

**ROLE OF COMMUNITY SUPPORT GRANTS IN ENHANCING
ACCESS TO EARLY CHILDHOOD DEVELOPMENT AND
EDUCATION CENTRES IN NYANDARUA SOUTH SUB-COUNTY,
KENYA**

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DECLARATION

This research report is my original work and has not been submitted for award of a degree in any other University

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DEDICATION

This work is dedicated to my wife Nancy Wangari, my children Edward Willy, Kelvin and Claire and to my father Mr. Gichuru.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi - Arid Lands
CSG	Community Support Grant
DICECE	District Centers for Early Childhood Education
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
ECE	Early Childhood Education
EFA	Education for All
FPE	Free Primary Education
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
KESSP	Kenya Education Sector Support Programme
MDG	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NACECE	National Centre for Early Childhood Education
NER	Net Enrolment Rate
NIR	Net Intake Rate
NGO	Non Governmental Organization
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Children Educational Fund

ABSTRACT

Low access levels can be explained by lack of adequate funding to ECDE centres and failure to mainstream ECD education to the education system in Kenya inspite of being critical in laying the foundation for performance in the subsequent levels of education. The purpose of this study was to investigate whether community support grants enhanced children's access to early childhood development education centres in Nyandarua South Sub County. Specifically, the study aimed to examine the relationship between Community Support Grants and enrolment rate in ECDE; establish the relationship between Community Support Grants provided and children's retention rate; investigate the relationship between Community Support Grants provided to ECDE centres and the availability of teaching/learning materials in ECDE centres and investigate the relationship between the Community Support Grants and infrastructure provided in the ECDE centres in Nyandarua South Sub County. This study used descriptive survey and targeted 56 Public ECDE centres, 56 ECDE teachers, 48 headteachers and 3 DICECE officers in Nyandarua South Sub County, a total of 163 respondents. Stratified Random Sampling was used to sample 48 headteachers, 56 teachers and 3 programme officers. Data was collected using questionnaires, observation checklists and school records. Descriptive statistics were used to analyse data. Most (55%) of the teachers indicated that they could attribute the higher enrolment of children in their ECD centre as a result of Community Support Grants. Majority of the teachers (76%) of the teachers indicated that they had no problem of absenteeism in their ECD class. Majority (60%) indicated that attendance of children had been positively affected by availability of CSG. A significant number (87%) of the headteachers indicated that the available teaching and learning materials were inadequate considering the number of children in the ECD centres. A significant number 87% of teachers in the study indicated that the facilities in the ECDE centres were inadequate in relationship to the school population. The researcher concluded that Community Support Grants had enhanced children's access to Early Childhood Development Education Centres in Nyandarua South Sub-County. However the researcher noted that the improvement in access to ECD education has only been to a small extent. The study identified a number of strategies that can be employed to mitigate the challenges facing ECD centres such as increasing CSG funding, mainstreaming ECD centres in the Ministry of Education, employment of ECD teachers by the government, prompt releasing of CSGs to schools and initiating income generating projects to supplement CSG in the respective schools. Questionnaires were administered to respondents and the following conclusions were made; underpayment of ECD teachers was noted and teachers' salaries were paid in bits.

The researcher recommended that school fees for ECD children should be reduced and subsidised by the government, inclusion of ECD centres in Free Primary Education Programme, employment of teachers by the government and initiating income generating projects to supplement Community Support Grants to increase access to children from poor households.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education plays a key role in economic growth and development of a country by developing the necessary human capital through schooling and training. This is why the government invests huge sums of money in education while at the same time trying to enhance access to those disadvantaged groups in the society. Since independence the government of Kenya has been committed to the provision of education to her citizens. Kenya like other parts of the world has experienced globalisation, increasing inter-dependence between and within states and the need for people to become responsible citizens both nationally and internationally (Sessional Paper No.14 of 2012). Most governments recognise the importance of improving the overall education and economic growth targets and social economic development, a high priority need to be placed on accessibility and retention of learners at levels of education (Lang 2008).

Investments in ECDE programmes worldwide have grown since 1970s for a number of reasons such as increasing participation of women in the labour force and change in family structures and child rearing practices, development by improving health, nutrition and learning potential to those who survive beyond the first year of life (UNESCO Early Childhood Policy Review Report, 2010).

According to Bory (2007) in his study in Sweden on ascending demand for education and associated challenges, demand for education means making funds available to provide the required education resources which in turn determine accessibility, retention and completion rates at all levels of education by learners. He continued to say the learning cost for a place in a Swedish ECEC setting is divided between the National Government, and the Municipalities and the parents in such a way that the state and the municipalities cover about 45% of the cost and parents the remaining 10% as direct child care fees. According to United Nations Educational, Scientific and Cultural organization, (2006) not all children have access to ECEC in Sweden. This is because the right to a place in pre –school is dependent on the employment status of the child’s parents. Municipalities are obliged to provide places for children only if parents are working or studying or if the child has special needs of its own. This has led to a situation where a number of children with unemployed parents do not have access to preschool.

In Vietnam, communities with social economic difficulties as well as mountain and island communities are given high priority and childcare fees are not levied. Establishments of public early childhood education facilities concentrated mainly in communities which are facing difficulties whereas the non public facilities and privatisation of public facilities is carried out in urban and economically developed areas.

In Botswana the Ministry of Education has been assigned the task of providing an enabling environment through preschool grants to NGOS and Community Based Organizations (CBOs) for infrastructural development. In addition to this the MOE is charged with the responsibility of developing teaching and learning materials that should guide the operation of all preschool education (Republic of Botswana, 2003)

In Ghana, poverty and lack of access to good nutrition are major barriers preventing many parents from sending their children to pre-school which resulted in widespread neglect, malnutrition and abuse of many children. As a national strategy, the government of Ghana introduced the capitation grant policy to provide free meals to children in schools to improve the nutritional needs of disadvantaged children. By the beginning of March 2008 the government of Ghana, in collaboration of The New Partnership of Africa's Development (NAPAD) secretariat had spent US \$ 21.82 million on school feeding programme, (SFP). It is reported that by May 2008, 477714 children in 978 schools across Ghana were benefiting from SFP. This led to an average increase of 40% in primary school enrolment in 2007 (Kwadwo-Agyei, 2008).

In Kenya there is great need to ensure that all school going age children are able to access ECDE and that the process of retention, transition and graduation rates to primary school are adequately addressed to curb many dropping out of pre-

schools due to financial constraints (Lang, 2008). For this reason the government and development partners developed Kenya Education Sector Support Programme (KESSP) that made provisions for Community Support Grants (CSG) to selected ECDE centres across the country. The overall goal of the ECDE investment programme being to enhance access, equity, retention and quality of education for all children aged 4-5 years, the most vulnerable children and the less privileged living in arid and semi-arid areas (ASALS). In order to achieve this, the government through the MOE has mandated the District Education Boards to identify ECDE centres to benefit from CSG to supplement community efforts in financing ECDE activities. To date the ministry of education has disbursed Kshs. 1.2 billion to 8,861 ECD centres across the country. The CSG is in line with the Sessional Paper No. 1 of 2005 on the government's commitment to intensify capacity building, resource mobilisation and creating awareness of the role of community in supporting ECD centres (Republic of Kenya, 2013)

The Government of Kenya, through the Ministry of Education has been disbursing Community Support Grants to supplement community efforts in financing ECDE activities including teacher salary top up, infrastructure, sanitation, and provision of teaching learning materials among others at ECDE centres (Ministry of Education, 2011). The MOE expects the DEO to constitute a selection panel to identify needy ECDE centres and teachers who should benefit from CSG, all aimed at ensuring access, equity and efficiency at ECDE centres.

Before the promulgation of the new constitution, Kenya was made up of 210 constituencies and CSG targets 10 ECDE centres attached to primary schools in each constituency. (MoE, 2011)

Despite the above economic measures, taken by the Kenyan government with the aim of improving access, equity and quality in the ECDE sub-sector, remain constrained by various factors that include Limited learning and teaching Material, inadequate ECDE centres, inadequate infrastructure, inadequate community participation, lack of clear policy on transition from pre-primary to primary school, inadequate nutrition and health services, lack of enough trained teachers, low and irregular salaries to ECDE teachers and lack of clear entry age guidelines to pre-school. (MoE, 2005)

Nyandarua South Sub-County like other Sub-Counties has been receiving community support grants. It is in Nyandarua County and comprises of 3 zones namely Engineer, Murungaru and Ndunyu Njeru. The NER for Nyandarua County is 54.8% for boys and 55.0% for girls as at the year 2009, (MoE, 2011). There is therefore the need to find out whether the selected ECDE centres have achieved the objective of the government in terms of enrolment, improved infrastructure and access to teaching and learning materials compared to the centres that have not been receiving the grants.

Table 1. 1 : Total number of ECDE centres receiving and not receiving CSG

Zones	Centres receiving CSG	Centres not receiving
Engineer	4	9
Murungaru	2	2
Ndunyu Njeru	4	5
Total	10	16

Source DEOs office (2013), Nyandarua South

In Nyandarua South district, 17.9% of the ECDE centres have benefited from CSG while 82.1% have not benefited from CSG indicating that ECDE age going children may not access education due to cost implications. There was need to investigate the role of Community Support Grants in enhancing children access to early childhood education in public ECDE centres in Nyandarua South Sub-County, Kenya.

1.2 Statement of the problem

As stated in the background information, Early Childhood Development and Education (ECDE) is critically important because it provides a foundation on which future education encounters are based. ECDE is the first and essential step towards achieving quality universal primary education (MOE, 2011). Unless ECDE is addressed, UPE will remain an elusive dream for our country Kenya. According to Sessional Paper No. 14 of 2012 access and participation at the pre-primary level are still low with NER of 42% in 2009 of the school going age and 50% in 2010. This means that 58% and 50% of the school going age pupils were

not in school in 2009 and 2010 respectively. Furthermore, only 60% of the counties had NER above national figure of 42% with the lowest observed in North Eastern. Low access levels can be explained by lack of adequate funding to ECDE centres and failure to mainstream ECD education to the education system in Kenya in spite of being critical in laying the foundation for performance in the subsequent levels of education. Despite the fact that the government has come in to provide the funds, the funding is not sufficient and has been restricted to selected ECDE centres. It is therefore the researcher's intention to investigate whether the community support grants provided to the funded ECDE centres has led to higher accessibility by children as compared to the unfunded ECDE centres in Nyandarua South Sub-County.

1.3 Purpose of the study

The purpose of this study was to investigate the role played by community support grant in enhancing children's' access to early childhood development education centres in Nyandarua South Sub-County.

1.4 Research objectives

In order to fulfil its purpose the study was guided by the following objectives;

- i. To find out whether Community Support Grants enhances enrolment rate in ECDE centres in Nyandarua South Sub-County.

- ii. To establish whether Community Support Grants provided enhances children's retention rate in the ECDE centres in Nyandarua South Sub County.
- iii. To assess whether Community Support Grants provided to ECDE centres enhances availability of teaching/learning materials in ECDE centres in Nyandarua South Sub-County.
- iv. To find out how Community Support Grants have enhanced infrastructural development in the ECDE centres in Nyandarua South Sub County.

1.5 Research questions

To meet the said objectives, the study was guided by the following research questions;

- i. Do the Community Support Grants enhance enrolment in ECDE Centres in Nyandarua South Sub-County?
- ii. Do the Community Support Grants provided to the ECDE Centres enhance retention of pupils in the centres?
- iii. Do the Community Support Grants provided to ECDE centres enhance the availability of teaching/learning materials in ECDE centres in Nyandarua South Sub-County?
- iv. How has the Community Support Grants provided enhanced infrastructural development in the ECDE centres in Nyandarua South Sub-County?

1.6 Significance of the study

The study was designed to provide information that would be useful to the DEO and the entire DICECE office in Nyandarua South Sub-County particularly on the actual benefits on pupils' access to the ECDE centres. The MOE may use the findings of this study in the policy formulation regarding funding of the ECDE centres in this county. The findings of the study may help to identify priority areas that need more funding in ECDE centers. It may also help parents as stakeholders in education to understand what community support grants are and how they should be used effectively and efficiently. The findings may also benefit future researchers by providing data on which future studies regarding capitation grants funding in ECDE centres in Kenya.

