

**INFLUENCE OF FINANCING ON QUALITY ASSURANCE IN EARLY
CHILDHOOD EDUCATION CENTRES IN UGUNJA
SUB COUNTY, SIAYA COUNTY KENYA**

WANYANDE NICHOLAS OCHIENG

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EARLY CHILDHOOD EDUCATION TO THE DEPARTMENT
OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY OF THE
UNIVERSITY OF NAIROBI**

© 2015

DECLARATION

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

Signature.....

Date.....

Name: Wanyande Nicholas Ochieng

E57/73884/2014

This project has been submitted for examination with my approval as the University
Supervisor

Signature:_____

Date:_____

Prof. Paul A. Odundo

Associate Professor

Department of Educational Communication and Technology

University of Nairobi

Signature:_____

Date:_____

Dr. Japheth Origa

Senior Lecturer

Department of Educational Communication and Technology

University of Nairobi

DEDICATION

I sincerely dedicate this work to my own wife Jacklyne and son Rhodell for their personal sacrifices and making my dream come true.

Your warmth, love support and encouragement inspired me to move an extra mile.

TABLE OF CONTENT

Title Page	i
Declaration	ii
Dedication	iii
Table of Content	iv
List of Figures	viii
List of Tables	ix
Acknowledgements.....	x
Abbreviations and Acronyms	xi
Abstract	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1. Background to the Study.....	1
1.1. Statement of the Problem.....	6
1.2. Purpose of the Study	7
1.3. Research Objectives.....	7
1.4. Research Questions.....	7
1.5. Significance of the Study	8
1.6. Basic Assumption of the Study	9
1.7. Limitations of the Study.....	9
1.8. Delimitation of the Study.....	9
1.9. Definition of key Terms.....	10
1.10. Organization of the Study	11

CHAPTER TWO	12
REVIEW OF RELATED LITERATURE	12
2.1 Introduction.....	12
2.2 Financing and Quality Assurance	12
2.2.1 Teacher Qualification and Quality Assurance	14
2.2.2 Teacher Remuneration and Quality Assurance	16
2.2.3 Policy Financing and Quality Assurance	17
2.3 Infrastructure and Quality Assurance in ECE.....	18
2.3.1 Teaching and Learning Materials and Quality Assurance	20
2.4 School Budget and Quality Assurance	21
2.5 Quality grandaunts and Quality Assurance.....	22
2.6 Theoretical Framework.....	23
2.7. Conceptual Framework.....	25
2.8. Summary of the Literature Reviewed	26
CHAPTER THREE	28
RESEARCH METHODOLOGY	28
3.1 Introduction.....	28
3.2 Research Design.....	28
3.3 Target Population.....	29
3.4 Sample Size and Sampling Procedure	29
3.4.1 Sampling Procedure	29
3.5 Data Collection Instruments	30
3.5.1 Pilot Testing of the Instruments	31

3.6 Validity	31
3.6.1 Reliability	31
3.7 Data Collection Procedure	32
3.8 Data Analysis	33
3.9. Ethical Consideration.....	33
CHAPTER FOUR.....	34
DATA ANALYSIS, INTERPRETATION AND FINDINGS	34
4.1. Introduction.....	34
4.2. Questionnaire Return Rate	34
4.3 Demographic Profile of the Respondents	35
4.3.1. Gender of the Respondents	35
4.3.2. Respondents Duration of Stay in a Station.....	36
4.4. Teacher Qualification and Quality Assurance	37
4.4.1 Teacher Remuneration and Quality Assurance.....	39
4.4.2 Financing and Quality Assurance	42
4.4.3. Drop out Rate and Quality Assurance.....	44
4.4.4. Financial Support and Quality Assurance.....	46
4.4.5. Fee Payment and Quality Assurance.....	47
4.5. Financing of Infrastructure and Quality Assurance	48
4.5.1. Rating of Existence of Physical Facilities and Quality Assurance	50
4.5.2. Status of Learning Facilities and Quality Assurance	53
4.5.3. Financial Support and Quality Assurance.....	54
4.5.4 Improved infrastructure and Quality Assurance	55

4.6. Financing School Budget and Quality Assurance	56
4.6.1. School Budget and Quality Assurance.....	56
4.6.2. Financial Management – Headteachers Financial Management Skills.....	57
4.6.3. Duration of Training of Financial Management	59
4.6.4. Financial Management – Audit of Financial Records.....	60
4.6.5. Financial Management – Expenditure.....	61
4.7. To determine the access rate in ECE after financial support on quality assurance ...	64
CHAPTER FIVE	66
SUMMARY, RECOMMENDATIONS AND CONCLUSIONS	66
5.1. Introduction.....	66
5.2. Summary of the Findings.....	66
5.3.1 Policy Framework	69
5.3.2. Research Recommendations	70
5.4. Conclusions.....	70
5.5. Suggestions for Further Research	71
REFERENCES.....	72
APPENDICES	79
Appendix I: Questionnaire for Headteachers.....	79
Appendix II: Questionnaire for the ECE Teachers	83
Appendix III: Observation Schedule for ECE Centres	85
Appendix IV: Questionnaire for Educational Officials (DQASO, DICECE & DEO)	86
Appendix V: Authorization from the University	89
Appendix VI: Research Permit from NACOSTI.....	90

LIST OF FIGURES

Figure 2.1: Conceptual framework of the Study.....	26
Figure 4.1: Teachers, Headteachers and Education Officers by their Academic Qualifications.....	39
Figure 4.2: Teacher Remuneration and Quality Assurance.....	42
Figure 4.3: Drop Out Rate and Quality Assurance.....	45
Figure 4.4: Physical Facilities and Quality Assurance.....	49
Figure 4.5: Financial Management and Quality Assurance.....	59

LIST OF TABLES

Table 4.1: Teachers, Head teachers and Education Officials by Gender.....	35
Table 4.2: Teachers, Headteachers and Education officials by duration of Stay in a Station	36
Table 4.3: Teachers, Headteachers and Education Officers by their Academic Qualifications.....	37
Table 4.4: Source of financing of the School and Salary range of the Teacher	40
Table 4.5: Annual Funding Received	42
Table 4.6: Drop Out Rate and Source of Funding	44
Table 4.7: Financial Support and Enrolment	46
Table 4.8: Fee Payment and Quality Assurance	47
Table 4.9: State of Physical Facilities and Quality Assurance.	48
Table 4.10: Rating of Physical Facilities and Quality Assurance.....	51
Table 4.11: Status of Learning Facility and Quality Assurance	53
Table 4.12: Finance and Infrastructure	54
Table 4.13: Infrastructure and Enrolment.....	55
Table 4.14: Financial Management – School Budget.....	56
Table 4.15: Financial Management Training.....	58
Table 4.16: Training on Financial Skills.....	59
Table 4.17: Financial Management – Audit of Financial Records	60
Table 4.18: Financial Expenditure and quality assurance	62
Table 4.19: Quality of Grandaunts and Quality Assurance	64

ACKNOWLEDGEMENTS

I wish to acknowledge my sincere appreciation to the following people, without whom this proposal could not have been successful. It may not be possible to mention all by name but the following were singled out for their exceptional help. My profound gratitude goes to my supervisors Prof. P. Odundo and Dr. Origa for their commitment and personal interest in the progress of my study and many hours spent reading and providing feedback.

Special tribute goes to all Headteachers and teachers of the schools who participated in the study for their cooperation during data collection.

I cannot forget to thank family members for the support and encouragement they gave me in pursuant of my academic achievement.

Finally I wish to post appreciation to Jackie who helped in typing and editing this research proposal.

ABBREVIATIONS AND ACRONYMS

ASAL	-	Arid and Semi Arid Land
BOG	-	Board of Governors
BOM	-	Board of Management
CSG	-	Community Support Grants
DEO	-	District Education Officer
DICECE	-	District Centers for Early Childhood
ECE	-	Early Childhood Education
FBO	-	Faith Based Organization
FPE	-	Free Primary Education
GOK	-	Government of Kenya
MOE	-	Ministry of Education
NGO	-	Non Governmental Organization
NSPS	-	Non State Provision Services
PA	-	Parents Association
QASO	-	Quality Assurance and Standard Officer
SGB	-	School Governing Body
SMC	-	School Management Committee
ZQASO	-	Zonal Quality Assurance and Standards Officer

ABSTRACT

Just as a high rise building needs a strong foundation to support the structure above the foundation, for education and lifelong learning are laid during the early childhood education subsector. The Kenya government, the community FBO and NGO have been financing ECE centres to enhance access, equity and quality services at the centres. However, in Ugunja sub county, low access to quality ECE centres services is still rampant. According to statistics available at the County Education Office, only 49% are accessing ECE services in the sub county. In order to improve quality assurance, financial support, physical facilities and human resources are paramount. The purpose of this study was to establish the quality assurance in ECE centres in Ugunja Sub County. The study was guided by the following objectives; establish how quality of teachers influence quality assurance, investigate how financing of school infrastructure influence quality assurance, how school budget in relation to financing influence quality assurance and to determine how the quality of grandaunts after financial support influence quality assurance in ECE centres. Relevant literature on sources of financing and quality assurance, teachers quality, school budget and access rate to ECE was cited. The study adopted ex post facto research design where 18 headteachers, 31 ECE teachers, and 125 learners were involved in the study. Data collected was analyzed using descriptive statistical research methods. Cross tabulations with frequencies and percentages were used to analyze the data. The major findings indicated that the teachers had the required academic qualifications, however, there was insufficient teacher remuneration, inadequate teaching and learning resource materials due to insufficient funding, inadequate seminars, workshops on curriculum, high number of learner to teacher after financial support that impeded quality assurance. The study recommended the Ministry of Education to draft a policy frameworks on ECE teacher remuneration, allocate more finances to QASOs to scale up auditing to improve academic performance and stakeholders to partner with the government in provision and stakeholders to partner with the government in provision of adequate teaching learning resources. It was also recommended that ECE should n be made free as a devolved function of county governments. For further research it was suggested that a study be done to establish influence of auditing on quality assurance in ECE.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Fabunmi (2001) defines quality assurance as the coordination of all the resources of an organization. Through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Duff (2002) defines Quality Assurance as a process through which an education institution guarantees to itself and its financiers that its teaching, learning and other services constantly reach a standard of excellence. Psacharopoulos & Patrinos, (2002) noted that financing of Education and also investment in the factors that affect education positively increases future productivity of a nation since the foundation of a productive, workforce is laid in formal primary and secondary education. According to World Bank, (2005).If the world is to achieve education for all (EFA) and Millennium Development Goals (MOG) by 2015, there is need for individual nations to develop holistic education sector plans and allocate sufficient national budgetary resources to develop related school infrastructure. UNICEF, 2005 observes that school infrastructure affects quantitative growth and provision of quality assurance since a certain minimum space in classroom per learner. Adequacy of school infrastructure is not only a problem in Africa but world at large.

According to study done by Atherton (2008) in America, schools are suffering from incidences of peeling paints, crumbling plaster, leaking roofs among other problems limiting access and provision of quality education in that they threaten health, safety and learning opportunities of the learners. However, a report by the United States government

(US, 1999) the physical condition of the Nation's public schools especially had been an important topic of discussion among policy makers, educators and parents in the recent years. The US government further reported that over the most decades, a number of lawsuits challenging school funding for facility had drawn attention to the poor conditions that many students encountered at school. For example, Arizona Supreme Court reported that some districts had school houses that were unsafe and in violation of building, fire and safety codes and this contributed to learners' achievement as they resulted negative attitudes by learners and higher disciplinary problems. Paxson and Shady, (2002) observed a similar situation in Peru and Indonesia. In Peru, the government spent in excess of dollar 100 million in building and renovating the school infrastructure with the objective of improving enrolment and quality assurance in secondary education. In Germany, Becker and Seibern (2007) conducted a study and discovered that educational attainment defers considerably by whether place of childhood was in urban or in a rural area .In urban, schooling infrastructure is generally better due to the better financial accessibility than in rural and that poor academic achievement was associated with specific building condition such as furniture, air conditioning among others. In particular, the supply of high school (Gymnasia), the only secondary school track allowing university entry, is higher in urban counties.

Becker and Seibern (2007) found out that educational attainment was higher in counties with better schooling infrastructure .Providing better schooling infrastructure in rural areas could increase the incentives for individuals from disadvantaged family background to acquire quality education. Education in Northern Ireland, according to Northern

Ireland Yearbook, (2005) for many had been an area of under-investment. The Northern Ireland executive prioritize this area and planned capital expenditure in 2002/2003 was 108.9 million pounds. However, it is accepted that even these substantial sums will not bring Northern Ireland's ageing educational infrastructure to modern standards. A high percentage of Northern Ireland's classrooms are temporary or mobile buildings. Thus the government came up with positive solution to infrastructural deficit in the form of Public Private Partnership (PPP) where private sector capital can create the necessary infrastructure and effectively lease it to the Department of Education and Library Board (Northern Ireland Yearbook,2005). UNESCO (2002) confirmed that minimum qualification requirement tend to change over time hence teacher employed in the past may not meet the criteria expected of new teachers. So there is need for government to invest in in-service professional development to ensure that teachers have necessary skills for positive learning outcome.

In South Africa, the organization of Economic Cooperation and Development (OECD,2008) while there has been significant strides in equalizing some education inputs for the poor (specifically in terms of personal spending and non-personal, non-capital spending), both the 1996 and 2000 register of needs identified significant infrastructure backlogs in access to quality school infrastructure and unacceptable conditions at some schools .According to OECD ,(2008) the update of school register of needs survey, the 2006 National Education Infrastructure Management System(NEIMS) study confirmed significant progress in key financing areas since 2000 especially from 1996. Yet provision of school infrastructure remains a serious challenge in terms of

inequality in access to quality infrastructure and majority of schools not having key inputs for modern education. This impacted on the quality of education provided and enrolment as well.

According to study done by Rutter *et-al* (2004) and Wekesa (2003), they stated that in order to improve quality assurance in early childhood education, financing by the government should be done in all sectors otherwise innocent children are exposed to unscrupulous business people who never care about quality at the centre and with no background on educational matters. However, study done by Rwanda Ministry of Education (2008) found out that the government was concerned that high fees and fewer places in secondary education locked out those who completed primary education and qualified for secondary education and made allocation for the same. In Kenya according to the education Act chapter 211, the minister of education may from time to time from public funds establish, maintain, assist, and make grants in aid of or make advances on loan in respect of schools. However, such funds do not go directly to the management of ECE centers. According to Republic of Kenya (2005) the money allocated to each child may vary depending on the final budget made available by the MOE for community support Grants.(CSG, 2009).

In 1997 to 2004, the World Bank undertook a project to finance expansion of early childhood education. They focused in the training and community capacity building for service delivery. The project focused in importance of meeting children's nutritional and health needs as well as other learning needs as these improve quality assurance with

better outcome. The World bank also helped finance the promotion of ECE in the formal schooling (Ministry of Education 2004) The ministry detached ECE from primary education and placed it at par with primary education. To date ECE is recognized as an independent sub-sector of education in Kenya (UNESCO, 2005). With all these support there still exist a gap in the implementation of ECE .The allocation is hardly adequate and the last disbursement was given in 2009.(Republic of Kenya ,2009),There is no direct financing of early childhood programs. Kenya relies mainly on Private systems for early childhood development (Pance, 2004).The total government expenditure for ECE are less than a dollar per child. This money is mainly limited in monitory of ECE programs (Belfield, 2006) .As opposed to Free Primary Education where the resource materials are funded by the government, ECE programs are mainly funded by families. The local communities organize services in kind, providing land and facilities for example such funds may not be enough to finance ECE programs.

