

**INFLUENCE OF PRE-SCHOOL FINANCES ON CHILDREN'S
COGNITIVE ACHIEVEMENTS IN NAKURU NORTH
SUB-COUNTY, KENYA.**

BY

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**A Project submitted in partial fulfillment of the requirement for the award of
the degree of Master of Education in Early Childhood Education in the
Department of Educational Communication and Technology.**

UNIVERSITY OF NAIROBI

2014

DECLARATION

I declare that this is my original work and has not been submitted for an award of degree in any other university.

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This project has been submitted with the knowledge of my supervisor.

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ACKNOWLEDGEMENT

A number of people have participated in the success of this project. May I take this chance to acknowledge the effort of my Lecturer and Supervisor Dr. John Mwangi for successfully taking me through the prerequisites of research methodology. Am greatly indebted to the DICECE Programme Officer and staff of Education Office, Nakuru North Sub-County for their generous support and their willingness to give relevant information to this project. I greatly owe Headteachers, teachers and learners of Public, Faith Based and Community Sponsored Pre-schools who participated in this project, for their openness and sparing their time to fill in the questionnaires and availing records to be used as secondary data. The University of Nairobi (UoN) cannot go unrecognized for granting me the permit to collect my research data. I will most sincerely not forget my wife Kate and lovely daughters Lynn and Rita who endured being alone as I went out long hours collecting data. Finally, I wish to thank all those who may have contributed to the success of this project in one way or another and may not have been mentioned individually. The recommendations of this project will go along way in formulating a Pre-school financial policy.

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ABSTRACT

Early Childhood Education subsector in Kenya is expanding at a tremendous rate. Various efforts by the government, communities and other collaborating partners have resulted in intersectional collaboration and a variety of education settings available to young children. Faith Based Organizations, Communities, and Public Preschools in both rural and urban settings in Kenya have increased. In order to improve Pre-school children's cognitive achievements, adequate funding in this subsector need to be addressed. The purpose of this study was to establish the influence of Pre-school finances on children's cognitive achievements in Nakuru North Sub-County. The objectives were: to establish the role of Government Finances on Pre-school children's cognitive achievements, to examine the role of Non-Governmental finances on Pre-school children's cognitive achievements and to assess the role of the community and parents finances on Pre-school children's cognitive achievements. Relevant literature on government's role and support of Early Childhood Education, support by various religious and Non-Government Organizations community and parents' support of Early Childhood Education and quality versus quantity of Early Childhood Education was critically reviewed. The study adopted a descriptive survey design where eight (8) headteachers, eight (8) Pre-school teachers, one (1) DICECE Programme Officer and three hundred and six (306) learners were involved in the study. Questionnaires, checklists and documentary analysis were used to collect data. Data analysis involved the use of computer excel program and descriptive statistics which were used to describe the data or the variables of the study. Frequency distribution tables were used to present the data. The findings on the influence of government finances on Pre-school children's cognitive achievements showed that Pre-school children in ECDE centres that were assisted with CSG scored more than 50% in all the indicators of cognitive achievements. The low scores in cognitive achievements were associated to inadequate instructional materials which are very critical in enhancing children's cognitive achievements. The results obtained on the influence of Non-Governmental finances on Pre-school children's cognitive achievements showed that the role of Non-Governmental finances on Pre-school children's cognitive achievements include, but not restricted to employing teachers and support staff. The study also noted that Non-Governmental Organizations have also played critical roles in policy development, strategic planning, high-level advocacy and capacity strengthening of ECDE centres. Cognitive achievements of Pre-school children in Faith Based ECDE centres was comparatively high compared to Public ECDE centres. This could be attributed to the additional facilities and feeding programmes available in the Faith Based ECDE centres. The findings also indicated that cognitive achievements in ECDE centres that were sponsored by the community and parents were relatively low as compared to Faith Based and Public ECDE centres. Teachers in these ECDE centres were highly demotivated due to poor remuneration which with no doubt translated to low cognitive achievements among learners. Community ECDE centres lacked feeding programmes, inadequate instructional materials, furniture, play materials, latrines and playgrounds which affected the cognitive achievements of Pre-school children in the ECDE centres. The study concluded that availability of finances is closely related to cognitive achievements of Pre-school children in ECDE centres in Nakuru North Sub-County. The researcher recommended that there is need for the government to develop a policy on budgeting allocation towards promotion of ECE Sub-sector and provide CSG to all Public ECDE Centres to improve pre-school children's cognitive achievements.

ABBREVIATIONS AND ACRONYMS

ASALS	:	Arid and Semi Arid Lands
CSG	:	Community Support Grant
DEO	:	District Education Office
DICECE	:	Sub-County Centre for Early Childhood Education
ECD	:	Early Childhood Development
ECDE	:	Early Childhood Development Education
ECE	:	Early Childhood Education
ECCE	:	Early Childhood Care and Education
GER	:	Gross Enrolment Ratio
KESSP	:	Kenya Education Sector Support Programme
MOE	:	Ministry Of Education
NACECE	:	National Centre for Early Childhood Education
OECD	:	Organization for Economic Cooperation and Development
PEP	:	Pre School Education Project
UNESCO	:	United Nations Educational Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund
USAID	:	United State Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The United Nations Declaration of human rights (1948), the Jomtein Declaration of Education For All (1990), the Dakar Framework of Actions (2000), Millennium Development Goals and the Kenya Children Act (2001), all advances that every child is entitled to basic rights among which education is the key (Manani, 2007). The constitution of Kenya (2010) and Education Act (2013), also provides for Free and Compulsory Education. The World community renewed its commitment to ECE in the Dakar Framework of Actions, whose first goal was devoted to ECE. It focused on expansion of access to integrate ECDE services, improving quality and ensuring equity. Investing in ECE is an established fact, that pays off, educationally, socially and economically (UNESCO, 2003).

In China, the development of Early Childhood Education (ECE) is divided such that kindergartens for children aged 3-6 is the responsibility of Ministry of Education and nurseries for children under age 3 is the responsibility of Ministry of Health (Wong and Pang, 2002). The national Ministry of Education is responsible for the development and implementation of policy and regulations of kindergartens and early education. The overall administration, organization and funding within local setting. Funding of ECE in South Africa is largely through a private market (Statistics S.A, 2005). This market includes independent reception years, nursery programmes, day care and home-based provision. In the 1970s the Kenya government entered into partnership with communities' parents and Non-Governmental Organization engaged in the provision of Early Childhood Education. Kenya's partnership policy provides the only policy framework that directs the Ministry of Education provision for ECE. The policy was stipulated in

the Sessional Paper No. 6 of 1988 and the National Development Plan of 1989/1993. Kenyan government successfully implemented a ten year (1972-1982) Pre-school Education Project (PEP), supported by the Bernard Van leer Foundation. (Moncrieff 1993). President Circular Number One in 1980 and reports by Gachathi and Kamunge (Republic of Kenya, 1976, 1988) emphasized the importance of quality services provision.

In 1984, NACECE was established at then KIE. Its core mandate was responsible for training of trainers in curriculum development research and co-ordination (Gakuru, Riak, Ogula, Mugo Njenga, 1987). Decentralization of NACECE services was done through creation of DICECE and is accountable to the Sub-County education officers for their day to day operations.

In full cognizance of the national and international goals of education, Ministry of Education (MOE) developed a Comprehensive Childhood Development Education Policy, (2005). A sessional paper No. 1 of (2005) entitled 'A Policy Framework for Education Training and Research' was developed with an intention to enhance access, equity and quality of education at all levels by 2010. It is upon this backdrop that in 2005, the Government commitment led to the inclusion of ECDE as one of the 23 investments in the Kenya Education Sector Support Programme (KESSP) (Republic of Kenya, 2005). The Ministry of Education (MOE) use the strategy that target to achieve its target in ECDE through provision of government grants in form of Community Support Grant (CSG). The grant is provided according to the number of children. The main objectives of CSG are equity, increase in access and quality services offered to Pre-school children. The World Bank ECD project (1997-2003) also strengthened the ECDE system through the construction of conference at NACECE, staffing, equipping and capacity building of DICECEs expansion of training opportunities for preschool teachers, strengthened community

engagement through training management teams, the establishment of ECD Centre in marginalized communities, inclusion of health and nutrition in ECD (World Bank 1997).

Since 1954, UNICEF has played a critical role in policy development strategy planning, high level advocacy and the capacity strengthening of ECE at various levels in Kenya. In 1986, the Aga Khan Education services started Madrasa Pre-school programmes for helping parents and communities to provide a positive and early start for their children. A massive expansion of early childhood was given impetus by President Jomo Kenyatta's call for national philosophy of 'Harambee' which means 'lets pull together' upon Kenya's independence in 1963. Early Childhood Education of children was considered to be a community concern necessitating collaboration. Communities raised money to purchase land and other materials to build schools (Mbugua-Muriithi, 1996). Kenya's Early Childhood Education is deeply rooted in the community. Communities have established ECD Centres comprising 70% (Republic of Kenya, 1998) of the total number of ECDE centres nationwide. As part of the endeavour to partner with government, the communities are responsible for identifying suitable locations to set up ECDE centres and mobilizing human and materials resources for construction and furnishing as well as development of play and learning materials, identification of teachers and payments of their salaries. Communities provide the feeding programme and help to incorporate traditions and folklore into curriculum. This makes the community feel proud of their contributions to the learning achievements of the children.

According to Myers (1992), the lesson from Kenya is that the community is a very important resource for the development of ECDE programme and must continue to be tapped and appreciated. Inadequacy of finances in running ECE subsector is a common challenge in the entire country and in Nakuru North Sub-County as well. This is well captured in the reports of

workshops and seminars organized by the DICECE, parents and community members. Available literature reveals less than sufficient teacher training, low enrolment, lack of harmonized curricular, the availability of quality Pre-schools and lack of a policy that can help estimate per child cost of learners in Early Childhood Education. This complicates because the government cannot develop a clear policy for per child cost in Kenya as it is done by different players in the subsector. Against this background, the study was to establish the influence of Pre-school finances on children's cognitive achievements in Nakuru North Sub-County.

1.2 Statement of the Problem

Education as a right to every person is fundamental to the success of the government overall development strategy. The Kenya Children Act (2001) states that, every child is entitled to basic right which education is key (Manani, 2007). The Kenya ECE programme encourages partnership at all levels. The government, parents, communities, religious and Non-Governmental Organizations are the main source of ECE finances and support. As evidenced in the literature review the government lays much emphasis on enrolment, gender disparities, access and quality through the introduction of community support grant (Republic of Kenya, 2005) but fails to document and explore on influence of Pre-schools finances on children's cognitive achievements with regards to funding sources, adequacy of finance, availability of finance as well as budgetary allocation in ECE Centres. It is also worth stating that as communities' partner in the development of the centres, taking responsibility for the provision of physical facilities, furniture, payment of salaries to teachers, organizing feeding programmes and provision of learning and play materials. These provisions merited immediate attention as it offers opportunity for improvement of children cognitive achievements. As a result of the fore stated gap, the study investigated the influence of Pre-school finances on children's cognitive achievements in Nakuru North Sub-County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of Pre-schools finances on children's cognitive achievements in Nakuru North Sub-County

1.4 Objectives of the Study

The study was guided by the following objectives: -

1. To establish the role of Government finances on Pre-school children's cognitive achievements.
2. To examine the role of Non-Governmental finances on Pre-school children's cognitive achievements.
3. To assess the role of the Community and parents finances, on Pre-school children's cognitive achievements.

1.5 Research Questions

1. What was the influence of Government finances on Pre-school children's cognitive achievements?
2. What was the influence of Non-Governmental finances on Pre-school children's cognitive achievements?
3. What was the of Community and Parents finances on Pre-school children's cognitive achievements?

1.6 Significance of the Study

It is expected that the findings of this study might form a base upon which Ministry of Education might use in policy regarding increasing budgetary allocation towards ECE subsector. The study

might also be practically used by DICECE Programme Officers to improve on coordinating of financial activities, provide financial advice, plan, monitor, and evaluating influence of finances on children's cognitive achievements. Parents, community members and development partners might use the study findings to make ECDE Centre improvement plans, implement the plans, manage finance, monitor, evaluate and make reports. Teachers on the other hand might use the results of the study to improve on delivering quality services to children and ensure resources available to enhance children's cognitive achievements.