1.7 Limitation of the study

Limitation is used to describe what a test is not able to achieve. The study experienced difficulties as a result of bureaucratic procedures. In addition the conclusions drawn might not have been exact as they were based on a sample of the population.

1.8 Delimitation of the study

The study only covered public ECDE centres in Nyandarua South Sub –County because private ECDE centres have independent sourcing and management of

funds. The study involved head teachers, teachers, parents and some community members of the selected schools receiving MOE grants.

1.9 Assumptions of the Study

This study was undertaken basing on the following assumptions:-

- i. Information got from the head teachers and ECDE teachers and the DICECE officer would be accurate and a true reflection on the CSG.
- ii. All the ECDE centres selected to benefit from CSG had received at least one tranche of the grants and had already used the grants.

1.10 Definitions of the significant terms

Access refers to enrolment of children to ECDE centres. It involves attendance and retention of children at school.

Efficiency refers to ability to produce the desired results with minimum cost.

Equity refers to fairness and justice in availability of benefits, access and control of resources.

Gross Enrolment rate refers to total number of children who are enrolled in school regardless of their age

Programme refers to a plan of activities to be carried out in order to achieve certain objectives in an ECDE centre.

Retention refers to ability to remain in an educational system till completion.

Salary top-up refers to additional amount of money paid to ECDE teacher above the existing salary payments on salary basis.

1.11 Organisation of the study

This was organised in five chapters. Chapter one introduced the research topic, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation and delimitation of the study, basic assumptions of the study and definition of significant terms. Chapter two comprised of literature which was discussed in the following subheadings: children access to the ECDE programmes, teaching/learning resources and Community Support Grants, adequacy of infrastructure and Community Support Grants implementation, community support grants and retention rates of pupils in ECDE centres, summary of literature review, theoretical framework and conceptual framework. Chapter three was on research methodology which involved introduction, research design, target population, sampling techniques and sample size, research instruments, data collecting procedures and data analysis techniques. Chapter four consisted of data analysis, interpretation and discussions of the findings while chapter five dealt with the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature review. The literature review in this chapter examines children access to ECDE programmes, teaching/ learning resources and Community Support Grants, adequacy of infrastructure and Community Support Grants implementation, Community Support Grants and retention rates of pupils in ECDE centres, summary of literature review, theoretical framework on which the research is based and outlines of conceptual framework.

2.2 Access to ECDE programmes

Many factors influence the quality of pre-school globally on children's access to the ECDE which range from economic, socio-cultural to health and nutrition factors. Ogeta (2010) noted that according to a study conducted in the USA, 20% of ECDE age going children do not have access to this education. In Philippine only 38% of children aged 3-7 years are enrolled in pre-school. This low access to ECDE is associated to lack of facilities, high cost of education and poor linkage between pre-primary and primary schools. (EFA Global Monitoring report, 2012). In Jamaica, on the other hand 90% of children in this age get access to ECDE. This high access is associated to high investment by the Jamaican government which gives equal importance to all aspects of early childhood development.

However, it still can be noted that 10% do not get access to ECDE, and therefore efforts should be made to achieve 100% access.

A study conducted in Cameroon showed that enrolment of children in ECDE centres has dropped drastically from approximately 93,771 in 1990 to 91,708 in 1998, this drop is viewed to have been caused by poor economic performance of the country which resulted to reduced allocation of funds to the sector (EFA Global Monitoring Report 2012). Tanzania lacks enough qualified personnel to handle ECDE. There is also poor infrastructure in terms of building where to offer this education. This has thus led to poor children's access to ECDE in this state.

The ECDE subsector in Kenya has witnessed significant growth the last few years. ECDE centres have increased from 29,455 in 2003 to 37,263 in 2008 an increase of 26.7%. Total enrolment in public ECDE centres rose from 1.54 million in 2003 to 1.72 million in 2008, an increase of 16.2%. The GER at this level of education increased from 56.8% in 2003 to 62.0% in 2008. Whereas the growth in enrolment is a welcome development, there is concern over GER in ECDE at 56.7% when compared to that of primary school which stood at 107.6% in 2008 (Republic of Kenya, 2009). In the area of ECDE approximately 35% of children 3-5 years have been accessing ECDE services. Kenya is fourth in Africa with only Mauritius, Namibia and Ghana having higher proportion receiving ECDE. There is a recent decline in enrolments however with the introduction of FPE since parents have to pay for ECDE services (MOE, 2010)

An assessment study of FPE carried out jointly by MOE and UNESCO in February 2004 ECDE programmes had almost 'collapsed' because children enrolment had decreased after the introduction of FPE. The study found out that parents opted to send their children straight to standard one, which had become free, without having them go through ECDE, which was still fee paying. Moreover most standard one teacher reported that children who skipped ECDE had difficulty coping with lessons in primary schools and performed poorly. Since the introduction of the FPE policy, in the North Eastern Region which is one of the poorest, many parents have bypassed ECDE altogether; many others send their children only to pre-unit class of ECDE to prepare them for primary school. In some areas, parents are keeping their children at home until they reach the age of 5 years and more, entitling them to free education, this tendency is particularly pronounced in poor families who cannot afford ECDE centres (UNESCO, 2005).

2.3 Teaching and Learning Resources and Community Support Grants

Adroga (1997) recommends that pre-school materials should be within needs of children in order to facilitate their learning, to work and help themselves. He suggests that the classroom should be divided into different areas. One area should be for storytelling and resting. The other part of the classroom should be for activities and group work. The story telling area should be equipped with visual aids like flannel graph, sand box and blackboard. The children may sit on mats or cushions. The activity area should be equipped with tables, cupboards for

storage, bookshelves and walls for displaying items and children's work. Many activities can be carried out outside the classroom. The classroom should have its own guides as well as outdoor equipment like swings.

The government is already implementing measures that seek to improve the performance of this sub-sector. These measures include establishing guidelines and standards of the management, supervision and curriculum development of ECDE for purposes of in servicing teachers and training. NACECE is located at KIE and is responsible for developing and disseminating curricula for ECDE research, facilitating interaction between agencies and sponsors, coordinating and liaising with the external partners and informing the public on the needs of development within ECDE programme (Republic of Kenya, 2010)

The function of DICECE is training teachers and other personnel at the district and inspection of district pre-school programmes, mobilisation of local communities to improve care, health and nutrition and education of young children, development of localised pre-school curricula, evaluation and research related to pre-school children (Evans and Myers,1994). According to the ECDE service guidelines, only the approved ECDE syllabus shall be used in ECDE centre. The CSG are meant to supplement teaching and learning resources since learning in ECDE centres shall be activity based and child centred. Teaching and learning methodically shall be used in these centres. The children shall be given

opportunity to manipulate materials and will have opportunities for free choice activities and rest (Republic of Kenya, 2011).

To provide quality ECDE, the MOE have provided CSG to selected ECDE centres to purchase relevant and suitable curricula resource. These include curricula support materials such as syllabus, guidelines and books, manipulative materials and visual packages (KIE, 2010).

2.4 Adequacy of Infrastructure and Community Support Grant

Implementation

In early childhood, children make transition into new environments. This is usually a progression from private space in their home to public or collective spaces such as community playgrounds, classrooms and toilets. This transition in life is social and at times biological turning points. Therefore, for academic programmes to run smoothly in a school, basic physical facilities should be made available. Physical facilities contribute significantly on learning environment. It is the responsibility of every head teacher to ensure that there are adequate resources to implement the school curriculum.

Moreno (2011) and inter American Development Bank examined the performance in Latin America and revealed difficulties in infrastructure and basic services establishment in public primary schools. Some 88% of schools lacked a science laboratory, 73% had no lunchroom, 63% had no meeting facility or staff office, and 40% lacked a library and 30% had no sports facilities. One in five schools did

not have sewage system. A half of the schools has telephone and third did not have sufficient number of toilets.

A research by Mohammed (2011) indicated that in Punjab province of Pakistan, all schools lack basic physical infrastructure, like drinking water, toilets, buildings and classrooms. According to the research a third of primary schools have no functional toilets and a third have no clean water. In most elementary schools pupils do not have adequate access to co-curricular activities. Some schools do not have adequate buildings.

In sub-Saharan Africa, it is estimated that up to 10 million classrooms need to be built at a cost of US\$ 72 billion. In sub-Saharan alone, it is estimated that up to US\$30 billion will be required to address the short fall in the provision of suitable and safe learning environment. Typically are inadequate, sites are poorly planned and there is poor maintenance. The situation is not conducive to good teaching and learning (World Bank, 2010)

One of the duties to the head teacher in Kenya is to develop the school's physical facilities (Mbweza, 2008), hence the head teacher has to bear in mind where to house the education programme, the population to be served by the facility and ensure financial resources are readily available for the ECDE expansion.

However, overtime, there has been a major back log of infrastructure provision and shortage of permanent classrooms, particularly in poor communities, at the same time, existing infrastructure are generally in poor condition due to lack of

investments capital, poor construction standards and inadequate maintenance. The survey done in 2003 estimated that there was a shortfall of 43000 classrooms in ECDE centres. To address the issue of infrastructure, the Kenya government was to work with communities, parents, ministries and development partners.

2.5 Community Support Grants and Retention Rates of Pupils

According to MoE (2005), through the introduction of Kenya Education Sector Support Programme (KESSP, 2005 - 2010), the overriding justification of introducing Community Support Grant was to enhance access, equity, retention and quality of education for all children aged 4-5years, the most vulnerable especially those living in ASAL, urban slums and pockets of poverty. To mitigate the situation the government has kept on increasing the CSG and do it in phases.

Mutua (2009) while examining the impact of education subsidy as an intervention strategy to school dropout argues that there has been world wide focus on school dropouts and a number of policies have been devised to help reduce school dropouts. Providing free primary education to primary schools pupils by the government in 2003 did not cater for ECDE pupils attached to the primary schools. The introduction of CSG to selected ECDE centres in 2007 significantly reduced the cost of education hence increasing retention rates. Republic of Kenya (2010) indicates that the 2009/10 financial year the government allocated 1.3billion shillings towards CSG on ECDE. The government has stated in its policy documents that it introduced the CSG to create equal opportunities and

access to ECD Education to increase retention and reduce dropout rates (Republic of Kenya, 2010.)

A child development and experiences during the infant age and pre-school lay critical foundation for later growth and subsequent development. The way a child is nurtured socially, intellectually and physically creates a long learning process (UNESCO, 2010). Therefore children who are nurtured well and live well create a better society for all. (UNESCO, 2006) notes that investment in ECDE leads to both private and social benefits such as better health conditions, nutrition and social interactions among children. Gwachi (2009) notes that ECDE tends to give children a better start of life.

Murunga (2013), cites that children who participate in ECDE programme are likely to start primary education and perform better in school and are unlikely to drop out of school and repeat grades. A survey conducted by UNESCO (2009) in Programme for Internal Students Assessment (PISA) showed that a 15year old student who attended at least a year of pre-school out performed students who had no access to this vital education. It is therefore clear that the ECDE is of great importance and should be made accessible to all children.

2.6 Summary of the Literature Review

The reviewed literature has shown that Community Support Grants play a crucial role in ECDE education. The state of infrastructure in terms of physical facilities in Kenya ECDE centres has been poor and inadequate. It revealed that a lot of

capital investments is required to improve infrastructure, sanitation, furniture provision and sourcing and storage of water to enhance safety, regular participation of pupils in ECDE centres. It is evident that learning resources have a lot of influence on learning in developing countries especially sub-Saharan Africa.

Attendance of school alone by pupils is not a solution but availability and adequacy of learning resources motivates an individual to make maximum use of resources in order to achieve their goals. The study looked at the partners who are involved in the provision of ECDE services who include parents, communities, government, ministries, multi-lateral and bilateral partners among others. The study indicates that there exists a gap on the support the government puts on ECDE education as it's too minimal compared to other sectors like primary, secondary and tertiary institutions. Failure to mainstream ECDE and the longer it takes to employ ECDE teachers has made access to ECDE centres to be lower than expected.