The gross enrolment rate of ECE in Siaya County where Ugunja Sub-county is found is 27.9% .This is below the EFA goal of 50 %.([http://www.unesco.org/education/weYcountryreport/Kenya transport 2](http://www.unesco.org/education/weYcountryreport/Kenya_transport_2)). It is therefore evident that, access to ECE is inadequate .Ugunja Sub- county receives grants from the government and other stake holders .It is in line with the use of such funds that this sought to find out influence of financing on quality assurance in ECE.

1.1. Statement of the Problem

Operating ECE centre's has become a commercial venture with all sorts of entrepreneurs invading ECE centres. This has exposed the innocent children to business people who never care about quality assurance and with no background on educational matters. Despite the community effort to increase access, limited financial base inhibits the realization of the objectives of the quality assurance in ECE which includes limited teaching and learning materials and inadequate ECE infrastructure .Inadequate nutrition and health services at community level are mainly because of weak financial base at the rural level to finance them. Directorate of quality assurance and standards is charged with the responsibility of improvement of standards of Education in Kenya Its role is more of being policeman for teachers in relation to curriculum implementation. According to QASOs providing link between teachers, educational resources, capacity building to other relevant financiers among others. All these are geared towards improving education standards which in turn yield better results in terms of academic achievement. However, the academic achievement in most Kenyan ECE centers has been dwindling over the previous years. This poor achievement has made most of the educational financiers raise eyebrows on the role of financing as far as quality assurance is concerned.

Despite the fact that the government, community, non governmental organizations and Faith Based Organizations are channeling a lot of finance to our ECE centres for the improvement of instructional and learning materials, quality assurance is still wanting

The question boggling our mind then is what is the influence of financing on quality assurance in ECE Centres in Ugunja Sub County, Siaya County, Kenya.

1.2. Purpose of the Study

The purpose of this study was to investigate the influence of financing on quality assurance in early childhood education centers in Ugunja sub-county, Siaya County, Kenya.

1.3. Research Objectives

The study was intended to achieve the following objectives:

- i. To establish how the quality of teachers influence quality assurance in ECE centres in Ugunja Sub County.
- ii. To assess how the school financing of infrastructure influence quality assurance in ECE centers in Ugunja sub-county.
- iii. To examine how the school budget in relation to financing influence quality assurance in ECE centre's in Ugunja sub-county.
- iv. To determine how the quality of grandaunts in ECE after financial support influence quality assurance in ECE centre's in Ugunja sub-county.

1.4. Research Questions

This study sought to answer the following questions:

- i. How does quality of teachers influence quality assurance in ECE centres in Ugunja Sub County?

- ii. How does financing of infrastructure influence quality assurance in ECE centres in Ugunja sub-county?
- iii. To what extent does school budget and financing influence quality assurance in ECE Ugunja sub-county?
- iv. How does the quality of grandaunts in ECE after the introduction of Financial Support influence quality assurance in Ugunja Sub County?

1.5. Significance of the Study

The study provided information on the views of the headteachers, teachers, and education officers on the influence of financing on quality assurance in ECE centres. Information from these respondents provide useful data for the Ministry of Education in coming up with questions that could be useful in strengthening financing and quality assurance and standards. The information provides useful literature to other scholars who may wish to explore the area further.

The study is also significant in that it will help teachers understand the role of financing ECE centres in relation to quality assurance. It will also be useful to school administrators on how to involve students, parents and the financers in decisions affecting the school hence reducing tension in the school. The Ministry of Education will be able to use the research findings to improve financing and operation of QASOs so as to be more effective in their work.

1.6. Basic Assumption of the Study

For the purpose of this study, the following assumptions were made; the respondent would cooperate, be honest and willing to give the required information without reservation; the parents and teachers would permit the researcher to involve their children in the study; that all ECE centres sampled received financial support from other sources if not from the government.

1.7. Limitations of the Study

According to Best and Khan (2003) limitation of any study undertaken by a researcher are the conditions which are beyond his/her control and may place restrictions on the conclusion of the study and its application to the situation. The researcher relied on the information given by DQASO, ZQASO, head teachers, ECE teachers and their own opinions. This generated diverse response from some questions .The researcher was unable to control attitudes of the respondents and this might have affected the findings. It was also possible that Ugunja sub-county results might not apply to other administrative sub-counties in Kenya.

1.8. Delimitation of the Study

The study relied on few ECE centers. Sample of 18 ECE centers drawn from the whole geographical area of Ugunja sub-county. They were all public schools however, the sub-county had 68 public ECE centers .The study therefore excluded more than half public ECE centres which might have a lot of impact on influence of financing on quality assurance. The study narrowed on ECE centres that were easily accessible which might hinder the researcher from achieving the correct findings for the whole sub-county.

1.9. Definition of key Terms

- Access-** Refers to the enrolment of pre-school age going children to ECE programs.
- Access Rate:** The number of pupils enrolled in ECE centres in Ugunja at a given time.
- Early Childhood Centers-**A school where early childhood services are given to children below the age of six years in Ugunja sub-county.
- Financing –** Support that ECE centre’s is receiving from the national government, parents, NGOs and other well wishers in terms of money.
- School Budget:** This is a plan of how the school intend or spends the amount money received
- Quality Education** Is meeting, exceeding and satisfying a community’s needs and expectation with the recognition that the needs and desire will change over time in Ugunja Sub County
- Quality Assurance-** The Quality of Teaching personal quality of available instructional materials equipments, facilities, school environment and pupils.
- Quality Education program** One who teaches young ones, build up, instruct, train and guides them for healthy growth and adult life.

1.10. Organization of the Study

The study has been organized into five chapters. Chapter one includes introduction and background of the study, the statement of the envisage problem, the propose of the study, research objectives ,research questions, significance of the study, limitations and delimitation of the study, basic assumption and the definition of key terms used in the study, acronyms and lastly organization brief of the research work.

Chapter two contains a reviewed of the related literature which included the following sub headings, introduction ;sources of financing infrastructure, school budget , performance of ECE centers, theoretical framework and conceptual framework.

Chapter three addressed the methodology, which outlined the research design, target population, sampling technique, research instruments which was be used and procedures for data collection, validity and reliability of the instruments, data processing techniques.

Chapter four of the study gave findings of the research. These findings were arrived at by collection and analysis of data. This chapter also discussed the findings of the study.

Chapter five gave the summary, conclusions and recommendations of the study. Finally, reference ad appendices have been outlined.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents and discusses a review of literature related to the study. The discussion areas include source of finance , school infrastructures, school expenditure and performance.

2.2 Financing and Quality Assurance

Inappropriate policy framework on financing ECE programs has impeded access to learning. This concern creates mismatch for children's entry behavior to primary schools and compromises quality. The most adversely affected are the children of the poor rural parents yet they are the majority in Kenya (Republic of Kenya 2009) .Moreover the management of ECE has been long left to the abilities of individuals and affiliated societies, Management handbook,(2007) since there is little funding to ECE centers from the Kenyan Government.

Quality Assurance and Standards has been a thorny issue both regionally and internationally. In South Africa quality education has been compromised with high number of learners compared to teachers (Horsolman, 2008). However the country has showed its seriousness in managing quality in education. According to OECD (2008), there are several concerns on the problem the quality assurance and standards officers are facing ranging from short time frame and notices, unavailability of transport and shortage of assessment tools. Ayodele (2007) asserted that quality assurance entails the quality of

teaching personnel, quality of available instructional teaching materials, equipments and facilities, school environment and pupils and quality education delivery. It embraces all functions and activities that will ensure that quality of academic (Teachign curriculum etc) and structures will allow an objective review of the quality of the programme.

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (Republic of Kenya, 2000). This has led to calls for the strengthening of the Directorate of Quality Assurance and Standards (DQAS) particularly improving the knowledge, skills, attitude of the officers who carry out the role of supervision of education in educational institutions. Etindi (2001) however noted that in order for DQAS to carry there work effectively, there should be adequate finance allocation both at ECE level and the officers departments to help them monitor and advice teachers accordingly to better learners achievement.

Waweru (2005) stated that the Director of Quality Assurance and standards is the professional arm of Ministry of Education and is charged with the responsibility of improvement of standards of education in Kenya. However Maranga (2008) mentioned lack of financing do not guarantee improved supervisory practice such are accompanied by total commitment of all educational stakeholders.

2.2.1 Teacher Qualification and Quality Assurance

With emergence of free market economy even in the education sector in Kenya and subsequent proliferation of private academics, the quality assurance division must be revitalized and strengthened. Strengthened in order to ensure delivery of quality education at both private and public schools (MOEST, 2008). In order for the teachers to play their role effectively, they require special skills specific to the job (Elindi, 2001). In Kenya most ECE teachers are recruited without specific training or skills in handling the ECE learners (Etindi, 2001). Therefore teachers need some level of training to improve their knowledge, skills and attitude to carry out the role of teaching in ECE centres. (Ajuoga, 2010. According to Waweru (2005), teachers are charged with the responsibility of improving the standards of education in Kenya.

According to Quality Assurance and Teacher Accountability in Kenya (2008) the government is faulted for incompetence and unfocused approach to education. Odhiambo (2008), asserts that basically the underlying cause of poor quality education in Kenya schools is not the performance of teachers parse but deeply rooted in management practice and government policies which will have to change for ECE to realize quality assurance and standards. However, Odhiambo (2008), argues that there is urgent need to undertake comprehensive evaluation of teachers in Public schools simply because heir professional performance cannot be separated from their pupils outcome; KESSP (2010), supports effective monitoring of curriculum delivery to ensure teachers effectiveness which is a mandate of under Quality Assurance and Standards. UNESCO (2010), quality performance in ECE centers are majorly determined by pupils achievement, teachers effectiveness, staffing issues, physical and material resources. Dakar Frameworks for

Action (2000) emphasizes that it is the teacher qualification that brings curriculum to life and determines what happens in the classroom and subsequently the quality of learning outcome hence there is need to financed qualified teacher through beter pay to motivate them to perform.

Campell *et al.* (2004) posit that the issue of teacher qualification in the context of quality education is the power to realize socially valued objectives agreed for teachers wok concerned with enabling the pupils to learn as well as the impact that classroom factors such as teaching methods, classroom organization and use of classroom resources on pupils outcome. Hammond *((2002) contends that teacher quality knowledge and effectiveness sit he number one school based center in learners achievement. Fully qualified teachers are more prepared in classroom and their pupils demonstrate large achievement than those with untrained teachers. .

They are able to diagnose pupils problems and have an in-depth knowledge of content and how it can be taught effectively so that students learn Rousen (2012), indicates that teachers vary in their qualification depending on general knowledge, ability, experience intensive and focused in source training offered and alignment teachers training and standard base reforms. Varnava and Koutsoulis (2006) indicate that teacher qualification can contribute to quality education and enhance academic performance in school. According to Omunga (2009), DQAS has put measures in enhancing teacher effectiveness hence provision of quality education. They include emphasis of syllabus

coverage, extra time teaching, sensitizing on the importance of ensuring education and encouraging maximum use of instructional materials.

2.2.2 Teacher Remuneration and Quality Assurance

According to Amodike (2007) poor remuneration is responsible for the poor attitude to work of staff, they go about their own business instead of concentrating on how to improve quality of teaching and learning. This accounts for ineffectiveness and affects quality assurance. Glewwe *et al.* (2011) found out that teacher salaries and conditions of service were key to their performance. However, many teachers noted that their salaries and condition of service coupled with lack of participation in policy development were demotivating. Similar effects were noted by Education International (2007) that most of the erosion of the teacher status was attributed to the low salaries and poor working condition of service under which they work. According to World Bank (2013) there is significant improvement in Brazilian students' grades when the base salaries of their teachers were higher.

Winthrop *et al.* (2012) said that when teacher payrolls are not well managed or matched to the actual teacher working in school, this can lead to huge inefficiencies and wastage of education spending. DFID (2010) stated that the deployment of teachers in hard to reach rural areas also depend on ensuring that they are adequately remunerated. This has seen different donors responding to the need by helping developing countries pay teacher better. UNESCO (2013) suggested that paying teachers appropriately is key to quality teaching as it impacts positively on their motivation. In india Glewwe (2010) suggested

that paying teacher appropriately is key to quality teaching as it impacts on students outcome over the duration of student's exposure to the programme. A study in Kenya by Kremer (2010), found that where teachers recovered financial incentives on the basis of students examination scorer. Performance related pay can be difficult to implement particularly as it can undermine teachers' work, morale and labour and be opposed by unions (Roberson, 2013).

2.2.3 Policy Financing and Quality Assurance

In Kenya according to the Education Act Chapter 211 part X (34), the minister of Education may from time to time from public funds establish, maintain, assist, make grants –in-aid of or make advances or loan in respect of schools. However, such funds do not go directly to the management of ECE centres. ECE in Kenya are either community owned or attached to primary schools, the ECE committees decide how much parents should pay taking into account the parents income level (ref: Ministry of Education Science and technology (MOEST, 2005)). Funds from the government community support grants which are provided in line with the strategies of Kenya sector support program (KESSP) ,(Republic of Kenya 2005) Early Childhood Education (ECE) is one of the Key investment program. The schools are selected in regard to vulnerability especially those living in arid and semi-arid land (ASAL), urban slums and pockets of poverty.(Republic of Kenya,2005). This is done to help learners' access education and to keep them in ECE Centres.

In these grants, each child is allocated kshs.1170 which may vary depending on the final budget made available by the MOE for the CSGs (ECD Center Community Grant Management Handbook, 2002 revised edition 2009).Nevertheless, this allocation is hardly adequate and the last disbursement was given in 2009,(Republic of Kenya,2009). This means that classroom conditions make it difficult for learners to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching method and anything beyond the barest minimum required materials (Corcoran, 2008). The Board of Management (BOM) are mandated by the education act to audit and regulate the expenditure by the administration to ensure that all income received by the school is applied to the proportion of its object (Education Act 1968 cap 211). Unfortunately, these skills are not present in the administration of many public schools(Wanderi,2008). Ogembo(2005) confers with these views and states that for a headteacher to cope with managerial operations, he/she should be highly qualified in financial management. In public primary schools, the SMC are mandated by the Education Act 1968 to audit and regulate expenditure by the administration to ensure that all income received by the school is applied to the promotion of its objects.

2.3 Infrastructure and Quality Assurance in ECE

Bullock (2007) postulated that the overall building condition, the age of the building and windows in instructional areas are positively related to quality assurance in ECE. Supporting the same views was Filrado (2008) who suggested that building design had been associated with teachers motivation and student achievement. Further , Filardo emphasizes that improving school facilities that affects on learning and the

education environment plays an integral role in improving the quality of education of the learners and providing good facilities. Investments in developing physical facilities go along way in providing quality assurance of education. Lyons (2001) contends that teaching resources, teacher skills and curriculum played a vital role in child education. The same expenditure is expected with funds accrued in private, community and faith based schools and parents in public schools. Provision of spacious classrooms is crucial. Class size may influence the teachers' decision about arrangements or classroom procedures. Teachers working with fewer pupils are able to correct task and provide feedback more frequently and are able to cover curriculum more in depth than in larger classes (Blactford, 2003; Good and Brophy 2003 Hattie 2002).

