

Factors affecting implementation of early childhood development education in public Centres in Imenti South district, Kenya

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Abstract

The purpose of this study was to determine factors that affect implementation of ECDE Programme in Imenti South District. Descriptive survey research design was used. Target population was 1260; 360 ECDE teachers and 900 CMC Members. Proportionate sampling method was used, 85 ECDE teachers and 212 CMC members the findings indicated that parents had a positive attitude towards ECDE programmes. The study established factors that affect ECDE implementation included inadequate teaching and learning resources, inadequate teachers, lack of playing grounds and toilets. Strategies used solve financial problems included community sensitization, fund raising, donations and C.D.F assistance. The study recommends that government should provide: funds to ECDE programme, required physical facilities, teaching and learning materials to enable proper implementation of ECDE, trained teachers and incorporate ECDE programme into mainstream of basic education. This will strengthen ECDE by providing quality basic Education and enable the policy makers to plan for the program.

Keywords: early childhood, early childhood development, implementation, pre-school, programme

1. Introduction

Education is a key determinant of earning and an important exit route from poverty. The most important influence on Early Childhood Development Education (ECDE) originates from within the family environment, and the type of ECDE programme (UNESCO, 2005) [18]. The perspective of ECDE is that unlike the process of brain, physical, and social-emotional development, there is great variability across cultures in the specific ways in which environments and ECDE programmes may influence child development (Garcia & Neuman, 2010) [6]. The ECDE programme that provides children with high quality care may be able to prepare children for entry into formal school programme. These programmes also foster language and cognitive development, promote social development and wellbeing of the child (Osho, Aliyu, Okolie, & Onifade, 2014; Doherty, 2001) [16]. High quality early childhood education and care programmes have the potential to prepare children for the difficult transition to school. Early Childhood Education also promotes continuity of learning under a cohesive educational plan (Mbugua, 2010) [9]. This shows that ECDE plays a critical role in laying a foundation for future learning. This gave importance to the current study.

Early childhood education embraces a variety of group care and education programmes for young children and parents. The traditional focus on day care, nursery school and kindergarten programmes has expanded recently to include attention to the needs of infants and school-aged children in primary grades (Boocock, 1995). Early education practice reflects the thinking of Johann Pestalozzi (1746-1829), the renowned Swiss educator (Driscoll & Nagel, 2012) [4]. Pestalozzi's concern and work with young orphan children is generally acknowledged as being responsible for the birth of early childhood education. European educators such as

Friedrich Froebel, Maria Montessori and Margaret McMillan gave influence in North America and Europe on early childhood education (Driscoll & Nagel, 2002) [4]. The Montessori schools in Canada are a concrete example of innovations of Maria Montessori on ECDE.

The most widespread and enduring impact of these educators is reflected in classroom practices based on child development and respect for a child's individuality. In the latter part of the 20th century, early-childhood education has been strongly influenced by Swiss psychologist Jean Piaget's theories. Piaget's studies of children's thinking, in particular, have stimulated a wave of research exploring children's intellectual development, resulting in many innovations in early-childhood programmes (Driscoll & Nagel, 2002) [4]. This is a concern that the study sought to address.

The findings of research EFA Global Monitoring Report (2007) [19] argues that ECDE is still not a priority in most of the developing countries. The policy neglect among other factors is attributed to slow response to social and economic trends, role of the family and the state in the management of ECDE. Other contributing factors include child development research results not being well known, lack of rigorous studies in developing countries, governments prioritize primary education and international aid focuses on other educational levels (EFA Global Monitoring Report, 2007) [19]. This implies that ECDE has not been given a lot of emphasis as other levels of education. The study sought to address this concern.

The Kenyan Constitution devolves to County governments the responsibility to deliver quality Early Childhood Development and Education (ECDE) services. Part 2 (9) of the Fourth Schedule confers to County governments the responsibility to provide pre-primary education and

childcare services. Such services are collectively encapsulated in the phrase Early Childhood Development and Education (ECDE), which is the holistic development of a child's social, emotional, cognitive, linguistic and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2010).