1.7 Limitation of the Study

The samples were collected from a sample population of Headteachers, teachers and learners of some ECDE centres but not all in the Sub-County. The study sampled one DICECE Programme Officer. The information was collected the way it was at that time. It could be possible that the information might be different at other times. Some respondents were not objective especially in items that required personal and their school rating. The study was unable to control the attitudes of the respondents and this may have affected the findings. The distance covered when conducting the study was wide and generated a lot of problems in transportation.

1.8 Delimitation of the Study

The study relied on a few samples of 8 ECD Centres in Nakuru North Sub-County. The Sub-County has 39 ECDE Centres.

1.9 Assumptions of the Study

This study assumed that finances allocated by the government and other players in ECDE subsector are adequate for learners, cognitive achievements. The study depended on data gathered from the respondents, the validity and reliability was established by the relevant

officials and in particular DICECE Programme Officer, headteachers, teachers and learners. Arising in and out of their experiences in the field, teachers are sufficiently informed, adequately exposed, had some opinions and developed perspective as regards to influence of Pre-school finances on children's cognitive achievements.

1.10 Definition of key Terms

The following terms are significant in the study and were used as defined in the context of the study: -

Finances	Refers to sources of funds or money materials and technical assistance allocated to a particular ECDE Centre in Nakuru North Sub-County for the purpose of its development.
Early Childhood Education	Refers to Education Services given to upto six years old children.
Cognitive achievements	Refers to any change in behavior, knowledge, understanding, Skills that the learner retains.
Government	Refers to Government of Kenya
Community/Parents	Refers to Parents of the children who attend the ECDE Centre managed by a committee elected by the community.
Non-Governmental Organization	Refers to other development partners involved in financing Early Childhood Education.
Early Childhood Development Education Centre	Refers to a school where early childhood services are given to children below six years in Nakuru North Sub-County. This involves Early Childhood Development Services and Education.
Pre –school	Refers to an institution for learning aimed at promoting knowledge developing skilled and attitudes in three to six years old children.
Influence	Refers to effects of finances materials and technical assistance on the success of learners.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumption of the study, definition of key terms and organization of the study. Chapter two deals with literature review on the study. The review include; government's role and support of ECE, support by various religious Non-Governmental Organizations, community and parents support of ECE, quality versus quantity ECE, summary of the literature review, theoretical framework, conceptual framework and a figure of conceptual framework. Chapter three presents research design, target population, sample size and sampling procedure, research instruments, validity of the instruments, reliability of instruments; data collection procedure, data analysis and ethical considerations. Chapter four reports the data collected from the respondents, analysis and discussion of the study findings. Chapter five focuses on the summary of the study, conclusion and recommendations. Finally the study have references, appendices, financial budget and time frame.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In the literature review, influence of Pre-school finances on children's cognitive achievements have been discussed under various subtopics as follows: government's role and support of ECE, support by various religious and Non-Governmental Organizations, community and parents support, quality versus quantity of ECE, summary of literature review, theoretical framework and conceptual framework.

2.1 Government's Role and Support Early Childhood Education

Even with the provision of ECE involving community, parents and Non-Governmental Organization, much could not have been achieved without government involvement. In the 1970's, the Kenya government entered into partnership with communities, parents and Non-Governmental Organization engaged in the provision of Early Childhood Education. The existing situation in Kenya is that the partnership policy provides the only policy framework that directs the MOE provision for the ECD. The policy is the first on ECD and was stipulated in the Session Paper No. 6 (Republic of Kenya, 1988) and The National Development Plan of 1989/1993. Despite community involvement and ownership, the Kenya government successfully implemented a ten year (1972-1982) Pre-school Education Project (PEP), supported by the Bernard Van Lee Foundation (Moncrieff, 1993) Presidential Circular Number one of 1980 and reports by Gachathi and Kamunge (Republic of Kenya, 1976, 1988) emphasized the importance of quality service provision. The national ECE system was established through creation of NACECE in 1984 and DICECE in 1985. (Gakuru, Riak, Ogula, Mugo & Njenga 1987). The

establishment of NACECE and DICECE was to streamline management, supervision and curriculum development.

Its mandate includes; developing and disseminating curriculum for ECDE programme, identifying, designing, undertaking and co-ordinating ECE research, facilitating interaction between agencies and sponsors, co-ordinating and liaising with external partners and informing the Public of needs and developments in the ECDE programmes (Republic of Kenya, 2005). The functions of DICECE include; training of Pre-school teachers and other personnel's at the Sub-County level. Supervision and quality assurance of Sub-County Pre-school programmes, mobilization of local community to improve care, health, nutrition and education of young children, development of localized ECDE curricula, and evaluation and research related to the Pre-school children. The DICECE staff is trained by NACECE and is accountable to the Sub-County education officers for their day-to-day operations. Republic of Kenya, (2007) on ECDE service guidelines only approved ECDE syllabus to be used in ECDE centres. A study done by (United Nations Educational Scientific and Cultural Organizations) UNESCO and (Organization for Economic Co-operation and Development) OECD in February 2005, in Kenya stated that there were geographical inequalities in ECDE. In Nairobi, more children were likely to be enrolled in ECDE than in other former provinces with similar poverty levels. There are also gender disparities in Nairobi; girls are likely to enroll where as in former North Eastern Province the reverse is observed (UNESCO, 2005).

In full cognizance of the national and international goals of education, Ministry of Education (MOE) developed a comprehensive early childhood development education policy (2005). The policy was to address special attention to vulnerable and disadvantaged children. A Sessional Paper No. 1 (Republic of Kenya, 2005) entitled “A Policy Framework for Education, Training

and Research” was developed. The government intended to enhance access, equity and quality of education at all levels by 2010. It is upon this backdrop that in 2005, the government commitment led to the inclusion of ECDE as one of 23 investments in the Kenya Education Sector Support Programme (KESSP) (Republic of Kenya 2005). The strategy the Ministry of Education applies to achieve its target in ECDE is the provision of Government grants in form of community support grant (CSG). Each beneficiary of the fund receives a total of Kshs.300,000 (around 4,500 US Dollar). Community Support Grants is provided according to the number of children. It is more focused on the disadvantaged communities especially ASALS and urban slums. The main objectives of CSG are equity, increase access and quality of service offered to preschool children. Funding of ECCE in South Africa is largely through a private market (statistics S.A, 2005). This market include independent reception years, nursery programmes day care, and home-based provision. There are considerable differences across ethnic groups in enrolment rates. In china, ECCE is divided such that Kindergartens for children aged 3-6 is the responsibility of Ministry of Education and nurseries for children under age 3 is the responsibility of the Ministry of Health (Wong and Pang, 2002).

The National Ministry of Education is responsible for the development and implementation of policy and regulations of Kindergarten and early education. However, ECCE is administered, organized, and funded primarily within local settings. Private funding from international aid agencies has been targeted at disadvantaged, rural areas, as well as areas with minority populations, ECCE within these settings is less formal. Given the reliance of aid from agencies, the availability and quality of ECCE varies across regions in China. The (2010) Constitution of Kenya has provided for children’s right to free and compulsory basic (ECE) education including quality services and to access educational institutions and facilities for all persons including

those with disabilities. The Fourth Schedule, on the distribution of functions in the constitution of Kenya (2010) allocates the responsibility of planning and development of ECDE Centres and child care facilities to County Governments. The National Government retains responsibilities for policy standards and curriculum development, even where implementation is undertaken by County Governments. The new Basic Education Act (2013) and a Policy Paper on Framework for Education (2012) provides ECDE education for 4-5 years old to be free and compulsory in Kenya. Consequently, responsibility for financing this sub-sector has not been adequately addressed as it has been rested to both County and National Government.

2.2 Supports by Various Religious and Non-Governmental Organizations to Early

Childhood Education

According to the World Bank development report (Jaycox, 1992), education and economic development are positively correlated, making education intrinsic to development. (Gonzalez-Mena, 2000) argue that the potential long term benefit for children's cognitive and social development has inspired increased interest in Early Childhood Education. It is against this backup that (UNICEF 2002) has expanded beyond the goal of child survival to include development and education. Much of what has been achieved in the ECD programme is attributed to strategic financial and technical support of development partners that has targeted ECE system building. The establishment of National Centre for Early Childhood Education (NACECE) in 1984 as a national resource centre within the then Kenya Institute of Education was with the support of Bernard Leer Foundation and later expanded with the support of the World Bank (1997-2003). It is responsible for co-ordination of the national training programme and is involved in advocacy, establishing linkages and Quality Assurance (Republic of Kenya, 2006). The World Bank ECD project (1997-2003) has also strengthened the ECD system through

the construction of conference facilities at NACECE; staffing, equipping and capacity building of DICECE, the expansion of training opportunities for Pre-school teachers, strengthened community engagement through training management teams, the establishment of ECD Centres in marginalized communities, inclusion of health and nutrition into ECDE (World Bank 1997).

Since 1954, UNICEF has supported early childhood development and education in Kenya. It has played a critical role in policy development strategic planning, high-level advocacy and the capacity strengthened of ECE at various levels. UNICEF, (The Rapid School Readiness Initiatives and the Islamic Integrated Education Programme) has also partnered with USAID (Education for Marginalized Children In Kenya Programme), Aga Khan Foundation (Madrassa Resource Centre) and others in supporting the expansion of services to marginalized children through innovative programmes. Although access to services is still low in and semi-arid lands (ASALS), Non-Governmental Organization has greatly enhanced access to services by children and families in the coast and North Eastern regions of Kenya.

Independence in Kenya increased educational opportunities, Aga Khan Schools opened in 1960s, in Mombasa and Nairobi, to cater for children who could not yet get into government schools. In 1986, the Aga Khan Education services started Madrasa Pre-school programmes for helping parents and communities to provide a positive and early start for their children. The services address holistic approach to early childhood development guided by a curriculum that integrates key religious value teachings and help to establish, manage and support sustainable quality Pre-school learning opportunities. The education services have also helped in training of teachers, school management committee members, delivering continuous onsite support and builds community awareness on the importance of early childhood development. It also partners with

the government and other relevant partners in the creation of policies and sharing of good practices regarding young children's education and development.

2.3 Community and Parents Support of Early Childhood Education

In China the responsibility of children aged 3-6 years is the Ministry of Education while those aged 3 is the Ministry of Health (Wong and Pang, 2002). However, ECCE is administered, organized and funded primarily within local setting. With some Public funding, and state guidelines, private providers in China operate nurseries and Kindergartens. Parents are expected to contribute significantly for ECCE, with tax exemptions where pre-primary provisions are attached to primary school. A massive expansion of early childhood care and education centre throughout the country followed Kenya's independence in 1963. The expansion in education was given impetus by President Jomo Kenyatta's call for a national philosophy of 'Harambee' which means 'let's pull together'. Early care and education of children was considered to be a community concern necessitating collaboration. Communities raised money to purchase land and other materials to build schools (Mbugua-Muriithi, 1996). Many Kenyan women formed groups to champion for and sustain early childhood and care adopting a variety of networking strategies through women's self-help groups (Mbugua-Muriithi, 1997). The groups would identify educated members of the community to be Pre-school teachers. Some of the initial Pre-schools were maintained within primary schools, others were placed in individual homes, makeshift sheds or even outdoors and under trees.

Kenya Early Childhood Education is deeply rooted in the community. Communities have established ECDE centres comprising 70% (Republic of Kenya, 1998) of the total number of ECDE centres Nationwide. Communities are responsible for identifying suitable locations to set

up ECDE centres and mobilizing human and materials resources for construction and furnishing as well as development of play and learning materials. In addition, communities are involved in the identification of teachers and payment of their salaries. The communities are also responsible for establishing management teams that oversee the running of centres. Through workshops and seminars organized by the DICECE, parents and community members have been encouraged and empowered to increase their participation beyond provision of physical facilities. The communities provide feeding programme and take part in collecting, telling and demonstrating stories, songs and dances in the mother tongue. The incorporation of tradition and folklore into the curriculum make the community feel proud of their contribution to the cognitive achievements of their children. According to Myers (1992), the lesson from Kenya is that the community is a very important resource for the community of ECD programme and must continue to be tapped and appreciated. The critical role of community involvement in sustainability and relevant cannot be overemphasized. In terms of maintaining quality, however, much still needs to be done to enhance the capacity of the community management teams to effectively carry out their responsibilities.

