

Role of Parental Funding on Provision of Education Resources in Public Pre-schools in Ngong and Ongata Rongai Divisions, Kajiado North District, Kenya

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DECLARATION

This research project is my original work and has not been presented for a degree
in any university

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DEDICATION

I wish to dedicate this work to all the pre- school children and the unborn in our beloved country Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF	Community Development Funds
ECDE	Early Childhood Development Education
ECD	Early Childhood Development
ECEC	Early Childhood Education Care
ECE	Early Childhood Education
ECED	Early Childhood Education Development
ECCE	Early Childhood Care Education
EFA	Education for All
GDP	Gross Domestic Product
ILO	International Labour Organization
KCSE	Kenya certificate of secondary education
KESSP	Kenya Education Sector Support Programme
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
OECD	Organization for Economic Co-Operations Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund

ABSTRACT

Even though Early Childhood Education (ECE) has been recognized in Kenya as the foundation for EFA goals and the MDGs, the government has accorded little attention in regard to financing issues to spearhead the activities of ECE centres. In order for ECE centres to provide the necessary conditions for children's holistic development, teachers should be well motivated and physical facilities conducive for working and learning. In addition the teaching/learning materials should be appropriate and available to the young children. The purpose of the study was to establish the role of the parental funding in provision of education resources in public pre-schools in Ngong and Ongata Rongai division.

The objectives of the study were; to assess the role of the parental funding on the adequacy of pre- school infrastructure, to determine the role of parental funding on the availability of instructional materials in public pre-schools and to establish the extent to which the parents have been able to employ and remunerate pre-school teachers. The study findings were to shed light to the county government on the challenges the ECE centres were facing in terms of education resources and help them to make informed decisions. This work was based on education production theory. Using descriptive survey research design, primary data was sourced from 16 head teachers and 30 pre-school teachers. Questionnaires and observation checklist were used to collect the data. Data was analyzed using descriptive and inferential statistics.

Among the key findings; the main challenge in the provision of early childhood education was inadequate finance. This has resulted in lack of provisions in the schools which was manifested in low payment for teachers, lack of adequate textbooks, adequate classrooms, recreational facilities, clean sanitation and sports activities. This has led to pathetic learning and physical environment in the ECE centres. The study recommended that the county government and communities work together to improve ECE learning/teaching environment as well as teachers' terms and conditions of service.

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Education is the process through which human capital is developed in order to promote country's social, political and economic development as well as individual's future incomes and lifetime benefits. Education equips learners with knowledge, skills, competencies, social values, attitudes and abilities to improve their productivity and efficiency. Early childhood development and education (ECDE) being the lowest level in the education sector, has great significance to the social, political and economic development of a country as it provides learner with school readiness skills. Early childhood is an instrumental stage in any individual development because it's in this period that anybody can realize his or her potential. It is a period of fast growth and concept formation and development of the child. Thus programme of ECE must respond to the special characteristics of children and their general pattern of development (UNESCO, 2010).

The quality of life a child and the contributions the child make to society as an adult can be traced to the first few years of life. From birth until about 5 years old, a child undergoes tremendous growth and change. If this period of life includes support for growth in cognition, languages, motor skills, adaptive skills and social emotional functioning, the child is more likely to succeed in school and later contribute to society. Conversely without support during these early years a child is likely to drop- out of school receive welfare benefits and commit crime (World Bank, 2008).

Studies from Philippines, Srilanka and Turkey showed that children who participate in early intervention programmes do better in primary school than those who do not benefit from formal early child programmes. Studies from India, Morocco and Latin America demonstrated that disadvantaged children benefit the most from such programs. In addition to cognitive effects the benefits of good early child programmes include better psychological development, effective and appropriate stimulation in a child's early years influences the brain development necessary for emotional regulation arousal and behavioral management (UNICEF, 2000).

Investment in early childhood education (ECE) is important for a country if it hopes to prosper and get quality of life in its nation. This is because a nation's children are its resource and it is well understood that a literate population is the key to the overall development of any nation (World Bank, 2008). Available information from high and some middle-income countries indicated that a public investment of 1 per cent of GDP is required to deliver quality ECE services. In general, countries accorded ECE relatively low priority in their public and private spending. Even within the OECD, the average ECE expenditure (public and private combined) for children in the 3–6 age range in 2007 was 0.5 per cent of GDP (OECD, 2006).

In the United States about 34 percent of expenditure on pre-school education for 3-6 year olds came from public sources and 66 percent from private sources, half of which was from households. Parental contributions made up a considerable amount of the costs of ECE, and parents could assume all of the costs of

childcare. Overall, the federal government underwrote 25 percent of the costs, state and local government, 15 percent and parents, the remaining 60 percent' (OECD 2006). According to education unions and other stakeholders, the quality of ECE services in the United States needed improvement. The low quality of some programmes was probably caused by high child-staff ratios, low staff education, weak licensing standards and low compensation and inadequate working conditions of teachers and ECE staff (Education International, 2010).

Funding for ECE in Saint Lucia came from a variety of sources and bodies, including: parents (school fees), government subvention and technical assistance to private institutions. Government budgetary allocation to the ECE sector (in 2008/9, amounted to 13.7 percent of the education sector budget) included the sponsorship of the 21 government owned ECE centres, funding from the Bernard van Leer Foundation, UNICEF, the Poverty Reduction Fund and Basic Needs Trust Fund (local agencies). Due to low government investment, the parents were the main funders of ECE services leading to low quality of ECE services. The quality of ECE services provided was mainly affected by a lack of resources and appropriate facilities in some centres (Education International, 2010).

Ifakachukwu (2010) states that, the financial input of the Nigerian government at the three tiers of pre-primary level of education has been very negligent. This level of education was recognized by Government in the National Policy on Education, which also declared that financing education is the collective responsibility of all tiers of government but there was no financial provision for education before the primary school. Evidence on ground showed that parents,

private individuals, religious bodies constituted the largest proprietorship of ECE, while government agencies provided a partly 10%. This resulted to the inadequacy of competent teachers and facilities in most pre-primary schools in Nigeria (Akinbote et.al, 2006).

The development of education and training has been the focus of Kenya Government since independence in 1963. Education and training have been perceived as the means through which social, economic and political development can be achieved. This has been demonstrated clearly in the Kenya Vision 2030 which states that education is the basic tool for human resources development, improving the quality of life and cultivating nationalistic values. Under the vision 2030, the government aims at integrating early childhood development into free basic education and increasing the GER in ECE by 50%. The importance of education has further been demonstrated in the Kenya New Constitution (2010) which has many implications for Kenyan people's education, for their rights to education and for their education services.

The Government of the Republic of Kenya has further demonstrated its commitment to well being of young children by signing various global policy frameworks, such as United Nations Convention on the Rights of the Child (CRC) 1989, The 1990 Jomtien World Conference of EFA, the 2000 World Education Forum (Dakar) and 2000 Millennium Development Goals (MDGs). These forums underscored the importance of early childhood education and identified challenges facing early childhood education sub- sector (Republic of Kenya, 2006). Achieving Education for All (EFA) includes expanding and improving

comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children (Goal 1). The 2007 EFA Global Monitoring Report highlighted the compelling case for more and better-designed early childhood care and education (ECCE) programmes (UNESCO, 2007; 2008).

The Government of Kenya is committed to providing every Kenyan Child with quality basic education and training, including 2 years pre-primary, 8 years of primary and 4 years of secondary education. The two years pre- primary were also recognized in the Sessional Paper No.1 of 2005 which states that the MOEST's policy focus on 4 to 5 year-old children with a view to providing a holistic and integrated programme that meets a child's cognitive, social, moral, spiritual, emotional and physical needs. It is from this commitment that a multi-sectoral National ECE Policy Framework (2006) and Early Childhood Development Service Standard Guidelines for Kenya (2006) were launched in January 2007 which give a mandate to the development and operationalization ECE by various partners in the country (Republic of Kenya, 2005a & 2006a/b).

Despite the government's great efforts to improve access and quality of early childhood education, the public pre- schools are still experiencing many challenges relating to education resources. These include; limited teaching and learning materials, inadequate ECE centers, lack of enough trained teachers and low and irregular salaries for ECE teachers among others (Republic of Kenya 2005b). This has been contributed by the fact that the current funding channels of ECE centers are diverse – including government, municipality and parental contributions. County councils used to receive revenue from agricultural sector

(e.g. coffee, tea, cashew nuts), but while a few councils are continuing to support the ECE programme, most have cut off funding since 1994. The pre- school teachers were instead employed as revenue collectors from markets since collecting money from markets brings in revenue to the councils, while teaching in preschools does not (UNESCO, 2005).

The education sector gets the biggest share of the total country's GDP but the government funding for ECE from 1980 has been minimal. Table 1.1 shows the budget allocations to the ECE sub-sector have remained very low at less than 1% of the total MOEST budget.

Table 1.1 Expenditure in percentage by the Ministry of Education, 2006/07 – 2011/12

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
	%	%	%	%	%	%
<u>Recurrent expenditure</u>						
General administration and planning	73.1	81.8	77.4	79.2	77.4	78.8
Pre-primary education	0.05	0.029	0.17	0.16	0.29	0.26
Primary education	7.76	8.22	6.90	6.89	7.35	6.64
Secondary education	1.02	8.37	13.8	12.50	13.3	12.8
Teacher education	0.15	0.20	0.20	0.17	0.15	0.14
Adult education	-	0.58	0.70	0.50	0.71	0.70
Technical education	0.35	16.0	18.2	12.4	7.20	6.34
Higher education	14.2	9.10	72.2	70	76.9	75.8
<u>Development expenditure</u>	26.2	5.19	6.95	42.56	42.56	54.1
General administration and planning	-	-	0.26	0.53	0.53	0.33
Pre-primary education	64.1	60.0	80.8	25.5	25.5	20.5
Primary education	1.70	1.81	8.32	29.0	29.0	13.0
Secondary education	0.50	32.8	2.00	1.00	1.00	1.19
Teacher education	-	-	0.06	0.20	0.20	3.42
Adult education	0.85	13.5	29.6	0.07	31	23.3
Technical education	6.60	32.9	41.26	47.7	29.8	48.3
Higher education						

Reference: Economic Surveys (2007 and 2012)

From the Table 1.1, the highest recurrent expenditure by the ministry was a mere 0.29 % of its total recurrent expenditure in the financial year 2010/11 while the highest development expenditure was 0.53% in the years 2009/10 and 2010/11. In two years 2006/07 and 2007/08 the ministry spent nothing on ECE development program. This table shows very little commitment of the government on ECE services as expressed by the percentages. This has led to limited financial resources in ECE centres as compared to some other sectors of education which in turn has affected the provision of education resources in those centres.

The UNESCO and MOEST Report(2005) reveals that, the recurrent expenditure in the ECE sub- sector was mainly on personnel emoluments comprising the salaries and allowances of national-level and DICECE trainers; and Operations and Maintenance or travel costs, vehicle repairs, stationery, office maintenance, furniture and equipment. Although Table 1.1 might indicate an increasing government role from the year 2008/09 in the provision of the ECE services, the government was primarily a facilitator in the ECE provision while the parents shouldered the bulk of the costs of this sub- sector. Mukirae and Nderitu (2012) are in agreement and note that the cost of early childhood is fully financed by parents and this is a bottleneck to accessing the pre- primary education due to lack of necessary education resources.