2. Statement of the problem

The devolution of ECDE to County governments resonates with Section 26(1) of the Basic Education Act No. 14 of 2013, which further elucidates that County governments are responsible for funding the development of required infrastructure for institutions providing ECDE services (Shinali & Kamau, 2016; Government of Kenya [GoK], 2010; 2013; Garcia & Neuman, 2010) ^[17, 6]. Imenti South district has 243 public ECDE centers (MoE, 2017). Imenti South District report (2008) indicates that some centers operate in open air, others in religious buildings while others operate in classes which were previously owned by primary school children and were dilapidated. The District Education (2008) report also shows that 75% children sit on the floor, bricks, stones or wooden objects. Those in permanent classrooms use desks that belonged to older children and therefore not suitable for their ages and heights (MoE, 2008). This is a concern that the current study sought to address. ECDE plays a crucial role in the education of children because it lays the foundation upon which all other subsequent levels of education are based. Despite the critical role that ECDE plays in learning, the implementation of ECDE Programmes is still not satisfactory. The current study sought to determine factors affecting the implementation of ECDE in Imenti South District. The objective of the study was therefore to determine the factors that affect the implementation of ECDE programs in Imenti South District.

3. Literature review

3.1 Financial Support on Implementation of ECDE Programme

An important component in any programme development is the cost element. The planners, implementers and donor agencies have increasingly become concerned about the effectiveness of the programme in the light of the resources used. The ECDE programme in Kenya is a partnership venture. The main partners include parents, local communities, government ministries, local authorities, NGOs, and bilateral partners. (Githinji and Kanga, 2011) ^[7] All these partners contribute various types of resources to the programme implementation. Some of the resources may be expressed in monetary terms, for example, in budgets and financial grants. These monetary contributions are used for various programme expenditures, for example, payment of salaries and allowances, procurement and maintenance of vehicles and equipment, transport expenses and training programmes (Njenga, 1999) ^[14].

The Government, parents, communities and the private sector (Religious organizations, private companies, NGOs and CBOs) are the main sources of ECDE finance and support. The largest source of external assistance in recent years has been the World Bank's ECD loan project of 1996/7-2003/4, targeting disadvantaged children aged 0+8 and their parents. The local authorities, who include the

national, municipal, town and urban councils, have been supportive of the ECDE programme. Contributions include payment of salaries to teachers and supervisors, development of pre-school facilities, sponsoring teachers for training, and provision of stationary and other materials to pre-schools. In addition to the salaries of teachers, majority of the teachers employed by the local authorities are permanent and pensionable and therefore have better job security. There is, however, a great variation in the salaries and allowances paid by the different local authorities. While some authorities pay as little as Ksh 800 (i.e., about US \$10) others pay as much as Ksh. 2500 (US \$30) per month. The schools sponsored by the local authorities have better physical facilities and furniture and a greater variety of learning and play materials for use by children than those sponsored by the communities (Gakuru, Kabiru, Nguru, & Njenga, 1982) ^[5].

The centres supported by the community face financial problems especially when the parents are not able to raise such monies. At times, some teachers have gone for months without pay. The situation is worse for teachers working in marginal areas, for example, slums and semi-arid areas. The situation is also bad in those schools with poor enrolment because the salary comes from the fees paid by the children. This leads to teachers not being paid and hence may at times leave for greener pastures hence affecting the implementation of the ECE (Gakuru *et al* 1982) ^[5]. Lack of financial support has also led to lack of teaching and learning materials which is a hindrance to implementation of ECE programs (Myers, 1992).

3.2 Provision of Teachers and Implementation of ECDE Programmes

In Kenya, ECDE is not part of the 8-4-4 education system hence the government does not include it in its education policy. This isolates ECD teachers from their primary counterparts in terms of pay and status, making the former feel inferior to the latter. In community-owned ECDE Centres and those attached to public primary schools, the ECDE Committee decides monthly how much each parent should pay. ECDE teachers are paid according to the parents' income levels. ECDE teachers' salary is about Ksh 2,000 per month, though with large variations between rural and urban areas. Salaries are not stable and fluctuate each month depending on the level of contribution from parents. Due to low salaries, teachers are not willing to be employed in the centers and this affects implementation of the programme. The teachers will leave the centres if they are not paid well (Mwaura, 2010).

Provision of teachers also has an effect on program implementation (Darling Hammond, 1997). Adeyemi (1989) ^[1] says that lack of teachers affect the implementation of educational program. ECDE centres may be forced to take up anybody to teach as far as they are able to communicate to the children. Such teachers may not be confident enough to handle some of the components of the subject because they are not trained. This affects teaching in the centres and ultimately the implementation.

Adeyemi (1998) ^[1] reported that lack of teachers who do not have academic and professional teacher qualification would undoubtedly have a negative influence on program implementation. Adeyemi (1998) ^[1] further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be

less dedicated to his work and less productive than a teacher who is unqualified but works under favorable conditions.

