TEACHERS' PERCEPTIONS ON THE INFLUENCE OF SELECTED FACTORS ON PROVISION OF PRE-SCHOOL EDUCATION IN PUBLIC SCHOOLS IN KOIBATEK SUB-COUNTY, KENYA

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DECLARATION AND RECOMMENDATIONS

Declaration
This thesis has not been presented in this or any other university for the award of a
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DEDICATION

This work is dedicated to my beloved husband Bord, children Mercy, Sharon, Lyn, Tracy and Emmanuel as well as my parents John and Ziporah, my brothers and sisters. You all proved a pillar to always lean on during the hard times of my study. You endured trying moments while I was away.

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ABSTRACT

Early childhood is a stage of human development between birth and eight years of age. Statistics in Koibatek Sub-County Directors' Office reveal that less than 30% of school going children accessed pre-school education in the past seven years in the Sub-County. This study examined parental income, parental perceptions and school learning environment influencing provision of pre-school education as perceived by teachers in Koibatek Sub-County. The research was guided by the following objectives:- To establish adequacy of teaching and learning resources, to establish the teachers' perceptions of influence of parental income, to establish the teachers' perceptions of influence of parental perception and to determine the teachers' perception of influence of school learning environment on provision of pre-school education in Koibatek Sub-County. The study was limited to responses obtained from the questionnaires. This study was guided by Systems Theory developed by biologist Ludwig Von Bertalanffy. Descriptive survey design was used. The population of the study constituted the headteachers and pre-school teachers. Stratified proportionate sampling was used to select public pre-schools from all the four divisions. The researcher selected 70 Preschool teachers using simple random sampling while 35 headteachers were purposively selected. Data was collected using one questionnaire which was responded to by both the headteachers and pre-school teachers. Content, construct and face validity of the instruments were checked by research experts drawn from Curriculum, Instruction and Educational Management Department of Egerton University. Piloting of the instruments was carried out in eight public pre-schools in Koibatek Sub-County who did not participate in the actual study. Cronbach's alpha coefficient was used in estimating reliability. Reliability coefficient of 0.77 was obtained and this was considered acceptable for this study. The data collected were organized, edited and analysed using descriptive statistics such as frequencies and percentages. It was calculated with the help of the Statistical Package for Social Science (SPSS) Version 20. Major findings were that teaching and learning resources were inadequate, parental income and parental perception on provision of pre-school education. However, school learning environment did not have an influence on the provision of pre-school education in Koibatek. From the findings of this study it is recommended that the Ministry of Education Science and Technology (MOEST), NGOs, County Governments, school administration and teachers should strive to sensitize and empower parents and other stakeholders on their roles in provision of pre-school education.

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ABBREVIATIONS AND ACRONYMS

ASAL Arid and Semi-Arid Lands

AKF Aga Khan Foundation

BVLF Bernard Van Leer Foundation

CBGMP Centre Based Growth Monitoring and Promotion

CBOs Community Based Organizations

CMC Center Management Committee

CSG Community Support Grants

DCECD Directorate of Community and Early Childhood Development

DEO Sub-County Education Officer

DICECE Sub-County Centre for Early Childhood Education

ECDE Early Childhood Development and Education

EFA Education for All

ESEA Elementary and Secondary Education Act

FBO Faith Based Organization

FGM Female Genital Mutilation

FPE Free Primary Education

HGSMP Home Grown School Meals Programme

KIE Kenya Institute of Education

KESSP Kenya Education Sector Support Programme

MDGs Millennium Developments Goals

MOE Ministry of Education

MOEST Ministry of Education Science and Technology

NACECE National Centre for Early Childhood Education

NACOSTI National Commission for Science, Technology and Innovation

NER National Enrolment Rate

NGOs Non-Governmental Organization

QASOs Quality Assurance and Standards Officers

ROK Republic of Kenya

SFP School Feeding Programme

UNCRC United Nations Convections on the Rights of the Child

UNESCO United Nations Education, Scientific and Cultural Organization

UNICEF United Nations International Children Education Fund

WFP World Food Programme

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Education plays a key role in human development through the acquisition of knowledge, skills and attitudes for the enhancement of a community's economic, social and cultural development. It is widely seen as one of the most promising paths for individuals to realize better, more productive lives (Republic of Kenya [ROK], 2006a). The Kenyan Constitution provides that every child has a right to free and compulsory basic education. This entails quality services and access to educational institutions and facilities for all children. Similarly, the Kenya Vision 2030 also recognizes that education and training of all Kenyans is fundamental to the success of the vision (ROK, 2013). The citizens and the government of Kenya have invested heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Millennium Development Goals [MDGs] and Vision 2030 (Glennerster, Kremer, Mbiti, & Kudzai, 2011).

According to Ministry of Education ([MOE] 2011), Early Childhood Development and Education [ECDE] is the first level of the Kenyan education system. Early Childhood is a stage of human development between birth and eight years of age. This is the most important stage during which neurobiological, physical, physiological and psychological changes take place that mediate the future cognitive, emotional, social and behaviour trends of an individual (Young, 2007). It is considered an important stage in the Kenyan education system, especially in laying the foundation for the child's socialization and lifelong education. Children in ECD express their feelings through songs, movements, and construction; any pre-school teacher who ignores play is unlikely to produce an all round adult from children under his/her care (Tassoni, Beith, Eldrige & Gough, 2003).

The Ministry of Education Science and Technology [MOEST] in Kenya is mandated to manage provision of education to all Kenyan children. This mandate is being executed through the pursuit of its vision and anchoring the same on the national development. Provision of education at all levels is an important component of developing human skills that may support implementation of vision 2030 in Kenya (MOE, 2007a).

According to the Session Paper No 1 of 2005, the provision of ECDE involves households' community and government efforts in an integrated approach of children from conception (ROK, 2005). Early childhood education in Kenya has developed over the years. It has been as a result of several seminars, task forces, workshops, commissions, declarations and also private endeavors. This education for the young varied from time to time in terms of quality, service providers and principles governing its provision. The Kenyan government together with its development partners such as the Bernard Van Leer Foundation supported the development of the National Centre for Early Childhood Education [NACECE] in 1982 at Kenya Institute of Curriculum Development (Karanja & Githinji, 2009).

The centre implements and disseminates the objectives of Early Childhood Development and Education countrywide (MOE, 2005). In Kenya, a framework of partnership exits where parents, local communities, Non-Governmental Organizations [NGOs], Government Ministries as well as United Nations International Children Education Fund [UNICEF] play a key role in provision of pre-school services (MOE, 2005). The Ministry of Culture and Social Services was responsible for training teachers and paying their salaries from 1970-1980 (Karanja & Githinji, 2009). The individual institutions were mandated to prepare their own curriculum that aimed at all areas of development social, emotional and cognitive but more emphasis on the academic preparation for primary school (ROK, 2008b).

According to NACECE, (2007) the government encouraged the formation of partnerships as a way to coordinate resources and share costs of early childhood care and education. The Ministry of Education became involved in overall administration, policy making, provision of community support grants, training and professional guidance of pre-school teachers from 1985. Most of the pre-schools failed to understand, that for optimal development of a child, there is a need to create a planned curriculum, encompassing developmentally appropriate knowledge and skills, with flexibility for contextualization (MOE, 2011).

Parents have the major role to meet the needs of children, provide land, raise funds for the construction and maintenance of the physical facilities, labour and also pay the teachers' salaries. In some of the pre-schools, the parents and local communities have initiated Community-Based Feeding Programmes and Community Based Growth Monitoring and Promotion [CBGMP] activities. They also contribute ingredients, cooking, eating utensils and hire cooks or take turns to prepare the food for their children (MOEST, 2000).

The pre-schools in Kenya are categorized as private, community or public institutions (Ramani, 2003). The private pre-schools are those that are owned and managed by religious organizations, individuals, private organizations, non-governmental organizations and the community or public institutions are those pre-schools owned and managed by the parents, communities or various local authorities (Kenya Institute of Curriculum Development [KICD], 2002a). MOEST, (2002) indicates that every public pre-schools within the primary schools should be managed fully by the Parents Associations, be attached to a primary school and be administered by the primary school headteacher (ROK, 2005). However, in the current administrative structure as the government pre-schools are under the County Government (ROK, 2013). All public preschools all over Kenya are expected to follow the current pre-school curriculum developed by KICD. The aim is to ensure that young children gain basic knowledge, skills, attitudes and basic life skills (KICD, 2009).

An analysis of the school mapping, data collected in Kenya in 2007 (MOE, 2011) shows that access, participation and quality education at pre-school level in Kenya are low hence the need for increased investments in infrastructure development (both learning and sanitation facilities) human resource, sensitization and advocacy to all the partners. This is exemplified by the fact that 57.9% of the school-age going children were not in school in 2007. That only 42.1% of eligible children are enrolled in pre-school Centers nationally with the higher figures registered in urban centers while some rural and remote sub counties recording less than 20 percent enrolment (MOE, 2009a).

Republic of Kenya (2012) further reported that access and participation at the pre-school level are still low with a National Enrolment Rate [NER] of 42% in 2009 and 50% in 2010. This means that 58% and 50% of the school-age going pupils were not in school in 2009 and 2010 respectively. Furthermore, only 60% of the counties had a NER above the national figure of 42% with the lowest values observed in Northern Eastern. Low access levels can be explained by the fact that pre-school education was not mainstreamed in the education system in Kenya, in spite of it being critical in laying the foundation for performance in the subsequent levels of education (Karanja & Githinji, 2009).

Kipkoech and Kyalo (2010) observe that a major decline in enrolment occurred before the Free Primary Education [FPE] policy was implemented, suggesting that FPE may not be the only reason for this decline. Access to pre-schools is inequitable, with poor children from semi-arid, arid and urban slum areas less likely to enroll in them. A relatively large gap between gross and net enrolment ratios implies the presence of overage and under-age children in ECDE Centres. The presence of over-age children explains, the heavy focus on pre-school education while under-age children points to the difficulty of delivering quality ECDE services (ROK, 2006a).

National Centre for Early Childhood Education (2007) asserts that at the Sub-County level, the District Centre for Early Childhood and Education [DICECE] trains pre-school teachers and other education officers. They provide supervision and inspection of pre-school programmes at sub-county level. They also mobilize local communities to improve care, health, nutrition and education of young children. They develop localized curriculum, evaluate and conduct research related to pre-school children. The government of Kenya continuously train pre-school teachers at different levels from short courses, certificate and diploma in ECDE. Training teachers and equipping them with the knowledge, skills and attitudes that would enable them to provide quality services to pre-school children and also to mobilize parents and local communities to improve the welfare of the children and families (MOE, 2005).

Over 70% of pre-school institutions in Koibatek Sub-County were managed by local communities and in the new dispensation it is managed by the county governments.

Under the Kenyan constitution (2010) article 56 section (b), pre-school education is a responsibility of the county government (ROK, 2013). The communities together with the county governments are responsible for the provision of land, putting up buildings and provision of furniture, employment and upkeep of teachers, management of the schools and sponsorship of teachers for training. The day-to-day management of the community sponsored pre-schools is carried out by the centre management committees appointed from among the parents and local leaders (ROK, 2010).

Koibatek Sub-County education office report of 2014 indicates that most public preschools in the Sub-County have trained teachers, receive community support grants, community capacity building and mobilization is done in all of the four divisions. Nevertheless provision of pre-school education is facing a number of challenges which could be as a result of influence of factors in Koibatek Sub-County and Kenya as a whole, these factors include: - provision of learning facilities, parental level of income, parental perceptions and school learning environment, political factors, child based factors, teacher based factors and environmental factors. The selected factors are discussed below.

Parental income affects provision of pre-schools in a special way because parents provide needs such as food, clothing and pay school fees. Children living in lower-income households often face behavioural and learning challenges when they enter school. Parental perceptions may influence provision of pre-school education because traditional beliefs in most local communities is that educating girls is a waste of time and money as they will eventually get married and that education benefits the families they are married to. Girls therefore spend a lot of time on domestic tasks than boys; some cultural practices have hindered promotion of gender equality and empowerment of girl child in most communities. School learning environment factors includes provision of safe structures/physical facilities, suitable space for play, friendly atmosphere, appropriate and an inspiring environment, safe and secure school, clean water and adequate sanitation facilities expanded range of experience for young children, helping them develop skills and form attitudes that will enable them to make good use of learning opportunities both within and beyond formal education.

Teaching/learning resources are an important precondition for student learning, provided that other conditions are present that support a strong academic program in a school. Lack of furniture, lack of textbooks or crowded classroom conditions not only make it difficult for learners to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work.

1.2 Statement of the Problem

The Government of Kenya supports pre-schools on the realization that children who access holistic early childhood education services have a better start in learning in life. Despite all the benefits that may accrue from pre-school level as a result of the commitments made by the Government of Kenya to achieve Education for All [EFA], there is low enrolment at pre-school level of education, low attendance rate, high teachers' turnover and low transition rates from pre-school to standard one. However provision of pre-school education is the responsibility of the county government. In Koibatek sub-county it is observed that provision of pre-school education is facing a number of challenges such as income levels of parents, school learning environment and parents' perception on pre-school education. From the literature review, there was limited evidence on the influence of these factors on provision of pre-school education in the sub-county. This study has therefore examined teacher perceptions on the influence of these factors namely; parental level of income, parental perceptions and school learning environment on provision of pre-school education in Koibatek sub-county.

1.3 Purpose of the Study

The purpose of this study was to examine teachers' perceptions on the influence of selected factors such as parental income, parental perceptions on pre-school education and school learning environment on provision of pre-school education in Koibatek Sub-County.

1.4 Research Objectives

This study was guided by the following objectives:

- (i) To establish adequacy of teaching and learning resources on provision of preschool education as perceived by the teachers in Koibatek Sub-County.
- (ii) To establish the teachers' perceptions of influence of parental income on provision of pre-school education in Koibatek Sub-County.
- (iii) To establish the teachers' perceptions of influence of parental perception on provision of pre-school education in Koibatek Sub-County.
- (iv) To determine the teachers' perceptions on the influence of school learning environment on provision of pre-school education in Koibatek Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

- (i) What is the teachers' perception on the adequacy of teaching and learning resources for provision of pre-school education in Koibatek Sub-County?
- (ii) What is the teachers' perception of the influence of parental income on provision of pre-school education in Koibatek Sub-County?
- (iii) What is the teachers' perception of the influence of parental perception on provision of pre-school education in Koibatek Sub-County?
- (iv) What is the teachers' perception on the influence of school learning environment on provision of pre-school education in Koibatek Sub-County?

1.6 Significance of the Study

The findings of this study may have practical implications for the future of early childhood education in the country. The study may contribute to the advancement of knowledge about the teachers' perceptions on the influence of selected factors on provision of pre-school education. The findings of this study may provide teachers, Quality Assurance and Standards Officers (QASOs), Sub-County Centre for Early Childhood Education (DICECE) trainers and educational administrators with information on ways of improving educational standards in Koibatek Sub-County through better supervisory practices and provision of quality education. The findings of the study may also help in identifying the needs, strengths and weaknesses of provision of pre-school education. The study may be of immediate benefit to both the Ministry of Education science and technology and the County Government of Baringo in the formulation of future early childhood education policies aimed at enhancing provision of

pre-school education. The findings of this study may also promote the general learning conditions and performance in pre-schools.

1.7 Scope of the Study

The study was conducted in public pre-schools in Koibatek Sub-County, Baringo County. The study mainly focused on teachers' perception of the influence of selected factors on provision of pre-school education in Koibatek Sub-County; these are; parental income, parental perceptions on pre-school education and school learning environment.