Konchar (1998) states that schools are bad or good, in a healthy or unhealthy mental moral or physical conditions, flourishing or perishing, as the principle is capable, energetic of high ideals or the reverse. Large classes have shown to experience more off task behavior amongst pupils (Blatchord 2003; Hallie 2002). However, provision of play equipments has not been privatized. Both good nutrition and play are key aspects in a child's holistic development. (Santrck, 2004). According to the world health organization (WHO, 1994) health in its boarder sense is a state of complete physical, social and mental wellbeing and not merely the absence of disease or infirmity. According to WHO, Ottawa Charter for Health Promotion, (2006) health is not just a state but also a resource of everyday life not the objective of living. Health is positive concept emphasizing social and personal recourse as well as physical capacities.

2.3.1 Teaching and Learning Materials and Quality Assurance

Various scholars have concurred that quality of learning depends on the provision of teaching and learning materials (Kamerman, 2008 and Stevenson,2007). Textbooks deliver curriculum and are thus the single most important instructional material that need financial provision. A study by (UNESCO,2006)also found out a significant relationship between the availability of textbooks and achievement in primary schools. This study differs from previous study in that it look at the impact of teaching materials on access to ECE levels and not their academic performance. The same study reveals that the current levels and types of resources available to meet basic needs are simply not sufficient due to financial constrains.

Lewis (2000) identify the independent effects of school in a study of test score from 139 schools in Milwaukee and found that good facilities had major impact on learning. Bernett and Masse (2007) note that student achievement lags in inadequate school building but suggests there is no hard evidence to prove that students performance rises when facilities improve well beyond the norm. according to Handa(2007), 33 percent of ECE centres sample for action aid survey in 2000 in Siaya county , were learning under trees, while 46 percent in classrooms borrowed from the primary , schools and those classrooms did not have shutters , the walls were rough and floor dusty and unhygienic. The same baseline survey revealed that no ECE centre had their toilet suitable for ECE aged children as recommended by the Ministry of Education. This study therefore seek to find out whether financial support has made some impact in providing the necessary teaching and learning facilities.

2.4 School Budget and Quality Assurance

Financial management is defined by Pandey, (2005) as the management actively which is concerned with the planning and controlling. It is concerned with decisions on how to procure, expand and give accounts of funds provided for implementation of the program of an organization. The management of school finance can be one of the most challenging of the head teacher responsibilities. The head teacher should have a budget which Morphet *et al* (2007) defines as an educational plan with an estimate of the receipt and expenditure necessary to ensure smooth operation of finances. It is also likely that the selected members of the governing body may equally, be ill equipped for the task (Clark, 2008-278).

In south Africa for instance, the Schools Act Section 15(states for public schools) the ultimate responsibility for accuracy of books is the head teacher even if he/she does not have the task of maintaining books on regular basis. According to Jones (2002) management of the school finance is however a function of school governing body.

According to Blair (1990); Woodland, (2007) the cost of university education per student in Africa is needlessly high compared to other levels of education. In many African countries, a class of thirty four children in primary could receive a years schooling for the annual cost of a single student at the university level. This high cost of university education in Africa has been attributed to poor planning on the part of government.

This situation worsened by the failure to exploit economies of scale, their high reliance on expatriate staff and need to import funds(Ferns 1982, Kilemi 1989-

Woodland 2007; and World Bank, 2008) However, to reduce expenditure in higher education, government introduced cost-sharing at the university level (Eshiwani; 2000; World Bank 2008). Ayot and Briggs (2008) point out those poor results in education are related to the resources allocated to it.

2.5 Quality grandaunts and Quality Assurance

According to Bullock, (2007) learning covers the cognitive as well as the affective and psychomotor aspect. However, Piaget,(1954) states that children at pre-operational are egocentric and see things from their own perspective. Bullock,(2007) also states that assignments of this domains should aim at obtaining information about knowledge gains, behavioral changes and other aspects of development. According to Ogunege, (2002) that when it comes to assignment, all the three domains should be incorporated because they are interrelated and inter dependant. This was however, confirms what (Oyesela, 1986) said that all the domains is what determines quality assurance in the ECE guidelines, for pre-school education (1984)issued by KICD are geared to establish the ideal ECE which provides for all round development of children namely stimulation, intellectual, physical, social, emotional and spiritual aspect (Balter, 2000).

At formative years, children are expected to like sharing, caring and helping others, (Royal College of Psychiatrics, 2005). This may lead to altruism in adult life which is good for community service Hart *et.al* (2003). The government has launched a policy, that seeks to expand and improve ECE . The national early childhood policy framework aims at realizing 100 parents in participation in early childhood education (Republic of

Kenya, 2005b). The policy also seeks to mobilize parents and communities to support ECE programmes, enroll their children and ensure that there is smooth transition from home to pr-school. In adopting the policy the government is translating to action international convention including the Jomtein(1990) and Dakar framework on education for all(2000) all of which underscored the importance of ECE programs. Infact the first EFA goal commits government to providing comprehensive ECE of quality.

According to UNESCO, (2005) allocation for various sources are however still inadequate as enrolment keeps increasing. This is confirmed by a study carried out by Karmerman, (2008) which wanted to find out how much the US congress uses to fund education in 2006. The study revealed in 2006 financial year the education programme funding bill was 1 billion US dollars more for education than what was provided in 2005.

2.6 Theoretical Framework

The theoretical frame work for this study was derived from the system theory of organization development by Ludwig Von Bertalanfy 1983. It emerged as part of the intellectual ferment following the World War II although its roots are much older. The system theory is an alternative to the classical and neo- classical organizations which the researcher felt suffice because of their emphasizes on the school as fragmented and closed social units independent on external forces (Backer, 1973). The only meaningful way to study the organization (including a school) is to regard it as a system. The schools should be managed more like organization where educational programmes are innovated

and re-innovated to realize the importance each part makes to the whole and necessity of eliminating the part that makes the negative contributions. With development of various disciplines and department, considerable overlap is evitable among different fields. The proliferation of specialization, schools are better studied as wholes rather than parts (Backer, 1973).

System theory postulates that schools are other open systems which of necessity engaged in various modes of exchange with the environment (Katz and Khan, 1966). The theory emphasizes the consideration of the relation between the school and its environment as well as what goes on within the school (Hall,1977). The system theory is basically concerned with the problems of relationships of structure and interdependence rather than with the constant attributes of objects (Katz and Khan 1966). The fundamental concept in the general system theory is the notion of emergence and interaction

As adapted in this study, the system theory holds the financial action influence the internal efficiency of school.

That staffing and control of students admission, coordination of teaching and learning resources, school fees, budgeting and the leadership style adopted in a school influence the dropouts and repetition rates , promotion, competition rates and the general climate in a school. In application of the system theory to this study on influence of financing on quality assurance in ECE the variables will be identified as: Financing as the support ECE centers is receiving from the government, parents NGOs and other well wishers;

Quality assurance on the ability of the school to keep or reduce as low as possible the dropouts and repetition rates, increase completion promotion rates and reduce high outcome from low wastes cost and effort.

2.7. Conceptual Framework

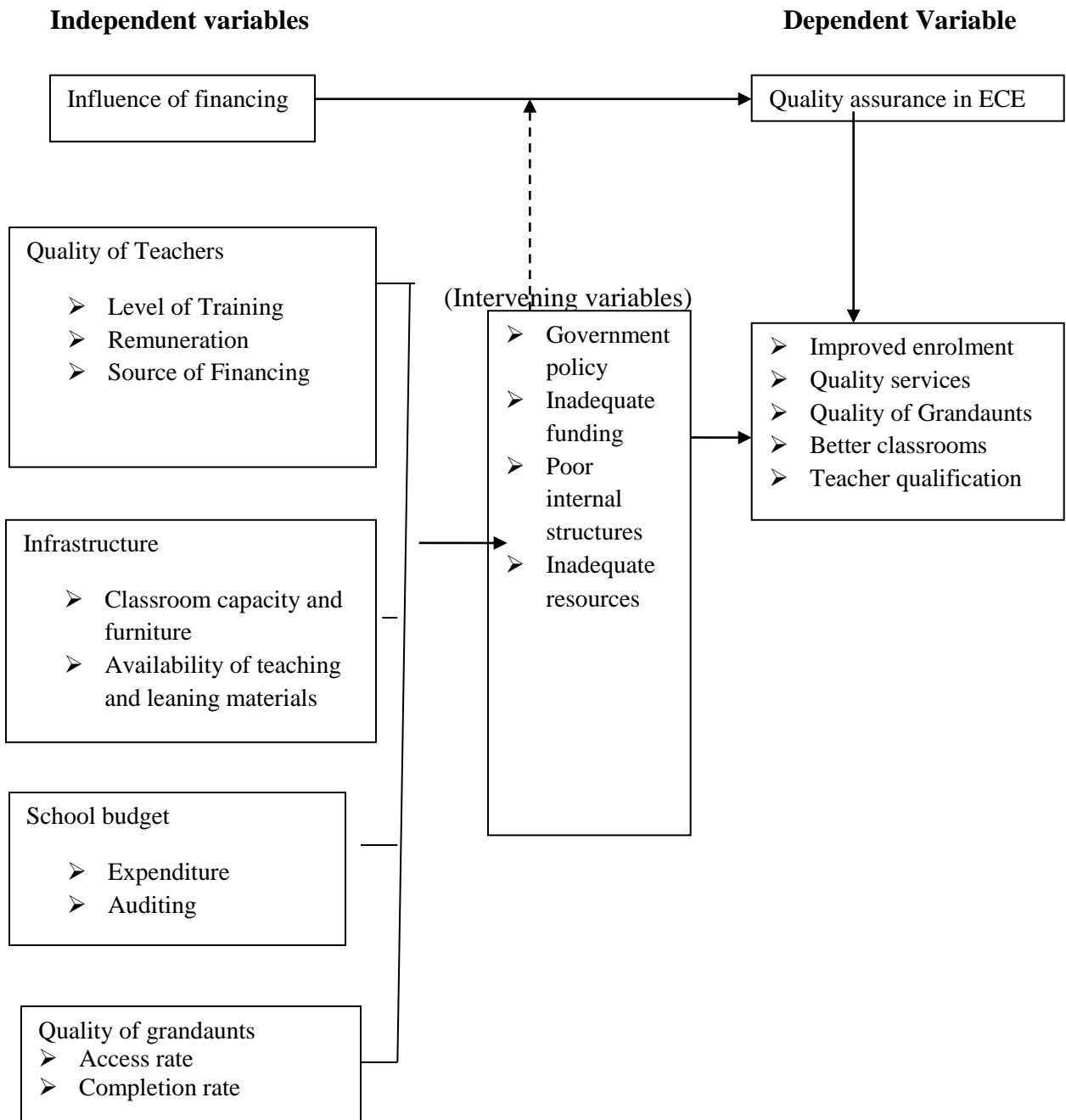


Figure 2.1: Conceptual framework of the Study

2.8. Summary of the Literature Reviewed

S/NO.	Researcher	Focus	Findings	Gap
1.	Ayot H.O. (2004)	Economic of Education	Poor results in education are related to the finances allocated to it.	Inadequate allocation of finances to ECE centres.
2.	Republic of Kenya (2005)	Early Childhood Policy Review Project	Education reforms often fail to achieve desired outcomes due to ineffective and inefficient monitoring	Quality assurance officers lack the required skills to monitor ECE
3.	Fields, M & Mitchell, A (2007)	Early Childhood and Elementary Teacher Certification	Parents have enormous role to play in financing ECE and management	Parental income influence ECE infrastructural developments.
4	Sifuna D.N. (2007).	The challenges of increasing access and improving quality	Students achievement was much lower in sub standard buildings as compared to standard buildings	There was inadequate clarification of the required standard building.

S/NO.	Researcher	Focus	Findings	Gap
5.	Bolfield C.R. (2007)	The promise of Early Childhood Education	There is positive relationship between school condition and both student achievement and behavior	The study failed to determine the nature of the relationship between school condition and student achievement and behavior.
6.	Lyons C.K (2001)	Deteriorating School facilities sand student learning	Teaching resources and teacher skills plays vital role in child education	There is inadequate description of skills ECE teachers should possess
7.	Blatchord, H. (2003).	Human Responses to Density and Visual Exposure	Crowded classrooms conditions make it difficult for students to concentrate on their lessons.	Provision of play equipments has not been prioritized in ECE Centres
8.	Gall M.D. (2007).	Environmentally related Health Hazards in the School	Ability to control classroom temperature is crucial to effective performance of both students and teachers.	Inadequate classroom conditions for effective performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology. It included research, population, sampling procedure and sample size, instruments, validity and reliability, procedures for data collection and data analysis

3.2 Research Design

This study was conducted through an ex-post facto research design. Ex post facto is a research design where the researcher rather than manipulate the independent variable, looks for a naturalistically occurring treatment and examine the effect of the treatment after the treatment has already occurred (Oso & Onen, 2005).

Ex-post facto is ideally suitable for studies where the independent variable cannot be manipulated. In this study the independent variable cannot be manipulated because it is unethical. The researcher therefore traced through government institutions offices, interviewed the officers and analysed the data available.

Kerlinger (1973) also defines ex-post facto research as a systematic empirical inquiry in which the scientist does not have direct control of independent variable because their manifestation have already occurred or because they are inherently not manipulated. The design was chosen because the study tried to establish possible relationship between independent variable and dependent variable in already existing situation. The independent variable was influence of financings and the dependent variable is quality assurance in ECE centers.

3.3 Target Population

Mugenda and Mugenda (1999) have defined the target population of a study as a complete set of individuals' cases or objects with some common observable characteristics. The target population of this study was finite population which covered all public ECE head teachers, ECE teachers and programme officers of Ugunja Sub County. There were 68 head teachers, 126 ECE teachers and 4 zonal inspectors as the sub county is divided into three zones with 5, 487 ECE pupils spread all over the sub county. The head teachers were chosen because of their role as administrators in schools where ECE centers were attached. The ECE teachers were responsible for teaching and learning process in the centers management committee who provide physical and instructional facilities as well as DICECE officers / zonal inspectors who were the trainers and supervisors of ECE teachers and centres

3.4 Sample Size and Sampling Procedure

Sample size is a small group of people selected to represent the entire population to be studied (Wamburi and Muthee, 2010). In this study, the researcher involved 74 respondent in Ugunja drawn from a population of 198 of these 18 were head teachers , 36 ECE teachers and 4 DICECE officers and the rest were ECE learners and class one pupils. The numbers were arrived at by taking 30% of the respondents' population (Orodho, 2009).

3.4.1 Sampling Procedure

The researcher used purposive sampling procedure. This sampling involved dividing the population into groups (Wambui and Methee 2010) the researcher preferred this method

because the respondent selected had the required information to meet the objectives of the study (Kothari 1993). The technique allowed the researcher to use respondent that had the required information with respect to the objective of the study. Mugenda & Mugenda (2003), purposive sampling was used to pick public primary schools in Ugunja sub county. Purposive sampling was also used to select schools for pre-testing and data collection instruments to access the clarity and validity of the tests.

