INFLUENCE OF FINANCING ON INSTITUTIONAL CAPACITY OF EARLY CHILDHOOD EDUCATION CENTRES IN KIKUYU DISTRICT, KENYA

BY

MATUGA ELFIRA MORAA

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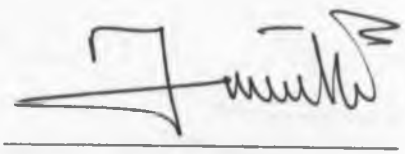
DECLARATION

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

22-11-2012

Matuga Elfira Moraa **Date**

This thesis has been presented for examination with my approval as a University Supervisor.



22-11-2012

Dr. Paul A. Odundo **Date**
Senior lecturer
Department of Educational, Communication and Technology
University of Nairobi

DEDICATION

The thesis is dedicated to the glory of God, my parents Mr. & Mrs. Shem Matuga, who laid a good foundation to my life. To my husband Mark Onditi, and my children Audrey and Adrian, and my sister Harriet for their love, understanding, support, and encouragement during the period of study. They are encouraged to further in pursuit of academic excellence.

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To all, I say thank you.

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LIST OF ACRONYMS AND ABBREVIATIONS

ADEA	-	Association for the Development of Education in Africa
AKF	-	Aga Khan Foundation
BVLF	-	Bernard Van Leer Foundation
CGECC	-	Consultative Group on Early Childhood Care and Development
CHASE Fund	-	Culture, Health, Arts Sports and Education Fund
CRC	-	Convention on the Rights of the Children
CSO	-	Civil Society Organizations
DEO	-	District Education Officer
DFID	-	Department for International Development
ECCE	-	Early Childhood Care and Education
ECD	-	Early Childhood Development
ECDNA	-	Early Childhood Development Network for Africa
ECE	-	Early Childhood Education
EFA	-	Education for All
EMIS	-	Education Monitoring Information System
ESGs	-	Education Support Grants
FBO	-	Faith Based Organizations
FPE	-	Free Primary Education
FRESH	-	Focus Resources on Effective School Health
GMR	-	Global Monitoring Report
GMRT	-	Global Monitoring Report Team
GNP	-	Gross National Product
IATT	-	Inter-Agency Task Team
IC	-	Institutional Capacity
IGA	-	Income Generating Activities
IIEP	-	International Institute for Education Planning
JSIF	-	Jamaica Social Investment Fund
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KJSE	-	Kenya Junior Secondary Education
L A	-	Local Authority
MDGs	-	Millennium Development Goals
MoE	-	Ministry of Education
MOES&T	-	Ministry of Education Science & Technology
NACECE	-	National Center for Early Childhood Education.
NGOs	-	Non Governmental Organizations
NPA	-	National Plan of Action
OECD	-	Organization for Economic Co-operations Development
OIC	-	Organization of the Islamic Conference

OVC	-	Orphaned and Vulnerable Children
PRSPs	-	Poverty Reduction Strategy Papers
RoK	-	Republic of Kenya
RS	-	Religious Sponsored
SDP	-	School Development Plans
SIDA	-	Swedish International Development Agency
SMC	-	School Management Committee
SSA	-	Sub-Saharan Africa
TLR	-	Teaching and Learning Resources
UNAIDS	-	United Nations Joint Programme on HIV/AIDS
UNESCO OREALC	-	UNESCO Regional Office for Education in America, Latin and the Caribbean
UNESCO	-	United Nations Education Scientific and Cultural Organization
UNESCO-UIS	-	UNESCO Institute for Statistics
UNICEF	-	United Nations Children's Education Fund
WCECCE	-	World Conference on Early Childhood Care and Education
WFP	-	World Food Programme
WGECD	-	Working Group on Early Childhood Development

ABSTRACT

Even though ECE has been recognized in Kenya as the foundation for EFA goals and the MDGs, the government has accorded little attention in regard to financing issues to spearhead the activities in the ECE centres. Little has been documented and explored on how financing influences institutional capacity with regards to funding sources, adequacy of finance, availability of finance as well as budgetary allocation in ECE centres. In view of this, the study purposed to establish the influence of financing on institutional capacity of ECE centres in Kikuyu District, Kenya. The study was anchored on Max-Neef's theory of human scale development. The study used descriptive survey research design. Data collection was done using questionnaires and observation schedules. The study sample constituted of 70 head teachers, 141 pre-school teachers and 140 parents. Data analysis was done using descriptive statistics and inferential statistics while the findings were presented in tables and graphs. From the findings the study concluded that financing was a major impediment towards the realization of institutional capacity. The major sources of financing for ECE centres were parents' contribution, income generating activities and donations from religious organizations and Non-Governmental Organizations respectively. The majority of the ECE Centres had limited sources of financing which posed a major challenge in enhancing their institutional capacity. The adequacy of financing is a key aspect of financing that influences institutional capacity. From the analysis using inferential statistics, the study revealed that there is a positive correlation between the financing and the institutional capacity of ECE Centres. The most significant financing aspect that influences institutional capacity was adequacy of financing followed by availability of financing, budgetary allocation and funding sources respectively. The study recommends that the government should up-scale their budgetary allocation towards promotion of ECE through the MoE to facilitate the acquisition of both human and material resources, physical facilities in order to improve the institutional capacity of the ECE centres. The ECE centres management should adopt hybrid of financing sources to increase their financial stability. The government should subsidize the cost of running ECE programme in terms of training, employment and payment of teachers' to reduce high teacher turnover thus promoting institutional capacity. Finally, the study recommends the need to replicate the same study within a wider scope and to determine other aspects influenced by financing in ECE centres

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study followed by the statement of the problem, purpose of the study, research objectives and questions. This was also followed by the significance of the study, basic assumptions, limitations and delimitations of the study. The chapter concluded with definition of operational terms and outlined the organization of the study.

1.1 Background to the Study

Fukuda-Parr, (2002), expresses that, capacity is the ability to perform functions, solve problems, set and achieve objectives. Institutional Capacity (IC) therefore is the institution's ability to perform and execute, for example, the degree of commitment of all parties involved, such as the government (through policy and budgetary support), and the extent to which the project is embedded in local structures. Institutional capacity components include: human resources; strategic planning; financial resources; infrastructure and technology; (physical facilities) governance and programme management; external environment; policies for monitoring, reporting and evaluation; as well as institutional sustainability. These IC components are interrelated and depend on financing especially in Early Childhood Education (ECE) centres which plays a significant role in institutional management and sustainability.

A study conducted by UNESCO (2007) on global monitoring report 2006, notes that financing of (ECE) programmes has been a concern to education systems in different countries of the world. The study further contends that, globally there is increasing

awareness of the importance of Early Childhood Care and Education (ECCE) as evident in the first goal of Education for All (EFA) and the Millennium Development Goals (MDGs). In addition, UNESCO (2010) indicates that there has also been a notable increase in early childhood provisions globally and national governments are developing policies to provide services for early childhood. The sentiments were echoed in the World Declaration of EFA held in Jomtien, Thailand in 1990; The World Education Forum held in Dakar Senegal in 2000 (UNESCO,2000), and The Declaration of the World Conference on Early Childhood Care and Education (WCECCE) in Moscow in 2010 which sought to elevate the priority attached to ECE in the countries of the world (ILO, 2012). Even though progress has been made, to date, national governments have not accorded sufficient policy and funding attention to ECE relative to other education levels consequently impeding the attainment of institutional capacity at the centre level (UNESCO, 2007; 2011).

Burnett, (2010) puts it that, the progress of ECE provisions notwithstanding, critical challenges still persists. UNICEF (2006) quoted in Burnett (2010), indicates that ECE continues to be relatively neglected in the education sector. However, few countries (Kenya, USA, Mexico, India and France) have established national frameworks for the financing of, coordination, and supervision of ECE programmes (UNESCO OREALC, 2007). According to Vagas-Baron (2005), national legislation enshrining provision of international law on children is too seldom backed by strong enforcement. Similarly, non-formal commitments made through declarations or policies, are often not matched by detailed strategies and adequate public funding (UNESCO, 2010). In the world over,

financing early childhood programmes is a shared responsibility among parents or families; communities; the government and the private sector (Myers, 2002). Expanding and improving ECE will require raising additional public and private funds and allocation through more efficient financing mechanisms.

In terms of overall ECE spending, public expenditure predominates, although in some countries (Benin, Dominican republic, Guatemala, Indonesia, Japan and republic of Korea) private sources account for half or more of total expenditures (UNESCO, 2006). As a share of Gross National Product (GNP), public expenditure on ECE is greatest in Central and Eastern Europe (0.5%) compared with 0.4% in North America and Western Europe and 0.2% in Latin America. The small share of the total public education spending allocated to ECE reflects low enrolment ratios rather than low spending per child (UNESCO/UNAIDS, 2007). Lack of financing is also exacerbated by weak or absent financial investment strategies and financing mechanisms of ECE compared to demand, encouraging private sources to step into the breach. The major gap in funding derives from low public investments (UNESCO, 2007) quoted in ILO (2012).

Karibu and Hyde (2003) quoted in UNESCO (2010) in the WCECCE note that financing of ECE programmes is inadequate relative to other sub-sectors. In most developing countries (Kenya, Indonesia, Korea, Viet Nam) less than 1% of the total education budget is allocated to ECE programmes and even when health expenditures are included, the allocation remains small compared to other education sub sectors (UNESCO, 2004). In sub Saharan African countries, the allocation for ECE is even lower, less than 0.1% of the

education budget. Development also favors higher levels of education and other sub sectors. Even within the ECE centres, inadequacies in financing persist depending on the target group and the income level of the parents limiting the IC to provide efficient services. UNESCO (2008) reports that donors allocated less than 2% to ECE compared to what they allocate to primary level, as a total share aid to education. Majority allocate less than 0.5% at the national level (UNESCO, 2006). Safety nets in the field of education and clear financial strategies are urgently needed to ensure that ECE expansion is inclusive, equitable and sustainable in terms of IC.

According to Myers (2006), financing plays a significant role in the management and sustainability of ECE programmes. Financing being the key factor; issues of financing ECE programmes are related to which parties will contribute to the costs, to how much the various stakeholders will contribute and how these relative contributions change over the life of the program. UNESCO (2010) in this context emphasizes that, while IC is depended on financing sources, the lack of it poses a great hindrance in accessing ECE services across the country. Due to inadequate financing, lack of monitoring systems, and the systemic flaws that mitigate against smooth implementation of the funding as approved by the government, the ECE centres have limited capacity to meet the requirements. In France, the central government finances teachers' salaries while the local government provides the facilities. In Sweden, public funding for ECE is primarily the responsibility of the municipal and is through local taxes (UNESCO, 2007).

Studies done by Pence (2004) indicate that, Kenya relies mainly on private systems for financing ECE programmes. The total government expenditure for ECE is less than $1 per child. According to Choi, (2005), families are the primary payees for ECE contributing largely to paying in all aspects of IC. Social organizations such as community, charitable, religious and other non-governmental organizations (NGOs) play an important role in financing ECE programs. Such institutions might provide entire services or pay part of the costs, either in money or in kind such as time and labor, donation of materials or the location of an ECE centres (Myers, 2006). ECE centres with a variety of financing options have the ability to provide all the requirements in the institutions, perform duties efficiently hence a higher level of institutional capacity. According to the Consultative Group of Early Childhood Care and Development (CGECCD), UNAIDS (2002), government financing is the most common source of support for ECE programmes yet limited financial support making it difficult for ECE Centres to gain requisite IC to provide quality services.

UNESCO (2007) contends that, budget allocation to the early years is low disproportionate to the representation of that group in the population at large thus lowering the capacity of ECE Centres to provide quality services. For instance, in Jamaica, approximately 2.5% of education budget is for ECE, while in Mexico it is 5%. Overall, funding for ECE is both public and private with public funds often provided by more than one level of government (Belfield, 2006). In the United States (US), for instance, the parents contribute 60% of the total closer to 20% in Sweden and France, 5% in Indonesia while in Cuba the government covers 100%. No private provision is

admitted (UNESCO, 2007). In Dominican Republic and Guatemala private resources contribute to at least half of the total expenditure (UNESCO, 2011). These consistent variations between public and private shares reflect different levels of institutional capacity in the ECE centres.

1.2 Statement of the Problem

The need for financing ECE programmes has been a concern in countries of the world (UNESCO, 2010). In the world over, financing early childhood programmes is a shared responsibility among parents and communities, the government and the private sector (Myers, 2002). Despite these efforts, ECE still remains at a peripheral concern within education systems, characterized by insufficient resources and fragmented planning (UNESCO, 2011). The Government of Kenya has accorded insufficient attention to ECE relative to other levels of education and there is little or no donor funding (UNESCO, 2007, 2011). The government finances the salaries of the officers at the national levels and supplements financing in training of teachers leaving financing of the ECE centres at the mercy of the parents and communities.

The diversity of financing sources reflects different levels of IC in ECE (UNESCO, 2011). ECE centres require provision of a conducive environment with suitable physical facilities and equipment, teaching learning resources (TLRs) and instruction by qualified teachers. Adequate financing from a variety of sources enables the centres to provide better physical and human resource, give payments on time, and provide adequate TLRs upholding the IC. On the other hand, combined efforts of poverty at the household level, and high cost of ECE coupled with little government expenditure on ECE, have resulted

in inadequate provision of TLRs, inadequate physical facilities with overcrowded classrooms, low teacher' pay killing the morale to offer quality services, contributing further to deterioration on IC (Orodho, 2004).

In its current form, the MoE has not had desired efforts of enhancing the IC through financing of the ECE centres. In instances where there are a variety of financing sources, more is available, adequate; all aspects of IC are catered for. However, if financing is inadequate, less is available, resulting to low allocation hence limited capacity for ECE centres to provide efficient services (UNESCO, 2005). This needs regular financing and budgetary allocation to ensure that all areas of IC are catered for and that allocation is done based on need and priority. It is in this view that the proposed study sought to determine the influence of financing on institutional capacity of Early Childhood Education Centres in Kikuyu District, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of financing on institutional capacity of Early Childhood Education centres in Kikuyu District, Kenya. The study was based on the following objectives and research questions.

1.4 Objectives of the Study

The study sought to fulfill the following objectives:

i) Examine the extent to which funding sources influence institutional capacity of ECE centres in Kikuyu District.

ii) Determine the effect of availability of financing on institutional capacity on ECE centres in Kikuyu District.

iii) Establish the extent to which adequacy of financing influences institutional capacity of ECE centres in Kikuyu District.

iv) Identify the extent to which budgetary allocation affects institutional capacity of ECE centres in Kikuyu Disrict.

1.5 Research Questions

The study sought to answer the following questions:

i) To what extent do funding sources influence institutional capacity of ECE centres in Kikuyu District?

ii) What is the effect of availability of financing on institutional capacity of ECE centres in Kikuyu District?

iii) To what extent does adequacy of financing influence institutional capacity of ECE centres in Kikuyu District?

iv) What is the effect of budgetary allocation in institutional capacity of ECE centre in Kikuyu District?

1.6 Significance of the Study

The study findings and recommendations are likely to be of great value to various groups. The study may be of immediate benefit to the government through the Ministry of Education (MoE), the private sector, parents, and the community on the importance of financing ECE Centres. This might lead to the improvement of strategies for

strengthening institutional capacity of ECE centres through identification of strengths and constraints in the process of financial management thus enhancing the capacity in financial terms. This study may also help the educational planners realize the need to include ECE in the budgetary allocation in order to have free ECE for all children. Through the budgetary allocation, it may be easier to attain the Education for All (EFA) goals and the Millennium Development Goals (MDGs) in Kenya and in Africa. The study may finally form a base on which other researchers can develop their studies.

1.7 Limitations of the Study

According to Best and Kahn (1986) limitations are conditions beyond the control of the researcher that may place restrictions on the study and their applications to other situations. The study encountered a number of limitations. First there was dearth literature on education financing in Kenya especially in ECE. However, the study relied on literature outside Kenya but on the same subject. Secondly, most of the head teachers and managers were not willing to give information regarding their financial status especially in private schools due to perceptions that financing was a very sensitive issue and a fault finding activity. However, these challenges did not make the data collection fruitless as the respondents were informed in advance through the introductory letters that the study was basically for educational purposes and would be treated confidentially thus no names were to be written on the instruments.

1.8 Delimitations of the Study

The study was delimited to all ECE centres in the district in various categories, public and private high and low cost, religious sponsored and local authority ECE centres in Kikuyu District Kiambu County precluding lower primary classes in primary schools because they receive free primary education funds. The study included the following respondents: head teachers in public preschools, managers in privately owned schools, ECE teachers in ECE centres and parents who enrolled their children in the schools chosen for the study. This helped to capture unique characteristics about financing that influence institutional capacity in the ECE centres in Kikuyu District. Any other categories, outside the aforementioned were not covered in this study.

1.9 Basic Assumptions

The study was conducted under the assumption that head teachers, managers, class teachers and parents would be cooperative and provides reliable, accurate, truthful and honest information on the items in the study to establish gaps between financing and IC of the ECE centres. The study also assumed that all ECE centres had the same institutional capacity since they operate using the financial resources provided from a variety of sources to sustain their institutional capacity.

1.10 Operational Definition of Key Terms

The following operational definitions were adopted in the study:

Budget: Is a carefully thought out plan for financing the desired activities in any ECE institution which involves, money that is used to run the stated institution.

ECE Centre: An institution which renders services to all children, from the ages of 3 and above, up to the entry into primary school in the formal settings.

Finance: Funds used to put up facilities and buying of any necessities to enable the running of the institution go on.

Financing: Is the allocation of money to ECE centres from various funding sources which are used to enable the running of institutions, used to put up facilities and buying of items like furniture, food and all the requirements in an institution.

Financial management: Is the planning and controlling of financial resources by following particular procedures in the process of acquiring, keeping and spending money.

Human Resource: Refers to the capacity of the teachers and their qualifications in terms of knowledge, skills, motivation in order to provide quality services in ECE centers so as to enhance participation of children.

Institutional capacity: The full range of qualities necessary for an educational institution to solve problems set and achieves objectives in an efficient, effective and sustainable manner. This includes good management practices, qualified human resources, physical facilities, availability of instructional materials, monitoring and evaluation, all anchored on financial resources.

Management: A team of qualified personnel authorized to run and control the institution, that is, an ECE centre in all aspects of institutional capacity.

Physical facilities: Refers to buildings like classrooms, toilets, furniture, administration offices, and field which enable the centre to carry out its services efficiently.

CHAPTER TWO

LITERATURE REVIEW

2. 0 Introduction

The purpose of this chapter was to establish the study foundation, explore views of different studies and to provide a framework within which primary data was to be contextualized and interpreted. It further indicated theoretical basis of financing and the conceptual framework that encompassed major variables of the study, their possibility patterns of influence on each other and eventually on institutional capacity.

2.1 Global View of Financing and Institutional Capacity of ECE Centres

The task of making provisions for education of children cannot be complete without referring to financing of Early Childhood Education (ECE) centres. ECCE is the first of the Education for All (EFA) goals, namely expanding and improving comprehensive ECE especially for the most vulnerable and disadvantaged children and in the five of the Millennium Development Goals (MDGs) which relate to the health, nutrition, and education of children (UNESCO, 2000; OECD, 2010). The goal of EFA is about care and education whereby the education aspect is mainly about ECE. ECE can create a foundation for a life of expanded opportunity by being a springboard for success in primary school by supporting school readiness; offset social economic and language barriers, the disadvantaged especially for vulnerable and disadvantaged children. Yet ECE programmes remain neglected in many countries by suffering from public underinvestment (OECD, 2010).

OECD (2010) further contends that, ECE is not sufficiently funded. It is not given a priority in public spending on education. Globally, the median share on education was only 4.4% in 2008 in several low- income countries like Comoros, Uganda and Bhutan. The share was nil in half of the OECD countries. The share was higher than 8.8%, ranging from the value nil in Turkey to about 14% in Hungary and Spain. This median varied substantially in North America and Western Europe (EFA Global Monitoring Report, 2008). Reports from an international conference on teachers for EFA in Africa (UNESCO, 2011) recognized that remarkable progress has been made in many African countries which have accelerated in the past decade, efforts towards Universal Primary Education (UPE). Despite all these efforts, the majority of the African countries are still far from achieving EFA goals particularly in ECE.

Studies that have been done by UNESCO (2006) in the EFA Global Monitoring Report (2007) underscore the importance of policy, governance and finance in promoting quality ECE for all children. According to the UNESCO Institute for Statistics (UIS) latest data, presented in 2010 EFA Global Monitoring Report (2009) indicate that, developed countries invested on average 5.3% of their Gross National Product (GNP) on education, while developing countries invested 4.5% on average. High percentage of public expenditure on education is interpreted as an indication of high level of government commitment to investment in education. Among the countries in the Asia and Pacific regions that have the data available, this indicator shows a wide difference from 1.6% in Cambodia to 1.8% in the Maldives. While the level of public funding in education is an important indicator of the importance given to education by governments, how to allocate resources within the education sector tells something about their selection of priorities

and education governance (UNESCO, 2008). In most countries of the world, governments do not or cannot provide universal access to ECE hence heavy reliance on the private or non-state service providers (NGOs, FBOs and non - profit providers) Rao & Sun (2010.

UNESCO-IIEP study (2001) reveals that although all education plans give some attention to early childhood, most do not take the holistic approach to ECCE which integrates care, health, education and nutrition. In many countries, there are no circular and pedagogical continuities between child care services and ECE programmes as they are constructed on distinct aims. purpose and contents and delivered by differently trained personnel (UNESCO, 2005; OECD, 2001, 2006). ECE programmes coverage is usually associated with the country's general poverty index meaning that the poorest countries that need it most to fuel human and economic development have no investment in ECE (Engle et.al, 2007; Heaver 2005; Doryan et al, 2002). While financing and investment may not be the sole drivers of a successful ECE programme, lack of resources for ECE provisions remains an impediment to scaling up ECE programmes in poor countries.

2.1.1 Financing of ECE in Organization of Islamic Conference (OIC) countries

In the OIC countries, more than one official authority is involved in supervising the ECE services which are mostly delivered by non-governmental agencies or by the private sector but under the supervision of the parent ministry-Ministry of Education (MoE) like in Viet Nam. The ECCE services for children under age 3 are in general supervised by the Ministry of Social Affairs and/or Health, while those for over age 3 are mostly in the auspices of the Ministry of Education (UNESCO, 2010). In some OIC countries, like

Morocco, Sudan, Tunisia, Syria, and Cote'd I voire, the ministry of Islamic Affairs is in charge of ECE education. (UNESCO Regional Reports, 2010). In other cases, a non-governmental organization, socio-political body or sub-national entity is the main coordinating and supervising unit, such as private organizations in Syria, NGOs in Cote d 'Ivoire and community based organizations in Comoros. There are also countries with state predominance in the operation of ECCE programmes, such as the OIC Countries in Central Asia. UNESCO (2006) reports that some Poverty Reduction Strategy Papers (PRSPs) may cover a range of ECCE components such as immunization, maternal health and ECE; yet they present the components in a fragmented way which may lead to disparities in access and quality (Aidoo,2005).The ECE component is not directly financed thereby affecting the IC of the ECE centres in terms of provision of physical facilities, teaching and learning resources employing qualified human resource hence disparities in the provision of services.

2.2 Funding Sources, Level of Financing and Institutional Capacity of ECE Centres

The diversity of funding sources for ECE and the low level of funding for this sector raises difficult policy choices (EFA, GMRT, 2006). Studies done by UNESCO (2008) quoted in the WCECCE Regional Report 2010, confirmed that, in many of the countries in Asia and the Pacific region, the cost of ECE programmes is often met by families, communities, Non-Governmental organizations, (NGOs), and international donors. UNESCO (2005) notes that, it is very difficult to calculate the total National Expenditure on ECE because there are a number of public and private providers and a range of

different sources of financing. Expenditure on ECE provision if it is fully on the public sector is the only thing that can be calculated. Governments allocate more money to primary education than ECE suggesting that primary education is considered as being more important than ECE. Most countries allocate less than 2% of their education budget to ECE with an exception of Mongolia (20%) Kyrgyzstan (6.47%), Maldives (9.9%), Vietnam (8.85%), and Thailand (5.44%) (Mustard,2005).

