalized management style and the rationalization of staff responsibilities. Data showed that styles of teaching had improved although more variety was still required, new programmes had successively been introduced, the management structure was in the process of re- organization and there was a new tutor system. The study also noted that the rationalization of staff responsibilities required further thought and action taken towards supervision of teachers in the implementation of ECDE programmes.

2.7 Summary of literature review and research gaps

The chapter has presented the literature review of the study. Several studies have been explored. Nyaga, (2013) carried out a study on administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District. Nyaga however did not address how provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teachers supervision on implementation of early childhood development programmes in public ECDE centres. The current study will fill in the gap. Erden (2010), carried out a research on problems that preschool teachers face in the curriculum implementation. Erden's study was on both public and private ECDE centres. The current study will be carried out in public ECDE centres. While he investigated general problem facing teachers, the current study will

focus on institutional factors such as how provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teachers supervision on implementation of early childhood development programmes in public ECDE centres

Obuchere (2011)'s study in Emuhaya District was on factors influencing implementation of ECDE curriculum pointed out that. Although he carried out of factors influencing curriculum implementation, the current study will go further and investigate the institutional factors. Further, although he investigated the influence of physical facilities, teachers, teaching and learning resources, he did not address the headteachers characteristics hence the current study will fill in the gap. Njoroge (2011)'s study in factors influencing management of pre-school education mentioned the role of physical facilities, teaching learning resources as the major factors influencing children enrolment in pre- school education. His study does not address how provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teachers' supervision on implementation of early childhood development programmes in public ECDE centres. The current study set out to fill in the gap.

Kariuki (2009), Ifukho (2005) all have pointed out from their researches that a primary schools lack resources. However they did not show how provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teachers supervision influence the implementation of early childhood development programmes in public ECDE centres. The current study set out to fill in the gap. While Moyo, Wadesango and Kurebwa (2012) carried out their study in Zimbabwe and focuses on

resources for use, the current study will focus on variables such as provision of teaching and learning resources, teacher characteristics and head teachers supervision and how they influence the implementation of early childhood development programmes in public ECDE centres.

Sarah (2013) conducted a study on teachers' roles in promoting literacy in ECDE centres, assessed the role of kindergarten teachers in order to promote literacy during children's play. Sarah did not address how provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teachers' supervision on implementation of early childhood development programmes in public ECDE centres. The current study set out to fill in the gap.

A study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia revealed that qualification of supervisors had positive correlation with their performance. The study focussed on only one variable similar to the current study hence this study goes further to establish how provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teachers supervision on implementation of early childhood development programmes in public ECDE centres.

2.8 Theoretical framework

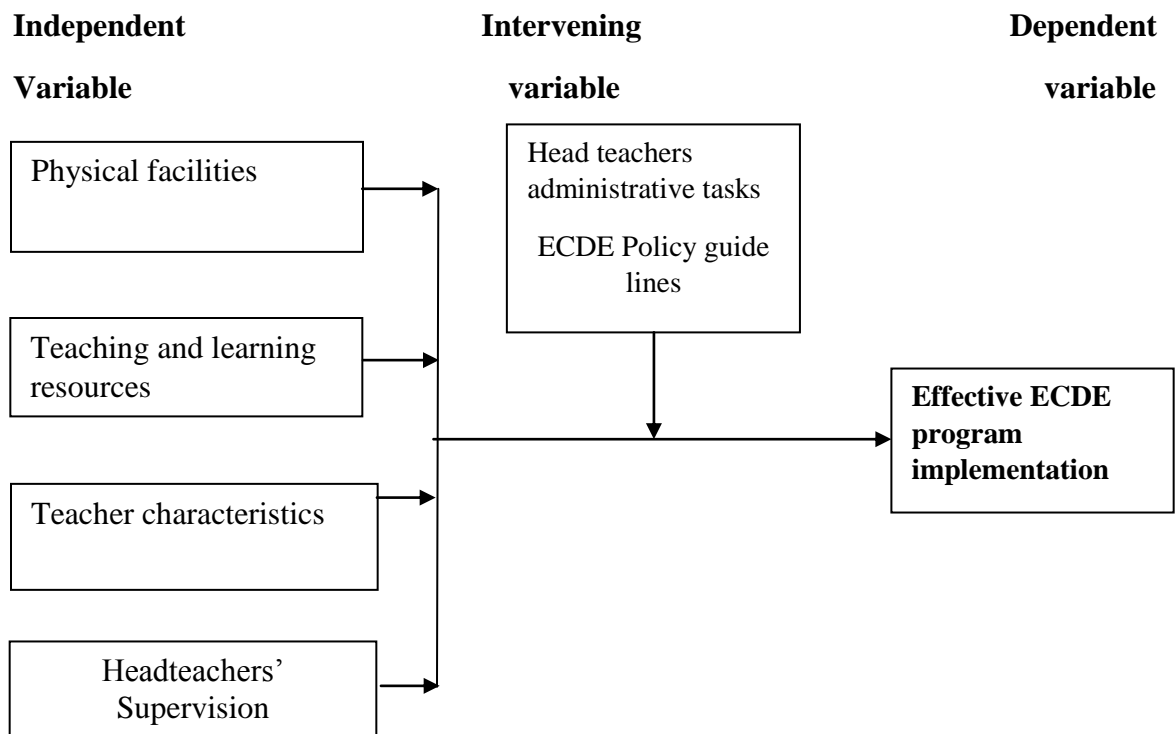
The study was guided by Education production Function theory by Samuel Bowles. A simple production model which lies behind much of the analysis in the economics of education. The common inputs are things like school resources, teacher quality, and family attributes, and the outcome is student achievement. This area is, however, distinguished from many because the results of analyses enter quite directly into the policy process. Historically, the most frequently employed measure of schooling has been attainment, or simply years of schooling completed. The value of school attainment as a rough measure of individual skill has been verified by a wide variety of studies of labor market outcomes Psacharopoulos and Patrinos (2004).

The underlying model that has evolved as a result of this research is very straightforward: The output of the educational process - the achievement of individual students - is directly related to inputs that both are directly controlled by policy makers for example the characteristics of schools, teachers, curricula, and so forth, and are not so controlled such as families and friends and the innate endowments or learning capacities of the students. Further, while achievement may be measured at discrete points in time, the educational process is cumulative; inputs applied sometime in the past affect students' current levels of achievement. Education function represents mathematically the process of which a school transforms inputs. An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting a student's learning like pupil-teacher ratio, instructional

materials, physical facilities that affect the quality of education. It measure outputs including subsequent labor market success, school enrollment, graduation rates, and most frequently, standardized test scores and implementation of the programme.

2.9 Conceptual Framework

Figure 2.1 Interrelationship among variables in the influence of institution based factors on the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya



The conceptual framework presents the interrelationship among variables in the influence of institutional based factors on the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya. The framework shows that effective implementation of ECDE programme is influenced by several institution based factors which are provision of physical facilities, provision of teaching and learning resources, teacher characteristics and head teacher's supervision. The independent variables are physical facilities, teaching and learning resources, teacher characteristics and head teacher's supervision.

supervision. While the intervening variables in this interrelationship are the head teachers administrative tasks and ECDE policy guidelines and the dependent variable is the ECDE programme implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research design

The study adopted the descriptive research design. Description survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Borg and Gall, (2000) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. By using the the descriptive survey design, it was possible to measure the study variables using questionnaires and relate them to the dependent variable, which is the effect of ECDE programme implementation. The survey design enabled the researcher to collect data without manipulating the variables.