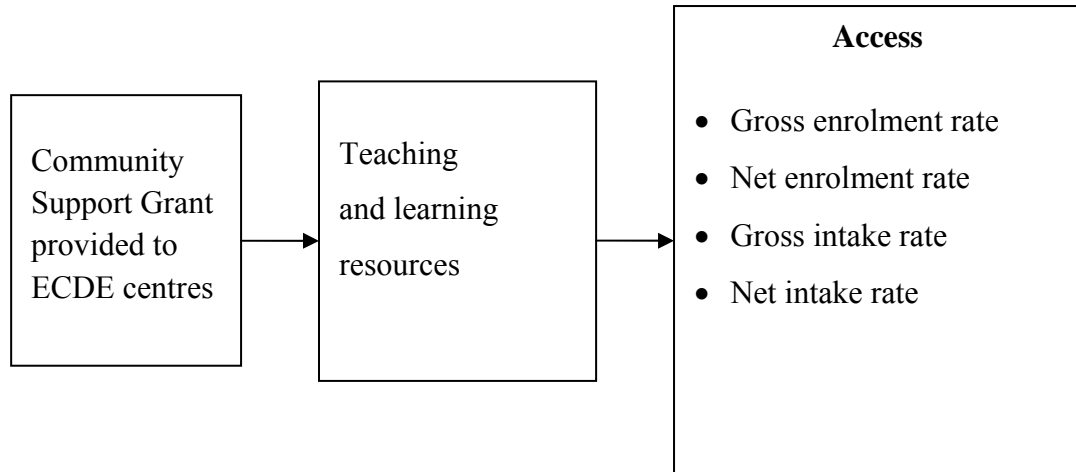
2.7 Theoretical framework of the study

The study was based on education production function as advocated by Coleman (1996) and Psacharapoulos and Wood (1985). According to this theory, education inputs are expensed in given proportions to produce good results. It is therefore clear that the output would be determined by the level of inputs provided and how well they are combined for maximum output. The inputs in educational process

range from teaching/learning resource, teachers, finances and learners. Internal efficiency is largely considered in terms of examination scores, retention, completion rate enrolment and participation. The theory enables close examination at the cost effectiveness of education. A lot of resources need to be channeled to education processing terms of expenditure on teachers' salaries, teaching/learning facilities and infrastructure. The resources therefore need to be efficiently utilised for maximum output. This theory is therefore related to the study on the role of community support grant on enhancing children's access to ECDE centres in Nyandarua South Sub-County, Kenya.

2.8 Conceptual frame work

Figure 2. 1: Community Support Grants and pupils access to Early Childhood Development Education centres



In this study the indicators of access is conceptualized as an outcome of interacting factors. This interaction is indicated by the arrows. The role of Community Support Grants, that is, the availability of teaching and learning resources, qualified teachers, conducive teaching and learning environment and infrastructural development, lead to improved teaching and learning resources and thus influences children access to ECDE centres. The theory calls for a fair balance between the inputs (CSG) and the outputs (access). This will lead to improved access as seen in the gross enrolment rate, net enrolment rate, gross intake rate and net intake rate. Unfunded ECDE centres have problems in gross

enrolment, lack of teaching and learning resources and poor infrastructural facilities leading to loss access to ECDE centres.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study. It covered the research design, target population, sampling techniques and sample size, research instruments, validity and reliability of the instruments, data collection procedures and techniques of data analysis.

3.2 Research design

Orodho (2003) defines research design as the scheme, outline or plan that is used to degenerate answers to research problems. This study used descriptive survey. It was concerned with describing, recording, analyzing and reporting conditions that exist. The descriptive survey research design enabled the researcher to collect, record, analyze and report data on the role of CSG on children's access to Early Childhood Development and Education in Nyandarua South Sub-County, Kenya.

3.3 Target population

Mugenda and Mugenda (2003) argues that a target population is the population to which a research wants to generate the results of the study and should be defined according to the purposes of the study. The target population of this study was all 56 ECDE centres, 48 headteachers, 56 ECDE teachers and 3 DICECE officers in Nyandarua South Sub- County.

3.4 Sampling techniques and sample size

Sample is the process of selecting a number of individuals or objects from a population of study. The selected group contains elements which represent characteristics possessed by the entire group (Orodho & Kombo, 2002)

Purposive sampling was used to get the ECDE Centres which are funded as they were few. Stratified random sampling was used to select ECDE centres that were not funded and teachers for study. The population was divided into smaller homogenous groups to get more accurate representation (Best and Khan 2006). The ECDE centres were classified into 3 zones; Engineer, Murungaru and Ndunyu Njeru. The teachers were also classified into three zones; Engineer, Murungaru and Ndunyu Njeru. Simple random sampling was used to select respondents and ECDE centres from each zone. Numbers were assigned to each ECDE centre teacher and put in a container. A number was picked at random with a replacement till a sample size was obtained appropriately.

According to Mugenda and Mugenda (1999) descriptive research requires at least 10% of the accessible population. The researcher used 30% in order to get more accurate representation of the population characteristics. Therefore, the sample size comprised 10 funded ECDE Centres, 16 unfunded ECDE centres, 26 headteachers, 26 teachers and 3 DICECE Officers.

3.5 Research Instruments

The research instruments used in this study included questionnaires that were used by headteachers and ECDE teachers. The questionnaire was structured (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 freedom to respond according to the information required, in one's own words. An observation checklist was used by the researcher to record the materials bought using the CSG both for play and learning. The researcher used daily class register, statistical return records and admission registers to set the enrolment of children. The researcher got archival data from the DICECE office in Nyandarua South Sub-County.

3.5.1 Validity of research instruments

Kothari (2004) stated that validity indicates the degree to which an instrument is supposed to measure, that is the extent to which differences found with measuring instruments reflect true differences among those who have been tested. This study adopted content validity. Here there is agreement that a scale logically appears to reflect accurately what it purports to measure. To ascertain this, the instruments were subjected to analysis by a team of supervisors and specialists who are lecturers in the Department of Educational Administration and Planning. They assessed the relevance of the contents used in the instruments, developed and made structured changes for the purpose of improvement and refinement before

embarking on the actual data collection. This enabled the researcher to identify the weaknesses of the instruments and made adjustments in readiness to collect data. Items that were found as not clear and not properly structured were revised and improved.

3.5.2 Reliability of Research Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Orodho, 2005). This research study used Test-retest method which involved administering the same scale or measure to the same group of respondents at two separate times. The relevant instrument to analyse for this purpose was administered to respondent selected from 2 ECDE centres which did not participate in the study. Data collected in the pilot study was analysed using spearman's rank order correlation coefficient using the formula.

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

Where;

r- is the degree of reliability

x-is the score obtained during the first test.

y-is the score obtained during the second test

\sum - means summation

N- Is the number of scores within each distribution

According to Frankel and Wallen (2000) if the correlation lies between 0.5 and 1.0 the instrument will be judged reliable.

To determine the reliability of the study, the instruments was piloted on a small representative sample identical to, but not included in the group that was not involved in the actual study.

3.6 Data collection procedures

The researcher obtained a letter from the University of Nairobi to enable him apply for a permit from the National Commission for Science, Technology and Innovation. This permit enabled the researcher get permission from both the County Commissioner and County Director of Education in Nyandarua County. The researcher personally administered questionnaires to the DICECE officer, headteachers and ECDE teachers to ensure full and prompt responses. The researcher assured the respondents that strict confidentiality would be maintained while dealing with the responses. According to Malusu (1988), in a self administered questionnaire the returns are high. The acquisition of all relevant records on ECDE was gotten from the DICECE offices. The researcher then visit the ECDE Centres under study and physically observed and recorded the findings in the checklist. The researcher then collected all the data instruments for analysis.

3.7 Data Analysis Techniques

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). This is the process of summarizing the collected data and putting it together that the researcher can meaningfully organize, categorize and synthesis information from the data collecting tools. In data analysis the researcher examined each piece of information as per research questions, coded the data and developed code sheet. For qualitative data, responses from open ended from the respondents were analyzed using descriptive statistics and recorded with totals, percentages and tables to represent data findings from the study. It was then analyzed using the Statistical Package for Social Sciences Software (SPSS) version 20. The inferences was made from the findings and consequently led to making conclusions and appropriate recommendations from the analyzed data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings from the analysis of the data collected. The discussion of the findings is also presented in this section. The findings presented include the response rate, the bio data of the head teachers and teachers as well as findings related to the four study objectives which aimed to find out whether community support grant enhances enrollment rate in ECDE centers, to establish the children's retention rate, availability of teaching materials and infrastructure development.

4.2 Response rate

The researcher distributed 56 questionnaires of which 49 were returned as illustrated in table 4.1.

Table 4. 1: Response rate

Item	Questionnaires distributed	Questionnaires returned
Head teachers	26	24
Teachers	26	22
Program officers	3	3
Total	56	49

This represents a response rate of 87.5% which is well above the 70% threshold recommended by Mugenda and Mugenda 2003. The questionnaire return rate was high because the researcher collected the questionnaire immediately they were filled.

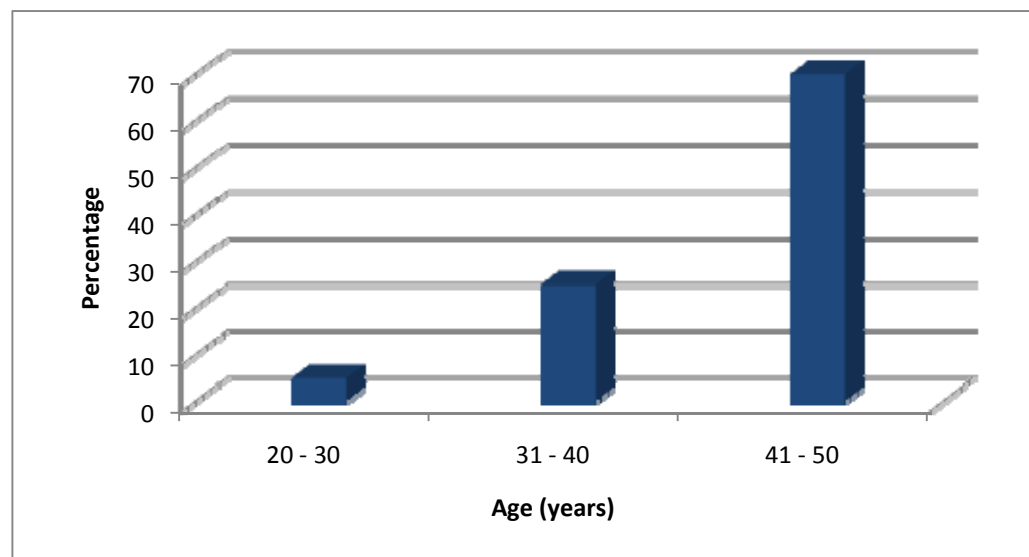
4.3 Socio-demographic information

The researcher collected bio data of the participants in the study. This included gender, age, level of education and job experience. The findings are presented in this section.

4.3.1 Age of head teachers

The researcher sought from the respondents on their age as in figure 4.1.

Figure 4. 1 : Age of head teachers



The findings show that majority (70%) of headteachers were aged 41 years and above. This shows that the ECDE centres were manned by experienced teachers and hence promote high access of young children to early childhood. They can effectively manage the human, physical and financial resources to bring about increased access of young children to the ECDE centres.

4.3.2 Gender of respondents

The researcher sought from the respondents on their gender. The findings are presented on table 4.2.