2.2.1 Public Expenditure and Institutional Capacity of ECE

Funding ECE programs directly is for governments to provide resources (vouchers) enabling parents to purchase services from a variety of providers, an approach taken in Chile, the US and Taiwan (China).The government pays salaries, sets and maintains facilities and meets the cost of training ECE teachers. In France, the fiscal and social security systems help to offset families' childcare costs. ECE is not a priority for most donor agencies. Almost all these countries allocate to pre-primary less than 10% of what they give for primary education, and over half allocate less than 2% as a share of total aid to education, the majority allocates less than 0.5% (GMR, 2007).The type of funding– direct to services versus subsidies to parents may have an impact on overall quality of the programme (OECD, 2006).

According to UNESCO (2006), ECE programmes are a partnership venture. These include parents, government ministries, local authorities, faith based organizations (FBOs), private individuals, Non-Governmental Organizations (NGOs), entrepreneurs and bilateral partners such as UNICEF, Bernard Van Leer Foundation (BVLF) and Aga

Khan Foundation (AKF). UNESCO, (2006) further notes that all these partners contribute to various types of resources to the ECE programmes .The NGOs target the most vulnerable areas, slums and poor communities by providing food for feeding programmes, clothing (uniform) and medical care. They also build and maintain physical facilities of the ECE centres as well as paying for the training of teachers. Because of these diverse sources of funding, many governments hide behind these sources leaving the ECE centres dependent upon the private and NGOs and international donor agencies.

Kamerman (2000) quoted in Belfield (2006) in the EFA GMR (2005) contends that essentially, there exist two sources of financing for ECE: public and private. Public government financing can be a major source of funds for ECE, particularly for low income families who cannot afford to make large private contributions. Within the public sector, funding may come from central or local or state or local government or both. At the national level financing may come from education, health and social services departments, depending on the extent to which ECE provisions includes developmental as well as educational services (Belfield, 2006). Such financing caters for construction of facilities, and payment of the personnel at the top. The divergences between public and private resources lie in the educational policy histories of each country, but often result from historical underfunding of ECE compared to demand, encouraging private sources to step into the breach. The major gap in funding derives from low public investments (UNESCO, 2007) quoted in ILO (2012).

In Central Asia there is public predominance in the operation of ECE programmes. Available information from high and some middle-income countries indicates that a public investment of 1% of GDP is required to deliver quality ECE services (OECD, 2006). However, the broad mix of public and private providers makes it difficult to estimate the global cost of achieving it.in Brazil, public expenditure on ECE is approximately 0.4?% of GDP, In France, it is 0.66% of GDP while in Indonesia it is 0.5% (UNESCO,2003). In general, countries accord ECE relatively low priority in their public and private spending. Even within the OECD, the average ECE expenditure (public and private combined) for children in the 3–6 age range in 2007 was 0.5% of GDP. One third of the OECD members invest more, led by Iceland at 0.9%. In contrast, the Russian Federation invests 1.6 % of her national wealth in pre-primary institutions (OECD, 2010). There is quite limited data on public expenditure on ECE services in OIC countries. In many of the countries, the cost of ECE programmes is met by families, NGOs and international donor agencies, as the situation in many African and also in some Arab Countries. In terms of the share of ECE in total education expenditure, some OIC countries like Guyana, Kuwait, Azerbaijan and Kyrgyzstan have rates higher than the world average of 4.4%. In contrast, OIC Countries in sub-Saharan Africa have lower public spending on ECE services (UNESCO Regional Report (Africa), 2010).

Myers (2002) emphasizes that in order for effective Education for All (EFA) programmes to be carried out; the institutions responsible for these programmes need to have the capacity to support them in financial terms. The institutions need capable and motivated people, adequate facilities, equipment and materials, access to available technologies, an

effective organization and management, access to knowledge and experience. Therefore, attracting qualified people, training them and maintaining their motivation is central to building and sustaining capacity. Governments and external partners are working together to develop basic education by financing the ECE centres in the provision of physical facilities and construction of buildings. Myers (2002) further points out that increasingly, there is a realization that countries of the world are inter-dependent, do not stand alone, and are part of a world community. Governments respond by creating National Plans of Action (NPA) and establishing goals. However, not all countries have the financial and technical capacity to meet the goals. Thus, to support the implementation of ECE programmes, governments should seek partnerships with a variety of international agencies to participate in the provision of a legislative framework for provision of quality, adequately resourced services as well as an obligation to monitor and regulate the quality of provision to ensure that children's rights are protected and their best interests served (United Nations, 2006).

2.2.2 Financing Institutional Capacity of ECE by External Donors

Donor funding target the most disadvantaged and the marginalized areas like slums. Apart from meeting the educational cost, donors also provide funds for feeding programmes (UNESCO, 2005). Only a few donor agencies (World Bank, UNESCO) have identified ECE as a specific element in the overall aid and policy. A majority of bilateral donors (BVLF, AKF, World Bank, UNICEF) for which data is available allocate less than 2 % for ECE and, as a share of total aid to education, the majority allocate less than 0.5 % (UNESCO, 2007). This funding is used construction and maintenance of

buildings and provide teaching learning resources. An exception is the World Bank, which has substantially increased its investment in ECE since 1990 and has, in the process, heavily influenced the direction and extent of donor policies throughout the South, particularly in Africa (Penn, 2008). One innovative approach in collaboration with UNICEF and UNESCO has been the Early Childhood Virtual University (ECDVU), a training and capacity-building pilot project designed to help meet the need for early childhood leadership and development in Africa and the Middle East (Penn, 2008; UNESCO, 2007).

OECD (2010) argues that, the fallout from the 2008 financial crisis on domestic and external finance is likely to further erode external financing for ECE. Today external donors can play several roles in assisting governments in that risk by addressing issues agreed upon in international arenas (EFA and CRC); acting as catalysts by providing funds for activities that governments lack the resources to initiate. According to UNESCO (2005), external agencies provide funds for training of trainers and perhaps, initial training, funds for equipment and the production of materials to support the curriculum. They also contribute the resources (technical and/or financial) to fortify those foods to make them more nutritive and the initial startup costs. Governments provide funds for in-service training; developing appropriate curriculum, some food for feeding programmes and providing on-going support to programmes. Governments and external partners are therefore working together to develop basic education (UNESCO, 2007).

Myers (2002) points out that, governments respond by creating National Plans of Action (NPA) and establishing goals. However, not all countries have the financial and technical capacity to finance ECE. Thus, to support the implementation of a variety of programmes, governments should seek partnerships with a variety of international agencies. Studies done by Belfield (2006) note that, private funds for ECE are expenditures by households directly on education of their own children. Other private sources include donations by independent entities, such as churches, charitable organizations or companies. Private groups may offer funds only for some inputs like facilities or capacity building for a restricted time period. Private funding also comes from loans or grants by supranational agencies such as the World Bank, Bernard Van Leer Foundation (BVLF). Financing influences institutional capacity in terms of physical facilities, training of the teachers and overall programme management.

According to Wilson (2003), program monitoring and evaluation is done by the donors to ensure that that the activities are done as planned thus the level of institutional capacity is likely to be high as all the activities have to be carried out according to the laid down regulations. If the finance comes from poor parents, income level is low, less amount of money collected thus inadequate to run an institution and therefore lowering their institutional capacity. Belfield (2006) also supports that coverage is extensive and funding is targeted according to need, with greater financing allocated to areas of regional deprivation.

2.2.3 Financing by Parents and institutional capacity of ECE centers

According to studies done by Kipkorir and Njenga, (1997), the private sector bare more cost in ECE programmes because the delivery is through private organizations and individuals. In all instances, the cost of ECE in the private sector is made up through fees or levies by parents, guardians or organizations. In Kenya, a large proportion of ECE is community based and the cost of such is met by communities through private provision of facilities, purchase of land, building and hiring of teachers. UNESCO (2005) in the Global Monitoring Report (2006) reiterates that, the costs made by communities are difficult to come by hence difficulty in arriving at data for costing ECE programmes. As ECE centres are set up, the community takes part in developing these centres in terms of provision of physical facilities, provision of salaries for preschools teachers, feeding programmes, learning and play materials.

Research evidence by Doryan, et a (2002); Engle et al(2007); Heaver(2005), report that while financing and investment may not be the sole drivers of successful ECE delivery, the lack of resources for ECE provision remains a major impediment to scaling up ECE programmes in poor countries. This impedes the possibility of provision of quality services in an institution and its ability to enhance children's participation in ECE centers leading to low institutional capacity. In Indonesia, ECE is a family responsibility and is not part of a formal education system. Some small amounts of resources are contributed by several government ministries (Religious Affairs, Education). Correspondingly, the gross pre-primary enrolment rate is very low, at 19% (UNESCO, 2004); almost all enrollees are in private pre-schools.

Kenya relies mainly on private ECE (Pence, 2004). Total government of Kenya expenditures for ECCE are less than $1 per child (less than 2% of the expenditure per child in primary schooling in Kenya). There is only limited government monitoring of ECE and no formal linkages between pre-schooling and primary education. However, the training of caregivers along with curriculum support and information services is financed at the central governmental level. Local districts and communities provide the physical sites for preschool programs and perform managerial tasks (UNESCO, 2005). District public funds are used to fund program officers to train ECE teachers and to develop the ECCE curriculum. Pence (2004) further contend that families are the primary payees for ECE, contributing to paying salaries for ECE teachers, providing land and facilities. Although there are no employer provided services for ECE in Kenya, some funds are provided from private agencies like World Bank and UNICEF. Over the period 1997-2003, Kenya received Kshs. 28 million in World Bank funding (with funding from UNICEF in the 1980s).

Access to ECE provisions is extremely variable and largely dependent on family income or community involvement. It is estimated that around 40% - 50% of children have access to some ECE provision. However, access for low-income groups is poor; provision is under-funded; and there is little regulation or monitoring of ECE hence low IC in all aspects (Choi, 2005). A US research study carried out by Helburn, Culkin, Morris and Mocan,(1995) revealed that while sites vary widely within and between states and among the various types of providers, quality is generally poor because the private sector financed almost exclusively by parent fees has been the major supplier of

ECE in the US. The study found out that 76% of 511 ECE classrooms and child care centres were rated less than good quality. The study also found that sites operated by public agencies such as public ECE centres, sponsored sites generally provided higher quality programs than sites that did not have access to financial support other than parents. In most countries (for instance, India, France, Cuba, Brazil, and Sweden) the source of support for ECE within the government budget varies considerably, depending on the type of programme and target group (Shady, 2005). Most commonly, support comes from the education budget (UNES CO, 2004; Neuman & Peer 2002)

2.2.4 Financing of ECE in Developed and Developing regions

Studies conducted by UNESCO (2011) reveal that the private sector plays a prominent role in sub-Saharan Africa, the Arab States, the Caribbean and East Asia. While a diversity of partners is desirable, public policy ensures that regulations exist and are applied equally to public and private settings. Otherwise, there is a risk of a two-track system developing with children from more advantaged families attending more expensive and higher quality programmes and less fortunate families resorting to low-cost, lower quality public alternatives (GMRT, 2006).

Globally, there is a great variety of provision and financing models for ECE, based on both public and private sources. Public provision of ECE has dominated in the developed countries (private enrolments represent 11 per cent, but are on the increase compared to 1999), while in much of the developing world the private sector has played a more prominent role (stable at 47% compared to 1999) (UNESCO, 2011 , UNESCO–UIS,

2011). As of 2009, private enrolments in ECE represented over 30 % of overall enrolments. This shows that the private sector finances the provision of facilities payment of teachers and provision of teaching learning resources therefore upholding the IC. Private providers dominate the scene in countries of the Arab States (79 % of enrolments), the Caribbean (90 %) and sub-Saharan Africa (54 %), while in East Asia they enroll a slight majority (51 % in East Asia, including China, with a rate of 40%). However, private provision in Central Asia and Central and Eastern Europe remains negligible (1–2 % of enrolments) and is low and declining, since 1999, in Latin America (19 %), North America and Europe (20 %).

Despite declining importance of ECE provision in some regions since 1999, worldwide private enrolments are on the increase (UNESCO, 2011 UNESCO–UIS, 2011). However, while private sector provision continues to be affirmed in many countries and regions, public services are assuming greater importance in others as governments/public authorities awake to the key role of ECE in social integration and economic development and steadily allocate more resources to the sector. At the same time, the unmet demand created by public sector fiscal and budgetary restrictions continues to be filled by private providers budgeting for physical facilities and payment of teachers. Private provision is also increasing with the growth of emerging market economies. On the other hand, financing by the private sector varies. Some ECE centres are run as private for profit business, usually, they either target the richer children in order to receive the required fees to cover costs or they are subsidized by the government to provide for lower-income children. For instance, Korea, Egypt, Indonesia, South Africa funding for ECE is largely

through a private market which ensures that the physical facilities are adequate, there are qualified human resources and learning resources are availed adequately (Kamerman, 2005; UNESCO, 2000, 2004).

2.3 Availability of Financing and Institutional Capacity of ECE Centres

An effective and successful ECE programme requires a number of funding sources through which the funds can be availed into the institutions to enhance the purchase of learning resources and human resources. Availability of finance influences many variables such as availability of physical facilities, quality of human resource, management, monitoring and evaluation and provision of feeding programmes. Belfield (2006), reveals that, Thailand has worked out a funding scheme in which loans paid back to village loan funds are funneled into a capital fund to support ECE programs in the community on a continuous basis (Myers, 1995). Similarly in East Africa (Kenya, Tanzania and Uganda), the Madrassa preschool program is experimenting with the creation of an endowment which consists of funds raised by the community and Madrassa program. The annual income generated by the endowment would supplement the participating school's finance and lead to a more regular payment of teacher's salaries (Myers, 2006). Without financial resources, a school cannot function smoothly. Adequate funds are required to support implementation of school development plans through provision of physical facilities, instructional materials, and other amenities that are necessary for running the school efficiently to improve the IC.

Kipkorir and Njenga (1997) quoted in UNESCO (2005); assert that, the success of an ECE centre depends on the head teacher's or managers active involvement of all stakeholders in the cost-sharing activities to provide physical facilities, teachers' pay, purchase equipment, and other materials. Parents should be made aware of their responsibility in providing the necessary resources enabling the children to learn efficiently. Financial resources available influence the management structures, procedures and styles employed in the affairs of community schools which affect the quality of education provided by either promoting or hindering institutional capacity of the ECE centres. The quality of schools also depends on regular monitoring and assessment of schools (Mackay, 2006).

2.3.1 Changes in the Availability of Financing and IC of ECE

During the 1990s the availability of financing from international banks and donors for Early Childhood Care and Development (ECCD) programmes increased significantly, particularly from the World Bank, with important new initiative financed also by the Inter-American Development Bank and the Asian Development Bank. The picture is less clear, however, with respect to national budgets, little specific information is available about national financing of ECE programs, but the general impression is that very small proportions of education budgets are devoted to Early Childhood Programs. This financing helps in building and maintaining physical facilities, buy equipment and other materials, pay teachers' salaries, provide feeding programmes, and pay teacher training.

According to UNESCO (2005), governments have neither the financial nor administrative capacity to engage in ECD in the way they are involved in the provision of

Universal Primary Education (UPE), UNESCO (2003). Estimates are not available for the financial support that is provided by the private and social sectors. These low allocations by governments and the private sector suggest that the major burden of financing ECE continues to fall on families and communities, as well as civic and religious organizations (UNESCO, 2008).

2.3.2 Impact of Availability of Financing on Institutional Capacity of ECE

The amount of finance available in an institution will undoubtedly affect the quality of physical environment (school buildings) hence quality of teaching and learning at school. According to Lesley, and Lillywt, (2010), children are unlikely to stay in school and learn effectively if the physical environment is unhealthy and unsafe. Heyman (1980) supported the idea (as cited in Beynon, 1997) that low levels of learning among children can be partly attributed to poor and inadequate facilities of schools due to limited financial resources thus lowering the institutional capacity of the ECE centres.

Studies done by UNESCO (2005) and Gupta (2001), observe that, physical facilities are the fundamental factors in the better learning and achievement in ECE centres. The facilities give pupils a comfortable atmosphere in which they can work and learn. These statements are supported by Myers (2006) who noted that provision of physical facilities mainly depends on the availability of financial resources in an ECE centre, which are sourced from parents, community and other stakeholders, without which institutional capacity is limited.

Construction and maintenance of physical facilities depends on the amount of finance available in an institution. For instance in Jamaica, the government seeks to improve the basic infrastructure of ECE facilities that are supported by various funding sources, regional and international agencies, as well as local donors and credit institutions. For example, the Jamaica Social Investment Fund (JISF), CHASE fund which support ECE programmes (Young and Richardson, 2007). In Kenya, facilities for children in ECE centres differ greatly depending on the availability of sponsors and owners of the centres (parents and communities, private). According to a research done by UNESCO (2009) on financing of ECE programmes, education development programs should be put in place for every country to ensure that schools are sufficiently well staffed with qualified human resource and learner support materials to provide a conducive learning environment which boosts institutional capacity.

2.3.3 Availability of Financing, Payment of Teachers and Institutional Capacity

Studies done by (UNESCO/OECD, 2004), note that, teachers worldwide are undervalued, underpaid and unattended; that is, once trained, they are frequently on their own. Those caring for young children get paid the least. In most ECE programmes (private or public), salaries constitute the major cost. The level of pay has costs and quantity impacts within basic education programmes. UNESCO/OECD (2004), further points out that high turnover are likely if workers receive low or no salaries. It is probable that low pay will serve as a disincentive to the provision of quality of services and will negatively influence the quality of applicant pool of caregivers thus lowering institutional capacity. The level of teacher pay is critical to the quality of education equation. If teachers' pay is

too high, an institution is likely not able to afford sufficient number of teachers and if pay is too low not enough people are attracted to the profession and morale is low. Either way, quality suffers (Myers, 2006).

Higher qualification of staff is associated with high quality early childhood delivery as it was found by Saluda, Early, and Clifford (2002) that teachers in high quality settings have more specialized training in ECE and are more informed about developmentally appropriate practices and teaching strategies for use with young children who are likely to achieve positive educational outcomes thereby promoting the level of institutional capacity in the respective institutions, this is also supported by Hogan, (2007); Smith, Powel, Grime, Masse and Barnett (2002). According to the Republic of Kenya (ROK, 2006) concerning the Nation ECD Policy Framework, insufficient skilled manpower due to lack of access to training and personnel impacts on the services provided and consequently, the level on institutional capacity. This mainly revolves around insufficient and inequitable distribution of training resources and lack of funding, which affects the quality of human resource in ECE centers hence low institutional capacity.

2.3.4 Availability of Financing, Provision of Feeding Programmes and Institutional Capacity

According to the World Bank (2002) school feeding program is an effective social safety net and helps boost school attendance, cognition and overall education achievement. Funding from the World Bank increases the capacity of the institutions that receive the funds to carry out such projects as Focus Resources on Effective School Health (FRESH)

and nutrition framework as part of the effort to mainstream school health and nutrition in education sector programmes. World Bank (2002) further notes that targeted school feeding reaches the most vulnerable children, especially girls and children living with HIV/AIDS by helping them to reduce their hunger, and keep them in school. Hungry and ill fed children are unlikely to stay in school regularly and participate in ECE activities. Hunger affects attention, concentration and learning. Although a complex issue, school feeding programmed may be the answer in certain circumstances.

More still, the World Bank (2002) seeks to mainstream school feeding programmes and education sector responses in all assistance to the education sector in order to boost attendance in ECE programmes. These are essential elements of EFA and the first four millennium MDGs. Poor health and nutrition prevent children from attending school and from learning effectively. In 2000, UNESCO, UNICEF, WHO and World Bank launched the (FRESH) school health and nutrition framework at the world education forum in Dakar, Senegal, as part of a global effort to mainstream school health and nutrition in education sector programmes.

2.4 Adequacy of Financing and Institutional Capacity of ECE Centres

Research evidence by Belfield (2005), strongly suggests that, high-quality ECE has beneficial impacts on children's development. Quality is therefore associated with adequate levels of funding per child which increases the quality and levels of institutional capacity in an ECE center where child funding is higher, and quality is assumed to be better. Belfield (2005), further notes that, there are differences across regions and socio-economic status, in part; this reflects the absence of supply. ECE is less available in rural

areas, and it may be of lower quality. This is the case even for some of the public programs, because high-income areas can raise more government funds.

In Zimbabwe, although the government has accepted and values ECE, not much has been done due to limited financial resources therefore limiting participation patterns in children and ability of the institutions to handle the issues. Findings from OECD (2009) explain that the government pays allowances for teachers and supervisors and provides grants-in-aid for the construction for the improvement of ECE centers. Because of limited financial resources, stakeholders are playing an equally role in the provision of services through construction of physical facilities and funding, staff development courses for teachers.

2.4.1 Adequacy of Financing and Provision of Physical Facilities

UNESCO (2005) notes that, preschool facilities and equipment exhibit great variety in terms of quality and quantity which includes, the level of community awareness of the needs of ECE centers, and resource capacity of sponsors. Therefore, adequacy of finance determines the kind of physical facilities to be put in the institution. These will range from permanent classrooms to wattle and mud classrooms both in rural and urban areas. Republic of Kenya and UNICEF (1994) quoted in Republic of Kenya (1998) quoted in UNESCO (2005), notes that, many ECE centers are characterized by inadequacies in basic facilities such as properly ventilated classrooms, furniture suitable for children, playgrounds, kitchens, safe clean water and toilets mainly due to lack of finance in the respective institutions hence lack capacity to provide effective services (ROK, 1998).

According to UNICEF (2008), safe and healthy environment are conducive to teaching and learning as there is no international template which encompasses building materials, maintenance, the provision of safe and good sanitation, electricity, basic classroom design, furniture and equipment and space per child or pupil. Lack of inclusive and child friendly teaching learning practices hinder the participation of children in early childhood learning centres. Inadequate financing weakens the capacity of the ECE centres to purchase the necessary facilities or even improve the existing ones. Community involvement and meeting each child/pupil's needs are fundamental principles. ECE centres should be in a position to provide an enabling environment or enabling conditions which are defined by the government which require financial resource to be established.

UNICEF (2008) further identifies that, these conditions include: an environment for equitable participation, appropriate facilities, adequate instructional process and materials and adequate number of qualified teachers increasing the ECE centre capacity to render services. Appropriate facilities will include classroom size, safe, secure and child friendly classroom, adequate toilets, playground, drinking water, kitchen and cooking facilities. There should be enough facilities for storage of food and other ingredients, cooking utensils, crockery and cutlery. To have the appropriate facilities, finance has to put in place in every institution which will in turn affect children's participation in the centres achievement as well as the institutional capacity.

Lesley and Lillywht (2010), contend that, a school's human resource capacity is likely to be maintained depending on the adequacy of financing in an institution. In instances where the funding sources are inadequate, the teachers and other personnel receive low or no pay which kills their morale, hence the services rendered may be of low quality. At the same time, adequacy of finance influences a number of aspects in an institution, the number of personnel to be employed, number of physical facilities and overall management of the institution. Financing is important to deal with the acquisition and maintenance of adequate staff and the administration of the educational process in ECE centres.

2.4.2 Adequacy of Financing, Management and IC of ECE Centres

According to Owen (1992) quoted in UNICEF (2009), a number of factors influence good management practices; these in turn affect the wellbeing of the school community, that is, children, staff and parents. These factors include the school's physical facilities, members of staff, structure and policies of education in the country which are all influenced by the availability and adequacy of finance in an ECE centre (Owen, 1992). Scrivner and Wolfe (2003), note that, public and private funding sources are interdependent. In countries like France, India, Germany and Vietnam, public funding is only available for those with low incomes or in deprived areas; wealthier families must make large private contributions.

Neuman and Peer (2002), report that, in France, funding for ECE is primarily the responsibility of the national government which finances the instructional component of

ECE, that is, the teachers. Local government must provide support for facilities, administration and other services. This support from various levels within the state raise the level of adequacy of finance which influences the institutional capacity of the ECE centres. Given high demand for ECE in countries where female labour force participation rates are high, families are likely to make private efforts even when public funding is scarce hampering the ECE centre Capacity to offer the required services in terms of physical facilities, staffing, TLRs and overall programme management. Moreover, private cost-sharing, that is, families paying some amount towards the provision of ECE, is essentially to ensure that public funds are deployed efficiently according to need (Scrivner and Wolfe, 2003).