3.3 Provision of Teaching Learning Materials and Implementation of ECDE Programmes

Mbamba (1992)^[8] points out that educational resources can be defined as anything in the school or its environment that may be organized for use in the process of teaching and learning. Resources are vital inputs needed to effectively conduct instructional activities at all levels of implementation of educational programs. Teaching learning materials form medium through which teaching is carried out. Teaching/learning materials can be divided into two categories; those used by the pupils and those used by the teachers. Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, and pictures. The availability of teaching and learning materials is very crucial in the advancement of education. Books and other materials are the basic tools of educational development (Republic of Kenya, 1976). They must therefore be available to the learner in adequate quality and quantities. They must also be available at the time they are required.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. Mwamwenda and Mwamwenda (1987)^[11] carried out a study that established that the availability of physical facilities had effect on educational programme implementation in Botswana. A study conducted by the Population Council and the Government of Kenya in 1997 to establish the effects of the material inputs on implementation of ECE programme revealed that lack of different learning materials negatively affected the implementation of the programme (Government of Kenya, 1997).

The teaching and learning materials should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education (Republic of Kenya, 1988). Nyamok (1997) states that if a teacher uses the teaching materials effectively, he will be able to use the time thus created for other educational activities. Viewed this way, teaching materials will never replace the teachers' instructional activities but rather they will make it possible to further increase the quality and effectiveness of his instructional activities.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons hence contributing to effective programme implementation. Instructional materials are an integral component of ECE programme implementation. Their adequacy and suitability are important. Avalos (2000)^[3] says that there is a relationship between the education the learners receive and instructional materials. The availability of textbooks and other reading materials has a positive effect on school program. It is only with such materials that pupils can learn to work independently or in groups hence effective programme implementation (Republic of Kenya, 2001). ElimuYetu Coalition (2003) says that there is a positive correlation between availability of teaching and learning materials and ECE programme implementation and its

absence affects the implementation. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. Mwamwenda and Mwamwenda (1987)^[11] carried out a study that established that the availability of teaching and learning materials had effect on the implementation of ECDE programmes in Botswana.

3.4 Provision of Physical Facilities and Implementation of ECDE Programmes

The school's physical facilities or the school plant as it is sometimes called contributes an important component of the learning environment. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. Availability of physical facilities in schools play a major role in influencing programme implementation. Mwangi (1993)^[12] found out that lack of physical and learning facilities in educational programmes had a negative impact on ECDE programme implementation. Lack of physical facilities in schools contribute to poor performance of students hence programme implementation is hampered.

Physical facilities are important because the school uses them to advance the learning opportunities offered to the pupils. Anandu (1990)^[2] asserts that physical facilities are vital for both teachers and pupils in the teaching/ learning situations. Any trace of inadequacy leads to frustration and the motivating factor which ultimately affects programme implementation. Physical facilities that are important in curriculum implementation include classrooms, libraries, sanitary facilities and play grounds. Good classroom arrangement is important because it can help a teacher to cope with complex demands of teaching many students.

Nafula and Ngoma (1998)^[13] add that modern teaching environment entails some key characteristics in its physical setting. First of all it requires space for movement. This enables students to physically change their groupings during the lesson. The activities recommended in the syllabus also require space for writing, drawing and experimenting. To accomplish these tasks desks and tables are needed in the classrooms. Michael (1993)^[10] concurs with Nafula and Ngoma (1998)^[13] on the importance of physical facilities in curriculum implementation. He points out that a teacher should have a classroom of his/her own. It helps the teacher to use wall displays as teaching aids. It means that the teacher can manage the practical supply of learning materials better. Storage space is also important in curriculum implementation. Good teaching depends on having the equipment the teacher needs ready when they need them. Stocks of equipment are built up over the years; some bought, some made, some acquired. New syllabuses usually contain recommendations of items to acquire and things to make. All these need to be stored. There is need for adequate blackboard and display space in the classrooms. This is because most teaching and learning activities require enough space for demonstration by both the teachers and pupils as well as plenty of room to display children's work (Michael, 1993)^[10].