Table 4. 2: Gender of head teachers

Gender	Head teachers		Teachers		Program officers	
	f	%	f	%	f	%
Male	16	67	2	9	2	67
Female	8	33	20	91	1	33
Total	24	100	22	100	3	100

Majority (67%) of headteachers in the study as well as majority (67%) of the CSG program officers were male whereas a significant number (91%) of the ECDE teachers were female. The findings are in agreement with Abagi (2008) who found that 99 per cent of ECDE teachers are women and 1 % is men. The findings show a great gender disparity among headteachers and teachers. This gender disparity may affect both boys and girls due to lack of role models. It is clear that

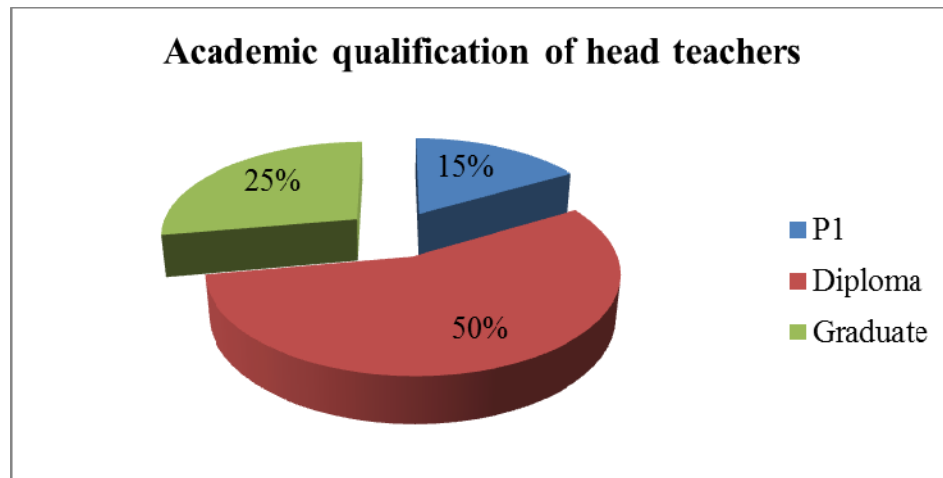
boys tend to emulate men in behaviour and career while girls emulate women and so girls may judge that headship is a man's responsibility and hence may aspire to become one.

4.3.3 Academic qualification of respondents

The respondents were asked to indicate their academic qualifications, their responses are presented here below.

4.3.3.1 Academic qualification of headteachers

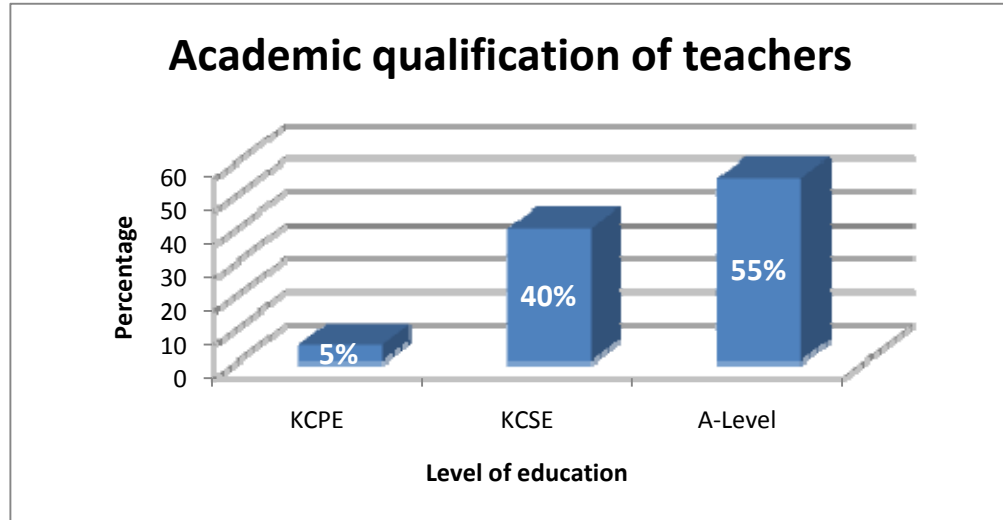
Figure 4. 2: Academic qualification of headteachers



Majority 50% (n=12) of the headteachers were diploma holders while 25% (n=7) were university graduates. The findings indicate that majority of the headteachers had acquired higher education. This shows that the headteachers are well qualified and hence play great role in ensuring that ECDE centres are attractive and has conducive learning environment which would bring about high accessibility by children.

4.3.3.2 Academic qualification of teachers

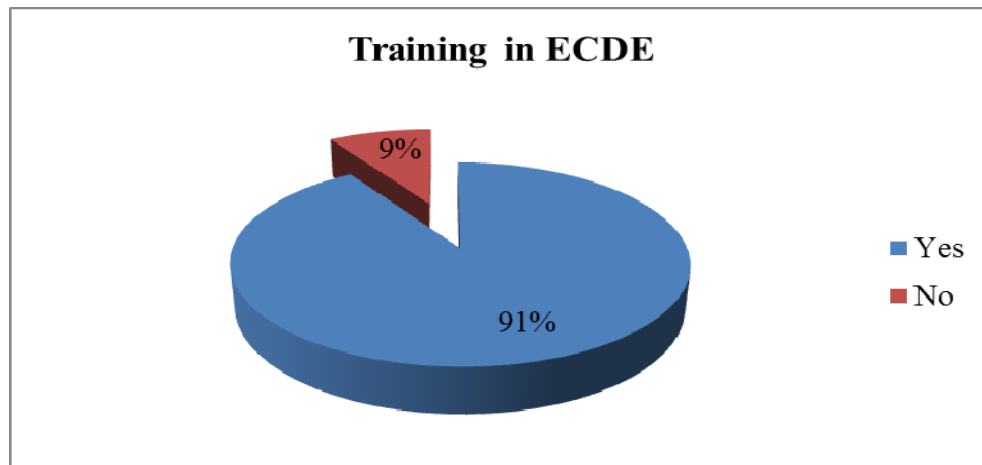
Figure 4. 3: Academic qualification of head teachers



The majority (55%) of the teachers in the study were A-level graduates. This shows that majority of the ECDE teachers in the study were well educated.

4.3.3.3 Training in ECDE for teachers

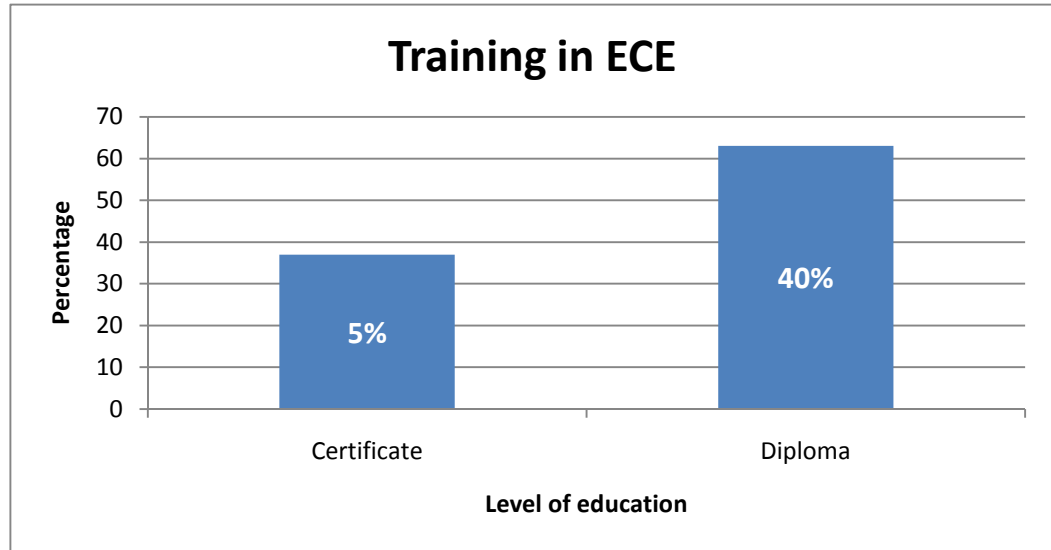
Figure 4. 4: Training in ECDE for teachers



A significant number 91% (n=20) of the teachers in the study indicated that they were trained in early childhood education.

For the teachers who indicated that they were trained, the researcher probed further to find out at which level of education they obtained their training. The findings indicated that majority 63% were trained at diploma level. This shows that majority of teachers (91%) were certificate and diploma holders indicating that they were competent in handling ECDE children as in figures 4.4 and 4.5. Therefore, it is clear that ECDE centres in Nyandarua South District are handled by professionals who have acquired knowledge and skills to manage these centres. It is therefore assumed that proper implementation of ECDE curriculum is carried out. This indicates that the teachers are able to address the physical, psychological and emotional needs of learners. The teachers are able to promote socialization among learners by involving them in collaborative activities as games, songs and groups. This motivates learners and hence teachers play a significant role in ensuring that children enroll in school.

Figure 4. 5: Level of training in ECE



4.3.3.4 Academic qualification of program officers

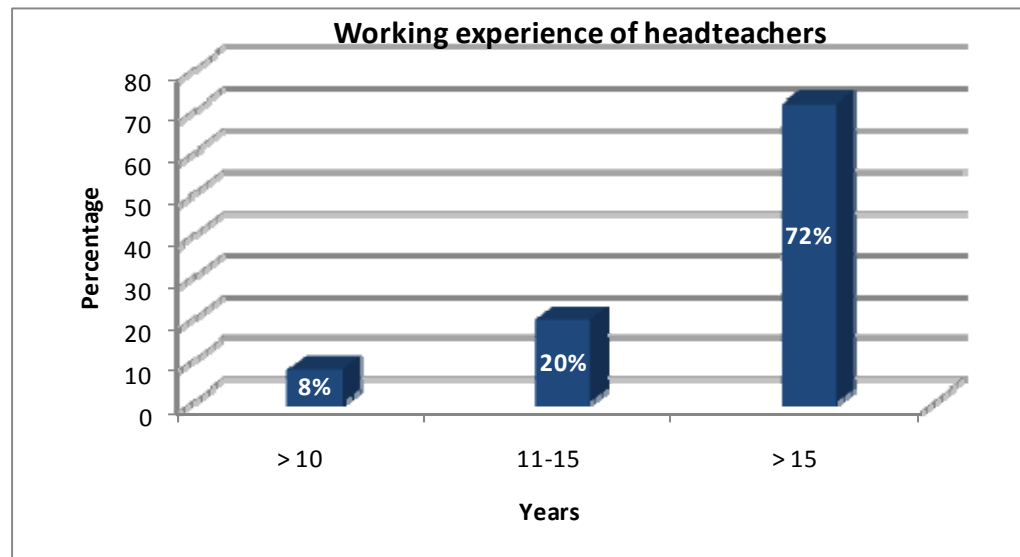
All (n=3) program officers in the study were university graduates with a bachelor's degree in various fields.

4.3.4 Working experience

The researcher sought to establish from the respondents on their teaching experience. The findings are presented in section 4.3.4.

4.3.4.1 Working experience of headteachers

Figure 4. 6: Working experience of headteachers



The majority of the headteachers (92%) were found to have long experience in teaching and administration. They therefore have sufficient experience to positively contribute to high children success to their centres as they are able to provide the necessary physical facilities and infrastructure with CSG and hence making their centres child-friendly.

4.3.4.2 Working experience of teachers

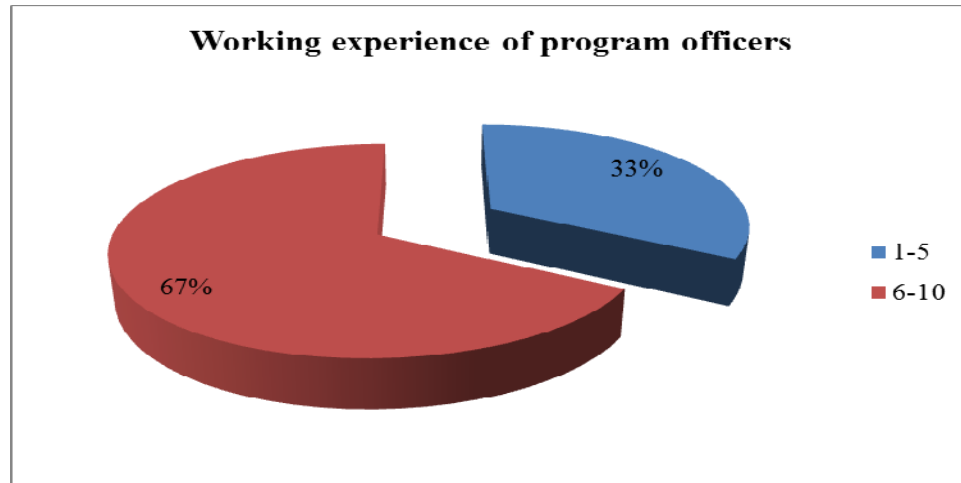
Table 4. 3: Working experience of teachers

Years	Frequency	Percentage (%)
1	2	9
2	2	9
3	4	18
4	3	14
5 and above	11	50
Total	22	100

Findings in Table 4.3 indicate that 50% of the teachers had taught for 5 years and above while 18% had taught for 3 years. This shows that majority of teachers in the study had acquired adequate experience to enable them give reliable information on Community Support Grants and would be able to advice the headteachers on priority areas that CSG should be able to provide such as play materials which attract more children to the ECDE centres to improve access and retention of children to the centres.