3.3 Target population

Johnson and Christensen (2012) define target populations as the larger population to study. The target population comprised of all the 92 ECDE centres in Matungulu Sub

County in Machakos County. The target population included 92 head teachers, 184 teachers and 4 QASOs.

3.4 Sampling procedures and Sample size

Best and Kahn (2004) define a sample as a small proportion of the population that is selected for observation and analysis. According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population. Orodho (2004), states that where the target population is above 30, 10 to 30 percent may be sampled. Therefore the researcher used 30 percent of the 92 headteachers, 184 teachers and 4 QASOs hence 27 head teachers, 53 teachers and 4 QASOs were sampled for the study.

3.5 Research instruments

The researcher relied on self-administered questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The advantages of using questionnaires are that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. There were three sets of questionnaire designed for the head teachers, teachers and QASOs. The questionnaire for the QASO had five sections. Section A comprised on demographic data, Section B had items on the influence of provision of physical facilities on implementation of Early Childhood Development programmes in public ECDE centres, Section C contained items on influence of provision of teaching and learning resources on the implementation of early childhood development programmes in public ECDE centres, Section D contained items on

influences of teacher characteristics on the implementation of Early Childhood Development programmes in public ECDE centres while Section E contained items on influences of head teacher's supervision on implementation of Early Childhood Development programmes in public ECDE centres.

Questionnaire for the headteachers had five sections. Section A comprised of demographic data, Section B had items on the influence of provision of physical facilities on implementation of Early Childhood Development programmes in public ECDE centres, Section C contained items on influence of provision of teaching and learning resources on the implementation of early childhood development programmes in public ECDE centres, Section D contained items on influences of teacher characteristics on the implementation of Early Childhood Development programmes in public ECDE centres while Section E contained items on influences of head teacher's supervision on implementation of Early Childhood Development programmes in public ECDE centres

Questionnaire for the teachers had five sections. Section A comprised of demographic data, Section B had items on the influence of provision of physical facilities on implementation of Early Childhood Development programmes in public ECDE centres, Section C contained items on influence of provision of teaching and learning resources on the implementation of early childhood development programmes in public ECDE centres, Section D contained items on influences of teacher characteristics on the implementation of Early Childhood Development programmes in public ECDE centres

while Section E contained items on influences of head teacher's supervision on implementation of Early Childhood Development programmes in public ECDE centres

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 1999) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research objectives. The supervisors who are experts in the area of study validated the instruments. The researcher implemented the suggestions given by the supervisors.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pre test was conducted in other sub-counties in Machakos County, which were not included in the main study. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest reliability method, which involved administering the same instrument twice to the same group of subject with a 2 weeks time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x)^2][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

According to Mugenda and Mugenda (2003), a coefficient of 0.80 or more will simply to show that there is high reliability of data. The results of the reliability was 0.702 for headteachers questionnaire and 0.723 for teachers' questionnaire.

3.8 Data collection procedures

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and permissions sought from the County Director of Education (CDE) Matungulu Sub County, and thereafter the researcher wrote letters to the head teachers to be allowed to do the study. The selected institutions were visited and the questionnaires will be administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected on the same day after they were filled in.

3.9 Data analysis techniques

According to Orodho (2004), data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. The analysis was done using descriptive statistics. This was done through using computer software Statistical Package for Social Sciences (SPSS). Descriptive statistics describe data in terms of measures of central tendency. Descriptive statistics are the most efficient means of summarising the characteristics of large sets of data while correlations showed the relationships between the independent and dependent variables in

all the research questions. In a statistical analysis, the analyst calculates one number or a few numbers that reveal something about characteristics of large sets of data (McDaniel & Gates, 2012).

3.10 Ethical considerations

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick, 2006). In adhering to the ethical issues, the researcher will seek permission from the NACOSTI before commencing the study. The researcher also made sure that participants are informed of the study. The respondents were not coerced to participate in the study. They were given the freedom to choose to participate or not to in the study. The researcher also ensured confidentiality and anonymity of the respondents' identities. This was achieved by not asking participants to write their names on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the data analysis and interpretation. The chapter focusses on response rate, demographic data of the headteachers, demographic data of the teachers and the demographic data of the QASO. The chapter also presents and interprets data on the influence of provision of physical facilities on implementation of ECDE programmes, influence of provision of teaching and learning resources on implementation of ECDE programmes, influence of teacher characteristics on implementation of ECDE programmes and lastly on influence of head teachers supervision on implementation of ECDE programmes

4.1 Response rate

Response rate refers to the number of questionnaires returned after being administered to the respondents. In study out of 27 questionnaires administered to the head teachers, all of them were returned. Out of 53 questionnaires that were administered to the teachers 48 were returned and out of the 4 questionnaires administered to the QASOs all of them were returned. This shows that the return rate was 100 percent for the headteachers, 90.5 percent for the teachers and 100 percent for the QASOs. The return rate was therefore deemed as adequate for data collection. This can be related to Mugenda and Mugenda (2003) who said a 50% response rate is adequate, 60% good and above 70% rated as very

good. This implies that basing on this assertion; the response rate in this case was very good.

4.1.1 Demographic data

Several demographic factors were considered which were important in interpretation of responses given. The demographic data sought in the study included general profile of the study's respondents with regards to gender, age, professional qualification, duration as teachers. It was necessary to get the demographic information of the respondents so that the study samples the experiences respondents who understand the real situation in their centres regarding the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya.

4.1.2 Demographic data of the headteachers

The demographic information of the headteachers sought to determine the gender, age professional qualifications and the duration as headteachers. The headteachers were asked to indicate their gender. The data is presented in Table 4.1

Table 4.1 Distribution of headteachers by gender

Gender	F	%
Female	4	14.8
Male	23	85.2
Total	27	100.0

Data revealed that majority of the headteachers were males as presented by 23 (85.2%). From this it can be deduced that although the study sampled both gender, majority of the respondents were male. This implies that the most employed gender in the headship of ECDE centres is male teachers. The headteachers were further asked to indicate their age. The data is presented in Table 4.2.

Table 4.2 Distribution of headteachers by age

Age	F	%
25-30	1	3.7
41-45	8	29.6
46-50	9	33.3
51 and above	9	33.3
Total	27	100.0

Data on the age of the headteachers indicated that all of them were above 41 years with (29.6%) in the age bracket of between 41 and 45 years, 9 (33.3%) in the age bracket of 46 and 50 years and the same number with 51 years and above. From this it can be deduced that majority of the respondents were mature enough and an indication that they had worked for long enough. This made them suitable to understand the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County. This also implies that they are mature enough to handle their teaching professionally. This might be supporting the implementation of ECDE programmes in public ECDE centres.

The headteachers were further asked to indicate their profession qualifications. The data is presented in Table 4.3.

Table 4.3 Professional qualifications

Professional qualifications	F	%
Certificate	1	3.7
Diploma	25	92.6
Degree	1	3.7
Total	27	100.0

Data revealed that majority of the headteachers 25 (92.6%) were diploma holders. The data shows all the headteachers were qualified and hence were able to understand the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres. The researcher further sought to establish the duration that the headteachers had served as school headteachers. The data is presented in Table 4.4.