The researcher also used simple random sampling in which each population element had an equal chance of being selected into the sample. The researcher used simple random sampling procedure to select 36 pre schools. Specifically, the researcher placed the names of all public schools with pre-schools in Ugunja sub county in hat, shook the hat and then randomly picked up 36 names. These then became the preschool, sampled for the study.

3.5 Data Collection Instruments

The study instruments consisted of questionnaires for sampled categories of various participants as well as observation schedule for the selected ECE centers. Each questionnaire was used to solicit information from target sample concerning influence of financing on quality assurance in ECE Centres..

Questionnaires were used since the study was concerned with variables that could not be directly observed such as views, opinions, perception and families of the respondent. Such information are best collected through questions (Toulilatos & Compton, 1988).

This study used structured questionnaire, administered to all the respondents. The questionnaire had both structured and unstructured question that sought to extract both

qualitative and quantitative information from the respondents. Majority of the questions measuring the independent variables were closed-ended in nature and require ranking or rating responses.

Oral interview questions were designed to solicit personal information with regard to feelings and attitudes towards the challenges of financing they were leading. Questions designed as open-ended so as to allow for respondents to express themselves completely.

3.5.1 Pilot Testing of the Instruments

This was an important step of the research process because it revealed vague questions and unclear instruments to improve efficiency and maximize response rate (Nachimias et al 1996). During piloting, the study made use of 5 schools to represent sample population.

3.6 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 1999). According to Best and Kalin 1998, validity is the quality of the data gathering instruments that enables it to measure what is supposed to measure.

3.6.1 Reliability

Reliability is the degree of consistency that the instruments demonstrate (Mugenda and Mugenda 2003). To test reliability of the items in each questionnaire, the researcher used the test-retest technique and instruments adjusted accordingly. The researcher took some of the instruments and used test-retest on a few respondents. It was expected that

scores obtained by each respondent on the first and second test would be quite close (Orotho, 2003). A Pearson's product moment formula for the test retest was employed to compute the correlation co-efficient in order to establish the extent to which content of the questionnaire were consistent in eliciting the same response every time. The instrument was administered. A correlation co-efficient of about 0.8 is considered highly enough to judge the instrument as reliable for the study. In the cast of both the test gave a value of $r > 0.8$, this was an indication that the instruments were reliable.

3.7 Data Collection Procedure

The process started with a request for research permit from National Commission for Science Technology and Innovation (NACOSTI), the Siaya sub county education office and upon approval, visiting of the schools sampled with a view of developing a rapport necessary for fruitful relationship during the study. The process of data collection took 14 days where the questionnaires, the interview schedule and observation guides were administered to the various respondent. Document review was undertaken for the purpose of obtaining secondary data.

A semi structure questionnaire was administered to ECE headteachers, teachers and DICECE officials in Ugunja sub county. Items in the instruments were developed from literature review that was piloted and refined over several versions of the questionnaire was given to the teachers before commencement of data collection and during observation stage.

3.8 Data Analysis

This process commenced at piloting phase. The findings of the pilot study was processed and analyzed same way as the same study. Care was taken to ensure coding and data entries were done according to rules. Data analysis sought to fulfill research objectives and provided answers to research questions (Bryman and Cramer,1997). This study employed descriptive statistics to analyze the data obtained. There was use of frequencies and cross tabulation of themes appropriately. Data collected from the field was coded and presented in graphic and tabular form using Statistical Programme for Social Sciences (SPSS). Coding process involved collaborating findings from questionnaire with that from the interviews and observation schedules. Analysis was done immediately after the presentation of data followed by discussion of those findings. Frequencies, percentages as well as graphic and tabular presentation was used to display data and findings. Cross tabulation is a powerful approach or it enables a comparison and in depth analysis of individual response against specific items.

3.9. Ethical Consideration

Data obtained from the study was treated as confidential as possible to safeguard the respondents from abuse. The respondents were recruited into the study on voluntary basis and were at liberty to leave the study at anytime if they wished to.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND FINDINGS

4.1. INTRODUCTION

This chapter presents the results of findings and discussion of the study. The purpose of the study was to investigate the influence of financing on quality assurance in ECE centres in Ugunja Sub County, Siaya County Kenya. It is presented in sections according to objectives. This information was presented in tabular forms using frequencies and percentages. The chapter put forward the findings of the study and discussions after every table presentation.

4.2. Questionnaire Return Rate

The study targeted 18 sampled pre schools and 4 DQASO officers in Ugunja Sub County. A total of 74 questionnaires were distributed and out of those 69 questionnaires were collected giving a response of 93.24%. Questionnaire return rate was computed as thus; out of 18 headteachers, all of them filled and returned the questionnaire giving 100% . 36 ECE teachers interviewed and 31 (86.1%) filed and returned the questionnaire 4 (100%) education officials were interviewed. In general this was 93% questionnaire return rate which was deemed acceptable since it was over 50% return rate Babbie (2002).

4.3 Demographic Profile of the Respondents

The demographic information of the teachers, headteachers and education officials were analyzed in this section. It is prompted according to gender, duration of stay in station and academic qualifications. This knowledge of demographic characteristics was useful in highlighting the important characteristics of the respondent who took part in that study.

The responses were shown in the Table 4.1;

4.3.1. Gender of the Respondents

The respondents who participated in this study were required to state their gender. The results are presented in Table 4.1.

Table 4.1: Teachers, Head teachers and Education Officials by Gender

Response	Teachers		Head teachers		Education Officials	
	F	%	F	%	f	%
Male	0	0	12	66.67	3	75
Female	31	100	6	33.33	1	25
Total	31	100	18	100	4	100

From Table 4.1, it is evident that all teachers handling ECE were female 100% (n = 31). This could be due to their nature for love of young children or unavailability of other well paying jobs in Ugunja sub County. The implication could be that male doesn't like ECE teaching. The study found out that there were more male headteachers 66.67 (n=12) than female headteachers 33.33% (n = 6). Women headteachers were few in the sub county possibly because women were given a very low profile on administration matters

and possibly women did not want to be burdened with more responsibilities. While percentage of male headteachers 66.67 (n = 12) was more than those of female 33.33% (n = 6). This led to the conclusion that headship in the Ugunja sub county was male dominated since their representation was higher. The study found out there were more male 75% (n = 3) education officials than female 25% (N = 1). this could be due to the fact that Ugunja sub county is male dominated in terms of headship while fewer female 25% (n = 1) could be due to the existence of only one office of the DEO.

4.3.2. Respondents Duration of Stay in a Station

The respondents were asked to indicate their length of stay in a station. The results are represented in Table 4.2

Table 4.2: Teachers, Headteachers and Education officials by duration of Stay in a Station

Response	Teachers		Headteachers		Education Officials	
	F	%	f	%	f	%
1 – 4 Years	13	41.94	3	16.67	3	75
5 – 8 years	13	41.94	3	16.67	1	25
Over 8 Years	5	16.12	12	16.66		
Total	31	100	18	100	4	100

From the findings on Table 4.2 it was found out that majority of teachers were new in their current schools. 41.94% (n = 13) for both 1- 4 years and 5 – 8 years. This could be due to the fact that the fate of those teachers are in the hands of headteachers as their

employer or a number of teachers are being replaced as they search for greener pastures. Those with over 8 years were few 16.12% (n = 5) either they have an influence from the community or related to the headteacher. The study also showed that a number of headteachers have been in their present schools for relatively longer period of time 66.66% (n = 12) and indicated that they were settled, in their stations of work. This showed that their services were good to the school community or they were too influential to continue staying in the same school for their own interest. It was also found out that most of the education officers were new 75% (n = 3) in the sub county. This could be due to creation the of counties and sub counties hence new posting done.

4.4. Teacher Qualification and Quality Assurance

The respondents were asked to indicate their academic qualifications. The results are represented in Table 4.3

Table 4.3: Teachers, Headteachers and Education Officers by their Academic Qualifications

Response	Teachers		Headteachers		Education Officials	
	F	%	f	%	f	%
P1	-	-	9	50	-	-
Certificate	18	58.06	-	-	-	-
Diploma	13	41.94	5	27.78	2	50
Degree	-	-	3	16.67	-	25
Masters	-	-	1	5.55	1	25
Total	31	100	18	100	4	100

From Table 4.3 it was established that 58.06% (n=18) of the ECE teachers had certificate while 41.94% (n=3) had Diploma in ECE. This shows that the level of teachers qualification to handle ECE class in the school is acceptable and therefore it is expected that the pupils would perform well in all the spheres of learning. This could be due to many promises of employment of preschool teachers by the county government motivating them to upgrade themselves hoping the highest academic levels would be considered. From the table it is evident that a number of headteachers 50% (n = 9) had basic qualifications of P1 grade. This could be due to too much burden on duties required of them denying them chance to go back to class or they feel contented with headship position and does not need further academic qualifications.

The headteachers with Diploma 27.78% (n = 5), degree 16.67 (n=3) and Masters 5.55 (n = 1) were due to the reason that they wanted to be above their juniors academically so that they can manage them well. The academic qualifications of education officials Diploma 50% (n = 2), degree 25% (n = 1) and masters 25% (n = 1) was encouraging since this was a positive attribute of the study because officers academic and professional qualifications has significant influence on quality assurance, in ECE centres. This confirms UNESCO (2000) that said that professional qualification of teachers ensures better delivery and skills in achieving objectives intended. In line with the same was Adegoke (2002) who identified the quality of a teacher in charge of training as one of the indicators of standards in ECE centres. This question of academic qualification when posed to one respondent – teacher during discussion yielded several results as captured below:

“ Teachers go back to school in anticipation of better remuneration should they be employed by the government. They do not actually practice what they learn since their academic qualification is not considered in terms of salaries”.

This can also be presented in graph form as shown in Figure 4.1:

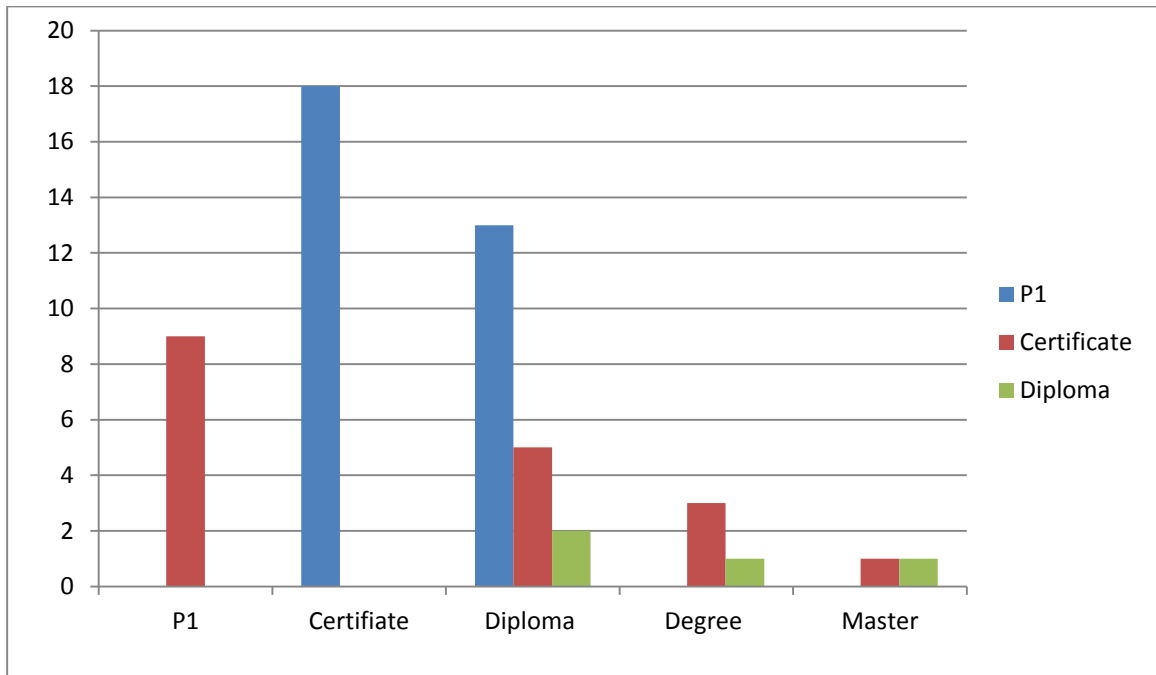


Figure 4.1: Teachers, Headteachers and Education Officers by their Academic Qualifications

4.4.1 Teacher Remuneration and Quality Assurance

Staff compensation is one of the quality assurance aspects in management of any organization. The staff are to be given good salary packages that reflect the work that they do or are expected to do (Glewwe, 2011).

The study sought to establish the salary range of ECE teachers. This was achieved by running a cross tabulation of the items on monthly range of ECE teacher and that of who is the source of financing. The findings are given in Table 4.4.

Table 4.4: Source of financing of the School and Salary range of the Teacher

Response	Community		Faith Based Organization		N.G.O. s		Total	
	f	%	F	%	f	%	f	%
500 - 3000	6	37.5	0	0	0	0	6	19.35
3001-5000	5	31.25	4	57.14	2	25	11	35.49
5001 – 9000	4	25	3	42.86	4	50	11	35.49
Over 9000	1	6.25	0	0	2	25	3	9.67
Total	16	100	7	100	8	100	31	100

From Table 4.4, out of 31, ECE teachers who participated, 19.35% (n=6) of the teachers were being poorly paid, below Kshs. 3,000 none of the FBOs and NGOs teachers were in the category while majority of community sponsored teachers 37.5% (n = 6) fell in this cadre. In community financed schools, 31.25% (n=5) were paid between 3,000.00 and 5,000.00 per month, 57.14% (n = 4) of the Faith Based financed and 25% (n = 2) of NGOs ECE teachers were also in this category. 50% (n= 4) of NGOs financed school teachers were paid between 5,000.00 and 9,000.00 while 42.86% (n = 3) of Faith Based financed school teachers and 25% (n = 4) of community financed ECE teachers are in this group. Only 9.67% (n = 3) of respondents earn above 9,000.00 of which 6.25% (n =

1) is from community financed school and 25% (n = 2) from NGOs financed schools Generally this suggests that teachers in Faith Based Financed schools and NGOs financed schools were well compensated than those from community financed schools. It is likely that the teachers are not motivated given the current economic difficulty and their job satisfaction could be low. It is demoralizing to realize that teachers are even paid lower than house helps who have no professional qualifications. Currently they earn over 7,000.00 while there are ECE teachers who earn less than 3,000.00. This is in line with Amadike (2007) who stressed that poor remuneration is responsible of the poor attitude towards work of staff; they go about doing their own business instead of concentrating on how to improve quality of teaching and learning in ECE centres. This accounts for ineffectiveness and affect quality assurance.

This is a wake up call; ECE teachers should join hands and come up with a body to fight for their rights. However, affective managers need to understand what motivate employees within the context of the role they perform. Such low payments could have negative effect on teachers' productivity affecting quality assurance to the community (Handa 2007). However, one teacher had this to say on remuneration and quality assurance:

“If ECE teachers were paid better salaries we would be dedicated fully to our duties and avoid other roadside business to supplement our families”.