4.3.4.3 Working experience of program officers

Figure 4. 7: Working experience of program officers

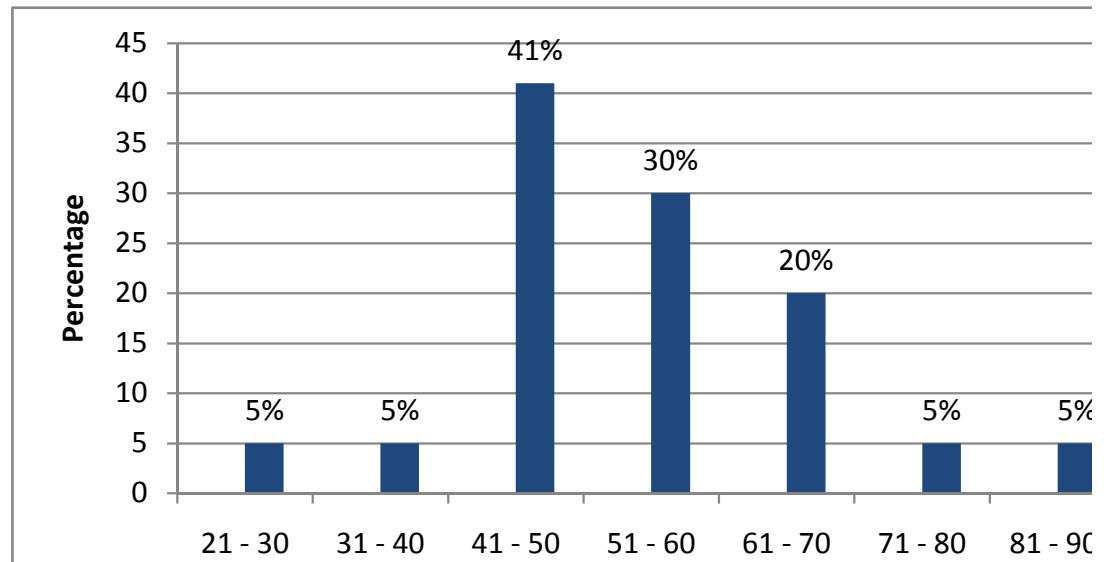


The majority of program officers (67%) had worked in the district for a period of above 5 years. The findings show that the program officers had acquired adequate experience to provide reliable information on the relationship between community support grants and enrollment of students in ECDE centres. The program offices were able to identify the needy ECDE centres to receive capitation grants. They were also able to advise the headteachers and teachers on how community support grants should be utilized.

4.4 Enrolment in ECDE centres

The researcher sought to know from the headteachers and teachers on the children's enrolment in their centres as which in figure 4.8.

Figure 4. 8: Enrollment in ECDE centers

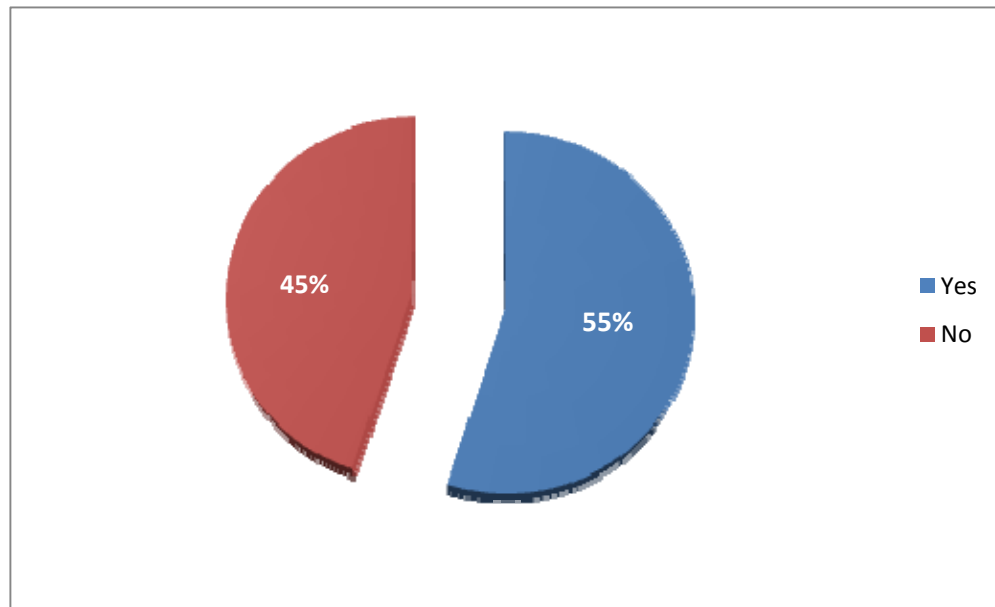


Findings indicate that most of the ECDE centres had an enrolment of above 25 learners which is the Ministry of Education's recommendation per teacher. This indicates that CSG has contributed greatly towards children's access to ECDE centres in Nyandarua South District.

4.5 Community support grants

The researcher sought to find out if the ECDE centre in the study had received Community Support Grants funds as shown in figure 4.9.

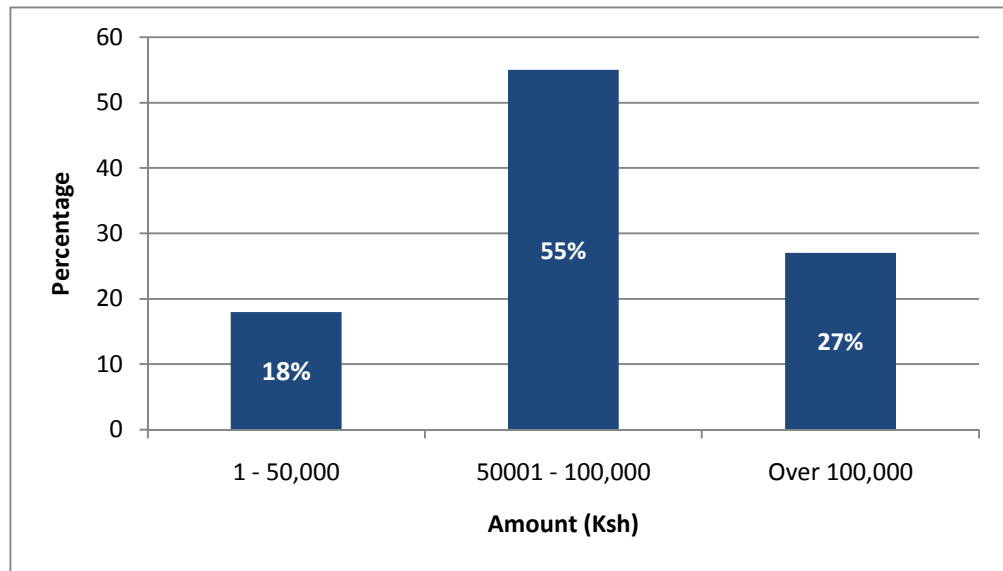
Figure 4. 9: Institution received CSG funds



Findings in figure 4.9 indicate that 55% (n=13) of the ECDE centres in the study had received the funds. The community support grants program officers in the study (n=3) indicated that CSG funds had been distributed to 13 schools in Nyandarua South Sub County. The program officers added that the money was disbursed to the neediest schools first. At the time of data collection, over half a million shillings in CSG funds had been disbursed. The program officers added that awareness to the community was created about the CSG funds before disbursement to enable the school committee plan ahead. The program officers further said that CSG had played a significant role towards children access to ECDE centres.

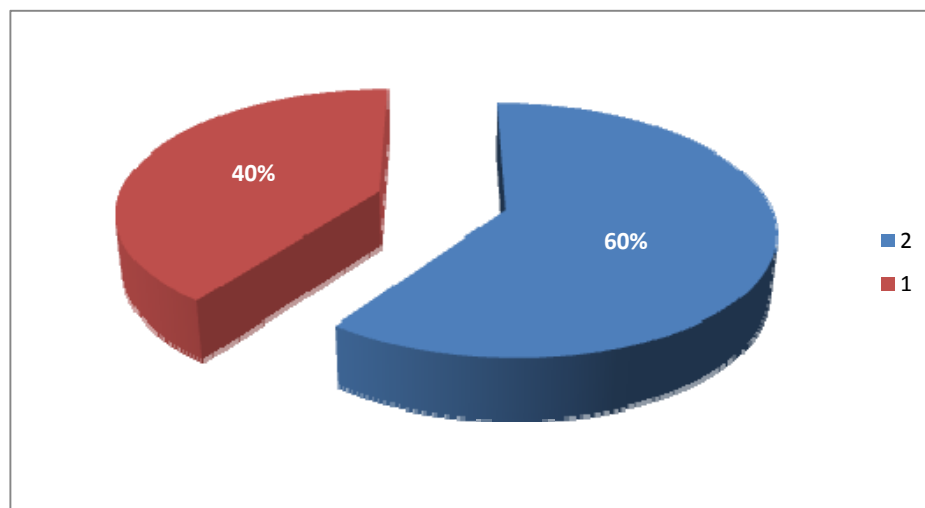
The researcher sought to find out if the ECDE centres in the study had received community support grant funds.

Figure 4. 10: Amount of CSG funds received



Findings indicate that majority (55%) of the ECDE centres had received between Ksh.50,000 and Ksh.100,000. The researcher probed further to find out in how many tranches the ECDE centres had received the money.

Figure 4. 11: Tranches of CSG funds



Findings indicate that majority (60%) of ECDE centres had received the CSG funds in two tranches.

4.6 Effect of community support grants on enrolment

The first objective of the study sought to examine the relationship between Community Support Grants and enrolment rate in ECDE centres in Nyandarua South District.

4.6.1 Head teachers' responses on community support grants and enrollment

Table 4. 4: Head teachers' responses on community support grants and enrollment

Statement	Yes		No		Not sure	
	f	%	f	%	f	%
CSG has improved enrollment in ECDE center	13	55	11	46		
CSG has eased the burden of parents to enroll children in the ECDE center	14	58	9	38	1	4

The majority (54%) of the head teachers indicated that community support grant funds had improved enrollment of children in the ECD centers. When asked whether community support grant funds had eased the burden of parents to enroll children, the findings indicate that CSG funds enhanced enrollment in ECD centers by easing the burden of parents to enroll children in the ECDE center. Money provided by CSG enabled schools to cater for the needs of the school and

the head teacher did not have to send children home for school fees. This encouraged parents to enroll their children in ECDE centres.

4.6.2 Teachers' responses on community support grants and enrolment

Table 4. 5: Teachers' responses on community support grants and enrollment

	Yes		No		Not sure		Don't know	
	f	%	f	%	f	%	f	%
Do you know the amount of money your ECDE center has received so far on CSG?	13	59	6	27			3	14
Has the provision of CSG improved the enrollment of children in your center?	19	86	6	9			1	5
Can you attribute the higher enrollment of children as a result of CSG?	15	68	5	22	1	5	1	5

The majority (59%) of the teachers' indicated that they were not aware of the amount of money their ECD center had received as part of the CSG. Majority (86%) agreed that the provision of CSG funds had improved the enrollment of children in their ED center. Most (68%) of the teachers indicated that they could attribute the higher enrollment of children in their ECDE centres. Therefore, the findings show that the CSG funds had enhanced enrollment in ECDE.

4.6.3 Program officers' responses on community support grants and enrollment

All (n=3) of the program officers strongly agreed that community support grants had improved access and enrollment of children in the ECDE centers. These findings are in agreement with those of head teachers and teachers that community support grants had improved the number of children seeking ECDE.

4.7 Effect of community support grants on retention

The second objective of the study sought to establish the relationship between Community Support Grants provided and children's retention rate in the ECDE centres in Nyandarua South District. The findings are presented in this section.