Bray (1987), argues that, the cost of ECE in the private sector is made up through charging fees or levies to parents, guardians or organizations which are the largest source of funds for recurrent expenditure, there is often a temptation to make them as high as possible. However, there is a danger of high fees preventing some children from going to school particularly if the whole community is expected to contribute money or labour to the school but only the rich families can send their children to school. High fees increase the institution's ability to carry out its services at the expense of the children from poor families.

Bray (1987) further notes that community contributions, through taxes, religious bodies, rent, imposing funds on parents who fail to attend meetings, school economic activities, government grants, like the Educational Support Grant (ESGs), can increase the

adequacy of finance in a given institution thus increasing its capacity to carry out its duties if all the money is allocated appropriately. As ECE centres are set up, it is the community that is a very important partner in developing these centres in terms of provision of physical facilities, provision of salaries for preschools teachers, feeding programmes, learning and play materials (Kipkorir & Njenga, 1997). Similar studies by Engle et al, (2007); Heaver, (2005); and Doryan, et al,(2002) report that while financing and investment may not be the sole drivers of successful ECE delivery, the lack of resources for ECE provision remains a major impediment to scaling up ECE programmes which impacts on the quality of services offered by an institution and its ability to enhance children's participation in ECE centres. This therefore translates to low level of institutional capacity.

2.5 Budgetary Allocation and Institutional Capacity of ECE Centres

According to Kaytaz (2004), early childhood programme budgets, like all budgets, have two sides; the money coming in and the money going out. Balancing these two sides is essential and is particularly challenging in the current recession economy. When seeking to balance their budgets, ECE directors typically focus on their rate -the price charged to parents or received as reimbursement from government. However, ECE incomes are also profoundly influenced by enrollment and fee collection. These three factors, enrollment, collection and revenue cover per child cost form the iron triangle "of ECE financing."

Governance and management is a legal responsibility which requires skills, knowledge and experience to ensure that school governing board members will be able to fulfill the

uncommitant legal duties. Governance and management functions are best performed when clearly delineated. Governing bodies set policy directions and clarify the strategic intentions. Managing bodies interpret strategic intentions by setting programme objectives and targets and by setting programme objectives and targets, and by developing and executing implementation plans. School-based management continues through a school management committee which reports to the parents for school performance and to the local government for compliance with regulatory requirements including social inclusions. Decisions regarding local curriculum; performance targets, school calendar, classroom organization and instructional methods will be made at the school level (Department of Education and ECD -Victoria State (2007).

Rayna (2003) notes that, in Senegal, funding and organization of ECE are coordinated as part of the Ministry of Family and Early Childhood. The Ministry budget in 2002 was $5.6 million with the majority of this funding allocated to staffing for central services to regulate, train, build capacity, and inspect pre-school centres leaving the financing of staffing component unattended to thus killing the morale of the ECE teachers to offer efficient services to the institutions consequently low IC. However, $1.8 million is allocated to physical facilities in rural areas. If financial allocation is done properly, all aspects of institutional capacity will be catered for thus enabling the institution to carry out its functions efficiently. In Tanzania, the budget allocation for education takes up to 18.3% of the budget. Efforts to establish the allocation for ECE have not borne much fruit because there is no dedicated government funding for ECE. This component is

mainly dependent on donor support for funding, that is, the Swedish International Development Agency (SIDA) (Wachira, 2010).

Castetter (1981) argues that, a prepared budget could fail as a result of poor management. Good management is key to success, that is, transparency with money, accurate record keeping and accountability are all qualities needed by the school committee and the head teacher as the principal accounting officer. Securing and allocating resources is necessary because ECE centres exist for teaching and learning. Programs and supporting services for teaching and learning need to be planned to determine financial resources needed; personnel and time. All planned programmes and financed activities will enable the ECE personnel and children to participate actively in the activities in the school setting.

Castetter (1981) further notes that, school programs cost money. Teachers and other personnel are needed to direct the programmes, supplies and equipment are required for the instructional process, and a place for instruction is required. Services such as heat and light are necessary and some supervision of programs is necessary. For example decisions regarding pupils load become a major factor on determining the number of teachers needed. In many school budgets (often as much as 80%) most funds are allocated to personnel costs this helps to raise the ability to the centres to execute their services appropriately. In order to arrive at proposed financial costs, questions of both quantity and quality must be answered.

2.5.1 Budgetary Allocation, Infrastructure Development and ECE

Penn (2008) indicates that, good quality ECE practices are dependent on infrastructural support, as in the experience of OECD countries where adequate government infrastructures have played an important role in ensuring greater access by financing physical facilities, TLRs and the staffing. Learning environment indicators are also built into various quality assessment tools. The Association for Childhood Education International Self-Assessment Tool contains 17 indicators regarding environment and physical space, whereas the US-developed Early Childhood Environment Rating Scale contains eight indicators regarding space and furnishings (UNESCO, 2007). Awopegba (2010) also supports that these standards are difficult to apply in Sub-Saharan Africa where ECE is often provided in unsuitable premises lacking basic learning resources such as books, toys and other relevant materials. In these circumstances, a key policy recommendation is that government licenses to provide ECE should ensure the suitability of the environment, regular supervision of premises and the provision of an adequate budget for the enforcement of regulations which will help improve on the IC in all aspects.

According to Campbell (1983), quality and quantity decisions come to play with respect to school plant demands in relation to the amount of financing availed into the ECE centres catering for various aspects of IC in the centres. Is the building itself to be a cheap construction and require high maintenance costs, or of more substantial construction that requires relatively low maintenance costs? Is there space for children's interest centres and some group activity? Services required for each room or instructional facility usually

include heat, light cleaning, maintenance and repair, water, and air conditioning. UNESCO (2005) supports that, the extent and quality of these services requires personnel either to supply the service or keep the services in good repair. This means that schools will maintain their own crews of repair and maintenance, workers or contract for the services which implies that the ECE centres should have the financial capacity to elevate the IC. Finally, projected expenditures for each program must include some allowance for supervision of that program. The above sentiments give an impression that institutional capacity is likely to be hindered or enhanced depending on the amount of financial resources available and allocated.

CGECCD (2005) in their study noted that various financing mechanisms are used to allocate funds for ECE. Higher level government agencies may raise revenues for ECE as a block grant, and then provide the service directly or give local authorities flexibility over how the grant is allocated; as well, higher-level agencies may mandate the local governments to contribute matching or partial matching funds. According to UNESCO (2003), decentralization appears to be a general international trend across education financing. Waldfogel (2001) also notes that, funds may be allocated to ECE providers which may be publicly or privately owned. Whereas private ownership and management may allow for a more flexible and customer-driven ECE system, publicly run systems may ensure a more uniform quality of provision. This uniformity arises because public programs are more highly regulated and top-up fees are less common.

Belfied (2006) contends that, currently, as most government allocations are in form of grants, public funding implies public provision and therefore a higher level of

institutional capacity in centres where funds are allocated. Corporations may also contribute either in kind, or through financial allocations directly, for example, the creation of a company ECE centre, or indirectly by giving workers a child care benefit as part of their wage. Direct allocation of funds enables an ECE centre to run its activities smoothly.

In USA, the ECE system has significant federal and state components (Witte and Trowbridge, 2004; OECD, 2004). At the state level, most funds are allocated through the public school system, but some private providers operate using their own funds. In budgetary allocation within an institution, each school's financial structure should be taken into consideration as none will be exactly like another's (Hough, 1981). The variation is caused by differences in type or size of school and the general cost. The finances of any given school could be set out in many different ways depending on the interest and view point of the "author"

2.5.2 Budgetary Allocation and ECE Teachers' Professional Development

Early childhood Education (ECE) needs a lot of support in the provision of TLRs, payment of teachers' salaries and construction of buildings in the ECE centres (Kwonyi, 2002). Children at ECE centres are vulnerable and need proper care and education for an appropriate stimulation and learning. A formal professional advantage is pertinent for the development of early childhood teachers for providing quality programmes, care and education. High quality programmes employ teachers who are more qualified than lower quality programmes. High qualification of staff is associated with high quality early childhood service delivery as it is found by Early, and Clifford, Saluja, et.al; (2002) that

the teachers in high quality settings have more specialized training in ECE and child development and they are more informed about developmentally appropriate practices and teaching strategies for use with young children.

On the contrary, some studies done by Ackerman (2005) show that for most ECE programmes, teachers have not attained high qualifications like having a bachelor's degree and the majority of the schools do not have teachers in ECE centres that have undergone any pre-service training to handle children thereby likely to offer low quality services. The quality of ECE programmes therefore is disqualified as being mediocre. Lack of adequate training centres, academic insecurity, language barriers and inability to pay for course work are faced by ECE teachers in improving their qualification and capacity, so as to create a knowledgeable and qualified workforce (Saluja, et.al; 2002). The teachers should also be sufficiently trained in child development matters to ensure the children participate effectively in ECE centre activities. To achieve this, the heads of institutions should set aside some funds to enable teachers to attain higher qualifications in matters dealing with children.

OECD (2006) and UNESCO (2O10) contend that quality of ECE depends on high quality staff training and professional development. ECE staff in work places –based centres may also benefit from enterprise leave and funding for professional development opportunities in official ECE networks in some countries such as Kenya where there is public –private cooperation Hein and Cassirer (2010); OECD (2009). However, the effect of money and purchased resources on quality is tied to how they are used. If all resources are used to

build buildings, for instance, and little support is provided to teachers to help them develop and improve their practices, quality defined by appearance will improve but there will be little or no effect on quality defined in terms of the educational process and/or outcomes.

2.6 Theoretical Framework

Theoretical framework is a collection of interrelated ideas based on theories attempting to clarify why things are the way they are and based on specific theories. It introduces a new view of the research problem, allowing understanding the realm of the problem, helping to conceptualize the topic in its entirety and to acknowledge it from a wider perspective for objectivity (Kombo and Tromp, 2006). The impact of teaching and learning revolves around various theories such as, Abraham Maslow's Theory of Hierarchy of needs and Manfred Max-Neef's theory of human scale development. The theoretical framework of this study provided rationale and logical basis of financing underpinned on Max-Neef's theory of human scale development.

According to Max-Neef (1991), development must be the satisfaction of fundamental human needs, which are not only needs of humanity but needs of being as well. His theory does not contain a hierarchy (in addition to the basic needs for physical survival) instead it presents a linked interactive system. Based on the premise of Max- Neef (1991) on the linked interactive system, there is a basic justification for larger public expenditure to be channeled towards education especially ECE. This in-turn allows the ECE centres to provide quality services to the children they handle. ECE centres as any other

institutions need financing in order to boost their institutional capacity and for national development.

Max- Neef (1991) makes a distinction between needs and satisfiers. He classifies the fundamental human needs as: subsistence, protection, affection, understanding, participation, recreation creation, identify and freedom. Needs are also defined according to the existential category of being, having, doing and interacting. Satisfiers have different characteristics; they can be violators or destroyers, pseudo satisfiers, inhibiting satisfiers, singular satisfiers, or synergic satisfiers. Max-Neef (1991) shows that certain satisfiers promote a particular need in fact inhibit or destroy the possibility of satisfying other needs. Synergic satisfiers, on the other hand not only satisfy one particular need, but also satisfaction in other areas at the same time. This is particularly finance, which is the sole controller of the other factors in any ECE centre. Max-Neef and his colleagues have found that the methodology allows for the achievement of in-depth insight into the key problems that impede the actualization of fundamental human needs in the society, community or institution being studied (Max-Neef, 1991).

Max-Neef's theory is used as a framework for understanding children's fundamental needs which are seen as an interactive and interrelated system and not as a hierarchy. For example, active school feeding whereby funds have to be used, provision of teaching-learning resources, and physical facilities in schools, and identification of qualified teachers in order to provide quality services and good management practices which enhance the IC in the ECE centres. Financing should be intensified in ECE institutions to ensure that institutional capacity is promoted hence quality service provision.

Provision of all the requirements in an ECE institution relies on the availability of finance from various funding sources, the available resources should be adequate and well budgeted for which enhances children's needs and rights in terms of Survival, Security, and Socialization as well as boost the human resource component of IC by motivating the teachers through better salaries in order to enhance the quality and quantity of service provided. All needs are of equal importance, are non-negotiable in an ECE institution and synergistically interrelated. Health, nutrition and education and psychosocial development are synergistically interrelated, which makes a case for addressing the need of children through a holistic approach. The children's development and participation will be optimized if the programmes address not only the child but also the child's overall context, both immediate and distal in terms of physical facilities, in materials, play equipment, feeding programmes and participation in all activities. If all needs are met synergistically institutional capacity of ECE centres will be enhanced effectively. Financing plays a key role in an ECE centre whereby it either promotes or inhibits the capacity of any institution in carrying out its duties as required in order to provide quality services.

2.7 Conceptual Framework

Mugenda and Mugenda (2003) note that; a conceptual framework involves forming ideas about relationships between variables in a study, showing relationships diagrammatically and graphically. Raichel and Ramey (1987) quoted in Kombo and Tromp (2006) also defines a conceptual framework as a set of broad ideas and principles taken from a relevant field of study of inquiry and used to structure subsequent presentations. Figure

2.1 shows the relationship between financing and institutional capacity in Early Childhood Education Centres.

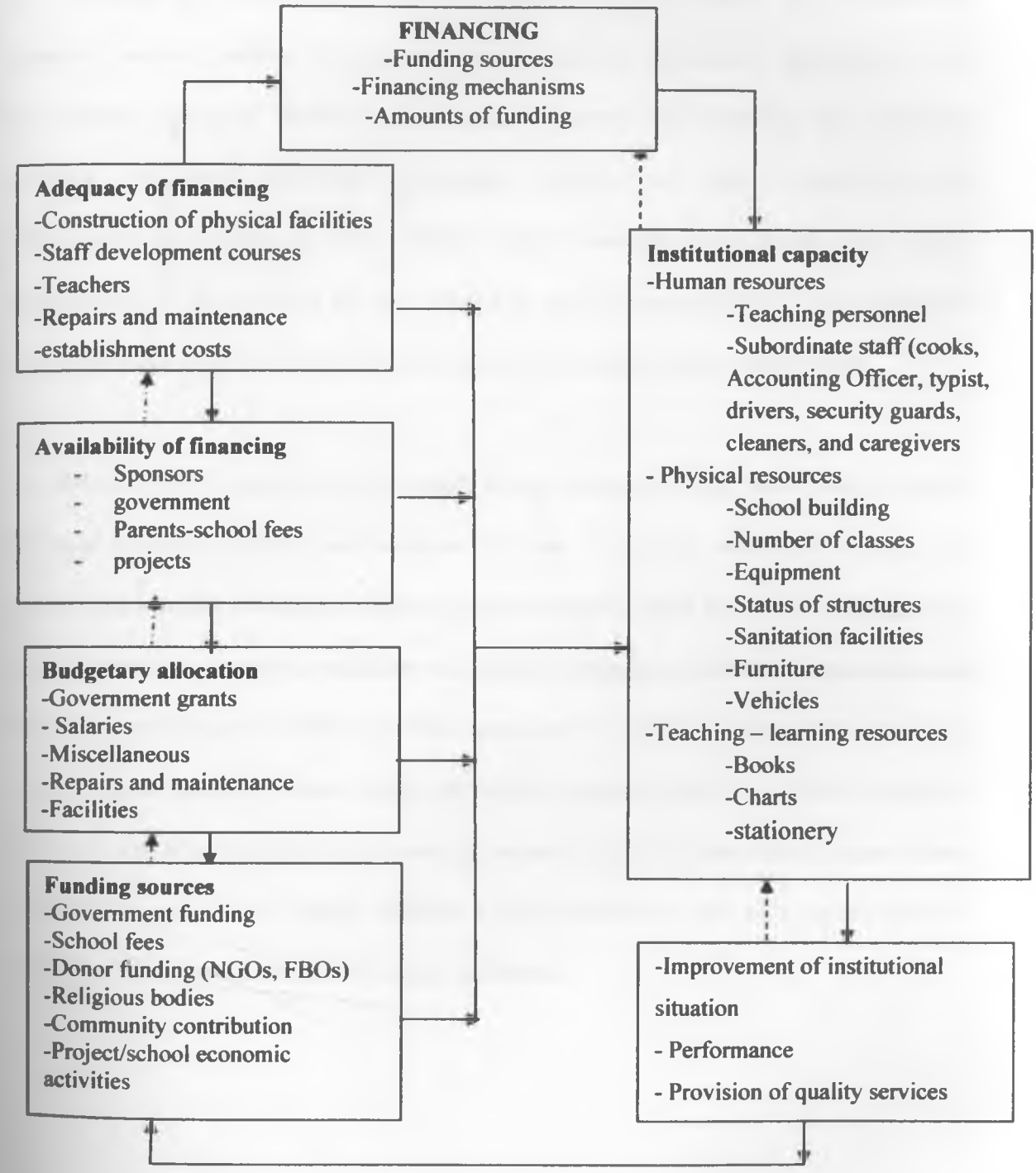

Figure 2.1 Perceived Conceptual Framework for Financing and Institutional Capacity

Key ---------→ Weak relationship

——————→ Strong relationship

The conceptual framework of the study was developed from the literature reviewed and the relevant research objectives. Figure 2.1 shows the relationship between the various key variables that influence institutional capacity of ECE centres. The institutional capacity factors include human resource, financial resources, governance and management, physical facilities, feeding programmes and teaching and learning resources. All these and other extraneous variables will impact directly on the participation of children in ECE centres. Human resource, for example, may affect participation, if the teachers are not trained or well remunerated and poor classroom management will affect the participation negatively leading to poor performance.

All services in ECE centres revolve around financial resources that are in place. Enough financial resources impacts positively on the kind of physical resources in place, the quality and quantity of human resource, support services put in place, how management is carried out, for example, availability of financial resources determine the purchase and availability of TLRs, the staff to be hired, presence of a feeding programmed, and if an expert will be hired to execute some duties that requires expertise. Limited financial resources will affect the type of services put in place in ECE centres which in turn either positively or negatively affects children's participation in the ECE activities and institution's ability to execute the services efficiently

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a description of how the requisite data was obtained, processed, analyzed and interpreted to fulfill research objectives. It is followed by a description of the methods that were used to carry out the study. The research methodology elements include the research design that was adopted, target population, sample size and sampling procedures. It also covers research instruments for data collection, validity and reliability of research instruments as well as data collection procedures and data analysis technique that were applied. Details of these items have been discussed in the succeeding sections.

3.1 Research Design

The study adopted a survey research design in which descriptive method was used. Begi (2009) defines survey method as a descriptive research method used to assess the distribution of specific behavior in a population. It is a technique used to collect detailed data to be used to justify the current conditions and practices; measures the present status of a phenomenon. Orodho (2002) also notes that survey design is concerned with gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whatever possible to draw possible conclusion from the facts discovered. The choice of the descriptive survey research design was made based on the fact that the study was interested on the state of affairs already existing in the field, no variable was manipulated. Survey research design therefore was appropriate because it

enabled the study to gather information concerning financing and institutional capacity of ECE centers in Kikuyu District.

3.2 Target Population

Mugenda and Mugenda (2003) observe that a target population is the theoretically specified aggregation of study elements. Target population is also known as universe which includes all members of a hypothetical set of people to which the study would like to generalize the result of her study. The study targeted 232 head teachers, 470 ECE teachers, and 8726 ECE parents in all ECE centres in Kikuyu District. Table 3.1 presents the registered ECE centres per zone and category.

Table 3.1 Registered ECE centres by category

Category of ECE centres	Public	Private	Religious sponsored	Local authority	Total	Number of teachers
Zones						
Karai	13	15	7	1	36	100
Thogoto	15	33	2	2	52	138
Kabete	15	48	19	3	85	125
Muguga	13	37	8	1	59	107
Total	56	134	36	7	232	470

Source: Kikuyu District, EMIS, 2011

According to the District Education Officer (DEO), Kikuyu District, the District is composed of 4 zones comprising of 232 schools, 56 public ECE Centres, 134 privates ECE centres 36 religious sponsored ECE centres and 7 local authority ECE centres. The total number of children in ECE Centres in Kikuyu district is 8726 (EMI), 2011). This is the aggregation of elements from where the study drew the study sample. The head teachers were chosen because they were in a good position to give information about the schools and they were the managers of the school. The class teachers were suitable

because they are constantly in touch with pupils in their classes and knew what is available and not available in their schools. The parents being the major financial contributors helped to source information on matters related to finance hence level of institutional capacity.

3.3 Sample Size and Sampling Procedure

A sample size is a small number of items to be selected from the universe. The sample size selected from any study should be optimum -one that fulfils the requirements of efficiency representativeness, reliability and flexibility (Kombo and Tromp, 2006). Out of 232 ECE Centres, four schools were used for pilot study. Out of 70 ECE Centres, 70 head teachers, out of 470 ECE teachers, 141 teachers and 140 parents were sampled for the study. This represented 30% of the total population. Mugenda and Mugenda contend that the goal of stratified random sampling is to achieve the desired representation from various subgroups in the population. Table 3.2 shows the sample size for the study.

Table 3.2 Sample Size

Zone	Number of ECE centres	Public	Private	Religious Sponsored	Local Authority	No. of ECE teachers	Head teachers	No of parents
Karai	10	3	5	2	0	30	10	20
Thogoto	17	5	10	1	1	41	17	34
Kabete	26	5	14	6	1	38	26	52
Muguga	17	4	11	2	0	32	17	34
Total	70	17	40	11	2	141	70	140

Source: Survey Data, 2012

The study adopted stratified random sampling for representativeness to select the required schools. The head teachers, class teachers and parents of the sampled schools were included in the study because it allowed the study to use cases that have the required

information to meet objectives of the study. ECE Centres with children aged between 3 and 6 years were used. From the 70 sampled schools, 2 parent representatives were randomly selected, by giving numbers to all parent representatives according to the list of names. Papers were folded and the members whose names fell in a certain number were chosen. From the 70 ECE centres sampled from the study, 140 ECE parents were included in the study. From the sample selected for the study it was possible to make inferences about the target population under study.

3.4 Secondary Data Sources

Data for achieving objectives of the study was obtained from primary and secondary sources. However, the study heavily borrowed from primary data because such information was original, unaltered and a direct description of occurrence by an individual researcher (Mugenda & Mugenda, 1999). Primary data was obtained through self administered questionnaires and personal observation by the researcher from sampled population. The study also borrowed from secondary sources to supplement primary data by reviewing essential books, document, review reports as well as the internet.

3.5 Research Instruments

Data collection instruments are used in securing information concerning a phenomenon under study from a selected number of respondents (Mulusa, 1988). The data for this study was collected using two instruments; questionnaires and an observation checklist. A questionnaire is a research instrument that gathers data over a large scale (Kombo and Tromp, 2006). A questionnaire is recommended as a suitable tool for addressing research questions in a descriptive research, obtaining important information about the population

and at the same time minimizes bias on both the study and the respondents. The questionnaire consisted of both closed and open ended items. There was a questionnaire designed for the head teachers which was used to obtain information pertaining financial aspects in relation to the institutional capacity in ECE centres. They were designed to inform the study on practices, opinions and attitudes of respondents regarding financing and IC of ECE centres.

Questionnaires for head teachers, class teachers and parent were divided into five parts. Part one of each questionnaire gave demographic characteristics of the respondents by collecting data on gender, age, teaching experience, educational level, type of institution, type of area and population in the respective institutions. Part two consisted of structured and open ended questions. They were designed in a manner to generate both statistical facts and narrative facts. Questionnaire for class teachers was for getting information on institutional capacity aspects such as human resource, physical facilities in place, and other support services anchored on financial resources. Questionnaires were administered to parents to source information on both financing and institutional aspects in their respective ECE Centres. Mugenda and Mugenda (2003) purport that, observation checklists are used to record what is observed during data collection. Observation checklists were designed to document adequacy, availability and relevancy of facilities and resources in the ECE centres. Observation checklists were used to ascertain the availability of physical facilities and equipment, instructional resources, feeding programs and teacher quality in the institutions.