Table 4.4 Duration as headteachers

Duration as head teacher	F	%
11-15 years	12	44.4
16-20 years	5	18.5
21-25 years	7	25.9
26 years and above	3	11.1
Total	27	100.0

Data revealed that 12 (44.4%) had served for between 11 and 15 years, 5 (18.5%) had served for between 16 and 20 years. From this it can be deduced majority of head teachers had been there for duration of over 11 years. This implies that head teachers can provide information on the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres. The following section presents the demographic data of the teachers.

4.1.3 Demographic data of the teachers

The demographic information of the headteachers sought to determine the gender, age professional qualifications and the duration as teachers. The teachers were asked to indicate their gender. The data is presented in Table 4.5

Table 4.5 Distribution of teachers by gender

Gender	F	%
Female	46	95.8
Male	2	4.2
Total	48	100.0

Data revealed that majority 45 (95.8%) were female. This implies that the most employed gender in the headship of schools is female teachers. This is in agreement with the common understanding that most people who enroll in ECDE to be teaches are female. This is related to the understanding that women are able to deal with children better than men hence they are more in the ECDE teaching profession.

The study further sought to establish the age of the teachers. The data is presented in Table 4.6.

Table 4.6 Distribution of teachers by age

Age	F	%
31-35	5	10.4
36-40	17	35.4
41-45	24	50.0
51 and above	2	4.2
Total	48	100.0

Data on the age of teachers revealed that half of them were aged between 41 and 45 years. From this it can be deduced that majority of the respondents were mature enough and an indication that they had worked for long enough. It also implies that the teaching fraternity in the ECDE centres is mature enough to handle their teaching professionally which has an influence on the implementation of ECDE programmes in public ECDE centres.

The respondents were also asked to indicate the highest professional qualifications of the respondents. The data is presented in Table 4.7.

Table 4.7 Professional qualifications of the teachers

Highest professional qualification	F	%
Certificate	42	87.5
Diploma	6	12.5
Total	48	100.0

Data revealed that majority of the ECDE teachers were certificate holders with a relatively few of them having Diploma in ECDE. The data shows that the teachers were qualified and hence were able to explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres. The study also sought to establish the duration that teachers had served in the ECDE centres. The data is presented in Table 4.8.

Table 4.8 Distribution of teachers by duration of service

Duration as a teacher	F	%
Below 5 years	1	2.1
5-10 years	4	8.3
11-15 years	26	54.2
16-20 years	12	25.0
21-25 years	1	2.1
26 years and above	4	8.3
Total	48	100.0

Data presented in Table 4.8 indicated that majority had been teachers for above 11 years. This duration is relatively long that teachers would have acquired adequate experience in the teaching profession and hence are able to understand and explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres.

4.1.4 Demographic data of the QASO

The demographic data of the QASO focussed on gender, age, professional qualifications and the duration in office of the QASO. The QASO were asked to indicate their gender.

The data is presented in Table 4.9

Table 4.9 Distribution of QASO by gender

Gender	F	%
Female	1	25.0
Male	3	75.0
Total	4	100.0

Data on the age of the QASO showed that majority 3 (75%) were male. This shows that there is no gender parity in the distribution of the QASOs in the sub county. They were further asked to indicate their age in years. Data revealed that all of them were aged between 46 and 50 years. The appointment of QASO staff is done from practicing teachers and those who have also undertaken a Masters degree. This implies that the

QASO in the sub county are adequately experienced and are able to understand and explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres.

Data on the professional qualifications of the QASO is presented in Table 4.10

Table 4.10 Distribution of QASO by professional qualifications

Highest professional qualification	F	%
Bachelors	1	25.0
Diploma	3	75.0
Total	4	100.0

Findings on the professional qualifications of the QASO showed that 3 (75%) were Diploma holders. The data shows that they are able to understand and explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres. This concurs with a study by Clark (1995) on how training influenced supervisors' performance in their roles in Lusaka, Zambia which revealed that qualification of supervisors had positive correlation with the performance of their duties.

The respondents were further asked to indicate the duration they had served in the office of QASO. The data is presented in table 4.11.

Table 4.11 Distribution of QASO by duration in office

Duration in the office	F	%
5-10 years	1	25.0
11-15 years	2	50.0
16-20 years	1	25.0
Total	4	100.0

Findings indicated that 3 (75%) had served in the office of QASO for over 11 years. This duration can be described as adequate enough for them to be able to understand and explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres.

4.2 Influence of provision of physical facilities on implementation of ECDE programmes

The first objective sought to find out the influence of physical facilities on implementation of ECDE programmes. Bronfenbrenner (2004) advocates that the physical facilities, equipment and materials present in the environment in which children live, and the interpersonal relationships of the persons with whom they interact, influence children's development. The researcher studied the adequacy of the physical facilities in the ECDE centres. The headteachers were for example asked to indicate the viability of physical facilities in the ECDE centres. The data is presented in Table 4.12

Table 4.12 Headteachers' responses on the availability of physical facilities in the ECDE centres

Facilities	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Classrooms	18	66.7	9	33.3	0	00
Toilets	3	11.1	24	88.9	0	00
Playing Grounds	7	25.9	18	66.7	2	7.4
Desks	16	59.3	11	40.7	0	00
Staffroom	3	11.1	17	63.0	7	25.9
Swings	6	22.2	11	40.7	10	37.0
Tyres	13	48.1	12	44.4	2	7.4
Slides	5	18.5	10	37.0	12	44.4
Tables	15	55.6	11	40.7	1	3.7
Chairs	17	63.0	10	37.0	0	00

Headteachers' responses on the availability of physical facilities in the ECDE centres indicated that a number of physical facilities were not adequate at the centres. For example while 18 (66.7%) indicated that classrooms were adequate, 9 (33.3%) indicated that they were not adequate. It was also noted by 24 (88.9%) that toilets were inadequate. Concerning the playing grounds, 18 (66.7%) indicated that they were inadequate while 7 (25.9%) indicated that they were adequate. A significant 11 (40.7%) recorded that staffrooms were not adequate. A significant 17 (63.0%) recorded that desks were not adequate. A significant 10 (37.0%) recorded that swings were not adequate. A significant 12 (44.4%) recorded that slides were not adequate. A significant 2 (7.4%) recorded that tyres were not available. A significant 1 (3.7%) recorded that tables were not available. A significant 0 (00%) recorded that chairs were not available.

swings as inadequate with 10 (37%) who indicated that swings were not available in the centres. Similarly, slides in most centres were either inadequate or not available as recorded by 10 (37%) who said that slides were inadequate and 12 (44.4%) who indicated that they were not available. Tables were recorded by 11 (40.7%) as inadequate while 10 (37%) indicated that chairs were inadequate at the centres. A survey of K-12 teachers in Washington, D.C. cited in Buckley, et al (2004) found out that facility quality is an important predictor of the decision of teachers to leave their current position.

The teachers views were also sought to establish the availability of physical facilities in the schools. Their responses are presented in Table 4.13.