4.7.1 Headteachers' responses on effect of community support grants on

Retention

Table 4. 6: Head teachers' responses on effect of community support grants on retention

Statement	Yes		No	
Has the provision of CSG helped in attendance of children in the ECDE centre	16	67	8	33
Is absenteeism of children high in your ECDE center?	11	46	13	53
Has provision of CSG improved retention of children in your ECDE center?	14	58	10	42

The majority (67%) of the head teachers in the study indicated that provision of CSG had helped in attendance of children in the ECDE centre, in addition 53% of the head teachers disagreed that absenteeism was high. Majority (58%) of the head teachers agreed that the provision of CSG had improved retention of children the ECDE centers. This shows that community support grants had enhanced retention of children by reducing absenteeism ad drop outs. When ECD centers are provided with funding, they are able to improve their delivery of education and offer adequate amenities such as the School feeding program which helps retain more children.

4.7.2 Teachers responses on effect of community support grants on retention

Table 4. 7: Teachers responses on effect of community support grants on retention

	Yes		No		Not sure		Don't know	
	f	%	f	%	f	%	f	%
Do you have a problem with absenteeism of children in your class?	5	23	21	76				
Has attendance of children been affected positively by availability of CSG	15	68	3	14	3	14	1	5

The majority of the teachers (76%) of the teachers indicated that they had no problem of absenteeism in their ECD class. Majority (68%) indicated that attendance of children had been positively affected by availability of CSG. The findings are in agreement with those of the head teachers which indicated that CSG had enhanced retention of students in ECD centres. Therefore, the government should continue funding ECDE centres and mainstream them in the Ministry of Education to help increase enrolment, retention and transition rates to primary school.

4.7.3 Program officers' responses on community support grants and retention

All (n=3) of the program officers strongly agreed that community support grants had improved retention of children in the ECDE centers. These findings are in agreement with those of head teachers and teachers that community support grants had improved the retention of children in ECD centers and reduced the rate of absenteeism.

4.8 Effect of community support grants and availability of teaching and learning materials

The third objective of the study sought to investigate the relationship between Community Support Grants provided to ECDE centers and the availability of teaching/learning materials in ECDE centres in Nyandarua South District. The findings are presented in this section.

4.8.1 Availability of teaching and learning materials

To establish the relationship between Community Support Grants provided to ECDE centers and the availability of teaching/learning materials in ECDE centers in Nyandarua South District, the researcher using an observation checklist assessed the teaching and learning materials available in the ECDE centers in the study.

Table 4. 8: Availability of teaching and learning materials

Item	Yes		No	
	f=61	%	f=61	%
Swings	32	52	29	48
Slides	21	34	40	66
See saw	28	46	33	54
Balls	43	70	18	30
Skipping ropes	55	90	6	10
Hand books	28	45	23	55
Blocks	40	66	21	34
New syllabus	21	34	40	66

Findings in Table 4.8 indicate that the most available teaching and learning materials were skipping ropes (90%) and balls (70%) whereas slides (34%), books (28%) and the new syllabus (21%) were the least available materials in the ECD centers. The findings show that there was an inadequacy of teaching and learning materials with majority of the materials available being play materials. The findings are in agreement with Mohammed (2011) who in similar study found that

a third of primary schools have no functional toilets and a third have no clean water. In most elementary schools pupils do not have adequate access to co-curricular activities. Some schools do not have adequate buildings.

4.8.2 Head teachers’ responses on effect of community support grants on availability of teaching and learning materials

Table 4. 9: Head teachers’ responses on effect of community support grants on availability of teaching and learning materials

Statement	Yes		No		Not sure		Don’t know	
	f	%	f	%	f	%	f	%
Are the teaching and learning materials bought necessary?	21	88	3	12				
Are the materials adequate in relationship to the number of children?	2	8	20	84	2	8		
Do the ECDE teachers in your school use the materials in all activity areas?	6	25	12	50	5	3	2	10

The majority (88%) of the headteachers in the study indicated that the teaching and learning materials that were bought using the CSG were necessary, however a significant number (84%) of the head teachers indicated that the available teaching and learning materials were inadequate considering the number of children in the ECDE center. Atleast (43%) of the headteachers indicated that the ECDE teachers did not always use the available teaching and learning materials in activities

4.8.3 Teachers responses on the effect of community support grants on availability of teaching and learning materials

Table 4. 10: Teachers responses on the effect of community support grants on availability of teaching and learning materials

Statement	Yes		No		Not sure	
	f=22	%	f=22	%	f=22	%
Do you use resource materials when teaching children in all activity areas?	6	27	16	73		
Can you attribute the higher access of children to availability of teaching/ learning materials bought using CSG?	4	18	21	81		

The majority (73%) of the teachers indicated that they did not use resource materials when teaching children in all activity areas due to inadequacy of the materials. In addition, majority (81%) of the ECDE teachers could not attribute the higher access of children to availability of teaching/learning materials bought using CSG. The findings show that the teaching and learning materials were inadequate and the available materials were insufficient to cater for all the children needs in all areas.

4.8.4 Program officers’ responses on the effect of community support grants on availability of teaching and learning materials

When asked whether the teaching and learning materials were adequate, all (n=3) CSG program officers disagreed. These findings support those from the

observation checklist, head teacher s and teachers that availability of teaching and learning materials was low.

4.9 Effect of community support grants on infrastructure

The fourth objective of the study sought to investigate the relationship between the Community Support Grants and infrastructure provided in the ECDE centers in Nyandarua South District. The findings are presented in this section.

4.9.1 State of infrastructure in ECDE centers

To investigate the relationship between the Community Support Grants and infrastructure provided in the ECDE centers in Nyandarua South District, the researcher assed the state of infrastructure in ECDE centers using an observation checklist.

Table 4. 11: State of infrastructure in ECDE centres

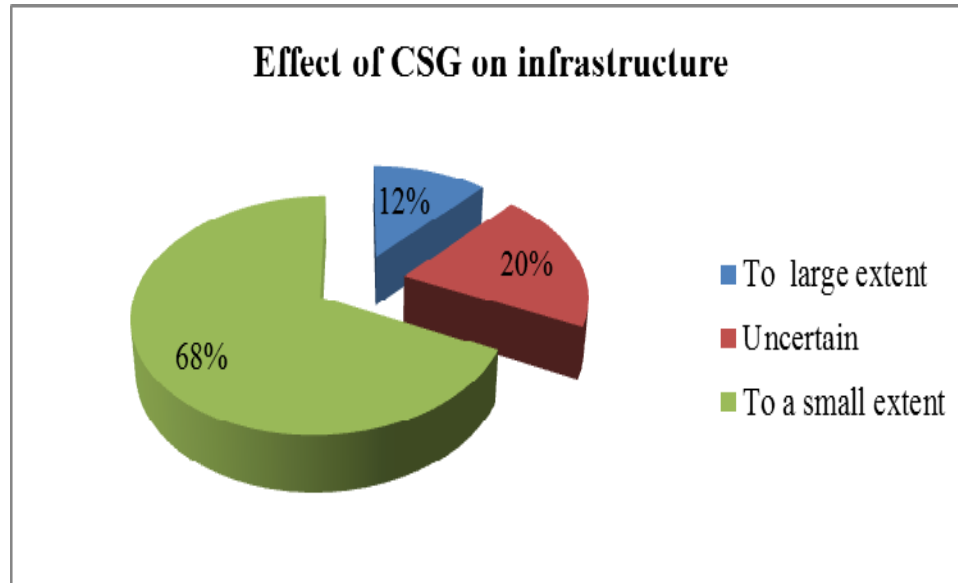
Statement	Yes		No	
	f=24	%	f=24	%
New class rooms	6	25	18	75
New toilets	3	13	21	87
Tables	23	94	1	6
Chairs	24	100	0	0
Forms	21	88	3	21

From the figure 4.11, the findings indicated that majority (68%) of the headteachers agreed that community Support Grants funds had an effect on infrastructures in ECDE centres, however this was to a small extent.

Findings indicate that chairs (100%), tables (94%) and forms (88%) were available in most schools. The findings are in alignment with Jamaican government which provides support in provision of support grants to purchase adequate chairs, forms and tables. The findings also indicate that new classrooms (25%) and new toilets (13%) were available in few schools. The findings are in agreement with GoK (2011) which found that there has been a major back log of infrastructure provision and shortage of permanent classrooms, particularly in poor communities, at the same time, existing infrastructure are generally in poor condition due to lack of investments capital, poor construction standards and inadequate maintenance.

4.9.2 Head teachers' responses on effect of community support grants on Infrastructure

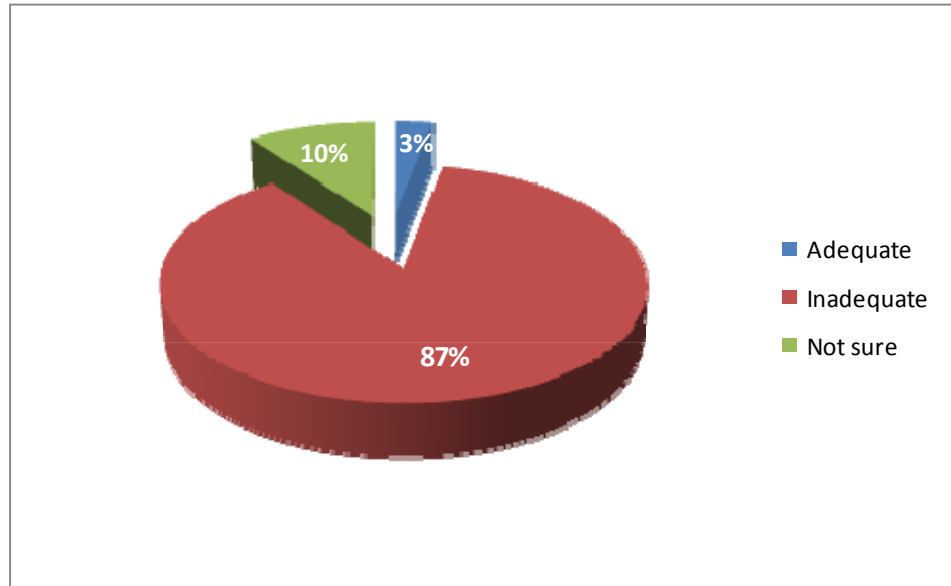
Figure 4. 12: Head teachers' responses on infrastructure



From the figure 4.12, the findings indicated that majority (68%) of the headteachers agreed that CSG funds had an effect on the infrastructure of ECDE centres. However, this was to a small extent.

4.9.3 Teachers' responses on effect of community support grants on Infrastructure

Figure 4. 13: Teachers' responses on infrastructure



The findings in figure 4.13 show that 87% of the teachers in the study indicated that the facilities in the ECDE centres were inadequate in relation to the school population.

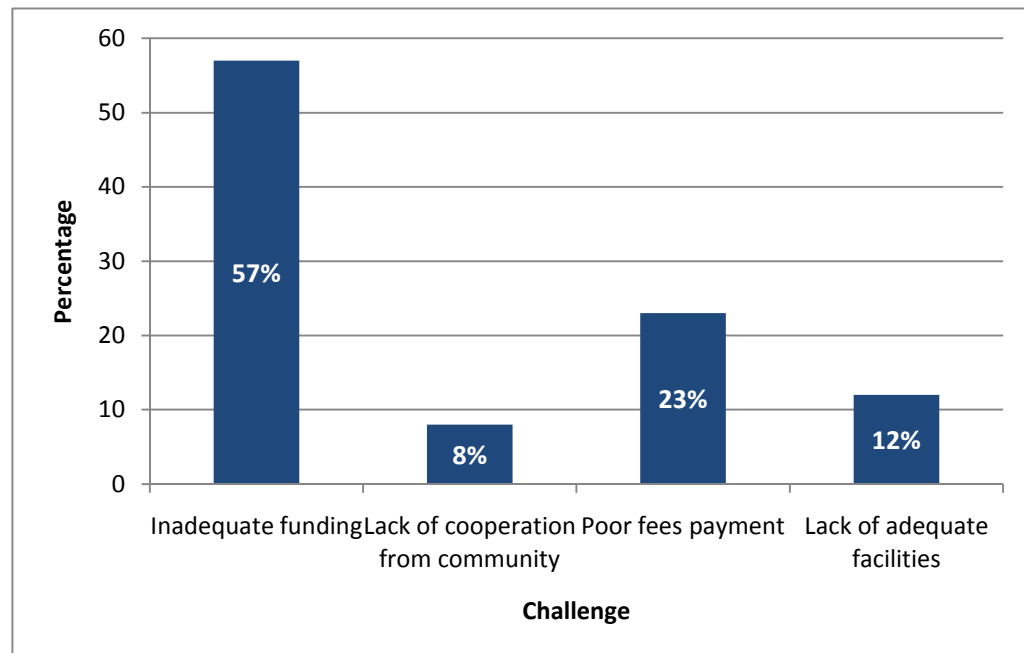
4.9.4 Program officers' responses on infrastructure

All (n=3) program officers indicated that community support grants had enhanced physical facilities and infrastructural development had been enhanced in all centres. This concurs with headteachers and teachers responses on physical facilities and infrastructures that schools have been provided both were not adequate in comparison to children's enrolment in these centres.