3.6 Pre- Testing of Research Instruments: Pilot Study

The purpose of pre- testing is to assess the clarity of the instruments, validity and reliability of each item of the questionnaires and suitability of language used in the instruments (Mulusa, 1988). Drafted questionnaire items were piloted in order to avoid threats to reliability, revealing vague questions and unclear instructions as Gay (1996) contends. Piloting was done in four ECE centres. It needed 4 head teachers, 8 teachers, 8 parents selected from each institution identified for pilot study. Care was taken not to include the centres in the main study. Thereafter, blank spaces, inaccurate responses, inconsistencies and other weaknesses detected in the items were revealed after piloting. Data collected for pilot study, was analyzed and results were used for appropriate amendment of instruments (Mulusa, 1988).

3.7 Validity of the Instruments

Validity of a research instrument is the measure of degree to which a research instrument measures what is intended to by the study (Borg and Gall 2004). Mugenda and Mugenda (2003) also note that validity is the accuracy and meaningfulness of inferences, which is based on research results. The study ensured that the content items in the instruments were representative and related to the study, covered all the important areas and objectives of the study and ascertained that each text item measured only what it was purported to measure. To enhance content validity pretesting (pilot survey) was conducted to enable the study determine whether the items are correctly worded in order to avoid misinterpretations during the main study. Items found to be unsuitable would either be discarded or modified so as to improve the quality of the instrument thereby increasing their validity. This was done by administering the questionnaires which also

meant to create rapport with respondents and to reveal ambiguities, inconsistencies bringing into light any weaknesses of the questions (Borg and Gall, 2004). Data from pilot study within four ECE centres was analyzed and used to fine tune and improve on questionnaire items, where necessary, new items were incorporated in order to achieve the instrument validity. The head teachers, class teachers and parents were selected, permission was sought to administer the instruments and observe the centres in general.

3.8 Reliability of Research Instruments

According to Mugenda and Mugenda (2003) reliability is the measure of a degree to which a research instrument yields consistent results after repeated trials. Reliable instruments must be consistent stable and be likely to yield similar results when administered in different settings under similar circumstances. The study sought to find out whether the instrument could be counted upon or trusted to meet given expectations and continue to do so. The test-retest or coefficient of stability technique was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to assess the clarity of the instrument (Orodho, 2005). This was done by administering the items to samples within the identified ECE centres for a pilot survey and then data was collected. After time lapse of two weeks, the same instrument was administered to the same group of respondents. The results of the initial responses were then correlated with the latter to compute the coefficient of stability or reliability of the results. The results showed that the correlation coefficient was 0.918 which was closer to 1, making the instrument reliable.

3.9 Data Collection Techniques

The purpose of this section was to provide an overview of the data collection techniques that were applied in the study. The following was the procedure that was adopted.

3.9.1 Preparation

An introductory letter from the University was sought which was used to get permission and authority from the National Council for Science and Technology (NCS&T). This was presented to the District Education Officer which helped to seek introductory letters to the heads of the ECE centres in the study district to carry out the research in Kikuyu District. Those ECE centres and head teachers involved in the study were informed using a letter of introduction from the District Education Officer (DEO). The selected ECE centres were visited to be familiar with the institutions, and develop good rapport with centres' administration. The parents' representatives were invited by the head teachers to come when the instruments would be administered thus fill the questionnaires. Observation checklists were filled concurrently by the researcher.

3.9.2 Data Collection

Wiseman and MacDonald (1980 quoted in Ouko, 2007), stress that, the step to increase response rate in research is key and his suggestion was adopted. A covering letter stating the purpose, value and importance of responding was attached guaranteeing respondent confidentiality. The instruments were then administered to the head teachers, ECE teachers and ECE parents of the sampled schools. The filled instruments were collected after three days which enabled the respondents to fill the questionnaires appropriately

while observations were done and the findings recorded immediately. Care was taken to ensure that before collecting the completed questionnaires, misconceptions and misunderstandings were cleared and all the items had been answered. After collection of instruments they were examined for completeness, comprehensiveness, consistency and reliability

3.10 Data Analysis Procedures and Presentation

This section describes the procedure that was followed during data analysis and presentation as discussed in the proceeding sub-sections.

3.10.1 Data processing procedure

Data processing and analysis sought to provide answers to research questions and fulfilled research objectives. Editing to ensure accuracy and reliability of the information contained in the instruments was helpful in raising accuracy of information and ensuring that all desired information was conceptualized, coded and verified to reduce possibility of mismatch between available information and what was intended to be captured as per research questions (Kombo & Tromp, 2006). After information screening, arrangement of data collected was done, to ensure linkages between themes, logical order and grouping of coherent information. Content validity was confirmed, appropriate links, comparisons between what was expected and actual results was done and further realigned up into a sequential flow

3.10.2 Data Analysis Procedures

This study applied both qualitative and quantitative description methods to process and analyzes the data. The choice of analysis procedures depended on how well the techniques were suited to the study objectives and scale of measurement of variables in question. Quantitative data was summarized, organized according to research questions, arranged into themes and then averages, frequencies and percentages were calculated (Orodho, 2005). After the data had been collected there was cross-examination to ascertain their accuracy, completeness and identify those items wrongly responded to, spelling mistakes and blank spaces, sorted, edited and coded, keyed into the computer for analysis quantitatively using the statistical technique - Statistical Package for Social Sciences (SPSS). Scores of respondents in each item were recorded to give overall score and then converted to percentage expressed as fraction of the overall score.

According to Mugenda & Mugenda (1999), SPSS is known for its ability to process large amounts of data given its wide spectrum of statistical procedure which are purposefully designed for social sciences. Data was analyzed to assess the influence of financing sources, availability of finance, adequacy of finance and budgetary allocation on institutional capacity within ECE centres in terms of physical facilities, human resource, feeding programs, and programme quality among other factors. Qualitative analysis considered the inferences that were made from views and opinions of respondents. This helped to reduce massive amount of information that was obtained. Data was then summarized, organized according to research questions, arranged into themes and presented in narrative form where it was possible, tabular forms indicating averages, frequencies and percentages.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results obtained from the analysis of the study findings. It begins with demographic characteristics of the respondents followed by variables on funding sources and their effect on institutional capacity; availability of finance and its effect on IC. This is followed by influence of adequacy of finance on IC and finally concludes with a discussion on the influence of budgetary allocation on I C of ECE centres.

4.1.1 Questionnaire Return Rate

The instrument return rate is a proportion of samples that participated in the study as intended in all research study procedures. The study targeted 70 ECE centres, 141 ECE teachers and 140 ECE parents. All the respondents were to receive the questionnaires dully fill them and return them. The study therefore sort to establish the questionnaire return rate and the results are shown in table 4.1.

Table 4.1 Distribution showing questionnaire Return Rate

Respondents	Gender	F	Returned	Response Rate %
Head teachers	Male	36	36	100
	Female	34	34	100
ECE teachers	Male	1	1	100
	Female	140	140	100
ECE parents	Male	16	13	81.2
	Female	124	99	79.8

Source: Survey Data 2012

The study realized a questionnaire response rate of 100% among the head teachers whereby 36(100%) were males and 34(100%) were females. Further analysis indicated

that out of 141 ECE teachers who returned the questionnaires, 1(100%) was male while his female counterparts were 140(100%). All of the questionnaires from the Head teachers and ECE teachers were duly filled and returned making the return rate 100%. However, out of the 140 ECE parents used for the study, 112 filled and returned the questionnaires which translated to 80% , 28(20%) of the ECE parents did not turn up to fill the questionnaires due to their busy work schedules. Out of the 112 ECE parents, 99(79.8%) were females while 13(81.2%) were males. However this did not mean that the study findings would be less valid as Gay (1992) contends that a sample of 10 to 20% of the target population is reliable for a descriptive research study.

4.2 Demographic Characteristics of Respondents

The study sought to highlight the demographic characteristics of the target population who were: head teachers of ECE centres, ECE teachers and parents of the respective ECE centres. This data helped in explaining certain characteristics of respondents that influenced IC of the ECE centres. These characteristics included; compositions by gender, educational and professional qualifications, work experience, teaching experience as well as age. The study also sought to find out the size and location of the ECE centres that were sampled for the study.

4.2.1 Respondents Composition by Gender

The study aimed at establishing the gender of head teachers, ECE teachers and parents. To determine achievements in ECE centres the study considered gender so as to establish the contributions of these characteristics in educational management. The large numbers of females found as teachers in the ECE centre is a common scenario in the world over as

a few males are found in the field of ECE (UNESCO, 2010). The findings are presented in figure 4.1.

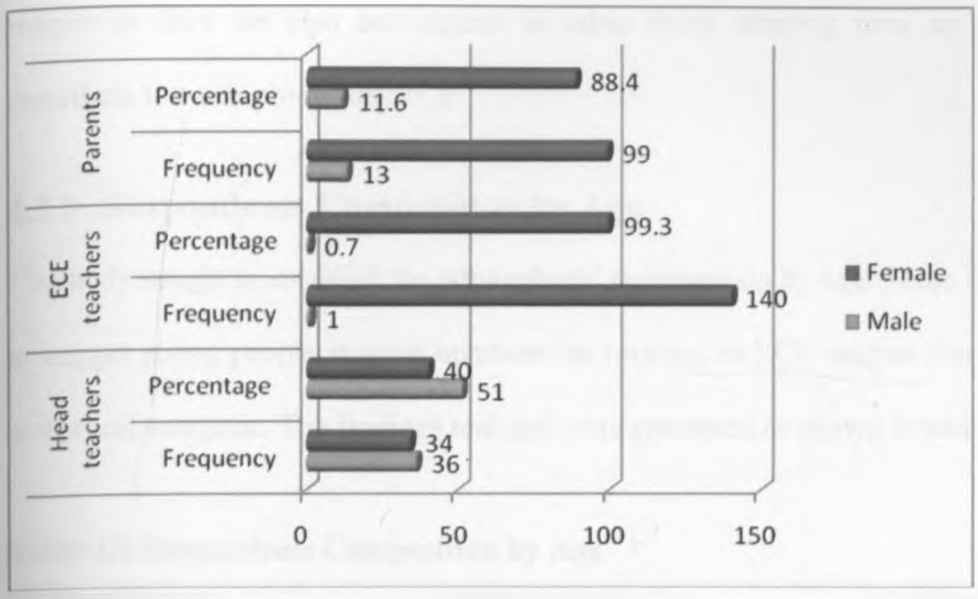

Figure 4.1 Respondents Composition by Gender

Source: Survey Data, 2012

The study findings indicated that out of 70 head teachers, 36(51%) were males while 34(49%) were females. Out of 141 ECE teachers, 140(99.3%) were females whereas 1(0.7%) was a male. This illustration signified that an insignificant number of preschoolers were instructed by male teachers. The fact that ECE centres are still populated by females is a challenge that more males should be attracted into the ECE services and to act as male role models for some children who have none even at home.

Further still, the study findings indicated that out of 112 parents, majority 99(88.4%) were females while 13(11.6%) were males giving an implication that most men are not involved in matters concerning the education of children at the early stages of life. Lack of male role models at this critical development stage undoubtedly results into negative

personality development of the boy child. Based on the analysis, it was concluded that ECE was still regarded as a feminine profession, this not only increases the burden on women as they are also participants in other fields denying men an opportunity to contribute towards promoting ECE.

4.2.2 Respondents Composition by Age

The study sought to establish the respondents' composition by age. There is also the need to engage young people in great numbers for running an ECE centres that are seemingly active and energetic. The findings realized were presented as shown in table 4.2.

Table 4.2 Respondents Composition by Age

Age range in years		Head teachers		ECE teachers	
		Frequency	Percentage	Frequency	Percentage
20-29	Male	0	0	0	0
	Female	0	0	38	27.0
30-39	Male	10	14.3	1	0.7
	Female	9	12.8	75	53.2
40-49	Male	20	28.6	0	0
	Female	18	25.7	25	17.7
50 & above	Male	7	10.0	0	0
	Female	6	8.6	2	1.4
Total		**70**	**100**	**141**	**100**

Source: Survey Data, 2012

Age differentials noted that out of 70 head teachers, 19 (27.1%) were aged between 30 and 39 years whereby 10(14.3%) were males and 9(12.8%) were females. Majority of the head teachers 38 (54.3%) were in the age bracket of between 40 and 49 20(28.6%) being

males while 18(25.7%) were females. Further still 13(18.6%) were in the age bracket of 50 years and above with 7(10%) males and 6(8.6%) females. Further analysis informed the study that out of 141 of the ECE teachers, 38(27%) were aged between 20 and 29 years, most ECE teachers 75(53.2%) were females in the ages between 30 and 39 and 1(0.7%) males, 25(18%) were aged between 40 and 49 age bracket while 2(1%) were aged above 50 years. Additional analysis of the findings indicated that out of the 112 parents, 61(54.5%) were aged between 20 and 29 years, 42(37.5%) were aged between 30 and 39 years while 9(8%) were aged between 40 and 49 years. The findings indicated that most 103(92.0%) of the pre-school parents were young and could help in boosting the institutional capacity of ECE centres.

4.2.3 Type, Size and Location of ECE Centres

The study sought to establish the type of ECE centres sampled for the study, their size and location. The current study shows that although there is a prevalence of a variety of ECE programmes, majority of them were private, others were, religious sponsered and public ECE centres as also found by Saluja et al (2002). Location of an ECE centre determines the kind of parents and children in the ECE centres. The study findings realized were shown in table 4.3.

Out of the 70 ECE centres 17(24%) were in the public category, 57(40%) in the private, 11(6%) were religious sponsored and 2(3%) were in the local authority. The largest number of ECE centres 40(57%) fall in the category of private providers. The size of an ECE centre determines the number and amount of resources collected. The study findings confirmed that 27(38.6%) of the ECE centres were single streamed, 25(35.7%) were

double streamed while 18(25.7%) were triple streamed and above. The ECE centres with high enrolment were well established and well resource endowed with more than one source of funds. Their institutional capacities were remarkable.

Table 4.3 Type, Size and Location of ECE Centres

Type	Public		Private		R S		L A	
Respondents	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Head teachers	17	24.0	40	57.0	11	16.0	2	3.0
Size (Stream)	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Single	10	58.8	11	27.5	5	45.4	1	50.0
Double	4	23.5	17	42.5	4	36.4	0	0
Triple and Above	3	17.7	12	30.0	2	18.2	1	50.0

Location	Urban		Semi-Urban		Rural	
	F	%	F	%	F	%
Male	9	12.9	16	22.9	11	15.7
Female	7	10.0	15	21.4	12	17.1

Source: Survey Data, 2012

The respondents informed the study that 16 (22.9%) of the schools were located in urban areas, majority of the ECE centres 31(44.3%), were located in semi-urban areas, while 23(32.8%) in the rural parts of the district. A large number of the ECE centres 54(77%) were located in the urban and semi-urban regions giving an impression that they understand the importance of ECE thus had the initiative to pay fees and provide other T/L materials to the centres in order to boost the IC of the respective centres. ECE centres located in the rural areas have a great opportunity to practice agricultural activities hence raise some income from the projects.

4.2.4 Distribution of Respondents' by Educational and Professional Qualifications.

The study sought to find out the Educational and Professional Qualifications of the respondents as well as their work experience. Educational or professional qualifications are great indicators of one's potential towards productivity and problem solving in the teaching profession. Naudeau (2011, notes that, there is a strong correlation between staff qualifications, ECE outcomes, and classroom quality. Research from the United States has established that ECE programmes with well educated, adequately paid teachers, small classes (no more than 20 children) and small staff-child ratios (less than 1:10) produce strong short-and long-term educational gains. Programmes with fewer resources invested in ECE classrooms often have failed to achieve similar results (Barnett, 2008). The responses obtained were tabulated in table 4.4.

Based on the responses and interpretation of the study findings 5(7.1%) of the head teachers had a teaching experience of between 1 and 9 years, 17(24.3%) had a teaching experience of between 10 and 19 years, 35(50%) had an experience of between 20 and 29 years while 13(18.6%) had a teaching experience of 30 years and above. Out of the 141 ECE teachers 46(33%) had a work experience of 1 and 9 years, 90(64%) had between 10 and 19 years, and 3(2%) had an experience of 20 and 29 years and 2 (1%) having an experience of 30 years and above. This signified that the respondents were capable of improving and maintaining the institutional capacity in their respective ECE centres. Gumo (2003) notes that specialists with high educational level are known to posses appropriate knowledge, skills, values and attitudes indicating that they are competent in

implementing best practices in education thus influencing what learners achieve, through the level of institutional capacity.

Table 4.4 Distribution of Respondents' by Educational and Professional Qualifications

Educational attainment		Head teachers		ECE teachers	
		F	%	F	%
KJSE	Male	2	2.9	0	0
O level	Male	6	8.5	0	0
	Female	4	5.7	18	12.8
A level	Male	2	2.9	0	0
	Female	1	1.4	0	0
Certificate	Male	9	12.9	0	0
	Female	11	15.7	81	57.4
Diploma	Male	10	14.3	1	0.7
	Female	8	11.4	41	29.1
University	Male	7	10.0	0	0
	Female	10	14.3	0	0
Total		**70**	**100**	**141**	**100**

Years of Service		Head teachers		ECE Teachers	
		F	**%**	**F**	**%**
1-9	Male	4	5.7	1	0.7
	Female	1	1.4	45	32.0
10-19	Male	8	11.4	0	0
	Female	9	12.9	90	63.8
20-29	Male	18	25.7	0	0
	Female	17	24.3	3	2.1
30 &>	Male	6	8.6	0	0
	Female	7	10.0	2	1.4
Total		**70**	**100**	**141**	**100**

Source; Survey Data, 2012

Head teachers with higher working experience are found to have better management skills, quality leadership and are a more committed to labour capable of improving quality of outcomes. Educational managers with wide teaching experience understand

best practices in education, posse's right skills and experience in educational management. Such head teachers and teachers are capable of creating positive influences within the education sector.

4.2.5 Population in the ECE Centres

Enrolment in the ECE centres signifies improvement in access to ECE services by children, both enrolments and fees collection impact on actual per child costs. If a programme is not fully enrolled with children, the cost per child increases significantly. The study therefore sought to find out the total population in the ECE centres used for the study. The study findings were tabulated as shown in table 4.5.

Table 4.5 Total Population in the ECE Centres

Category	Boys		Girls		Total	
	F	%	F	%	F	%
Public	412	48.8	432	51.2	844	24
Private	987	49.7	998	50.3	1985	56
Religious Sponsored	268	49.1	278	50.9	546	15
Local Authority	89	48.9	93	51.1	182	5
Total	1756		1801		3557	100

Source: Survey Data, 2012

According to the study findings, 1756(49%) of the ECE population were girls, while 1801(51%) were boys. Private schools had the highest enrolment 1985(56%). The results showed that 56% of the children were in private schools, 24% in public ECE centres, 15% in religious sponsored schools and 5% in the schools sponsored by local authority. The total number of boys 1801(51%) in all schools was found to be slightly higher than that of girls 1756(49%). In agreement with these findings, Stoney (2010), in her study on Alliance for early childhood finance contends that while governments and philanthropy sometimes help finance ECE, this funding is rarely provided as general operating support, typically the dollars provided by the third party are lined to enrollment of specific

children, the study findings also found out that if the children are not enrolled, the funding does not flow. This makes enrollment a cornerstone of ECE financing regardless of whether the programme relies mainly on public funds or relies primarily on parent fees, or a combination.

4.3: Funding Sources and Institutional Capacity of ECE Centres

The study sought to examine the extent to which funding sources influence Institutional Capacity of ECE centres in the study district. The low level of financing by governments deviates from the crucial role of ECE in societal development as most of it does not even reach the ECE centres but is used for ECE administration at the headquarters. About 80% of the ECE centres are financed by parents associations, while the rest are financed by other sponsors such as local government authorities, religious as well as welfare organizations and private entrepreneurs. An effective ECE programme requires a number of funding sources, adequate, available and properly budgeted for. Table 4.6 shows the funding sources in the ECE centres.

Table 4.6 - Funding Sources for ECE Centres

	Head teachers		ECE Teachers		ECE parents	
	F	%	F	%	F	%
Parents	70	100	141	100	112	100
Government	2	2.9	2	2.9	4	3.5
Income generating activities	55	78.6	110	78.1	104	92.9
NGOs	2	2.9	4	2.8	3	2.7
Religious organizations	11	15.1	22	15.6	18	16.1

Source: Survey Data, 2012

The study analysis indicated that all the ECE centres 70(100%) sourced funds from parents who were the major contributors of the ECE financing. Out the 70 ECE centres

used for the study, only 2(2.9%) received funds from NGOs (World Vision, UNICEF, World Bank) and the government through local authority whereby the grants were used to put up building and buying teaching and learning materials although they also depended on the amount financed from parents 55(78.6%) ECE centres received financing from income generating activities while 11(15.1%) received support from religious organizations. These findings were in agreement with studies carried out by Pence (2004) who found out that families are the primary payees for ECE, contributing largely to paying salaries for ECE teachers, providing land and facilities and teaching learning resources.

4.3.1 Revenue from Income Generating Activities for ECE Centres

The study intended to find out the amount of financing from various income generating activities. Income generating activities are essential in the ECE centres because they boost the ability of an institution to carry out its activities by supplementing what is contributed into the centres by parents.The information realized is presented as in table 4.7.

Table 4.7 - Revenue from Income Generating Activities

	Public		Private		Religious sponsored		Level of funding per month	
Activities	F	%	F	%	F	%	F	%
Growing of crops	5	29.4	2	5.0	0	0	11,000	13.1
Sale of nappier grass	13	76.3	0	0	0	0	6,000	7.1
Sale of water	3	17.6	4	10	1	9.1	15,000	17.9
Chicken rearing	4	23.5	0	0	0	0	7,000	8.3
Rental houses	1	5.9	7	17.5	3	27.3	15,000	17.9
Hiring of school buses	4	23.5	6	15.0	2	18.2	30,000	35.7

Source: Survey Data, 2012

Based on the study findings, a total of 55 ECE centres raised funds from Income Generating Activities (IGAs), majority 13(76.3% of public ECE centres raised funds from sale of nappier grass, 4(23.5%) from hiring of school buses and chicken rearing while the least 1(5.9%) from rent. Majority of the private ECE centers raised funds from rental houses 7 (17.5%) and 6(15.0%) from hiring of buses. This was similar to the religious sponsored centres whereby 3(27.3%) raised funds from rent 2(18.2%) from school buses. The money obtained from IGAs was used to finance feeding programmes and supplement the teachers' salaries as well as purchase of equipment for outdoor activities.

4.3.2. Percentage Raised From Various Income Generating Activities and Other Sources

In ECE centres, parents are the major financing sources; this depends on their level of income and social economic status. Although the ECE centres receive funds from the parents as fees sometimes the amount collected is not enough to carry out all the intended plans as required by the respective centres ,this influences the management to find other sources of financing to supplement what the parents pay. The study therefore sought to find out the percentage of money raised from various income generating activities. The study findings are shown in table 4.8.

The study findings noted that, 55(93.2%) raised funds income from income generating activities, 12(70.6%) of the public ECE centres 9(22.5%) private, 1(9.1%) from the religious authority raised between 10 and 29% from IGAs. Further still, 8(47.7%) public, 6(15.0%) private and 3(27.3%) religious authority ECE centres raised between 30 and 49

% from IGAs. The amount was used as a supplement to the fees paid by parents in the provision of TLRs and salaries for the staff in the ECE centres.

Table 4.8 Percentage Rise from Various Generating Activities and Other Sources

Percentage from IGA	Public		Private		Religious sponsored		Local authority	
	F	%	F	%	F	%	F	%
10-29	12	70.6	9	22.5	1	9.1	0	0
30-49	10	58.8	6	15.0	3	27.3	0	0
50-59	8	47.0	4	10.0	2	18.2	0	0
Government	0	0	0	0	0	0	2	100
70-79								
NGOs	0	0	0	0	2	18.2	0	
30-49								

Source: Survey Data, 2012

More still, 8(47.0%) public, 4(10%) private, and 2918.2%) religious sponsored ECE centres raised between 50 and 59% from IGAs while only 2(18.2%) religious sponsored ECE centres were funded by NGOs to buy TLRs, feeding programmes and putting up buildings. 2 (100%) were funded from the government through local authority and the parents supplemented 20% of the funds for the feeding programme. The government finances physical facilities, pays teachers and non teaching staff and buys TLRs as well as purchase and maintenance of furniture and equipment. Based on the analysis, it was evident that most 55(93.2%) raised a certain percentage from IGAs to supplement the fees paid by parents in order to boost their institutional capacities.