The data could be presented in graph form as shown in Figure 4.2:

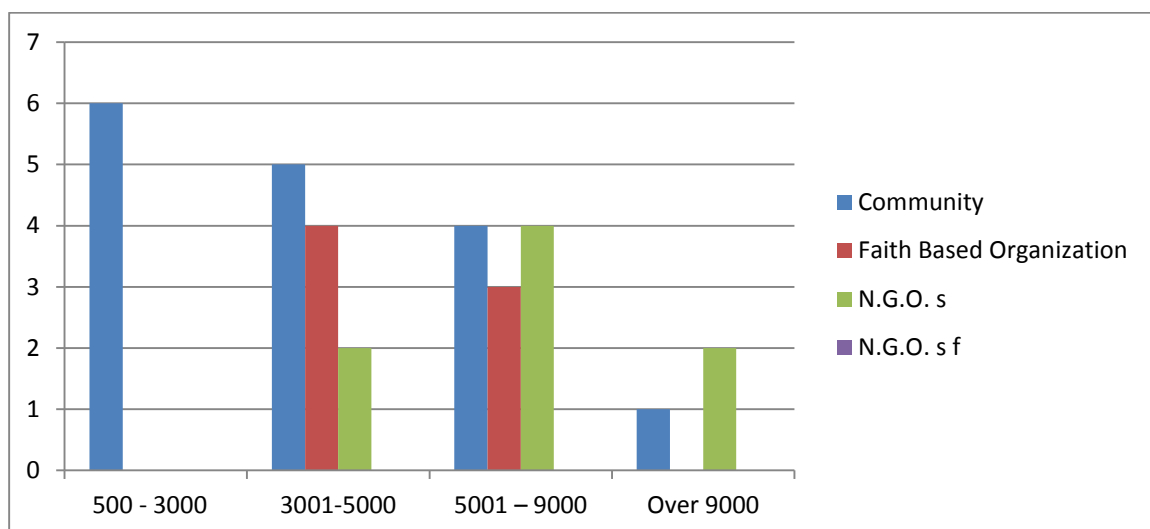


Figure 4.2: Teacher Remuneration and Quality Assurance

4.4.2 Financing and Quality Assurance

The head teachers were asked to state total amount of finance received annually for the last four years. The results are represented in Table 4.5

Table 4.5: Annual Funding Received

Response	Frequency	Percentage	Source of Financing
50,000 – 150,000	9	50	Community
150,000 – 200,000	4	22.2	Faith Based Organization
Over 200,000	5	27.8	NGO
Total	18	100	

From Table 4.5, schools that draw their funding from the community had the least budget range 50% (n= 9). This could be due to the fact that the amount received depends

on the number of pupils enrolled and parents who pay the agreed amount this explains why in these schools, there is fluctuation in enrolment and there is no maximum provision of resources such as classrooms, teaching materials as well as play materials. Most Faith Based Organization Sponsored schools were operating with an annual budget between 150,000/= – 200,000/=, 22.27% (n = 4) This was due to the fact that Faith Based Organizations (FBO) are concerned to education and are willing to contribute their share while the community is given little part of contribution in-terms of fees. On the other hand, NGO 27.8% (n=8) were receiving annual funding above 200,000. This confirms report by (ESSA, 2011) that most NGOs are deeply concerned about education and are willing to contribute to efforts to improve and expand local schools. NGOs spend more funds so as to have high quality facilities and resources in order to attract more children hence guarantying quality assurance to the community. Supporting the same view was Guleid (2002) who said that quality can be achieved only in an atmosphere of financial sufficiency which will help in the provision infrastructure. One of the head teachers had to say this on financing and quality assurance:

“We have to force parents to pay teachers and sustain the function of ECE centres. The amount is agreed upon by the BOM and collection depends on the number of pupils enrolled. With this money very little can be done since it is not always paid in time and expenditure is very high”.

4.4.3. Drop out Rate and Quality Assurance

The headteachers were asked to indicate the number of children who dropped out of ECE centres. The response are shown on Table 4.6.

Table 4.6: Drop Out Rate and Source of Funding

Response	Frequency	Percentage	Source of Funding
0 – 25	4	22.22	NGOs
21 – 50	4	22.22	FBO
Above 50	10	55.56	Community
Total	18	100	

In reference to Table 4.6, 56.56 % (n= 10) of the respondents headteachers indicated that above 50 learners dropped out of their ECE centres in the last five years. This could be due to the fact that these are community owned as their main source of funding inform of fee payment. This number could have dropped out because their parents are unable to raise monthly charges. The number of drop out is comparatively less in the NGOs below 25, 22.22% (n = 4) and below 50 in FBOs 22.22% (n = 4). This could be so since these groups supports the running and management of schools. For the community financed ECE centres, that high numbers of drop out rate reduces quality assurance among the community members whose aims are to see the learners complete this level successfully. Glewwe (2011) said that parents wants their children in school but because of poverty it he society accounts for the drop out rate in ECE centre as most parents cannot pay the required levies. One head teacher had to say this on dropout rate and quality assurance;

“Since the schools are run by money, we can not afford to provide free ECE. This forces us to keep these children whose parents cannot pay to stay away from school. Unfortunately, they stay at home and come towards the end of the term. This comprises the quality of education as they miss a lot”.

This can be presented in bar graph as shown in Figure 4.3.

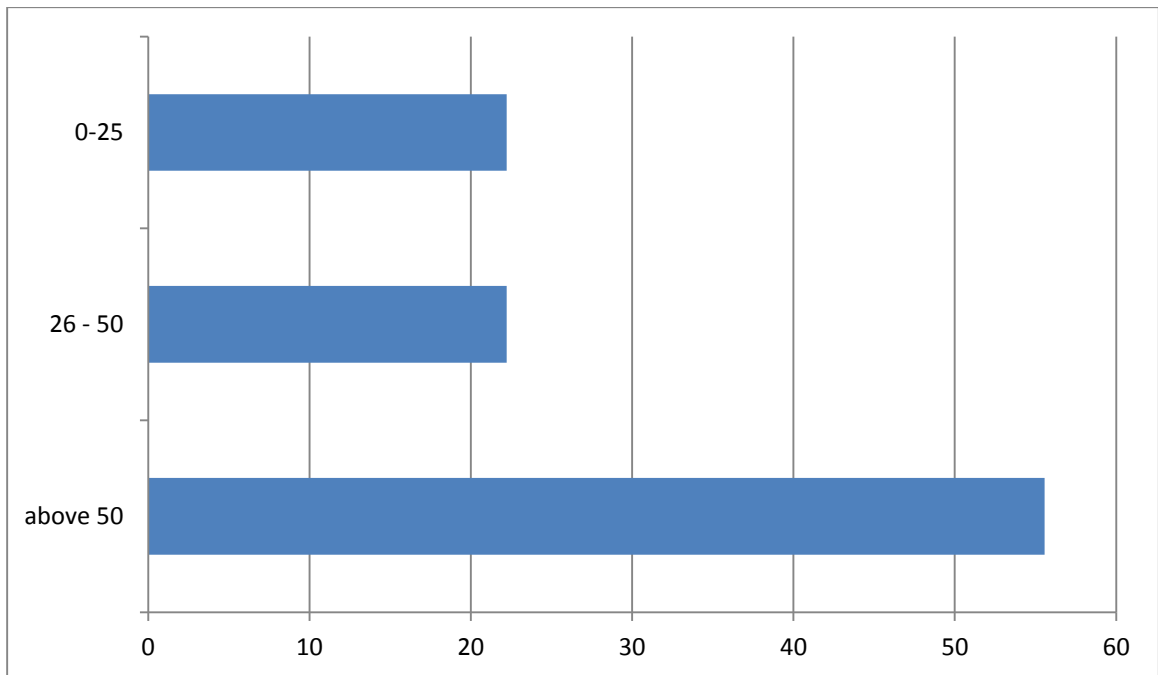


Figure 4.3: Drop Out Rate and Quality Assurance

4.4.4. Financial Support and Quality Assurance

Both the headteachers, teachers and education officers were asked if they agree that financial support promotes enrolment in ECE centres. The responses are shown in Table 4.7.

Table 4.7: Financial Support and Enrolment

Response	Teachers		Headteachers		Education Officials	
	F	%	f	%	f	%
Strongly Agree	18	58.06	14	77.78	4	100
Agree	13	41.94	4	22.22	0	0
Disagree	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0
Total	31	100	18	100	4	100

According to Table 4.7, it was discovered that all categories of respondents, teachers 58.06% (n= 18), headteachers 77.78% (n = 14) and education officers 100% (n=4) strongly agree that financial support promotes enrolment in ECE centres. This could be due to the reason that this helps parents in reducing their burden in terms of fee payment hence they willingly send their children to school. 41.94% (n = 13) of teachers and 22.22% (n = 4) of headteachers agree. This could be due to the fact that these groups of respondents came from regions where NGOs and FBOs provide financial support while parents only contribute minimal so they do not see much improvement in terms of enrolment.

4.4.5. Fee Payment and Quality Assurance

The study sought to establish if fee payment was a hindrance to children attending ECE centres. All categories of respondents were asked this question and findings are tabulated in Table 4.8.

Table 4.8: Fee Payment and Quality Assurance

Response	Teachers		Headteachers		Education Officials	
	F	%	f	%	f	%
Strongly Agree	24	77.4	18	100	4	100
Agree	7	22.6	0	0	0	0
Disagree	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0
Total	31	100	18	100	4	100

The table vividly shows that 77.4% (n=24) of teachers, 100% (n=18) of headteachers and 100% (n = 4) of education officers strongly agree that fee payment is a hindrance in children attending ECE centres. This could be due to the parents' limited financial resources hence they are not able to pay for monthly charges keeping their children away from ECE centres or it could be because of the parents' perception that education is free. 22.6% (n = 7) of teachers agree this could be that these respondents deal with learners that are in areas that sources of financing are either NGOs or FBOs. Supporting the same view is Wekesa, (2009) that poor image of ECE as perceived by parents make them opt to stay with their children awaiting admission in class one due to FPE.

4.5. Financing of Infrastructure and Quality Assurance

The study also wanted to find out how the school financing of infrastructure influence quality assurance. This is because research has shown that investment in developing physical facilities go along way in providing quality assurance of education (Filrado 2008). The researcher therefore sought to establish the state of physical facilities in ECE centres. The results are shown in Table 4.9.

Table 4.9: State of Physical Facilities and Quality Assurance.

Physical Facilities	Community		Faith Based Organization		N.G.O. s		Total	
	f	%	F	%	f	%	f	%
More adequate	0	0	0	0	0	0	0	0
Adequate	2	22.22	4	100	5	100	11	61.1
Not adequate	7	77.78	0	0	0	0	7	38.0
Total	9	100	4	100	5	100	18	100

It is evident from Table 4.9 that 61.1% (n = 11) of the respondents strongly agree that physical facilities in ECE centres are adequate. This is so especially in Faith Based Organizations 100% (n= 4) and NGOs 100% (n = 5) and could be due to the reasons that they support infrastructure development on their own while community financed school has only 22.22% (n=2) in this category. From the table it is vivid that 77.78 (n=7) of the community financed schools do not have adequate physical facilities. A teacher had this to say:

“With free primary education, some classes that were meant for ECE had to be occupied by senior classes to make their numbers manageable. The ECE parents should finance the construction of ECE classes or they can use the church hall or learn under trees”

The inadequacy in the community public school could be attributed to over enrolment due to free education programme where ECE classes were occupied by primary school pupils who spill over from their congested classes. Physical facilities in FBOs seemed enough may be due to the fact that mostly those who subscribe to that faith would easily send their children to Faith Based Schools. This is in line to Artheton (2008) findings that there is significant difference in the academic performance of students in schools with adequate facilities and those with inadequate facilities. The information can be shown in pie chart in Figure 4.4.

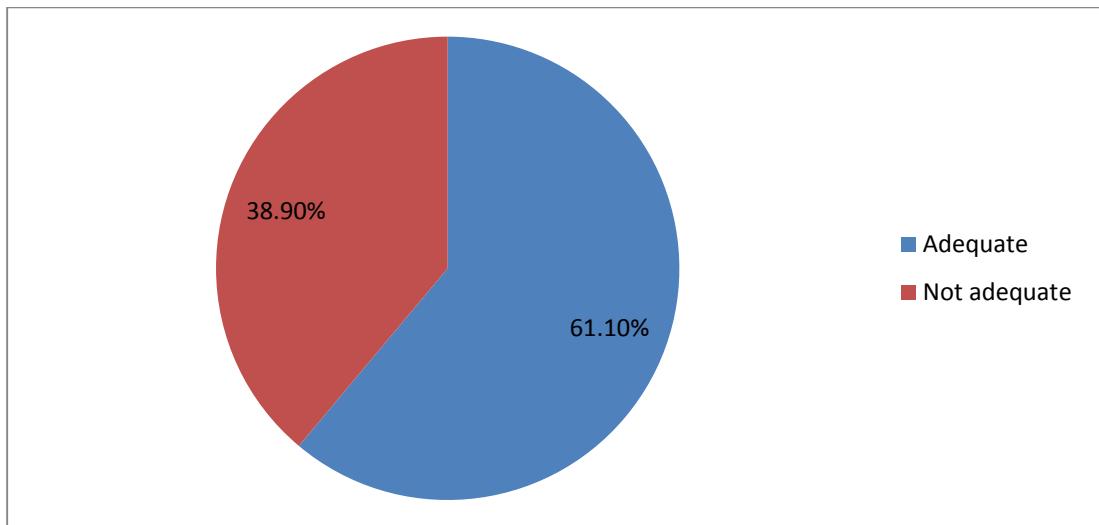


Figure 4.4: Physical Facilities and Quality Assurance.

4.5.1. Rating of Existence of Physical Facilities and Quality Assurance

Some of the areas in the development of physical facilities /infrastructure are classroom, toilets, seats, play materials as well as teaching and learning materials. It is for this reason that the researcher asked both the respondents on how they would rate the existence of the above listed physical facilities. The findings are shown in Table 4.10.

Table 4.10: Rating of Physical Facilities and Quality Assurance

	Head teachers						Teachers						Education Officers											
	Classrooms		Toilets		Play Materials		Teaching and Learning Materials		Classrooms		Toilets		Play Materials		Teaching and Learning Materials		Classrooms		Toilets		Play Materials		Teaching and Learning	
Response	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
More than Adequate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adequate	8	44.4	0	0	0	0	12	66.7	6	19.4	4	12.9	24	97.4	21	67.7	1	25	0	0	2	50	3	75
Not adequate	10	55.5	18	100	18	100	6	33.3	25	80.6	27	87.1	7	22.6	10	32.3	3	75	4	100	2	50	1	25
Total	18	100	18	100	18	100	18	100	31	100	31	100	31	100	31	100	4	100	4	100	4	100	4	100

From Table 4.10 it is evident that 55.6% (n = 10) of headteachers confirmed that classroom are not adequate, 80.6% (n = 25) of teachers as well as 75% (n = 3) of the education officers are in this cadre. This could be due to high enrolment rate in public schools due to high birth rate since most parents are still young hence production or because the government does not fund ECE education hence over utilization of the existing classrooms. Both headteachers 100% (n = 18) and education officer 100 (n = 4) agreed that toilets are not adequate while 87.1 % (n = 7) of teachers fall in this group. This could be because the ECE learners share the existing toilets with the primary learners since they share the same compound – 12.9% (n = 4) of the teacher feel toilets are adequate may be because they work in NGOs financed schools 100% (n = 18) of headteachers strongly agree that plays materials are not adequate 22.6% (n = 7) of teachers and 50% (n = 2) of the education officers are in this group. This suggests that these children are disadvantaged as far as their motor skills development is concerned which is detrimental to their health, 77.4% (n = 21) of teachers rate existence of play materials as adequate. This could be due to the reason that they are the ones that provide them. Rating of teaching and learning materials was adequate among all the respondents with 66.7% (n = 12) of headteachers, 66.7% (n = 21) of teachers and 75% (n = 3) of education officers. This could be due to the fact that quality of learning depends on provision of teaching and learning materials (Stevenson, 2007). However, a teacher had this to say:

“It is difficult teaching ECE classes since the school does not provide adequate materials. As teachers we have to improvise some of the materials though they may not be enough to be used by all the learners. This only benefits first learners and those that their other siblings can make for them”.