1.8 Limitations of the Study

The study was limited to responses that were obtained from the questionnaires. Since the study sought information on teacher's perceptions, it was possible that teachers could not be willing to divulge information on their weaknesses. To overcome this, the researcher, thus, used the information obtained from the three teachers (headteacher and two pre-school teachers) in every sample school to corroborate the responses. This limitation was also overcome by the researcher by ensuring that the questionnaires were structured to generate the required data as accurately as possible. The study was also limited to the sample schools, pre-school teachers and the headteachers in the Sub-County. The study did not consider any information that was outside the scope of the study. The study ensured the sampling process was randomized in order to capture the views and opinions from different people in the target population.

1.9 Assumption of the Study

- i. Teachers were aware and familiar with ECDE policy.
- ii. Teachers had a close interaction with the parents.
- iii. Parents were aware of their roles in provision of pre-school education.

1.10 Definitions of Term

The following terms have been defined as used in this study.

ECDE Attached to Primary School: These are pre-schools outside the primary school compounds and are managed fully by the parents' associations (MOEST, 2002). In this study, they are pre-schools linked to the primary school.

ECDE within the Primary School: These are pre-schools within the primary school compounds and are managed fully by the parents' associations (MOEST, 2002). In this study, they are pre-schools inside the primary school compound.

Income: It is the sum of all the wages, savings opportunity gained, salaries, profits, interests payments, rents, and other forms of earnings received by a parent in a given period of time (Case & Fair (2007). Is the monetary payment received for goods or services, or from other sources, as rents or investments. It is something that comes in as an addition or increase, especially by chance (World Bank, 2006). In this study it refers to the parents' socio economic status, income levels, educational status, and ability to provide needs such as food, clothing and pay school fees for their children at pre-school.

Influence: The power that something/somebody has to make something/somebody behave in a particular way or somebody's actions (Hornby, 2006). In this study, it refers to how parental income, parental perception and school learning environment on provision on pre-school education.

Parent - means the mother or father of a child and includes any person who is liable by law to maintain a child or is entitled to his custody. Children Act Cap 141 (2010).
For this study parents are people concerned with providing basic essentials for their children in the pre-school centres.

Perception: Hornby (2006) defines perception as the act or faculty of apprehending by means of census of the mind, cognition and understanding. For this study it means the parental cultural practices, religious beliefs, marital status and teachers understanding/their views on the influence of selected factors on provision of pre-school education in Koibatek Sub-County.

Pre-School: It is a school for young children four or five years old before joining level one in a primary school. It is used interchangeably with ECDE centre, Nursery school and Pre-primary school in Kenya (ROK, 2013). In this study, it refers to educational institutions where children aged 3-5 years are provided with education, guidance and care.

Provision: Any attempt by the partners/guardians to provide education in pre-schools (Hornby, 2006). For this study it is the provision of education in pre-schools and includes availability of teaching/learning resources, feeding programme and Motivation of Pre-school teachers.

Public Schools: it is a pre-school sponsored by the Government of Kenya and supported by the parents (Hornby, 2006). For this study it is a Pre-school or an ECDE centre.

School Learning Environment: Learning environment encompasses the culture of a school or classes its presiding ethos and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning. The qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a "learning environment." (Abbott, 2014). For this study, it is the school safety, arrangement of furniture, water and sanitation facilities, hygiene, safe structures/physical facilities, suitable space for play, friendly atmosphere, inspiring environment and interaction in the school between teachers and pupils/pupil – pupil.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses review of related literature which covers objectives of pre-school education, education in developed countries, developing countries, Pre-school Education in Sub- Saharan Africa and the Pre-school Education in Kenya. It also covers the parental income, parental perceptions, school learning environment and teachers perceptions on pre-school education. The chapter also discusses theoretical and conceptual frameworks respectively.

2.2 Objectives of Pre-School Education

Early Childhood Development Education (ECDE) globally and Kenya in particular is recognized as a crucial programme that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs. Currently, ECDE is under the care of County Government. The objectives of pre-school education in Kenya are:

- (i) Provide education geared towards development of child's mental and physical capabilities.
- (ii) Enable the child enjoy living and learning through play.
- (iii) Develop the child's self-awareness, self-esteem and self-confidence.
- (iv) Enable the child develop understanding and appreciation of his/her culture and environment.
- (v) Foster the child's exploratory skills, creativity, self-expression and discovery.
- (vi) Identify the child with special needs and align him/her with existing services.
- (vii) Enable the child build good habits and acquire acceptable values and behaviour for effective living as an individual and member of society.
- (viii) Foster the spiritual and moral growth of the child.
- (ix) Improve the status of the child's health, care and nutritional needs, and link him/her with health promotion services.

- (x) Enrich the child's experience to enable him/her cope better with primary school life.
- (xi) Develop the child's aesthetic and artistic skill (ROK, 2012).

2.3 Pre-school Education in the Developed Countries

According to Mohanty and Mohanty (2002), the aim of pre-school education is to offer proper growth and development to children at the right time in the right manner. Under the indigenous African Education just as in the case of both the Spartan and Athenian education systems, pre-school children did not attend any formal school but were encouraged to play under the watchful eyes of their guardians in the belief that through play, they would learn how to socialize and develop strong bodies (Curtis & O'Hagan, 2003). Turner and Hammer (2009), argues that Pre-school has a history dating back to 1828, when Boston infant school was established to take care of children of working mothers. By 1896, it had become credible and the national Federation of Day nurseries was founded.

The American government in 1965 established the Elementary and Secondary Education Act (ESEA) which allowed parents to be at table with school administrators and educators to help address how every school through partnership will promote the social, emotional and academic growth of their children. "The no child left behind Act" was signed into law in January 2002 which aimed at making sure that children achieve academic proficiency and gain the educational skills necessary to enable them succeed later in life. The law mandated that parents be informed on how they can be involved in school improvement efforts and are provided with local report cards of schools help guide their involvement (Hoghughi & Long, 2004). In England and Wales young children attended a variety of different settings before starting full-time school; these include pre-school playgroups, day nurseries, child minders, nursery schools and nursery classes in primary schools. The provision of child care was, for a long time, highly dependent on variables such as local access to services and parent's ability to pay (Pugh, 2007).

From 1960's parents in Spain were involved in programmes in the nursery and Kindergartens. They were utilized as resource persons and assistant teachers in a variety of ways such as; policy making, more effective teachers of their own children, better parents and supporting resources for the schools, (Turner & Hamner, 2009). Attendance could be full-time in some settings, but part-time in others, with some children attending more than one group or facility at any time. Lack of an integrated national policy on child care and education, coupled with limited public financial support for the delivery of effective provision hampers the development of integrated education and care in most European Countries.

Pringle (2002) argues that the absence of policy was due in part to the government's hesitancy to intervene in day care because it was considered to be a private matter for families to provide (the separate provision of nursery schooling for three to six years old on a full-time basis with a clear ethos and culture). This was well established in other European countries but failed to emerge in the United Kingdom and this too may have weakened the commitment to setting a comprehensive national policy. Bruce and Megitt (2002) indicate that in United Kingdom parents and schools worked in partnership from 1980's to present day. Parents have enormous potential as resource providers to the early childhood programme. The traditional method of parent participation in pre-schools has been to accompany children on field trips or to participate in the classroom. Many parents have special skills or talents that they can contribute to the program for example, a parent may play a musical instrument, a parent who is a health professional might talk to the children about hygiene or a parent who is a dancer might conduct a dance activity (Turner & Hamner, 2009).

2.4 Pre-school Education in Developing Countries

The Jamaican Early Childhood Programme dates back to 1970 when the government of Jamaica adopted and added new dimension to the successful Bernard Van Leer Foundation project which started in 1965 and was completed in 1975. The writer acknowledges the first five years of a child's life offer the greatest potential for building the foundations of conceptual learning and of developing valuable life skills, habits and attitudes. Early Childhood Education therefore provides early stimulation in building interests in positive dispositions towards teaching/learning (Wellesley, 2014).

The Government of Jamaica is fully committed not only to the provision of Education and Care for Early Childhood but also believes that irrespective of accidents at birth each child has the right to a fair start in life. Early Childhood Education in Jamaica is delivered through community operated basic schools (Burger, 2010). Parents in India believe that storytelling and having the children retell the stories helps them to develop reasoning power, have gradual control over speech and acquire the skill of speaking clearly, fluently and more correctly. Storytelling and singing is a finer process to enhance the ability in the language. Simple dancing and singing is enjoyable and helpful in bringing proper physical development. Activities like songs, music and dances will make the centre livelier and bring more pleasure to the children (Mohanty & Mohanty, 2002).

In many countries in the Asia Pacific region, a number of Government ministries, non-governmental organizations and community groups are involved in the provision of early childhood services. Having multiple ministries involved has often caused the fragmentation, overlap and duplication of services, and a diffusion of responsibility. Hence, some countries in the region have nominated a lead ministry, usually Ministry of Education, to coordinate and implement early childhood provision (Sun & Rao, 2010). Financial assistance to schools and families in need is important, policies and programmes that also assist low-income parents in providing appropriate psychological and educational support for their children is promoted in Australia (Zappala & Considine, 2002).

2.4.1 Pre-school Education in Sub-Saharan Africa

Reports from across Southern Africa indicate that parents are taking their children out of school as the financial impact of AIDS hits the homes. In light of this, funds for preschools are likely to be at the bottom of a family's priorities. As long as community-based pre-schools are dependent on fees, they cannot reach the poorest of the poor and will never reach them. It is absolutely critical that the government gives these centers resources. Perhaps if South Africa's toddlers knew how to march in protests and utter sound bites, they would join the ranks of those who regularly occupy the front pages of newspapers. In many ways, however, these children are invisible citizens (Scott, 2004).

Pre-school Education in Tanzania is provided for by the Parents, Local communities, Community Based Organizations (CBOs) and Non-governmental Organizations (NGOs). In expanding Pre-school education initiatives, an education and training policy on pre-school education was formulated and adopted by the government of Tanzania in 1995. This policy outlined the objectives of Pre-school education and directed the ministry of education and culture to attach one pre-school class at each primary school (KICD, 2002a). In most African countries like Mauritius, Ghana and Uganda, services for pre-school children are provided for by the parents, the Community Based Organizations (CBOs), Non-Governmental Organizations (NGOs), local authorities, government ministries and international agencies.

Other factors like rapid population growth, urbanization, rural urban migration, unemployment and breakdown of family structure have contributed in influencing provision of education in most African countries. Despite the challenges faced by most countries, measures have been taken in order to protect young children (Karanja & Githinji, 2009). Many African countries, Kenya included are signatories of various global policy frameworks that strive to safeguard the well being of children. African countries have supported a global effort which supports universal primary education (ROK, 2006a).

2.4.2 Pre-School Education in Kenya

In traditional Kenyan society, most of the activities associated with pre-school education were carried out by the family. The family was the first socializing agent which provided the child with the necessary emotional support that formed the foundation of the child's life. The family made sure that the child was provided with adequate love, care and security during these early years. Thus within this framework, the child's physical, social, emotional and intellectual needs were adequately catered for (NACECE, 2007). The first early care centers can be traced to the 1940s, when the British established centers to serve both European and Asian children. During the same period, the colonial government established early childhood care centers for Kenyan children living on the tea, coffee, and sugar plantations (MOEST, 2000).

Nyakwara (2009) contends that pre-school centers were set up in response to Mau Mau uprisings and struggles for independence. The centers were non academic child care settings which provided Custodial Care, non-medical care that helps individual children with activities of daily living. It helped in preparation of special diets and self-administration of medication not requiring constant attention of medical personnel, a situation that persisted until the early 1970s. The Kenyan Government after independence realized the important role played by early childhood education and established pre-schools through self help projects. However due to the acute shortage of trained teachers, untrained teachers taught the pre-school classes. However, in 1966, the Ministry of Housing and social services established and organized training institutions for pre-school teachers which produced about 120 graduates per year (Kabiru & Njenga, 2009).

In 1954, UNICEF started supporting early childhood development and education in Kenya. Its focus was support for the health of mother and child. In later years, UNICEF expanded beyond the goals of child survival to include development and education (UNICEF, 2002). ROK, (2013) highlights the importance of universal primary education as a basic right. This marked the first step in an ongoing effort to link early childhood and primary education (Karanja & Githinji, 2009). The expansion of education in Kenya was given impetus by President Jomo Kenyatta's call for a national philosophy of Harambee. Harambee is a Kenyan tradition of community self-help events, for example, fundraising or community development activities. This means "Let's pull together." Historically, Harambee has been a national strategy for mobilizing communal labour groups in order to achieve certain education and socio-economic goals (KICD, 2002a).

Communities raised money to purchase land and other materials to build schools while the labour was provided free of charge by community members. Consequently, the number of pre-schools and nursery schools continued to expand (Karanja & Githinji, 2009). The government of the Republic of Kenya recognizes the importance of early childhood development as one of the most important levels for accelerating the attainment of Education for All (EFA) and the millennium development goals (MDGs). There has been tremendous effort made with collaborating partners to improve the welfare of the Kenyan child (ROK, 2006a).

Kenya has further demonstrated its commitments to the wellbeing of young children by signing various global policy frameworks such as the 1989 United Nations Convention on the Rights of the Child (UNCRC), the1990 Jomtien World Conference on EFA, the 2000 World Education Forum (Dakar, Senegal) and the 2000 Millennium Development Goals (MDGs). These fora underscored the importance of EFA. Kenya has been assisted by United Nations International Children's Fund (UNICEF), the Bernard Van Lee Foundation (BVLF), the Aga Khan Foundation (AKF) (ROK, 2006a) and the county governments of Kenya are currently supporting the ECDE in Kenya (ROK, 2013).

2.5 Influence of Parental Level of Income on provision of Pre-school Education

Parental income are those related to the cost of education, income potential of the parents and guardians, the prospects of employment opportunities and environment that in one way (World Bank, 2006). World Bank, (2005) observed that parents weigh costs of education against potential benefits where their income elasticity of demand is high for schooling in pre-school level than other levels.

Allen-Meares (2007) argues that depression, antisocial behavior, adolescent anxiety, and adolescent hyperactivity are shown in children who have experienced poverty in early childhood. Pre-school programmes help reduce the social economic and gender inequalities that divide societies. Parental education is an important index of socio-economic status, and as noted, it predicts children's educational and behavioural outcomes. Davis, (2009) has pointed out the value of distinguishing among various indices of family socioeconomic status, including parental education, income, and parental occupational status, because studies have found that parental income and poverty might be stronger predictors of children's cognitive outcomes. In fact, research in Europe suggests that parental education is indeed an important and significant unique predictor of child achievement (Davis-Kean, 2005).

According to World Bank (2006), schooling is less affordable for the poor than the rich and this leads to reduced demand for schooling among the poor. For them basic survival necessities are so vital that they spend most of their income on food and education becomes a second consideration.

It is apparent from this that the poor spend much of the meager income they get on food than on education In the face of completing priorities, the top priority of families is to stay alive rather than send their children to school and that the burden of the costs of education on parents places ECDE children at disadvantage. Sun and Rao (2010) reports that all Government in Asia – Pacific region has integrated policies for financing and governance of early childhood care and education programs are typically absent. As is the case for other regions, all governments in the Asia-Pacific allocated more money to primary than pre-schools education. Given that investment in high quality early childhood services increases primary school efficiency and yields high returns on investment, governments should ensure that early childhood policies are both comprehensive and adequately funded (Mwangi, 2006).