2.4 Quality versus Quantity of Early Childhood Education

In Kenya, regional disparities in access to Early Childhood Education enrolment levels in the rural areas are acutely low compared to those in the urban areas (Kola, 2001). The regional disparities and their attendant consequences the lack of, or poor quality of education experiences for children living in the same country, reflect a similar situation in the United States as advanced by Kozol (1991). The factors involved are mutually reinforcing and include; social and economic budgeting issues. The resulting outcomes of unequal education in these two countries

come at great human cost to all children, and ultimately to the future development of human capacity.

The number of Early Childhood Education centres increased from 16,329 in 1990 to 23,977 in 1998. During the same period the enrolment rose from 844,796 to 1,076,606 (Kola, 2001) From a low base, the number of children enrolled in the centres shot up to 1.7 million in 2008. The number of ECDE centres also shot up to 26,294 in 2000 and 37,954 in 2008. Kenya's Pre-school gross enrolment ratio (GER) grew year on year from 2003 to 2008 to 60.2% Ministry of Education, (2009). There are private and Public Early Childhood Education centres, in both rural and urban settings in Kenya. The increase in private and for profit preschools especially in urban centres of Nairobi, Mombasa, Eldoret and Nakuru, has been prompted by the unofficial requirement that children entering primary school demonstrate school readiness skills in a preschool setting. However, these preschool setting vary in quality, from those that are well equipped with ample resources, including computers, indoor and outdoor play areas and equipment to those that are in need of resources, especially in urban slums and rural areas. The Public Early childhood Centres range in variety and scope, from those that exist within the regular primary schools to those that are run by government Early Childhood Education centres.

2.5 Summary of Literature Review

Early Childhood Education subsector in Kenya is expanding at a tremendous rate. Various efforts by the government, communities and other collaborating partners have resulted in intersectional collaboration and a variety of education settings available to young children. This growth in ECE in Kenya is a reflection of the nation's request for an educated population with a focus on early success as a foundation for later success. Available literature reveals, less than sufficient teacher training, low enrolment, lack of harmonized curricular, the availability of

quality preschools, and lack of policy that can help estimate per child cost of learners in Early Childhood Education. This complicates because the Government cannot develop a clear policy for the cost of per child in Kenya as it is done by different players in the subsector. There is need therefore, for Government to develop a policy on budgeting allocation towards promotion of Pre-school education subsector and scale up its role in children's cognitive achievements.

2.6 Theoretical Framework

The study is based on expectancy theory of motivation. The development of this theory has been based on the work of the American, V.H Vroom during the 1960s. An individual's behaviour is formed not on objective reality but on his or her subjective perception of that reality (Cole, 2004). There are three factors upon which an individual's personal perception of the situation is based. These are expectancy, instrumentality and valence. Expectancy refers to the extent of the individual's believe that a particular act will produce a particular outcome. In order for expectancy to be high, individual must believe that they have some degree of control over expected outcome. Stakeholders in ECE subsector should be involved at all levels in the management of Pre-school finances in order to deliver quality education.

Instrumentality is the belief that a person will receive a reward if the performance expectation is met. When individuals believe they have some kind of control over how, when and why rewards are distributed, instrumentality tends to increase. Therefore, if the government formalizes policies on finances, stakeholders will be able to associate high cognitive achievements to availability of finances. Valences on the other hand, refer to the value the individual personally places on the reward. In order for the valence to be positive, the person must prefer attaining the outcome rather than not attaining it. Stakeholders in ECE subsector should therefore, avail

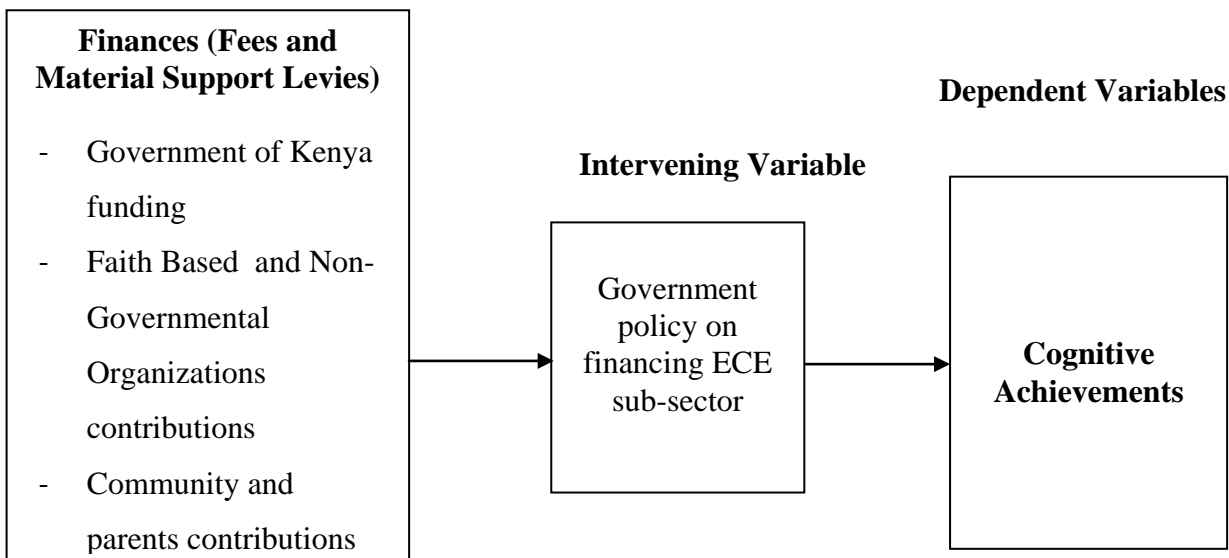
adequate finances to Pre-school to enhance delivery of quality education to the learners, as opposed to poor quality.

2.7 Conceptual Framework

The expectancy theory discussed above clearly illustrates that for an individual to be motivated to perform a task he or she must expect that completion of the task will lead to the achievements of his or her goal. As such stakeholders whose perception is positive on financing Pre-school education end up delivering quality education. This leads to high cognitive achievements. Stakeholders whose perception is negative on financing Pre-school education end up delivering poor quality of education resulting in low cognitive achievements. There is need therefore, for the government to develop a policy on financing ECE subsector and sensitize all stakeholders on the need to allocate more funds.

Figure 2:1 Conceptual Framework: Influence of Pre-school finances based on children’s cognitive achievements

Independent variables



Source: Own conceptualization

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this section, the area under discussion include research design, target population and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures, data analysis and ethical considerations.

3.1 Research Design

A research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003). This study used a descriptive survey design. As noted by Mugenda and Mugenda (2003), a survey, is an attempt to, collect data from members of a population in order to determine the current status of the population with respect to one or more variables. It is a self-report study which requires the collection of quantifiable information from the sample. The survey design allowed the study to gather on actual state at the time of collection. It was also appropriate since it allowed the researcher to gather information from a large number of cases.

3.2 Target Population

A population refers to an entire group individual, events or objects having common observation characteristics (Mugenda and Mugenda 1999). The target population was thirty nine (39) headteachers, seventy eight teachers (78), one (1) DICECE Programme Officer and one thousand five hundred and thirty (1530) pupils in Nakuru North Sub-County. According to the Sub-County Education Office (2014) the Sub-County has 39 (thirty nine) ECDE Centres and 78 (seventy eight) ECDE teachers.

Table 3.1 shows the Early Childhood Development Centres in Nakuru North Sub-County.

Table 3.1 Early Childhood Development Centres in Nakuru North Sub-County

Types of ECDE Centre	Number of ECDE Centres	No. of Teachers	No. of Pupils
Public	18	18	540
Faith Based	12	36	720
Community Sponsored	9	24	270
Total	39	78	1530

Source: DEO's Office 2014

3.3 Sample Size and Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected groups contain elements representative of the characteristics found in the entire group. A sample is finite part of statistical population whose properties are studied to gain information, about the whole (Orodho and Kombo, 2002). This study used stratified Random Sampling. The method involved a process of stratification or segregation of the population in homogenous groups (with the same characteristics). This ensured equal representation of ECDE centres under the study. ECDE centres were grouped into three homogeneous groups with a grand total of 39, 78 and 1530 subjects respectively as shown in Table 3.1 above. According to Mugenda and Mugenda (1999), 20% of the population is adequate, however, the larger the better. This study sampled 20% of Public, Faith Based and Community Sponsored ECDE centres, headteachers, teachers and learners. Simple random sampling for the three categories was done through lottery method depending on the number of ECDE Centres in the category. This ensured that each category was equally represented. The number of the sampled centres for the study were four (4) Public, two (2) Faith Based and two (2) Community Sponsored.

The sampled ECD centres are as shown in table 3.2 below.

Table 3.2 ECDE Centres used in the study

Types of ECDE Centre	Number of ECDE Centres
Public	4
Faith Based	2
Community	2
Total	8

Respondents in each group were subjected to a lottery depending on the total number of ECDE teachers in the ECDE Centres under study. This ensured that everyone in each sub-group in the population is represented. Four (4) Public ECDE respondents who serve as a headteachers as well as ECDE teacher were sampled, seven (7) Faith Based respondents, two (2) headteachers and five (5) teachers, five (5) Community Sponsored respondents, two (2) headteachers and three (3) teachers. Respondents were seventeen (17), eight (8) headteachers, eight (8) teachers, one (1) DICECE Programme Officer and 306 learners whose work was analyzed. The samples were as shown in table 3.3

Table 3.3 - Respondents used in the study

Types of ECDE centres	Numbers of headteachers	No of teachers	Those who serve as Headteachers as well as teachers
Public	4	-	4
Faith Based	2	5	7
Community Sponsored	2	3	5
Total	8	8	16
DICECE Programme Officer (1)			
Grand Total			17

3.4 Research Instruments

The research instruments for data collection in this study are questionnaires. The questionnaires were used by the headteachers, ECDE teachers and the DICECE Programme Officer. Questionnaires had structured questions (close ended questions) and unstructured (open ended questions). The respondents were required to select answers from the choices given in the structured questions. The unstructured questions gave the respondents a free choice to respond according to the information required. The study also used class registers and ECDE Centres records, to get the enrolment of the children and materials found in ECDE centres. Progress records were used to obtain children's cognitive achievements.

3.4.1 Validity of the Instruments

Validity of research instrument refers to the extent to which a test or instrument measure what it was intended or supposed to measure (Mbwesa, 2006). The validity of this study was ensured by the academic supervisor. The supervisor read through the questions that were to be used in the study. The incorrect ones were rephrased. This ensured the validity of the instruments used in the study.

3.4.2 Reliability of the Instruments

Reliability of the research instruments refers to degree to which a research instrument yields consistence results or data after repeated trials (Mugenda and Mugenda 1999). This research used test-retest method. This method involves administering the same scale or measure to the same group of respondents at two separate times. This is after a certain interval has elapsed. This means that the group is administered with the same test twice (Mbwesa, 2006). The study used three ECDE Centres. One Public, one Faith Based and one Community Sponsored which were not used in the study. Research instruments were administered, data collected and after two

weeks the same instruments were administered again. The initial conditions were kept constant. All questionnaires administered, were returned after the first round. In the second round one of the head teacher's questionnaires was not to be returned. All questionnaires that were returned had the same responses as round ones responses. This showed that the questionnaires administered were reliable for use in this study.

3.5 Data Collection Procedure

After sampling and ensuring validity and reliability, the researcher got authority from the University of Nairobi, through the academic supervisor, in order to carry out the study in Nakuru North Sub-County. The researcher further sought the informed consent of the District Education Officer of Nakuru North Sub-County to collect data from the area. The study relied on both primary and secondary sources of data. Primary data was collected using questionnaires while secondary data was collected from learners' progress records and institutions' records. Questionnaires were administered to the head teachers, teachers and a DICECE Programme Officer, while learners' cognitive achievements, was got from class progress record.