4.5.2. Status of Learning Facilities and Quality Assurance

The researcher wanted to find out the status of the learning facilities and the headteachers were asked to indicate the status. The results were analyzed as in Table 4.11.

Table 4.11: Status of Learning Facility and Quality Assurance

Response	Classrooms		Toilets		Play Materials	
	f	%	F	%	f	%
Semi Permanent	10	55.6	0	0	4	22.2
Permanent	8	44.4	18	100	10	55.6
Temporary	0	0	0	0	4	22.2
Total	18	100	18	100	18	100

From Table 4.11 it was established that 55.6% (n = 10) of the classrooms are semi permanent. This could be because the source of financing to ECE centers is community as in (Table 4.4) hence they do not have the capacity to construct permanent classrooms while 44.4% (n = 8) of the classrooms are permanent. This could be due to the reason that NGOs and FBOs are sources of financing in some ECE centers. These two organizations are about quality education with improved enrolment. From the table 100% (n = 18) of the respondents agree that their toilets are permanent. On playing materials 55.6% (n = 10) of the respondents agreed that their play materials are permanent while semi permanent and temporary are 22.2% (n = 4). This confirms Ottawa Chart for Health Promotion, (2006) that health is not just a state but also a resource of everyday life not

objective of living and that good nutrition and play are key aspects in a child’s holistic development.

4.5.3. Financial Support and Quality Assurance

The researcher asked the respondents to indicate their opinion on how they agree if financial support received was used in improving infrastructure.

The results are shown in Table 4.12.

Table 4.12: Finance and Infrastructure

Response	Teachers		Headteachers		Education Officers	
	F	%	F	%	f	%
Strongly Agree	0	0	0	0	0	0
Agree	3	9.7	15	83.3	0	0
Disagree	18	58.0	3	16.7	4	100
Strongly Disagree	10	32.3	0	0	0	0
Total	31	100	18	100	4	100

According to Table 4.12, it is clear that 58% (n = 18) of the teachers are disagreeing that financial support received is not being used in improving infrastructure, while 16.7%(n=3) of head teachers and 100% (n = 4) of the education officials falls in this cadre. This could be due to the fact that there is no evidence of any development made with this money as most schools operate on semi permanent classes (Table 4.12) or because those teachers feel there is no auditing of ECE accounts 83.3% (n = 15) of the headteachers agree as well as 9.7% (n = 3) of teachers. This could be due that these head

teachers want to protect their own interest or to be seen as working so that they continue using these funds. It is disturbing to observe that public schools lack such facilities yet they continue charging fees on ECE learners. However, a discussion with a headteacher showed this:

“These parents hardly pay the amount required so it would be very risky to start up a project that is likely to fail. Money paid are used in other developments like trips and salaries”.

4.5.4 Improved infrastructure and Quality Assurance

Researcher sought to know if infrastructure promotes quality assurance. The response were received, analyzed and presented in Table 4.13.

Table 4.13: Infrastructure and Enrolment

Response	Teachers		Headteachers		Education Officers	
	F	%	F	%	f	%
Yes	27	87.10	18	100	4	100
No	4	12.9	0	0		
Total	31	100	18	100	4	100

From the data contained in Table 4.13, 87.1% (n=27) of the teachers indicated that improved infrastructure promotes enrolment in ECE centres. The same was confirmed by headteachers 100% (n = 18) as well as educational officers 100% (n = 4). This is in line with Bullock (2007) who stated that its overall building condition the age of the building and windows in instructional areas are positively related to quality assurance in ECE.

4.6. Financing School Budget and Quality Assurance

No organization, school included can achieve its goals, without financial resources. The financial resources are in the form of budgets for acquiring various needs in the school. The researcher therefore wanted to find out how school budget influence quality assurance.

4.6.1. School Budget and Quality Assurance

Both teachers and headteachers were asked to indicate their annual budget for ECE centres. The researcher wanted to find out if the schools operate on enough financial resources for the respective ECE centres. The results are shown in Table 4.14.

Table 4.14: Financial Management – School Budget

Response	Teachers		Headteachers	
	f	%	F	%
50,001 – 100,000	3	17.68	5	27.78
100,001 – 150,000	17	54.84	9	50
150,001 – 200,000	7	22.58	3	16.67
Over 200,000	4	12.90	1	5.55
Total	31	100	18	100

From the Table 4.14, it is evident that 54.84% (n = 17) of teachers as well as 50% (n = 9) the headteachers confirmed that ECE centres were operating with annual budget between

100,000.00 and 150,000.00. The possible explanation for this could be due to high enrolment and thus high collections or parents are able to pay because ECE committee decide on the amount to be paid taking into account the parents' income level (MOEST, 2005). 9.68% (n = 3) of teachers and 27.78% (n = 5) of headteachers agree that they were operating with an annual budget of below 100,000.00 this could be due to low enrolment or high fee charged that parents are not able to pay keeping away children from school. 7% (22.55) of the teachers as well as 3% (16.67) of the headteachers confirmed to be operating with an annual budget between 150,000.00 and 200,000.00 while 12.9% (n = 4) of teachers and 5.55% (n = 1) of headteachers were operating with an annual budget of over 200,000.00. this could be because these ECE centres are under FBOs and NGOs source of financing that boosts their collection. The NGOs and FBOs finance schools spent more funds so as to have high quality facilities and resources in order to attract more children (Oxfarm International, 2006). Despite the huge collection or budget quality assurance in terms of access, retention and completion rate of these learners remain wanting.

4.6.2. Financial Management – Headteachers Financial Management Skills

The manager is expected to be in full charge of the ECE centers including financial resources. The headteacher is supposed to have some basic skill of book keeping and financial control. All headteachers are normally promoted from the pool of teachers, yet it is documented that teacher training colleges do not train on such management skills. The researcher therefore wanted to establish if the headteacher went for refresher courses

to sharpen their financial skills. The results of this are shown in the cross tabulation in Table 4.15.

Table 4.15: Financial Management Training

Response	Frequency	Percentage
Yes	15	83.33
No	3	16.67
Total	18	100

In reference to Table 4.15, 83.33% (n = 15) of the respondents headteachers indicated that they had attended a refresher course of financial management. This contradicts (Wandari, (2008) who suggested that these skills are not present in the administration of many public schools; 16.67% (n=3), of the headteachers had not attended. This could be due to the reason that these headteachers were newly promoted to these positions as shown in (Table 4.2). The results can also be presented in pie chart as shown in Figure 4.5.

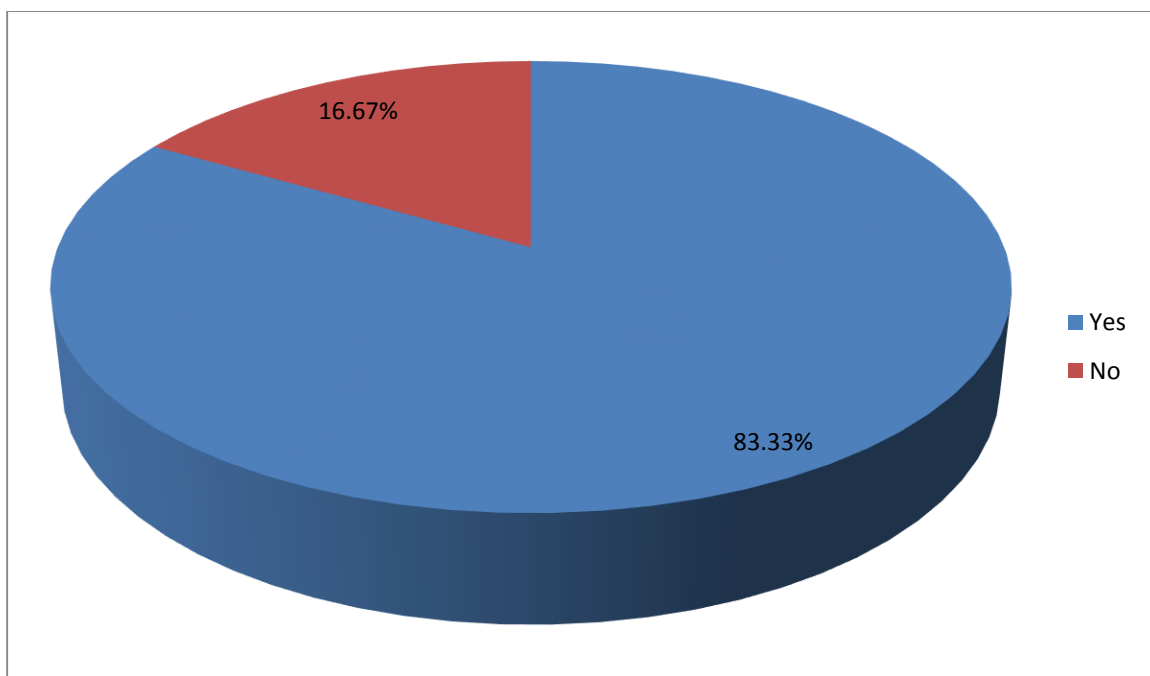


Figure 4.5: Financial Management and Quality Assurance

However, one of the head teachers had this to say:

“The government are not keen on refresher courses on financial management but we just do it on our own to make sure we are not in trouble with the auditors. Otherwise, it is not a requirement of being a head teacher”.

4.6.3. Duration of Training of Financial Management

The study sought to know when was the last time the headteachers attended training in financial management. They were asked to indicate when was the last time they accessed training. The results of these are shown in Table 4.16.

Table 4.16: Training on Financial Skills

Response	Frequency	Percentage
<5 years ago	3	16.67
5 – 9 years ago	6	33.33
10> years ago	9	50.0
TOTAL	18	100

From Table 4.16, it is vivid that 50% (n = 9) of the headteachers attended training in financial management skills over ten years ago while 33.33% (n=6) attended between 5 and 9 years ago. This could be due to the reason that was the time free primary education was introduced and all headteachers were trained on financial skills which would help them in maintaining books of accounts and seal loops that would create loses in their firms or schools. 16.67% (n=3) of the headteachers accessed training less than 5 years ago. This could be due to the fact that they were recently promoted to those positions and needed the skills to help them maintain their records.

4.6.4. Financial Management – Audit of Financial Records

Prudent financial management calls for regular audit of the books of accounts of the school. This would show whether the school funds are used properly or not. It is in line with this that the researcher wanted to establish if audits were being conducted and if so by whom. The results are shown in Table 4.17.

Table 4.17: Financial Management – Audit of Financial Records

Response	Teachers		Headteachers	
	f	%	F	%
District school auditors	0	0	0	0
Part time auditors	0	0	0	0
Internal Auditors	4	22.2	1	25
No Auditing	14	77.8	3	75
Total	18	100	4	100

From table 4.17, it is clear that 77.8% (n = 14) of headteachers and 75% (n = 3) of education officers strongly confirms that there is no auditing done on ECE centres attached to primary schools whose accounts are audited due to free primary education funds or because these fees are collected and not deposited into any account and that no receipt was issued on money received. 22.2% (n = 4) of headteachers as well as 25% (n= 1) of education officers believed that internal auditing was done. This could be so since these schools receives funds from FBOs and NGOs who are keen on accountability on expenditure. According to Education Act (1968) in the public primary schools, the BoM are mandated to audit and regulate expenditure by the administration to ensure that all income received by the school is applied to the promotion of its objects. The headteachers might have realized that involving BOM would deny them a chance to have share of fee collected. This confirms why ECE funds are poorly financially managed probably due to lack of avenues to question the headteachers. This contravenes Education Act which states that BoG are mandated to audit and regulate expenditure by the administration (Education Act 1968, Cap. 211). However, one of the head teachers had this to say in auditing and quality assurance.

“The government does not fund ECE programme so they cannot send us auditors. They only deal with FPE. This ECE collection can be used to facilitate other school activities”

4.6.5. Financial Management – Expenditure

The study sought to find out the amount of money used for each eligible expenditure for period of five years. The responses were received from the headteacher, analyzed and presented in Table 4.18.

Table 4.18: Financial Expenditure and quality assurance

	Teaching and learning materials		Teacher payment		Construction of Classrooms		Toilet	Construction	Purchase of play materials		Repair of Toilets		Repair of Classrooms	
	F	%	F	%	F	%			F	%	F	%	F	%
5,000 – 20,000	16	88.9	0	0	0	0	00	0	13	72.2	0	0	0	0
20,001 – 50,000	2	11.1	1	5.6	0	0	0	0	5	27.8	6	33.3	10	55.5
50,001- 100,000	0	0	15	93.3	0	0	0	0			10	55.6	19	5.6
100,001 – 150,000	0	0	2	11.1	0	0	0	0	0	0	3		1	5.6
TOTAL	18	100	18	100					18	100	18	100	18	100

The study found out that from Table 4.18, 88.9% (n=16) of the headteachers spent only between 5,000.00 and 20,000.00 on teaching learning materials while 11.1% (n = 2) used between 20,000.00 and 50,000.00. This contravenes various scholars that state that quality of learning depends on the provision of teaching and learning materials. (Kamerman, 2008 and Stevenson, 2007). This could be due to the fact that there is no auditing done at ECE level as shown in Table 4.18. However, 83.3% (n = 15) of headteachers use between 100,000.00 in paying teachers salaries while 11.1% (n = 2) of the headteachers use over 150,000.00 and only 5.6% (n = 1) uses between 50,0001 and 100,000 on the same. This could be due to the fact that with high enrolment in ECE centres, they required more teachers for various level of the learners’ hence high amount spent in paying their salaries or they spend highly on teachers to motivate them. This is due in part to the fact that what motivates employees’ changes constantly (Bowen &

Radhakrushern 1991). 72.2% (n = 13) of the respondents spent between 5,000 and 20,000 on play materials while 27.8% (n=5) spent between 20,000 and 50,000. This is very minimal yet children learn best through play and they develop their motor skills and social competence skills. If play materials are not available children are likely to be disadvantaged compromising quality assurance. 55.6% (n = 10) and 33.3% (n = 6) of respondent used between 50,000.00 and 100,000.00 in repair of toilets and classrooms respectively while 33.3% (n = 6) said 55.6% (n = 10) used below 50,000 on the same. Only 5.6 % (n =1) used over 100,000.00 on repair of classroom. This could be so because good classroom enhance enrolment.