Table 4.13 Teachers' responses on the adequacy of physical facilities in the centres

Facilities	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Classrooms	35	72.9	13	27.1	0	00
Toilets	2	4.2	46	95.8	0	00
Playing Grounds	0	00	48	100.0	0	00
Desks	6	12.5	42	87.5	0	00
Staffroom	1	2.1	28	58.3	0	00
Swings	2	4.2	17	35.4	29	60.4
Tyres	10	20.8	35	72.9	3	6.3
Slides	3	6.3	17	35.4	28	58.3
Tables	11	22.9	35	72.9	2	4.2
Chairs	11	22.9	36	75.0	1	2.1

Data revealed that 46 (95.8%) teachers indicated that toilets were not adequate in the centres. It was also recorded by all the teachers that playing grounds were inadequate. Majority 42 (87.5%) indicated that desks were not adequate while 28 (58.3%) indicated that staffrooms were not adequate. While 17 (35.4%) indicated that swings were inadequate, 29 (60.4%) recorded them as not available. Similarly, majority 28 (58.3%) indicated that slides were not available at the centres. Chairs and tables were also recorded as inadequate by 35 (72.9%) and 36 (75%) respectively. The data shows that

physical facilities were a challenge in the ECDE centres. The researcher also sought the opinions of the QASO on the adequacy of physical facilities in the centres. The responses are presented in Table 4.14.

Table 4.14 QASO’s responses on adequacy of physical facilities

Facilities	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Classrooms	4	100.0	0	00.0	0	00.0
Toilets	0	00.0	4	100.0	0	00.0
Playing Grounds	4	100.0	0	00.0	0	00.0
Desks	0	00.0	4	100.0	0	00.0
Staffroom	0	00.0	4	100.0	0	00.0

Data from majority 4 (100%) of QASO indicated toilets were not adequate at the centres it was also revealed by all of them that desks and staffrooms were inadequate. Data from the QASO concurs with that of the teachers and headteachers that physical facilities were inadequate in the ECDE centres which has a very high likelihood of affecting the implementation of ECDE programmes. The QASO were also asked to indicate the extent to which provision of physical facilities affected the implementation of ECDE. In this item, all them indicated that they affected to a very large extent.

Findings on the influence of provision of physical facilities on implementation of ECDE programmes revealed that in most of the centres, physical facilities were not adequate. In some cases physical facilities that were important in the implementation of ECDE programmes were not available. These findings agree with Nyaga, (2013) who carried out a study on the administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District. The study revealed that majority of the respondents also attested to inadequate classrooms facilities in the school. They further explained that the classroom furniture in their schools were inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management and learning. The study found that the number of toilets were not adequate for the pupils use. The findings depicts that the school sanitation was poor as the number of toilets in majority of the schools was inadequate which affected implementation of the Free Primary Education (FPE) programme.

The findings are also in line with Erden (2010) who found out that physical facilities were key issues in the implementation of ECDE programmes. The study revealed that toilets, classrooms playing grounds were not adequate which affected the implementation on pre-school programme. The findings are also in line with Obuchere (2011) who found that physical facilities, teachers, teaching and learning resources play a key role in the preparation of learning environment and play materials in ECDE centres to ensure school/home or parent/teacher relationship is achieved. Njoroge's (2011) findings concur with the current study that that physical facilities in the public ECDE centres were not

conducive hence parents were not willing to enroll their children in the public ECDE centres.

4.3 Influence of provision of teaching and learning resources on implementation of ECDE programmes

The second objective sought to determine the influence of provision of instructional material on implementation of ECDE programmes. The researcher studied the usage of teaching aids and the state of instructional materials at the ECDE centres. According to Brown Lewis and Harclerod (2003) Teaching and learning resources include reading materials such as textbooks, non-reading materials such as charts and posters and realia, that is, real things or artifacts. The headteachers were for example asked to indicate how often the teaching and learning resources were availed at the centres. The data is presented in Table 4.15.

Table 4.15 Availability of teaching and learning resources at the ECDE centres

Resource	Always		Sometimes		Never	
	F	%	F	%	F	%
Charts	12	44.4	15	55.6	0	00.0
Markets, Crayons	11	40.7	16	59.3	0	00.0
Modeling plastacine	3	11.1	18	66.7	6	22.2
Pens pencils, coloring pencils	9	33.3	15	55.6	3	11.1
Learning corners	5	18.5	22	81.5	0	00.0
Teachers' guide	17	63.0	10	37.0	0	00.0
Lesson preparation materials	16	59.3	11	40.7	0	00.0
Reference materials	10	37.0	17	63.0	0	00.0
Outdoor activity materials - balls, ropes	10	37.0	17	63.0	0	00.0

Data from the headteachers' responses on the provision of teaching and learning resources indicated that majority 15 (55.6%) indicated that charts were only availed sometimes. Majority 16 (59.3%) indicated that markets and crayons were only availed sometimes. Modelling plastacines were only available sometimes as indicated by 18 (66.7%) while majority 15 (55.6%) indicated that pens pencils, coloring pencils were only available sometimes. A whooping majority (81.5%) indicated that learning corners were not adequate while 17 (63.0%) indicated that reference materials, Outdoor activity materials - balls, ropes were only availed sometimes. The findings indicated that teaching

and learning materials were only availed sometimes in the ECDE centres which affected the implementation of ECDE programmes.

The teachers were for example asked to indicate how often the teaching and learning resources were availed at the centres. The data is presented in Table 4.16.

Table 4.16 Teachers’ response on the availability of teaching learning resources

Resource	Always		Sometimes		Never	
	F	%	F	%	F	%
Textbooks	1	2.1	45	93.8	2	4.2
Charts	11	22.9	36	75.0	1	2.1
Markets, crayons	11	22.9	36	75.0	1	2.1
Modeling plasticines	1	2.1	36	75.0	11	22.9
Pens pencils, coloring pencils	11	22.9	36	75.0	1	2.1
Teachers’ guide	14	29.2	34	70.8	0	00.0
Lesson preparation materials	14	29.2	34	70.8	0	00.0
ECDE syllabus	18	37.5	29	60.4	1	2.1
Manila papers	14	29.2	34	70.8	0	00.0

Findings from the teachers on the provision of teaching learning resources in the ECDE centres indicated that most of the teaching learning resources were only availed sometimes. For instance, 45 (93.8%) of the teachers indicated that textbooks were availed only sometimes, 36 (75%) indicated that charts, markets, crayons, modeling plasticines,

pens pencils, coloring pencils were only availed sometimes. It was also revealed by 34 (70.8%) that teachers' guide and lesson preparation materials and Manila papers were only availed sometimes. These findings are in agreement with the headteachers' responses that teaching and learning materials were only availed sometimes to the ECDE centres which affected the implementation of ECDE programmes.

The headteachers were also asked to indicate the adequacy of teaching learning resources at the centres. The data is presented in table 4.17.

Table 4.17 Headteachers' responses on the adequacy of teaching learning resources

Facilities	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Textbooks	5	18.5	21	77.8	1	3.7
Charts and posters	10	37.0	17	63.0	0	00.0
Teaching aids	11	40.7	16	59.3	0	00.0
Teachers' guides	20	74.1	7	25.9	0	00.0
Chalkboard	25	92.6	2	7.4	0	00.0
Pictures	6	22.2	16	59.3	5	18.5
Lesson preparation materials	17	63.0	10	37.0	0	00.0
Learners writing materials	17	63.0	10	37.0	0	00.0

Data from the headteachers responses on the adequacy of teaching and learning resources at the ECDE centres indicated that majority 21 (77.8%) indicated that textbooks were inadequate. Majority of the teachers 17 (63%) reported that charts and posters were inadequate. It was further recorded by 16 (59.3%) that teaching aids were inadequate. Sixteen (59.3%) reported that pictures were inadequate in the ECDE centres. These findings suggest that in most ECDE centres, teaching learning resources were not adequate which affected the implementation of ECDE programmes.

The teachers were also asked to indicate the adequacy of teaching learning resources at the centres. The data is presented in table 4.18.