4.10 Challenges facing the implementation of community support grant

The researcher sought to find out the challenges facing the implementation of community support grants. The findings would enable the researcher understand better the relationship between community support grants and enrollment in ECDE centers in Nyandarua district.

Figure 4. 14: Challenges facing the implementation of community support grants



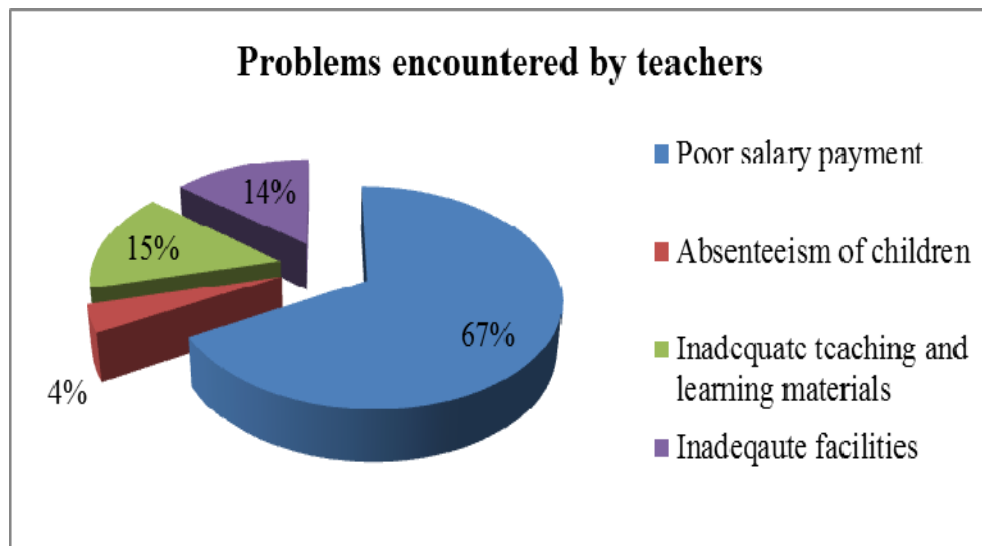
4.10.1 Head teachers' responses on challenges facing the implementation of community support grant

Majority 57% (n=14) of the head teachers indicated that inadequate funding from the government was the main challenge facing implementation of community

support grant. Poor school fees payment was the other main challenge. He findings are therefore in agreement with findings from world bank (2010) study which concluded that in sub-Sahara alone, it is estimated that up to US\$30 billion will be required to address the short fall in the provision of suitable and safe learning environment.

4.10.2 Teachers responses on challenges facing the implementation of community support grant

Figure 4. 15: Problems encountered by teachers



The majority 67% (n=14) of the teachers indicated that they were not satisfied with their irregular salary payments which was their biggest challenge encountered in discharging their duties. Other challenges included inadequate

facilities (14%), inadequate teaching and learning materials (15%) and absenteeism of learners (4%).

4.10.3 Program officers responses on challenges facing the implementation of community support grant

The researcher sought to find out the challenges facing implementation of CSG from the program officers, the findings are presented in table 4.12.

Table 4. 12: Program officers’ responses on challenges facing the implementation of community support grant

Challenge	Frequency	Percentage
Inadequate funding	2	67%
Delays in disbursement of funds	2	67%
Underpayment of teachers	3	100%
Poverty among parents	3	100%

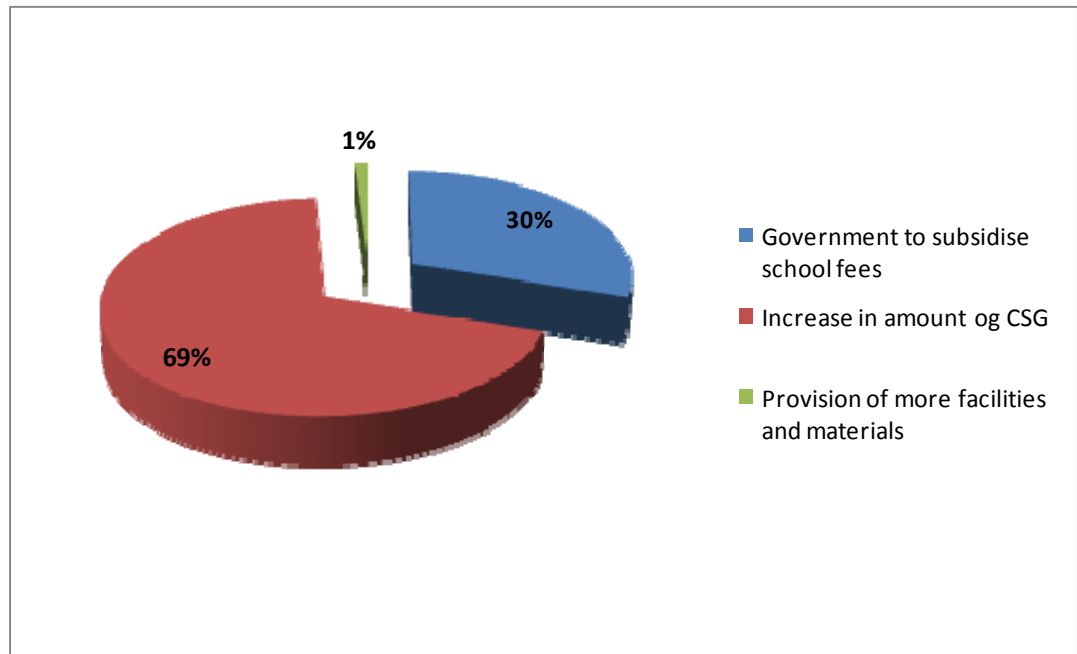
All (n=3) program officers in the study indicated that underpayment of teachers and poverty among the parents were the main challenges facing the implementation of community support grant.

4.11 Possible solutions to challenges facing the implementation of community support grants

The respondents were asked to cite possible solutions to the challenges mentioned in 4.10. The findings will enable the researcher make recommendations for the relationship between relationship between community support grants and enrollment in ECDE centers in Nyandarua district.

4.11.1 Head teachers responses on solutions to challenges facing the implementation of community support grant

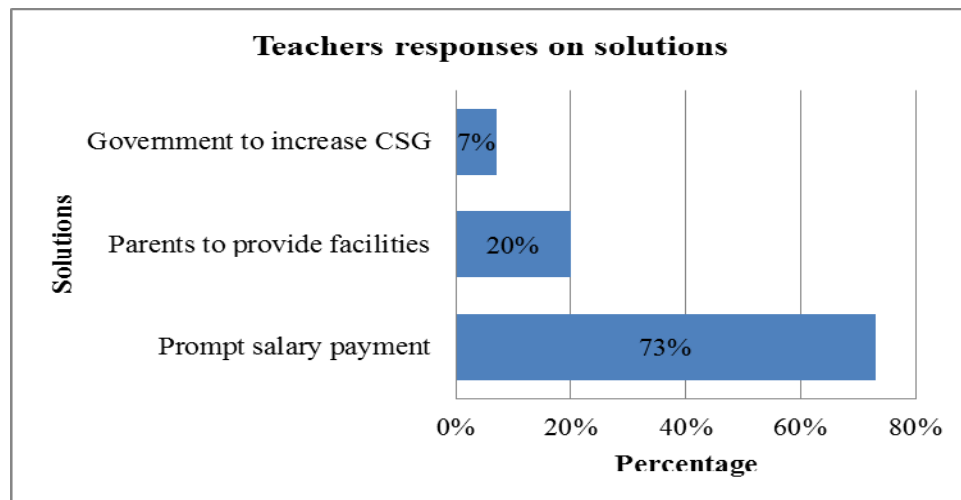
Figure 4. 16: Solutions to challenges facing the implementation of community support grant



From the findings, figure 4.16 majority (69%) of the headteachers indicated that the amount of community support grants should be increased. The findings also indicated that the government should subsidise school fees as most children come from poor communities. The headteachers also suggested the government should also increase the funds to disburse to ECDE centres to provide more facilities, teaching and learning materials.

4.11.2 Teachers responses on solutions to challenges facing the implementation of community support grant

Figure 4. 17: Teachers responses on solutions to challenges facing the implementation of community support grant



A significant number of teachers 73% suggested that salaries should be paid more promptly and not in bits as it is done in their respective schools. Teachers (20%) also suggested that parents should support their children by providing the necessary facilities and also the government should increase the CSG.

4.11.3 Program officers' responses on solutions to challenges facing the implementation of community support grant

The program officer recommended that the amount of community support grants should be increased and that school fees for ECDE children should be subsidized by the government. Their responses are tabulated below as in table 4.13.

Table 4. 13: Program officers' responses on solutions to challenges facing the implementation of community support grant

Solution	Frequency	Percentage
Increase in amount of CSG	3	100%
Prompt disbursement	2	67%
Improved community participation	2	67%
Subsidize school fees	3	100%

In the table 4.13 above, the program officers (100%) suggested that the government should increase the amount of CSG and subsidise school fees fully. The program officers (67%) further suggested that the government should always disburse CSG promptly and community participation to be enhanced.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings of the study as well as the conclusions made from them. The section also presents recommendations made by the researcher as well as suggestions for future studies related to community support grants and children's access to early childhood development education centers.

5.2 Summary of the study

The purpose of this study was to investigate whether community support grants enhanced children's access to early childhood development education centres in Nyandarua South District. This study used descriptive survey and targeted 56 Public ECDE, 48 head teachers, 56 ECDE teachers and 3 DICECE officers in Nyandarua South Sub-county a total of 163 respondents. Stratified Random Sampling was used to sample 26 head teachers, 26 teachers and 3 programme officers. Data was collected using questionnaires, observation checklists and school records. Descriptive statistics were used to analyse data. The findings of the study are as follows.

Majority (54%) of the head teachers indicated that community support grant funds had improved enrollment of children in the ECD centers. When asked whether

community support grant funds had eased the burden of parents to enroll children. Majority (75%) of the teachers' indicated that they were not aware of the amount of money their ECDE center had received as part of the CSG. Majority (68%) agreed that the provision of CSG funds had improved the enrollment of children in their ECDE center. Most (55%) of the teachers indicated that they could attribute the higher enrollment of children in their ECDE center. All of the program officers strongly agreed that community support grants had improved access and enrollment of children in the ECDE centers.

Majority (67%) of the headteachers in the study indicated that the provision of CSG had helped in attendance of children in the ECDE centres, in addition 53% of the headteachers disagreed that absenteeism was high. Majority (59%) of the headteachers agreed that the provision of CSG had improved retention of children the ECDE centres. Majority of the teachers (77%) of the teachers indicated that they had no problem of absenteeism in their ECDE class and a good number of teachers (68%) indicated that attendance of children had been positively affected positively by availability of CSG. All of the program officers strongly agreed that Community Support Grants had improved retention of children in the ECDE centers.