Without adequate education resources, it is difficult to improve access, equity and quality of education which in turn hinders the achievement of the objectives of education. Sifuna (2004) reckons that the quality of education offered in a school

is determined by the level of material inputs allocated to school and the efficiency with which these materials are organized and managed to raise student's achievement. The education resources are fundamental in any learning institutions and more so to the children who are at the initial development stage and need different physical environment to interact with.

Abagi (2008) reveals that, poverty and thus lack of financial resources to invest in the development of ECE centers was the major factor cited by stakeholders across the districts for the poor state of classroom and sanitary facilities. However, it should be noted that lack of interest from parents to invest in ECE programmes, coupled with lack of understanding of the need to invest in care and education of young children contributes to poor state of the infrastructure. The lack of adequate sanitary facilities (toilets and water) was a major health hazard in the majority of ECE centers. Most public schools had limited or no play and learning equipments. About 80% of the school compounds and physical environments did not look good and attractive for small children in ECE.

The increased level of poverty at fifty seven percent of the total population has a direct impact on provision of education particularly early childhood education. Poor parents delay their children at home until they enter primary school which is cost free (UNESCO, 2005). The parents from Kajiado North District were not exceptional; most of the families live below the line of poverty. The money paid by parents in public pre- schools was not enough to buy the teaching/ learning materials as well as pay pre-school teachers. The teachers go for months without being paid. There was limited government financial assistance at school level

leaving the school management to struggle on how to share the inadequate finances from the parents (ECDE Officer, Ngong). This justified the need to determine the resources gap in the public pre- schools in Ngong and Ongata Rongai Divisions.

1.2 Statement of the Problem

ECE centres require provision of conducive environment with suitable physical facilities and equipment, teaching learning resources (TLRs) and instruction by qualified teachers. Combined efforts of poverty at the household level, and high cost of ECE coupled with little government expenditure on ECE, have resulted in inadequate provision of TLRs, inadequate physical facilities with overcrowded classrooms, low teacher' pay killing the morale to offer quality services, contributing further deterioration on the ECE learning environment (Orodho, 2004).

However, the government has promised to provide free compulsory pre- primary education for all four to five years olds children so as to enhance access and participation at the pre- primary level. The low rates of access are attributed to the fact that pre- primary education was not mainstreamed in education system in education system in Kenya, in spite of being critical in laying the foundation for performance in subsequent levels of education. The government has never before financed early childhood education despite the inexorable link it has to educational achievement (MOE Newsletter, 2012).

Investment in education at whatever level is meant to adequately provide education resources in order to enhance quality of education. The integration of ECE (4-5 years) into basic education will require increased investment in infrastructure and personnel to cater for increased demand. Currently over 60 percent of the existing public primary schools already share some facilities with their respective pre-primary units (MOE, 2012). This depicts the situation on the ground in the public pre- schools in Ngong and Ongata Rongai Divisions.

According to the Ngong ECDE Officer, the public ECE centers in the two divisions have poor learning conditions due to lack of facilities and low qualifications of the teachers. This was as a result of inadequate financing by the parents since the government support was very low. Out of the 17 ECE centers in the two divisions only one that received the community support grant from the government which was not enough to finance all the activities of that center.

There was need therefore, to identify the resources gap in order to inform the government the availability and adequacy of those resources, especially in Ngong and Ongata Rongai Divisions where the ECE programme was mainly dependant on the fees paid by the parents. In this view the study wished to establish the role of parental funding on the provision of education resources in public pre- schools in Ngong and Ongata Rongai divisions.

1.3 Purpose of the Study

The purpose of the study was to establish the role of parental funding on the

provision of education resources in public pre- schools in Ngong and Ongata Rongai Divisions, Kajiado North District.

1.4 Research Objectives

The study sought to achieve the following objectives:

1. To assess the role of the parental funding on the adequacy of pre- school infrastructure.
2. To determine the role of parental funding on the availability of instructional materials in public pre-schools.
3. To establish the extent to which the parents have been able to employ and remunerate pre- school teachers.

1.5 Research Questions

The study aimed at answering the following questions;

1. What is the role of parental funding on provision of adequate pre-school infrastructure?
2. What is the role of parental funding on the availability of instructional materials in public pre- schools?
3. To what extent have the parents employed and remunerated pre- school teachers?

1.6 Significance of the Study

The study highlighted the problems that the public pre- schools face in terms of education resources, so that solutions to alleviate these problems can be sought.

The research findings are believed to be of great use in assisting the policy makers in the education system to strengthen ECE services and provide an insight to the funding organizations in determining which aspects of the program need urgent attention and funding. In addition, the findings may help the policy makers to re-organize their institutions to facilitate effective networking and coordination among partners in the ECE programme so as to establish a formal network for sharing and disseminating information geared towards improving adequate provision of education resources and quality of pre- primary education in the area and countrywide.

The study findings are believed to be of great assistance to the county government as the county budget allocations are made. The county government would be able to make informed decisions and prioritize its financial assistance depending on the education resources needs in the ECE centres.

The study is expected to shed light to the head teachers and teachers on the kind of physical facilities and instructional materials the pre- schools are supposed to have.

The study outcomes might help parents to understand their responsibility in provision of adequate education resources to ECE in order to improve the quality of education and achievements of their children.

In the event that the education resources improved the pre- school children would enjoy the good learning environment.

1.7 Limitations of the Study

The interviewees had a negative attitude towards the researcher for fear that the information given might threaten their job security. This could have resulted to unfilled questionnaires but the researcher tried to create a rapport with the interviewees and also assured them that the information would be treated with a lot of confidentiality.

Some of the respondent could have provided socially acceptable responses due to perceived fear of intimidation for revealing the truth on the ground. That is responses that are pleasing but not what is on the ground. In this case the researcher was frank to the respondent in trying to help them to understand the purposes of the study that is, the research findings were meant for academic purposes and would not affect their careers in any way.

1.8 Delimitation of the Study

The study was carried out in Ngong and Ongata Rongai Divisions and only public pre-primary schools were included. Questionnaires and observation checklists were used as instruments to collect data. The descriptive survey method was used as the research design.

1.9 Basic assumption of the Study

The pre- primary education was fully financed by parents.

The pre- school administrators had proper records on parents' contribution.

All the money that was contributed by the pre- primary parents was used on provision of education resources at that level.

Adequate provision of physical facilities, instructional materials and human resource in ECE centres was necessary.

1.10 Definition of Significant Terms

Education resources in this study refer to the physical facilities and infrastructure, instructional materials and human resources required to facilitate learning and teaching.

Early childhood education refers to the formal teaching of young children by people outside the family or in settings outside the home.

Parents' funding is financial assistance the parents give to the pre- primary sector with no payback requirements.

Pre- primary education is the initial stage of organized instruction primarily to introduce very young children to a school type environment in order to provide a bridge between home and school based atmosphere.

Provision refers to the action of providing or supplying something for use.

1.11 Organization of the Report

The study is organized into five chapters

Chapter one: It consists of introduction which is sub-divided into various sub topic; study background, statement of the problem, purpose of the study, research

objectives, research questions, significance of the study , limitations of the study, delimitation of the study, basic assumption of the study and definition of significant terms.

Chapter two is based on literature review. It comprises; introduction, financing early childhood education, role of parental funding on adequacy of pre-school infrastructure, role of parental funding on availability of instructional materials, role of parental funding on employment and remuneration of ECE teachers, summary of literature review, theoretical framework and conceptual framework.

Chapter three is the research methodology. It focuses on research design, target population, sample size and sampling procedure, research instruments, instruments' validity, instruments' reliability, data collection procedures and data analysis techniques.

Chapter four contains the data analysis, interpretation and presentation and chapter five is the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO LITERATURE VIEW

2.1 Introduction

The purpose of the study was to establish the role of parental funding in provision of education resources in public pre- schools in Ngong and Ongata Rongai divisions. This chapter reviews related literature under the following sub headings; financing early childhood education, role of parental funding on adequacy of pre-school infrastructure, role of parental funding on availability of instructional materials, role of parental funding on employment and remuneration of ECE teachers., summary of literature review, theoretical framework and conceptual framework.

2.2 Financing Early Childhood Education

Financing ECE is critical in providing quality services to the young children. The public and private sources of funds are interdependent (ILO, 2012). Public government funding can be a major source of funds for ECE, particularly for low income families who cannot afford to make large private contributions. Within the public sector, funding may come from central/national or state/local government or both. At the national level funding may be come from Education, Health, and Social Services Departments, depending on the extent to which ECE provision includes developmental as well as educational services (Belfield, 2006).

Private funds for ECE are expenditures by households directly on the education of their own children. In some countries, private funding supplements the public funding to raise the full amount of ECE to a desired level (typically, families will

pay for more hours or longer days than are publicly funded); or, even where programs are free at point of enrollment, parents may be expected to contribute for some extra services. In other cases, family incomes may be the only way for families to choose different types of early education (Education International, 2010).

Other private sources may also be available to fund ECCE. These include donations by independent entities, such as churches, charities, or companies. Private groups may offer funds only for some inputs such as facilities or capacity building or for a restricted time period such as capital grants. Private funding also comes from loans or grants by supranational agencies, such as the World Bank (Belfield, 2006).

2.2.1 Developed Countries Case Studies

In developed countries, the government ministries and agencies play a central role in the organization of ECE, they also contribute considerably to ECE funding, such as in Denmark and Norway, where municipalities are responsible for the implementation and provision of early childhood education, and receive block grants or funding from central government. In the developed countries 1% of GDP is a minimum figure if adequate quality is to be maintained (ILO, 2012).

2.2.1.1 United state of America

The burden of funding for ECE in the US fell mainly with families. OECD (2004) estimates that, families paid 60%, the federal government 25%, and states contributed 15% as of 1999 (in addition, philanthropies contribute perhaps

another 1%-5%). Publicly funded ECE in the US was targeted to disadvantaged children, but public expenditures fell short of providing full-day, full-year programs and standards were not fully enforced. The federal Head Start program had never been funded sufficiently to serve all children, and poorer counties often received lower levels of Head Start funding (Education International, 2010).

2.2.1.2 Denmark

ECE provision in Denmark was decentralized to the municipalities at the local level, who were in charge of both ECE centres and primary schools. Around 97 percent of all ECE centres were provided by the public sector. Another 2 percent were services ran by parents or an association, and only 1 percent of ECE centres were private. The current liberal-conservative government, which has been in place since 2001, had cut public expenditure for ECE as part of their policy. As a result, parent fees were raised considerably, but decreased somewhat (from 30 percent to 25 percent of the costs) as a result of critique expressed on the government policy. Parent fees were expected however to be raised again to 30 percent to cover the introduction of free meals beginning January 2010 (ILO, 2012).

2.2.1.3 Saint Lucia

Funding for ECE in Saint Lucia come from a variety of sources and bodies, including: parents (school fees), government subvention and technical assistance to private institutions, government budgetary allocation to the ECE sector (in 2008/9, this amounted to 13.7 percent of the education sector budget) including

the sponsorship of the 21 government owned ECE centres, funding from the Bernard van Leer Foundation (NL), UNICEF, the Poverty Reduction Fund and Basic Needs Trust Fund (local agencies). Currently, the government has been considering using existing space in primary schools to provide ECE access to pre-schoolers. The government would further more like to increase investment in the ECE sector to increase accessible and affordable ECE services to all children (Education International, 2010).