Chege and Sifuna (2006) points out that, although more Africans started clamoring for schooling, particularly after World War1, and that enrolments continued to rise after this period, access to education was limited by the fact that it required financial wealth which many of the Africans did not have. Only those families that could afford to pay fees and to release children and young people from their duties in the family subsistence economy could sponsor their elementary grades of education ladder. Notably, Africans were competing for education, not only against other races but against each other. The undertones of socio-class stratification apparently hindered poor parents from investing in the education of their sons or daughters. Even when relatively wealthy Africans were capable of sending girls to school, they could not guarantee them an equal education with their male siblings because the colonial curriculum was gendered in ways that did not favour the girls. Unemployment in Kenya and the past deteriorating income obviously has a negative impact on education. World Bank (2005), generally identified typical constrains influencing parental decisions on financing education has direct cost to the parent (e.g. books, fees, uniforms).

Ministry of Education (2009) reports that, in Kenya high poverty levels especially in rural areas and urban slums mean that few families can afford to take their children to pre-school centers. This in effect leads to disparities in terms of proper introduction to learning and a good start in life.

At the same time, most children from vulnerable families by pass pre-school level and progress directly to primary schools where they enjoy the benefits of free primary education (FPE). Rono, Some, Rono, Letting and Keter (2005) indicate that statistical data show consistent correlations between poverty in the home and low attendance, low motivation to learn, lack of readiness for school, and behavioral problems traceable to stressful home environments. Learning disabilities are higher in poor households compared to well to do households. Moreover, the experience of school for poor children is often unpleasant, because the awareness of difference in social status among the students themselves is high.

Howard (2003) notes that non-supportive family background; significantly contributes to low achievement among students especially those from low socio-economic backgrounds. The researcher advocates for boarding schools which give level grounds for academic pursuits to children from all family backgrounds. Poverty is an overarching concept in this context, referring to constellations of risks, such as unfavorable incometo-needs ratio (income being insufficient to satisfy basic needs), and low quality housing, unsafe and polluted neighborhoods. Reduced access to good quality care and education services are associated problems at the family level. Lesemam (2002) stipulates that Preschool children are especially vulnerable to poverty which, in early childhood more than in later years, often results in persistent learning problems and behavioral maladjustment. The pre-school age, thus, is an especially sensitive period in children's development. Low income not only affects enrolment rates but it affects parental involvement and a provision of learners' educational needs (Zappala & Considine, 2002).

Rao and Pearson (2007) argue that when there is little parental involvement in a child's education, there is more of a likelihood that the learner will not succeed. When a parent is not involved or interested in his or her child's education, there is a greater chance that the child will not be interested in his or her own education. This directly affects whether or not the learner will finish school. It is not uncommon to see little parental involvement in the education of children from low income households. This, in turn, leads to an increase in behavioral problems. The author states that the involvement of parents with low income may be more effective than that of parents with high income levels".

Parental involvement is not only helping with homework but also becoming involved and active in other aspects of a child's education. Academic achievement requires both learner and parent involvement (MOE, 2009).

According to World Bank (2006), household income can be used as a proximity to working capital because it determines the available capital for the investment in education and it is a means through which the effect of poverty can be assessed. One way of measuring the household's poverty is through income. Household income has a bearing on the socio-economic status of parents. Parents from higher economic status have access to resources and take their children to institutions having better teaching /learning resources. Low wages are often interpreted to mean no health insurance, no paid vocation, no sick days and no unemployment compensation insurance. Some parents are single and they experience financial constraints because it is only one hand that contributes to the family's income hence they are not able to meet their basic needs. The income level of single parents is important in accessing their role in the family. Parents' annual income and the cost of living are the major setback for child care and education (Burchill, 2003).

According to UNESCO (2006), children from economically deprived backgrounds who attend pre-school education have been found to have better developmental outcomes than those who did not attend the program. Access to early childhood services reduces inequalities which are important for children as they typically have less stimulating family environments and fewer resources for learning in the home and community. Head start- type early intervention programmes compensate for these less favorable conditions and can reduce disparities in school readiness and achievement. Pre-school provision promotes school preparedness and continues to benefit children through their school years. Therefore, pre-school education has "helped level the playing field for disadvantaged children as they entered primary school" (Howard, 2003). Studies conducted in the three East African countries of Kenya, Tanzania and Uganda indicate that poor home environments characterized by poverty, low levels of parental education, unstable relationships and family structures impact on pupil academic performance (Achombo, 2010).

In Uganda, studies have discovered that home environments that are marked by parental negligence, lawlessness, weak family structures, deprivation may adversely affect the pupils' academic progress at school. Equal education opportunities are equivalent to equal rights, which is why liberal feminists consider school access a right. Beyond the right of the individual, for Kenya, the future social and economic prosperity of the country is dependent on current state of school access and more importantly the quality and relevance of education to the needs of a country that is part of a globalised economy. It is in within such a context that access to schooling is reviewed alongwith gender parity in education (MOE, 2009c).

Pena (2000) study insinuates that the amount of schooling that parents received has an effect on how they interact with their children to promote academic achievement. He list a variety of reasons that function as stumbling block to parental involvement (difficult in getting permission from work, cultural differences with the teachers, psychological barriers due to personal academic failures), which are related to low income levels and the educational level of the particular parent. Another study that was conducted by UNESCO, (2006) revealed that educated mothers were abreast with their children's school performance, had more contacts with their teachers, and were more likely to have provided intervention, should there have been the need in order to supervise their children's educational success. It was also revealed that the mother's choice of college preparatory courses for their children was done regardless of the children's academic accomplishments. That the more highly educated mothers; have greater access in skills that contribute to early success in schools. Also children of mothers with high level of education stay in school longer than children of mothers with lower levels of education (Rao & Pearson, 2007).

World Bank (2006) reports that, parental level of education is very important because education enables one to access information needed to make a decision to use information. Education increases competence level and therefore enhances ability to assess, comprehend, and respond to financial decisions especially related to fee payment and type of school his children attend.

High level of education enhances the understanding of instructions given and should also improve the parents level of provision and participation in school activities. Chege and Sifuna (2006) suggests that the level of education influences parents knowledge, belief, values and goals about child rearing, so that a variety of parallel behaviours are indirectly related to children school performance. Thus, students whose parents have higher level of education may have an enhanced regard for learning a more positive ability believe, a stronger work orientation and may use these strategies effectively than parents with lower levels of education. The parents and students consider many factors in making these choices such as tuition cost, discipline, racial mix and the religious and moral values of the school. However, Sifuna (2014) notes that the first concern is the effectiveness of the school in producing academic achievements.

2.6 Influence of Parental Perceptions on Provision of Pre-school Education in Koibatek Sub-County

Parents' attitude towards girl-child education is not positive. Most parents are culturally obsessed (UNICEF, 2008). Some cultural practices and attitudes inflict physical and psychological damage to the children (World Bank, 2005). Davis-Kean, (2005), suggests that more highly educated parents actively encourage their children to develop high expectations of their own. Importantly, parents who experience difficult economic times have children who are more pessimistic about their educational and vocational futures. The cultural practices have hindered promotion of gender equality and empowerment of women, which is against achieving MDGs goal 3. Gender determines the distributions of power and roles in the society (Van Der Gaag, 2004). The needs of the girl child and girl's education are seen as unnecessary cost by most parents. Parental income may be dictated by education level of the parent among other factors. The higher the level of education of the parent the more paying the occupation and this enhances the family income (Burchill, 2003).

Cheboi (2007) observes that Pre-school education can contribute importantly to combating educational disadvantages, if certain conditions are met. Training of staff responsible for educational activities at Pre-school level should be at the bachelor level of higher education and should be specialized.

Due to their cultural and religious beliefs, parents of low-income communities and ethnic and socio-linguistic minorities value upbringing at home, by the mother than taking them to Pre-schools. Parents consider children below primary school age as too young for participating in any education programme. Although these parents do value a successful school career for their children, they may not see the connection between this goal and using a day care centre or pre-school to achieve the same. Research suggests that homebased education programmes are less effective than centre-based programmes (World Bank, 2005). Parents as primary intervention agents are rarely sufficiently skilled to carry out such programme activities. For example, they may be illiterate or the home language may not be the language of instruction. Also, the home situation may not be conducive to optimal learning. Kiptui (2008) indicates that cultural constraints impacts negatively on education. Children who come from insecure environment caused by socio-cultural environment exhibit behavioral problems at school; like they lack concentration in class and confidence in whatever task they may be given to perform. The scholar further said that excessive control of girls by parents, too many rules at home; excessive family chores are recipes for poor school attendance by most learners.

Kwesiga (2002) observes that traditional role of women is an important factor in both the family and society. It influences parent's decisions on educational investment. The fact that traditional society expects all girls to get married and play their roles as wives and mothers has been found to influence parents decisions on educational matters especially where resources are scarce. Some parents convinced that girls will end up in marriages refuse to take them to school; they pay less attention to and provide less support for girl's education than boys. In Kenya, Parental perceptions towards ECDE are a major challenge that hinders the provision of quality service of pre-school level. They therefore will pay fees for their children in other institutions but ignore ECDE that depends on the fees parents pay (MOE, 2009).

Nasra (2003) asserts that parents do not view pre-school education as education that they should pay for, but instead view it as a programme where children go to grow up and wait for the time to join primary school. Such perceptions from the parents make some teachers to move from school to school while others quit the profession in search for greener pastures (Ramani, 2003).

According to MOEST, (2002) income levels of parents such as poverty, high cost of education, coupled with the increased responsibilities in families has led to parents failure to give equal treatment to boys and girls in their learning opportunities. Some parents believe educating boys will be good for the family as providers and seen to take care of their parents at old age while girls will be married off eventually hence their education is not taken seriously.

A research done by Johnson (2011) in Tanzania shows that some parents with little education often fail to consider school as a safe place for their daughters because the teachers are predominantly male and there are few female. Magaji (2010) emphasized that education gives a good means of livelihood and sustenance to women. It gives support for their economic role and development, gives and support the education of children. Children education does not depend on the father's income alone but also that of the mother. It makes the total burden of parenthood to be borne by both man and woman since one's level of education to an extent, determines ones income and capacity, it is expedient, therefore, that girls get education for better contribution to their families, society and world over.

Chege and Sifuna (2006) reports that the African elders and the men who had tasted the benefits of formal education appeared to con-naive with the colonialists against female education with the aim of curtailing female independence that was bound to enhance social mobility and, undoubtedly, pose a threat to male hegemony. However, even with the apparent male connivance, Christian missionaries, particularly in central Kenya, are on record as having been among the first groups of Europeans to support female education through the practice of sheltering runaway girls who entered the missions and sought refuge based on a host of cultural reasons. The missionaries provided the girls with minimal education while at the same time converting them to Christianity. Some of the mission classes served as a combination of orphanages and refugee centers, which came to be known as 'Native Girls Homes'. United Nations Education Scientific and Cultural Organization (2000) observe that in the Northern parts of Nigeria, parents have negative attitude towards girl-child education. Parents especially in large families with limited resources send girls to generate income by hawking, getting involved in some immoral dealings with the opposite sex, having early marriage and teenage pregnancy.

Further a research done in Northern Nigeria by Momanyi and Wawira (2004) shows that religion (Islamic) has affected female learners at schools and that some communities have the same perception in the education of girls, as opposed to the male student. This is evident that some religious preference hindering female's access to education. Right away from the family set up in many African families the same attitude on girl education is practical (UNESCO, 2008).

Slavin (2006) describes culture and how it plays a role in teaching that there are often particulars behaviours associated with being raised in different cultures, and these distinct behaviours can have significant implications for teaching in the classroom. All students should learn about multiple cultures so that they can be well-rounded and not have a single perspective, but can see multiple points of view. Cultural tendencies impact the way children participate in education. Kwesiga (2002), argues that teachers who lack knowledge about culture, might interpret the behavior of a child from a different culture and may cause them to inaccurately judge students from some cultures as poorly behaved or disrespectful in addition, because cultural differences are hard to perceive, students may find themselves reprimanded by teachers but fail to understand what they did that caused concern.

Parents from some Hispanic cultures tend to regard teachers as experts and will often defer educational decision making to them (Jeynes, 2005). In contrast, European American parents are often more actively involved in their children's classrooms, are visible in the classrooms or volunteer and assist teachers. These cultural differences in value and belief may cause teachers to make inaccurate judgments regarding the value that non–European American families place on education. While it is important to keep in mind that different cultural groups tend to follow particular language and interaction styles, there is tremendous variability within cultural groups. Thus, teachers need to understand individual histories and ideologies regarding education and learning as well as the cultural patterns and beliefs of different communities (Gutiérrez & Rogoff, 2003). Yang and Kayaardi (2004) did a study on what kinds of parents select some schools for their children, they found that religion, socio-economic status, age, nativity, number of children, and region play important roles in shaping the decision in choosing schools for their children.

Probably the most significant aspect of this decision is which school the parents feel will shape their child into a better person. Some parents struggle with the fact that they are removing their children from a public institution into the security of a private school. Shapiro (2005), argues that most parents when it comes to morality and culture, they consider the kind of ethos in the school. Even among different public schools and different private schools there can be various ethos, but especially between public schools and private, religious schools, there especially is a distinction of ethos.

According to UNICEF (2013), some communities believe that unless a girl's clitoris is removed, she will not become a mature woman or even a full member of the human race. She will have no right to associate with others of her age group, or her ancestors. Female genital mutilation is believed to ensure a girl's virginity until she is married. In some communities, FGM is the rite of passage into womanhood and is accompanied by ceremonies to mark the occasion when the girl becomes a mature woman. In communities girls are subjected to powerful social pressure from their peers and family members to undergo the procedure. They may be rejected by the group or family if they do not follow tradition. In FGM practicing communities, it is believed that a woman's external genitalia are ugly and dirty and will continue to grow ever bigger if they are not cut away. Removing these structures makes a girl hygienically clean. FGM is believed to make a girl beautiful. Some communities believe that removing the external genitalia is necessary to make a girl spiritually clean and is therefore required by religion thus in communities where FGM is practiced education is hampered (Dion, 2002).

2.7 Influence of School Learning Environment on Provision of Pre-School Education

Learning environment encompasses the culture of a school or classes its presiding ethos and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning. The qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a "learning environment." Learning environment have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety.

Interaction in the school may also be considered aspects of a learning environment, and phrases such as "positive learning environment" or "negative learning environment" are commonly used in reference to the social and emotional dimensions of a school or class (Abbott, 2014).

Abiero (2009) argues that it is important to understand a child's transition from home to school and from per-school to standard one. The quality of the child's school experience involves moving beyond a purely academic definition of school readiness and factors like motivation and quality of a child's socio-emotional skills. Such skills include willingness to engage in tasks and master them, readiness to accept school curriculum, willingness to accept school rules and the authority of teachers, the ability to concentrate in class, ability to complete tasks on time and the ability to work independently. Physical needs are met through provision of safe structures, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, sufficient shelter and space for his work and play (KICD, 2008). Their emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. Safe and healthy environments, including good quality housing, clean water and adequate sanitation facilities, safe neighborhoods, and protection against violence, are all essential (MOE, 2008b).

Mohanty and Mohanty (2002) argue that children are inquisitive, curious, and active by nature. They are sensitive as well as possessive. Therefore adequate scope and facility should be provided to them for free participation, discussion and activities. The more they are involved in the learning process, the more will be the success of the teaching learning process; therefore learners should be made active participants and not just receptors of knowledge. Materials however should be made slaves not masters of the situation.

Harsell (2009) indicates that a child's world of work is through play. Pre-scholars learn about their world and how to interact with their peers through play. Play is extremely important to a child's development. Although adults do not structure most play situations, those that are planned can strengthen the learning experience.