3.6 Data Analysis

Data analysis refers to examining what has been collected in a survey to experiment and make deductions and inference (Kombo and Tromp, 2006) It also refers to a variety of activities and processes that researcher administers to a database in order to draw conclusions and make certain decisions regarding the data collected from the field. Activities of analysis involve summarizing large quantities of raw data, categorizing, re-arranging and ordering data (Mbwesa, 2006). The data analysis began with a statement of the research question, followed by data on the variables in the research question and finally the interpretation of the data presented. Descriptive statistics were used to describe the data or the variables of the study. Descriptive statistics transforms large

groups of members into a more manageable form. It helps with the transformation of raw data into a form that will make it easy to understand and interpret (Mbwesa, 2006). Information obtained from the field in raw form was coded and assigned only one code to each category for clarity. The data was organized in meaningful patterns to obtain its importance. This was done by grouping the responses in different categories. Tables, frequencies and percentages were used to present and analyze the data.

3.7 Ethical Considerations

The study got consent from all relevant authorities to demonstrate transparency. The respondents were informed of the purpose of the study and the procedures to be followed and therefore they gave out their information willingly. They were also assured that the information given would only be used for the purpose of the study and would be treated with utmost confidentiality. Further, they were assured that their identities would not feature in the study. This led to total co-operation from the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of data analysis on the influence of Pre-school finances on children's cognitive achievements in Nakuru North Sub-County. The chapter reports the results on the role of government finances on Pre-school children's cognitive achievements; the role of Non-Governmental finances on Pre-school children's cognitive achievements and the role of community and parents' finances on Pre-school children's cognitive achievements.

The data analysis began with a statement of the research question, followed by data on the variables in the research question and finally the interpretation of the data presented. Descriptive statistics has been used to describe the data or the variables of the study.

4.2 Response Rate

Table 4.2.1 shows the response rate.

Table 4.2.1 Response Rate

Respondents	Questionnaire Number	Administered Number	Returned
Head teachers	8	8	8
ECD Teachers	16	16	16
DICECE Programme Officer	1	1	1
TOTAL	25	25	25

Source: Survey Data

The questionnaires used in the study were administered to head teachers, ECDE teachers and DICECE Programme Officer, Nakuru North Sub-County. A checklist for each ECDE centre was

also filled for the purpose of this study. Total of 25 research questionnaires were administered to respondents during the research. Among the questionnaires that were issued, none was left incomplete and this gave the research a 100% response rate. The respondents seemed convinced that the findings of the study would address their challenges.

4.3 Demographic Information

The study sought to find out the demographic data of the respondents which included information based on gender, academic qualifications, training level, salary paid per month to teachers and teaching experience/length of stay in the ECDE centres. Demographic data of the respondents and the objectives of the study were descriptively analyzed. The data was presented using frequency distribution tables as shown below.

Table: 4.3.1 shows the gender of the headteachers.

Table: 4.3.1 Headteachers gender

Type of ECDE	Female	Male	Percentage
Public	4	-	100%
Faith Based	2	-	100%
Community Sponsored	2	-	100%
Total	8	-	100%

Source: Survey Data

The table shows the gender of the headteachers in the three types of ECDE centres that were included in the study which were Public, Faith Based and community sponsored ECDE centres. The results indicated that all centres under study were administered by female headteachers. This depicts a state of gender disparity in the administration of ECDE centres in favour of female Headteachers. Previous research has revealed that gender imbalance in the pre-school teaching profession and feminization of the profession has been a common practice world over (Mukuna,

2011). Many people believe that the low status and abysmal benefits of the early childhood field are a direct result of it being a women’s profession. According to the National Association for the Education of Young Children (NAEYC, 2002), 97 percent of teachers in Pre-school programs are women; the same figure was reported in a Centre for the Child Care Workforce study (2002) (NAEYC, 2002). According to the National Education Association for Elementary Teachers, only 13 percent of elementary school teachers are men, and these men mostly teach in grades 5 and 6 (Cunningham & Dorsey, 2004). The results of this study are therefore, concurrent with the findings of other studies which all agree that the ECE profession is a female dominated career.

Kenya is currently experiencing drastic changes in gender issues with many activists currently pushing for gender equality. Both National and County Governments as well as ECDE stakeholders are struggling to ensure gender balance in the management and administration of ECDE centres which is very crucial in improving the cognitive achievement of Pre-school children. Gender policy in education advocates that, men and women should participate equally in institutional management, UNESCO (2003). A strategy to improve gender equality could involve increasing the pay for ECDE teachers and headteachers to make the jobs more lucrative to the males.

Table 4.3.2 shows the headteachers’ teaching experience/length of stay in ECDE Centres.

Table 4.3.2 Headteachers’ teaching experience/length of stay in ECDE Centres

Type ECDE	No of head teachers	Years stayed
Public	4	2
Faith Based	2	5
Community Sponsored	2	5

Source: Survey Data

From the results obtained, it was evident that most of the headteachers stayed longer in the Community Sponsored and Faith Based ECDE centres as compared to Public ECDE centres. The headteachers in the Faith Based and Community Sponsored ECDE centres had been in the same centre for five (5) years as compared to headteachers in public ECDE centres who had only stayed in the same centres for two (2) years. To a large extent, this could be attributed to good remuneration and better working conditions which were available in Faith Based and Community Sponsored ECDE centres as opposed to Public ECDE centres. From the findings of the study, it was evident that ECDE centres with adequate finances were able to attract and retain members of staff through good remuneration. This could have made the length of stay in Public ECDE centres shorter. It was also noted that lack of adequate finances to maintain headteachers in Public ECDE centres resulted into mass movement of the teachers into Faith Based or Community Sponsored ECDE centres or other organizations in search of better benefits. The willingness of the headteachers to work in Non-Governmental settings proved that the teachers were less interested about job security but their immediate financial benefits that they could reap from their career. Extended period of teaching within one ECDE centre portrays adequate experience and high levels of knowledge in imparting cognitive skills to Pre-school children. However, the increased length of stay in the ECDE centres also implied that the headteachers had high levels of experience in the profession. Consequently, the information provided by the headteachers was therefore very relevant and consistent with the expected findings of the study.

Table 4.3.3 shows the availability of feeding programmes in the ECDE centres.

Table 4.3.3 Availability of feeding programmes in the ECDE centres

Type of ECDE	Available	Not available	Percentage
Public	1	3	25%
Faith Based	2	--	75%
Community Sponsored	--	--	—
Total	3	3	100%

Source: Survey Data

The results in table 4.3.3 above shows that feeding programmes were adequately available in Faith Based ECDE centres with 75% of the respondents attesting to this fact, slightly available in Public ECDE centres with 25% and not available in Community Sponsored ECDE centres. Profound nutritional and cognitive deficits early in life doom many children in developing countries to low educational achievement and low economic productivity. Research shows that investing in nutrition during the Pre-school years and as early as possible reaps significant long-term human capital and economic dividends as well as improved cognitive achievement among Pre-school children. However, availability of feeding programmes for Pre-school children in ECDE centres is highly dependent on the availability of financial resources within the centres. As was noted by this study, Community Sponsored centres relied on contributions from members of the community and parents to run the facilities and this faced extreme challenges following the inconsistency of the finances of the community. This could be the major reason why feeding programmes were not available in the Community Sponsored these centres. Research has consistently revealed a very close link between feeding programmes and cognitive achievements, (UNESCO 2003). School feeding programmes eliminate short term hunger in malnourished Pre-

school children, motivates parents to enroll their children in school and have them attend regularly, address specific micronutrients deficiencies in Pre-school age children and helps to increase community involvement in schools particularly where programmes depend on the community to finance, prepare and serve meals to children. According to Abraham Maslow (1943), human needs arrange themselves in hierarchies of pre-potency. That is to say, the appearance of one need usually rests on the prior satisfaction of another and hence a child's motivation to learn largely depends on the prior satisfaction of his/her nutritional needs. From the findings of the study, only one of the Public ECDE centres under study had a feeding programme representing 25% of the Public centres that were involved in the study. Inadequacy of finances and mismanagement of finances had compelled many headteachers to focus on attracting and retaining teachers in ECDE centres.

All Faith Based ECDE centres had well managed feeding programmes representing 75% availability of feeding programmes in the Faith Based ECDE centres that were involved in the study. The objectives of these centres are to bring up a holistic learner who is well fed, clothed and sheltered. They exist to help the poor and vulnerable as their main mission and this explains why they highly prioritize feeding programmes in their ECDE centres. On the other hand, Community Sponsored and Public ECDE centres were more focused on enrolling Pre-school children and providing them with the required educational training and thus feeding programme was not a priority to them. In Kenya, Early Childhood Education is deeply rooted in the community (Republic of Kenya 1998). Communities' resources are overstretched by their limited finances which they use in identifying suitable areas to set up ECDE centres, mobilizing human, material resources for constructing, furnishing learning facilities as well as development of play, learning materials, employment of teachers and payment of their salaries. These

obligations could have led to financial constraints resulting to failure of implementing a feeding programme in the centres since all the available resources were focused on other programs that were considered more important.

The Table 4.3.4 below show Pre-school teachers' remuneration per month in different categories of ECDE.

Table 4.3.4 Pre-school Teachers' Remuneration per month

Type of ECDE centre	Range in shillings per month
Public	4,000.00 - 8,000.00
Faith Based	5,000.00 - 10,000.00
Community Sponsored	4,000.00 - 6,000.00

Source: Survey Data

The findings showed that Pre-school teachers were best remunerated in Faith Based ECDE centres who earned between Kshs 5,000.00 to Kshs 10,000.00. Public Pre-school teachers earned between Kshs 4,000.00 to Kshs 8,000 while Pre-school teachers working in Community Sponsored ECDE centres were lowest paid earning between Kshs 4,000.00 to Kshs 6,000.00. The level of remuneration is closely associated with the availability of finance in the centres and consequently affects cognitive achievements of Pre-school children in the ECDE centres.

A growing body of evidence shows that cognitive achievement of Pre-school children is heavily influenced by teacher quality which is largely on teachers' remuneration and motivation than by learner-related factors or the learning environment (CPE, 2006).

Remuneration is a significant factor in staff motivation Cole (2004). An effective remuneration structure should effectively address basic salary, housing, health and pension among other things. Teachers' performance and ultimately the cognitive achievement of Pre-school children is closely linked to the ability of teachers, their level of motivation or a combination of the two.

Providing Pre-school teachers in Public and Community Sponsored ECDE centres with government support would be essential to mobilize supplementary resources from parents. A major challenge facing ECDE service provision is that most teachers are untrained and where teachers have been trained, they are employed on very low salaries. In the Sessional Paper No. 1 (Republic of Kenya, 2005), the government was to integrate ECDE into basic education. Although this policy was not fully implemented, it sought to promote the participation of parents, the community, Faith Based Organizations and Non-Governmental Organizations in raising the required finances for running ECDE Centres. This would have increased the availability of financial resources for development activities and teachers' remuneration would have been greatly improved.

In 2005, the government commitment led to the inclusion of ECDE as one of 23 investments in Kenya Education Sector Support Programme (KESSP) (Republic of Kenya 2005). The strategy the Ministry of Education (MoE) applies to achieve its target in ECDE is the provision of government grants in form of Community Support Grant (CSG). The main objectives of CSG are equity, increase access and quality of service offered to Pre-school children. It is also important to note that CSG subsidizes teacher's salary with at most 2,000/- shillings a month. Faith Based ECDE centres paid fees for learners whose parents are unable to raise full amount and this ensured that teacher's in these ECDE categories had a steady remuneration. The information obtained indicated that all ECDE teachers earned four thousands shillings and above in the centres under study. The study found that Faith Based ECDE centres recorded the highest salaries given to teachers as opposed to Public ECDE given CSG subsidy, those without CSG program and Community Sponsored ECDE centres. Low remuneration for teachers translated into low teachers motivation, poor performance and consequently low cognitive achievements of

the Pre-school children.

The Table 4.3.5 shows Pre-school teachers' academic and professional level.