2.2.2 Developing Countries Case Studies

In developing countries international agencies, NGOs, faith-based organizations, local communities and private institutions are often involved in the organization, provision and funding of early child-hood education services. Insufficient resources and funding for early childhood education programmes have been indicated by unions in the majority of the developing countries as a major challenge to the development of the sector, particularly developing services that are free of charge and targeting disadvantaged children (Belfield, 2006).

In developing countries, in particular, a lack of resources for ECE services has made it difficult to provide services beyond the capital and larger cities, and to improve the quality of those services that already exist, in terms of infrastructure, facilities, and trained and adequately remunerated teachers (ILO, 2012).

2.2.2.1 Senegal

Funding and organization of ECE in Senegal was coordinated as part of the Ministry of Family and Early Childhood. The Ministry budget in 2002 was \$5.6 million, with the majority of this funding allocated to staffing for central services to regulate, train, build capacity, and inspect the pre-school centers. However, \$1.8 million was allocated to physical facilities in rural areas. Private ECE has two spheres: one was private formal pre-schooling, which was limited to wealthier families in urban areas who could afford the fees; the other was private religious pre-schooling, which was low cost for poor families because it was subsidized by the church (Rayna, 2003).

2.2.2.2 Ghana

ECE services in Ghana are provided by the central government and the private sector, as well as local communities, NGOs and local governments. In the public sector provision of ECE, funding was a shared responsibility between the central government, local authorities and parents. Public ECE services were free of charge, which included tuition, materials and feeding. By contrast, in the private sector costs were borne by parents in full. Over the last decade, funding by the central and local governments for ECE has gradually increased. The government also supported the private sector through the provision of, for example, free text book (Education International, 2010).

2.2.2.3 Kenya

Education and training financing encompasses all financial outlays by central and local Government, the private sector, NGOs, households, communities and external donors. The average Government spending on education and training, excluding the share by households has ranged between 5 and 7 percent of the GDP (Republic of Kenya, 2005a). However it was a challenge to establish partnerships between Government, household and local communities, private sector providers of educational services, including sector employers, religious organization and civil society, for example, NGOs and foundations. Such a partnership would ensure the attainment of overall goal of EFA by 2015. Without this partnership it is hard to address the problems of poor access, inequity, low quality and the current heavy household financial burdens.

In the year 2005, about 70% of ECD centers were owned and managed by parents and local communities through pre-school committees. The remaining 30% were managed by NGOs (mainly religion-based) and private individuals and organizations (UNESCO, 2005). Further, the Government of Kenya spent approximately US\$ 0.60 per child per year in the area of pre-school which was much lower than per-student spending on primary education (US\$38per child), secondary education (US\$107), and university (US\$1,400).

Belfield (2006) states that, families were the primary payees for ECE, contributing largely to paying the salaries of the ECE teachers. Their expenditures were estimated at \$10 per child per year, about 50% below estimates of the cost

for quality ECE. Local communities could collectively organize services in kind, providing land and facilities for example. Although there were no employer-provided services for ECE in Kenya, there were funds from private agencies. Over the period 1997-2003, Kenya received \$28 million in World Bank funding.

However, the Basic Education Act (2013) indicates that, the cost of financing pre-primary education centre for early childhood care and development established in accordance with the provisions of this Act is the responsibility of the County Government, the sponsor, the community and the parents. Although this has been stated the ECE centres have not received financial supports from the county governments so far.

2.3 Role of Parental Funding on Adequacy of Pre-School Infrastructure

School infrastructure is a key base for learning in schools. School infrastructure include classrooms, laboratories for the science practical, the halls and open fields for games, games equipment, dormitories, sanitation facilities and others. It is in the classrooms that the day to day formal teaching and learning takes place, in the libraries, learners get the opportunity to conduct their own personal studies or research as the resource materials are found therein, it is in the fields that extra-curricular activities take place, learners and teachers need to be housed in the school and at the same time need sanitation facilities like toilets, waste disposal services and clean water etc. For this reason, school infrastructure is a very important component in ensuring successful education (Adede, 2012).

Studies done by UNESCO (2005) and Gupta (2006) observe that, physical facilities are the fundamental factors in the better learning and achievement in ECE centres. The facilities give pupils a comfortable atmosphere in which they can work and learn. These statements are supported by Myers (2006) who noted that provision of physical facilities mainly depends on the availability of financial resources in an ECE centre, which are sourced from parents, without which the education resources are limited.

UNESCO(2005) indicates that, preschool facilities and equipment exhibit great variety in terms of quality and quantity which includes, the level of community awareness of the needs of ECE centres, and resources capacity of sponsors. Therefore, adequacy of finance determines the kind of physical facilities to be put in the institution. These will range from permanent classrooms to wattle and mud classrooms both in rural and urban areas. It further states that many ECE centres are characterized by inadequacies in basic facilities such as properly ventilated classrooms, furniture suitable for children, playgrounds, kitchens, safe clean water and toilets mainly due to lack of finance in the respective institutions hence poor learning environment.

Akinbote et al (2006) reckons that many of the pre-primary school establishments in Nigeria were operating from private residential buildings; the nursery schools were not operating in ideal school environments. Children were put in very badly ventilated rooms. Thus, the children were deemed the open air and open spaces to play, run and jump. A few swings or slide boards were fixed in dangerous places in most of the schools. Apart from the unsuitable buildings many of the nursery

schools lacked other essential materials which should be available in such schools. For example, many schools did not have adequate chairs and tables, rest-rooms, and other play material. This was as a result of low government investment which left the parents to shoulder the entire ECE cost.

Study that was carried out in Kisumu found out that, there were schools sponsored by parents and local communities, but many had semi-permanent buildings (i.e., mud floors, walls of wood and roofs of iron sheeting) and lacked furniture and play materials. The typical ECE facility in informal settlements was a single room shielding children from the weather. School inspection reports compiled by the MEO in 2006 indicate the need to improve physical facilities at numerous pre-primary institutions. Priority infrastructure needs included more permanent classrooms, toilets and fencing (Maoulidi, 2008).

Abagi (2008) reckons that, the majority of public and community ECE centers across the districts did not only lack seating facilities for children, but they also had inappropriate seats/desks. In some centers, it was observed that they used benches which were meant for primary school children (8-12 year olds. Such desks were very uncomfortable and unhealthy to young children of 3-5 year old. Most public schools had limited or no play and learning equipments. About 80% of the school compounds and physical environments did not look good and attractive for small children in ECDE.

Sanitary facilities for ECE children were generally in poor state in all the districts visited, except for those high class private centers in Kisumu, Nairobi and

Mombasa for children who come from high class (rich) home. The lack of adequate sanitary facilities (toilets and water) was a major health hazard in the majority of ECE centers. About 99 per cent of all the public /community ECDE Centers shared toilet facilities with primary schools. Besides, such facilities were located about 200 metres from an ECE classroom (Abagi, 2008).

2.4 Role of Parental Funding on Availability of Instructional Materials

The pre- school years are very important in life of an individual. The foundation for learning and for basic attitudes is laid during the first five years of life to stimulate learning and foster healthy growth and development. Therefore children should be provided with appropriate materials and care (KIE, 2008). These materials include; textbooks, maps, charts, photographs, play materials, flashcards, chalkboard, coloured chalks, pencils, colours and water. Play materials are for example; swings, ropes and hopes, slides, seesaws and balls.

Chepsiror (2012) recognizes that, for effective and quality teaching and learning, there must be adequate resources. Basic to the success of any attempt at curriculum implementation and improvement is the preparation of suitable textbooks, teachers' guides and other teaching and learning materials. These teaching/learning materials support the teacher in delivering his information. When the teacher has to hand tools for the job, his confidence, his effectiveness, his productivity, all increase. With better tools, his professional capabilities are and he accomplishes larger and better results. It is essential to enhance the

teachers' morale by availing the appropriate instructional materials but without adequate funding in the public ECE centres the learning environment is affected.

Penn (2008) points out that, learning environment indicators are also built into various quality assessment tools. The Association for Childhood Education International Self-Assessment Tool contains 17 indicators regarding environment and physical space; whereas the US- developed Early Childhood Environment Rating Scale contains eight indicators regarding space and furnishings (UNESCO, 2007). Awopegba (2010) also supports that these standards were difficult to apply in Sub-Saharan Africa where ECE was often provided in unsuitable premises lacking basic learning resources such as books, toys and other relevant materials. In these circumstances, a key policy recommendation was that government licenses to provide ECE should ensure the suitability of the environment, regular supervision of premises and the provision of finances for the enforcement of regulations which would help improve ECE centres.

Akinbote et al (2006)notes that, where the necessary instructional materials were not available for the pre-school children, teachers in Nigeria often did formal teaching which was not good for this level of education. Only a few swings or slide boards which were fixed outside. A study by the Situation and Policy Analysis of Basic Education in Nigeria (SAPA) revealed that the chalkboard was the most commonly found material in pre-primary schools. This actually supported the claim that the pre-primary schools engaged mostly in formal teaching of the children. This was due to limited financial resources which was mainly the school fees paid by the parents.

Abagi, (2008) reveals that, majority of the ECE centers, had unsatisfactory and un-stimulating learning environment for all children with individual needs. In public/community ECE centers classrooms were empty, with only desks and blackboard and teachers were lacking support materials like posters, writings and drawings for effective facilitation of learning and playing. Thus, the quality of ECE service provision was generally poor. However, it was noted that teachers, trained one in particular, try as much as possible to innovate and develop teaching –learning and play facilities using locally available materials. Limited financial sources were cited as the major contributor to the unavailability of the instructional materials.

2.5 Role of Parental Funding on Employment and Remuneration of ECE Teachers

The early childhood care requires quality service delivery mechanism. This can be achieved through training of the personnel to build their capacity in terms of skills and knowledge. Higher qualification of staff is associated with high quality early childhood delivery. Teachers in high quality settings have more specialized training in ECE. They are also more informed about developmentally appropriate practices and teaching strategies for use with young children who are likely to achieve positive educational outcomes there by promoting the level of learning environment in the respective institutions (Saluja, et. al, 2002). According to the Republic of Kenya (2006) insufficient skilled manpower due to lack of access to training and personnel impacts on the services provided, mainly revolves around

insufficient and inequitable distribution of training resources and lack of funding, which affects the quality of human resource in ECE centers.

Studies done by UNESCO/ OECD (2004) have indicated that, teachers worldwide were undervalued, underpaid and unattended; that is, once trained, they were frequently on their own. Those caring for young children got paid the least. In most ECE programmes salaries constituted the major cost. The level of pay has costs and quantity impacts within basic education programmes. It further points out that high turnover are likely if workers receive low or no salaries. It is probable that low pay will serve as a disincentive to the provision of quality of services and will negatively influence the quality of applicant pool of caregivers thus lowering conducive learning environment.