Pre-scholars involved in a planned dance and motor development program have many opportunities to share, lead, interact, and respond to others' needs as well as their own. Pre-school children learn not only to appreciate themselves, but others as well. Dance/Movement, as a vehicle for education in the affective domain, not only creates a positive self-image and a greater social awareness for pre-scholar's, but also tries to develop a cultural appreciation for the arts as well as self-confidence, poise, and grace (MOE, 2008b).

Beaver, Booty, Brewster, Neaum, Shepherd and Tallack (2005) contends that teachers have an important role in children's play to ensure that the maximum benefits are gained from it. They need to plan and set up activities carefully, interact with the children during the activity and monitor what is happening through observation, provide space, time, and wide range of activities and make sure all necessary equipment are available considering any safety issues. Children are more likely to participate in an activity that looks motivating and interesting. Discussing the activity with children will enable them to think carefully about what they were doing. This will help them to express their ideas verbally and stimulation of every area of development helps build a positive self-concept in children (Mwathi & Kamenju, 2008).

Koech (2003) argues that the main objective of early childhood education is to enable children enjoy living and learning through play. This will foster interactions among themselves as they make good use of the facilities at their disposal (MOEST, 2000). Unsafe and inadequate facilities can affect children's postures and cause physical and mental deformities. It is therefore imperative that the head teacher ensure that adequate and appropriate physical facilities are availed to enhance smooth transition. The physical facilities should be constructed to the recommended standard, for instance: a classroom for 25 pupils should measure enough space for children's free movement they should also be well lighted and well ventilated. Sanitary facilities for the teachers, boys and girls should be adequately provided (ROK, 2006b).

Taylor and Enggass (2009) Presents a holistic, sustainable philosophy of learning environment design based on the study of how schools, classrooms, playgrounds, homes, museums, and parks affect children and how they learn. The authors argued that architects must integrate their design knowledge with an understanding of the developmental needs of learners, while at the same time educators, parents, and students must broaden their awareness of the built, natural, and cultural environment to maximize the learning experience (Silsil, 2009). Fraser and Walberg (2005) reckon that teacher-child relationship is essential in a school environment.

Hoge (2007) observed that the quality of teacher-child relationship plays an important role in the child's educational experiences. A child who possesses positive relationship with the teacher has an increased likelihood of positive school attitudes as well as positive school outcomes such as high grades. Thus, teachers' perception on a programme greatly influences the social interactions and school performance. Gikonyo (2009) established that lack of teaching equipment, textbooks and instructional materials discouraged teachers from doing their best and has therefore greatly influenced performance in Taita Taveta Sub-County.

Ministry of Education (2008b) reiterates that a school environment should be safe to promote learners concentration on learning and to facilitate the development of their social skills without compromising, in any way, sustainable biodiversity. A safe and secure school environment facilitates and fosters quality teaching in educational institutions. That it is a place where children are not subjected to physical abuse. Abused children are often psychologically traumatized, they may grow up believing that brute force, violence or aggressive behaviour are acceptable part of normal life, hence many abused children become abusers in their adulthood (Ngaroga, 2008, Ndani & Murungami, 2009).

2.8 Provision of Pre-school Education

The following are discussed under the School-based factors; provision and use of teaching/learning resources, motivation of pre-school teachers and availability and sustainability of feeding programmes.

2.8.1 Provision and Use of Teaching and Learning Resources

Ministry of Education (2005) report that early Childhood Development care and education is widely recognized as having a significant impact on the performance of children's education. It ensures a smooth transition between pre-school and primary education laid the foundation for lifelong learning and provides better benefits for an individual, the society and the nation. Farombi (2008) maintains that good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. Crowded classroom conditions not only make it difficult for learners to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed on teaching anything beyond the barest minimum of required material (Nyangau, 2008).

According to MOEST (2000), Pre-school physical facilities must meet the basic standard required for the comfort and safety for the total development of young children. Pre-school and lower primary should have their own separate physical facilities such as classrooms, toilets, indoor and outdoor play equipments, chairs, tables and mats that are adequate and safe for use.

Oluoch (2000) observes that despite the fact that the Kenyan Education Act recommends a class size of 20-25 pupils per teacher, the situation in some rural and institutions classes hold up to 50 pre-school children under one teacher. This not only leaves little or no room for child play but makes it more difficult for the teachers to organize other activities. Such ratios not only affect the quality of education but also the teacher's morals who may not be well motivated. The furniture used should be of correct height, size and shape, chairs are preferable than forms because they support the back and can be moved easily (MOEST, 2000) child friendly chalkboards should be provided which should best be fixed on the wall and low enough (about 60 cm from the floor) for children to draw and write on them. They can also be used for displaying drawings or paintings done on paper. This in turn will motivate the children when they see their work displayed on the wall (MOE, 2010).

The environment around both the home and the school provides a wide range of materials which should be child friendly and stimulating. Despite the abundant materials that exist in the environment of pre-schools today, teachers still teach without them (MOE, 2009). For appropriate learning at the centre's, relevant and adequate text books, teachers guides, supplementary readers, charts, picture books, writing materials like pencils, the KICD syllabus and Hand books, learning corners which are well organized and labeled and other manipulative learning materials should be available (MOE, 2007b).

Both (ROK, 2006b) and (Nasibi, 2005) agrees that for quality ECD program materials for play like sand, clay, blocks, puzzles games, fixed outdoor play equipment such as swings, climbing frames, slides are necessary for an effective physical outdoor activity. All over the world, heads of institutions are facing challenges in ensuring high standard of academic performance in school (UNESCO, 2011). Inadequate government funding to build or renovate facilities is a great challenge in America due to the fact that 50 percent of schools were build approximately 35-45 years ago (Thompson & Woods, 2005). The writer described that, the school size, classroom, laboratory, library, latrines and water supply, if not developed prohibits the learning activities of the students. Farombi (2008) cited examples of crumbling schools as without ceiling on their roof, their roofing sheets not in place, windows and doors, or leaking roofs, cracking walls, pot-holed floors or have no lights. Wanjiro (2009) reckons that some of the most important instructional materials that have been shown to have significant influence in the teaching/learning process are textbooks, apparatus and reading supplementary materials. The availability of such materials has a positive effect on school effectiveness and therefore yields a good performance from the learners

2.8.2 Motivation of Pre-school Teachers

Crucial to success of any programme is mobilizing an adequate number of workers, designing suitable initiatives to sustain their motivation towards work and equipping them for efficient functioning through proper training. The work force needs to be suitably paid in accordance with the diverse components of the programmes. Working conditions of the ECDE workers including teachers' needs attention; especially in terms of adequate honoraria/remuneration (MOE, 2009b).

Webster-Stratoon, Reid and Stoolmiller (2008) argues that teachers are considered adequately qualified and experienced to contribute to resource effectiveness when their teaching exhibits a variety of teaching/learning methods; the inclusion of information and materials that go beyond the textbook and the teacher's guide, the use of regular assessment of pupils learning and of enrichment activities for pupils who need them, use of chalk board on a daily basis and high professional ethics, constancy and adaptability to change. Nasibi (2005) postulates that most African countries the teachers are required to plan and implement curriculum to meet the needs of children in schools however they numerous challenges in their terms and conditions of service they are employed by different employers which include parents, local authorities, associations, Nongovernmental organizations and faith based organizations. They are therefore poorly paid or sometimes go for several months without pay. Salaries are blamed for forcing teachers to take second jobs, before and after their teaching sessions which make them unproductive in delivering quality services to the children.

Absenteeism is so high in most schools because of the pre-school teachers are discouraged and lack morale to work due to low pay (Karanja & Githinji, 2009). Republic of Kenya (2013) notes that, the Government of Kenya considers pre-school education very important for growth and development of young children, it also lays a firm foundation for the child's life-long education and socializing process. Despite this effort by the government to improve pre-school education, in a number of city schools in Nairobi, children are left alone to chase one another inside their classrooms because some teachers are either late for school or absent (Ramani, 2003).

Teachers face many challenges each day about how the learning environment should be structured to yield the best results. They establish and nature environments conducive for learning through the decisions they make, the conversations they orchestrate, and the physical settings they create. They are responsible for creating intellectual classroom environment which communicate subtle messages about what is valued in learning (Mukwa & Too, 2005). The role of a teacher in pre-school is vital because of the developmental stages the children are undergoing. The kind of relationship a teacher establishes with the children will influence how and what they learn in the ECDE centre.

This is so because professional contribution is attributed to cooperative leadership, whether formal or non-formal and commitment is a quality in teachers that can be linked to gains in children's achievement (Roby, 2009).

Schneider (2003) asserts that a teacher's qualification correlates with the quality of knowledge imparted in their learners. He argues that untrained teachers should be trained to enable them know and use proper instructional methods. Teachers are among the main orchestrates of the school 'culture' by the kind of conditions they create in classrooms and the school. These conditions must create interest and curiosity for students to know and to learn as the teacher. Teachers therefore, should be mentors and explainers. As mentors the teachers have the authority to criticize constructively, command and reflect, and also develop close relationship with the students. Teachers as explainers should create an environment that is not boring for the students to learn and think. It can therefore be concluded that, a teacher's role centres on integrity, humour, communication, learning and organization precepts of their creativity. But if the teacher is not motivated then he or she might not motivate learners (Nasibi, 2005).

Muindi, Kiio, Kithingi, Twoli, Maundu (2004) points out that academic qualifications and professional qualifications of a teacher are among the pre-determination factors during the recruitment and selection process of those who are inducted in the teaching profession. Karanja and Githinji (2009) conclude that the qualification, experience, knowledge and the level of education of teachers have positive effects upon students' performance in developing countries. The other consequence is low teachers to student ratio especially in most of the public schools. The pre-school teachers are poorly remunerated as a result most of them take up part time employment or private business enterprise in order to make ends meet. This greatly reduces their commitment to the teaching of the pre-school children (which demands for sacrifice). However, it may not be true that increase in teachers' salary will make them to be totally dedicated and improve their perception toward teaching work (Abiero, 2009).

2.8.3 Provision of Feeding Programmes

Health is defined as the physical mental, socio- emotional and spiritual wellbeing of a person. It is not a mere absence of disease (WHO, 2009). Nutrition is the process through which the body makes use of nutrients in food (Hornby, 2006). Poor food and frequent infections leads to malnutrition and holds back the physical and mental development of children. Care is the situation where the household, school and community provide time attention and support to meet the physical spiritual mental and socio-emotional needs of the growing child. Children who are provided with care develop positive self-esteem. This helps them to relate well with others, and explore their environment with confidence. This leads to smooth transition for home to Pre-school and finally to lower primary (MOEST, 2000). Research has greatly emphasized the first years of life and the necessity for meeting adequately the physical, social, emotional and mental development of every child. The task of all those working with children, whether they are parents or teachers or members of any community is to provide health care, nutrition and education during the important and formative years of early childhood (ROK, 2005).

Bundy, Shaeffer, Jukes, Beegle, Gillespie, Drake (2006) notes that some pre-scholars may go home only to find no meals, especially in homes where the parents are too poor to provide a mid-day meal. Some parents may be gone to work for the whole day and their children do not get proper meals during the day. For these reasons and others, pre-schools are advised to introduce mid-morning refreshments, milk services and meals for the children. Pre-school teachers need to encourage parents to organize provision of mid-morning refreshments and lunch for children who stay at school the whole day MOE (2008). It is hopeful that in some communities pre-school parents have organized themselves to provide the necessary food, cooking facilities and labour needed. Pre-school trainers on the other hand are also receiving courses on health education and nutrition (Thurtle, 2005).

Cheruiyot and Kosgei (2000) asserted that a balanced diet is very important to every child's health since malnourished children have little resistance to infections, therefore they often fall sick, not active, less alert, and unable to concentrate and are less motivated to explore the environment around them.

Some of them tend to be absent frequently from school because of lack of food to eat overnight and in the morning thus frequent hospital visits for treatment. Nutrition in the early years is likely to impact on later life, with coronary heart disease, diabetes, some types of cancer and some bowel disorders and certainly being linked to poor diet in early childhood (MOEST, 2000). Poor nutrition during early years leads to profound and varied effects like delayed physical growth and motor development, general effects on cognitive development, greater degree of behavioral problems and deficient social skills at school age, decreased attention, deficient learning, and lower educational achievement (World Bank, 2011). Children should consistently be feed with a balance diet, food with fiber in the form of fruit, vegetables and whole grains needs to be encouraged, care must be taken that the diet is not so bulky that the child is unable to obtain sufficient calories (Thurtle, 2005). ROK, (2006c) recommends that ECDE centres should provide children with a snack preferably enriched porridge at break time, where the centre is full day in addition to the snacks; lunch compromising balanced diet shall be provided.

Karisa (2008) reports that, throughout the world; governments have used food subsidies to improve the welfare of the needy population. In Kenya a nutritional survey was conducted in 1968, which recommended the launch of School Feeding Programme (SFP) to be uniform all over the country. Karisa continues to report that the feeding programme was effected in 1973 where 84 grams of beans, 28grams, of maize, 7 grams of supro (barley flour, yeast and dried schemed milk) were served to each child during lunch break in all Kenya schools.

Republic of Kenya (2005) reported that the government financed the school milk and feeding programme in 1978 and it spend Kshs. 35 million for milk that year in ASAL regions. The joint World Food Programme (WFP) / Ministry of Education, Science and Technology (MOEST) School Meals Programme have been assisting school children in food insecure regions of Kenya since 1980. The 1979 drought seriously affected school enrolment, attendance and performance, therefore food was used as an incentive to bring children to school and encourage them to learn. The programme started with an initial phase from 1980 to 1985 with a beneficiary level of 240,000 school children (ROK, 2007).

By 2008, the beneficiary levels had increased to over 1.2 million children in 3,847 primary schools. The increase was greatly influenced by the introduction of free primary education in January 2003 by the government. In January 2009, WFP handed-over 540,000 school children in 1,700 primary schools that had been receiving schools meals (SMP) from WFP to the government, for support through the Home Grown School Meals Programme [HGSMP]. Schools benefiting from SFP have organized themselves to provide the necessary food, cooking facilities and labour needed and some have not (ROK, 2013a).

Republic of Kenya (2013b) reports that most governments have embraced Education for all (EFA) by 2015 as an integral part of their poverty reduction strategy. Further, the Millennium Development Goals (MDGs) focus on eradicating extreme poverty and hunger, achieving Universal Primary Education and reducing child mortality among others. Karisa (2008) and KICD (2006) reports that Kenya introduced free primary Education (FPE) in the year 2003, which was a mile stone towards the realization of the government's commitment towards the achievement of Education for all (EFA) by 2015 and in an effort to sustain the School Meals Programme, annually. This is a government-led school meals programme that provides food produced and purchased locally. Home Grown feeding Programme has both income and social benefits. It is hoped that local foods thus increasing access to markets by local smallholder farmers. The government of Kenya sees the gradual expansion and success as the key to sustainability of the School Meals Programme in the Country (ROK, 2013b).

The feeding programmes have increased enrolment, retention and completion rates (MOE, 2009b). Koibatek Sub-County do not benefit from School feeding programme. This study sought to examine the teachers' perception of the influence of selected factors on provision of pre-school education in Koibatek Sub-County. The Kenyan government in 2003 reintroduced Free Primary Education (FPE) as a way of encouraging parents to send their children to school (Kipkoech & Kyalo, 2010). The enthusiasm that greeted this policy has faded particularly in arid regions because some schools were faced out of the programme (Nyakwara, 2009).