4. Methodology

The study employed descriptive survey research design since this is a status study. Orodho (2002) defines descriptive design as a method used in preliminary and exploratory studies to gather information that can be used to summarize and interpret data for clarification. The

descriptive survey design was appropriate for the study since the investigator examined the current status of ECDE programme with respect to variables of the study. The target population for the study included all the teachers, and all the Centre Management Committee (CMC) in the 180 public ECDE centres in Imenti South District (MoE 2008). There are 360 teachers in the public ECDE centres in the district and about 900 CMC members (MoE, 2008). Every ECDE centre has 5 CMC members. The total target population for the study was 1,260 subjects. The sample size comprised of 85 ECDE teachers and 43 ECDE centres. The researcher used Random Sampling Method to get 85 ECDE teachers and 43 Centres.

The data for this study was collected using a questionnaire, observation schedule and focus group discussions (FGD).

5. Findings of the study

The study sought to determine the factors that affect the implementation of ECDE programmes in Imenti South district. In establishing the factors affecting the implementation of ECDE programmes, there searchers also sought to establish the adequacy of teaching learning materials and resources in the centres in order to check the effectiveness and quality of teaching. The data is presented in Table 1.

Table 1: Adequacy of Teaching Learning Materials in the Centers

Item	Quite Adequate	Adequate	No Opinion	Inadequate	Quite Inadequate
	%	%	%	%	%
Text books	5.0	47.5	1.3	38.8	5.0
Writing materials	.5	52.5	1.3	36.3	5.0
Pictures/ toys	1.3	30.0	-	47.5	1.3
Playing equipment	3.8	22.5	3.8	50.0	20
Classroom	15	72.5	-	7.5	2.5
Furniture	10	72.5	1.3	13.8	2.5
Toilets	11.3	57.5	1.3	1.3	1.3
Playing ground	8.8	0.1	2.5	16.3	2.5
Office	6.3	55.1	3.8	20	15
Kitchen	8.8	58.8	2.5	26.3	3.8

Data on Table 1 represents the availability of teaching and learning resources in the centres. The findings indicated that most of the centres had the necessary resources and facilities presented as follows; writing materials 52.5% teacher respondents reported that they were adequate, classrooms 72.5%, furniture 72.5%, 57.5%, playing ground 70.1%, offices 55.1%, and kitchen 58.8%. However the resources and facilities were found inadequate as follows; textbooks 38.8%, writing materials 38.3% pictures and toys 47.5%. Half the number of centres did not have playing equipment while 7.5% had inadequate classrooms. 11.8% had inadequate furniture, 16.3% inadequate playing ground and 20% inadequate office. 26.3 % of the centres had inadequate kitchen. The findings confirmed that parents had provided adequate facilities and resources for ECDE centres and were willing to support the implementation of the ECDE programmes in the district. The findings reviewed that the centres had enough facilities and materials.

The investigations concurred with Avalos (1991)^[3] that the quality of education that the learners receive bears direct relevance to the availability or lack of instruction materials. The researcher also aimed to find out from the observation schedule whether facilities and resources were available in the centres. The data revealed that most of the classrooms were permanent as indicated by 69.8%. On learning materials 60.5% showed that learning materials were available but were inadequate as indicated by 37.2%. The findings revealed that facilities and resources were available at the ECDE centres. This portrayed the positive attitude of the parents in support of the programmes through provision of the facilities. Findings from the observation schedule on teacher pupil ratio indicated that on average the teacher

pupil ratio was 1:30 in many centres. Playing grounds were available in 83.7% centres, whereas in 11.6% they were very small and 11.6% they were not enough. Kitchen and kitchen ware were not available in 44.2% centres, they were available in 46.5% centres. In most of the centres, offices were not available as shown by a significant 88.4% and only available in 11.6%. Chairs and desks were not available in 55.8% and were only available in 11.6%, Toilets were only adequate in 74.4% and not adequate in 25.6%, The learning atmosphere was noted as good by 51.2%, quite good in 14%, but not conducive in 25.6%. Learning materials were noted as inadequate in 51.2% while in 48.8% there were improvised materials.

The teachers were also asked to indicate the sources of finance. In this item the data indicated that 97.5% was from the parents while only a small number of centres 2.5% were sponsored by the NGOs. The teachers also indicated that the amount received was not adequate as shown by 56% though a significant number of them indicated that it was very adequate. Data on the salary that teachers received indicated that majority of them 82.5% received between 1000 and 3000 while 15% received between 3001 and 5000 shillings. Asked to rate the amount of salary that they received, only 11.3% indicated that it was satisfactory with 75% rating it unsatisfactory and 7.5% very unsatisfactory. The situation of teachers' inadequate salary implied that the teachers worked under very difficult financial conditions with very little salary and this hindered the implementation of the programme.