Rayna (2003) notes that, in Senegal, funding and organization of ECE were coordinated as part of the Ministry of Family and Early Childhood. The Ministry budget in 2002 was low with the majority of funding allocated to staffing for central services to regulate, train, build capacity and inspect pre- school centers leaving the financing of staffing component unattended, thus killing the morale of the ECE teachers to offer efficient services to the institutions.

Lesley and Lillywht (2010) contend that, a school's human resource capacity was likely to be maintained depending on the adequacy of financing in an institution. In instances where the funding sources were inadequate, the teachers and other personnel received low or no pay which killed their morale, hence the services rendered may be of low quality. At the same time, adequacy of finance influences

a number of aspects in an institution, the number of personnel to be employed, number of physical facilities and overall management of the institution. Financing is important to deal with the acquisition of adequate staff and the administration of the educational process in ECE centers.

The status of teachers involved in early childhood education in the US was markedly lower compared to the status of teachers in primary and secondary levels. As educational requirements and salaries of ECE teachers were comparatively lower than those of teachers in primary and secondary levels, they were not always seen as professionals, which fueled higher turnover in the profession, impeding classroom consistency. Early childhood education teachers and support staff tended to be poorly trained (in both pre- and in-service training) and underpaid. This resulted in high turnover rates and difficulties in recruiting new teachers and staff. Despite an increase in child care funding in recent years, the overall funding levels were still relatively low (Education International, 2010).

Education International (2010) further reckons that, teaching staff in ECE centres in Saint Lucia were all female. Teachers and caregivers working in ECE centres are trained locally, and some were trained in Trinidad and Tobago. Around 60 percent of caregivers were untrained. Salaries of teachers working in the ECE sector were much lower than those of primary school teachers, which explained why many qualified teachers preferred to work in primary schools and fewer qualified teachers work in ECE centres. Salaries in the ECE sector were paid from school fees and periodic fundraising projects.

Akinbote et al (2006) notes that, a pre-primary school class in any part of Nigeria had only a teacher without a helper. In some cases, non- professionally qualified teachers were appointed to teach in many of the pre-primary schools, simply because the untrained teachers could take any salary which the professionally qualified teachers may reject. A survey conducted by SAPA sometimes ago showed that about 25% of teachers in the sampled schools had NCE. The Nigeria Certificate in Education (NCE) is the minimum teaching qualification in Nigeria. If the pre-primary schools were not having qualified teachers, the children would not be having what they need for their all around development. That would be as bad as not even going to the pre-primary school at all. In some cases, the numbers of staff were reduced to save cost.

Rwanda (2011) recognizes that, the pupil-teacher ratio at pre-primary level was 1:33 well above the internationally recommended levels (OECD has established a minimum staff to pupil ratio of 1:15, UNICEF: 2008). Rwanda would gradually reduce its pupil-teacher ratio to internationally recognised levels and in the timeframe, though in the short term aimed at a standard of not more than 25 children per teacher.

Maoulidi (2008) notes that, on average, the child-per-teacher ratio was 20 to 1 in Kisumu, but in some educational zones, such as Central and Rweya, the child/ teacher ratio was very high (between 28 and 50 children per teacher). A key challenge faced by pre-primary institutions in Kisumu in 2006 was the relative shortage of trained teachers. More than a third of Kisumu pre-school teachers

lacked the requisite training and qualifications in 2006, and many non-teaching staff had not completed any formal training in childcare.

Maoulidi (2008) further states that, another problem was that low and irregular pay had made the pre-school teaching profession unattractive, particularly in community-owned pre-primary institutions, where remuneration tended to be low and salaries fluctuated each month depending on the level of contribution from parents. On average, teachers at community-owned pre-primary schools earned Kshs. 2,000-3,000 per month. These conditions had forced many qualified ECD teachers to leave their jobs for more lucrative employment opportunities or for private schools in or out of the town. To avert further attrition, qualified pre-primary teachers deserved a minimum salary guarantee from the government which could be supplemented by parental contribution.

2.6 Summary of the Literature Reviewed

The literature has revealed that different countries have different ways of financing the ECE services. In Kenya there is very little support that the ECE centers get from the Government. This has made the pre-school parents to shoulder all the cost of running these institutions at the school level which includes; construction and maintenance of the school infrastructure, provision of instructional materials and remuneration of the teachers. Due to inadequate funding the public pre-school learning environment is poor.

UNESCO (2005) and UNICEF (2008) have significantly shown the importance of education resources and actually points out that the physical facilities are

fundamental factors for teaching and achievements in ECE programmes. This has been supported by several scholars (Asiabaka, 2008 & Chepsiror, 2012) who emphasized on provision of education resources that is adequate and appropriate to the learners' age, size and ability. However several studies by Education International (2010), Abagi (2008), Akinbote et al (2006) and Maoulidi (2008) have clearly pointed out the various challenges that community owned/ public ECE centres are facing due to limited government investment. The community owned/ public ECE services were financed by parents, whose finance was not adequate to provide education resources required by those centres.

From the literature review, it was evident that there was no research that had been carried out in the two divisions in relation to role of parental funding on provision of education resources. The literature has also reviewed that there were various challenges that the public ECE centres faced due to lack of adequate funding. This study therefore, aimed at establishing whether Ngong and Ongata Rongai Divisions parents had been able to finance the provision of education resources in the public ECE centres. The study was carried out to determine the adequacy of the school infrastructure, availability of instructional materials and employment and remuneration of ECE teachers in the two divisions. In order to provide information to fill education resources gap in the public pre-schools.

2.7 Theoretical framework

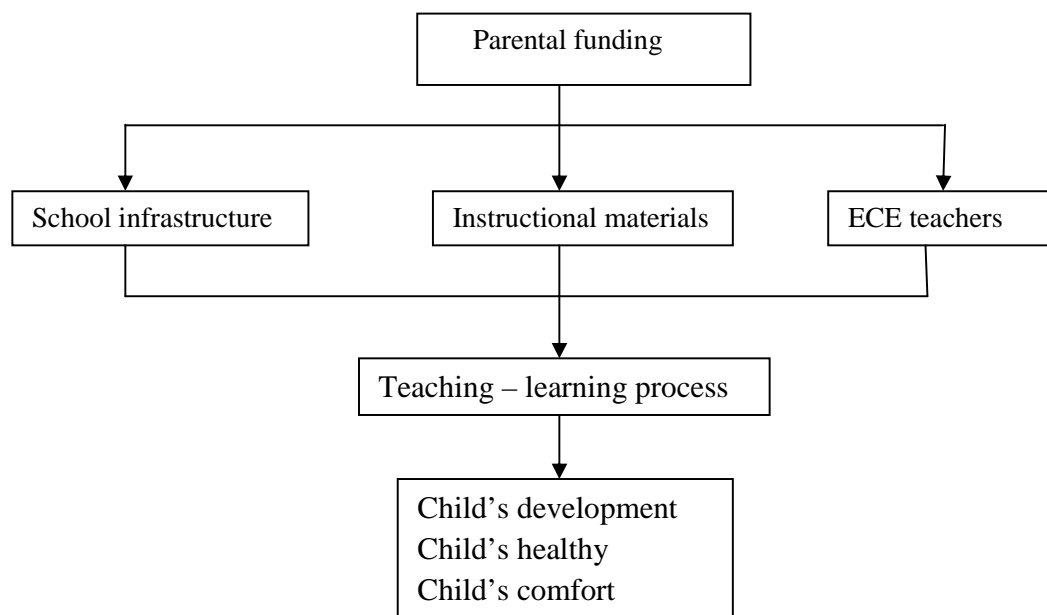
The study was based on the theory of education production function. It is expressed as: $A_{it} = f [F_{i(t)}, S_{i(t)}, P_{i(t)}, I_{i(t)}]$, where i refers to i^{th} student and t refers to

time. A denotes the educational outcomes and F, S, P and I represent family background characteristics, school inputs, peer group and preschool age abilities respectively.

According to this study, $A_t = f(P_t, I_t, H_t)$, where- $A_{(t)}$ is achievement at time (t) in provision of a good learning environment and P, M and H represents the school infrastructure (classrooms, playground, sanitation), instructional resources (colours, syllabus, playing equipments, toys) and human resources respectively at any given time. The educational outcome will be measured by the level of availability and adequacy of education resources. If the education resources are limited due to inadequate parental funding, the learning environment is poor hence low achievements in the public ECE centres.

2.8 Conceptual Framework

Figure 2.1 The role of parental funding on provision of education resources



The conceptual framework of the study is developed from the literature reviewed and the research objectives. From the Figure 2.1, the study has three main independent variables which are school infrastructure, instructional materials and ECE teachers. The main variables are manipulated by the availability of parental funding to bring about change in the learning environment in terms of child development, child healthy and child comfort in school. The availability and adequacy of education resources is mainly dependent on the financial resources. However the parental funding is not adequate to pay and employ enough ECE teachers, to provide adequate pre- school infrastructures and avail appropriate instructional materials in ECE centers. This has led to poor learning environment which is characterized by poor child development, unhealthy conditions and uncomfortable facilities.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to establish the role of parental funding on the provision of education resources in public pre- schools in Ngong and Ongata Rongai Divisions, Kajiado North District. This chapter describes the methodology used in carrying out the study. It is organized along the following sub- headings; research design, target population, sample size and sampling procedures, research instruments, instrument validity, reliability of instruments, data collection procedures and data analysis.

3.2 Research Design

Research design provides a framework for planning and conducting a study. This study employed descriptive survey design. The design was relevant to the study since the researcher intended to assess the pre-primary school situation as it was without manipulating the variables. According to Mugenda and Mugenda (2003) descriptive survey determines and reports the way things are without manipulation.

3.3 Target Population

According to Mugenda and Mugenda (2003), target population is an entire group of individuals, events or objects having common characteristics. The study targeted a population of 9 and 8 public pre-schools in Ngong and Ongata Rongai Divisions respectively. The total number of respondents included; 17 head teachers and 32 pre- school teachers.

3.4 Sample Size and Sampling Techniques

A sample is a small part of a large population (Orodho, 2009). Sampling is a process of selecting a subset of cases in order to draw conclusions about the entire sets (Kombo & Tromp, 2006). Krecie and Morgan (1970) as quoted in Kasomo (2007) produced the following table of determining the sample sizes.

Table 3.1: Sample size for different population sizes

Population size	Sample size	Population size	Sample size
10	10	70	59
20	19	80	66
30	28	90	73
40	35	100	80
50	44	150	108
60	52	200	132

According to Table 3.1, the study used a sample size of 16 head teachers and 30 pre-school teachers. One school with two teachers was sampled randomly for piloting.

3.5 Research Instruments

Two research instruments were used to capture basic information from the field; these included; questionnaires and observation checklist. According to Kombo and Tromp (2006), questionnaire is a research instrument that gathers data over a large sample. This study used questionnaires in order to uphold confidentiality and to save time. The questionnaires were administered to the head teachers and teachers. Mugenda and Mugenda (2003) purport that, observation checklists are used to record what is observed during data collection. An observation checklist was designed to document adequacy and availability of facilities and resources in

the ECE centres. Observation checklists were used to ascertain the availability of physical facilities and equipment, instructional resources and teacher quality in the institutions.