Table 4.3.5 Pre-school teachers' academic and professional level

Type of ECDE centre	Public	%	Faith Based	%	Community Sponsored	%
Certificate (ECE)	2	13%	5	32%	5	32%
Diploma (ECE)	2	13%	2	13%	—	—

Source: Survey Data

According to the findings of the study, education and training financing encompasses all financial outlays by central and local government, the private sector, NGOs, households, communities and external partners. (Republic of Kenya, Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research). Other measures, which are being implemented to enhance quality at this level, include: implementing a 2-years in servicing training programmes for ECDE teachers. Despite the above measures lack of enough trained teachers, low and irregular salaries for ECDE teachers still remain a major challenge to the ECE Sub-sector.

Table 4.3.5 above, show that ECDE teachers in the centres under study had secondary education and therefore met the required qualifications for teaching in ECDE centres and therefore had the capability of handling ECDE children effectively. The ECDE teachers who were involved in the study were sufficiently informed and adequately exposed and were therefore able to give favourable response to this study. To ensure that there is quality ECDE education, the government established NACECE in 1984 and DICECE in 1985 for the purpose of in service training for teachers. Service standard guidelines (Republic Kenya, 2006) provides that an ECDE teacher should possess at least a certificate in ECE. Due to poor remuneration, most of the

teachers lacked motivation and resources of joining Diploma colleges and universities to further their education. They appeared contented with their current levels of training and viewed further professional training as a mere waste of resources and not as a tool for career progression. This led to their low performance in imparting cognitive skills to Pre-school children.

4.4 Research Questions

The study was based on three research questions. Data was collected so as to answer these research questions. The research questions were answered as follows:-

4.4.1 What was the influence of government finances on Pre-school children's cognitive achievements?

In order to answer this question, the researcher analyzed the learners' progress records of the selected ECDE centres based on various cognitive competencies in number work which included number ordering, shape recognition, matching, number reading, counting, addition and subtraction. The scores were analyzed in percentages of good, trial and slow cognitive achievements and the results presented in Table 4.4.1

The Table 4.4.1 shows Public Pre-school children's cognitive competencies in Number Work.

Table 4.4.1 Public Pre-school children's cognitive competencies in Number Work

Name of ECDE centres	ECDE Centres assisted with CSG						ECDE Centres without CSG																	
	Nakuru workers (Roll 45)			Baraka (Roll 30)			Nakuru teachers (Roll 24)			St. John (Roll 30)														
Indicators	Good %	Trial %	Slow %	Good %	Trial %	Slow %	Good %	Trial %	Slow %	Good %	Trial %	Slow %												
Number ordering	26	57.8	13	28.9	6	13.3	16	53.3	10	33.3	4	13.3	10	41.7	12	50	2	8.3	1	33.3	19	63.3	10	33.3
Shape recognition	26	57.8	13	28.9	6	13.3	19	63.3	9	30	2	6.7	9	37.5	12	50	3	12.5	11	36.7	14	46.7	5	16.7
Matching	45	100	--	--	--	--	16	53.3	10	33.3	4	13.3	10	41.7	12	50	2	8.3	18	60	12	40	--	--
Number reading	35	77.8	3	6.7	7	15.6	16	53.3	11	36.7	3	10	11	45.8	9	37.5	5	16.7	8	26.7	8	26.7	14	46.7
Counting	45	100	--	--	--	--	17	56.7	8	26.7	5	16.7	8	33.3	7	29.2	9	37.5	11	36.7	13	43.3	6	20
Addition	35	77.8	3	6.7	7	15.6	17	56.7	9	30	4	13.3	11	45.8	12	50	1	4.2	7	23.3	15	50	8	26.7
Subtraction	27	60	13	28.9	5	11.1	15	50	12	40	3	10	10	41.7	10	41.7	4	16.7	10	33.3	14	46.7	6	20

Source: Learners Progress Record

Table 4.4.1 shows cognitive achievements in number ordering, shape recognition, matching, number reading, counting, addition and subtraction in the four selected Public ECDE centres: Nakuru workers, Baraka, Nakuru Teachers and St. John. These results show that Pre-school children in ECDE centres that were assisted with CSG scored more than 50% in all the indicators of cognitive achievements. Pre-school children in Nakuru workers and Baraka who were beneficiaries of CSG had an average of 55.5% of cognitive achievements in number ordering, 60.55% in shape recognition, 76.5% in matching, 65.55% in number reading, 78.35% in counting, 67.25% in addition and 55% in subtraction. On the other hand, low cognitive achievements were registered by Pre-school children in ECDE centres without CSG which included Nakuru teachers and St. John ECDE centres. The two centres had an average of 37.5% of cognitive achievements in number ordering, 37.1% in shape recognition, 50.8% in matching, 35.25% in number reading, 35% in counting, 34.55% in addition and 37.5% in subtraction. The ECDE centres scored below average achievements in all the cognitive competencies in number work except in matching which had 50.8%. The low scores in cognitive achievements were associated to inadequate instructional materials which are very critical in enhancing children's cognitive achievements. The information got from the headteachers and teachers showed a total breakdown of the infrastructures. They had inadequate classrooms, latrines, furniture, instructional materials, play materials and lacked playgrounds and feeding programme. Generally ECDE centres without C.S.G posted low scores as compared to those that benefitted from C.S.G. The rationale for this was mainly because most children were not able to pay Pre-school's fees and this was associated with high absenteeism, low/delayed enrolment and consequently low cognitive achievements. This is firmly supported by the inclusion of ECDE as one of 23 investments in the Kenya Education Sector Support Programme (KESSP) which was

to address special attention to vulnerable and disadvantaged children (Republic of Kenya 2005). By this initiative, the government also intended to enhance access, equity and quality of Early Childhood Education by 2010.

It can be conclusively presumed that inadequate finance greatly affects children's cognitive achievements. Government's role in financing Pre-school education is aimed at improving children's enrolment, teachers' motivation, curriculum supervision, provision of physical facilities, play materials and instructional materials factors which promote the teaching and learning process and enhance children's cognitive achievements. In this regard, the Republic of Kenya, (2007) on ECDE service guidelines only approved ECDE syllabus to be used in ECDE centres.

When ECDE centres are well equipped with learning facilities and teachers are well remunerated, trained and highly motivated, Pre-school children are able to learn in the best way under the guidance of their teachers. In support of these findings, the National ECE system was established through creation of NACECE in 1984 and DICECE in 1985 and was aimed at streamlining management, supervision and curriculum development (Gakuru, et al, 1987).

Teachers in ECDE centres with CSG had high levels of professional training and understood that Pre-school children learn best when they manipulate real and concrete objects. They guided the learners to explore and experiment to be able to form correct concepts of the world around them. However some Pre-school children in ECDE centres which were assisted with CSG still registered slow cognitive achievements in the cognitive competencies in number work. For instance, the two ECDE centres that were assisted with CSG had an average of 13.3% in number ordering, 10% in shape recognition, 13.3% in matching, 12.8% in number reading, 16.7% in

counting, 14.45% in addition and 10.55% in subtraction. This was attributed to the fact that only one school out of the Public pre-schools assisted with CSG had a feeding programme in place. This could have contributed to low cognitive achievements as learning depends on good nutrition because physiological needs come first before there exists motivation to do anything else.

It was also reported by DICECE Programme Officer that inadequate finances led to inadequate curriculum supervision which was evidenced in this category of Pre-schools. It could be true to say that curriculum supervision would go a long way in improving Pre-school children cognitive achievements. Majority views of the headteachers in the ECDE centres that had received CSG is that, to a large extent the materials used for teaching had been bought using the grants and this could have contributed to the improved cognitive achievements of learners in ECDE centres that were assisted with CSG as compared to those that do not receive CSG. This could have led to learners attending Pre-school regularly as well as high enrolment rates. Conclusively, it was noted that adequate finances are necessary for the holistic development of Pre-school children and therefore has an influence in their cognitive achievements.

4.4.2 What was the influence of Non-Governmental finances on Pre-school children's cognitive achievements?

In order to answer this question, the researcher viewed the learners' progress records of the selected ECDE centres based on various cognitive competencies in number work which included number ordering, shape recognition, matching, number reading, counting, addition and subtraction. The scores were analyzed in percentages of good, fair and slow cognitive achievements and the results presented in Table 4.4.2

Table 4.4.2 shows Faith Based Pre-schools children’s cognitive competencies in Number Work.

Table 4.4.2 Faith Based Pre-schools children’s cognitive competencies in Number Work

Name of ECDE centre	All Nations (Roll 10)						St. Augustine (Roll 30)					
	Good	%	Trial	%	Slow	%	Good	%	Trial	%	Slow	%
Number ordering	10	100	--	--	--	--	16	53	14	47	--	--
Shape recognition	10	100	--	--	--	--	25	83	5	17	--	--
Matching	--	--	10	100	--	--	26	87	3	10	1	3
Numbering reading	10	100	--	--	--	--	25	83	5	17	--	--
Counting	10	100	--	--	--	--	21	70	9	30	--	--
Addition	10	100	--	--	--	--	26	87	4	13	--	--
Subtraction	3	30	3	30	4	40	28	93	2	7	--	--

Source: Learners Progress record

Table 4.4.2 shows cognitive competencies in number ordering, shape recognition, matching, number reading, counting, addition and subtraction in the two Faith Based ECDE centres which were All Nations and St. Augustine ECDE centres.

All the Pre-school children selected at All Nations had 100% cognitive achievements in all the cognitive competencies in number work except in matching and subtraction where some Pre-school children registered 30%. 100% of the Pre-school children at All Nations registered trial in matching, 30% trial and 40% slow in subtraction. Similarly, Pre-school children at St. Augustine Catholic ECDE centre registered above average cognitive competencies in all the cognitive competencies in number work. The highest score was 93% good in subtraction and 47% trial in number ordering while the lowest scores were 53% in number ordering, 7% trial in subtraction and 3% slow in matching.

The literature also supports the involvement of Non-governmental organizations in ECE in Kenya. For instance, the establishment of National Centre for Early Childhood Education (NACECE) in 1984 as a national resource centre within the then Kenya Institute of Education

was with the support of Bernard Leer Foundation and later expanded with the support of the World Bank (1997-2003). The centre is responsible for co-ordination of the national training programme and is involved in advocacy, establishing linkages and Quality Assurance (Republic of Kenya, 2006).

Faith Based Pre-schools had feeding programmes in place. Teachers in these centres were well remunerated and were highly motivated to perform their teaching duty. Adequate instructional materials, furniture, latrines, classrooms, play materials and playgrounds were available in the Faith Based ECDE centres. The centres also sponsored children who were disadvantaged through payment of fees, buying uniforms and provision of meals. This promoted psychological and emotional well being of the children; factors which are known to highly improve cognitive development and achievements among Pre-school children.

Non-Governmental Organizations have also played critical roles in policy development, strategic planning, high-level advocacy and capacity strengthening of ECDE centres. Cognitive achievements of Pre-school children in Faith Based ECDE centres is comparatively high compared to Public ECDE centres. This could be attributed to the additional facilities and feeding programmes available in the Faith Based ECDE centres. They have extended strategic financial and technical support targeting ECE systems building. These organizations have helped bridge the gap by helping parents and communities to provide a positive and early start for their children where there is inadequacy of government sponsored ECDE services.

In support of this findings, the World Bank ECD project (1997-2003) strengthened the ECD system through the construction of conference facilities at NACECE; staffing, equipping and capacity building of DICECE, the expansion of training opportunities for Pre-school teachers,

strengthened community engagement through training management teams, the establishment of ECD Centres in marginalized communities, inclusion of health and nutrition into ECDE (World Bank 1997). Further, in 1986, The Aga Khan Education services started Madrasa Pre-school programmes for helping parents and communities to provide a positive and early start for their children.

From the results obtained, it can be noted that the role of Non-Governmental finances on Pre-school children's cognitive achievements include, but not restricted to employing teachers and support staff. The overall supervision of administration composed of a committee which manages the centres account, providing physical facilities including buildings furniture and repairs and sponsoring learners who are disadvantages through payment of fees, buying uniforms and provision of meals. It could be concluded that the above financial provisions has contributed to high cognitive competencies achievements by learners in Faith Based ECDE centres.