4.3.3 Fees charged per Term in the ECE Centres

The study intended to investigate the amount of fee charged in the ECE centres per term or per year. Stoney (2010) in her study on the ECE Iron Triangle established that collecting fees in full or on time is essential. Fees only become revenue when they are collected all too often in an early childhood programme will have a budget that balances

on paper. The findings emanating from the respondents are indicated as shown in figure 4.9.

The study findings indicated that out of 70 head teachers , 4 (5.7%) head teachers charged a total fee of less than Ksh.900 per term with confirmation from 8(5.7%) out of 141 ECE teachers and 6(5.3%) out of 128 the parents. 10(14.3%) of the centres charged fee ranging between Ksh.1, 000 and 1900 per term. The findings concurred with 17(14.9%) teachers and 16(14.2%) parents.

Table 4.9 Fees per Term in the ECE Centres

	Head teachers		ECE Teachers		ECE parents	
	F	%	F	%	F	%
Below 900	4	5.7	8	5.7	6	5.3
1000-1900	10	14.3	17	14.9	16	14.2
2000-3900	23	32.9	44	32.6	37	33.0
4000-5900	19	27.1	38	25.5	31	27.6
6000-7900	8	11.4	16	11.3	13	11.6
8000-9900	4	5.7	8	5.6	6	5.3
10,000 & Above	2	2.9	4	2.8	3	2.7

Further analysis indicated that majority 23 (32.9%) of the head teachers charged fees ranging between Ksh.2, 000 and 3,900, confirming this were 44(32.6%)ECE teachers and 37(33.0%) parents. These findings were in conformity with UNESCO, (2005) findings which noted that the fees charged by the ECE centres could not allow children from poor socio economic backgrounds to access ECE services throughout the term thus the parents opted to withdraw their children from the centres.

Additionally, 19(27.1%) head teachers indicated that their ECE centres charged a fee ranging between Ksh.4, 000 and 5,900, supported by 38(25.5%) teachers and 31(27.6%)

parents. The least of head teachers 2 (2.9%) confirmed that their fees ranged from Ksh.10, 000 and above per term supported by 4(2.9%) teachers and 3(2.7) parents. The fees range between ksh.4, 000 and 10,000 and above cuts across private high cost schools, and those sponsored by the religious organizations. The amount of fee charged in all ECE centres excluding 13(76.5%) of the public schools had feeding programmes and the amount on money was excluded in the amount of fee paid especially in the 4(23.5%) of the public schools and low cost private ECE centres, and those sponsored by local authority.

Additional analysis confirmed that the ECE centres which offered transport facilities for the children also charged some amount of money to cater for this service; which ranged from Ksh.400 and 4,700 per month depending on where the child was picked from. The nearer the distance from home to school, the low the transport cost and the children who were furthest from school paid a higher amount of money. Fees collection can be very time consuming unless systems are put in place to streamline and automate the process. What parents can afford to pay is based on what they earn and the local cost of living. What the government or other scholarship will pay is typically based on available funds.

4.3.4 Funding sources and institutional capacity of ECE Centres

On the extent to which funding sources influence institutional capacity of ECE centres, the study established that the parents contribute towards supporting the ECE Centre (M=4.5286), The school have income generating projects (M=4.4694), the school receives funds from NGOS and religious organizations to support the ECE Centre (M=3.5027) and the school receives government grants to support the ECE Centre

(M=2.4082) respectively. This depicts that the parents were the most significant source of funding for the support of ECE centres followed by income generating projects, NGOS and religious organizations and government respectively.

Table 4.10 Funding sources and institutional capacity of ECE Centres

	Mean	Std Dev
The ECE centres have income generating projects	4.4694	1.05717
The school receives government grants to support the ECE Centre	2.4082	0.75760
The ECE centre receives funds from NGOS and religious organizations for support	3.5027	1.1809
The parents contribute towards supporting the ECE Centre	4.5286	4.32268

4.4: Availability of Financing and Institutional Capacity of ECE Centres

The study sought to determine the effect of availability finance on institutional capacity of ECE centres in Kikuyu District. Availability of resources is essential every attainment of any objective .it determines the kind of facilities to be used in the centre, the quality, and quantity of human resources and teaching learning materials. The study sought to determine the reliability of the inflows of financing into the ECE centres.

4.4.1 Reliability of the Inflows of Financing into the ECE Centres

The study sought to determine the reliability of the inflow of financing on institutional capacity of ECE centres. Stoney (2010) contends that ECE programmes often face a difficult choice: keep fees high and risk increased vacancy rates and higher bad debt, or lower fees to boost cash flow. The options may vary from centre to centre based on the services offered and the families served. Figure 4.2 shows the inflows of resources into the ECE centres.

The study findings indicated that out of the 17 public ECE centres, 6 (32.3%) had very reliable financing, 7(41.2%) had reliable financing while 4(23.5%) had somehow reliable financing. Of the 40 ECE centres 17(42.5%) registered a very reliable inflow of financing, 14(35.0%) reliable while 9(22.5%) claimed unreliable financing. Out of the 11 ECE centres sponsored by the church 4(36.4%) had reliable financing. Reliable inflow financing was attributed to good payment of salaries, provision of TLRs and buildings of standard and maintenance of the existing furniture and equipment.

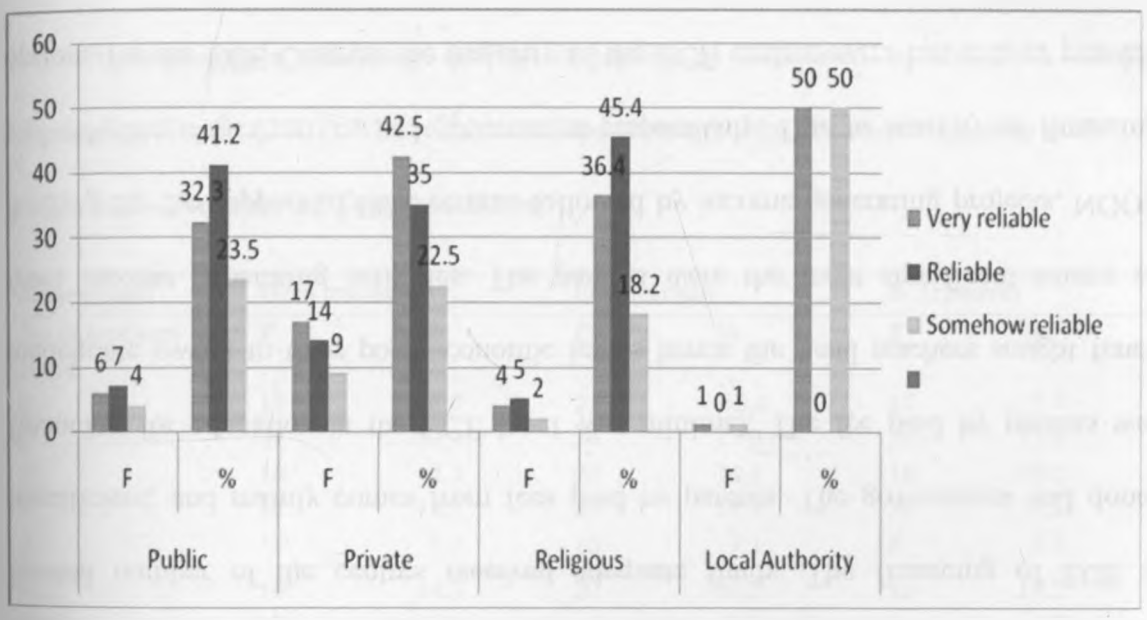

Figure 4.2 Reliability of the Inflows of Resources into the ECE Centres
Source: Survey Data, 2012

The ECE centres that had very reliable financing could be noticed right from the entrance into the institutions, everything was perfect from the physical facilities to the teaching and learning materials hence good participation in class activities and good performance. Their institutional capacity was remarkable. 22(31.4%) of the ECE centres depended on the fee paid by the parents and supplemented it with the amount from

income generating activities while in 20(28.6%) of the ECE centres, relied mainly on money from IGA which was then supplemented by what parents paid in order to run the institution.

4.4.2 Number of Teachers Hired

The study aimed at establishing the numbers of teachers hired in the ECE institutions. Teacher /pupil ratio (TPR) measures the number of teachers in relation to the size of the population, and has implications on quality. Generally, ratios above about 25:1 make it difficult to maintain adequate quality standards as stipulated in the EFA Global Monitoring Report (2007). The results realized were tabulated as shown in table 4.11.

Table 4.11 - Number of Teachers Hired

Respondents	Head teachers		ECE teachers		ECE parents	
No of teachers hired	**F**	**%**	**F**	**%**	**F**	**%**
1	11	15.7	22	15.6	17	15.1
2	12	17.1	24	17.0	20	17.9
3	10	14.3	20	14.2	16	14.2
4	12	17.1	25	17.7	20	17.9
5	5	7.1	10	7.1	8	7.1
6	10	14.3	20	14.2	16	14.2
7	2	2.9	4	2.8	3	2.7
8	6	8.6	12	8.5	9	8.0
9	2	2.9	4	2.8	3	2.7
TOTAL	70	100	141	100	112	100

Source: Survey Data, 2012

From the study findings, out of 70 ECE centres, the bulk of respondents were taken up by 12(17.1%) head teachers, 24(17.0%) ECE teachers, 20 (17.9%) parents who informed the study that they hired that day teachers according to the number of children registered in their respective centres while 23(33%) hired the teachers depending on the amount of finance that was available in the institutions and number of classrooms that were

available. This translates to a high teacher pupil ratio which makes it difficult for the teacher to achieve his or her objectives in the learning process.

Most 12(17.1%) hired between 2 and 4 teachers based on the enrolments .11(15.7%) head teachers, 22(15.6%) ECE teachers and 17(15.1%) ECE parents informed the study that the centres hired one teacher due to low funding sources. 2(2.9%) of the centres hired 7 teachers, 6(8.6%) hired 8 teachers, while 2(2.9%) hired 9 teachers. In a four worse scenarios, one teacher handled more than 70 children in one class and of mixed grades in the same room. It was difficult for the teachers to achieve their objectives. As Tobin (2005) suggests that high pupil –teacher ratios represent low provision quality standards; seem to affect negatively teachers' classroom practices and children's development.

Gupta (2001) also observes during her action research at an ECE centre in India that the larger number of children in each classroom, rather than the teacher –pupil ratio, leads to a high noise level, shortage of space, difficult in managing children in a child –centered environment, and limits the time teachers give to each individual child. The teachers in such conditions could not have one to one interaction between them and the children they handled, leading to mischievous behaviors like aggression among the children. The more children the teacher has, the more they get tired physically and this affected their own classroom performance accordingly therefore lowering the institutions' capacity to offer services.

4.4.2.1 Reasons for Hiring the Numbers of Teachers

The study sought to establish the reasons for the number of teachers hired in the ECE centres. The findings from the respondents informed the study that the numbers of teachers who were employed in the respective institutions depended on the following considerations as shown in table 4.12

Table 4.12 Respondents' reasons for hiring numbers of teachers

Reasons for hiring the numbers of teachers	frequency	percentage
Number of children registered in the centre	22	31.4
Adequacies and availability of financing from various sources	34	48.5
Adequacy of facilities like classrooms, toilets and furniture	23	33.0
To cater adequately for all children	48	68.6
Inadequate financing mechanisms	36	51.4

Source: Survey Data, 2012

The study analysis informed the study on the various reasons put forward by the respondents. Majority, 48(68.6%) of the respondents pointed out that they hired many teachers to cater adequately for all the children by having a one –to-one interaction with the children. This helps the teacher to identify strengths and weaknesses of an individual child in the class. Adequacies and availability of financing from various sources was another point cited by 34(48.5%) which greatly influenced the number of teachers hired implying that more teachers served in those institutions thus quality services.

On the contrary 36(51.4%) of the respondents informed the study that inadequacies in financing mechanisms influenced the number of teachers in the centres. Some of ECE centres hired and fired the teachers at will and reinstated when finances were available or

the teachers were never paid on time, and if they were, it was done in bits hence killing their morale. More still 22(31.4%) of the respondents indicated that the number of children registered in the ECE centres was a consideration in their centres. Early Childhood Guidelines by NACECE (2000), indicates the number of children to be handled by one teacher depending on the age category of the learners, for instance, 3 to 4 year olds require 8 children per teacher while 4 year olds require 10 children per one teacher.

4.4.3. Items of Highest and Lowest Priority

The study aimed at establishing the items that were of highest and lowest priority in the ECE centres. Items of priority ranged from staff salaries to indoor and outdoor facilities. The findings realized are shown in table 4.13.

Table 4.13 Items of Highest and Lowest Priority

Priority		Number	Percentage
Highest	Teachers' salaries	56	80
	instructional materials	18	25.7
	Feeding programmes	50	71.4
Lowest	Play equipment	60	85.7
	Repairs and maintenance	38	54.2
	Support staff	28	40

Source: Survey Data, 2012

Most schools 56(80%) opted for teachers' salaries and 18(25.7%) noted instructional materials 50(71.4%) opted for feeding programmes. The analysis indicated lowest priority to areas of importance like play equipment, expansion of structures, security, repairs and maintenance indicating that the ECE centres did not have adequate financing

to meet the needs of individual institutions. In public ECE centres, parents volunteered to help in maintenance and repair of the furniture in the centres. 28(22.2%) centres gave the lowest priority to the support staff whereby they reduced the number of the support staff employed in the institutions. Much of the work was done by pupils, for example, cleaning the classrooms, and the teachers were given extra responsibilities like serving the children during meals while the teachers opted to collect the funds by themselves instead of employing a cashier or secretary.

4.4.4 Amount received to cater for children's needs and IC of ECE

The study sought to determine how often the amount received catered for the children's needs in the ECE centres. The findings realized are shown in table 4.14.

Table 4.14 Amount received cater for children's needs

	Frequency	Percentage
Often	28	40.0
Sometimes	22	31.4
Never	20	28.6
Total	**70**	**100**

Source: Survey Data, 2012

The study findings indicated that the amount received by the institutions often catered for the children's needs in 28(40%) out of 70 ECE centres, 22(31.4%) indicated that at times the amount collected never catered for the children's needs while in 20(28.6%) indicated that the amount never catered for the needs of the children in the institutions because it was insufficient due to low financing mechanisms an implication that most of the ECE centres did not receive adequate financing to provide all the required facilities and run the centres efficiently.

4.4.5. Financial Records kept in ECE Centres

The study sought to establish whether financial records were kept in the ECE centres. To run and establish an ECE centre efficiently, the head teacher or manager should establish and maintain financial records for accountability and sustainability of the programme. Some of the records that were confirmed by the respondents are tabulate in table 4.15.

The study analysis indicated that out of 70, 48(68.6%) of the ECE centres kept cash books in their institutions whereby all the expenditures were recorded. The receipt books and bank account records were evident in 56(80%) of the ECE centres to show proof of payment either in cash or bank slips. Such schools held bank accounts in different banks, and parents paid in fee through the respective banks and brought in pay in slips in exchange for receipts.

Table 4.15 Financial Records kept in ECE Centres

Financial records	Public		Private		Religious sponsored		Local authority		Total	
	F	%	F	%	F	%	F	%	F	%
Cash books	9	52.9	32	80	6	54.5	1	50	48	68.6
Receipt books	12	70.6	34	85	9	81.2	1	50	56	80.0
Fees register	17	100	40	100	11	100	2	100	70	100
Bank account records	12	70.6	34	85	9	81.2	1	50	56	80.0
Admission records	17	100	40	100	11	100	2	50	70	100
Class records	17	100	40	100	11	100	2	50	70	100

Source: Survey Data, 2012

All schools 70(100%) had fee registers whereby the names were written in special registers or in an exercise books, had admission records and class records. In 14 (20%) of the ECE centres, the children's records of pay were recorded in an exercise book or on

loose papers. This showed a low level of tracking down the finances paid into the respective institutions.

The financial records were kept or handled by the head teachers, managers, cashiers, secretaries or by the teachers themselves. In cases where the funds were collected by the class teachers, the records were not clear as the teachers used the money as it flowed in without consulting the heads of the institutions, this was mainly because the money came in bits therefore lowering the IC of such centres to render proper, quality and appropriate services as budgeting was not totally done. The study findings further noted that all the ECE centres 70(100%) had admission and class records which assisted in tracking down the entire fee paid into the institutions.

Further still 84(75 %) of the parents confirmed that they were given receipt for any payment made while 25(25%) were not. 17(24.3%) ECE centres carried out monitoring and evaluation once every term. From these 17, 1centre from the local authority had experts from the government to carry out the exercise while the rest hired experts from elsewhere to do the same. This helped the institutions to get a clear picture of how the financial resources were received and spent and whether the intended plans were accomplished. Keeping financial records helps in tracking down the funds hence appropriate budgetary allocation.

4.4.6. Physical Facilities and IC in the ECE Centres

The study aimed at establishing the type of physical facilities that were used by the ECE centres. The physical environment has been found to have a significant impact on quality

in addition for providing a quality environment and ECE teachers; the provision of private space for adult to talk is among the factors that are regarded to be supportive conditions. Mitchell, Wilie and Carr's (2008) found out that physical environment to be one of the aspects that impact on quality of ECE programmes. Better physical environment is associated with decreased antisocial and worried behaviors. The study findings through observation realized the following types of buildings in the ECE centres as shown in figure 4.3.

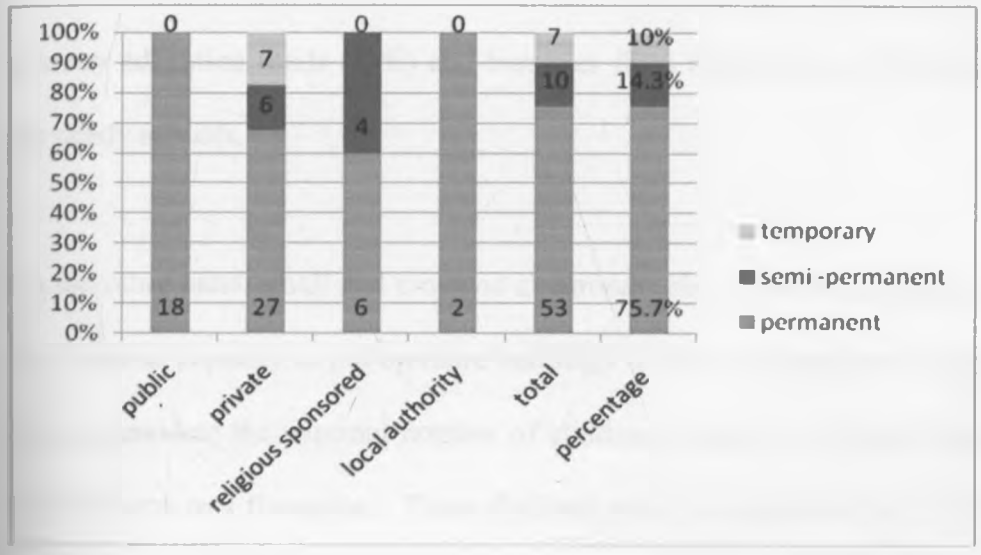

Figure 4.3 Types of Buildings

Source: Survey Data, 2012

The study findings noted that the ECE centres carried out their services in the buildings put up by parents and the community, rented or put up by religious organizations within the church compound. Physical facilities ranged from permanent classrooms, semi-permanent to temporary structures. Out of 70 ECE centres, 53(75.7%) used permanent buildings, 10(14.3%) operated in semi-permanent buildings whereby the floors were cemented, the walls were permanent from the foundation and slightly higher than the

floor of the buildings, the classrooms were partitioned using timber and block boards and the roofs were made of iron sheets. Lastly 7(10%) used temporary structures with cemented or earthen floors and the walls and roofs made of iron sheets. All the public ECE centres and those sponsored by the local authority had permanent buildings. This was explained by the fact that in public ECE centres, the parents and the community give land and contribute the amount used to put up the buildings. All the ECE centres attached to public primary schools were allowed to use the extra buildings put up by the parents and occasionally had access to facilities enjoyed by primary school children through free primary education funds (FPE) and bursaries from the Ministry of Education (MOE) to the needy schools.

On the other hand, small and crowded classrooms show that the institutions did not have the financial capacity to put up more buildings or have standard size classrooms in order to accommodate the required number of children. The most obvious barrier to facilities development was financing. These findings were in agreement with UNESCO (2006) who found out that ECE facilities and equipment exhibit a great variety in terms of revenue and expense of quality and quantity. These variables associated with this variety include; the level of community awareness of the needs of ECE centres, resource capacity of sponsors, teacher qualifications, and enthusiasm of the promoters of given ECE centres. Despite the permanent buildings in the ECE centres, many of them 12(70%) out of 17 and 18(45%) of the 40 private centres were characterized with poor basic facilities, such as small, overcrowded and properly ventilated classrooms; furniture unsuitable for children, few toilets and play materials exhibiting a low IC.

However, the play grounds in public schools were big enough though there were no fixed equipment for play due to inadequacy of financial resource and interference from the big pupils in the primary section who overused the equipment leading to breakage and consequently no repairs were done since this needed financing which was not available. 90% of the private ECE centres had small play grounds with almost no fixed play equipment while those sponsored by religious organizations had adequate playgrounds with fixed equipment.

All centres had toilets, 12(17.1%) had toilets with small apertures meant for pre-school children only while 58(82.9%) shared their toilets with the big children in the primary sections with 7(10%) setting aside two toilets for children, One for boys and one for girls. This posed a great health hazard to young children. In 10(14.2%) centres the toilets were in a pathetic condition. However most of the ECE centres 56(80%) provided water for the children in order to enhance health standards by insisting on hand washing after play activities, visiting the toilets, and any contact with dirty surfaces. Additionally, most of the centres 55(7836%) conducted feeding programmes whereby water was an essential commodity in the preparation of food in ECE centres and in play activities promoting the centres' capacity in terms of health.

4.4.7. Distribution of Outdoor Play Equipment and Materials and IC

The study sought to determine the distribution of outdoor play equipment and materials in the ECE centres. Every centre should provide outdoor equipment for the children.

Large equipment should be permanently fixed to ensure that it is strong and lasts a long time (NACECE, 2000). The findings realized were tabulated in table 4.16.

Table 4.16 Distribution of Outdoor Play Equipment and Materials

Items	Public		Private		Religious sponsored		Local Authority	
	F	%	F	%	F	%	F	%
Climbing frames	5	29.4	22	55.0	8	72.7	1	50.0
Ropes	17	100	40	100	11	100	2	100
Slides	9	52.9	18	45.0	8	72.7	1	50.0
Swings	14	82.3	32	80.0	9	81.8	1	50.0
Balls	17	100	40	100	11	100	2	100
Tyres	17	100	30	75.0	8	72.7	2	100
Sand pit	3	17.6	19	47.5	4	36.4	1	50.0
Merry-go-round	5	29.4	6	15.0	5	45.4	1	50.0
Bean bags	15	88.2	35	87.5	8	72.7	2	100

Source: Survey Data, 2012

Based on the findings of the study, all the schools 70(100%) had ropes and balls and bean bags. This was because the materials for making these items were locally available and therefore the teachers asked parents especially in public ECE centres to assist in making balls and ropes, and bean bags. This did not require any finance especially in schools where there were no financial resources set aside for these items. Out of the 17 centres public 5(29.4%) had climbing frames 9(52.9%) had slides 14982.3%) had swings while the least was the presence of beanbags which was confirmed by 3(17.6%) of the ECE centres. Of the 40 private ECE centres, 22(55%) had climbing frames, 18(45%) had slides 32(80%) had swings while sandpits were observed in 19(47.5%) centres. slides were well painted and fixed on the playground; 5(29.4%) were public; 22(55.0%) were private; 8(72.7%) were Religious Sponsored (RS) while 1(50.0%) was from Local Authority (LA).