The most available teaching and learning materials were skipping ropes (90%) and balls (70%) whereas slides (34%), books (28%) and the new syllabus (21%) were the least available materials in the ECDE centres. Majority (63%) of the

headteachers in the study indicated that the teaching and learning materials that were bought were necessary. However a significant number (87%) of the head teachers indicators that the available teaching and learning materials were inadequate considering the number of children enrolled in these centres. Most (43%) of the headteachers indicated that the ECDE teachers did not always use the available teaching and learning materials in activities. Majority (74%) of the teachers indicated that they did not use resource materials when teaching children in all activity areas. In addition, majority (69%) of the ECDE teachers could not attributed the higher access of children to availability of teaching/learning materials bought using CSG. When asked whether the teaching and learning materials were adequate, all (n=3) CSG program officers disagreed.

Findings indicated that chairs (97%) and tables (87%) were available in most schools. The findings also indicate that new class rooms (20%) and new toilets (15%) were missing in most schools. Majority (68%) of the headteachers agreed that CSG funds had had an effect on the infrastructure of ECDE centres however this was only to a small extent. A significant number (87%) of teachers in the study indicated that the facilities in the ECDE centres were inadequate in relationship to the school population. All program officers indicated that Community Support Grants had enhanced physical facilities and infrastructural development had been enhanced in all centres.

5.3 Conclusion

The researcher concludes that Community Support Grants have enhanced children's access to early childhood development education centres in Nyandarua South District. However the researcher noted that the improvement in access to ECDE education has only been to a small extent. Whereas the community support grants have enhanced enrolment and retention the teaching and learning materials as well as physical facilities are insufficient and inadequate to cater for the increasing students. The researcher also concludes that the community support grants are inadequate to meet the needs of the students; late disbursement of these funds limits their effectiveness in increasing access to education. The researcher also notes that the implementation of community support grants is hampered by underlying problems namely poverty in the community as well as poor payment of teachers. The headteachers should work hand in hand with ECDE teachers in order for them to plan wisely through budgeting as per priority areas to improve access.

5.4 Recommendations

- (i) School fees for ECDE children should be reduced and subsidised by the government to increase access to children from poor households.
- (ii) The ministry of education should increase the budgetary allocation to community support grants.

- (iii) The parents and community members should take it upon themselves to improve the ECDE centres by providing facilities and materials.
- (iv) ECDE teachers should be motivated by the government and community members by increasing their salary and payment on time.
- (v) The Community Support Grants to be based on individual people just like capitation in primary schools which is Ksh.1,020 per people per year and not to an ECDE centres because some ECDE centres have more children than others.

5.5 Suggestions for further study

- i. The purpose of this study was to investigate whether community support grants enhanced children's access to early childhood development education centres in Nyandarua South District. Future studies should focus on the performance with an aim to establish the influence of community support grants on the quality of ECDE children.
- ii. Further research suggested in the area of effectiveness of supplementary sources of funds in the improvement of ECDE. In such kind of a study, sources of supplementary funds for schools improvement can be identified that can be used as avenues to further enhance access and quality of education in ECDE centres.

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APPENDICES

Appendix I: Letter of Introduction

UNIVERSITY OF NAIROBI
KIKUYU CAMPUS
P.O. BOX 92
KIKUYU

Dear Sir/Madam,

**RE: RESEARCH IN YOUR SCHOOL BASED ON THE ROLE OF
COMMUNITY SUPPORT GRANTS IN ENHANCING CHILDREN'S
ACCESS IN ECDE CENTRES**

I am a student at Nairobi University doing a Masters Degree in Educational Planning and Administration. I am carrying out an academic research on “**Role of Community Support Grants to Children’s access to Early Childhood Development Centres in Nyandarua South Sub-county**”. Your school has been selected to participate in the exercise. I kindly request you to fill the questionnaire to enable me accomplish my course at the university. The study will involve headteachers, teachers and DICECE programme officers.

Your co-operation and assistance will be highly appreciated.

Thanking you in advance.

Yours faithfully,

GICHURU S. KIRIBA

E55/66171/2010

Appendix II: Head Teacher's Questionnaire

This questionnaire aim at gathering information on the role of Community Support Grants in enhancing children access to ECDE centres in Nyandarua South District. You are requested to participate in the study by filling in the questionnaires. Do not indicate your name and the name of your ECDE centre.

Please tick (✓) or provide information as required

1. What is your age?
20 – 30 yrs () 31 – 40 yrs () 41 – 50 yrs ()

 2. What is your gender?
Male () Female ()

 3. Which of the following best describes your professional status?
Post graduate () Graduate () Diploma () P1 ()
P2 ()

 4. For how long have you been in this school as a head teacher?
Less than 10 years () 11 – 15years () over 15 years ()

 5. How much do you charge learners per term?
Below Kshs. 500 () Kshs. 501- 1000 () above Ksh1000 ()

 6. Has your school received Community Support Grants (CSG)
Yes () No ()
- If yes how many tranches have your preschool received?
1 () 2 () 3 () 4 ()

7. How much has your school received in total? _____
8. How much is your ECDE teachers salary including top-up?
Below Kshs.5000 () Kshs.6000 – 10000 () above Ksh 10000 ()
9. Please use the scale below to indicate your answer to the following questions
1- Yes, 2 – No, 3 – am not sure and 4 – I don't know

	1	2	3	4
Has CSG improved enrolment in your ECDE centre?				
Has your CSG eased the burden of parents to enrol children in your ECDE centre?				
Are the teaching/learning materials bought necessary?				
Are the materials necessary in relationship to the number of children in your centre?				
Do the ECDE teachers in your school use the materials in all activity areas?				
Has the provision of CSG helped in attendance of children in your ECDE centre?				
Is absenteeism of children high in your ECDE centre?				
Has provision of CSG improved Retention of children in your ECDE centre				
Do the ECDE teachers benefit from the salary top-up in your centre?				
Do teachers prompt remuneration help improve pupils participation in the ECDE centre?				

10. How has CSG improved the quality of infrastructure in your school?

11. How has CSG improved pupil's participation in your centre?

12. What are the challenges that you experience in the implementation of CSG?

Thank you for your cooperation

Appendix III: Teacher's questionnaire

This questionnaire aim at gathering information on the role of Community Support Grants in enhancing children access to ECDE centres in Nyandarua South District. You are requested to participate in the study by filling in the questionnaires. Do not indicate your name and the name of your ECDE centre.

Please tick (✓) or provide information as required

1. What is your gender?
Male () Female ()

2. What is your academic qualification?
KCPE () KCSE () A-Level () Degree ()

3. Are you trained in Early Childhood Education (ECE)?
Yes () No ()

4. If yes, what is the level of your training?
Certificate (ECE) () Diploma () Degree ()

Other (please specify) _____

5. How long have you been in this ECDE centre?
1year () 2years () 3years () 4years ()
5years and above ()

6. What is the enrolment in your centre?
5 – 25 () 26 – 50 () 51 – 75 ()
Above 75 ()

7. On average how do you rate parents in your pre-school?
 Very Poor () Poor () Rich () Very Rich ()

8. Please use the scale to answer questions that follow. Tick appropriately
 1- Yes, 2 – No, 3 – am not sure and 4 – I don't know

	1	2	3	4
Do you know the amount of money your ECDE centre has received so far on CSG?				
Has the provision of CSG improved the enrolment of children in your centre?				
Can you attribute the higher enrolment of children as a result of CSG?				
Do you use resource materials when teaching children in all activity areas?				
Can you attribute the higher participation of children to availability of teaching /learning materials bought using CSG?				
Do you have a problem with absenteeism of children in your class?				
Has the attendance of children in your class been affected positively by availability of CSG?				
Are the physical facilities adequate for your children?				
What institutional problems do you encounter when discharging your duties?				

Thank you for your cooperation

Appendix IV: Programme Officer's Questionnaire

This questionnaire aim at gathering information on the role of Community Support Grants in enhancing children access to ECDE centres in Nyandarua South District. You are requested to participate in the study by filling in the questionnaires. Do not indicate your name and the name of your ECDE centre.

Please tick (✓) or provide information as required

1. What is your gender Male () Female ()

2. Which of the following best describes your professional status?
Masters degree () Degree () Diploma () Certificate ()

3. How long have you been in this district?
1- 5 years () 6 – 10 years () 11 – 15 years ()
Over 15 years ()

4. Which criteria do you use to select ECDE centre to receive the CSG?

5. In your own opinion, do CSG have any major contribution to ECDE Centre

6. Do you experience any challenges in the administration and management of CSG in your district? If yes give some few challenges in the space provided

7. Through CSG, how would you rate the government's achievement towards the key objectives of access, equity, retention and quality of education of ECD education in your district?

Very high () high () low () very low ()

8. How many schools have benefited from CSG in your district? _____

9. How much money in total have been disbursed to these schools in your district? _____

10. Did you create awareness about Community Support Grants to the community?

Yes () No ()

11. What is your comment on pupil's participation to ECDE centres after CSG?

12. The following are some of the suggested contributions of CSG on pupils participation to ECD. For each of the statements underneath, please tick in the appropriate column/box that best represents your own opinion

Use the key

SA – strongly agree, A – Agree, NS – not sure D- disagree

SD – strongly disagree

	SA	A	NS	D	SD
Improved enrolment and access					
Improved teacher salary top-up					
Pupil's retention rates have improved.					
Improved physical facilities					

Infrastructural development has been enhanced in all centres					
Teaching learning / learning materials are adequate					
Enhanced community empowerment.					

13. What are the challenges Facing the Implementation of Community Support Grant. Tick appropriately
 SA – strongly agree, A – Agree, NS – not sure D- disagree
 SD – strongly disagree

	SA	A	NS	D	SD
Lack of community support					
Inadequate funding					
Delays in disbursing the funds					
Under payment of teachers					
Lack of government to mainstream ECDE as part of FPE					
No place to source teaching / learning materials					
Poverty among a greater number of parents.					
If others specify					

15. Suggest measures that could be taken to mitigate the above challenges.

Thank you for your cooperation

Appendix V: Check list

ITEMS ACQUIRED	NUMBER OF ITEMS
Infrastructure (a) New classrooms (b) New toilets/latrines	
Furniture (a) Tables (b) Chairs (c) Forms	
Teaching /learning materials (a) Play materials i. Swings ii. Slides iii. See saw iv. Balls v. Skipping ropes	
Learning / teaching aids (a) Hand books (b) Blocks (c) New syllabus	

Appendix: VI Research Authorization



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams:
Fax:
E – mail: centralnyandarua@yahoo.com
When replying please

COUNTY COMMISSIONER
NYANDARUA COUNTY
P.O. BOX 3
OL KALOU.

Ref: CTY /CORR.3/3/VOL I/23

17TH June 2014

GICHURU SIMON KIRIBA
UNIVERSITY OF NAIROBI
P.O BOX 30197 – 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

You have been authorized to carry out research in Nyandarua South Sub-county on “The role of community support grants in enhancing children’s access to early childhood development and education centres” up to 31st July 2014.

You are required to report to the Deputy County Commissioner Nyandarua South before embarking on the research project.


D. J. RONO
FOR: COUNTY COMMISSIONER
NYANDARUA

Appendix VII Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

9th Floor, Utalii Hotel
Uhuru Highway
P.O. Box 30623-00
NAIROBI-KENYA

Ref. No.

Date:

26th May, 2014

NACOSTI/P/14/6856/1795


Gichuru Simon Kiriba
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The role community support grants in enhancing children’s access to early childhood development and education centres in Nyandarua South sub county, Kenya.”* I am pleased to inform you that you have been authorized undertake research in Nyandarua County for a period ending 31st July, 2014.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nyandarua County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix VIII: Research Clearance Permit

THIS IS TO CERTIFY THAT:
MR. GICHURU SIMON KIRIBA
of UNIVERSITY OF NAIROBI, 0-20318
North Kinangop, has been permitted to
conduct research in Nyandarua County
on the topic: **THE ROLE OF COMMUNITY
SUPPORT GRANTS IN ENHANCING
CHILDREN'S ACCESS TO EARLY CHILD
HOOD DEVELOPMENT AND EDUCATION
CENTRES IN NYANDARUA SOUTH
SUB-COUNTY, KENYA.**
for the period ending:
31st July, 2014

Permit No : NACOSTI/P/14/6856/1795
Date Of Issue : 26th May, 2014
Fee Received : Ksh 1,000

**Applicant's
Signature**

**Secretary
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. A 1761

CONDITIONS: see back page