4.7. To determine the access rate in ECE after financial support on quality assurance

The researcher sought to know if the financial support enhances access rate in ECE. The results are represented in Table 4.19.

Table 4.19: Quality of Grandaunts and Quality Assurance

	Head teachers								Teachers							
	High poverty level		Long distance facilities		Lack of feeding		Lack of clear government		High poverty level		Long distance from facility		Lack of feeding		Lack of clear government	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Strongly agree	18	100	14	77.76	3	16/67	12	66.67	31	100	27	87.1	31	100	23	74.2
Agree			4	22.22	4	22.22	4	22.22			4	12.9			4	12.9
Disagree					11	61.11	2	11.11							4	12.9
Strongly agree																
Total	18	100	18	100	18	100	18	100	31	100	31	100	31	100	31	100

From Table 4.19 it is evident that both headteachers 100% (n = 18) and teachers, 100% (n = 31) strongly that high poverty level affects ECE enrolment rate. This could be due to inability of parents to pay fees hence keeping there children at home.

Majority of respondents 77.78% (n = 14) headteachers and 87.1% (n = 27) of teachers strongly agreed that long distance facilities influence ECE enrolment while both 22.22% (n = 4) of headteachers and 12.9% (n = 4) of teachers just agree. This could be attributed in the fact that these children are young and could not walk for longer distances. On lack of feeding programmes 16.67% (n = 3) of headteachers as well as 100% (n = 31) of teachers strongly agree that it Affects ECE enrolment. This could be due to developmental age of these learners that make them feel hungry most of the times hence will not concentrate for longer times. However, 61.11% (n = 7) of headteachers disagree. They could be due to reason that they don't want low enrolment be attributed as weakness on their side. In lack of clear government policy both categories of respondents strongly agree that it affects ECE enrolment with 66.67% (n = 10) of headteachers and 74.2% (n = 23) of teachers. This could be due to the fact that there are no emphases on the importance of attending ECE while 22.22% (n = 4) and 12.9% (n = 4) of headteacher and teachers respectively just agree. However, 11.11% (n = 2) of headteachers and 12.9% (n = 4) of teachers are in agreement that lack of government policy does not affect ECE enrolment. This was attributed to the parents' attitude of ECE towards ECE centre as playing places for their children.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

This chapter presents summary of the findings as obtained in the analysis. The summary has then led to the recommendations for further studies, finally it closes with conclusions.

5.2. Summary of the Findings

From the findings, it was established that majority of ECE headteachers 58.06% (n= 18) had certificate qualification while 41.94% (n =3) were diploma holders in ECE. The study also showed that 50% (n = 9) of the headteachers had basic qualification of P1 grade, those with diploma certificate in ECE were 27.789% (n = 5) while those with degree in ECE were 16.67% (n = 3) and master of education had 50% (n = 2). Quality assurance and standards officers had 50% (n = 2) of them had diploma in ECE, 25% (n = 1) had degree and 25% (n = 1) had master of education degree.

However, all the respondents strongly agreed that fee payment was a hindrance to children attending ECE centers with 100% (n = 4) of education officers, 100% (n = 18) of head teachers and 77.4% (n = 24) of teachers but only 22.65 (n = 7) just agreed.

In terms of salary 19.35% (n = 6) of teachers were paid between 500.00 and 3,000.00 33.49% (n = 11) were paid between 3001 and 5001 38.49% (n = 11) were paid between 5001 and 9000 and only 9.67% (n = 3) were paid over 9,000.00.

In financing of infrastructure the study established the physical facilities were adequate with 61.1% (n = 11) of respondents being in agreements. All FBOs and NGOs financed

had adequate physical facilities. However, physical facilities were not adequate in community financed schools with 77.78% (n = 7) strongly disagreeing. Majority of respondents 55.6% (n = 10) of head teachers, 80.6% (n = 25) of teachers and 75% (n=3) of education officers agreed that classrooms were not adequate while 100% (n = 4) of education officers and 100% (n = 180) of head teachers and 87.1% (n = 7) of teachers were in agreements that toilets were not adequate while only 12.9% (n = 4) of teachers said toilets are adequate. On play materials 100% (n = 18) of head teachers, 22.6% (n = 7) of teachers and 50% (n = 2) of education officers agree that they were not adequate while 77.4% (n = 21) of teachers rated the existence of play materials as adequate. However, on teaching and learning materials 66.7% (n = 12) of headteachers, 66.7% (n = 21) of teachers and 75% (n = 3) of education officers agreed that they were adequate. In status of learning facilities it was established that 56.6% (n = 10) of classrooms were semi permanent while 44.4% (n= 8) were permanent, all toilets 100% (n= 18) were permanent and 22.4% (n = 4) of play materials were semi permanent 56% (n = 10) agreed that play materials were permanent while 22.2% (n = 4) said they were temporary.

In financial management. Annual ECE budget of the centre; 54.84 % (n = 17) of teachers and 50% (n = 9) of headteachers confirmed to be operating with annual budget between 100,000.00 and 150,000.00, 22.58% (n = 7) of teachers and 16.67% (n = 3) of teachers were operating on annual budget between 150,000.00 and 200,000.00 while only 12.9% (n = 4) of teachers and 5.55% (n = 1) of head teachers were operating on annual budget above 200,000. In head teachers financial management skills 83.33% (n = 15) of head teachers had attended refresher course on financial management while only 16.67 (n =

30) had not. However, in the duration of training 50% (n = 9) of headteachers attended the training of 9 years ago, 33.33% (n = 60) attended between 5 and 9 years ago while 16.67% (n = 3) attended the training less than 5 years ago. In auditing of financial records 77.8% (n= 14) of hadteachers, 75% (n = 3) education officers were in agreement that they did not conduct any financial audit at all. 22.2% (n = 4) of headteachers and 25% (n = 1) of education officers agreed that there was internal auditing.

The study showed that 88.9% (n = 16) of the money spent on teaching and learning materials was between 5,000 and 20,000 while only 11% (n = 2) used between 20,000 and 50,000.00 on the same. 83.3% (n = 15) of money spent on teacher payment was between 100,000.00 and 150,000.00 while 11.1% (n = 2) used over 150,000.00 on teacher payments. In purchase of play materials 72.2% (n = 13) spent between 5,000 and 20,000.00 on this while 27.8% (n = 5) spent between 20,000.00 and 50,000.00 on the same in repair of classrooms 55.5% (n = 10) spent between 20,000.00 and 50,000.00, 33.3% (n = 6) spent between 50,000.00 and 100,000.00 while there were not spending on construction of classrooms and toilets.

In access rate the study showed that 100% (n = 18) of headteachers and 100% (n = 31) of teachers strongly agreed that high poverty level affects ECE enrolment. Majority of respondents 77.78% (n = 14) of headteachers and 87.11 % (n = 27) of teachers strongly agreed that long distance facilities influenced enrolment at ECE centres while 22.22% (n = 4) of headteachers and 12.9% (n = 4) of teachers just agreed. In lack of feeding programmes, 16.67% (n = 3) of headteachers and 100% (n = 31) of teachers strongly

agreed that it affects enrolment in ECE. However, 61.11% (n = 11) of headteachers disagreed 66.67% (n = 12) of headteachers and 74.2% (n = 23) of teachers strongly agreed that lack of clear government policies affect ECE enrolment, 22.22% (n = 4) of headteachers and 12.9% (n = 4) of teachers just agreed. However, 11.11% (n = 2) of headteachers and 12.9% (n = 4) of teachers disagreed that lack of government policy influence ECE enrolment.

5.3. Recommendations

5.3.1 Policy

1. The government should also come up with guidelines for ECE teachers' remuneration to protect them from being exploited by headteachers and other employers who overwork them and pay them meager salaries.
2. Based on the study findings, the researcher recommends that thorough supervision should be conducted in ECE centres to establish the root cause of poor quality assurance in ECE this being the foundation of learning to higher levels of education.
3. The government should step in and provide free and compulsory education starting from ECE centres as in the case of primary education or make ECE education devolved to county government so that each county government make it free and compulsory to ease the poor parents from paying fees making them send their children to ECE centres and reduce drop out rate.
4. There should be sources of auditing in all ECE centres for transparency and accountability to ensure that all funds collected from the public give back quality services to the community.

5. The government should consider allocating more funds to the DQASO to facilitate recruitment of more QASOs mobility and capacity development for effective service deliver.

5.3.2. Research

1. The government should consider employment of ECE teachers who are neither here nor there in all cadres of government employees yet a lot of resources are channeled to their training.
2. The headteachers should be taken continuously for refresher Courses for financial management to keep their skills at par to help them handle financial matters more efficiently and help teachers keep abreast with current curriculum trend.
- 3.

5.4. Conclusions

In conclusion the study established that most ECE centres are financed by the community. This hinders learners' enrolment since some of these parents could hardly afford the required amount. This enhances dropout rate in ECE Centres.

Community financed ECE does not have adequate physical facilitation especially classrooms. This proved that quality assurance was being compromised since a number of ECE learners could not get access to quality education.

In most of the ECE centers, there is need for auditing as this was lacking. This will ensure that parents get value for their money. Headetachers should be made accountable of all the collections made.

5.5. Suggestions for Further Research

Based on the study findings, the researcher made the following suggestions for further research;

- i. A study be done to establish influence of auditing on quality assurance on ECE centres.
- ii. A study be undertaken to determine influence of physical facilities on quality assurance in ECE centres.
- iii. Carry out a study on the effectiveness of ECE internal quality assurance teams and how they impact on ECE academic performance.

REFERENCES

- Ajuoga (2010). *Perception of Quality Assurance and Standards Officers about their competence: Implication for training education Research* 1(4) : 112 – 117.
- Amadike N. N. F. (2007). *Funding Initiative in Higher Education National Association of Educational Administration and Planning (NAEAP)*. Publication PP. 544- 554.
- Ayot H.O. and Briggs, H. (1992). *Economics of Education*, Nairobi; Educational Research and Publication.
- Artheton F. (2008). *The Interface Between Educational Facilities and Learning Climate*. Unpublished Doctoral Dissertation, College Station, TX, Texas A& M University.
- Barnett W. S & Masse L.N (2007) comparative benefit- cost analysis of the abecedarian program and its policy implication. *Economics of Education Review*, 26(1), 113-125
- Becker & Saibam, (2007). *Quality Assurance in the Foundation Phase in Eastern Cape Province*. A case Study, South African. *Journal of Education* 22 (93) 239 – 246.
- Belfied, C.R (2007). *The Promise of Early Childhood Education Working Paper*
[Http://dev.web.tc.columbia.edu/educ/manager_symposium/files/72 Belfield paper.](http://dev.web.tc.columbia.edu/educ/manager_symposium/files/72_Belfield_paper.pdf)
- Bogard, K., & Takanishi, R.(2005). PK-3: An Aligned and Coordinated Approach to Education For Children 3 to 8 Years Old .*SRCD Social Policy Reports* , 19(3), 1-23 Number III.www.scrd.org/document/publication/SPR/SPR.PDF(RETRIEVED ON 5/5/12
- Cohen, L., & Morrison , K. (2011). *Research Methods in Education*. London Tout ledge Falmer

- Bullock C. (2007). *The Relationship between School Building Condition and Student Achievement 1. The Middle School Level in Commonwealth of Virginia* Retrieved July 29=008://Scholar. Lib.vtEd/Tgheses/available/Etd-08212007-163313
- Clarke, G. (2008). *Handbook of School Management*. Cape Town, Macmillan.
- Compell (2004). *Assessing Teacher Effectiveness: Developing a differentiated Model*, London: Rutledge Falmer, 11 New Felter Lane, EC4P 4 EE
- DFID (2010). *Learning for All*. DFID's Education Strategy 2010 – 2015: London.
- Dielens V. and Enslin P. (2002). *Democracy in Education or Education in Democracy: The Limits of Participation in South Africa*. *School Governance*. Journal of Education Issue 28.
- Education International (2007). *Teacher Supply, Recruitment and Retention in Six Sub Saharan African Countries*. Ind. Sinyolo Ed). Brussels. Education International
- Etindi, K. A. (2000) *A Case Study of Factors that impede an effective Inspection in Khwisero Division*. Unpublished Med. Dissertation. Kenyatta University.
- Fabunmi M. (2001). *Improving Educational Standards in Productivity*. Berkeley: Mc Cutchan Publishing Corporation.
- Fields, M & Mitchell A(2007). *Early Childhood and Elementary Teacher Certification Survey*. Presented at the NAECTE Conference June 2007, Pittsburgh P.A
- Filardo, (2008). *Good Buildings, Better Schools. An Economic Stimulus Opportunity with Long Term Benefits*. Retrieved May 2008.

- Gall M.D & Borg, W.R (2007) Educational Research. *An Introduction (8th Ed) Boston:* Pearson Educational Inc.
- Glewwe P. (2010). *Teacher Incentives*. American Economic Journal. Applied Economics 2 (3) 1 – 25.
- Guleid J.N (2002). *Challenges , to ECDE Programme Implementation. Early Childhood Development Regional Conference Mombasa Feb 17th -23rd 2002*
- Handa, C (2007) *Comparative study of Education in Siaya District . Nairobi* Pauline Publication
- Haymore-Sandhotz, J.(2002). In *Service Training or Professional Development: Contrasting Opportunities in A School/ University Partnership. Teaching and Teacher, Education*, 18(7), 815-830
- Jones (Ed.): (2000): Kzndoe: *School Fund Development Regulations: Durbanm: Media in Education Trust.*
- Kammerman, S.B (2008). *School Readiness and International Development in early Childhood and Care. Kagan SL: Moore E. Opportunity Institute.*
- Kombo, D.K & Tromp, L.A.D (2006). *Proposal and Thesis Writing: An Introduction* Nairobi: Pauline publications Africa
- Konchar S.K. (1988). *Secondary School Administration*. New Delhi: Sterling Publishers Ltd.

- Lewis , M.(2000) *Where Children Learn: Facilities Conditions And Student Test Performance In Milwaukee Schools: Scottsdale, Ariz : Council Of Educational Facility Planners International* . Retrieved 07/22/02 from <http://www/cefpi.org/pdf/issue12.pdf>.Retrieved 04/29/2008
- Ludwig Von Vertanlaffy (1968). *General System Theory*. Foundations, Development, Applications. New York: Gorge Braziller.
- MOEST (2005). *Kenya Education Sector Support Programme*. (2005 – 2010). Developing Quality Education and Training to all Kenyans.
- Ministry of Education(2009). *Report on Monitoring of ECD community Support Grant* Nairobi: Ministry of Education Headquarter.
- Morphel, E.I., Johns R.L., and Reller, L.R. (1974). *Educational Organization Administration Concepts*. Practices and Issues. New Jersey, Pr. Hall Incorporated. Englewood Cliffs.
- Mugenda, M. Mugenda, A.G.M (2003). Research Methods. *Qualitative and quantitative Approaches* . NAIROBI: Acts Printers
- Mutai K.B (2000). How to write Quality Research Proposal. A complete and simplified Recepte. New York: Thelley Publications.
- Odhiambo G. (2008). *Elusive Search for Quality Education: The case of Quality Assurance and Teacher Accountability*. Int. s. Edu. Manag 22(5) : 417 – 431.
- Omunga, T.M. (2009). *The Role of Quality Assurance and Standards Officers in Ensuring Quality of Education in Primary Schools in Kisii*. Central. Unpublished MeD. Project Kenyatta University.