Ministry of Education (2008) reckons that when education is free, cost of uniform like shoes and clothing which are still shouldered by the parents are in sharp competition with food. Health and non schooling basic needs for the meager domestic resources. For the food insecure child, going to school takes a second priority. A hungry child cannot perform or concentrate in class activities and is unlikely to stay in school however free it may be (MOE 2007b). Sustainability for feeding programmes in schools is important, the parents and communities are expected to produce, store and ensure household food security and to consume foods—rich in proteins, carbohydrates, vitamins and mineral salts that will reduce deficiencies that may hinder development of children.

Clean water should be availed in schools. Water tanks to be constructed for harvesting rain water and drilling of boreholes in order to prevent waterborne diseases that may lead to absenteeism and reduce chances of survival among children (ROK, 2006b). Pre-school teachers are encouraged to appreciate the importance of keeping health records which indicate children who have been fully immunized, de-wormed, supplemented with vitamin A, having faltering growth patterns, those who have been diagnosed to be having health problems for easy identification and assistance. NACECE has been instrumental in the initiation, development and growth of the pre-school programmes in Kenya. It takes the lead in empowering the pre-school personnel and other stakeholders in various skills to be able to tackle challenges that the schools face (MOEST, 2000).

2.9 Teacher's Perceptions on Provision of Pre-school Education

Hornby (2006) defines perception as the act or faculty of apprehending by means of census of the mind, cognition and understanding. Pre-school is a social institution that provides holistic development for a child. Teachers are catalysts to their knowledge acquisition and appreciation. A teacher, who is committed and ready to make changes in the pre-school plan, organizes and facilitates varied activities in the school. The teacher should solicit support and cooperation from the different stakeholders. Teachers often have little interaction with parents or view the relationship as not a priority (KICD, 2006). The school should be more proactive in building relationship with parents and other partners. Partners can build a good network with the school through Parent Teachers Association (PTA) roles in the pre-school.

The management committee was established by the government and its aim is to form unity between parents and teachers in the pre-school. Their roles are clearly stipulated by the ministry of education, in that they work together to improve children's welfare, provide physical facilities, employ teachers and sustain the feeding programme (MOE, 2008a).

Karuiki, Chepchieng and Mbugua (2006) asserted that the kind of relationship a teacher establishes with the children will influence how and what they learn in the Pre-school centre. This is so because professional contribution is attributed to cooperative leadership, whether formal or non formal and commitment is a quality in teachers that can be linked to gains in children's achievement. Teacher-child relationship is essential in school environment (Roby, 2009).

Hoge (2007) observed that the quality of teacher-child relationship plays an important role in the child's educational experiences. A child who possesses positive relationship with the teacher has an increased likelihood of positive school attitudes as well as positive school outcomes such as high grades. Thus, teachers' perception on a programme greatly influences the social interactions and school performance. The school effect is also likely to operate through variation in the quality and attitudes of teachers (Berk, 2007). Teachers at disadvantaged schools, for instance, often hold low expectations of their learners, which compound the low expectations students and their parents may also hold. Koibatek Sub-County has diverse pre-school setups; some are situated in urban while others are in rural areas. These affect provision of physical facilities and may also influence educational outcomes (MOE, 2011).

Teachers should have the confidence that they have the capacity to affect student performance (Shadid, & Thompson, 2001). Teachers belief or have the conviction that they can influence how well students learn, even those who may be difficult or unmotivated an individual teacher's expectation that he or she will be able to bring about student learning teachers' belief in their ability to have a positive effect on student learning personal beliefs about one's capabilities to help students learn (Pintrich & Schunk, 2002).

The teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Among teacher behaviors that have been shown to lead to high student achievement are efficient classroom management skills, systematic teaching approaches, providing clear teaching goals, and using advance organizers (Fraser & Walberg, 2005).

As Fraser & Walberg (2005) has suggested, a teacher cannot be determined to be qualified by checking his or her education level, years of experience, or teaching certificate. Teachers influence students through their interactions with them, especially in the classroom. Thus, although important, teacher education level, experience and perception only represent a portion of the ability to manage the classroom efficiently and to promote student achievement.

Kariuki, Chepchieng and Mbugua (2006) asserts that the pre-school teachers focus more on preparing children academically than in other development areas. The teachers, managers and trainers perceive the importance of socio-emotional competencies differently and yet have common goals about child development. The role of the teacher in pre-school is vital because of the developmental stages the children are undergoing. The kind of relationship a teacher establishes with the children will influence how and what they learn in the Pre-school centre (KICD, 2006).

2.10 Theoretical Framework

The study is based on the Systems Theory. The system theory was developed by biologist Ludwig Von Bertalanffy (Littlejohn, 1983). Koontz and Weihrich (2001) notes that an educational system is a complex system comprising of sub systems at different levels; they are macro (state), meso (school) and micro (classroom and the student) levels. At each of these levels, education is influenced by different selected factors, for example, parental income, school learning environment and parental perception on preschool education. These factors may influence the school committee/ community; the headteacher, pre-school teachers, and parents make certain decisions and give opinions on provision of pre-school education. The systems theory emphasizes unity and integrity of the organization and focuses on the interaction between its component parts and the interactions with the environment. It suggests that organizations must be studied as whole taking into consideration the interrelationship among its parts and its relationship with the external environment. Schools are open systems hence they respond to the external influences as they attempt to achieve its objectives.

The provision of quality education is an example of a change from the outer environment (Hannagan, 2002). It is possible to adopt this theory when explaining teachers' perception on selected factors influencing provision of pre-school education in Koibatek Sub-County. For the schools to realize improved enrolment, attendance and transition rates, it calls for commitment from the education service providers who include parents/guardians, teachers, County Government, the community, Non-governmental Organizations and Government Ministries among others. According to MOE (2011) Education and training are known to be the most effective instruments for reducing poverty and inequality. Education enhances the creation, application and spreading of knowledge and thus the overall development and competitiveness of the economy. This explains why government has a keen focus on the provision of education for children at all levels as a means of achieving socio-economic advancement. This theory is also useful in explaining aspects of this study that covered teachers perception on provision of pre-school education.

The theory is clear that technical skills are not enough in making an individual effective in pursuit of life goals by showing that commitment by education providers are essential in pursuit of life goals. This theory has been useful in explaining roles of stakeholders that help learners achieve good learning outcomes. Teachers' perception toward provision of pre-school education is important factor that influences provision of pre-school education. Similarly teachers' ability to guide pre-school children to acquire knowledge skills and attitudes may also lie in their ability to employ their interpersonal skills, which may have nothing to do with their training their gender but perhaps teaching experience.

2.11 Conceptual Framework

The conceptual framework implies that the independent variables may have influence on the dependent variables (Oso & Onen, 2009). There are many factors other than the independent variables that may have an influence on provision of pre-school education.

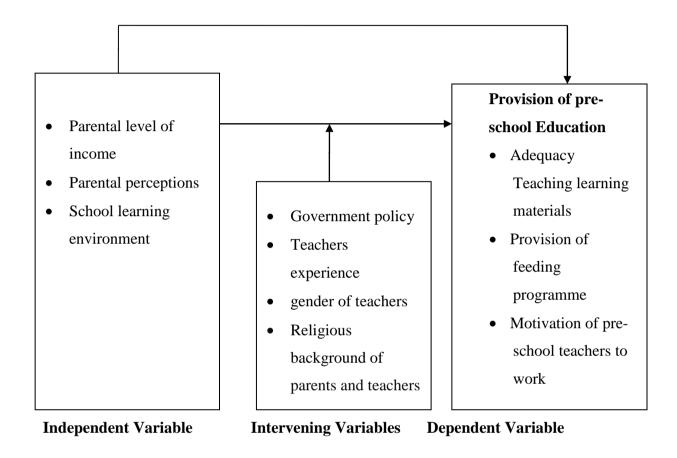


Figure 1. Selected Factors influencing the Provision of Pre-School Education

The interaction between independent variables namely: parental income, parental perceptions on pre-school education and school learning environment and the dependent variable namely: Provision of pre-school Education, Teaching learning materials, Feeding programme, Motivation of pre-school teachers. The conceptual framework therefore implies that the independent variable may have influence on the dependent variable. The dependent variables are provision of pre-school education that is adequacy of pre-school resources, provision of feeding program and motivation of pre-school teachers.

However, there were other factors which were perceived to influence provision of preschool education in this study. These included government policy, teachers' qualifications, gender and religious background of the teachers. Government policy teachers' gender and religious background were held constant while teachers' qualifications was controlled by selecting only those teachers who had received ECDE training at certificate level and above. However, there are other factors which influenced provision of education which include; parents age, gender and Government policy. These factors were assumed and held constant.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was used. The research design, the location of the study, population of the study, sampling procedures and sample size, instrumentation, validity and reliability, data collection procedures and data analysis.

3.2 Research Design

The study used descriptive survey design. This design was chosen because it is best suited for a research that intends to determine the nature of prevailing condition or conditions that exists (Mugenda & Mugenda, 2003). Kathuri and Pals (1993) points out that this design is appropriate for this type of research because it enables the researchers to collect a lot of information in a relatively short time, that survey research is best served by questionnaires especially when trying to establish or determine the opinion, preferences of groups of people that are of interest to the researcher. Descriptive survey research is therefore recommended for a self- report study that requires collection of quantifiable information from a sample on how people think and perceive situations. Survey design is concerned primarily with determining "what is" (Mutai & Mbatia, 2005). Descriptive Survey design was adopted in this study because the variables were investigated without any manipulation and the instruments used were questionnaires.

3.3Location of the Study

The study was located in Koibatek Sub-County, Baringo County. It covered an area of 1402.3 square kilometers of which the forest covers about 512.4 square kilometers. The Sub-County has four divisions comprising of Torongo, Mumberes, Eldama-Ravine and Esageri. The residents of Koibatek keep cattle, goats and sheep. The location was chosen because the Sub-County despite the many trained teachers and provision of Community Support Grants (CSG) by government, there are a large number of pre-school age children who are not accessing ECDE services. The researcher also chose Koibatek because there was no existing data showing that such study has ever been undertaken in the Sub-County. See Appendix C for a map of Koibatek.

3.4 Population of the Study

The study targeted pre-schools in both urban and rural areas in Koibatek Sub-County. The target population was 144 public pre-schools, 144 headteachers and 339 pre-school teachers from public pre-schools in the Sub-County. The respondents were selected because they were in-charge of implementing the pre-school curriculum in the Sub-County. The study focused on pre-school teachers handling children whose ages range from 3-6 years. Accessible population was all pre-school teachers and all 144 headteachers in the Sub-County. The study population is shownTable1.

Table 1
The Study Population of Koibatek Sub-County

Divisions	Headteachers	Pre-School Teachers
Eldama Ravine	72	195
Esageri	25	54
Torongo	21	32
Mumberes	26	58
Total	144	339

Source: Koibatek Sub-County Strategic Plan 2012-2013

3.5 Sampling Procedure and Sample Size

Koibatek Sub-County has four divisions with a total number of 144 public pre-schools. 35 pre-schools were selected which is approximately 25 percent of the total number of pre-schools in the Sub-County. Kasombo (2006) suggest that for descriptive studies a minimum of 10% of accessible population is enough for social science studies Stratified proportionate sampling was used to select public pre-schools from all the four divisions. The researcher purposively selected 35 headteachers of the sampled pre-schools to participate in this study. Stratified simple random sampling was used to select 70 pre-school teachers (two from each selected pre-school) to participate in the study from each proportion of the stratum (there were four strata or four division). Thus a total of 105 respondents participated in the study.

Simple random sampling was used because it is a technique in which every member has an equal chance of being selected (Mugenda & Mugenda, 2003). The study sample size is shown in Table 2.

Table 2
Number of Headteachers and Pre-school Teachers in Koibatek Sub-County

Divisions	Headteachers	Pre-school
		Teachers
E/Ravine	18	36
Esageri	6	12
Torongo	5	10
Mumberes	6	12
Total	35	70

Source: Researcher (April, 2014)

3.6 Research Instruments

The researcher used one questionnaire which both the headteachers and pre-school teachers responded to. It was guided by the purpose and the research objectives and the literature review on teachers' perceptions on selected factors influencing provision of pre-school education in public pre-school in Koibatek Sub-County. The questionnaire was developed by the researcher. The questionnaire comprised of five sections A-E. Section A consisted of closed questions to collect bio data on pre-school teachers. Section B, C, D and E were likert scale questions which the participants responded to independently. Section B had 13 questions on parental income. Section C had 14 questionnaire items on parental perceptions on provision of pre-school education. Section D had 13 items on school learning environment while section E had 15questionnaire items on adequacy of pre-school resources. It was a three point likert type of rating scale ranging from D= Disagree, U= Uncertain and A= Agree. The responses were assigned values, A =3, U=2, and D=1 for positive statements, while the reverse was applied for negative statements.

3.7 Validity of the Instruments

Validity refers to the degree to which results of a study accurately reflects or assesses the specific concept that the researcher is attempting to measure using some tool. It can be linked to what is considered to be true, reliable and retestable (Green, 2004). Thus, there are two aspects to validity: what is measured and how consistently it is measured (Bell, 2005). An attempt was made to ensure the construct, content and face validity from the very beginning, that is, from the time of defining the tools and throughout their preparation.

Construct content and face validity of the instruments was validated by five experts in research methods from the departments of Curriculum, Instructions and Educational Management as well as Applied Development and Community Studies. Content validity ensured that the instruments provide adequate coverage of a topic (Fraenkel & Wallen, 2000; Gall, Gall & Borg, 2007). Content validity was established by constructing tools in relation to all objectives of the study and by seeking assistance from the research supervisors and five other experts in research methods from the departments of Curriculum, Instructions and educational management as well as Applied Development and Community Studies. Construct validity was used to ascertain the degree to which the totality of evidence obtained is consistent with theoretical expectations; experts views was used to improve the tool (reduce some statements). Face validity was used to ascertain the layout and formatting of the instruments.

3.8 Reliability of Instruments

Ngaroga (2008) defines reliability as the consistency of measurement that is, how consistent test scores or other evaluation results are from one measurement to another. It is a measure of the degree to which a research instrument yields results after repeated trials (Kabiru & Njenga, 2009; Mugenda & Mugenda, 2003). It describes how far a particular test procedure or tool such as questionnaire will produce similar results in different circumstances assuming nothing else has changed (consistency). In this study, a reliability co-efficient (alpha value) of more than 0.77 reflect the acceptable reliability (Fraenkel & Wallen, 2000). The alpha value ranges from zero to one and indicates the reliability of an instrument.

The closer the alpha value is to one the more reliable the instrument. In order to remove errors every instrument was tested before it was formally administered to ensure reliability of the instruments. The researcher conducted in a randomly selected eight preschools using twelve pre-school teachers and eight headteachers who did not participate in the final study (three pre-school teachers and two headteachers from each of the four divisions of the Sub-County). The purpose of pilot was to check on suitability and clarity of the questions on the instruments designed, relevance of the information being sought, the language used, and the content validity of the instrument from the responses given (Green, 2004).

3.9 Data Collection Procedures

An application of a research permit through Egerton University Graduate School was made to the National Commission for Science, Technology and Innovation (NACOSTI) (Appendix B). The permit was presented to the Sub-county Director of Education, who then cleared the researcher to visit the selected schools in the Sub-County. The researcher visited the selected pre-schools to explain the purpose of the study and to organise for the actual dates and time to administer the questionnaires. The instruments were administered by the researcher.