4.4.3 What was the role of Community and Parents finances on Pre-school children's cognitive achievements?

To answer this question, the researcher viewed the learners' progress records of the selected ECDE centres based on various cognitive competencies in number work which included number ordering, shape recognition, matching, number reading, counting, addition and subtraction. This was done to determine the role of community and parents finances on Pre-school children's cognitive achievements. The scores were analyzed in percentages of good, trial and slow cognitive achievements and the results presented as indicated below.

Table 4.4.3 shows Community Sponsored Pre-school children's cognitive competencies in Number Work.

Table 4.4.3 Community Sponsored Pre-school children's cognitive competencies in Number Work

Name of ECDE centre	Heshima (Roll 32)						Juhudi (Roll 20)					
	Good	%	Trial	%	Slow	%	Good	%	Trial	%	Slow	%
Number ordering	13	41	16	50	3	9	3	15	11	55	6	30
Shape recognition	18	56	9	28	5	16	11	55	8	40	1	5
Matching	17	53	9	28	6	19	6	30	6	30	8	40
Number reading	18	56	14	44	--	--	9	45	10	50	1	5
Counting	10	31	13	41	9	28	5	25	6	30	9	45
Addition	18	56	12	38	2	6	5	25	7	35	8	40
Subtraction	14	44	18	56	--	--	6	30	8	40	6	30

Sources: Learners Progress records

Table 4.4.3 shows cognitive competencies in number ordering, shape recognition, matching, number reading, counting, addition and subtraction in two community sponsored ECDE centres which were Heshima and Juhudi.

The two ECDE centres had an average of 28% of good scores in number ordering, 55% in shape recognition, 41.5% in matching, 50.5% in number reading, 28% in counting, 40.5% in addition and 37% in subtraction. The average scores for slow cognitive achievements for the two ECDE centres were 19.5% in number ordering, 10.5% in shape recognition, 29.5% in matching, 5% in number reading, 36.5% in counting, 23% in addition and 30% in subtraction. Cognitive achievements in these ECDE centres were relatively low as compared to Faith Based and Public ECDE centres. Teachers in these ECDE centres were highly demotivated due to poor remuneration which with no doubt translated to low cognitive achievements among learners. Community ECDE centres lacked feeding programmes, inadequate instructional materials,

furniture, play materials, latrines and playgrounds. While the government allocates less than 1% of the education Ministry's budget to Pre-schools, parents and the communities currently manage 70% of the Pre-schools' budget in the country (Republic of Kenya, 1998).

These ECDE centres rely on the communities to raise money to purchase land and other materials to build schools. The community identifies educated members of the community to be Pre-school teachers, furnishing ECDE centres with play and learning materials, payment of teachers' salaries, and providing feeding programme. According to Mbugua-Muriithi (1996), early care and education of children was and is still considered to be a community concern necessitating collaboration. Communities raise money to purchase land and other materials to build schools. Many Kenyan women formed groups to champion for and sustain early childhood and care adopting a variety of networking strategies through women's self-help groups which is still practiced to date (Mbugua-Muriithi, 1997).

However, much still needs to be done to enhance the capacity of the community management teams to effectively carry out their responsibilities in order to influence Pre-school children's cognitive achievements. This inadequacy may have greatly contributed to low cognitive competencies achievements due to lack of enough contact hours between the teachers and learners, lack of concentration span by learners, and the reluctant manner in which parents participate towards provision of school support materials.

In terms of maintaining quality the centres are not supervised and community management teams lack financial managerial capacity as indicated by the DICECE Programme Officer. It was noted that finances provided by parents are inadequate to pay and motivate teachers, equip the centres with instructional materials, physical facilities and provide feeding programme; factors which are

essential in enhancing the cognitive achievements of Pre-school children. Teachers in these centres were observed to possess inadequate professional qualifications, were less paid, less motivated and therefore not very competent at enhancing the cognitive achievements of Pre-school children. According to Myers (1992), the lesson from Kenya is that the community is a very important resource for the community of ECD programme and must continue to be tapped and appreciated. The critical role of community involvement in sustainability and relevant cannot be overemphasized.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter summarizes the key findings of this study. It also gives conclusion and makes appropriate recommendations in regard to the problem under investigation.

5.1 Summary of the study

The purpose of this study was to establish the influence of Pre-school finances on children's cognitive achievements in Nakuru North Sub-County. The demography of study included gender representation of both the headteachers and ECDE teachers. The study found that all categories of ECDE centres were administered and taught by female teachers; an indication that the ECDE sector still remains a female dominated profession. The major reasons that could have led to this was the low level of salaries paid to ECDE teachers making it less appealing to male teachers and the fact that Early Childhood Development is traditionally considered to be a feminine role. The researcher studied the length of stay of teachers in the ECDE centre and realized that majority of ECDE teachers had been in their ECDE Centres for more than two years. However, headteachers in Faith Based ECDE centres had stayed longer in the same centres as compared to Community Sponsored and Public ECDE centres. This was associated to the issue of remuneration which was higher in Faith Based ECDE centres that in the other centres. From the information collected it was evident that finances had a lot of influence on the cognitive achievements of Pre-school children in Nakuru North Sub-County.

The study sought to establish the role of government finances on Pre-school children's cognitive achievements in Nakuru North Sub-County. From the results obtained, it was evident that more children had been enrolled in the ECDE centres that had benefited from CSG and their cognitive

achievements were higher than Public ECDE Centres that had not benefited from CSG. The study found out that the role of Non-Governmental Organization in Early Childhood Education included, but not restricted to employing teachers and support staff. The overall supervision of administration composed of a committee which managed the school finances, provided physical facilities including buildings, furniture, repairs, sponsored children who were disadvantaged through payment of fees, buying uniforms and provisions of meals. Faith Based ECDE centres recorded 100% availability of feeding programmes. This to a great extent contributed to Pre-scholars posting high cognitive achievements as compared to other categories of ECDE centres.

In Community Sponsored ECDE centres, it was the role of the community and the parents to raise money to purchase land and other materials to build schools. The community also identified educated members of the community to be Pre-school teachers; furnished ECDE centres with play and learning material and were responsible for payment of teacher's salaries. Despite the provisions above, Community Sponsored ECDE centres lacked feeding programmes in place and this could have negatively influenced learners' cognitive achievements. In essence, adequacy of instructional materials, physical facilities teacher's salary, supervision, feeding programme and financial managerial capacity needed to be addressed appropriately.

5.2 Conclusion

This study investigated influence of Pre-school finances on children's cognitive achievements in Nakuru North Sub-County. It was noted that inadequate finances was a major challenge to ECDE centres and highly affected cognitive achievement of the Pre-school children. The ECDE centres with better financing such as Faith Based ECDE centre recorded better cognitive achievements as compared to Community Sponsored ECDE centres which recorded very low cognitive achievements among Pre-school children. The study observed that the government's

role in financing Pre-school education was aimed at improving children's enrolment, teachers' motivation, curriculum supervision, provision of physical facilities, play materials and instructional materials factors which promoted the teaching and learning process and enhance children's cognitive achievements. Non-Governmental Organizations also played critical roles in policy development, strategic planning, high-level advocacy and capacity strengthening of ECDE centres. Cognitive achievements of Pre-school children in Faith Based ECDE centres are comparatively high compared to Public ECDE centres. This could be attributed to the additional facilities and feeding programmes available in the Faith Based ECDE centres. The study found out that the ECDE centres require adequate financing in order to achieve their objectives and promote cognitive competencies among Pre-school children. Most of the centres relied on fees from parents, subsidy from the government on form of CSG, donation from NGOs and development partners. It was observed that lack of adequate finances resulted in inadequate physical facilities, salary package for teacher's, feeding programmes and supply of instructional materials required for teaching/learning process. It can therefore be concluded that availability of finances is closely related to cognitive achievements of Pre-school children in ECDE centres in Nakuru North Sub-County.

5.3 Recommendations

From the study findings, the researcher recommends the following:-

In order to improve Pre-school children's cognitive achievements in Nakuru North Sub-County, there is need for the government to develop a policy on budgeting allocation towards promotion of ECE Sub-sector and provide CSG to all Public ECDE Centres. The government should also recognize Pre-school as the foundation of education and offer Free Early Childhood Education as contained in Basic Education Act 2013. More sponsors and donors particularly NGOs and

development partners should be sought to participate in the implementation of the ECDE programme. This will increase the availability of finances through resource mobilization activities. As a result, the centres will be able to acquire facilities that are currently lacking and which affect the teaching and learning process such as teaching and learning materials, playgrounds, feeding programmes and good remuneration for teachers.

The researcher also recommends that Faith Based ECDE centres should come up with income generating activities to supplement the fees paid in ECDE centres. These activities may include commercial agricultural activities such as poultry farming, dairy farming and cultivation of cash and food crops for sale. The finances that are generated from the activities may be used to supplement the school budget including payment of teachers' salaries, implementation of feeding programmes, provision of teaching and learning materials and construction of classrooms and playgrounds all of which contribute towards improving the cognitive achievement among Pre-school children.

Parents and communities can also contribute to ECDE through the provision of physical facilities including desks, chairs and other facilities that are useful in Early Childhood Education and Development. This can be achieved by making financial contributions for the purchase of the facilities or through donation of the relevant facilities that are required within the ECDE centres. Such increased participation is likely to boost the morale of teachers and generally improve the teaching and learning process as well as cognitive and academic achievements of the Pre-school children.

The government should also provide subsidy especially to Community Sponsored ECDE centres which lack adequate resources hiring trained teachers and implementing various programs

required to improve learning within the centres. The Ministry of Education should increase budgetary allocation towards ECE subsector and develop initiatives which should focus on training teachers, supervisors and payment of teacher's salaries.

The DICECE Programme Officers should also improve on coordinating of financial activities by providing sound financial advice to the ECDE administrators and evaluating the influence of finances on children's cognitive achievements. This will help to identify the areas of weakness in the centres and formulate policies that will help provide solutions.

5.5 Suggestion for Further Study

The researcher wishes to recommend the following area for further study.

The influence of utilization of Pre-school finances on children's learning achievements.

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APPENDIX I

HEADTEACHERS' QUESTIONNAIRE

SECTION A

This questionnaire is for this study only. Please respond all the questions to the best of your knowledge.

1. Name of the ECDE Centre
2. Type
Public [] Faith Based [] Community Sponsored []
3. Number of the teachers
Male..... Female Total
4. Headteachers' gender
Male [] Female []
5. What is your academic qualifications?
KCPE [] KCSE [] O-level [] Degree []
6. Are you trained in Early Childhood Education (ECE)
Yes [] No []
7. If yes, state level of training
Certificate [] Diploma [] Degree []
8. Do you have a feeding programme in place? Yes [] No []
9. If yes, who finances the programme (explain)
.....
10. If No, (Explain)
11. How much are the ECDE teachers paid per month?
If more than one state the highest and the lowest amount paid
.....
12. How long have you been in this school?
5 years and Above [] 4 Years [] 3 Years []
2 Years [] Year and below []
13. Who provides the money used to run your ECDE Centre?

14. Are the funds (Question 11) adequate to run the Centre? Yes

No

If the above is 'yes', please state the sources

SECTION B

You have been provided with different standards to indicate your answers to the questions.

Indicate your answer.

1. Yes, 2. No, 3. Am not sure, 4. I don't know

		1	2	3	4
		Yes	No	Am not sure	I don't know
1	Do you know what community support grants are?				
2	Can you attribute the high enrolment of children in your ECDE Centre to the availability of running funds?				
3	Can you attribute the low enrolment of children in your ECDE Centre to the unavailability of running funds?				
4	Are there instructional materials in your ECDE Centre?				
5	Are those materials enough for use, in relation with the number of children in your centre?				
6	Do the materials used have any relationship with the syllabus?				
7	Do the materials promote holistic cognitive achievements of the children in your ECDE Centre?				
8	Does the teacher in your centre use the materials in all activity areas?				
9	Has lack of funds affected the attendance of children in your ECDE centre?				
10	Is absenteeism of children high in your ECDE centre?				
11	Do you know any ECDE Centre that has benefited from community support grant?				