Majority of the RS centres 19(81.8%) had slides while swings and beanbags were evident in 8(72.7%). The least equipment were merry-go –round with the highest 5(45.4%) in the private centres. These items, that is, slides, swings, merry –go –round and climbing frames were made of metal and therefore warranted availability of finance in order to purchase and fix the equipment on the playground as well as maintenance. 64(90.4%) of the schools provided swings which were either made of metal or from strong hardwoods. To provide these the funds have to be availed and allocated for such equipment. Children enjoyed racing with tyres in 57(81.7%) of the centres which were sourced from the surrounding where the mechanics repaired vehicles at various sites in the district. Sand pits were only noticed in 27(40%) of the ECE centres. The presence of the outdoor equipment indicated a high participation rate in the outdoor activities as this boosted the development of the fine and large motor skills amongst the children.

4.4.8. Percentage of Children Sent Home for Fees

The study aimed at establishing the percentage of children sent home for school fees .The fees paid by parents are used to run the centres without which management would be difficult. The percentage of children sent home indicated the regularity of funds. The information is presented in table 4.17

The study analysis indicated that sent 70% and above of the children home for school fee as indicated by 16(47.1%) teachers in public ECE centres, 14(41.1%) indicated 50- 60% while 4 (11.8%) indicated 30-40%. In the private centres, majority of the teachers 41(50.6%) cited that 30-40% of the children were sent home for school fees while the least cited was 10(12.4%) with 70% of the children going home for fees. Majority of the

religious sponsored centres sent 30-40% home as noted by 12 (54.5%) teachers and parents. From the findings, it is evident that all ECE centres send children home for fees.

Table 4.17 Percentage of Children Sent Home for Fee

Respondents	Percentage sent home	Public		Private		Religious sponsored		Local authority	
ECE teachers		F	%	F	%	F	%	F	%
	10-20	0	0	13	16.0	6	27.3	2	50.0
	30-40	4	11.8	41	50.6	12	54.5	0	0
	50-60	14	41.1	17	19.9	4	18.2	0	0
	70 and above	16	47.1	10	12.4	0	0	0	0
		F	%	F	%	F	5	F	5
ECE parent	10-20	0	0	14	17.4	6	27.2	2	50.0
	30-40	4	11.8	40	50.0	12	54.5	0	0
	50-60	14	41.1	16	20.0	4	18.2	0	0
	70 and above	16	47.1	10	12.5	0	0	0	0

Source: Survey Data, 2012

These findings were further confirmed by the parents from the respective ECE centres in the various categories. Many ECE centres had inadequacies in the amount of money that was financed into their institutions due to delay of payment and sometimes the fee was never paid indicating that they incurred financial debt which hindered effective delivery of services indicating a low level of institutional capacity.

4.4.9. Financial Challenges Faced by the ECE Centres and Solutions

The study sought to determine the financial challenges that were experienced in the ECE centres in the district. Suggestions were also sought from all head teachers on possible ways to address the financing challenges. The challenges and suggestions put forward by the respondents were summarized as indication in table 4.18

The study findings, financial debts were mentioned by the bulk of respondents, 48(68.6%) as the greatest challenge facing ECE centres.

Table 4.18 Financial Challenges and Solutions in ECE Centres

Challenges	Frequency	Percentage
Financial debts	48	68.6
Delay of payment of teachers' salaries	38	54.3
Insufficient funds to put up more classes and buy T/L materials	45	64.3
Class teachers collect fee and pay themselves	12	17.1
Parents paying fee in bits because of poverty and insufficient income.	38	54.3
Few sources of funds	20	28.6
Teachers asking for salary increments	17	24.3
Parents not willing to pay because of FPE funds	17	24.3
Funding of play materials	39	55.7
Parents transferring their children while having huge fee balances	34	58.6
Hiking prices of food staffs and fruits.	42	60.0
Solutions	**Frequency**	**Percentage**
Government to support FPE	17	24.3
Government to pay ECE teachers	17	24.3
Seek well wishers to support	48	68.6
Put pressure on parents to pay fees on time	56	80.0
Head teachers to collect fee and issue receipts to any payment made or employ cashiers	12	17.1
Involvement in income generating projects to have more source of financing	56	80.0
Organize fundraisings	27	38.6
Reduction in expenditure	19	27.1
Minimal salaries	12	17.1
Setting a deadline for the payment	70	100
Requesting the school committee to intervene	18	25.7
Sensitizing parents on the importance of play.	39	55.7

Source: Survey Data, 2010

This was closely followed by 45(64.3%) of the respondents who reported inadequacies in funding to buy T/L materials and put up more classes. Further still 42(60%), 39(55.7%) and 38(54.3%) expressed that the prices for foodstuffs were hiked, low funding for play materials and fees being paid in bits due to poverty among the parents. Payment of fee in bits by the parents was yet another challenge that was indicated by 38(54.3%). This was attributed to the poverty levels among the parents leading to a low social economic level.

The largest numbers of respondents cited delay in payment of teachers' salary as another challenge. The least reported among the many challenges was incidences where teachers collected funds and used the money anyhow without informing the heads of the institutions thus no budgeting was done. The challenges put forward hindered effective provision of quality services as the centres faced financial crisis and therefore being unable to run the centres as required in terms of human resources, payment of salaries and provision of TLRs in the centres.

On the other hand solutions were sought from the respondents on how to curb the challenges. 70(100%) suggested that all the centres should set a deadline for fee payments. Closely linked to this, 56(80%) cited that the parents have to be pressurized in order to pay the fees on time. Seeking support from well wishers was another suggestion that was put forward by 48(68.6%) while 39(55.7%) suggested that the parents should be sensitized on the importance of play so that they may change their attitude and help in the provision of the required play materials and equipment. More still 17(24.3%) reported that the government should support ECE as well as pay the teachers by employing them. The least was suggested by 12 (17.1%) that the teachers be paid minimal salaries. This suggestion does not gain much support as it will serve as a disincentive to the teachers if they are not well remunerated as the findings were in agreement with studies from UNESCO/ OECD (2004) who stated that it is probable that low pay will serve as a disincentive to the provision of quality of services and will negatively influence the quality of applicant pool of caregivers thus lowering institutional capacity. The level of teacher pay is critical to the quality of education equation.

4.4.10. Availability of financing and institutional capacity of ECE Centres

The study sought to establish the effect of availability of financing on institutional capacity on ECE centres. From the study findings, the study found out that the ECE Centres face a major challenge in raising funds to support the ECE Centre (M=3.7959), the government funds are insufficient to support the ECE Centre (M=3.7859), the ECE Centres internal sources of funds are limited to support the ECE Centre (M=3.7755), the teacher/ students ratio is high due to lack of financial resources to hire enough teachers (M=3.6327), the ECE Centres have diversified sources of funds to support the ECE Centre (M=2.1325) respectively. From the findings, it can be deduced that majority of the ECE Centres had limited sources of financing which posed a major challenge in enhancing the institutional capacity on ECE centres especially in the provision of TLRs, payment of salaries, putting up and maintaining buildings, and physical facilities.

Table 4.19 Availability of financing and institutional capacity of ECE Centres

	Mean	Std Dev
The ECE Centres has diversified sources of funds to support the ECE Centre	2.1325	1.1423
The ECE Centres faces major challenges in raising funds to support the ECE Centre	3.7959	0.95204
The government funds are insufficient to support the ECE Centre	3.7859	1.11188
The ECE Centres internal sources of funds are limited to support the ECE Centre	3.7755	1.07962
The teacher children's ratio is high due to lack of financial resources to hire enough teachers	3.6327	1.14323

4.5: Adequacy of Financing and Institutional Capacity of ECE Centres

The study sought to establish the extent to which adequacy of finance influenced Institutional capacity in the ECE centres. The study findings indicated that in all the pre-schools, parents paid levies. These vary greatly, depending on the sponsors. ECE centres sponsored by the Local authority, religious organizations and those managed by parents, charged the lowest fees, while private schools and some religious sponsored ECE centres

charged the highest. The local authority finances ECE centres in terms of payment of teachers' salaries, development of the ECE, facilities, provision of stationery and other teaching learning materials.

4.5.1. Adequacy of Revenue Collected by the ECE Centres and IC

The study sought to determine the adequacy of funds collected in the various ECE centres in order relate it to the institutional capacity in the respective centres. The findings realized are tabulated in figure 4.4.

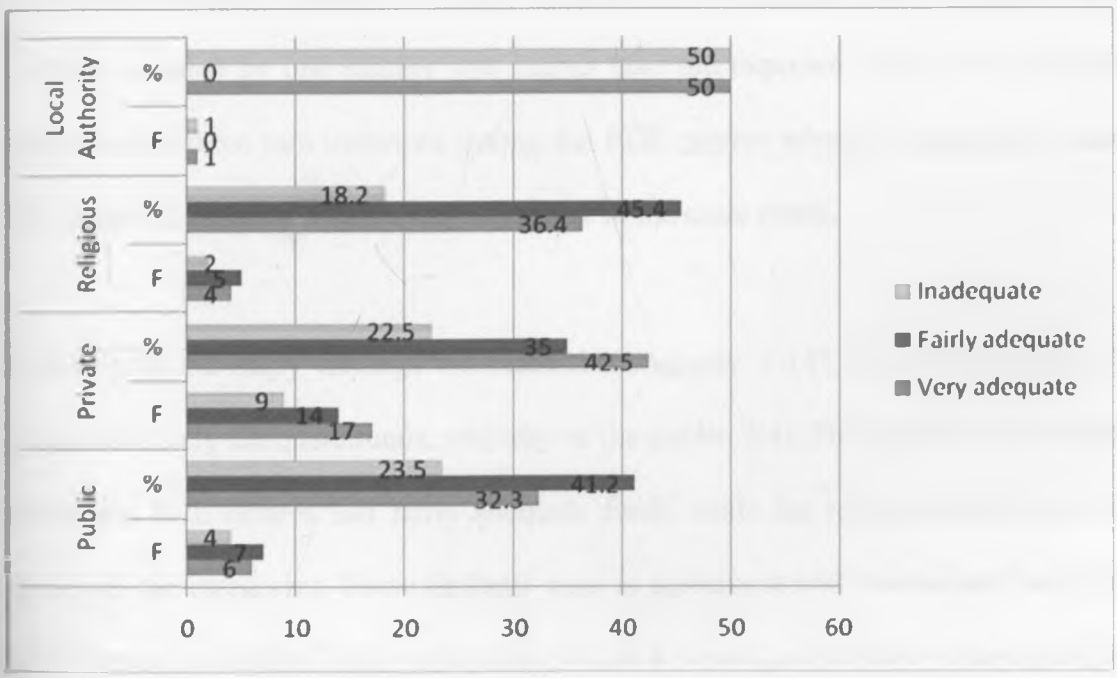

Figure 4.4 Adequacy of Funds Collected

Source: Survey Data, 2012

The study analysis indicated that of the 70 head teachers, 6(32.3%) from public ECE centres, 17(42.5%) from private, 4(36.4%) from RS and 1(50.0%) from LA confirmed that they had adequate funds collected. 7(41.2%), 14(35.0%), and 5(45.4%) of the

public, private and RS ECE centres indicated a fairly adequate revenue collection while 4(23.5%) ,9(22.5%) ,2(18.2%), and 1(50%) from the four categories indicated an inadequate number of funds collected therefore lacking the financial capacity to employ sufficient number of teachers and consequently, unable to establish and maintain their institutional capacity in terms of human resource.

Most hard-hit centres were the public ECE centres whose financial capacity to employ sufficient number of teachers was low, much lower than the other categories. In addition to the low revenues collected, the centres employed few teachers such that the number of children handled by one teacher was higher than the expected ratio of 25:1 .This was confirmed in three rare instances among the ECE centres whereby one teacher handled 59, 68 and 85 children respectively who were in the same room.

Further still the study findings indicated that majority 17(42.5%) of the private ECE centres had very adequate funds, majority of the public 7(41.2%) and 5(45.4%) religious sponsored ECE centres had fairly adequate funds while the rest had inadequate funds across all the categories. These findings were in agreement with Bredekamp and Copple (1997 quoted in Kabita 2008) in her Educational Research and Review who argued that a class size is one of the structural features of ECE. National association for the Education of young children (NAEYC) recommends a child ratio that ranges from 8 children per staff or children of 3 year olds, and 10 children per teacher for children of 4 year olds. However, the case was different in the study district as most of the centres did not meet the NAEYC requirements.

4.5.2 Regularity of Revenues Received and Accomplishment of plans

The study sought to find out whether the institutions received regular funds from various sources in the ECE centres. Out of 70 ECE centres, 23(32.8%) indicated that the funds collected were enough to accomplish the intended plans while 47(67.2%) said the funds were not enough. Further still, the findings indicated that 40 (57.1%) had regular funds while 30(42.9%) did no which shows that the ability of the centres to run smoothly is hampered due to insufficient financing.

The reasons for having irregular funds included; poor social-economic status of parents, Free Primary Education (FPE), discouraging payment of fee in public ECE centres the fee was paid in bits; parents did not pay the fee promptly. From the findings realized, it was noted that the funds collected were not enough to run the institutions hence the amount collected was used for various activities though inadequate. The uses put forward were as tabulated in table 4.20.

Table 4.20 Regularity and Uses of the Revenues Received in ECE Centres

Responses	Head teachers		ECE parents	
	F	%	F	%
Payment of teachers salaries	70	100	112	100
Paying the support staff	57	81.4	88	86.6
Purchase of T/L materials	70	100	112	100
Feeding programmes	59	84.3	92	81.4
Repair and maintenance	40	57.1	54	48.2
Purchase of furniture	34	48.6	40	35.7
Expansion of facility	9	12.8	18	16.1

Source: Survey Data, 2012

The study findings from 70(100%) and 112(100%) of the head teachers and parents informed the study that the funds collected were used for paying the ECE teachers' salaries and in the purchase of T/L materials. Findings further indicated that the amount

collected 57(81.4%) and 59(84%) was used paying the support staff and for provision of feeding programmes respectively.

The study findings were further indicated by 40 (57.1%) of the head teachers that the funds were used for repair and maintenance which was in agreement to responses from 54(48.2%) from the parents. Further still, the findings revealed that 34(48.6%) and 9(12.8%) of the ECE centres purchased furniture and expanded their facilities using the revenues collected. More still, 40(35.7%) of the parents confirmed that furniture was purchased which was contrary to what 34(48.65) of the head teachers had informed the study.

4.5.3 Type of Teaching and Learning Materials for Teachers and Pupils

The study sought to determine the type of T/L materials provided in the ECE centres. Availability of good quality instructional materials is an important fact in children's achievement. The caregivers, parents and the entire community should participate in the provision and development of T/L materials. They can improve for cost effectiveness and contribute funds for the purchase of the same. The findings realized are illustrated in table 4.21.

Teaching and learning materials are very important in an ECE programme. Considering that the ECE curriculum is activity based, there is need to develop a lot of creative learning materials, even though teachers will have to create their own materials and also use the available resources. According to the study findings all the 70 schools (100%) had teachers' guide and textbooks for teaching, teacher' stationery chalkboards and

normal exercise books. 30(88.2%) teachers from public ECE centres, 73(90.1%) from private, 19 (86.4%) from R S indicated that they used the syllabus to refer to the content they delivered to the children while all the centres from the L A had the ECE syllabus.

Table 4.21 Type of Teaching and Learning Materials for Teachers and Pupils

Items	Public		Private		Religious		Local Authority	
	F	%	F	%	F	%	F	%
Teachers' guides and textbooks	34	100	81	100	22	100	4	100
Syllabus	30	88.2	73	90.1	19	86.4	4	100
Teachers' stationery (Chalks, pens)	34	100	81	100	22	100	4	100
Charts	28	82.4	68	83.9	18	81.8	2	50
Large print textbooks	2	5.9	9	11.1	4	18.2	2	50
Class readers	7	20.6	23	28.4	4	18.2	2	50
Large print exercise books	2	5.9	36	44.4	4	18.2	2	50
Chalkboards	34	100	81	100	22	100	4	100
Mats	0	0	24	29.6	2	9.1	0	0
Normal exercise books	34	100	81	100	22	100	4	100
Plastic blocks	4	11.8	14	17.3	12	54.5	2	50
Crayons	12	35.3	48	59.3	8	36.4	4	50
Plasticine	8	23.5	42	51.9	6	27.3	4	50

Source: Survey Data, 2012

Large print textbooks were only evident in 9(12.9%) of the school while 35(50%) had class readers provided to the children. According to the analysis, large print textbooks, class reader and large print exercise books were only purchased in a few schools especially in high cost private ECE centres and high cost public ECE centres,14(20%). 26(37.1%) of schools from all the categories exhibited a very high level of institutional capacity in terms of teaching and learning materials. These schools used mats both as T/L aids and sleeping materials in the afternoons. 2(2.8%) of these schools had mats of quality materials, they were soft, warm and comfortable for the children. The findings further noted that over 80% of the ECE centres had the teaching learning materials in

adequate quantities while less than 20% did not have adequate teaching learning materials. Adequacy of TLRs is an indication of the ECE centre capacity to instruct children with the right knowledge and allows children to learn from a variety of learning resources hence performance is likely to be boosted.

4.5.4. Text Book Sharing Ratio among Learners

Text books are of importance in any institution which determines the quality of services offered in such institutions. The study therefore sought to establish the text book sharing ratio among the learners in the ECE centres. The findings are indicated in table 4.22.

Table 4. 22 Text Book Sharing Ratio among Learners

Category of ECE centres	Public		Private		R S		L A	
Ratio	F	%	F	%	F	%	F	%
1: 1	4	11.8	16	19.8	10	45.5	2	50.0
1: 2	8	22.5	30	37.0	8	36.4	2	50.0
1: 3	6	17.6	18	22.2	2	9. 1	0	0
1: 7	7	20.6	12	14.8	2	9. 1	0	0
None at all	9	26.5	5	6.2	0	0	0	0
TOTAL	34	100	81	100	22	0	4	100

Source: Survey Data, 2012

The study findings from the ECE teachers indicated that 4(11.8%) , 8(25.5%), 6(17.6%) and 7(20.6%) of the public ECE centres, children shared the textbooks in the ratios of 1:1, 1:2 1:3 and 1:7 respectively in the private ECE centres children shared books in the ratios of 1:1, 12, 1:6 ,and 1:7 where by the majority of these centres 30(37.0%) shared the textbooks in the ratio of 1:2 followed by 1:3 , the least was 1:7. Out of the 11 religious sponsored ECE centres majority 10(45.5%) had a sharing ratio of 1:1 closely followed by 8(36.4%) while the least was 1:7 sharing ratio reported by 2(9.1%).

Most of the LA ECE centres, children shared textbooks in the ratios of 1:1, and 1:2 9(26.5%) and 5(6.2%) public and private ECE centres did not have any textbooks among the learners therefore there was no sharing ratio. The high sharing ratio exhibited in the centres signified that the institutions had the capability to finance the purchase of the learning resources to enable the children develop reading skills hence upholding the IC. On the other hand lack of textbooks impedes the realization of the set objectives by the teacher. Some of the textbooks that were available in the ECE centre included: sound and read in 56(80%) ECE centres, number work books 64(91.4%), Masomo ya Msingi in 27(38.6%), and large print textbooks in 36 schools (51%). 38 had story books. For instance, Lady Bird Book 1 for children to read. Some of the centres with such story books had a class library where the books were arranged neatly on shelves. The availability and adequacy of the textbooks shows the capacity of the ECE centres in terms of financing and provision of quality services. Limited availability of curriculum support materials limits the ability of teachers in ECE to employ a variety of content, teachings and learning activities for effective service delivery.

4.5.5. Coping Mechanisms for Enhancing the Adequacy of TLR in the ECE Centres

Suggestions were sought from all respondents on possible ways to improve the adequacy of teaching and learning resources. Teaching and Learning resources and facilities are key factors in facilitating children participation in education. Creating and maintaining a stimulating learning environment, adequate T/L resources are crucial. The mechanisms put forward were summarized and presented in table 4.23.

Parents play a major role in providing textbooks, exercise books, pencils, and play materials to boost the centres institutional capacity. Among the coping mechanisms put forward by the respondents, involvement in of IGA and having workshops for parents were cited by most of the respondents 112(100%) ECE teachers supported by 90(80.4%) and 98(85.7%) parents as the most effective means of financing ECE centres in order to supplement what the parents financed the centres with.

Table 4.23 Coping Mechanisms for Enhancing Adequacy of TLR in ECE Centres.

Coping Mechanisms	ECE Teachers F	Percentage %	ECE Parents F	Percentage %
Improvisation	102	72.3	85	60.7
Buying from the shop	66	46.8	98	70.0
Well wishers	78	55.3	74	52.8
Donations in kind	82	58.1	96	68.6
Government to include ECE in free primary education	51	36.2	42	30.0
Use parents to help in preparation and provision of teaching learning materials	48	34.0	49	43.7
Assistance from the FPE grants	17	12.0	34	30.4
Involvement in income generating activities	112	79.4	90	80.4
Pay fee on time	108	76.6	98	87.5
More funds to buy T/L materials	110	78.0	68	60.7
Seek parental support in making the materials	62	44.0	90	80.4
Use of variety of learning materials to increase the supply	73	51.8	88	78.6
Buying of exercise books	101	71.6	92	82.1
Government to assist and pay teachers, provide T/L materials	43	30.5	37	33.0
Having workshops for parents, teachers and sponsors on material development and maintenance	112	79.4	98	87.5
Put up a library	78	55.3	96	85.7
Good maintenance of available materials	73	51.8	88	78.6
Regular monitoring	66	46.8	60	53.6

Source: Survey Data, 2012

Closely linked to the first responses were more funds to purchase T/L materials and payment of fees on time were suggested by 108(76.6%) while 102(72.3%) suggested improvisation as another mechanism. Confirming these were 98(87.5%) and 85(60.7%)

parents. Donations in kind, well wishers, putting up a library, and good maintenance of the available materials were yet other coping mechanisms that were mentioned by over 50% of the respondents that could help to improve the supply of the T/L materials hence increase their adequacy. 82(58.0%) teachers 96(68.6%) parents suggested donations in kind 78(55.2%) was put forward by teachers supported by 74(52.8%) parents. 78(55.3%) and 96(85.7%) teachers and parents suggested that a library could be put up while 73(51.8%) ,88(78.6%) teachers and parents mentioned good maintenance and repair of the available material. Seeking assistance from FPE funds was the least cited by 17(12.0%) of the respondents as a way of assistance to the ECE children and parents in reduction of expenditure of learning materials especially exercise books and text books and other stationery. All the presented strategies pointed out by the respondent's attention in order to be implemented effectively to ensure that the institutional capacities of the ECE centres in of the required standard for provision of quality services to the ECE children.

4.5.6. Repair and Maintenance of T/L Materials, Furniture and Equipment

The study sought to find out if repair and maintenance was done and how often repairs and maintenance was done in various ECE centres in the district. Repair and maintenance of teaching facilities requires funds in order to carry out the exercise. Out of 70 head teachers, 40(57.1%), indicated that repair and maintenance was done in their centres. This was supported by 80(56.7%), ECE teachers out of 141, and 64(57.1%), out of 112 parents. The findings realized were shown in table 4.24.

The study analysis indicated that out of 70 ECE centres, 17(24.3%) of the ECE centres carried out repair and maintenance once a term, of the 17, 4(23.5%) were public 9(22.5%) were private, 3(27.3%) Religious sponsored and 1(50.0%) local authority ECE centres. Majority of the ECE centres 23 (32.8%) conducted the activity once a year, 3 (17.6%) public, 16(40%) private, 4(36.3%) religious sponsored and 1(50%) local authority. The findings confirmed that the ECE centres did not have the financial capacity to carry out maintenance and repair limiting the IC in the respective centres in terms of furniture, TLRs and equipment.