3.10 Data Analysis

Data analysis was guided by the objectives and research questions of the study. The data was analysed with the help of computation of percentages (%) and frequencies (f) obtained in each category of respondents. Statistical Package of Social Science (SPSS) was used to assist in data analysis. Patton, (2002) observes that massive qualitative data collected from questionnaire needs to be grouped into meaningful patterns to reveal the essence of the data. In this study headteachers and pre-school teachers' responses were coded, tabulated and analyzed using descriptive statistics, specifically, frequencies and percentages. Results of the study were presented in tables.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the research findings, interpretations of data and discussions. The results are presented in order of the research questions. The chapter presents data on respondents' bio data, influence of parental income, influence of parental perception, influence of school learning environment and adequacy of pre-school resources on provision of pre-school education as perceived by the teachers. In this study the headteachers' and pre-school teachers' responses were coded, tabulated and analysed using descriptive statistics, specifically, frequencies and percentages with the help of SPSS.

4.2. Respondents Characteristics

The study sought to find out the teachers' characteristics, demographic information lays a basis on which interpretations of the study are based. Respondents Characteristics enable the researcher and the readers to have confidence in the study. Demographic information also forms the basis under which interpretations were made. This would enable the study to determine the connection between the demographic information and the influence of selected factors on provision of pre-school education as perceived by the teachers in Koibatek Sub-County (Ref. Table 3).

Table 3: Summary of the Sampled Teachers

Teacher category	Frequency	Percentage
Headteacher	35	35.0
ECDE Teacher	65	65.0

The results in Table 3 indicate that 65% of those who participated in the study were preschool teachers while the remaining percent 35% were headteachers. Some of these teachers are attached to a primary school and some are within the primary school and are managed by the primary school headteacher.

Republic of Kenya, (2006a) reports that the government appreciates that pre-schools forms the foundation of education of the children hence encourage that ECDE centers should be attached to the primary schools where the primary school head teachers are authorized to supervise the center as extension to their school. This shows that learners are able to access pre-schools. However the quality may be low since this schools charge very low fees which is affordable by the parents. This is a reflection of the structure of most organizations where there are few managers at the top and many lower cadre staff at the bottom. In this study however both categories of teachers are regarded as one (pre-school teachers). Ministry of Education, (2008b) asserts that the school headteacher can delegate and distribute responsibilities and management duties in areas such as activities taking place in the classroom. Teaching staff offers technical services to students and the school at large since they are equipped with expert knowledge (Rao & Reddy, 2007).

4.2.1. Distribution of Respondents according to Type of School

The study sought to find out the respondents distribution. This would enable the study to determine the connection between the school type and the teachers' perception on the influence of selected factors on provision of pre-school education in Koibatek Sub-County.

Table 4:
Distribution of Respondents

Centre Type	Frequency	Percentage
Within the primary school	74	77.1 %
Attached to primary school	22	22.9%

Table 4 indicates that 77.1% of the teachers taught in the pre-schools that were within the primary school while the remaining 22.9% were teaching at the pre-school centres attached to the primary school (feeder pre-schools). This is in agreement with (MOEST, 2002) who argues that pre-schools within the primary schools be managed fully by the parents and every pre-school to be attached to a primary school especially public centres housed in churches and social halls across the country (ROK, 2005).

This is a clear indication that majority of the teachers is operating within the primary school premises and are eligible for support from the mother primary school.

4.2.2 Distribution of Respondents as per their Teaching Experience

The study found it necessary to establish the teaching experience of the respondents. This section was deemed important by the researcher as it showed whether there was link between teacher experience and provision of pre-school education in Koibatek Sub-County.

Table 5: Respondents Teaching Experience

Teaching	Pre-schoo	ol teachers	Headteachers				
experience	Frequency	quency Percentage Frequency		Percentage			
5 years and below	11	16.9 %	4	11.4%			
6-10 years	33	50.8%	7	20.1 %			
11-15 years	17	26.2%	2	5.7%			
16-20 years	3	4.6%	4	11.4%			
21 years and above	1	1.5 %	18	51.4 %			
Total	65	100 %	35	100 %			

Table 5 shows that majority of the pre-school teachers (50.8%) had teaching experience of between 6-10 years, only one (1) pre-school teacher (1.5%) had an experience of 21 years and above, (26.2%) of them had an experience of between 11-15 years while (16.9%) of them had served for 5 years and below. The majority of the headteachers (51.4%) had served in their stations for 21 years and above. This implies that most of the teachers have joined the teaching practice although some have been in practice for a reasonable time to gather adequate experience. The finding agrees with Webster-Stratoon, Reid and Stoolmiller, (2008) who argued that teachers are considered adequately qualified and experienced to contribute to resource effectiveness when their teaching exhibits a variety of teaching / learning methods. The inclusion of information and materials that go beyond the textbook and the teacher's guide, the use of regular assessment of pupils learning.

Important also is the enrichment activities for pupils who need them, use of chalk board on a daily basis and high professional ethics, constancy and adaptability to change. Nyakwara (2009) also observed that teaching experiences can be a differentiating aspect among pre-school teachers in classrooms management skills or in selecting and using appropriate methods for teaching in their classrooms. Kariuki, Chepchieng and Mbugua (2006) assert that teachers, managers and trainers perceive the importance of socioemotional competencies differently and yet have common goals about child development. The role of the teacher in pre-school is vital because of the developmental stages the children are undergoing. The role of a teacher in pre-school is vital because of the developmental stages the children are undergoing.

The kind of relationship a teacher establishes with the children will influence how and what they learn in the ECDE centre. This is so because professional contribution is attributed to cooperative leadership, whether formal or non-formal and commitment is a quality in teachers that can be linked to gains in children's achievement (Roby, 2009). This finding is also in agreement with Rao (2008) observation that experience is an invaluable asset in education especially in implementation of new policies. This shows that most headteachers appointed had great wealth of experience which is an indication that teachers in Koibatek Sub-County had experiences that enabled them to effectively manage their classrooms and the pre-school programme well.

4.2.3 Early Childhood Development Education Centers' Enrolment

It was necessary for the study to establish the ECDE centres enrolment in order to determine whether the selected factors have influenced enrolment trends from 2009 to 2013 in Koibatek Sub-County.

Table 6:
Early Childhood Development Education Enrolment

Number enrolled
9227
9521
9605
9896
9640

The findings in Table 6 indicate that there was a general increase in enrollment from 2009 to 2012. However between 2012 and 2013 the enrollment had a sharp drop. From the findings it is evident that enrolment is not steady in public schools in Koibatek Sub-County. These results seem to agree with (MOE, 2005) which asserts that since the introduction of the Free Primary Education (FPE) policy, parents have tended to keep their children at home until they reach the entitlement age for FPE. Consequently, ECD teachers whose salaries are paid by parents are leaving their jobs for better paying institutions leaving public pre-schools. A major decline in enrolment occurred before the FPE policy was implemented, suggesting that FPE may not be the only reason for this decline. Access to ECD Centres is inequitable, with poor children from semi-arid, arid and urban slum areas less likely to enroll in them. The fluctuations in enrolment in public schools points to the difficulty of delivering quality ECD services. Republic of Kenya (2005) reckon that one cause of low enrolment rates and disparities in accesses are because of lack of government investment in the ECD sub-sector, which it regards primarily as county government, family and community responsibility (ROK, 2010).

4.3 Adequacy of Pre-school Resources for Provision of Pre-school Education

The first objective sought to establish the adequacy of pre-school resources required for provision of pre-school education in Koibatek Sub-County. To achieve this objective, participants were requested to indicate their level of opinion. The following responses were provided by both the headteachers and the pre-school teachers. They rated adequacy of pre-school resources in terms of none, inadequate, adequate and more than adequate. The results are presented in Table 7.

Table 7:

Respondents' View of Adequacy of Pre-school Resources Required for the Provision of Pre-school Education

Resources	(A)		(IA)	(IA)		(NA)	
	%	F	%	F	%	F	
Land (adequacy)	70.1	70	27.8	2	2.1	2	
Classrooms(well ventilated)	65.3	65	34.7	34	0	0	
Chid size furniture (Desks, chairs)	44.9	44	55.1	54	0	0	
Textbooks (adequacy)	25.2	25	73.7	73	1.0	1	
Stationary (Chalk, duster, writing materials)	45.5	45	53.5	53	1.0	1	
Visual aids (pictures, charts)	33	32	62.9	61	4.1	4	
Playgrounds (spacious)	73.5	72	20.4	20	6.1	6	
Games equipment/play materials	8.1	8	64.6	64	27.3	27	
Water (clean)	70.7	70	25.3	25	4.0	4	
Sanitary facilities	47.5	47	40.4	40	12.1	12	
Electricity	18.7	18	17.7	17	63.5	61	
Dining facilities (dining hall, kitchen, crockery, cutlery)	10.1	10	13.1	13	76.8	76	
School transport	10.1	10	10.1	10	79.8	79	
Teachers	82.6	81	14.3	14	3.1	3	
Support staff (cooks, cleaners, messengers, watchmen)	27.3	27	30.3	30	42.4	42	

From Table 7, the researcher observed that majority of all ECDE centres had adequate land (70.1%), well-ventilated classrooms (65.3%), and spacious playgrounds (73.5%), clean water supply (70.7%) and teachers (83%). The majority of the centres did not have textbooks (73.7%), visual aids (62.9%), electricity (63.5%), and school transport (79.8%). Although this findings show that some of the resources provided were adequate like land, classrooms, playgrounds, water and teachers, child size furniture were inadequate, the play materials/ equipments were not adequate and dining facilities not available. The finding in this study is not in support of (MOEST, 2000) who reports that all the Pre-school physical facilities must meet the basic standard required for the comfort and safety for the total development of young children.

Pre-school and lower primary should have their own separate physical facilities such as classrooms, toilets, indoor and outdoor play equipment, chairs, tables and mats that must be adequate and safe for use. This finding contravenes that of Erden, (2010) observations that one problem area in pre-school is inadequacy and inaccessibility of physical facilities.

The study found out that most pre-schools had spacious playgrounds but the play materials and play equipment were perceived by teachers as inadequate. This contradicts those of (Harsell, 2009) who found that a child's world of work is through play that pre-scholars learn about their world and how to interact with their peers through play. As a consequence, play is extremely important to a child's development. Although adults do not structure most play situations, those that are planned can strengthen the learning experience. Pre-scholars involved in a planned dance and motor development program have many opportunities to share, lead, interact, and respond to others' needs as well as their own. This is a clear indication that playgrounds should be equipped with adequate fixed play equipment and play materials so that the learners can enjoy learning through play (ROK, 2006).

In a study conducted by Mcharo (2013), the major problem area that pre-school teachers faced in provision of quality programme were the lack of teaching and learning resources especially textbooks. This is in support of the findings by Murundu, Indoshi and Okwara (2010) who established similar findings in Emuhaya Sub-County in Kenya, where they found that lack of school tables, teaching and learning resources and inappropriate diet influenced the implementation of ECDE programme. In a similar study by Gikonyo (2009) in Taita Taveta Sub-County, it was established that lack of teaching equipment discouraged teachers from doing their best. She concluded that textbooks and instructional materials greatly influenced performance. The finding regarding adequacy of pre-school resources agrees with Arden, (2010) who postulates that Parents see early childhood education centres as playing areas/play grounds rather than learning environment. Parents believe that children do not learn academic skills and so this leads them to underestimate the significance of these centres and thus do not provide the necessary resources.

Republic of Kenya (2006) states that the quality of the physical space and material provided affects the level of involvement of the ECDE children and the quality of interaction between the teacher and the children. The finding in Table 7 is in agreement with Mwangi (2009), who reiterated that lack of learning facilities interferes with the learners' ability to develop good study and writing skills, learners are unable to apply what they have learned practically and they become unstable even in school. The writer continues to point out that such will obviously deny learners the opportunity to stimulate curiosity, comprehensive study and good study habits.

Nasibi (2005) further reports that the physical environment, which includes the classroom setting as well as the outdoor setting, should provide opportunities for the ECDE children to explore and learn. In terms of teachers adequacy, MOEST, (2005) points out that the ideal child-teacher ratio for the age group 3 -8 years is 20:1. The child teacher ratio in Kenya improved slightly from 30:1 in 2002 to 28:1 in 2003. However, there are wide regional disparities. Some districts have recorded prohibitive ratios; includes Turkana (504:1), Marsabit (330:1), Mount Elgon (316:1) and Bomet (294:1). Pre-schools with the highest ratios nationally were community managed in poor areas where parents cannot afford to employ more teachers. From the results it is evident that Koibatek Sub-County had adequate pre-school teachers.

4.4 Influence of Parental income on Provision of Pre-school Education as perceived by teachers

The second objective was to establish Influence of parental income on provision of preschool education as perceived by teachers. The study established whether parental income influence provision of pre-school education as perceived by teachers. To achieve this objective, respondents were requested to indicate their level of opinions on issues raised. The results are presented in Table 8.

Table 8: Respondents View on Parental income on Provision of Pre-school Education

STATEMENT	D		U		A		
	F	%	F	%	F	%	
ECDE centres are able to acquire land because parents of the pupils provide funds promptly as most of them are in the upper income bracket	78	81.3	9	9.4	9	9.1	
The shortage of classrooms in most of the centres can be attributed to the high unemployment rates among the parents	73	73.8	2	2.0	24	24.3	
Most parents are able to provide their children with uniforms (cloths, shoes, socks) because they have regular incomes	69	69.0	7	7.0	24	24.0	
Centre are well equipped with textbooks due to the efforts of the parents majority of whom had regular income	92	92.0	3	3.0	5	5.0	
Centres do not have playgrounds because parents do not provide the funds as most of them are employed in the informal sector	50	50.0	3	3.0	47	47.0	
Lack of parents financial support limit provision of feeding programmes	88	88.0	1	1.0	11	11.0	
Centres always have sanitary facilities because most parents are not only employed but also run businesses	75	75.0	8	8.0	17	17.0	
Most centres do not have electricity because parents are not able to raise the required funds as their incomes are irregular	19	19.0	3	3.0	78	78.0	
Feeding programmes in the centres are well run because of the support of well-off parents	71	71.0	10	10.0	19	19.0	
Parents who are livestock farmers always assist centres provide their pupils with dining facilities (dining hall, crockery, cutlery)	79	79.0	15	15.0	6	6.0	
It is usually not a problem providing pupils with school transport due to the ability of parents to pay the transport levy	60	69.7	21	21.2	0	0.1	
	69	09.7	21	21.2	9	9.1	
Most of the centres do not pay teachers well as the parents are unemployed	17	17.0	0	0	83	83.0	
Parents finance and participate in centre's activities because members of their households have jobs	78	78.0	3	3.0	19	19.0	

Based on the responses in Table 8, majority of the teachers pointed out that the parents have problems in provision of pre-school facilities and resources because of their income levels. This is evident from the fact that they disagreed that most parents are able to provide their children with school uniforms because their income were regular (69.0%), disagreed that the centres were well equipped with textbooks (92.0%), provision of play equipments and play materials (88.0%). The teachers also disagreed that parents support feeding programmes because they are well off (75%), disagreed that parents provide school transport due to their have many sources of income (69.0%). Teachers also disagreed that parents finance and participate in centres activities (78%). Findings in Table 8 indicate that teachers agreed that the centres do not have electricity because parents incomes are irregular thus cannot raise funds required (78%), they also agreed that centres do not pay teachers on time because most parents are unemployed (83%). Most of teachers perceived that parents did not provide children with their school uniforms (69%). This may be attributed to their income levels.