12	In your opinion, have the centre in (question 11) used the funds adequately to improve cognitive achievements?				
----	--	--	--	--	--

13. According to you what would be your priority areas if your ECDE Centre was to benefit from funds from development partners today?

14. Who should be blamed for poor cognitive achievements of in Early Childhood Education?

15. What should the government do to improve the cognitive achievements in your ECDE Centres?

APPENDIX II

CHECKLIST OF THE ECDE CENTRES

Name of the ECDE Centre

Type Public [] Faith Based [] Community Sponsored []

N	Available Item / Facilities	Number of Items / Facilities
1	CLASSROOMS 1. Permanent 2. Semi-permanent	
2	TOILETS/LATRINES 1. Permanent 2. Semi-permanent	
3	REPAIRS OF THE EXISTING CLASSROOMS i. Walls ii. Floors iii. Windows iv. Doors	
4	INSTRUCTIONAL MATERIALS a) Play materials Swings ii) Slides iii) Seesaws iv) Balls v) Skipping ropes b) Resting materials i) Mattresses ii) Mats c) Learning materials/aids i) New syllabus ii) Handbook iii) Counters	
5	FURNITURE a) Teachers furniture i) Tables ii) Chairs b) Learning furniture i) Tables ii) Chairs	

APPENDIX III

DICECE PROGRAMME OFFICER QUESTIONNAIRE

This questionnaire is for this study only. Please respond all the questions to the best of your knowledge.

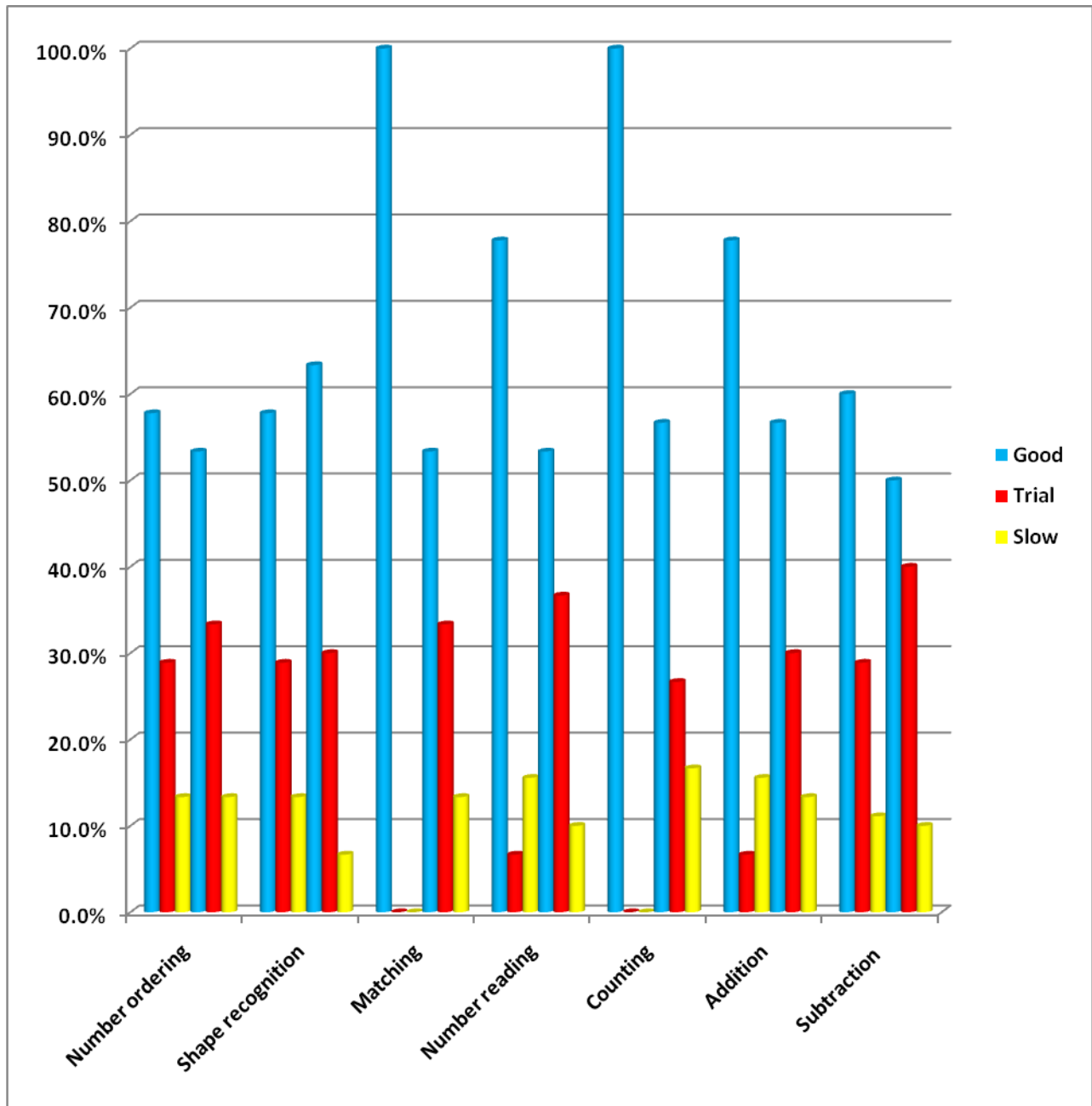
1. How long have you been in this Sub-County?
5 Years and Above [] 4 Years [] 3 Years [] 2 Years []
1 Year and below []
2. What is the criterion that the government used to select ECDE Centres to receive CSG?
.....
3. In you opinion do you think CSG grants have any educational influence on cognitive achievements?
4. Are there any challenges experienced in educating communities to finance the education of their children?
5. If yes, indicate the challenges in the space below
.....
6. In your own opinion do you think the government has achieved its objectives of partnering, co-ordination and provision of quality ECDE education in Nakuru North Sub-County Yes [] No []
7. How do you rate the achievements of the objectives mentioned above?
Very High [] High [] Low [] Very Low []
8. How much is each child given in terms of money?
9. How much were the ECDE teacher been paid before provision of CSG?
State the amount
10. In your opinion what are the effects of devolving ECE to the County Governments?
.....
11. In your own opinion what should the government do to improve on cognitive achievements to all ECDE Centres in Nakuru North Sub-County?
.....

APPENDIX IV
TEACHER'S QUESTIONNAIRE

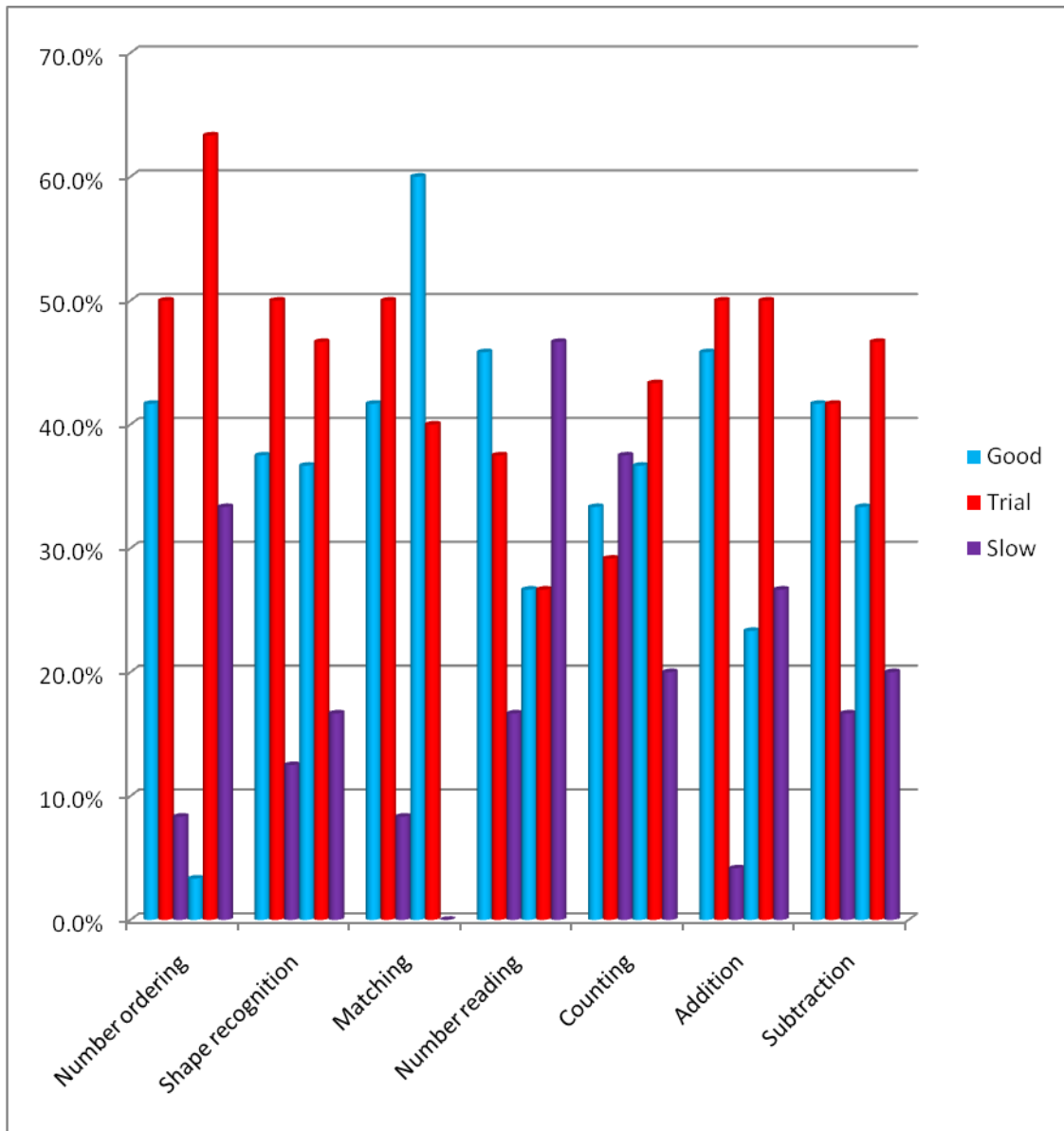
This questionnaire is for this study only. Please respond all the questions to the best of your knowledge.

1. Name of the ECDE centre.....
2. Who is the sponsor? Public Faith Based Community Sponsored
3. What is your gender? Male Female
4. What is your academic qualification? KCPE KCSE/O-Level Degree
5. Are you trained in Early Childhood Education (ECE)? Yes No
6. If yes, state the level of your training.
 Certificate ECE Diploma Degree
7. Are you comfortable with the salary given? Yes No
8. How long have you been in this ECDE Centre?
 5years and above 4 years 3 years 2 years 1 year and below
9. What is the enrolment of your class?
10. Are you provided with enough instructional materials? Yes No
11. Do your learners have adequate school support materials? Yes No
12. Please list down all the school items you always desire all children to have
.....
13. What do you do with those children who children who lack most of the items?
Send them home Spare them Call parents
14. Do parents respond fast in giving children what they lack?
 Quickly Reluctantly Not all
15. What is the position of parents' response to tuition fees payments?
 Up to date Average Poor Very Poor
16. Where do you really need parental support for optimum cognitive achievements?
 Early payment of fees Timely provision of learning materials
 Attending school meeting Provision of basic needs
17. What is your general measure of parents' commitment to children's cognitive achievements in your centre? Highly committed Fair commitment
 Poor commitment Hardly commitment