3.5.1 Instruments Validity

Orodho (2009) defines validity as the degree to which result obtained from the data analysis actually represents the phenomenal under investigation. To ensure content validity, appropriate and adequate items relevant to research objectives were included in the questionnaires and observation checklist. To enhance content validity pretesting was conducted to enable the study determine whether the items were correctly worded in order to avoid misinterpretations during the main study. Items found to be unsuitable would either be discarded or modified so as to improve the quality of the instrument thereby increasing their validity. In addition instruments were reviewed by my supervisors for approval.

3.5.2 Reliability of Research Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results after resisted trial (Orodho, 2009). The test- retest method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to assess the clarity of the instrument. This was done by administering the instruments to the identified pre- school for piloting and then the data was collected. After time lapse of two weeks, the same instrument was administered to the same group of respondents. The scores were computed and the correlation coefficient determined. Pearson's

product moment correlation coefficient was used to calculate reliability. The Pearson's formula is expressed as follows:

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

Where:

- N = number of pairs of scores
- $\sum xy$ = sum of the products of paired scores
- $\sum x$ = sum of x scores
- $\sum y$ = sum of y scores
- $\sum x^2$ = sum of squared x scores
- $\sum y^2$ = sum of squared y scores

The results showed that the correlation coefficient was 0.8543 which was close to 1, making the instrument reliable.

3.6 Data Collection Procedures

The administration of data collection was done by the researcher both at pilot and main study. An introductory letter was sought from the Department of Educational Administration and Planning, University of Nairobi, to help obtain a research permit from the National Council for Science and Technology. A copy of the permit and an introductory letter was presented to the District Education Officer, Kajiado North District. The researcher also made an appointment with the head teachers to inform them and seek assistance. The researcher then administered the questionnaires to the head teachers and teachers. The filled questionnaires were collected after three days which enabled the respondents to fill them appropriately. Observations were done at the same time of collecting questionnaires and findings recorded immediately.

3.7 Data Analysis Techniques

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo & Tromp, 2006). It involves uncovering underlying structures and extracting any underlying assumptions. Quantitative data was summarized, organized according to research questions, arranged into themes and then averages, frequencies and percentages were calculated. After the data had been collected there was cross-examination to ascertain their accuracy, completeness and identify those items wrongly responded to, spelling mistakes and blank spaces, sorted, edited and coded. Then it was keyed into computer for quantitative analysis using the statistical technique- statistical package for social sciences (SPSS).

Qualitative data analysis considered the inferences that were made from views and opinions of respondents. This helped to reduce massive amount of information that was obtained. Data was then summarized, organized according to research questions, arranged into themes and presented in narrative form and where possible, tabular forms indicating averages, frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

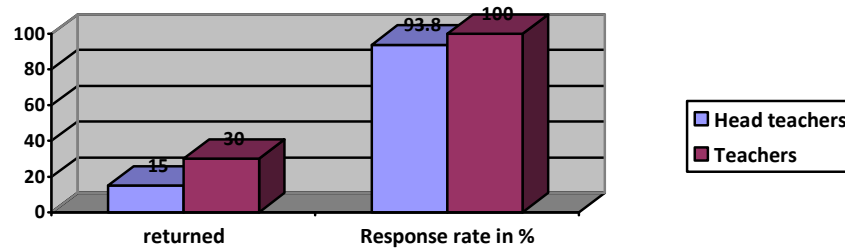
4.1 Introduction

The purpose of the study was to establish the role of parental funding in provision of education resources in public pre- schools in Ngong and Ongata Rongai divisions. This chapter presents the results obtained from the analysis of the study findings. It begins with demographic characteristics of the respondents followed by variables on parental funding and its role on provision of education resources; role of parental funding on adequacy of pre- school infrastructure. This is followed by the role of parental funding on availability of instructional materials and finally concludes with a discussion on the role of parents in remunerating qualified ECE teachers.

4.2 Questionnaire Return Rate

The instrument return rate is the proportion of samples that participated in the study as intended in all research study procedures. The study targeted 16 head teachers and 30 ECE teachers. All the respondents were to receive the questionnaires dully fill them and return them. The study therefore sort to establish the questionnaire return rate and the results are shown in the Figure 4.1.

Figure 4.1 Questionnaire return rate for both the head teachers and ECE teachers



Out of the 16 head teachers, 93.8% returned their questionnaires. In addition all the targeted teachers participated in the study.

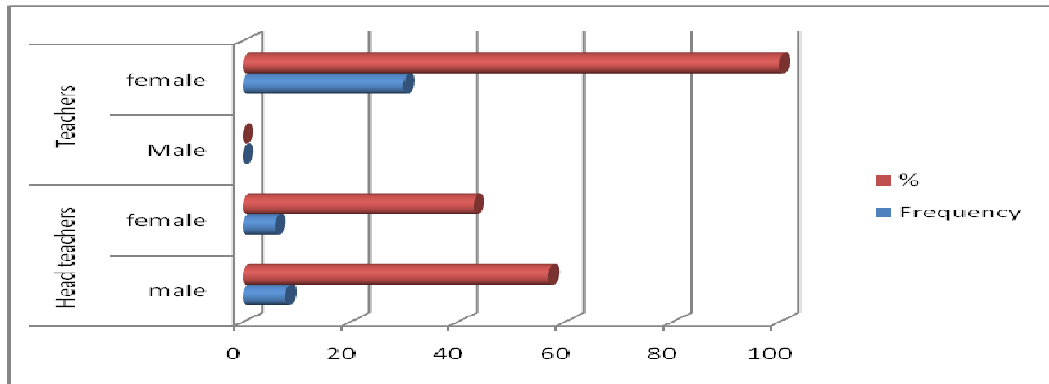
4.3 Demographic Characteristics of Respondents

The study sought to highlight the demographic characteristics of target population who were the head teachers and ECE teachers. This data helped in explaining certain characteristics of respondents that influence the learning environment of the ECE centres. These characteristics included: compositions by gender, educational and professional qualifications, teaching experience as well as age.

4.3.1 Respondents Composition by Gender

The study aimed at establishing the gender of head teachers and ECE teachers. To determine the achievement in the ECE centres, the study considered gender so as to establish the contributions of these characteristics in educational management. The findings were tabulated as shown in the Figure 4.2.

Figure 4.2 Respondents composition by gender



The study found that all the ECE teachers were female. This was consistent with a study that was done in Saint Lucia where the teaching staff in ECE centres, were all female (Education International, 2010). This indicated gender disparity among the teachers in the ECE centres. On the other hand, the majority of the head teachers (60%) were males while the rest (40%) were females which indicated gender disparity among headteachers. This illustration signified that most ECE centres are populated by female instructors which is a challenge since more males should be attracted into the ECE services to act as male role models for some children who have none even at home.

4.3.2 Respondents Composition by age

The study sought to establish the respondents composition by age. The findings were presented as shown in Table 4.1

Table 4.1 Respondents composition by age

Age range in years	Gender	Headteachers		Teachers	
		Frequency	percentage	frequency	percentage
20- 29	Male	0	0	0	0
	Female	0	0	5	16.7
30- 39	Male	0	0	0	0
	Female	0	0	10	33.3
40- 49	Male	4	26.7	0	0
	Female	3	20	15	50
50 and above	Male	5	33.3	0	0
	Female	3	20	0	0
TOTAL		15	100	30	100

The age differentials noted that out of 15 head teachers, majority (53.3%) were aged between 50 years and above whereby 33.3% were males and 20% were females. Further,46.7% of the headteachers were in the age bracket of 40 to 49 years with 26.7 % males and 20% females. On the other hand out of 30 ECE teachers, majority (50%) were aged between 40 and 49 years while the least (16.7%) were aged between 20 and 29 years. The rest (33.3%) were in the age bracket of 30and 39 years.

4.3.3 Distribution of Respondents by Educational and Professional Qualifications

The study sought to find out the educational and professional qualifications of the respondents as well as their work experience. Educational or professional qualifications are great indicators of one’s potential towards productivity and problem solving in the teaching profession. Naudeau (2011) notes that, there is a

strong correlation between staff qualifications, ECE outcomes and classroom quality. The responses obtained were tabulated in the Table 4.2.

Table 4.2 Distribution of respondents by educational and professional qualifications

Education/ attainment	Headteachers		Teachers	
	Frequency	percentage	Frequency	percentage
O- level	-	-	-	-
A- level	-	-	1	3.3
Certificate	9	60	20	66.7
Diploma	4	26.7	9	30
University	2	13.3	-	-
TOTAL	15	100	30	100

Table 4.2 shows that majority of the head teachers (60%) were p1 certificate holders followed by 26.7% of whom had a diploma in education and only 13.3% had attained the university education. Similarly, majority (66.7%) of the ECE teachers were ECDE certificate holders while only 30% had a diploma in ECDE and 3.3 % was A-level graduate.

This signifies that majority of the respondents possessed appropriate knowledge , skills, values and attitudes indicating that they were competent in implementing best practices in education thus influencing what learners achieve through provision of adequate education resources.

Table 4.3 Teaching experience of the headteachers and teachers in years

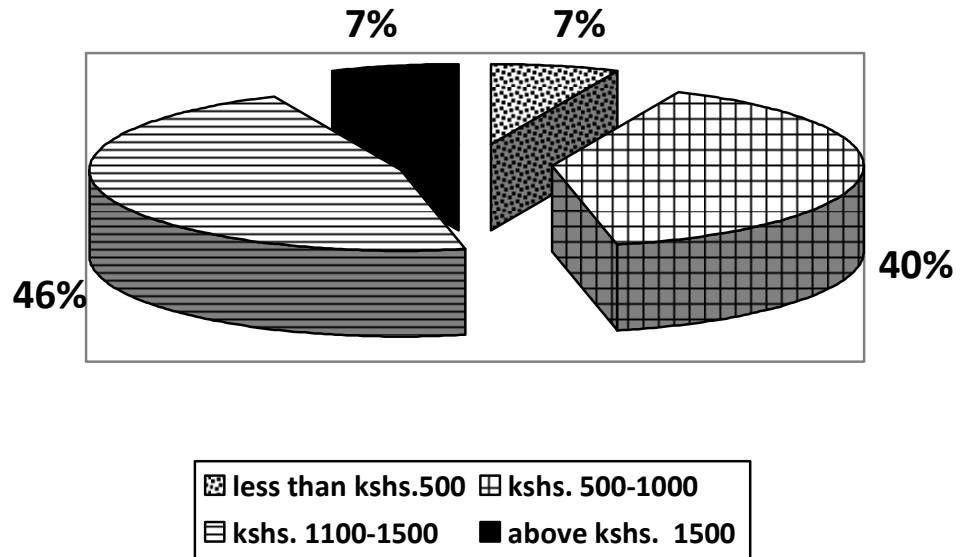
Experience in years	Headteachers		Teachers	
	frequency	percentage	frequency	percentage
Less than 5	-	-	4	13.3
5- 10	6	40	15	50
11- 20	7	46.7	9	30
Over 20	2	13.3	2	6.7
TOTAL	15	100	30	100

From Table 4.3 most head teachers (46.7%) had experience of 11 to 20 years while the least (13.3%) had above 20 years of experience. The rest (40%) had 5 to 10 years of experience. Further still half of the teachers (50%) had teaching experience of 5 to 10 years while the least (6.7%) had over 20 years of experience. Further findings noted that (30%) of the teachers had experience of 11 to 20 years and the rest (13.3%) had less than 5 years of experience. 5 and above years of teaching experience signified that the respondents were capable of improving and maintaining a conducive learning environment in their respective ECE centres.