Table 4.24 Regularity of Repair and Maintenance of TLRs, Furniture and Equipment

Category of ECE centres	Public		private		R S		L A	
Duration	F	%	F	%	F	%	F	%
Once a term	4	23.5	9	22.5	3	27.3	1	50.0
Once a year	3	17.6	16	40.0	4	36.3	0	0
When need arises	6	35.3	6	15.0	2	18.2	0	0
Not at all	4	23.5	9	22.5	2	18.2	1	50.0
Total	17	100	40	100	11	100	2	100

Source: Survey Data, 2012

The study through observation confirmed that Chalkboards and walls and buildings in general were not painted in most 37(52.9%) of the ECE centres especially the centres in the rural and semi-urban areas. Furniture and outdoor equipment like swings; slides were neither repaired nor maintained. Repairs and maintenance of the available resources reduces the amount spent on purchasing new items, this enables the respective institutions to allocate the funds to other areas that need attention too consequently raising their institutional capacities in all aspects beginning from physical resources to human resources. Further analysis indicated that 14(20.0%) centres carried out the

activity when need arose, and 16(22.9%) did not do any repair and maintenance. To carry out repair and maintenance, some funds are needed, which means that a certain percentage of money has to be set aside for the same. Some centres did not carry the exercise at all showing their financial incapability.

4.5.7. Furniture in the ECE Centres and IC

The study aimed at establishing the types of furniture in the ECE centres. Although the children in public ECE centres are free to use facilities of the primary school, they are at times and suitable for small children, for instance, primary classrooms with desks and benches and toilets. NACECE (2000) expresses that the type of furniture provided for the children has a far reaching effects on their physical development as it can affect their posture and their degree of fatigue they suffer. The furniture and equipment also influence children's play activities. Some basic equipment and furniture that were provided in the ECE centres were presented as tabulated as shown in table 4.25.

Table 4.25 Types of Furniture in the ECE Centres

	ECE Teachers		ECE parents	
	F	%	F	%
Desks	34	24.1	27	24.1
Chairs and tables	88	62.4	78	69.2
Benches and tables	20	14.2	16	14.3
Lockers and chairs	30	21.3	24	21.4
Shelves	104	73.8	82	73.2
107	75.9	85	75.9	

Source: Survey Data, 2012

According to the study analysis based on the observations and responses from the ECE teachers and parents in all the ECE centres, 34(24.1%) teachers and 27(24.1%) parents confirmed that their centres used desks while 88 (62.4%) teachers and 78(69.2%) parents informed the study that the children used chairs and tables. These findings were in

agreement with the observations made showing that some of which were too big for the children. The desks were meant for the older children in the primary section. These types of furniture made the children uncomfortable as they had to stretch their undeveloped muscles to reach the high level desks thus the centres lacked the capacity to provide the right furniture for the children.

The study through observation indicated that 10(14.3%) of the centres had benches and tables, either fixed to the floor or movable ones, these type of furniture made the children uncomfortable This information was confirmed from the teachers 20(14.2%) and 16(14.3% parents. 53(75.7%) of the centres had cupboards either fixed to the walls or mobile ones with further confirmation from 107(75.9%) teachers and 85(75.9%) parents while 52(74.3%) had shelves fixed to the walls. This information was in agreement with the responses from 104(73.8%) teachers and 82(73.2%) parents. Further still the findings indicated that realized showed that 15(21.4%) of the ECE centres used lockers and chairs in agreement with 30(21.3%) teachers and 24(21.4%) parents.

More still the results from the observation indicated that most of the ECE centres with cupboards also had shelves where children kept their learning materials while the teachers used part of the cupboard to keep their teaching materials. In all the ECE centres there was always a teachers table and chair although the quality of the furniture differed from one institution to another depending on the institution's ability to provide for the same.

4.5.8. Furniture Sharing Ratio and IC in the ECE Centres.

The study sought to establish the adequacy of furniture in the ECE centres through the sharing ratio. Furniture sharing ratio affects children's comfort ability in participation in class activities. Children should have free space when they can actively involve themselves in manipulation of learning materials lessons. The findings from the ECE teachers and observations were presented as shown in table 4.26.

Table 4.26 Furniture Sharing Ratio in the ECE Centre

Type of furniture	Ratio	public		Private		R S		L A	
		F	%	F	%	F	%	F	%
Desks	1:3	3	17.6	0	0	0	0	0	0
	1:2	5	29.4	4	10.0	2	18.2	1	50.0
Tables & chairs	1;4	0	0	12	30.0	4	36.4	0	0
	1:6	3	17.6	8	20.0	2	18.2	0	0
	1:8	1	5.9	6	15.0	0	0	0	0
Lockers & chairs	1:1	3	17.6	4	10.0	0	0	1	50.0
Benches	1:5	2	5.9	4	10.0	2	18.2	0	0
&tables	1:7	0	0	2	5.0	1	9.1	0	0
Total	0	17	100	40	100	11	100	2	100

Source: Survey Data, 2012

According to the study analysis, of the 17 public ECE centres 3(17.6%) and 5(29.4%) ECE shared desks in the ratios of 1: 3 and 1: 2 while 4(10.0%) of the 40 private, 2(18.2%) of the 11 R S and 1(50.0%) from the 2 LA ECE centres shared the desks in the ratio of 1: 2.

Out of 70 ECE centres 16(22.9%) used tables and chairs in ratios of 1:4, 13(18.6%) shared in the ratio of 1:6 while 7 (10%) in the ratio of 1:8 respectively depending on the size of the tables and chairs. 8 (7.1%) ECE centres used lockers and chairs in the ratio of 1:1 while 10(12.8%) used benches in the ratios of 1:7 and 1:5. This was determined by

the size of the benches and the number of children in a classroom. These findings were confirmed by the observations made during the study whereby most of the ECE centres, 39(55.7%) did not have adequate furniture an indication that the children were not comfortable as they were very much squeezed while receiving the services in the centres.

These findings were supported by a study done by UNICEF (2008) which emphasized that poor classroom environment and unfriendly pedagogical practices, overcrowded classrooms with inadequate furniture causes compounding problems to children. However, some of the ECE centres 31(44.3%) had adequate furniture especially in ECE centres where tables, lockers and chairs were used by the children. Furniture and equipment influence children's participation in class activities hence high achievements in the ECE activities.

4.5.9. Distribution and Adequacy of Sleeping Facilities in the ECE Centres

The study sought to establish the distribution and adequacy of sleeping facilities in the ECE centres. The findings from the observations were shown in table 4.27.

Table 4.27 Distribution and Adequacy of Sleeping Facilities in the ECE Centres

	ECE Teachers		Adequate		Inadequate	
	F	%	F	%	F	%
Sleeping rooms	6	8.6	6	8.6	64	91.4
Mattresses	51	72.9	26	37.0	44	63
Blankets	7	10.0	4	5.7	66	94.3
Bed sheets	46	65.7	30	42.8	40	57.2
Mats	26	37.1	16	22.9	54	31.1

Source: Survey Data 2012

The findings from observations revealed that 6(8.6%) had separate rooms where children slept in the afternoon, 51(72.9%) provided the children with mattresses while 19(27.1%) of the ECE centres, the children slept on the furniture, that is, they sat and put their heads on the tables, or desks and assumed they were sleeping. 7(10%) of the centres provided blankets especially for the youngest children in the centres, 46(65.7%) provided bed sheets while 26 (37.1%) used mats together with mattresses.

The results showed that 64(91.4%) of the schools did not have rooms where the children could sleep in the afternoon, this was because having extra rooms required more financing which was not available in almost all institutions. Out of 70 ECE centres, 51(72.9%) had mattresses while 19 (27.1%) did not have mattresses due to lack of finance to purchase such items, since most funds are directly sourced from parents lowering the IC in service provision.

More still, the study findings confirmed that 26(37.0%), 4(5.7%), 6(8.6%), 30(42.8%) 16(22.9%) of the Centres had an adequate number of mattresses, blankets, sleeping rooms, bed sheet and mats respectively. Further analysis noted that 25(36.0%), 3(4.3%), 16(22.9%) and 10(14.3%) did not have an adequate number of sleeping facilities the materials to cover children with like bed sheet. Most 85(59.9%) of the private ECE centres recorded the highest number in the provision of sleeping facilities while 14(9.9%) public ECE centres had the least. The study through observations showed that sleeping materials and facilities were essential in an ECE centre as they enabled the children to

rest in the afternoon after engaging themselves in class and outdoor activities in the centres.

4.6.10 Adequacy of financing and Institutional Capacity of ECE centres

On whether adequacy of financing influences institutional capacity of ECE centres, the study revealed that the school faces financial constraints in purchasing teaching/learning materials (M=4.0102), there are enough teaching/learning materials for the pupils (M=3.8878), the school has adequate physical facilities to cater for learning (M=3.6939), and that there are adequate funds to provide teaching/learning materials (M=3.4621) respectively. This illustrates that adequacy of financing is a key aspect of financing that influences the institutional capacity of ECE centres as it determined the availability of teaching/learning materials and physical facilities in a given ECE centres.

Table 4.28 Adequacy of financing and Institutional Capacity of ECE centres

	Mean	Std Dev
There are adequate funds to provide teaching/learning materials	3.4621	1.6452
There are enough teaching/learning materials for the pupils	3.8878	0.81079
The ECE centres face financial constraints in purchasing teaching/learning materials	4.0102	0.94700
The study has adequate physical facilities to cater for learning	3.6939	1.05916

4.6 Budgetary allocation and institutional capacity of ECE centres

The study sought to identify the extent to which budgetary allocation affects institutional capacity of ECE centres. It is sometimes assumed that the level of funding provided for ECE is a good indicator of the relative quality of programmes. Although there can be a loose relationship between quality and level of financial resources available, there is

evidence, as quoted in the global monitoring Report(GMR, 2005) that "Better programmes are not necessarily more expensive." Inputs or resources figure almost in all definitions of quality and most inputs cost real money that needs to be budgeted (UNESCO, 2004). However, the effect of money and purchased resources on quality is tied to how they are used. If all resources are used to build buildings, for instance, and little support is provided to teachers to help them develop and improve their practices, quality defined by appearance will improve but there will be little or no effect on quality defined in terms of educational process and or outcomes (Myers, 2006).

4.6.1. Budgetary Allocation and IC of ECE Centres

The study sought to establish whether budgeting was carried out in the ECE centres. Budgeting depends on the amount of money at hand. All too often an ECE programme will have a budget that balances on paper but the cash just doesn't come in the door. Successful administrators stay on top of the fee collection (Stoney, 2008). The responses obtained were indicated as in Figure 4.6.

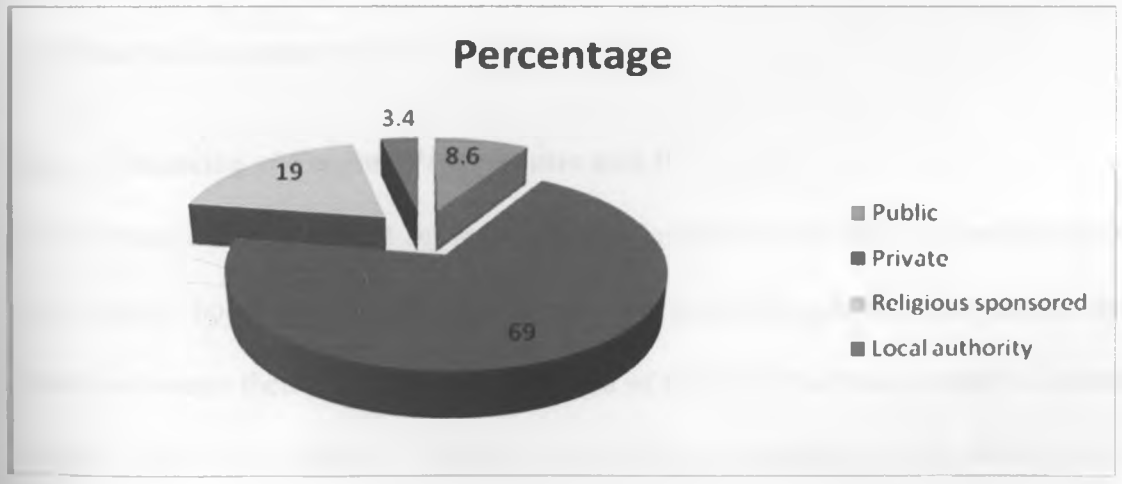

Figure 4.5 Making of Budgets and IC of ECE Centres

Source: Survey Data, 2012

The study findings indicated that out of the 70 ECE centres, 58(82.9%) made a budget. 12(17.1%) of the centres did not make a budget due to various reasons. The study findings further noted that of the 58 ECE centres that made a budget, 5(8.6%) were public centres, 40(69%) were private, 11(19%) were religions sponsored while 2(3.4%) were the local authority sponsored schools. In the 12(17.1%) ECE centres, the money were spent as it was received since it was paid in small amounts and in bits.

Secondly, the class teachers collected the money from the children, paid themselves and bought something that they felt was missing without accounting for it. The head teachers in such institutions were not concerned with the collection of fees and lastly, the poor parents did not pay the full amount of fees required leading to deficits during budget allocation. The study findings were in agreement with Castetter (1981) who argued that a prepared budget could fail as a result of poor management. Good management is key to success, that is, transparency care with money, accurate record keeping and accountability are all qualities needed by the school committee and the head teacher as the principal accounting officer.

4.6.2 Financing of Feeding Programmes and IC

World Bank(2002) notes that school feeding programme is an effective social safety net and helps to boost school attendance, cognition and achievement. The parents should therefore finance their programme. In the light of this view the study sought to determine whether the ECE centres financed the feeding programme and who were the stakeholders. Figure 4.7 shows the findings realized from the ECE teachers and parents.

whether the ECE centres financed the feeding programme and who were the stakeholders. Figure 4.7 shows the findings realized from the ECE teachers and parents.

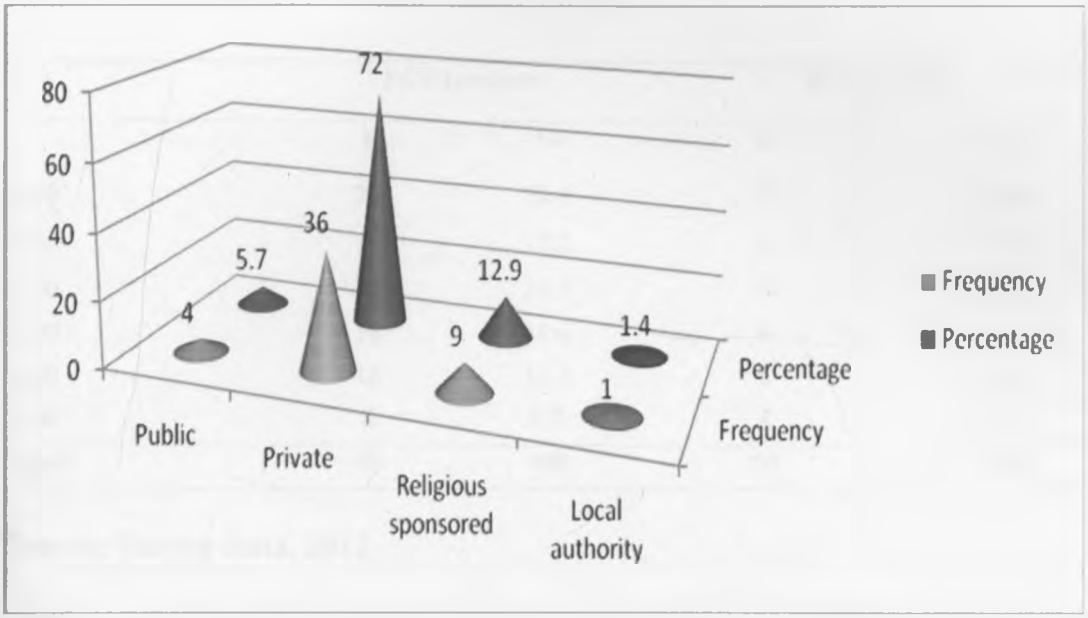

Figure 4.6 Feeding Programmes in ECE Centres
Source: Survey Data, 2012

The study analysis showed that out of the 50 ECE centres, that conducted feeding programme, majority 36(72.0%) were private ECE centres, 4(5.7%) were ECE Centres, 9(12.9%) were Religious Sponsored ECE centres and lastly 1(1.4%) was the Local Authority sponsored ECE centres. The rest of the ECE centres did not conduct the activity showing low IC in feeding programmes.

4.6.3 Amount Paid in for Feeding Programmes and IC of ECE

There was need to establish the amount of money the parents contributed toward the feeding programmes in the ECE centres. Carrying out a feeding programme requires an

adequate financing system which should be consistent as the children cannot do without food. Table 4.29 shows the amounts paid in by the different ECE centres.

Table 4.29 3 Funds for Feeding Programmes.

	ECE teachers		ECE parents	
	F	%	F	%
1800	20	20.4	10	20.0
2150	12	12.2	6	12.0
2400	24	24.5	13	26.0
3000	18	18.4	9	18.0
3600	16	16.3	8	16.0
3900	8	8.2	4	8.0
Total	**98**	**100**	**50**	**100**

Source: Survey Data, 2012

Further still, 18(18.4%), 16(16.3%) of parents informed the study that Kshs 3000 to 3600 was for meals, these findings concurred with what the head teachers said. The highest amount of funds was paid in by 4(5.7%) public ECE centres whereby Kshs 3900 was for feeding programme, this information was confirmed by 4(8.0%) parents and 8(8.2%) teachers.

The children who got their meals in the institutions had to pay an extra fee ranging between Ksh.300 and Ksh.1, 300 per month. In some institutions, the fees was inclusive of the amount for feeding program, thus some percentage (10%) of the money had to be allocated to feeding programmes. The ECE centres with the feeding programme had hired cooks and other caregivers who took control of this and consequently a certain percentage of the funds were allocated to this group. The programme was also sponsored by churches and parents who willingly offered to prepare and serve food for the children

and donated some food in kind or cooking utensils. Budgetary allocation enables an institution to carry out its plans as intended without which the money could be spent in some areas and neglected others. In public ECE centres, feeding programme was not common thus only 4(7.4%) of the centres had feeding programmes. These were high cost public ECE centres whereby the parents paid the fee which included the feeding program costs.

4.6.4. Revenue for ECE Teacher's Salaries per Category

The study sought to establish the salaries that were paid to teachers in different ECE institutions in the study District. In agreement with a policy review report by UNESCO (2005), ECE is not part of the 8-4-4 educational system in Kenya. This isolates ECD teachers from their primary counterparts in terms of pay and status, making the former inferior to the latter. In community owned ECE centres and those attached to public primary schools, the ECE committee decides monthly how much each parents should pay, taking into account the parents' level of income. Whether or not they have to be paid depends largely on parental contribution, thus salaries are not stable and fluctuate each month depending on the level of contribution from parents. The findings of these are tabulated in figure 4.7.

The findings of the study confirmed that 29(20.6%) of the ECE teachers were paid below 5000 Kenya shillings. Among these 9(26.5%) were from public ECE centres, 16(19.8%) from private, 4(18.2%) from RS ECE centres. Majority 70(49.6%) were paid between 5000 and 7000 shillings per month. Further still the findings indicated that 22(15.6%) were paid between 8000 and 10000 shillings per month, 13(9.2%) received between

11000 and 15000 shillings while the least number 7(5.0%) received 15000 shillings and above. The salaries for the teachers employed by local authorities are permanent and pensionable and therefore had better job security. The institutions which paid their teaching staff a salary of below Ksh.5, 000, the teachers expressed their dissatisfaction in the amount paid. Majority (60%) was paid in bits, at the same time; the teachers occasionally went without pay.

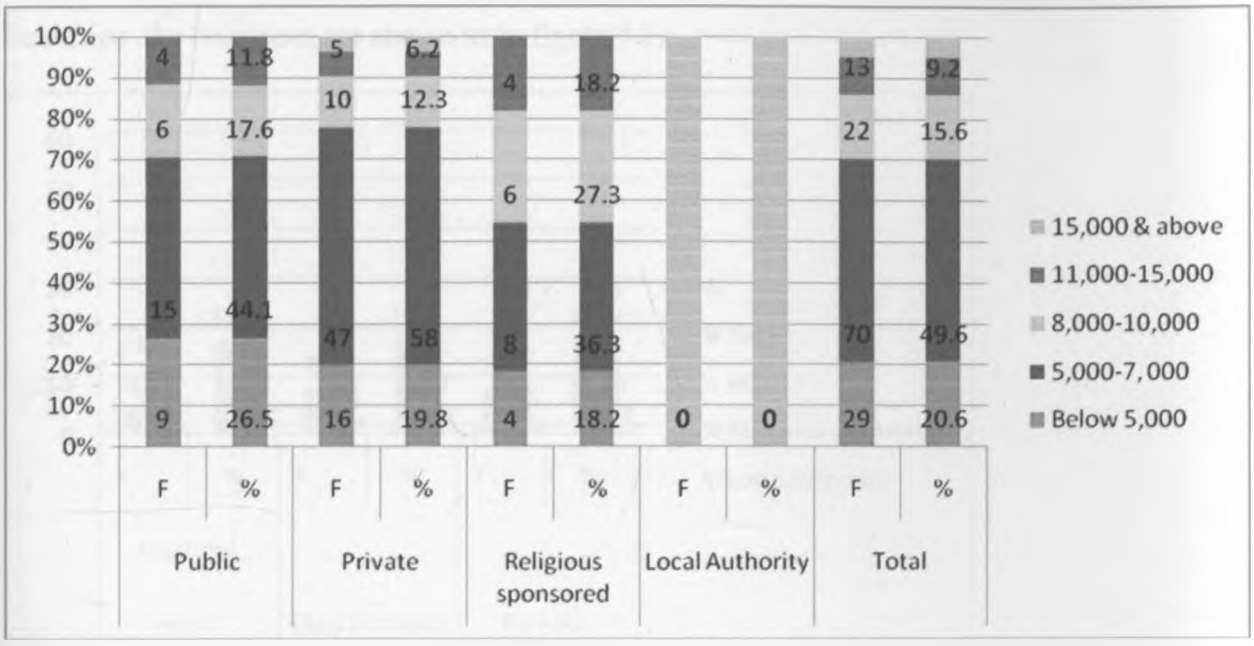

Figure 4.7 ECE Teachers' Salaries in per Category

Source: Survey Data, 2012

The salary awarded to teachers based on a teacher's experience, qualifications and the skills that could enhance performance hence raising the institutional capacity in terms of educational achievement. A teacher's own educational level, professional training, experience and motivation, acquisition of personnel need have an impact on how well her pupils perform. Studies by UNESCO/OECD (2004) note that teachers worldwide are undervalued underpaid and unattended once they are trained, they are frequently on their

own. Those caring for or teaching the youngest children are paid the least. The level of teacher's salaries is critical to the quality to education.

4.6.5 Educational Trips and Institutional Capacity

Taking children out for field trips breaks the classroom routine and monotony and enables the children to have a rich experience of the environment outside the ECE centre. The study therefore sought to find out whether the ECE centres took the children out for field trips .the responses are shown as in figure 4.8.

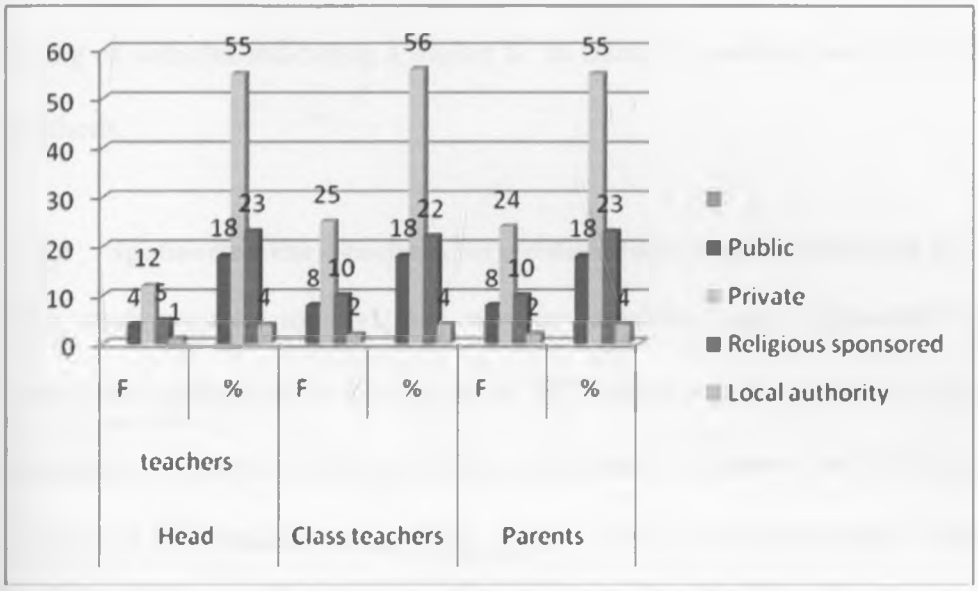

Figure 4.8 Children Taken out for Educational Trips

Source: Survey Data, 2012

From the teachers and head teachers responses, the study noted that majority 48(68.6%) of the centres did not take children out for educational trips while 22(31.4%) did not. Out of the 22 head teachers 4(18.0%) from public ECE centres indicated that they took children out for educational trips, supporting them were 8(18%) teachers and parents. 12(55.0%) head teachers from private centres also cited that the activity was carried out in their centres which were in agreement with 25(56%) teachers and 24(55%) parents.