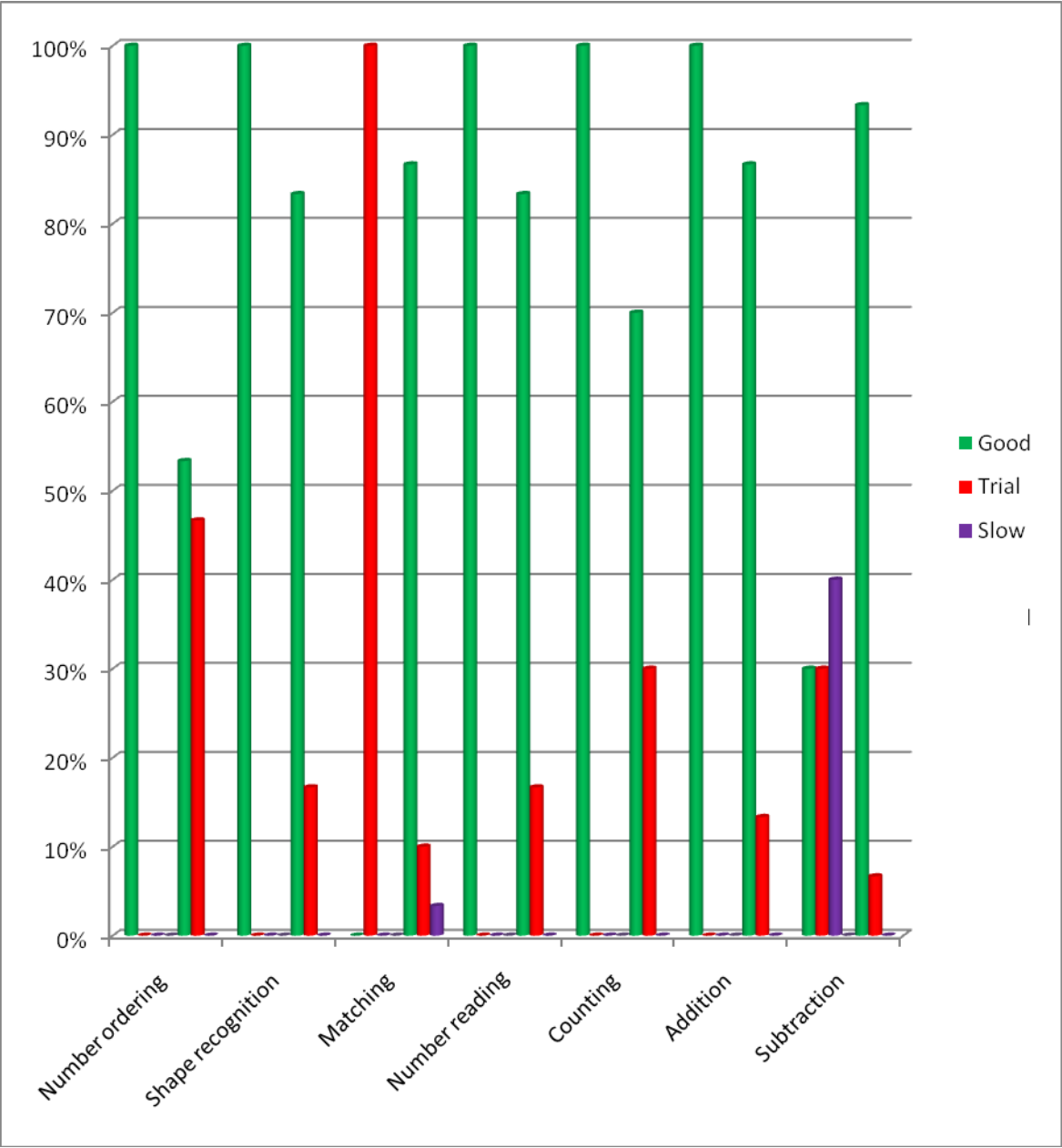
APPENDIX V
A GRAPHICAL PRESENTATION OF PUBLIC PRE-SCHOOLS CHILDREN'S
COGNITIVE COMPETENCIES IN NUMBER WORK (ECDE CENTRES ASSISTED
WITH CSG)



APPENDIX VI
A GRAPHICAL PRESENTATION OF PUBLIC PRE-SCHOOL CHILDREN'S
COGNITIVE COMPETENCIES IN NUMBER WORK (ECDE CENTRES
WITHOUT C.S.G)

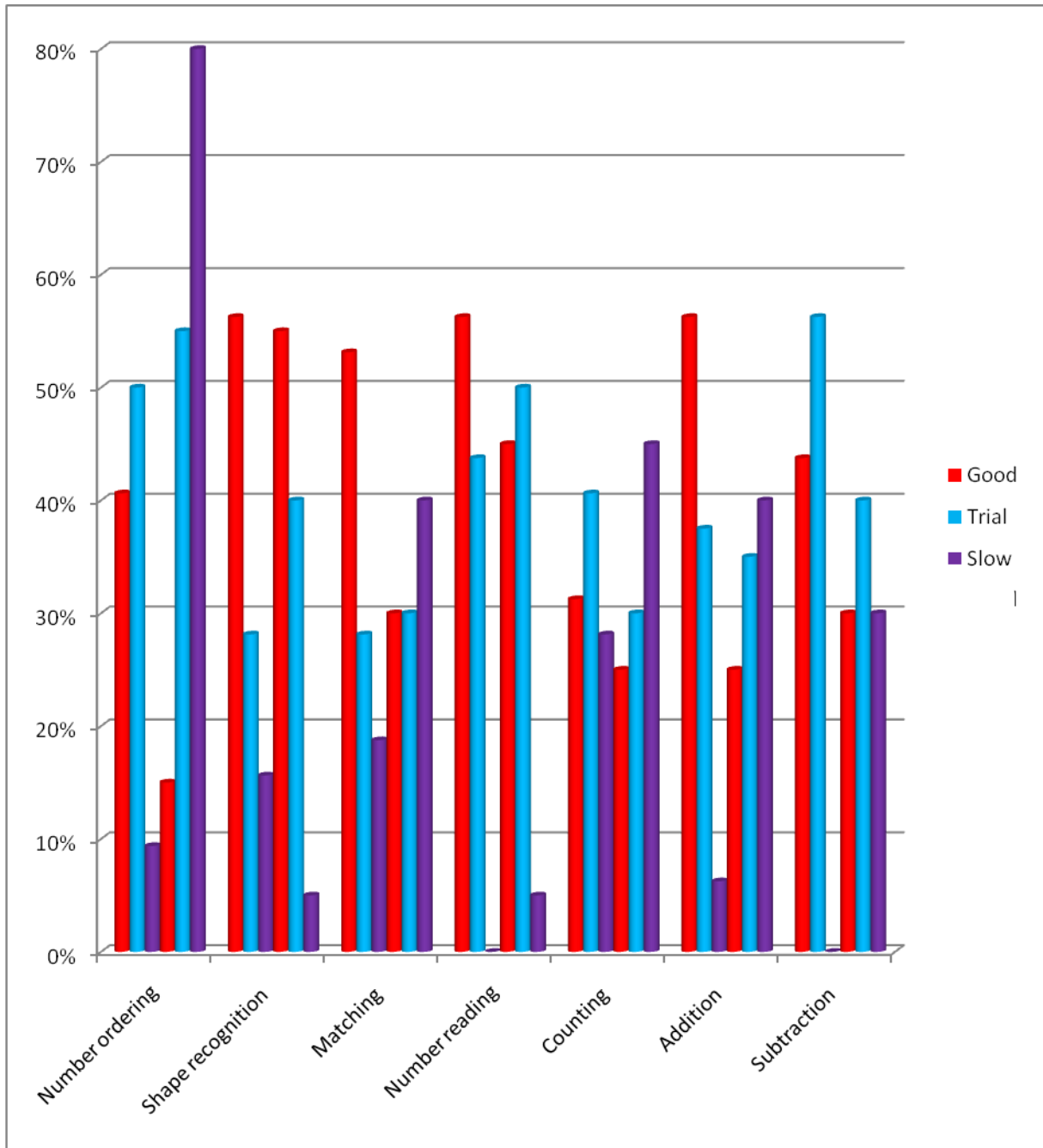


APPENDIX VII
A GRAPHICAL PRESENTATION OF FAITH BASED PRE-SCHOOL CHILDREN'S
COGNITIVE COMPETENCIES IN NUMBER WORK.



APPENDIX VIII

A GRAPHICAL PRESENTATION OF COMMUNITY SPONSORED PRE-SCHOOLS CHILDREN'S COGNITIVE COMPETENCIES IN NUMBER WORK



APPENDIX IX

PERMIT FROM THE UNIVERSITY



UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION & EXTERNAL STUDIES

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Telephone: 020-2500759, 020-2500760
NAIROBI

P.O. BOX 30197, 00100

020-2500762, 020-2460056

P.O. BOX 92, 00902 KIKUYU

16th January 2014

TO WHOM IT MAY CONCERN

RE: RESEARCH

REG No: - E57/75272/2012

This is to certify that MUTHAMI KURIA JESSE is a bonafide student of the University of Nairobi, Department of Educational Communication and Technology. Currently she is doing M.Ed in Early Childhood Education. Her project Title is "INFLUENCE OF PRE-SCHOOL

FINANCES ON CHILDREN'S COGNITIVE ACHIEVEMENTS IN NAKURU NORTH DISTRICT KENYA."

Any assistance accorded to her^{him} will be highly appreciated.

Yours faithfully,

Dr. John Mwangi

M.ED ECE COURSE COORDINATOR

APPENDIX X

PERMIT FROM EDUCATION OFFICE NAKURU NORTH SUB-COUNTY

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 020-2103613
When replying please quote



DISTRICT EDUCATION OFFICE
NAKURU NORTH
P.O. BOX 50, 20113
BAHATI

Ref: NKU/N/ED/17

JANUARY 27, 2014

**TO ALL:
HEADTEACHERS PRIMARY SCHOOLS
NAKURU NORTH SUB- COUNTY**

**RE: RESEARCH AUTHORIZATION IN ECDE SCHOOLS– JESSE
KURIA MUTHAMI TSC/343818**

The above named teacher is hereby authorized to conduct research in the District.

**“Influence of pre- school finances on children cognitive achievements in
Nakuru North District - Kenya ”**

As you carry out the programme you are expected to liaise with the relevant offices within the institutions for you to be able to maximize on the resultant outcomes to make the entire exercise productive.

Head teachers /Departmental heads are kindly requested to accord him the necessary assistance to enable him realize the intended objectives of the research.


**LEONARD K. ONGORI
FOR DISTRICT EDUCATION OFFICER
NAKURU NORTH**

**DISTRICT EDUCATION OFFICER
NAKURU NORTH DISTRICT
P. O. Box 50 - 20113
BAHATI
TEL: 020-2103613**

C.C.

- COUNTY DIRECTOR OF EDUCATION
- COUNTY DIRECTOR TSC
- SUB-COUNTY COMMISSIONER

APPENDIX XI
TIME FRAME FOR THE STUDY

ACTIVITY	TIME FRAME IN MONTHS YEAR 2013 / 2014							
	OCT	NOV	DEC	JAN	FEB	MAR	MAY	JUN
Development of Proposal								
Data collection								
Data analysis								
Report writing and submission								

APPENDIX XII

BUDGET FOR THE STUDY

No	Item	Rate	Cost (Kshs.)
1	Photocopies during literature review	200x@ Kshs.3.00	600.00
2	Typesetting and printing draft of research proposal	50 <u>pages @ Kshs.30.00</u>	1,500.00
3	Printing of draft proposal	50pages @Kshs.50x5 copies	2,500.00
4	Printing copies of final proposal	50pages @20x6 copies	6,000.00
5	Making copies of final project proposal	5 copies x 50pages @Kshs.3.00	750.00
6	Spiral binding of copies of the proposal	6 copies @Kshs.50.00	300.00
7	Contacting supervisor		5,000.00
8	Making copies of data collection instruments	50 copies @Kshs.3.00	150.00
9	Travelling to protest questionnaire	4 Journeys @200	800.00
10	Travelling to administer questionnaire	4 Journeys @200	800.00
11	Travelling to collect questionnaire	4 Journeys @200	800.00
12	Typesetting and printing draft research project	77pages @50	3,850.00
13	Travelling to consult supervisor on final draft	4 Journeys @1000	4,000.00
14	Typing final report	77 pages @Kshs.30	2,310.00
15	Photocopies of final report	77 pages @3.00x6	1,386.00
16	Binding of final report	6 copies @Kshs.500.00	3,000.00
17	Travel to submit report to the University	1 journey @Kshs.1000	1,000.00
18	Travel to submit reports to the Ministry of Education	1 journey @Kshs.1000	1,000.00
19	Subsistence	20 days @Kshs.200	4,000.00
20	Miscellaneous		5,000.00
	Total		44,476.00