4.4 Financing of ECE Centres

The study intended to find out how much fees were paid by the parents and whether there were other financial sources apart from the parental funding for provision of education resources. It was found out that the ECE centres were wholly dependent on what the parents paid as the school fees. The Figure 4.3 shows the responses on the fees charged in ECE centres

Figure 4.3 Fees per term in the ECE centres



The study findings indicated that out of 15 head teachers, the highest number (46%) charged a total fee ranging from kshs.1100 to1500 per term per child. 40% of the head teachers charged from Kshs. 500 to 1000 while the rest (7%) either charged less than Kshs. 500 or above Kshs. 1500 each.

Further findings confirmed that the fees is not paid promptly, it takes up to a whole term for the parents to clear the balances. According to the head teachers, this affects the accomplishment of the intended activities like provision of the necessary education resources. The payment of the teachers is delayed and it is also difficult to maintain and replace the infrastructure and instructional materials since there no other sources of funds apart from parents. Additional findings emanating from respondents on the financing of ECE centres are shown in the Table 4.4.

Table 4.4 Responses on financing of the ECE centres by the head teacher

Responses	Agree		Disagree	
	frequency	percentage	frequency	percentage
The ECE center has diversified sources of funds to support it.	-	-	15	100
The parent's funds are insufficient to support the ECE centre.	15	100	-	-
The school receives government grants to support the ECE centre.	1	6.7	14	93.3
The ECE centre faces major challenges in raising funds to support it.	15	100	-	-

The findings from Table 4.4 show that all the ECE centres (100%) had financial challenges since the parental funding was not sufficient and the ECE centres did not have diversified sources of funds. It was therefore very difficult for the schools to provide the necessary education resources adequately and appropriately.

4.5 The role of Parental Funding on provision of Education Resources to Public Pre-Schools

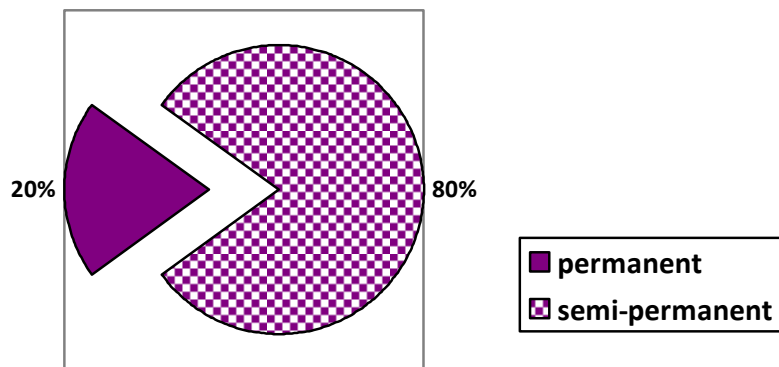
The study sought to determine the role of parental funding on provision of education resources in public ECE centres in Ngong and Ongata Rongai divisions. Availability and adequacy of resources is essential for the attainment of any objective. It determines the kind of facilities to be used in the centre, the quality, and quantity of human resources and teaching and learning materials.

4.5.1 What is the role of parental funding on provision of adequate pre-school infrastructure?

4.5.1.1 Types of the Building in the public ECE centres

The study aimed at establishing the type of physical infrastructure that was used by the ECE centres. The study findings through observation realized the following types of buildings in ECE centres as shown in the Figure 4.4.

Figure 4.4 Types of building



The study findings noted that the ECE centres classrooms were either permanent or semi-permanent. Out of the 15 ECE centres, 80% used permanent buildings while 20%, operated in semi-permanent buildings whereby the floors were cemented but with potholes, the classrooms were partitioned using timber and block boards and the roofs and walls were made of iron sheets. Since the ECE centres were attached to public primary schools, they were allowed to use the extra buildings put up by the parents and bursaries from the ministry of education (MOE) to the needy schools.

4.5.1.2 The Role of Parental Funding on the Adequacy of the Infrastructure

The study aimed at establishing the adequacy of the ECE infrastructure. A study done by UNESCO (2005) observes that, physical facilities are the fundamental factors in the better learning and achievement in ECE centres. The responses on the level of adequacy of the infrastructure are tabulated in the Table 4.5.

Table 4.5 Responses on the level of adequacy of the infrastructure by the teachers

Physical facilities	mean	Standard deviation
Playground	3.5	0.742
Classrooms which are well ventilated	2.767	1.202
Toilets	2.567	1.174
Water	2.667	1.135
Chairs/tables	2.533	1.117
Benches/tables	2.3	1.567
Desks	2.0	1.176
Sleeping mat	-	-
Indoor space	2.2	1.166

Finding from Table 4.5 show that the playgrounds were the most adequate as indicated by a mean score of 3.5. The other facilities in order of adequacy were classrooms, water, toilets, chairs/tables, benches/tables, indoor space and desks as indicated by mean scores of 2.767, 2.667, 2.567, 2.533, 2.3, 2.2 and 2.0 respectively. The ECE centres did not have sleeping mats since children went home at 12.30 p.m.

On the role of parental funding in provision of pre-school infrastructure the study established that the parents were not able to fund the provision of physical

facilities adequately. The ECE centres were either operating on very old facilities, shared with the primary schools since they are in the same compound or the buildings were constructed under community development funds (CDF).

Despite the permanent buildings in ECE centres, many of them (99%) were characterized with poor basic facilities, such as small, overcrowded and poorly ventilated classrooms, furniture unsuitable for children, shared toilets and playground. This is consistent with studies done in Nigeria which found that the pre-primary school operated in very badly ventilated rooms with inadequate chairs and tables (Akinbote et al, 2006). Same findings were observed in Rwanda where it was noted that risks to children's and teachers' health was associated with occupying unsuitable environments such as over-crowded, poorly ventilated, poorly lit, and damp classrooms, along with minimal availability of latrines and hand washing facilities (.Republic of Rwanda, 2011).

This showed that the centres did not have financial resources to put up more buildings or have standard size classrooms in order to accommodate the required number of children. The most obvious barrier to facilities development was financing. These findings were in agreement with studies done by UNESCO (2006) who found that ECE facilities exhibit a great variety in terms of revenue and expense of quality and quantity. Better physical environment is associated with decreased antisocial and worried behaviors.

However, the playgrounds were big enough though there was no fixed equipment for play. This was due to inadequacy of financial resources and interference from the big pupils in the primary section who overused the equipment leading to breakages and consequently no repairs were done since this needed financing which was not available. On the other hand, all centres had toilets, but were shared with the big children in the primary section. This posed a great health hazard to young children since they were in pathetic conditions.

In addition, some centres had no water available for drinking or washing of hands. This was consistent with a study done by Abagi (2008) which noted that, lack of adequate sanitary facilities (toilets and water) was a major health hazard in the majority of ECE centers. About 99 per cent of all the public /community ECDE Centers shared toilet facilities with primary schools. Besides, such facilities were located about 200 metres from an ECE classroom (Abagi, 2008). The facilities give pupils a comfortable atmosphere in which they can work and learn.

International Studies have shown that a high-quality program sets the environmental stage for children's ongoing physical, social-emotional and cognitive development. It ensures that responsive, caring, and professional staff will plan for the children's needs, interests, and developmental levels and will provide continuity and consistency through structure and limits. In this type of environment, children feel safe and secure and free to select and pursue activities that challenge and interest them (Haas-Foletta, et al, 2006).

4.5.1.3 Facilities Sharing Ratio in Public ECE Centres

The study sought to establish the adequacy of furniture in the ECE centres through the sharing ratio. Furniture sharing ratio affects children's comfort ability in participation in class activities. The findings from the ECE teachers and observations were presented as shown in Table 4.6.

Table 4.6 Sharing ratio in the ECE centres

Furniture	ratio	Frequency	Percentage
Desks	1:3	2	6.67
	1:4	8	26.67
Tables and benches	1:5	6	20
	1:6	10	33.33
	1:7	2	6.67
Locker and chair	1:1	2	6.67

Table 4.6 shows that 6.67% and 26.67% of the ECE centres shared desks in the ratio of 1:3 and 1:4. Majority (60%) of the ECE centres used tables and benches in the following ratios; 20% shared tables and benches in the ratio of 1:5, 33.33% shared in the ratio of 1:6 and 6.67% in the ratio of 1:7. This depended on the size of benches and the number of children in a classroom. 6.67% of the centres used locker and chair in the ratio of 1:1.

These findings were confirmed by the observations made during the study whereby most of the ECE centres did not have adequate furniture. This was an indication that the children were not comfortable as they were very much squeezed while receiving the services in the centres. Also the majority of centers did not only lack seating facilities for children, but they also had inappropriate

seats and tables. In some centers, it was observed that they used benches which were meant for primary school children. Such desks were very uncomfortable and unhealthy to young children of 3-5 year old.

4.5.2 What is the Role of Parental Funding on the Availability of Instructional Materials in Public Pre- Schools?

The study sought to determine the availability of the instructional materials in the ECE centres. Every centre should provide outdoor equipment and other teaching/learning materials for the children. Large equipment should be permanently fixed to ensure that it is strong and lasts a long time (NACECE, 2001). The findings realized were tabulated in the Table 4.7.

Table 4.7 Rating by teachers on the availability of the instructional materials

Instructional materials	frequency	percentages
Swings	1	3.3
See-saws	-	-
Balls	10	33.3
Tyres	8	26.7
Slides	2	6.7
Syllabus	24	80
Charts	25	76.6
Colours	20	66.7
Photographs	-	-
Teachers guide	22	73.3
Toy	-	-
Plasticizes	2	6.7
Exercise books	28	92.4
Class leaders/ text books	1	3.3

From Table 4.7, the most available instructional materials were the exercise books (92.4%), followed by the syllabus (80%) then charts (76.6%). The least available materials were swings and textbooks at 1% each, followed by slides and plasticize at 2% each. See-saws, toys and photographs were not available at all.

Further findings through observation noted that the classrooms lacked exciting and motivating teaching-learning materials like posters, writings and drawings. Old and few charts hanging on the walls were noted in several schools (90%). During break time the children didn't have playing materials since there were no swings, balls, slides or even tyres. It was only in 20% of the ECE centres had broken and unrepaired swings and slides posing danger to the young learners.

Studies in Sub-Saharan Africa had also observed that ECE was often provided in unsuitable premises lacking basic learning resources such as books, toys and other relevant materials (Awopegba, 2010). In addition, a study that was done in Nigeria revealed that, in many of the ECE centres, the learning environment was poorly designed without ample space, furniture, toys, wholesome pictures and other materials which a child needs for stimulation, exploration and simulation. The study further noted that due to cost consideration, many public ECE centres lack toys and other play/recreational facilities which are essential for keeping children engaged and developing psychomotor skills at this level (Akindere, 2012).

Further findings from the ECE teachers on the financing and provision of the instructional materials are shown in the Table 4.8.