These findings indicate that the parents have challenges in provision of pre-school education because of their limited resources. These results are consistent with findings of a research in Europe by Lesemam (2002), which showed that low income levels of parents not only affects enrolment rates but also affects their involvement in a learner's education. He further pointed out that poverty is an overarching concept in this context, referring to constellations of risks, such as an unfavorable income-to-needs ratio (income being insufficient to satisfy basic needs), and low quality housing, unsafe and polluted neighborhoods, reduced access to good quality care and education services, and associated problems at the family level and the pre-school children are especially vulnerable to poverty which, in early childhood more than in later years, often results in persistent learning problems and behavioural maladjustment. Rono, Some, Rono, Letting and Keter (2005) agree that there is strong correlations between poverty in the home and low attendance, low motivation to learn, lack of readiness for school, and behavioral problems traceable to stressful home environments. These scholars argued that Learning disabilities are higher in poor households compared to well to do households. Moreover, the experience of school for poor children is often unpleasant, because the awareness of difference in social status among the students themselves is high.

Financial assistance to schools and families in need is important, policies and programmes that also assist low-income parents in providing appropriate psychological and educational support for their children is promoted in Australia (Zappala & Considine, 2002). The findings in Table 8 is in support of (MOE, 2009) who reports that parents do not view pre-school as education that they should pay for, but instead view it as a programme where children go to grow up and wait for the time to join primary school. They therefore will pay fees for their children in other institutions but ignore ECDE that depends on the fees parents pay yet, according to (ROK, 2013a), it is the right of every child to free and compulsory basic education. Republic of Kenya, (2013b) notes that the pre-school age, is an especially sensitive period in children's development that good health and adequate nutrition are positively related to pupil's success in learning. A nourished (healthy) child has a higher learning capacity than the one who is malnourished (unhealthy). This study revealed that most of the ECDE centres do not provide children with a feeding programme. This inhibits implementation of ECDE Curriculum as Cheruiyot & Kosgei (2000) notes that food is very important to every child's health since malnourished children have little resistance to infections, therefore they often fall sick, not active, less alert, unable to concentrate and are less motivated to explore the environment around them. Some of the learners tend to be absent frequently from school because of lack of food to eat overnight and in the morning and frequent hospital visits for treatment.

This finding does not concur with ROK (2006c) which recommends that; ECDE centres should provide children with a snack preferably enriched porridge at break time, where the centre is full day, in addition to the snacks; lunch compromising balanced diet shall be provided. It is notable that some pre-scholars may go home only to find no meals, especially in homes where the parents are too poor to provide a mid-day meal. Other parents may be gone to work for the whole day and their children do not get proper meals during the day. For these reasons and others, pre-schools are advised to introduce mid-morning refreshments, milk services and meals for the children (Bundy, Shaeffer, Jukes, Beegle, Gillespie, Drake, 2006). But, this stance does not take away the fact that some parents are not able to take active part in the education of their children due to their deficient income. Thus there is need to investigate the influence of teachers' perception on provision of pre-school education in Koibatek Sub-County.

4.5 Influence of Parental perceptions on Provision of Pre-school Education as perceived by teachers

The third objective is on influence of parental perceptions on provision of pre-school education as perceived by teachers. To achieve this objective; respondents were requested to indicate their opinions on various issues related to the objective. The results are presented in Table 9.

Table 9: Influence of Parental Perceptions on Provision of Pre-school Education as Perceived by Teachers.

STATEMENT		D		U			
	F	%	F	%	F	%	
Parents support provision of clean water to ECDE centres because of the importance they attach to a clean environment (water, pollution, sanitation)	27	27.3	1	1.0	72	71.7	
Parents have played a key role in ensuring pupils have sanitary facilities because they value hygiene	21	21.5	2	2.0	77	76.5	
Centres are not able to mobilize parents to sponsor the pupils feeding programme because of their ethnic differences.	75	75.0	0	0	25	24.6	
Parents participation in centre's activities because culturally it is their responsibility to raise their children	27	26.6	3	3.1	70	70.4	
Most pre-school centres do not have adequate land because traditionally local communities do not donate/sell land for such purposes	44	44.5	0	0	56	55.6	
The reluctance of some parents to provide funds for furniture (chairs, desks) can be attributed to their negative attitudes towards education	51	51.0	2	2.0	47	46.9	
Parents with large families often have challenges providing their children with uniforms (cloths, shoes, socks)	14	14.2	1	1.0		84.5	
Traditionally, parents prefer investing in male children's education (purchasing textbooks uniforms etc) than their female counterparts	19	19.1	3	3.0	78	77.9	
Parents with strong religious background always ensure centres are have enough stationary (Chalk, duster, writing materials)	52	52.0	9	9.2	39	38.7	
It easy to mobilize funds from parents and equip centres with visual aids (pictures, charts) because of ethnic harmony among them	43	43.4	13	13.1	43	43.4	
The majority of the pre-school Parents are unmarried and one because parent attend meetings	28	27.5	4	4.0	68	68.0	
Parents hardly support acquisition of games equipment (swings) because local communities do not value games	57	56.8	1	1.0	42	42.4	
Parents contributed towards acquisition of playing materials (balls) because local communities appreciate the role of games in the growth of children	32	32.3	3	3.0	65	64.7	

It is noted from Table 9, that the teachers agreed in the following areas, that parents support provision of clean water to ECDE centres because of the importance they attach to a clean environment (water, pollution, sanitation) (72%), Parents have played a key role in ensuring pupils have sanitary facilities because they value hygiene(77%). Some parents participate in centre's activities because culturally it is their responsibility to raise their children (70%). Teachers also agreed that Parents with large families often have challenges providing their children with uniforms (cloths, shoes, socks) (85%), that they prefer investing in male children than female (78%), they also provide playgrounds because it is their responsibility.

On the other hand the teachers disagreed that it is because of ethnic differences that the schools do not have feeding programmes in the centres (76 %). They also did not agree with the fact that parents with strong religious background ensure there is enough stationary in the school (52%) and (57%) of the respondents refuted that parents do not provide play equipments and materials because the community do not value games. The findings agrees with a study carried out in Central Kenya by Chege and Sifuna, (2006) who reported that the Christian missionaries are on record as having been among the first groups of Europeans to provide the girls with minimal education while at the same time converting them to Christianity. The scholars further reported that the Africans elders and the men who had tasted the benefits of formal education appeared to con-naive with the colonialists against female education with the aim of curtailing female independence that was bound to enhance social mobility and, undoubtedly, pose a threat to male hegemony.

Kwesiga (2002) observes that traditional society expects all girls to get married and play their roles as wives and mothers and this has been found to influence parents decisions on educational matters especially where resources are scarce. Some parents convinced that girls will end up in marriages refuse to take them to school; they pay less attention to and provide less support for girl's education than boys. Further, in a study done in Northern Nigeria by (UNESCO, 2000) it was found that parents have negative attitude towards girl-child education therefore parents perceptions influence provision of preschool education as perceived by the teachers in Koibatek Sub-County.

Parents especially in large families with limited resources send girls to generate income by hawking, getting involved in some immoral dealings with the opposite sex, having early marriages and teenage pregnancy.

the findings agrees with MOEST (2002), by reporting that Socio-economic factors such as poverty, high cost of education, coupled with the increased responsibilities in families has led to parents failure to give equal treatment to boys and girls in their learning opportunities. Some parents believe educating boys will be good for the family as provider and seen to take care of parents at old age while girls are vied as being married off eventually hence their education not taken seriously. This supports Johnson (2011), who observes that parents with little education often fail to consider school as a safe place for their daughters because the teachers are predominantly male and there are few female confined to urban schools. Kiptui (2008) agrees with the findings in Table 9, reporting that cultural constraints impacts negatively on education. Children who come from insecure environment caused by socio-cultural environment exhibit behavioral problems at school; like they lack concentration in class and confidence in whatever task they may be given to perform. The scholar further said that excessive control of girls by parents, too many rules at home; excessive family chores are recipes for poor school attendance by most learners.

Cheboi (2007) supports these findings in Table 9, when he argued that parents consider children below primary school age as too young for participating in any education programme. Although these parents do value a successful school career for their children, they may not see the connection between this goal and using a day care centre or pre-school to achieve the same. Magaji (2010) observed that Children education does not depend on the father's income alone but also that of the mother. It makes the total burden of parenthood to be borne by both parents since one's level of education to an extent determines ones income and capacity. It is expedient, therefore, that girls get education for better contribution to their families, society and world over. This means that both the boys and the girls should get education because they are the parents of tomorrow thus education and livelihood of their children depends on both of them. The findings indicate that teachers did believe that parents' perceptions influence provision of pre-school education.

4.6 Influence of School Learning Environment on Provision of Pre-school Education as Perceived by Teachers

In the third objective sought to establish the influence of school learning environment on provision of pre-school education as perceived by teachers in Koibatek Sub-County. To achieve this objective, respondents were requested to indicate their opinions on various issues related to the objective. The results are presented in Table 10.

Table 10: Influence of School Learning Environment on Provision of Pre-school Education as Perceived by Teachers

STATEMENT		D		U		A
	F	%	F	%	F	%
Parents participate in the construction of classrooms in ECDE centers because they are located in safe and secure areas	22	22.2	9	9.1	69	68.6
Parents enroll their pupils in ECDE centres because they have adequate land	64	63.7	6	6.1	30	30.3
Parents support the feeding programme because of the cooks are neat and clean	63	62.6	6	6.1	31	31.4
The cleanliness of the centres encourage parents to provide their children with uniforms	57	56.6	0	0	43	43.5
Centres are able to get funds for furniture from parents because the administrators ensure they are well maintained	27	26.5	5	5.1	68	68.3
Parents provide textbooks because they know they can easily be accessed by the pupils	57	58.6	5	5.1	36	36.3
The terms of service offered by the centres not good thus does not attract qualified and experienced teachers	36	36.1	4	4.1	60	59.8
Parents actively participate in provision of water to pupils because centres ensure it is clean	33	32.7	3	3.1	64	64.3
It is easy to convince parents to provide funds for purchasing visual aids because they are used well for instruction	41	41.4	5	5.1	54	53.5
Parents are reluctantly to finance the construction of playgrounds because they are poorly maintained	63	62.8	12	12.4	25	24.7
Most parents always participate in centres activities because of the safe, secure and friendly environment in the centres	18	18.2	3	3.0	79	78.8
Parents enroll their pupils in the ECDE because the teacher- pupil relationship in the centres is good	6	6.0	4	4.0	90	89.9
Parents always pay all the levies for playing materials because they are managed well	58	57.9	8	8.4	34	33.7

From the results in Table 10, the respondents disagreed that children are enrolled in centres because the school had adequate land (64%), feeding programme is provided because the cooks are neat (62.6%). They also disagreed that children have uniforms because the school is clean (56.6%), textbooks are provided for they are accessed by pupils (58.6%), that they do not finance the construction of playgrounds because they are poorly maintained (64.8%) and the teachers also disagreed that parents always pay levies for playing materials because they are managed well (57.9%).

The respondents agreed in the following issues of school learning environment on provision of pre-school education as perceived by the teachers. From the results in Table 10, the parents participate in construction of classes because that are in safe and secure areas (69%) and the facilities in the school like furniture are well maintained (68.3%). The terms of service offered by the centres not good thus does not attract qualified and experienced teachers (60%), that provision of water to pupils is because centres ensure it is clean (64%), that most of the parents enroll their children because of the friendly environment (79%) and also because of the good teacher-child relationship (90%).

The findings are in support of Murundu et al (2010), who found out that there are many deficiencies which may prevent successful implementation of ECDE programmes, including lack of required learning resources and facilities, types of learning groups that are not recommended, failure to use learners' mother tongue, understaffing and lack of balanced diet for feeding children. The writers continue to argue that young children acquire knowledge in ways that are significantly different from the way older children learn, they learn by manipulating, exploring and experimenting with objects. (MOEST, 2001) too agree with the finding and argue that children learn most exclusively by doing and through movements. Wanjiru (2009) in support of the findings reckons that some of the most important instructional materials that have been shown to have significant influence in the teaching/learning process are text books, apparatus and reading supplementary materials. The availability of such materials has a positive effect on school effectiveness and therefore yields a good performance from the students. The study sought from the teachers whether they had enough class rooms to cater for all the enrolled students and libraries within their schools.

Kelly (2004) supports the findings arguing that Creation of a sustainable learning environment helps deprived children to improve in their academic performance. Erden (2010) too describes school learning environment for the ECDE children as the one that provides time opportunities for children to experience and respond actively to their world. It should be social in nature providing secure and stimulating climate for all children. Abiero (2009) agrees with the findings in Table 10 arguing that it is important to understand a child's experiences at pre-school level. That the quality of the child's school experience involves moving beyond a purely academic definition of school readiness. Factors like motivation and quality of a child's socio-emotional skills which includes willingness to engage in tasks and master them, readiness to accept school curriculum, willingness to accept school rules and the authority of teachers, the ability to concentrate in class, ability to complete tasks on time and the ability to work independently.

The findings in Table 10 are in line with Mohanty and Mohanty (2002), who argue that children are inquisitive, curious, and active by nature. They are sensitive as well as possessive. Therefore adequate scope and facility should be provided to them for free participation, discussion and activities. The more they are involved in the learning process, the more will be the success of the teaching learning process; therefore learners should be made active participants and not just receptors of knowledge. Materials however should be made slaves not masters of the situation.

Hoge (2007) also supports the findings in Table 10, arguing that the quality of teacher-child relationship plays an important role in the child's educational experiences. A child who possesses positive relationship with the teacher has an increased likelihood of positive school attitudes as well as positive school outcomes such as high grades. Teachers' perception on pre-school education greatly influences the social interactions and performance of children. It is evident from the findings that the majority of the schools in the Sub-County were learner friendly, safe and secure.

Ministry of Education (2008) is in support of the findings in Table 10, contending that a safe and secure school environment facilitates and fosters quality teaching in educational institutions. That it is a place where children are not subjected to physical abuse and that abused children are often psychologically traumatized, that they may grow up believing that brute force, violence or aggressive behaviour are acceptable part of normal life, hence many abused children become abusers in their adulthood.

The finding in Table 10 indicated that the teachers agreed that parents supported provision of clean water which is supported by ROK (2006b), observation that, clean water should be availed in schools. Water tanks to be constructed for harvesting rain water and drilling of boreholes in order to prevent waterborne diseases that may lead to absenteeism and reduce chances of survival among children. This is a great milestone towards improving the quality of education provided in the pre-schools in the Sub-County. It was also noted that the majority of the pre-schools had sanitation facilities which is in agreement with MOEST (2000), as well as Thompson & Woods (2005), observation that Pre-schools and lower primary should have their own separate physical facilities such as classrooms, latrines and water supply, if not developed prohibits the learning activities of the children. The results suggest that teachers do not perceive school-based factors to influence provision of pre-school education. Therefore they could be other factors which may influence provision of pre-school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions, recommendations and suggestions of further studies. The purpose of the study was to establish the teacher's perceptions on the influence of selected factors on provision of pre-school education in public schools in Koibatek Sub-County, Kenya. The study was guided by the following research objectives, to find out adequacy of teaching and learning resources for provision of pre-school education, to establish the teachers' perceptions on the influence of parental income on provision of pre-school education, to establish the teachers' perceptions of influence of parental perception on provision of pre-school education and to determine the teachers' perceptions on the influence of school learning environment on provision of pre-school education.