Table 4.18 Headteachers' responses on the adequacy of teaching learning resources

Facilities	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Textbooks	1	2.1	44	91.7	3	6.3
Charts and posters	11	22.9	36	75.0	1	2.1
Teaching aids	14	29.2	34	70.8	0	00.0
Teachers' guides	15	31.3	33	68.8	0	00.0
Chalkboard	39	81.3	8	16.7	0	00.0
Pictures	1	2.1	41	85.4	6	12.5
Learners writing materials	15	31.3	32	66.7	1	2.1
Toys	2	4.2	41	85.4	5	10.4
Reference materials	13	27.1	31	64.6	4	8.3
Outdoor activity materials-balls, skipping ropes	12	25.0	36	75.0	0	00.0

Data from the headteachers' responses on the adequacy of teaching learning resources indicated that most of the teaching and learning resources were inadequate in the centres. For example, 44 (91.7%) indicated that text books were inadequate, 36 (75%) indicated that charts and posters were inadequate, 34 (70.0%) reported that teaching aids were inadequate. While 41 (85.4%) reported that pictures were inadequate in the centres, 6 (12.5%) reported that they were not available. Toys were reported as inadequate by 41

(85.4%) and as not available by 5 (10.4%). Similarly, while 31 (64.6%) reported that reference materials were inadequate, 4 (8.3%) indicated that they were not available. ECDE centres did not have adequate outdoor activity materials such as balls and skipping ropes as reported by 36 (75%) of the teachers.

They QASO were also asked to indicate the adequacy of instructional materials in the schools. The data is presented in table 4.19.

Table 4.19 QASO’s responses on the adequacy of teaching learning resources

Resource	Adequate		Inadequate	
	F	%	F	%
Textbooks	0	00.0	4	100.0
Charts and posters	2	50.0	2	50.0
Teaching aids	1	25.0	3	75.0
Teachers’ guides	1	25.0	3	75.0
Chalkboard	1	25.0	3	75.0
Pictures	0	00.0	4	100.0

Data on the adequacy of teaching learning resources indicated that Textbooks, charts and posters and pictures were inadequate at the ECDE centres.

The QASO were asked to indicate the extent to which provision of teaching and learning resources influenced the implementation of ECDE programmes. In this item, 3 (75%) indicated that it influenced to a very large extent while 1 (25%) indicated that they influenced to a large extent. They were also asked to indicate the extent to which they agreed or disagreed with statements that sought to establish the influence of teaching and learning resources in the implementation of ECDE programmes. The data is presented in Table 4.20

Table 4.20 QASO’s responses on the influence of teaching and learning resources on the implementation of ECDE programmes

Statement	Agree		Disagree	
	F	%	F	%
Textbook helps to individualize instructions	3	75.0	1	25.0
Teaching and learning materials are critical ingredients in learning	3	75.0	1	25.0
ECDE centers are supplied with adequate materials	1	25.0	3	75.0
Resources help teachers and learners to play their role satisfactorily for implementation of early childhood development programme	3	75.0	1	25.0
Materials used by the teachers help them prepare schemes of work and lesson notes	1	25.0		

Data from the QASO responses indicated that majority 3 (75%) agreed that Textbook helps to individualize instructions, they also agreed that Teaching and learning materials are critical ingredients in learning and also agreed that materials used by the teachers help them prepare schemes of work and lesson notes.

Teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them. Ouma (2008) also observes the importance of the use of teaching resources in classroom by saying that they encourage learners to participate in the learning process, motivate learners, cater for individual differences and enable learners to gain experience by use of the, senses. Findings by the headteachers, teachers and QASO have established that teaching learning resources were not available or were not adequate at the ECDE centres which hindered the implementation of ECDE programmes. The findings of this study concur with findings by Moyo, Wadesango and Kurebwa (2012) on factors that affect the implementation of early childhood development programmes in Zimbabwe revealed that early Childhood Development centres lacked essential resources for use hence affecting the implementation of ECDE programmes. The findings further agree with Chivore (1995) who revealed that no institution can function without financial resources to back up its programmes. Therefore if ECD centres lacked basic resources proper implementation of ECD programmes could not be realized.

4.4 Influence of teacher characteristics on implementation of ECDE programmes

The third objective sought to assess the influence of teacher characteristics on implementation of ECDE programmes. The teacher is the agent in the curriculum implementation process. Fullan (2001) thus argue the importance of the teacher as a central change agent, as the teacher is the one who is primarily responsible for the successful implementation of a new curriculum. The headteachers were therefore asked to indicate the extent to which they agreed or disagreed with statements that sought to establish the. Influence of teacher characteristics on implementation of ECDE programmes. The responses on the headteachers are presented in Table 4.21.

Table 4.21 Headteachers responses on the influence of teacher characteristics on implementation of ECDE programmes

Statement	Disagree		Agree	
	F	%	F	%
Teacher with long experience are able to implement the programme better	1	3.7	26	96.3
ECDE Teachers with high professional experience are better teachers	1	3.7	26	96.3
Teachers with long experience are able to handle children better	1	3.7	26	96.3
Teachers with high academic qualifications are usually better teachers	26	96.3	1	3.7
Experience and academic qualifications are not determinants of a better teacher	1	3.7	26	96.3

Responses from the headteachers on the influence of teacher characteristics on implementation of ECDE programmes majority 26 (96.3%) agreed that teacher with long experience are able to implement the programme better. They also agreed that ECDE Teachers with high professional experience are better teachers. The headteachers felt that teachers with long experience are able to handle children better and that experience and

academic qualifications are not determinants of a better teacher. However, 26 (96.3%) disagreed that teachers with high academic qualifications are usually better teachers

Teachers were also asked to indicate the extent to which they agreed or disagreed with statements that sought to establish the influence of teacher characteristics on implementation of ECDE programmes. The responses are presented in Table 4.22.

Table 4.22 Teachers’ responses on the influence of teacher characteristics on implementation of ECDE programmes

Statement	Agree		Disagree	
	F	%	F	%
Teacher with long experience are able to implement the programme better	48	100.0	0	00.0
ECDE Teachers with high professional experience are better teachers	48	100.0	0	00.0
Teachers with long experience are able to handle children better	48	100.0	0	00.0
Teachers with high academic qualifications are usually better teachers	48	100.0	0	00.0
Experience and academic qualifications are not determinants of a better teacher	48	100.0	0	00.0

Data from the teachers' responses on influence of teacher characteristics on implementation of ECDE programmes revealed that all the teachers agreed that teacher with long experience are able to implement the programme better. They also agreed that ECDE teachers with high professional experience are better teachers. They further agreed that teachers with long experience are able to handle children better, that teachers with high academic qualifications are usually better teachers and lastly agreed that experience and academic qualifications are not determinants of a better teacher.

The QASO were also asked to indicate the extent to which they agreed or disagreed with statements that sought to establish the influence of teacher characteristics on implementation of ECDE programmes. The responses are presented in Table 4.23.