Table 4.8 Financing and provision of the instructional materials

statements	Agree		Disagree	
	frequency	percentage	frequency	percentage
The parents finance the provision of the instructional materials.	5	16.7	25	83.3
Parents bring locally available materials to be used as instructional materials.	-	-	30	100
The teachers improvise the instructional materials.	24	80	6	20
Instructional materials are very important in the learning process.	30	100	-	-
Instructional materials are a great problem in the centre	20	66.7	10	33.3

From Table 4.8, 83.3% of the teachers were in disagreement that the parents financed the provision of instructional materials. This affected the availability of the teaching/ learning materials due to lack of funds. The teachers (100%) further disagreed that the parents bring locally available materials to be used as instructional materials. Teaching and learning materials are very important in an ECE programme as indicated by all the teachers (100%). Considering that ECE curriculum is activity based, there is need to develop a lot of creative instructional materials. The majority of teachers (66.7%) in the ECE centers lacked teaching-learning facilities, including support materials for teachers. However, it was noted that teachers try as much as possible to innovate and develop teaching – learning

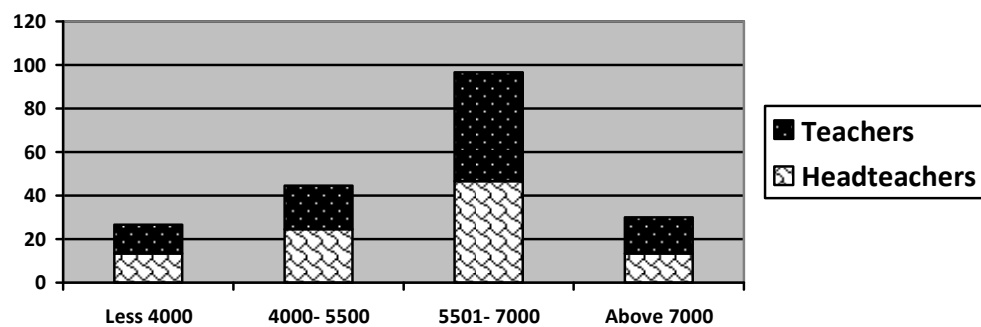
and play facilities using locally available materials as indicated by 80% of the teachers.

4.5.3 To What Extent have the Parents Employed and Remunerated Pre-School Teachers?

4.5.3.1 Role of Parental Funding on Remuneration of ECE Teachers

The study sought to establish the salaries that were paid to the ECE teachers. In agreement with a policy review report by UNESCO (2005), ECE is not part of the 8-4-4 system in Kenya. This isolates the ECE teachers from primary counterparts in terms of pay and status. The findings on the salaries of the teachers are tabulated in the Figure 4.5.

Figure 4.5 ECE teachers' salaries



The findings of the study from Figure 4.5 confirmed that 13.3% of the teachers were paid below Kshs. 4000. The highest number of the ECE teachers (50% and 46.6%) was paid between Kshs. 5501 and 7000 per month as per the analysis from the head teachers and teachers respectively. Further still the findings indicated that the highly paid teachers (13.3% and 16.7%) received above Kshs. 7000 as per the analysis from the head teachers and teachers respectively.

These findings showed that ECE teachers were poorly paid compared to their counterparts in primary schools. This is in agreement with studies that were done in US which noted that the salaries of ECE teachers were comparatively lower than those of teachers in primary and secondary levels. Also the ECE teachers were not always seen as professionals, which fueled higher turnover in the profession impeding classroom consistency (Education International, 2010). In contrast, teachers in Finland were accorded the same respect as other professionals such as lawyers with comparable working conditions. Wages were good (LIEN Foundation, 2012).

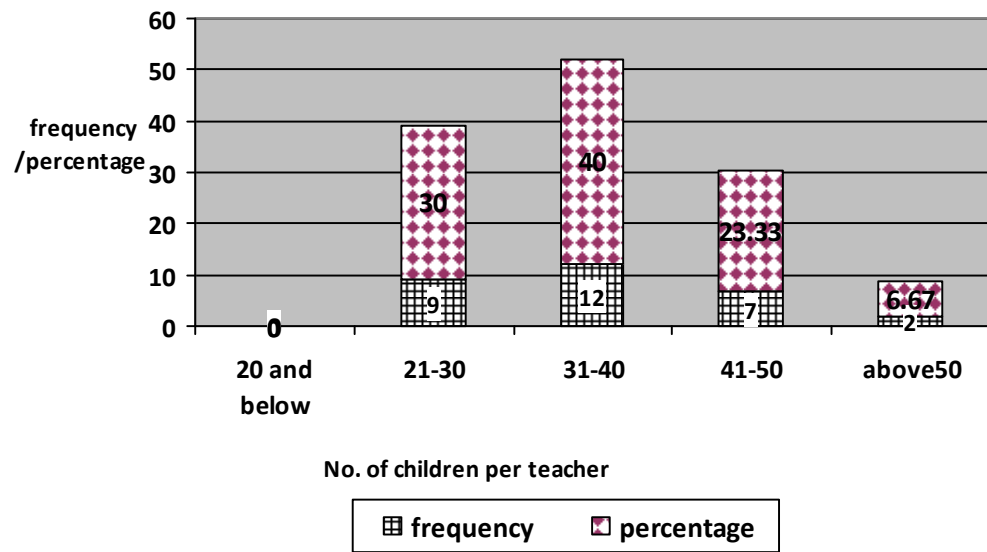
Further findings revealed that the teachers expressed their dissatisfaction in the amount paid and indicated that, they were not paid promptly. Some went for months without pay. The payment of the teachers wholly depended on the ability of the parents to pay fees promptly. According to the ECE teachers, the salary was not sufficient since the living standards were very high and they were not able to meet their needs. The head teachers indicated that lack of funds was one of the major factor associated with the poor salaries that the ECE teachers got. This was the case since the ECE centres were mainly dependent on the parental funding which was insufficient.

4.5.3.2 Role of Parental Funding on Employment of ECE Teachers

The study sought to establish whether the teachers employed by the parents were enough. Early Childhood Development Service Standard Guidelines (2006), states that the teacher/child ratio for 3-4 years and 4-5 years old children should be 1:15

and 1:25 respectively. The findings on teacher/child ratio were tabulated in the Figure 4.6.

Figure 4.6 Teacher/child ratios



From Figure 4.5, majority of the teachers (70%) handled a class of more than 30 children without an assistant teacher. Out of these, 40% of the teachers instructed between 31 to 40 children, 23.33% instructed between 41 to 50 children and 6.67% handled above 50 children. It was only 30% of the teachers that handled slightly above or the required number of children, which were 21 to 30 children.

These findings revealed that the number of the teachers employed in the ECE centres was not adequate. The population in the ECE centers was higher compared to the number of the teachers employed. Some of the classrooms were overcrowded with more than 50 children with only one teacher and no assistant. It

was an indication that the parents were not able to employ enough teachers so that the teacher/child ratio could be appropriate.

This was consistent with the studies done in Rwanda which recognized that, the pupil-teacher ratio at pre-primary level was 1:33 well above the internationally recommended levels (Rwanda, 2011). Similar results were obtained in Kisumu where the child/teacher ratio was very high (between 28 and 50 children per teacher) (Maoulidi, 2008). In contrast, in Finland the class ratios are low with an average of 11 pupils per teacher (LIEN Foundation, 2012).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the role of parental funding in provision of education resources in public pre- schools in Ngong and Ongata Rongai divisions. This chapter presents the summaries of study findings followed by conclusions. Further it outlines the recommendations, and finally it gives suggestions on areas for further studies.

5.2 Summary of the Study

The purpose of this study was to establish the role of parental funding on provision of education resources in public pre-schools in Ngong and Ongata Rongai divisions, Kajiado North district. Three objectives guided the study namely; to assess the role of the parental funding on the adequacy of pre- school infrastructure, to determine the role of parental funding on the availability of instructional materials in public pre-schools and to establish the extent to which the parents have been able to employ and remunerate pre- school teachers.

The study adopted a descriptive survey research design to establish what the parents have done as far as the education resources are concerned. 16 head teachers and 30 teachers were sampled in 17 public pre- schools. Data was collected by administration of the questionnaires to the head teachers and teachers and use of observation checklists.

The demography of the study included gender, age, professional and academic qualifications and teaching experience. The study found out that majority of the

head teachers (60%) was male while all the ECE teachers were all female. It was also noted that all the head teachers were 40 years and above old while half (50%) of the teachers were below 40 years old. Further, the study revealed that all the head teachers had had professional and academic qualification of p1 certificate or above (diploma, degree or master of education). Majority (66.7%) of the teachers had an ECDE certificate. In the two categories of the respondents, majority had teaching experience of more than 5 years.

The results were analyzed depending on the objectives of the study. The study revealed that ECE centres had limited financial resources hence did not meet the needs and growing demands for education at this level. The financing of ECE is insufficient and unreliable; comes from fees paid by parents. The fees paid by the parents were in adequate owing to their poor economic levels hence poor provision of education resources.

From the study findings 99% of the ECE classrooms and physical environment in general were in a very poor condition and not suitable for the young children learning and safety. The services were offered in old primary school buildings. Majority (95%) of the ECE centres shared the facilities such as playground, toilets and water with the primary schools. Further finding revealed that most (90%) of the ECE centres had insufficient and inappropriate instructional materials like the play equipment were unavailable, charts were few and some very old and worn out, toys were unavailable among others. All the ECE teachers' salaries were low since depended on the fees paid by the parents.

5.3 Conclusion

The study concluded that the parental funding was not sufficient to provide ECE centres with adequate and appropriate education resources. The fees paid by the parents were not adequate to take care of the ECE centres activities. Due to limited finances the ECE centres physical and learning environment is poor and unhealthy for the young children.

The study concluded that the parents had not been able to provide the pre- school infrastructure adequately. Most of the ECE centres were operating in the old extra primary classrooms or classrooms funded by the CDF and other well wishers like banks. Some facilities were shared with the primary school like the toilets, play ground, water among others.

The study also concluded that parental funding had not been able to provide the ECE centres with sufficient and suitable instructional materials to the young children. The study found out that the learning/ teaching materials were unavailable, few or old as well as the play equipments. There were no balls, swings, climbing lanes and even tyres in most of the ECE centres.

Further still the study concluded that parental funding was not sufficient to employ enough ECE teachers and pay them. The teacher/child ratio in some school was very high at 1: 55 without an assistant teacher. The ECE teachers' salaries were low compared to their counterparts in the primary schools.

The study provided deeper understanding of the challenges that ECE centres faced due to insufficient parental funding on provision of education resources in public pre- schools.

5.4 Recommendations

Based on the study findings, the study recommends the following;

1. The ECE centres management should adopt an appropriate approach in seeking financing options for their institutions. This is coming up with diversified sources of financing the ECE centres. Income generating activities such as rearing of animals or poultry, growing crops or trees among others could be started.
2. The County Government should improve its financial assistance in the ECE centres in order to support the parental funding on provision of education resources since no financial assistance that the ECE centres have received so far.
3. The Ministry of Education should encourage partnerships with a broad spectrum of stakeholders, including parents, local community's religious organizations and NGOs, as well as bilateral and multilateral partners to enhance adequate provision of pre-primary services
4. The County Governments and other ECE stakeholders should investment in infrastructure development (classrooms, desks, chairs, sanitary facilities, play and learning equipments): this would improve teaching-learning environment thus boost quality of ECE services and also enhance smooth transition to

primary education. The ECE stakeholders should provide sanitary facilities to the ECE centres which are not shared with primary schools to promote healthy environment in ECE centres.