5.2Summary of Research Findings

The following is a summary of research findings;

Majority of respondents (65%) of those who participated in the study were Pre-school teachers while the remaining percent (35%) were headteachers. However this was not a major issue since the researcher had targeted 70 pre-school teachers and 35 headteachers. Age-wise, it emerged from the findings that majority of the pre-school teachers (51%) had an experience of between 6-10 years and only one teacher had served at pre-school for over 21 years which is an indication that the majority of the pre-school teachers are young. However age was not outspoken, hence not regarded as a major issue in provision of pre-school education. From the findings it was clear that a large percentage of headteachers 51% had teaching experience of more than 21 years.

The majority of the teachers (77%) were teaching within the primary school premises and were eligible for support from the mother primary school while the remaining 30% were teaching at the pre-school centres attached to the primary school (feeder pre-schools). There was a general increase in enrollment from 2009 to 2012 but between 2012 and 2013 the enrollment had a sharp drop.

Objective one sought to find out adequacy of teaching and learning resources for provision of pre-school education in Koibatek Sub-County. The study established that the centres do not have adequate pre-schools resources and have not been provided with necessary facilities. The majority of the centres did not have textbooks, visual aids, electricity and school transport. The study also established that most pre-schools did not have feeding programmes. The few with feeding programmes had insufficient kitchen facilities and cutlery. Inadequate feeding programme was found to reduce enrolment and quality of learning in pre-schools.

Objective two sought to establish the teachers' perceptions on the influence of parental income on provision of pre-school education in Koibatek Sub-County. The study established that the majority of the teachers perceive parental income on the influence provision of pre-school education in Koibatek Sub-County.

The third objective sought to establish the teachers' perceptions on the influence of parental perceptions on provision of pre-school education. The findings indicated that teachers did believe that parents perceptions on the influence provision of pre-school education in Koibatek Sub-County.

The forth objective sought to determine the teachers' perceptions on the influence of school learning environment on provision of pre-school education. The results indicated that the teachers do not perceive school-based factors to influence provision of pre-school education in Koibatek sub-county.

5.2 Conclusions from the Study

For this study, experience was considered an important variable for this study as it helped to establish the differences in the perceptions and views of different teachers in the sampled schools. The following are the main conclusions of the study;

(i) Regarding adequacy of teaching and learning resources for provision of preschool education in Koibatek Sub-County, the findings shows that the materials available in the schools are not adequate to support the actual learning process of the pupils. This shows that most of the schools are not equipped with the resources required for provision of pre-school education. Important resources like electricity, school transport and child size furniture and play equipments/materials, kitchens/cutlery, textbooks and visual aids were either inadequate or missing in majority of the schools.

- (ii) Teachers perceived that the pre-school parental income do influence provision of pre-school education, their incomes were perceived to be irregular thus cannot raise funds required to support pre-school services, they do not pay teachers on time because most them were unemployed. Most of teachers perceived that parents did not provide children with their school uniforms which were attributed to their low income. Thus, parents are not able to take active part in the education of their children due to their deficient economic status background.
- (iii) Teachers do view parental perceptions on the influence provision of pre-school education. That some parents participate in centre's activities because culturally it is their responsibility to raise their children that those parents with large families often have challenges providing their children with uniforms (cloths, shoes, socks), and they prefer investing in male children than female.
- (iv) It is evident from the findings that the majority of the teachers do not perceive school learning environment influence provision of pre-school education in Koibatek Sub-County. The pre-schools were perceived to be learner friendly, safe and secure, teacher-pupil relationship in the centres was good, clean water available.

5.3 Recommendations

Every research bears some implications. In view of the above conclusions, this study makes the following recommendations:

- (i) From the research finding it was clear that majority of the schools did not have adequate teaching /learning resources. The county governments should design a program to build community capacities of parents and other stakeholders on the development and equipment of ECDE centres. They should assist in the provision of adequate facilities and other learning resources like electricity, school transport and equipping of both classrooms with furniture and playgrounds with equipments and play materials at ECDE centres.
- (ii) From the study findings, it was conceived that parental income do influence provision of pre-school education, their incomes were perceived to be irregular thus cannot raise funds required to support pre-school services, they do not pay teachers on time because most of them were unemployed. Thus, parents are not able to take active part in the education of their children due to their deficient economic status background. There is need for the county governments to support all the ECDE programmes.
- (iii) From the study findings, the parental perceptions were perceived by teachers to influence provision of pre-school education. Parents with large families often have challenges providing their children with uniforms (cloths, shoes, socks) and that they prefer investing in male children than female children. Therefore, there is need for all stakeholders to sensitize parents to invest in both genders to avoid inequality and gender biasness. To turn around these vices, parents should be encouraged to send girls to school so as to be educated, certificated, be skilful and have sources of income for sustainability and development.

- (iv) The results indicated that the teachers do not perceive school learning environment to influence provision of pre-school education in Koibatek Sub-County. Most Pre-schools were learner friendly, safe and secure; teacher-pupil relationship in the centres was good, clean drinking water was available. Therefore, the school that did not have learner friendly, safe and secure; and did not have clean drinking water should be sensitized on the need to equip the centre with the same.
- (v) The members in the society have a big role in the early childhood education. Starting from the parent back at home to the law making body all need to work hand in hand together in bringing up this young children in a good moral and organized manner. More policies should be created in favor of ECD and also funds to be allocated to these centers providing ECD so as to improve the facilities that are available with the modern technology and requirements.

The literature review has confirmed that other scholars have also found similar results from other countries and suggests many ways in which stakeholders especially parents can provide services and resources in pre-schools in Koibatek Sub-County. The governments, teachers, parents and the entire communities should take action and join efforts with the goal of provision of pre-school education so that quality education can be achieved.

5.4 Suggestions for Further Studies

The study suggests Further Studies in the following areas.

- i. Teacher's perception on the Influence of selected factors on provision pre-school education in private schools for comparison purposes.
- ii. Effectiveness of feeding programme in enhancing provision of pre-school education.
- iii. Effectiveness of teaching approaches in ECDE on provision of pre-school education in both public and private schools.

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APPENDIX A

TEACHERS QUESTIONAIRE (TQ)

Dear Teacher,

My names are Joan J Kibet; I'm a student at Egerton University currently pursuing the Masters of Education degree. I am conducting a research work titled: *Teachers' Perception on the Influence of Selected Factors on Provision of Pre-School Education in Koibatek Sub-County, Kenya* as part of the course work. You have been selected to take part in the study as I believe that you have information that can contribute significantly towards the success of the study. I am therefore kindly requesting you to participate in the study by filling this questionnaire. May I assure you that any information given will be treated with utmost confidentiality.

Yours sincerely,

Joan J Kibet.

Section A: Demographic Characteristics

Put a tick (\checkmark) in the circle of the chosen answer/write your response in the space provided

1	Teacher	category	
1	I Cacher	category	

- (i) Head teacher ()
- (ii) ECDE teacher ()

2. Centre type

- (i) Within the primary school ()
- (ii) Attached to a primary school ()

3For how long (in years) have you been in your current station?

- 4. Indicate the number of children enrolled in your school/class for the years given below
 - (i) 2009.....
 - (ii) 2010.....
 - (iii)2011.....
 - (iv)2012.....
 - (v) 2013.....

Section B: Influence of Parental income on Provision of Pre-school Education

Please indicate the degree of agreement you attach to each of the following statements. Put a tick (\checkmark) in appropriate space which you think best express your views. Use the given key

Key: Agree (A) Uncertain (U) Disagree (D)

STATEMENT	A	U	D
ECDE centres are able to acquire land because parents of the pupils			
provide funds promptly as most of them are in the upper income			
bracket			
The shortage of classrooms in most of the centres can be attributed to			
the high unemployment rates among the parents			
Most parents are able to provide their children with uniforms (cloths,			
shoes, socks) because they have regular incomes			
Centre are well equipped with textbooks due to the efforts of the			
parents majority of whom had regular income			
Centres do not have playgrounds because parents do not provide the funds			
as most of them are employed in the informal sector			
Lack of parents financial support limit provision of feeding programmes			
Centres always have sanitary facilities because most parents are not only			
employed but also run businesses			
Most centres do not have electricity because parents are not able to raise			
the required funds as their incomes are irregular			
Feeding programmes in the centres are well run because of the support of			
well-off parents			
Parents who are livestock farmers always assist centres provide their			
pupils with dining facilities (dining hall, crockery, cutlery)			
It is usually not a problem providing pupils with school transport due to			
the ability of parents to pay the transport levy			
Most of the centres do not pay teachers well as the parents are			
unemployed			
Parents finance and participate in centre's activities because members of			
their households have jobs			

Section C: Influence of Parental perceptions on Provision of Pre-school Education

Please indicate the degree of agreement you attach to each of the following statements. Put a tick (\checkmark) in appropriate space which you think best express your views. Use the given key

Key: Agree (A) Uncertain (U) Disagree (D)

Statement	A	U	D
Parents support provision of clean water to ECDE centres because of			
the importance they attach to a clean environment (water, pollution,			
sanitation)			
Parents have played a key role in ensuring pupils have sanitary			
facilities because they value hygiene			
Centres are not able to mobilize parents to sponsor the pupils feeding			
programme because of their ethnic differences.			
Some parents participation in centre's activities because culturally it is			
their responsibility to raise their children			
Most pre-school centres do not have adequate land because			
traditionally local communities do not donate/sell land for such			
purposes			
The reluctance of parents to provide funds for furniture (chairs, desks)			
can be attributed to their negative attitudes towards education			
Parents with large families often have challenges providing their			
children with uniforms (cloths, shoes, socks)			
Traditionally, parents prefer investing in male children's education			
(purchasing textbooks uniforms etc) than their female counterparts			
Parents with strong religious background always ensure centres are			
have enough stationary (Chalk, duster, writing materials)			
It easy to mobilize funds from parents and equip centres with visual			
aids (pictures, charts) because of ethnic harmony among them			
The majority of the pre-school Parents are unmarried and one because			
parent attend meetings			
Parents hardly support acquisition of games equipment (swings)			
because local communities do not value games			
Parents contributed towards acquisition of playing materials (balls)			
because local communities appreciate the role of games in the growth of children			

Section D: Influence of School Learning Environment on Provision of Pre-school Education

Please indicate the degree of agreement you attach to each of the following statements. Put a tick (\checkmark) in appropriate space which you think best express your views. Use the given key

Key: Agree (A) Uncertain (U) Disagree (D)

Statement	A	U	D
Parents participate in the construction of classrooms in			
ECDE centers because they are located in safe and secure			
areas			
Parents enroll their pupils in ECDE centres because they			
have adequate land			
Parents support the feeding programme because of the			
cooks are neat and clean			
The cleanliness of the centres encourage parents to			
provide their children with uniforms			
Centres are able to get funds for furniture from parents			
because the administrators ensure they are well			
maintained			
Parents provide textbooks because they know they can			
easily be accessed by the pupils			
The terms of service offered by the centres not good thus			
does not attract qualified and experienced teachers			
Parents actively participate in provision of water to pupils			
because centres ensure it is clean			
It is easy to convince parents to provide funds for			
purchasing visual aids because they are used well for			
instruction			
Parents are reluctantly to finance the construction of			
playgrounds because they are poorly maintained			
The level of cleanliness in the centres encourage parents			
to provide funds for employing support staff			
Parents always participate in centres activities because of			
the safe, secure and friendly environment in the centres			
Parents enroll their pupils in the ECDE because the			
teacher-pupil relationship in the centres is good			
Parents always pay all the levies for playing materials			
because they are managed well			

SECTION E: Adequacy of Pre-school Resources

Please rate the adequacy of recourses required for the provision of pre-school education listed in the below Table below. Use the given scale

Scale: Adequate (A) Inadequate (IA) None (N)

Resource	Adequate	Inadequate	None
Land			
Classrooms			
Child size furniture (Desks, chairs)			
Textbooks			
Stationary (Chalk, duster, writing materials)			
Visual aids (pictures, charts)			
Playgrounds			
Games equipment and play materials			
Water			
Sanitary facilities			
Electricity			
Dining facilities (dining hall, crockery,			
cutlery)			
School transport			
Teachers			
Support staff (cooks, cleaners, messengers,			
watchmen)			

APPENDIX B

NACOSTI RESEARCH AUTHORIZATION AND PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550 Mobile: 0713 788 787, 0735 404 245 Fax: 254-020-2213215 When replying please quote secretary@ncst.go.ke P.O. Box 30623-00100 NAIROBI-KENYA Website: www.ncst.go.ke

18th June 2013

Our Ref:

NCST/RCD/14/013/1081

Joan Jepkemboi Kibet Egerton University P.O Box 536-20115

Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated 12th June, 2013 for authority to carry out research on "Influence of selected factors on provision of pre-school education in public schools in Koibatek District, Kenya." I am pleased to inform you that you have been authorized to undertake research in Koibatek District for a period ending 31st August, 2013.

You are advised to report to the District Commissioner and District Education Officer, Koibatek District 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. M. K. RUGUTT, PhD, HSC. DEPUTY COUNCIL SECRETARY

Copy to:

The district Commissioner
The District Education Officer
Koibatek District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joan Jepkemboi Kibet
of (Address) Egerton University
P.O Box 536-20115, Egerton.
has been permitted to conduct research in

Location
Kolbatek District
Rift Valley Province

on the topic: Influence of selected factors on provision of pre-school education in public schools in Kolbatek District, Kenya.

for a period ending: 31st August, 2013.

PAGE 3 Research Permit No. NCST/RCD/14/013/1081 Date of issue 18th June, 2013 Fee received KSH. 1000



Applicant's Signature For Secretary National Council for Science & Technology

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
- 2. Government Officers will not be interviewed at a Cowith-out prior appointment. OGYNATIONAL COUNCIL
- 3. No questionnaire will be used unless it has been
 - 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
 - 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK6055t3mt10/2011

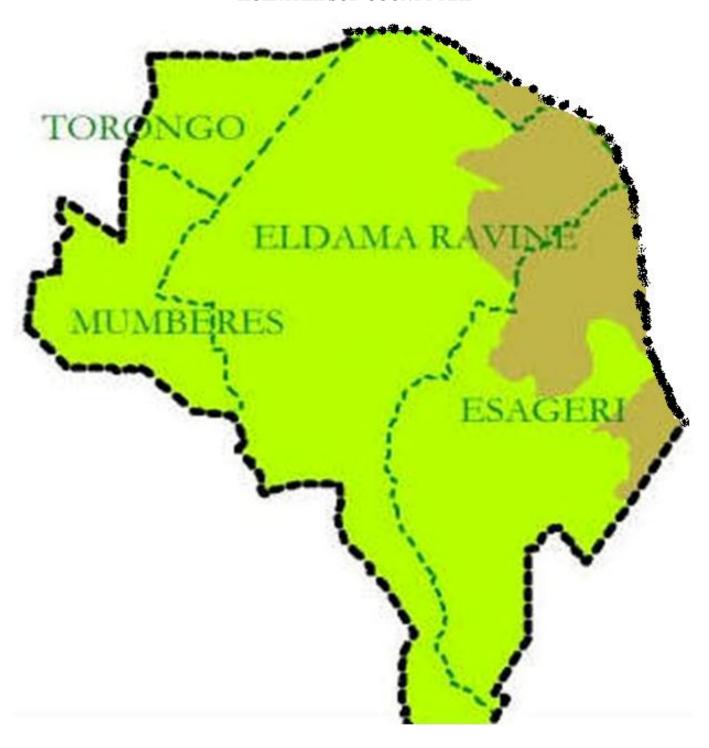


REPUBLIC OF KENYA

RESEARCH CLEARANCE

(CONDITIONS—see back page)

APPENDIX C
KOIBATEK SUB-COUNTY MAP



Source: Self construct