Table 4.23 QASO responses on teacher characteristics

Statement	Agree		Disagree	
	F	%	F	%
Teacher is the agent in the implementation of early childhood development programmes	4	100.0	0	00.0
ECDE Teachers have knowledge on classroom management strategies	4	100.0	0	00.0
Teachers need to be trained and workshops organized for professional development	4	100.0	0	00.0
There is shortage of teaching staff in ECDE centre's	4	100.0	0	00.0
Overcrowded classes affects teaching and learning	4	100.0	0	00.0

Responses revealed that all the QASO were in agreement that Teacher is the agent in the implementation of early childhood development programmes, they also agreed that ECDE Teachers have knowledge on classroom management strategies. The QASO were all in agreement that teachers need to be trained and workshops organized for professional development. There was a feeling from the QASO that there is shortage of teaching staff in ECDE centre's and that overcrowded classes affects teaching and learning. The findings have revealed that teacher characteristics such as teachers experience, academic qualifications, teachers' have knowledge on classroom management strategies are important characteristics in the implementation of ECDE

programmes. The findings agree with Kathuri (2005) who indicates that good and quality staff is an asset to the school. A quality staff is essential for efficient pupils' administration.

The study had previously in the demographic information that the most employed gender in the headship of schools is female teachers. This is in agreement with the common understanding that most people who enroll in ECDE to be teaches are female. Data on the age of teachers revealed that half of them were aged between 41 and 45 years. From this it can be deduced that majority of the respondents were mature enough and an indication that they had worked for long enough. Data revealed that majority of the ECDE teachers were certificate holders with a relatively few of them having Diploma in ECDE. The data shows that the teachers were qualified and hence were able to explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres. Teachers had relatively long service at the schools which was deemed important in acquired adequate experience in the teaching profession and hence are able to understand and explain the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres. The findings agree with Sarah (2013) who revealed that; teachers 'age, gender, teaching experience were some of the factors that influence implementation of programmes. The findings further concur with Moyo, Wadesango and Kurebwa (2012) who recognised that teacher qualification was an important factor in effective implementation of ECDE programmes.

4.5 Influence of head teachers supervision on implementation of ECDE programmes

The fourth objective sought to find out the influence of head teachers' supervision on implementation of ECDE programmes. Supervision is an important aspect of ECDE programme implementation. It aims at regular and continuous monitoring of activities to ensure that the curriculum goal/objectives are met (KIE, 1995). The headteachers were therefore asked to indicate the frequency to which they performed supervisory activities.

The data is presented in Table 4.24

Table 4.24 Headteachers responses on supervisory activities

Activity	Always		Sometimes		Never	
	F	%	F	%	F	%
Talking to teachers regarding their teaching	8	29.6	19	70.4	0	00.0
Checking pupils progress records	11	40.7	16	59.3	0	00.0
Checking the schemes of work	14	51.9	13	48.1	0	00.0
Checking lesson plans	21	77.8	6	22.2	0	00.0
Checking records of work covered	19	70.4	8	29.6	0	00.0
Checking pupils books	17	63.0	10	37.0	0	00.0
Checking class registers	19	70.4	8	29.6	0	00.0
Visiting teachers while teaching	4	14.8	20	74.1	3	11.1
Visiting teachers while teaching	2	7.4	24	88.9	1	3.7
Provides feedback after class observation	1	3.7	24	88.9	2	7.4

Data from the headteachers responses indicated that they carried out their several supervisory activities. For example, half of the headteachers 14 (51.9%) indicated that

they checked the schemes of work always with 13 (48.1%) doing it sometimes, 21 (77.8%) checked lesson plans always with (22.2%) doing it sometimes. Majority 17 (63%) indicated that they checked pupils books always while 20 (74.1%) visited teachers while teaching sometimes. Majority 24 (88.9%) indicated that they provided feedback after class observation sometimes. This is in line with Clark (1995) who found that supervision done in areas of checking on lesson plans, schemes of work register and other administrative documents had a positive impact in academic performance of pupils. Supervision improved the quality of education.

The headteachers were therefore asked to indicate the frequency to which their head teachers performed supervisory activities. The data is presented in Table 4.25

Table 4.25 Headteachers' responses on frequency of supervisory activities

Activity	Always		Sometimes		Never	
	F	%	F	%	F	%
Talking to teachers regarding their teaching	1	2.1	45	93.8	2	4.2
Checking pupils progress records	12	25.0	34	70.8	2	4.2
Checking the schemes of work	13	27.1	33	68.8	2	4.2
Checking lesson plans	13	27.1	32	66.7	3	6.3
Checking records of work covered	6	12.5	41	85.4	1	2.1
Checking pupils books	10	20.8	36	75.0	2	4.2
Checking class registers	17	35.4	30	62.5	1	2.1
Visiting teachers while teaching	2	4.2	26	54.2	20	41.7
Provides feedback after class observation	1	2.1	25	52.1	22	45.8

Responses from the teachers revealed that headteachers conducted most of the supervisory activities only sometimes. For example 45 (93.8%) indicated that the headteachers talked to teachers regarding their teaching only sometimes, 34 (70.8%) indicated that headteachers checked pupils progress records only sometimes, 33 (68.8%) reported that their headteachers checked schemes of work sometimes while majority 41 (85.4%) reported that the headteachers checked records of work covered only sometimes. Checking of pupils books by the headteachers was done sometimes as indicated by 36

(75%) while checking of class registers was done by the headteacher only sometimes as indicated by 30(62.5%) of the teachers. Further, it was noted that 26 (54.2%) of the teachers indicated that their headteachers visited teachers while teaching only sometimes while headteachers provided feedback after class observation only sometimes as reported by 25 (52.2%) of the teachers.

The QASO responses were asked to indicate the extent to which they agreed or disagreed with statement about supervision. Data indicated that all the QASO agreed that supervision is an important aspect of ECDE programme implementation. They also agreed that supervision ensures goal/objectives of ECDE programmes are met, that supervision help to gather information from general ECD environment, that supervision ensures children's' needs are met and lastly that supervision ensures administrative roles are improved. The QASO responses showed that supervision was an important exercise on the implementation of ECDE programmes.

The responses from the headteachers, teachers and QASO revealed that supervision was an important facto the implementation of ECDE programmes. The findings agree with Clark (1995) who found that qualified supervisors were noted to contribute significantly to teachers' achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties. Supervision done in areas of checking on lesson plans, schemes of work register and other administrative

documents had a positive impact in academic performance of pupils. Supervision improved the quality of education. Supervision also made schools to take pride in their activity programmes which provided a wide range of cultural, intellectual, practical services and sporting opportunities. A greater level of staff involvement, despite the long and busy school day, further enhanced quality of education.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study in a summary and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

5.2 Summary of the study

The purpose of this study was to investigate the institutional based factors influencing the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya. The study was guided by four objectives. Research objective one sought to establish the influence of provision of physical facilities on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County; research objective two sought to determine the influence of provision of teaching and learning resources on the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County; research objective three sought to assess the influence of teacher characteristics (training and professional experience) on the implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County while research objective four sought to find out the influence of head teachers supervision on implementation of early childhood development programmes in public ECDE centres in Matungulu Sub-County. The study adopted the descriptive research design. The target population included 92 head teachers, 184 teachers and 4 QASOs. The sample was 27 head teachers, 53 teachers and 4 QASOs were

sampled for the study. The researcher relied on self-administered questionnaires data was presented in form of frequency distribution tables and analysed by use of descriptive statistics.