The teacher respondents were asked to indicate the financial problems that they encountered at the centres. The data is presented in Table 2.

Table 2: Teachers’ Response on the Financial Challenges at the Centre

Financial challenges	Frequency	Percentage
The money is not enough and delayed payment	51	54.1
Inadequate materials	17	21.3
Parents slow in paying the fees.	4	5.0
Inadequate capital	8	10.0
Total	80	100.0

Majority of the teachers indicated that 54.1% reported that the money was not adequate also it was not paid in time. 21.3% of teachers indicated that there was an inadequate material. Only 5.0% reported that parents were slow in paying the fees while 10% reported that centres had inadequate capital. Monetary contributions are used for programme expenditure in the centre. Inadequate funds will lead to inadequate learning material provision which affects the ECDE programme. The investigations concur with Njenga (1992)^[15] in that inadequate finance will lead to lack of facilities and resources at the ECDE centres which will affect the implementation of the programme. The findings indicated that ECDE centres did not have enough funds and that parents were not able to pay fees promptly. This implied that teaching and learning materials were not readily available and teachers were not paid adequate salaries.

Asked whether there were adequate teachers at the centres, majority of the respondents indicated that there were. This was reported by 86.3%. Data from the focus group discussions indicated that a significant majority of the centres did not have adequate teachers as indicted by 58.1%. They were only available in 41.9% of the centres. Provision of teachers also has an effect on programme implementation (Darling Hammond, 1997). Adeyemi (1989)^[1] says that lack of teachers affect the implementation of educational programme. ECDE centres may be forced to take up anybody to teach as far as they are able to communicate to the children. Such teachers may not be confident enough to handle some of the components of the subject because they are not trained. This affects teaching in the centres and ultimately the implementation (Ojoawo, 1999). The study revealed that ECDE programme did not have enough trained teachers to man the centres. Lack of enough teachers affects the implementation of ECDE greatly.

On the issues of qualifications, 75.1% indicated that they were qualified. There was however a significant number of teachers who were not qualified. The findings concur with Adeyemi (1998)^[1] who reported that lack of teachers who do not have academic and professional teacher qualification would undoubtedly have a negative influence on programme implementation. Adeyemi (1998)^[1] further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and less productive than a teacher who is unqualified but works under favorable conditions.

One of the challenges that centers experienced was teacher turn over as reported by 56.3% with 23.8% reporting that they did not experience teacher turn out. The findings agree with Gakuru *et al* (1982)^[5] who stated that lack of money led teachers not being paid and hence may at times leave for greener pastures hence affecting the implementation of the ECE. In this item, 20% did not respond. Those that reported that there were cases of teacher turn out indicated that lack of children in the centres, too many pupils, poor salary as some of the reasons, with the greatest being poor salary.

The study also sought to establish the issue of supervision of the centres. The respondents were therefore asked to comment on the supervision of the centres. The data is presented in Table 3.

Table 3: Supervision of ECDE Centres

Extent of supervision	Frequency	Percentage
Thorough	13	16.3
No opinion	2	2.5
Not very thorough	18	22.5
Not thorough	2	2.5
Rarely	38	47.5
Not done	7	8.8
Total	80	100.0

Data on the supervision indicated that 47.5% of the centres were rarely supervised, 16.3% were thoroughly supervised. 22.5% were not thoroughly supervised while 8.8% was not at all supervised. 2.5% had no opinion on supervision. The reasons provided by the respondents indicated that the government officials rarely visited the centres and whenever they came they did not provide adequate guidance. The data therefore implies that there was a shortcoming in the area of supervision which could hinder effective implementation of the programme.

The study also sought to establish whether the supervisors provided feed back to the teachers by giving supervision report. Data indicated that they always did as indicated by 75% of the teachers interviewed. However 10% of the respondents reported that they did not give the supervision report. Asked the areas that the supervisors supervised, the teacher respondents indicated that the supervisors supervised classrooms as indicated by 77.5%, pupils work as shown by 15%, teachers work and feeding programme as shown by 2.5%.

The study also sought to establish from the teachers the government involvement in the implementation of the ECDE programmes. The data is presented in table 4.