5. The County Government should also invest in teaching-learning facilities including appropriate books, stationery, playing-learning materials (equipments). The playing equipments should be fixed strongly in a secure enclosed place to avoid damages from the primary pupils. This would enhance not only quality of ECE services but will also attract access to the facilities and motivate children.
6. The government should move toward developing ECE teachers' scheme of service, with guidelines on teacher recruitment and salary harmonization to iron out the poor earnings among ECE teachers. On the same note, the government through TSC should take over the ECE teacher salary bill.
7. The government through NACECE and DICECE should also invest in capacity building programmes, teacher training and primary school readiness as well as standards for measuring school readiness: to enhance quality care and holistic development. Teachers, parents and community at large need to be trained/in-serviced on child friendly care and teaching-learning environment.
8. The government through the ministry of education should invest in supervision and quality assurance activities to enhance healthy and conducive ECE environment. The capacities of quality assurance personnel should be strengthened through in-service courses and workshops to be able to supervise and advice on ECDE issues.

5.5 Suggestions for Further Research

Since the study was limited to the role of parental funding on provision of educational resources in Ngong and Ongata Rongai divisions, the study suggests that;

- i. Similar study should be done in other divisions and districts in Kenya for comparison purposes and to allow generalization of findings on the role of parental funding on provision of education resources in public pre-schools.
- ii. Studies can also be carried out to compare the role of parental funding on provision of education resources in public and private owned pre- schools.
- iii. Further studies can be done on parental economic factors influencing provision of education resources in early childhood education centres.

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APPENDICES

APPENDIX A: Introductory Letter

Cecilia Muthoni Kairu,
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0726702679

The Head teacher,

Dear sir/ madam

RE: RESEARCH IN YOUR SCHOOL

I am a post- graduate student pursuing a master degree in the Department of Educational Administration and Planning, in the University of Nairobi. I am conducting a research on “role of parental funding on provision of education resources in public pre- schools in Ngong and Ongata Rongai divisions, Kenya”.

I request you to kindly spare time to fill this questionnaire correctly and as honest as possible. The information obtained is for academic purposes only.

Thank you for your cooperation.

Yours faithfully,

Cecilia Kairu

APPENDIX B: Questionnaire for Head Teachers

This study seeks to investigate on the role of parental funding on provision of education resources in public pre- schools in Ngong and Ongata Rongai divisions based on the fact that financing is key to any institution in order to boost the learning environment. Given the significance of the topic, I request you kindly, to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire. Your cooperation will be appreciated. Please respond to the items by placing a tick in the appropriate space or by giving a brief explanation.

Section A: Demographic Characteristics

NO.	QUESTIONS	RESPONSES	INSTRUCTION
1.	Gender	Male [] Female []	Tick the most appropriate or give a brief explanation
2.	Please indicate your age bracket	20-29 years [] 30-39 years [] 40-49 years [] Above 50year[]	
3.	Please indicate your highest education level	O Level [] A level [] Certificate [] Diploma [] Degree [] Any other _____	
4.	Please indicate your professional qualifications	P1 [] Diploma in ECE [] BED [] Masters [] Any other _____	
5.	For how many years have you been a head teacher?	Less than 5 years[] 5-10years[] 11-20years [] over 20 years []	
6.	How long have you been in your present station in years?	_____	
7.	What is the size of your pre-school?	Single stream [] Double [] Triple [] and above[]	
8.	What is the total population in your pre-school?	Boys [] Girls [] Total []	

Section B: Finance section

1(a) Apart from parents, are there other sources of funds for your ECE center?

Yes [] No []

(b) If yes, list them 1. _____ 2. _____
3. _____

2. Please indicate the average amount of fee charged per child per term? Kshs _____

3. (a) Do the parents pay the fees promptly? Yes [] No []

(b) If no, how long do they take to pay? (Comment) _____

4. Are children sent home for school fees?

Always [] Sometimes [] Not at all []

5. If they don't pay at all what happens, explain

6. (a) Are the funds collected enough to accomplish the intended plans? Yes [] No []

(b) If no, please state the problem. _____

7. What have you done as the head teacher to ensure smooth learning of the ECE centre in spite of lack of funds?

8. What is your level of agreement with the following statements on financing the ECE centres? Use a scale of 1-5 where 1= strongly disagree, 2- disagree, 3- moderately agree, 4- agree and 5- strongly agree

	1	2	3	4	5
The ECE center has diversified sources of funds to support it					
The parent's funds are insufficient to support the ECE					

centre.					
The school receives government grants to support the ECE centre.					
The ECE centre faces major challenges in raising funds to support it.					

Section C: Role of parental funding on adequacy of school infrastructure

1. (a) Do parents pay money to finance provision of school infrastructure?

Yes [] no []

(b) If no, how does the centre acquire facilities? _____

2. Is the amount collected enough for maintenance of the school facilities? Yes

[] No []

3. If yes, how often do you maintain the furniture and equipment? _____

4. (a) Are there some facilities that the ECE centre is lacking? Yes [] No []

(b) If yes, explain why they are lacking, _____

5. Are the ECE infrastructure shared with the primary level? Yes [] No []

6. List the infrastructure shared _____

7. Give reasons why the infrastructure is shared _____

Section D: Role of parental funding on the availability of instructional materials

1(a) Do parents finance provision of instructional materials? Yes [] No []

(b) If no, what does the school do to ensure the learning is going on? _____

2. How often do parents pay money for purchase of instructional materials?

Once per term [] twice per term [] every month [] don't pay []

3. What are some of the instructional materials that the centre should have but are lacking? List,

4. What do you think should be done to facilitate the provision of the teaching/learning materials?

Section E: Role of parental funding on employment and remuneration of qualified teacher

1. Who employs the ECE teachers? _____

2. Who is responsible of teachers' salary? _____

3. How much do teachers earn per month?

Less than kshs 4000 [] kshs4000- 5500 [] kshs 5501- 7000 [] Above kshs 7000 []

4. Are they paid promptly? Yes [] No []

5. If no, how long do they take before they are paid? Explain, _____

6. What happens when the teachers are not paid promptly?

(a) To the school _____

(b) To the teacher

7. Are all your ECE teachers having professional qualification? Yes [] no []

8. If no, explain why the unqualified teachers are employed. _____

8. Does the school set aside some funds for professional development in matters dealing with children? Yes [] No []

9. Do you think the parent funding is enough to employ and remunerate qualified teachers? Explain

10. Outline the effects of employing unqualified teachers both to the pre-school children.

11. What do think should be done to improve employment and remuneration of qualified ECE teachers

APPENDIX C: QUESTIONNAIRE FOR THE ECE TEACHERS

This study seeks to investigate on the role of parental funding on provision of education resources in public pre- schools in Ngong and Ongata Rongai division based on the fact that financing is key to any institution in order to boost the learning environment. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire. Your cooperation will be appreciated. Please respond to the items by placing a tick in the appropriate space or by giving a brief explanation.

Section A: Demographic characteristics

NO	QUESTIONS	RESPONSES	INSTRUCTION
1.	Gender	Male [] Female []	Tick the most appropriate or give a brief explanation
2.	Please indicate your age bracket	20-29 years [] 30-39 years [] 40-49 years [] Above 50years []	
3.	Please indicate your highest education level	O Level [] A level [] Certificate [] Diploma [] Degree [] Any other _____	
4.	Please indicate your professional qualifications	P1 [] Diploma in ECE [] BED [] Masters [] Any other _____	
5.	For how many years have you been an ECE teacher?	Less than 5 years [] 5-10years [] 11-20years [] over 20 years []	
6.	How long have you been in your present station in years?	_____	

7.	What is the total population in your class	Boys []	Girls []	Total []
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Section B: Role of parental funding on adequacy of school infrastructure

1. Who finances the provision and maintenance of school infrastructure?_____

2. Does the centre share some facilities with the primary school? Yes [] No []

3. List some of the facilities that are shared

4. Give reasons why the facilities are shared.

5. The following are physical facilities that should be available in the ECE centre.

Please indicate the level of adequacy. V.S – very sufficient, S – sufficient, N.C – not certain, I- insufficient

Physical facilities	V.S	S	N.C	I	State facility /pupil ratio	comment on their status
Playground						
Classrooms which are well ventilated and with lockable doors and windows						
Toilets/ latrines						
water						
Chairs/ tables						
desks						
Sleeping mat/ mattresses						
Indoor space						

6. What do you think should be done to ensure adequacy of school infrastructure

Section C: Role of parental funding on the availability of instructional materials

1. What is your level of agreement with the following statements on instructional materials in the ECE centre? Use a scale of 1-5 where 1- strongly disagree, 2- disagree, 3- agree, 4- strongly agree

statements	S.D	D	A.	S.A
The parents finance the provision of the instructional materials				
Parents bring locally available materials to be used as instructional materials.				
The teachers improvise the instructional materials				
Instructional materials are very important in the learning process				
Instructional materials are a great problem in the centre				

2. Please indicate the level of availability of these instructional materials.

V.A- very available, A- available, N.C- not certain, N.A- not available

Instructional materials	V.A	A	N.C	N.A	Comment on their status
Swings					
See-saws					
balls					
tyres					
slides					
Syllabus(specify) _____					
charts					
Colours					
Photographs					
Teachers guide					
toys					

crayons					
Exercise books					
Class leaders					

3. How is the teaching and learning affected by lack of the instructional materials

4. What do you think should be done to ensure availability of instructional materials?

Section D: Role of parental funding on employment and remuneration of teachers

1. What is the source of your salary? _____

2. Please indicate where your salary lies Less than kshs. 4000 [] kshs4000-5500 [] Kshs. 5501- 7000 [] Above kshs. 7000 []

3. Do you think the salary you earn is sufficient? Explain

4. Are you paid promptly? Yes [] No []

5. If no, how long does it take before you are paid? Less than 1 month [] 1-2 months []

2-3 months [] 3-4 month [] Above 4 month []

6. What happens to you when the salary is delayed (explain)?

7. What do you think should be done to ensure that the ECE teachers are properly trained and well paid?

APPENDIX D: OBSERVATION CHEKLIST

Name of the school _____

Number of streams _____

Facilities and resources	Availability Yes/No	Adequacy Yes/No	Facility/ pupils ratio	Condition
Physical facilities				
Land				
Classrooms of standard size (8m x 6m)				
Classrooms with lockable doors and windows				
Offices				
Child size latrines/toilets for boys				
Child size latrines/toilets for girls				
Indoor space				
kitchen				
Water				
Vehicles				
Furniture				
Chairs				
Desks of suitable size				
Tables				
Sleeping facilities				
Mats/mattresses/sheets				
Field/Playground				
Slides				
Balls				
Climbing frames				
Swings				
Tyres				
Instructional materials				
Text books				
Colours				
Large print exercise books				
Class readers				
Library books				
Charts				
Plasticines				
blocks				
Syllabus				