5.2.1 Influence of provision of physical facilities on the implementation of ECDE programmes

Findings revealed that institutional based factors such as provision of physical facilities, provision of teaching and learning resources, teacher characteristics and supervision affected the implementation of ECDE programmes. Findings revealed that provision of physical facilities affected the implementation of ECDE programmes. For example 24 (88.9%) headteachers indicated that that toilets were inadequate, 17 (63.0%) indicated that staffrooms were not adequate, 46 (95.8%) teachers indicated that toilets were not adequate in the centres, 28 (58.3%) indicated that staffrooms were not adequate. Majority 28 (58.3%) indicated that slides were not available. Chairs and tables were also recorded as inadequate by 35 (72.9%) and 36 (75%) of the teachers. QASO concurs with that of the teachers and headteachers that physical facilities were inadequate in the ECDE centres which has a very high likelihood of affecting the implementation of ECDE programmes

5.2.2 Influence of provision of teaching and learning resources on implementation of ECDE programmes

Findings also revealed that provision of teaching and learning resources on implementation of ECDE programmes. For example, majority 15 (55.6%) headteachers

indicated that charts were only available sometimes, plasticines were only available sometimes as indicated by 18 (66.7%), 17 (63.0%) headteachers indicated that reference materials, outdoor activity materials - balls, ropes were only available sometimes. A majority 45 (93.8%) of the teachers indicated that textbooks were available only sometimes, 36 (75%) indicated that charts, markets, crayons, modeling plasticine, pens pencils, coloring pencils were only available sometimes. Majority 21 (77.8%) indicated that textbooks were inadequate. Majority of the teachers 17 (63%) reported that charts and posters were inadequate. It was further recorded by 16 (59.3%) that teaching aids were inadequate. Sixteen (59.3%) reported that pictures were inadequate in the ECDE centres, 44 (91.7%) indicated that text books were inadequate, 36 (75%) indicated that charts and posters were inadequate, 34 (70.0%) reported that teaching aids were inadequate. While 41 (85.4%) reported that pictures were inadequate in the centres, while 31 (64.6%) reported that reference materials were inadequate.

5.2.3 Influence of teacher characteristics on the implementation of ECDE implementation

Findings also revealed that teacher characteristics on implementation of ECDE programmes. Majority 26 (96.3%) agreed that teacher with long experience are able to implement the programme better, all the teachers agreed that teacher with long experience are able to implement the programme better. They also agreed that ECDE teachers with high professional experience are better teachers. They further agreed that teachers with long experience are able to handle children better, that teachers with high

academic qualifications are usually better teachers and lastly agreed that experience and academic qualifications are not determinants of a better teacher

5.2.4 Influence of head teachers supervision on the implementation of ECDE programmes.

Findings on the influence of head teachers' supervision on implementation of ECDE programmes. 45 (93.8%) indicated that the headteachers talked to teachers regarding their teaching only sometimes, 34 (70.8%) indicated that headteachers checked pupils progress records only sometimes, 33 (68.8%) reported that their headteachers checked schemes of work sometimes while majority 41 (85.4%) reported that the headteachers checked records of work covered only sometimes. Checking of pupils books by the headteachers was done sometimes as indicated by 36 (75%) while checking of class registers was done by the headteacher only sometimes as indicated by 30(62.5%) of the teachers. Further, it was noted that 26 (54.2%) of the teachers indicated that their headteachers visited teachers while teaching only sometimes while headteachers provided feedback after class observation only sometimes as reported by 25 (52.2%) of the teachers.

5.3 Conclusions of the study

Based on the findings of the study, it was concluded that provision of physical facilities affected the implementation of ECDE programmes. Majority of the centres did not have adequate physical facilities such as toilets, staffrooms, chairs and tables which affected the implementation of ECDE programmes. The study also concluded that provision of teaching and learning resources affected the implementation of ECDE programmes. It

was noted that most of the centres did not have teaching and learning resources such as charts, plasticines, reference materials, outdoor activity materials - balls, ropes, textbooks, and teaching aids. Unavailability of these resources or their inadequacy has influenced the implementation of ECDE programmes. The study also concluded that teacher characteristics influenced the implementation of ECDE programmes. Teachers with long experience are able to implement the programme better. Teachers with long experience are able to implement the programme better. ECDE teachers with high professional experience are better teachers.

The study also concluded that head teachers' supervision influenced the implementation of ECDE programmes. Supervisory activities such as talking to teachers regarding their teaching, checking pupils' progress records, checking of schemes of work, headteachers' provision of feedback after class observation only sometimes as reported by 25 (52.2%) of the teachers had an effect on the implementation of ECDE programmes. This enabled teachers to be akin to teaching and learning and hence facilitate the implementation of ECDE programmes.

5.4 Recommendations

The following were the recommendations of the study

The study recommends that physical facilities such as classrooms, toilets, playgrounds, outdoor play things should be provided to the ECDE centres so that the ECDE programmes can be effectively implemented.

The study also recommends that teaching and learning resources which are important for implementation of the ECDE programmes should be provided. These include charts and posters, teaching aids, teachers' guides, pictures, learners' writing materials, toys and outdoor activity materials-balls, skipping ropes. The study also concluded that supervision by the headteachers should be enhanced for effective implementation of ECDE programmes.

5.5 Suggestions for further research

The recommendations for further studies include;

- i. Further study should be done on the influence of home based factors on the implementation of ECDE programmes
- ii. Research should be done on other areas since this was based in Matungulu Sub county and therefore the findings might defer.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Department of Educational
Admin & Planning
South Eastern Kenya
University
P.O Box 170
Kitui

The head teacher,

_____ ECDE Centre

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR INSTITUTION

I am a student at the South Eastern Kenya University currently pursuing a Masters' degree in Educational Administration. I am carrying out a research on **“Influence of institutional based factors on the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya”** Your institution has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your institution. The information you provide will be used for the purpose of the study. You are assured that your identity will remain confidential. Do not write your name anywhere in this questionnaire.

Thank you for your cooperation.

Agnes Nduku Mukiti

APPENDIX B

QASO QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the influence of institutional based factors on the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic data

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?

Female [] Male []

2. What is your age in years?

Below 25 [] 25 – 30 []
31 – 35 [] 36 – 40 [] 41 – 45 []
46– 50 [] 51 and above []

3. What is your highest professional qualification?

4. PhD [] Masters [] Bachelors []
Diploma []

If any other specify

5. How long have you served in the office?

Below 5 years [] 5 – 10 [] 11 – 15 []

16-20.1 [] 21 – 25 [] 16-20 []

26 and over []

Section B Influence of provision of physical facilities on implementation of Early Childhood Development programmes in public ECDE centres

6. To which extent does provision of physical facilities affect implementation of early childhood development programmes?

Very Large extent [] Large extent []

Small Extent [] No Extent []

7. Indicate the adequacy of the following facilities in your ECDE centres

No.	Facilities	Very adequate	Adequate	Inadequate	Not available
a.	Classrooms				
b.	Toilets				
c.	Playing Grounds				
d.	Desks				
e.	Staffroom				

Section C Influence of provision of teaching and learning resources on the implementation of early childhood development programmes in public ECDE centres

8. To which extent does provision of teaching and learning resources influence implementation of early childhood development programmes?