Table 11: Teachers’ Response on Government Involvement in the Implementation of ECDE

Extent of involvement	Frequency	Percentage
Very Adequate	20	26.25
Adequate	16	18.75
Inadequate	44	55
Total	80	100

Data in Table 11 indicate that government involvement was inadequate as shown by 55%, very adequate as indicated by 26% while 18.75% indicated that it was adequate. Among the reasons given were that the government did not provide support to the programme as indicated by 60%, the government did not employ teachers as shown by 13.8% and also did not organize for seminars to ECDE teachers. MOE (2005) Policy focuses on 4- 5 years old children in view to provide holistic and integrated programme. Through

the government involvement in ECDE in supervision, management and curriculum development and establishing guidelines, the ECDE programme will have improved measures to enhance implementation.

The study shows that government may hinder the implementation of the programme by not getting involved. The FGD participants were asked to indicate the factors that affected the implementation of the ECDE programmes. Data is presented in Table 5.

Table 5: FGD Responses on Factors that Affected the Implementation of ECDE

Factors	Frequency	Percentage
Poverty in the community and untrained teachers	23	53.5
Inadequate funds	9	20.9
Lack of continuous flow of the finances.	11	25.6
Total	43	100.0

Findings on Table 12 indicated that one of the major factors affecting the implementation of the program was poverty in the community and untrained teachers as indicated by 53.5%. Another factor was inadequate funds as shown by 20.9% and lack of consistent provision of funds by the donors as indicated by 25.6%. Information was sought from teachers on factors that affected the implementation of ECDE programme. Their responses are presented in Table 6.

Table 6: Teachers Responses on Factors Affecting the Implementation of the ECDE

Factors	Frequency	Percentage
Inadequate funds	49	59.3
Social factors like family status	17	21.3
Drought	5	6.3
Poor infrastructure	5	6.3
Few number of parents	4	5.0
Total	80	100.0

The data in Table 13 showed that one of the major constraints in the implementation of the program was inadequate funds as indicated by 59.3%. Other factors included social factors such as family poverty as shown by 21.3%, drought 6.3%, poor infrastructure 6.3% and few parents in the centre who were unable to provide for the centre as indicated by 5%. The data in Table13 implies that though there were other factors that affected the implementation of ECDE program, financial factor was the most major constraint. The findings concur with Gakuru, Kabiru, Nguru & Njenga (1982) [5] who said that schools sponsored by community suffer a lot of financial constraints. Further, (Gakuru *et al.* (1982) [5] state that lack of financial support leads to lack of learning materials that hinder implementation of ECDE. The investigations implied that due to lack of enough finance the centres were not able to offer relevant provisions that are necessary for ECDE implementation.

6. Summary, Conclusions and Recommendations

From the study it was revealed that most ECDE centres had the necessary resources and facilities as indicated by 52.5% adequate writing materials, 72.5% adequate classrooms, 72.5% adequate furniture, 70.1% playing ground and 58.8% adequate kitchen. The observation schedule revealed that

centres had adequate resources and facilities as indicated by 83.7% playing ground, 74.4% toilets, and 69.8% permanent classrooms. The findings confirmed that parents provided adequate facilities and resources for ECDE centres and that centres had enough facilities and materials. The investigations concurred with Avalos (1991) [3] that the quality of education that the learners receive bears direct relevance to the availability or lack of instruction materials. The study revealed that though the parents financed the ECDE programme (83.7%) the money is not enough as indicated by 54.1%. The investigations concurred with Njenga (1992) [15] in that in adequate finance will lead to lack of facilities and resources at the ECDE centres.

Based on the findings the study concluded that parents had a positive attitude towards the program. This was also revealed by parental turn out for the meetings when called upon to offer financial support to the centres and also by participating in harambee to assist the centres and contribute to feeding program for the children. The study established that ECDE centres used different strategies to solve the problems that faced them. ECDE teachers and CMC members used the strategy of sensitizing parents and educating the community on the importance of ECDE programmes. This indicated that the parents were aware of the programme and were willing to support its implementation. Through the study, it was established that centres had the strategy of improving the feeding programmes to enhance ECDE implementation. Other strategies used included; organizing funding options to cater for financial difficulties, soliciting funds from donors and church organizations. ECDE centres also sought for money from the Constituent Development Funds (CDF) to improve their financial situation.

The study recommended that the county government should provide adequate funds to ECDE centres. Government financial provision will facilitate construction of permanent classes, provision of teaching and learning materials and other physical facilities that are required at the ECDE centres. Further, Government involvement in financial provision will ease parents’ financial constraints and relief the burden of financial contribution from ECDE stakeholders. The county government should supervise the ECDE programmes thoroughly in order to ensure that they adhere to the required standards. Thorough and constant supervision will improve the quality of ECDE programme implementation

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