- Orodho , J.A (2005a). Techniques of writing Research Proposals and Reports to education & Social Sciences (2nd Ed). Nairobi: Kanezja H.P enterprises
- Orodho J.A (2005b) Education & Social Sciences Research Methods Nairobi : Masolo printer
- Orodho A.J. (2003). *Essential of Education And Social Sciences. Research Methods.* Nairobi Masola Publishers.
- Paxon and Shaddy (2002). *Inspection, Evaluation and Quality Assurance.* In T. Bush and J. West Burnhard (Eds). *The Principal of Educational Management* pp. 157 – 176 Horlow: Longman.
- Pence, A. (2004) E.C.D.E Policy Development and implementation of Africa. UNESCO Early Childhood and family policy issues
- Republic of Kenya (2008). Economic Survey. Nairobi: Government Printer.
- Saunders, M. Lewis P & Thorn hill, A (2007) *Research Methods for Business Studies.* (4th Edition). London l Prentice Hall.
- Republic of Kenya (2006a) Ministry of Education strategic plan 2006-2011 Nairobi : Government Printer
- Republic of Kenya (2006b). *National Early Childhood Development Policy Framework* Nairobi: Government Printer
- Republic of Kenya (2005), UNESCO/OECD. *Early Childhood Policy Review Project.* The Ministry of Education, Science and Technology.

- Republic of Kenya (2005a). Kenya Education Sector Support Programme 2005-2010. Delivery Quality Education and training for all Kenyans. Nairobi: Government printer.
- Republic of Kenya (2005b). Session Paper No. 1 Policy Framework in Education and training , Nairobi Printer
- Republic of Kenya, (2003). Report of the sector Review and Development Direction (MNE). Nairobi: Government Printer.
- Rowan B. (2002). *What large – Scale, Survey Research Tell us about Teacher Effects on Students Achievement*. Insight Ann Arbor. University of Michigan (Unpublished).
- Sifuna D.N (2007). The challenge of increasing access and improving quality: An analysis of universal primary education intervention in Kenya and Tanzania since the 1970s *International Review of Education* , 53, 687-699
- Stevenson K.R (2007). *Educational trends shaping school planning facilities*. Stuffle beam, D.L (2001). *The Meta evaluation Imperative*. American Journal, 22(2) 183-209
- UNESCO, (2004). *World population Prospectors*: New York: UNESCO.
- UNESCO/UNDP (2006). *The Education for ALL. Teacher Training Package Volume5* Nairobi: UNESCO
- UNESCO (2007).*Education for all Global Monitoring Report 2007*. Paris : UNESCO
- Unesdoc.unesco.org/image/001/001375/137564e pdf. Retrieved 8/22/2010
- Varnava M. Koutsouls M. (2006). *Teacher Inspection and In-service Training as a means for Teacher School Improvement*: <http://www.topkinsis/conference.html>.

Wanzare, Z. O. (2006). *Rethinking School Inspection in the Third World: The Case*
<http://www.ualbert.ca/ckreberpaperszak.utm>. Retrieved 6/8/2006.

Wekesa, I (2007). *An evaluation of free primary education in Kakamega District*
Unpublished Master Thesis . Maseno University

Zaslow, M., & Beck., M.I (eds) (2007). *Critical Issues in Early Childhood*
Professional Development. Baltimore: Brookes Publishing.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR HEADTEACHERS

	QUESTIONS	RESPONSES	INSTRUCTIONS					
1.0.	BACKGROUND		INDICATE IN FULL					
1.1.	INSTITUTION							
1.2.	DIVISION /ZONE							
1.3.	GENDER	Male.....1 Female.....2	Circle the most appropriate					
1.4.	How long have you served in this station	_____ _____	Indicate in complete years.					
1.5.	What is your highest preferred qualification	P1_____1 Diploma_____2 Degree_____3 Masters_____4	Circle the most appropriate Code					
2.0	SOURCE OF FINANCING							
2.1	Does your ECE centre receive any funding/financial support	Yes _____ [] No _____ []	Tick appropriately if NO skip to 2.5					
2.2.	If YES please date							
2.3	Which is the main source of finance?	MoE_____1 Community _____2 Faith Based Organization _3 NGOs _____4	Circle the most appropriate answer					
2.4.	How much funding was received during the following years	Year	2010	2011	2012	2013	2014	Give accurate number Received
		Amount						
2.5.	How many children dropped out of your ECE Centre in the last 5 Years	Year	2010	2011	2012	2013	2014	Give accurate number of pupils
		Boys						
		Girls						
		Total						

	QUESTIONS	RESPONSES				INSTRUCTIONS
2.6	Do you agree that financial support promotes enrolment in your ECE Centers	Strongly Agree	Agree	Disagree	Strongly Disagree	Tick appropriately
2.7	Is fee payment a hindrance to children attending ECD Centres	Strongly Agree	Agree	Disagree	Strongly Disagree	Tick appropriately
3.0	FINANCING OF INFRASTRUCTURE					
3.1	Indicate your assessment on the state of physical facilities in your ECE centre	More adequate.....1 Adequate.....2 Not adequate.....3				Circle the most appropriate answer
3.2	How would you rate the existence of the following a. Classroom b. Toilets c. Seats d. Play materials e. Teaching and learning materials	More adequate	Adequate	Not adequate		Tick appropriately
3.3	Indicate the status of your learning facilities a. Classrooms b. Toilets c. Play Materials	Semi permanent	Permanent	Temporary		Tick Appropriately
3.4	Does financial support received used in improving infrastructure	Strongly agree	Agree	Disagree	Strongly Disagree	Tick Appropriately
3.5	Does improved infrastructure enhance enrolment in ECE centre	Yes1 No.....2				Circle the Most Appropriate Answer

	QUESTIONS	RESPONSES	INSTRUCTIONS
4.0.	SCHOOL BUDGET		
4.1	What is your approximate annual budget for the ECE centres	_____	Give accurate amount in Kshs.
4.2.	Have you ever accessed training in financial management	Yes : _____ No: _____	If NO Skip to 4.5
4.3	If YES when was the last time you accessed training in financial management?	< 5 years ago _____ 1 5 – 9 years ago _____ 2 10> years ago _____ 5	Circle the most appropriate answer
4.4.	What was the duration of training in financial management?	_____ Days/Weeks/Months/ Years	Specify the units
4.5.	Who conducts auditing of ECE centres financial records	District school auditors _____ 1 Part time auditors _____ 2 Internal Auditors _____ 3 No auditing _____ 4	Circle the most appropriate answer

	QUESTIONS	RESPONSES				INSTRUCTIONS
5.0. ACCESS RATE						
5.1	<p>To what extent to you agree that the following factors affect ECE enrolment in Ugunja</p> <p>a. High poverty level</p> <p>b. Long distance facilities</p> <p>c. Lack of feeding programme</p> <p>d. Lack of clear government policy on ECE attendance</p>	Strongly agree	Agree	Disagree	Strongly disagree	Tick appropriately

THANK YOU FOR YOUR COOPERATION

APPENDIX II: QUESTIONNAIRE FOR THE ECE TEACHERS

	QUESTIONS	RESPONSES	INSTRUCTIONS			
1.0	INTRODUCTION					
1.1	SCHOOL					
1.2	DIVISION/ZONE					
1.3	GENDER	Male:1 Female.....2	Circle most appropriate answer			
1.4	How long have you served in this station?	_____	Indicate in complete years			
1.5	What is your highest professional qualification	K.C.S.E.(UT).....1 Trained K.C.P.E.....2 Certificate3 Diploma.....4 Degree.....5	Circle the most appropriate			
2.0	SOURCES OF FINANCING					
2.1	Does your ECE centre receive any funding/financing support	Yes.....[] No[]	Tick the most appropriate if no Skip to 2.3			
2.2	If yes, which is the main source of funding	MoE.....1 Community2 Faith Based Organization3 NGO.....4	Circle the most appropriate answer			
2.3	Do you agree that financial support promotes enrolment in your ECE centre	Strongly agree	Agree	Disagree	Strongly Disagree	
2.4	What is the range of your monthly pay	500 – 3000.....1 3001 – 5000..... 2 5001 – 9000.....3 Over 9000.....4	Circle the most appropriate code			
2.5	Does your school charge fee per child	Yes[] No[]	Tick the most appropriate If No skip to 2.7			
2.6	Is fee payment a hindrance in children attending ECE centre	Strongly agree	Agree	Disagree	Strongly Agree	Tick appropriate answer

3.0	FINANCING OF INFRASTRUCTURE				
3.1	Is the size of classroom adequate for the number of children per sq. meter for one child?	Yes[] No[]			Tick appropriately
3.2	Do you agree that the funds received re adequately used in the schools?				
		Strongly Agree	Agree	Disagree	Strongly Disagree
3.3	How would you rate the existence of the following a. Classrooms b. Toilets c. Seats d. Teaching and learning materials				
		More than adequate	Adequate	Not adequate	
3.4	Has funding improved enrolment in ECE Centres?				
		Strongly agree	Agree	Disagree	Strongly Disagree
4.0	SCHOOL BUDGET				
4.1	What is your approximate annual budget for ECE Centres				Give appropriate amount in Kshs.
4.2	Who conducts auditing of ECE centre financial records	District school auditors1 Part time Auditors2 Internal Auditors3 No auditing4			Circle the most appropriate code
4.4	Do you agree that funds received was spent on the following a. Teachers payments b. Building Classrooms c. Construction of toilets d. H/T pocket money e. Teaching programs	Strongly agree	Agree	Disagree	Strongly Disagree

THANK YOU FOR YOUR COOPERATION

APPENDIX III: OBSERVATION SCHEDULE FOR ECE CENTRES

	QUESTIONS	RESPONSES	INSTRUCTIONS
1.0	BACKGROUND		
1.1	SCHOOL		
1.2	DIVISION/ZONE		
1.3	Type of ECE	Public1 Private2	Circle most appropriate answer
2.0	OBSERVATION		
2/1	Classrooms	Permanent.....1 Semi permanent.....2 Temporary.....3	Circle appropriate answer
2.2	Type of building	Classroom1 Hall.....2 Church.....3	Tick appropriately
2.3	Ventilation and Lighting	Adequate Poor Very Poor	Tick appropriately
2.4	Is the size of classroom adequate for the number of children per sq meter	Yes[] No[]	
2.5	Number of classrooms	
2.6	Type of furniture	Chairs and tables1 Forms2 Desks3	
2.7	Is the furniture appropriate size for children	Yes1 No2	
2.8	If yes is the furniture adequate?	Yes1 No2	
2.9	Are toilets available?	Yes[] No[]	
2.10	If yes, what type of toilets?	Pit latrine Flash latrine	
2.11	Separate toilet for boys and girls	Yes1 No2	
2.12	Is the compound safe for the safety of children	Yes1 No2	
2.13	If yes which outdoor equipment play material are available for children to use?		Indicate in full
2.14	Are teaching /learning materials available	Yes1 No2	
2.15	If yes are they adequately displayed according to the career of interests	Yes1 No2	
2.16	Are learning materials displayed at the level of the children	Yes1 No2	

**APPENDIX IV: QUESTIONNAIRE FOR EDUCATIONAL OFFICIALS
(DQASO, DICECE & DEO)**

	QUESTIONS	RESPONSES				INSTRUCTIONS
1.0	BACKGROUND					
1.1	SUB COUNTY					
1.2	GENDER	Male.....1 Female.....2				Circle most appropriate code
1.3	Official designation in relation to ECE					Indicate in full
1.4	What is your highest professional qualification	Diploma.....1 Degree.....2 Masters.....3				Circle appropriate answer
2.0	SOURCES OF FINANCE					
2.1	Do ECE centres in your area receive any funding/financial support.?	Yes.....1 No.....2				If no skip to 2.5
2.2	If yes which is the main source of financial funding?	MOE.....1 Community2 Faith based organization3 NGOs4				Circle Most appropriate
2.3	Do you agree that financial support promotes enrolment in ECE centres in Ugunja sub county?	Strongly agree	Agree	Disagree	Strongly disagree	
2.4	Is fee payment a hindrance to children attending ECE centres	Strongly agree	Agree	Disagree	Strongly Disagree	

3.0	FINANCING OF INFRASTRUCTURE					
3.1	Indicate your assessment on the state of physical facilities in your ECE centres	More than adequate	Adequate	Not Adequate	Tick appropriately	
3.2	How would you rate the existence of the following in ECE centres in Ugunja Sub County? a. Classrooms b. Toilets c. Seats d. Play materials e. Teaching learning materials.	More than adequate	Adequate	Not adequate	Tick appropriately	
3.3	Indicate your assessment on the state of physical facilities in most ECE centres in your area a. Classrooms b. Toilets c. Play materials				Tick correctly	
		Permanent	Semi permanent	Temporary		
3.4	Does financial support received used to improve infrastructure					
		Strongly agree	Agree	Disagree		Strongly Disagree
3.5	Does improved infrastructure enhance enrolment in ECE centres in Ugunja sub county?	Yes1 No2			Circle the most appropriate code	

4.0	BUDGET				
4.1	Who conducts auditing of ECE centres financial records	District School auditors1. Internal Auditors2 Part time Auditors3 No auditing4			Tick correctly
4.2	Which is the perception of stakeholders on the implementation of funding /financing ECE centres	Strongly agree	Agree	Disagree	Strongly Disagree
	a. Funding has been well implemented				
	b. Funding has been disbursed in time				
	c. Funds have been well utilized				
	d. Funding has improved enrolment.				

THANK YOU FOR YOUR COOPERATION

APPENDIX V: AUTHORIZATION FROM THE UNIVERSITY



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION & EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL COMMUNICATION &
TECHNOLOGY

Telephone: 020-2500759, 020-2500760

P.O. BOX 30197, 00100 NAIROBI

020-2500762, 020-2460056

P.O. BOX 92, 00902 KIKUYU

10th August 2015

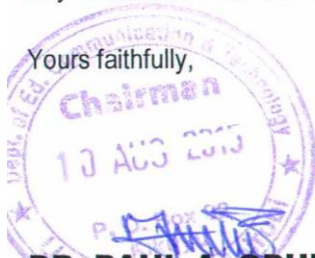
TO WHOM IT MAY CONCERN

RE: WANYANDE NICHOLAS OCHIENG – E57/73884/2014

This is to certify that **Wanyande Nicholas Ochieng Reg. Number E57/73884/2014** is a student of the University of Nairobi, Department of Educational Communication and Technology pursuing M.Ed degree in Early Childhood Education. He has completed the course work and now working on the project. His project is titled **“Influence of Financing on Quality Assurance in Early Childhood Education Centres in Ugunja Sub County, Siaya County Kenya.”**

Any assistance accorded to him will be highly appreciated.

Yours faithfully,



DR. PAUL A. ODUNDO
CHAIRMAN, DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

12th August, 2015

NACOSTI/P/15/3571/7531

Nicholas Ochieng Wanyande
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of financing on quality assurance in Early Childhood Education Centres in Ugunja Sub County, Siaya County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.