Very Large extent [] Large extent []
 Small Extent [] No Extent []

9. How do you rate the adequacy of your teachers?

Very adequate [] Adequate [] Inadequate []

10. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
a.	Textbook helps to individualize instructions					
b.	Teaching and learning materials are critical ingredients in learning					
c.	ECDE centers are supplied with adequate materials					
d.	Resources help teachers and learners to play their role satisfactorily for implementation of early childhood					

	development programme					
e.	Materials used by the teachers help them prepare schemes of work and lesson notes					

11. Indicate the adequacy of the following resources in your ECDE centers

No.	Facilities	Very adequate	Adequate	Inadequate	Not available
a.	Textbooks				
b.	Charts and posters				
c.	Teaching aids				
d.	Teachers' guides				
e.	Chalkboard				
f.	Pictures				

Section D Influence of teacher characteristics on the implementation of Early Childhood Development programmes in public ECDE centres

12. To which extent do teachers' characteristics influence implementation of early childhood development programmes?

Very Large extent [] Large extent []

Small Extent [] No Extent []

13. How do you rate the effectiveness of your ECDE teachers?

Very effective [] Effective [] Not effective []

14. n a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 strongly disagree

No.	Statements	1	2	3	4	5
a.	Teacher is the agent in the implementation of early childhood development programmes					
b.	ECDE Teachers have knowledge on classroom management strategies					
c.	Teachers need to be trained and workshops organized for professional development					
d.	There is shortage of teaching staff in ECDE centre's					
e.	Overcrowded classes affects teaching and learning					

Section E Influence of head teacher's supervision on implementation of Early Childhood Development programmes in public ECDE centres

15. To which extent does head teacher's supervision influence implementation of early childhood development programmes?

Very Large extent [] Large extent []

Small Extent [] No Extent []

16. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 strongly disagree

No.	Statements	1	2	3	4	5
a.	Supervision is an important aspect of ECDE programme implementation					
b.	Supervision ensures goal/objectives of ECDE programmes are met					
c.	Supervision help to gather information from general ECD environment					
d.	Supervision ensures children's' needs are met,					
e.	Supervision ensures administrative roles are improved					

APPENDIX C

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher find out the influence of institutional based factors on the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic data

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?

Female [] Male []

2. What is your age in years?

Below 25 [] 25 – 30 []

31 – 35 [] 36 – 40 []

41 – 45 [] 46– 50 []

51 and above []

3. What is your highest professional qualification?

Certificate [] Diploma []

Degree [] Masters [] others specify _____

4. How long have you been a head teacher?

Below 5 years [] 5 – 10 [] 11 – 15 []

16-20.2 [] 21 – 25 [] 16-20 []

26 and over []

Section B Influence of provision of physical facilities on implementation of Early Childhood Development programmes in public ECDE centres

5. Indicate the adequacy of the following facilities in your ECDE centres

No.	Facilities	Adequate	Inadequate	Not available
1	Classrooms			
2	Toilets			
3	Playing grounds			
4	Desks			
5	Staffroom			
6	Swings			
7	Tyres			
8	Slides			
9	Tables			
10	Chairs			

Section C Influence of provision of teaching and learning resources on the implementation of Early Childhood Development programmes in public ECDE centres

6. Indicate the extent to which the following resources are availed in your centre

No.	Statements	Always	Sometimes	Never
1	Textbooks			
2	Charts			
3	Markers, crayons			
4	Modeling plasticine			
5	Pens pencils, coloring pencils			
6	Learning corners			
7	Teachers guide			
8	Lesson preparation materials			
9	Reference materials			
10	Outdoor activity materials - balls, ropes			

7. Indicate the adequacy of the following resources in your ECDE centres

No.	Facilities	Adequate	Inadequate	Not available
1	Textbooks			
2	Charts and posters			
3	Teaching aids			
4	Teachers' guides			
5	Chalkboard			

6	Pictures			
7	Reference materials			
8	Lesson preparation materials			
9	Learners writing materials			
10	Outdoor activity materials- balls, ropes			

Section D Influence of teacher characteristics on the implementation of Early Childhood Development programmes in public ECDE centres

8. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
1	Teacher with long experience are able to implement the programme better					
2	ECDE Teachers with high professional experience are better teachers					
3	Teachers with long experience are able to handle children better					
4	Teachers with high academic qualifications					

	are usually better teachers					
5	Experience and academic qualifications are not determinants of a better teacher					

Section E Influence of head teachers' supervision on implementation of Early Childhood Development programmes in public ECDE centres

9. In the following table, indicate the frequency to which you perform the supervisory activities.

No.	Statements	Always	Sometimes	Never
1	Talking to teachers regarding their teaching			
2	Checking pupils progress records			
3	Checking the schemes of work			
4	Checking lesson plans			
5	Checking records of work covered			
6	Checking pupils books			
7	Checking class registers			
8	Visiting teachers while teaching			
9	Protects instructions time by			

	observation of punctuality			
10	Provides feedback after class observation			

APPENDIX D

TEACHERS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the influence of institutional based factors on the implementation of ECDE programmes in public ECDE centres in Matungulu Sub-County, Kenya. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic data

Please indicate the correct option by inserting a tick (✓) in appropriate box provided

1. What is your gender?

Female [] Male []

2. What is your age in years?

Below 25 [] 25 – 30 []

31 – 35 [] 36 – 40 [] 41 – 45 []

46– 50 [] 51 and above []

3. What is your highest professional qualification?

Certificate [] Diploma []

Degree [] Masters [] others specify

4. How long have you served as an ECDE teacher?

Below 5 years [] 5 – 10 [] 11 – 15 []

16-20.3 [] 21 – 25 [] 16-20 []

26 and over []

Section B Influence of provision of physical facilities on implementation of Early Childhood Development programmes in public ECDE centres

10. Indicate the adequacy of the following facilities in your ECDE centers

No.	Facilities	Adequate	Inadequate	Not available
1	Classrooms			
2	Toilets			
3	Playing grounds			
4	Desks			
5	Staffroom			
6	Swings			
7	Tyres			
8	Slides			
9	Tables			
10	Chairs			

Section C Influence of provision of teaching and learning resources on the implementation of Early Childhood Development programmes in public ECDE centres

11. Indicate the extent to which the following resources are availed in your centre

No.	Statements	Always	Sometimes	Never
1	Textbooks			
2	Charts			
3	Markers, crayons			
4	Modeling plasticine			
5	Pens, pencils, coloring pencils			
6	Teachers guide			
7	Lesson preparation books			
8	ECDE Syllabus			
9	Teaching aids-counters, flashcards			
10	Manila papers			

12. Indicate the adequacy of the following resources in your ECDE centres

No.	Facilities	Adequate	Inadequate	Not available
1	Textbooks			
2	Charts and posters			
3	Teaching aids			
4	Teachers' guides			
5	Chalkboard			
6	Pictures			
7	Toys			

8	Reference materials			
9	Outdoor activity materials-balls, skipping ropes			
10	Learners writing materials			

Section D Influence of teacher characteristics on the implementation of Early Childhood Development programmes in public ECDE centres

13. In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements

Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
1	Teachers with long experience are able to implement the programme better					
2	ECDE Teachers with high professional experience are better teachers					
3	Teachers with long experience are able to handle children better					
4	Teachers with high academic qualifications					

	are usually better teachers					
5	Experience and academic qualifications are not determinants of a better teacher					

Section E Influence of head teachers' supervision on implementation of Early Childhood Development programmes in public ECDE centres

14. In the following table, indicate the frequency to which your headteacher performs the supervisory activities.

No.	Statements	Always	Sometimes	Never
1	Talking to teachers regarding their teaching			
2	Checking pupils progress records			
3	Checking the schemes of work			
4	Checking lesson plans			
5	Checking records of work covered			
6	Checking pupils books			
7	Checking class registers			
8	Visit teachers while teaching			
9	Protects instructions time by			

	observation of punctuality			
10	Provide feedback after class observation			

APPENDIX E

RESEARCH PERMIT