Further still, 5(23%0) head teachers 10(22%) ECE teachers and, 10(23%) parents from Religious Sponsored centres informed the study that children were taken out for educational trips. 1(4.0%) head teachers, 2(4.0%) ECE teachers and 2(4.0%) parents indicated the activity was evident once in a year in Local Authority centres. Head teachers noted that the children were taken for field trips but there was no allocation from the school fees paid. The parents contributed money towards the accomplishment of this objective. Most, 37(52.9%) of the ECE centres had school vehicles which made it even easier to transport the children and this helped in reduction of the transport costs and hiring of vehicles indicating a higher IC in transport services and variety in the teaching methods.

4.6.6 Sponsoring the Teachers for Professional Development and IC

The study sought to find out whether teachers were sponsored for professional development. Integral to the quality of ECE services is the systematic improvement and expansion of training of early childhood teachers to improve the skills level of teacher or individual who deliver the services (Brown, 2003). From the study findings, out of the 141 ECE teachers, 14(9.9%) indicated that they were sponsored to further their studies. The ECE centres were majorly sponsored by religious organizations. The teachers continued with their training during the holidays. The teachers were sponsored to go for Diploma level which really encouraged them to work hard in their provision of services. The institutional capacity of such centres in terms of human resource was found to be relatively higher than their counterparts in the remaining religious sponsored schools. From the questionnaire responses 10(14.3%) of the teachers were undergoing training

over the holidays. The rest of the centres did not sponsor their teachers in professional developed, instead they preferred hiring teachers who were already trained.

4.6.7 Criteria Used to allocate funds to the Personnel

The study sought to determine the criteria used in allocation of funds to the personnel hired in the ECE centres. The responses obtained are as shown in table 4.30.

Table 4.30 Criteria Used to allocate funds to the Personnel

	Frequency	Percentage
Age	11	15.7
Experience	33	47.1
Qualifications	21	30
Children's performance	5	7.1
Total	**70**	**100**

Source: Survey Data, 2012

The study analysis indicated that 33(47.1%) allocated funds to the personnel based on the experience, 21(30%) on qualifications, while 11(15.7%) used age factor. This gives an impression that qualifications and experience are significant when employing personnel in ECE which helps in the maintenance of IC in regard to human resources.

4.6.8 Personnel Hired and IC in the ECE Centres

The level of financing determined the number and kind of personnel hired in an ECE institution. Consequently, the study aimed at establishing the personnel hired in the ECE centres. The findings emanating from the head teachers were presented as summarized in table 4.31.

The study findings from the head teachers and parents indicated that all the schools 70(100%) hired teachers because this was the main support of running an ECE centre in terms of service provision. 50(71.4%) out of the 70 ECE centres employed cooks because the centres had feeding programmes being run. In cases where there was financial crisis,

the religious sponsored ECE centres used their church members who volunteered to prepare and serve food in turns as more finds were sought or they deployed parents who had no jobs and their children were learning in such centres so that they would not pay school levies.

Table 4.31 Personnel Hired in the ECE Centres

	Public		Private		Religious sponsored		Local authority		Total Percentage	
Personnel	F	%	F	%	F	%	F	%	F	%
Teachers	17	100	40	100	11	100	2	100	70	100
Cooks	4	23.5	37	92.5	8	72.7	1	50.0	50	71.4
Security	4	23.5	30	75.0	7	63.6	1	50.0	42	60.0
Secretaries	4	23.5	10	25.0	2	18.2	1	50.0	17	24.3
Cleaners	4	23.5	40	100	10	90.9	2	100	56	80.0
Caregivers	0	23.5	28	70.0	6	54.5	1	50.0	35	50.0
Cashiers	4	0	7	17.5	3	27.3	0	0	14	20.0
Drivers	4	23.5	29	72.5	3	27.3	1	50.0	37	52.9
Computer Teachers	0	23.5	5	12.5	2	18.2	0	0	7	100.0

Source: Survey Data, 2010

The public ECE centres did not usually conduct feeding programmes since the parents preferred their children to carry food and most of them run half day programs. There were 4(23.5%) high cost public schools which run the FP which prompted the deployment of cooks in their respective institutions, these centres also hired cleaners, secretaries and security officers in addition to these, they hired drivers and cashiers to offer transport services and oversee financial matters. The private schools had the highest number of cooks 37(92.5%) deployed as this was majorly funded by parents.

Security guards were deployed in 42(60%) of the ECE centres, for security reasons, majority 30(75%) were from private centres closely followed by 7(63.7%) from religious sponsored centres. Secretaries were employed in 17(24.3%) of the centres. 56(80%) of

the ECE centres hired cleaners and 35(10.7%) hired caregivers mainly to monitor, feed, change the children especially the very young ones in baby class. Only 14(20%) of the centres had cashiers who handled finance, the other schools used the secretaries to handle financial records and in the other head teachers especially in public schools handled that matter by themselves. The schools sponsored by local authority, had their cashiers employed by the town council. 37(52.9%) of the ECE centres owned school buses and vans which were used to transport children to and from home. The schools charged an amount of money to cater for transport services. Out of the 70 ECE centres, 7(10%) had introduced computer classes for the pre-unit children thus employed teachers to teach children computer skills. About 5% of the school fees paid catered for teachers' salaries. In terms of human resources most of the centres were well endowed boosting their IC although the salaries were discouraging.

4.6.9. Amount of Finance Set Aside for Various Activities

During budgetary allocation the head teachers and the governing committee have to allocate the financial resource adequately to various sections in an institution based on the importance attached to each aspect of the institutional capacity. The study aimed at establishing the amount of finance set out for various activities in the ECE centres. The findings realized were shown in table 4.32.

The study findings indicated that most ECE centres 38(54.3) offered between 31 and 40 percent to teachers salary, between 41 and 50% was offered in 23(32.8%) schools while 9 (12.9%) offered between 20 and 30 %. The salary of the teachers depended on the in-

flows of the financial resources from the parents based on their socio-economic level. It was noted that not all ECE centres deployed non-teaching staff.

Table 4.32 Amount Set Aside for Various Activities

Range in percentages	less than 10		11-20		21-30		31-40		41-50	
	F	%	F	%	F	%	F	%	F	%
Teaching staff salary					9	12.9	38	54.3	23	32.8
No-teaching staff salary			17	24.2	40	57.1				
T/L materials	20	28.6	38	54.3	12	17.1				
Repairs and maintenance	43	61.4	27	8.6						
Physical facilities	24	34.4	4 6	65.7						
Staff building capacity	7	10.0								
Feeding programme	50	71.4								
Expansion of facility			12	17.1						
Hiring expertise	5	7.1								

Source: Survey Data, 2012

Out of the 57 ECE centres, 40(57.1%) of them offered between 20 and 30 % of the amount received to the non-teaching staff while 17(24.3%) offered between 10 and 20%. Most of the centres 43(61.4%) set aside less than 10% to repair and maintenance, which was 43(61.4%) of the total population while 27(38.6%) set aside between 10-20%. 46 (65.7%) set aside between 10 and 20 % for physical facilities while 24(34.3%) offered less than 10%. Out of the 70 ECE centres visited, only 7(10%) sponsored their teachers for professional development and this was less than 10% of the amount collected. Feeding programmes was given less than 10% in the schools that provided meals. A few centres 12(17.1%) who wanted to expand their physical facilities set aside between 10 and 20%. Well established ECE centres whose financial in flows were regular hired expertise for auditing purposes. There were 5(7.1%) of the centres in the District, the rest of the centres, (92.9%) carried out the exercise themselves. Centres which offered higher

percentage in all categories proved to have had a higher level of institutional capacity in all aspects, that is, in physical facilities, human resource, and expertise and teaching learning materials.

4.6.10. Budgetary allocation and institutional capacity of ECE Centre

The study sought to establish the extent to which budgetary allocation affects institutional capacity of ECE centres. From the study findings, the study found out that the school has a governing board to spearhead budgetary allocation (M=4.4286), the financial allocation are done properly to cater for all aspects of institutional capacity (M=3.6633), poor management has led to challenges in budgetary allocation (M=3.5408), and that the management is good at planning for the financial allocation of the finances (M=3.2653) respectively.

Table 4.33 Budgetary allocation and institutional capacity of ECE Centre

	Mean	Std Dev
The school has a governing board to spearhead budgetary allocation	4.4286	1.20992
The financial allocation are done properly to cater for all aspects of institutional capacity	3.6633	1.31560
Poor management has led to challenges in budgetary allocation	3.5408	1.14125
The management is good at planning for the financial allocation of the finances	3.2653	1.18017

The findings depicts that to impact on institutional capacity through budgetary allocation in majority of the ECE centres required to be supported by the top management of the institutions. The budgetary allocation also required to be managed professionally through planning as there were incidences of poor management. Budgetary allocation should be carried out appropriately and allocated according to need in order to enhance the adequacy and availability of physical facilities and teaching learning resources and carry out maintenance and repair of the existing structures in the ECE centres

4.7 Inferential Statistics

Pearson's product moment correlation analysis was used to assess the relationship between the variables while multiple regressions were used to determine the predictive power of the influence of financing on institutional capacity of early childhood education centres in Kikuyu District, Kenya.

4.7.1 Correlation Analysis

The data presented before on funding sources, availability of financing, adequacy of financing and budgetary allocation were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table below indicates the correlation matrix between the variables (funding sources, availability of financing, adequacy of financing and budgetary allocation) and institutional capacity of ECE. According to the table, there is a positive relationship between institutional capacity of ECE and adequacy of financing, budgetary allocation, availability of financing and funding sources of magnitude 0.894, 0.493, 0.661, and 0.402 respectively. The positive

relationship indicates that there is a correlation between the financing and the institutional capacity of ECE with adequacy of financing having the highest value and funding sources having the lowest correlation value.

This notwithstanding, all the factors had a significant p-value ($p<0.05$) at 95% confidence level. The significance values for relationship between institutional capacity of ECE and availability of financing, funding sources, adequacy of financing and budgetary allocation were 0.018, 0.031, 0.024 and 0.48 respectively. This implies that adequacy of financing was the most significant aspect of financing, followed by availability of financing then budgetary allocation while funding sources was the least significant. The findings are collaborated by Young (2007) who attested that there is a positive correlation between financing and the institutional capacity of ECE with adequacy of financing being the major aspect of financing (Young, 2007).

Table 4.34 Correlation Matrix

	Institutional capacity of ECE	Adequacy of financing	Budgetary allocation	Availability of financing	Funding sources
Institutional capacity of ECE (r)	1.000				
(p) Sig. (2 tailed)					
Adequacy of financing (r)	0.894	1.000			
(p) (2 tailed)	0.018				
Budgetary allocation (r)	0.493	0.316	1.000		
(p) Sig. (2 tailed)	0.031	0.047			
Availability of financing (r)	0.661	0.163	0.216	1.000	
(p) Sig. (2 tailed)	0.024	0.019	0.047		
funding sources (r)	0.402	0.161	0.233	0.462	1.000
(p) Sig. (2 tailed)	0.046	0.029	0.0464	0.014	

4.7.2 Regression Analysis

In addition, multiple regression analysis was conducted so as to test relationship among variables (independent) on the institutional capacity of ECE. The researcher applied the statistical package for social sciences (SPSS V 17.0) to code, enter and compute the measurements of the multiple regressions for the study. Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (institutional capacity of ECE) that is explained by all the four independent variables (funding sources, availability of financing, adequacy of financing and budgetary allocation).

4.7.3 Model Summary

The four independent variables that were studied, explain only 84.5% of the institutional capacity of ECE as represented by the R^2. This therefore means that other financing aspects not studied in this research contribute 15.5% of the institutional capacity of ECE. Therefore, further research should be conducted to investigate the other financing aspects (15.5%) that affect institutional capacity of ECE.

Table 4.35 -Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.919	0.845	0.789	0.6273

Source: Survey Data, 2012

4.7.4 ANOVA Results

The significance value is 0.0179 which is less than 0.05 thus the model is statistically significance in predicting how funding sources, availability of financing, adequacy of financing and budgetary allocation affect the institutional capacity of ECE in Kikuyu District, Kenya. The F critical at 5% level of significance was 3.23. Since F calculated is greater than the F critical (value = 9.475), this shows that the overall model was significant.

Table 4.36 - ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.534	2	1.267	9.475	.0179[a]
	Residual	9.307	40	2.327		
	Total	**3.465**	**42**			

4.7.5 Coefficient of Determination

Multiple regression analysis was conducted as to determine the relationship between the institutional capacity of ECE in Kikuyu District and the four variables. As per the SPSS generated table above, the equation;

($\mathbf{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$) becomes:

($Y = 1.147 + 0.752X_1 + 0.487X_2 + 0.545X_3 + 0.439X_4 + \varepsilon$)

According to the regression equation established, taking all factors into account (funding sources, availability of financing, adequacy of financing and budgetary allocation) constant at zero, institutional capacity of ECE will be 1.147. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in adequacy of financing will lead to a 0.752 increase in institutional capacity of ECE; a unit increase in budgetary allocation will lead to a 0.487 increase in institutional capacity of ECE, a

unit increase in availability of financing will lead to a 0.545 increase in institutional capacity of ECE, while a unit increase in funding sources will lead to a 0.439 increase in institutional capacity of ECE.

Table 4.37 Coefficient of determination

	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
1 (Constant)	1.147	1.2235		1.615	0.367
Adequacy of financing	0.752	0.1032	0.152	4.223	.0192
Budgetary allocation	0.487	0.3425	0.054	3.724	.0269
Availability of financing	0.545	0.2178	0.116	3.936	.0251
Funding sources	0.439	0.1937	0.263	3.247	.0454

This infers that adequacy of financing contribute most to the institutional capacity of ECE followed by availability of financing. At 5% level of significance and 95% level of confidence, adequacy of financing had a 0.0192 level of significance, budgetary allocation showed a 0.0269 level of significance, availability of financing showed a 0.0251 level of significance, and funding sources showed a 0.0454 level of significance, hence the most significant financing aspect that influences institutional capacity of ECE is adequacy of financing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summaries of study findings followed by conclusions. Further it outlines the recommendations, and finally it gives suggestions on areas for further studies.

5.1 Summary

From the findings the study found out that the ECE centres received low amounts of funds that did not meet the needs and growing demands for education at this level. Only a limited number of the centres received adequate funds. The financing of ECE is insufficient; and mainly comes from fees paid by parents. The government and donor financing for education at the ECE level was minimal. The fee paid by parents was inadequate owing to their poor economic levels hence the head teachers sought funds from income generating activities. The parents were the most significant source of funding for the support of ECE centres followed by income generating projects, NGOS and religious organizations and government respectively. Due to scarcity of financing options for the ECE Centres, the majority of the ECE centres were not able to provide services to the required standards in terms of furniture, textbooks (TLRs), play equipment, carry out maintenance and repair as well as pay their teachers' salaries promptly.

Financing of ECE depended on adequacy and availability of financing on the ECE centers. This was necessary in order to enhance the capacity of ECE centres to render their services appropriately. The adequacy and availability of funds gained through the various financing mechanisms determined the funds allocation to various aspects that form institutional capacity. In most ECE Centres the highest percentage of the inflows of funds was used to pay for staff salaries even though the teachers and other staff indicated that the salary was inadequate which contributed to their high turnover showing low institutional capacity of the ECE centres. The majority of the ECE Centres had limited sources of financing which posed a major challenge in enhancing the institutional capacity on ECE centres. The adequacy of financing is a key aspect of financing that influences the institutional capacity of ECE centres as it determined the availability of teaching/learning materials and physical facilities in a given ECE centres.

In respect to budgetary allocation the study established that good management was key to enhancing institutional capacity of the ECE centres. The budgetary allocation required improved transparency, accuracy, record keeping and accountability to positively impact the institutional capacity of an ECE centre. To impact positively on institutional capacity through budgetary allocation the study revealed that the ECE centres required support by the top management of the institutions. The budgetary allocation also required to be managed professionally through planning as there were high incidences of poor management.

The study further established that there is a positive relationship between institutional capacity of ECE and adequacy of financing, budgetary allocation, availability of

financing and funding sources. The positive relationship indicates that there is a correlation between the financing and the institutional capacity of ECE with adequacy of financing having the highest value and funding sources having the lowest correlation value. This implies that adequacy of financing was the most significant aspect of financing, followed by availability of financing then budgetary allocation while funding sources was the least significant. The adequacy of financing contribute most to the institutional capacity of ECE followed by availability of financing hence the most significant financing aspect that influences institutional capacity of ECE is adequacy of financing.

5.2 Conclusion

The study concluded that the ECE centres had limited financial resources to cater for various aspects of institutional capacity. The financing of ECE is insufficient and unreliable; and mainly comes from fees paid by parents. The government and donor financing for education at the ECE level was low. The most significant sources of funding for the support of ECE centres were parents, income generating projects, donations from NGOS and religious organizations and government grants respectively. The scarcity of financing options led to ECE centres inability to provide quality education in terms of furniture, textbooks (TLRs), play equipment, carry out maintenance and repair as well as pay their teachers' salaries promptly.

The study also concluded that financing of ECE depended on adequacy and availability of financing on the ECE centers. This was necessary in order to enhance the institutional

capacity of ECE centres to render quality education. The adequacy and availability of funds gained through the various financing mechanisms determined the funds allocation to various aspects of institutional capacity. In most ECE Centres the highest percentage of finance was used for staff salaries even though the rate of employees' turnover was high which negatively affected the institutional capacity of the ECE centres. The limited source of financing was a major challenge in enhancing the institutional capacity on ECE centres. The adequacy of financing is a key aspect of financing that influences the institutional capacity of ECE centres as it determined the availability of teaching/learning materials and physical facilities in a given ECE centres.

In respect to budgetary allocation the study concluded that management of ECE centres was key to enhancing institutional capacity of the ECE centres. The budgetary allocation was affected by lack of transparency, accuracy in record keeping and accountability. To impact positively on institutional capacity through budgetary allocation the study concluded that the ECE centres required support by the top management of the institutions. The budgetary allocation also required to be managed professionally through planning as there were high incidences of poor management.

The study further concluded that there is a positive relationship between institutional capacity of ECE and adequacy of financing, budgetary allocation, availability of financing and funding sources. The positive relationship shows correlation between the financing and the institutional capacity of ECE with adequacy of financing having the highest value and funding sources with the lowest correlation value. The adequacy of

financing was the most significant aspect of financing, followed by availability of financing, budgetary allocation while funding sources was the least significant. The adequacy of financing contribute most to the institutional capacity of ECE followed by availability of financing hence the most significant financing aspect that influences institutional capacity of ECE is adequacy of financing.

5.3 Recommendations

Since the study established that ECE centres had limited financial resources to cater for various aspects of institutional capacity, the study recommends that the ECE centres management should adopt a hybrid approach in seeking financing options for their institutions. This is by coming up with diversified sources of financing the ECE centres.

The study revealed that the government grants and donations from NGOs and religious organizations were unreliable and insignificant. The study recommends that the government, NGOs and religious organizations should up-scale the amount of funds allocated to ECE centres to enhance their institutional capacity. They should also disburse the funds on regular basis.

The budgetary allocation was affected by lack of transparency, accuracy in record keeping and lack of accountability. Thus the study recommends that the ECE centres management should adopt systems in the running of the institutions that guarantee high levels of transparency, accuracy and accountability in management of financial resources.

5.4 Contribution to the Body of Knowledge

Analysis from the study revealed that the burden of financing ECE centres is depended on the fees paid by parents. If the flow of financing is steady, more is available and the institutional capacity is enhanced; if the centres incur debts, less is available, inadequate and therefore inappropriately allocated impeding the institutional capacity of an ECE centre. Table 5.1 presents a summary of the contribution to the body of knowledge.

Table 5.1 Contribution to the body of knowledge

Objective	Contribution
Influence of financing on institutional capacity of ECE centres	The level of financing determines the kind of ECE programme in place. An effective and successful ECE programme requires a number of funding sources. Mainstreaming of ECE programmes into the main education system also needs adequate financing so that the sub-sector can attract specialists of high integrity to ensure quality provision of services in the ECE centres.
Effect of availability of finance on institutional capacity of ECE centres	Availability of finance is of great value to an ECE centre as it enhances the existence of physical structures, teachers are well paid on time and in full amount, furniture and equipment are available, appropriate and in good condition quality and quantity. Availability of financing also ensures that qualified human resource is hired especially for teaching and in some cases in monitoring and evaluation of the centre programmes.
Influence of adequacy of financing on institutional capacity of ECE centres	Adequacy of finance ensures that there are enough classrooms to accommodate the number of children registered in the centre, acquisition of quality human resource, well maintained and paid according to qualification, presence of play equipment and infrastructure as well as provision of teaching learning resources. It also ensures that activities like maintenance and repair are carried out and incentives such as sponsoring teachers for professional development are given to the teachers.
Effect of budgetary allocation on institutional capacity of ECE centres	Appropriate budgeting controls the flow of financing and service delivery in ECE centres. It is also critical because it ensures all the aspects of institutional capacity are catered for and allocation is done according to need and priority is given to the most urgent need for an institution and also promotes the administration of the educational process in the centres.

Source: Survey Data, 2012

5.5 Suggestions for Further Research

Since this study explored the influence of financing on institutional capacity of Early Childhood Education Centres in Kikuyu District, Kenya, the study recommends that;

i. Similar study should be done in other Districts in Kenya for comparison purposes and to allow for generalization of findings on the influence of financing on institutional capacity of Early Childhood Education Centres.

ii. More studies should be done on the influence of financing on institutional capacity of Primary schools in Kenya.

iii. Further studies should be done on challenges facing institutional capacity of Early Childhood Education Centres in Kenya

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Matuga Elfira Moraa
University of Nairobi
School of Education
Department of Educational Communication and Technology
P.O. Box 30197
Nairobi
0726966698

Dear sir/madam,

I am a post-graduate student pursuing a Master of Education (M.Ed) degree in Early Childhood Education at the University of Nairobi. I am conducting a research on "Influence of financing on Institutional Capacity of Early Childhood Education Centres in Kikuyu district, Kenya".

I request you to kindly spare time to fill this questionnaire correctly and as honest as possible. The information obtained will be purely for determining influence of financing of Institutional Capacity and will be treated confidentially. In order to ensure UTMOST CONFIDENTIALITY, DO NOT WRITE YOUR NAME OR INSTITUTION anywhere in this questionnaire.

Thank you for your cooperation.
Yours faithfully

Matuga E. Moraa.

M.Ed Student

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This study seeks to investigate on the influence of financing on institutional capacity of ECE centres in Kikuyu District based on the fact that financing is key to any institution in order to boost the institutional capacity. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire. Your cooperation will be appreciated.

Please respond to the items by placing a tick in the appropriate space or by giving a brief explanation.

SECTION A: Demographic characteristics

NO	QUESTIONS	RESPONSES	INSTRUCTION
1.	Gender	Male [ ] Female [ ]	**Tick the most appropriate or give a brief explanation.**
2.	Please indicate your age bracket	20-29 years [ ] 30-39 years [ ] 40-49 years [ ] Above 50 years[ ]	
3.	Please indicate your highest Education level	O Level [ ] A Level [ ] Certificate [ ] Diploma [ ] University [ ] Any other _____	
4.	For how many years have been in a teaching position or teaching related role?	_____ _____	
5.	What is the size of your ECE Centre?	Single stream [ ] Double [ ] Triple and above [ ]	
6.	What type is your ECE Centre?	Public [ ] Private [ ] Religious sponsored [ ] Local authority[ ]	
7.	What is the total population in your ECE centre?	Boys [ ] Girls [ ] Total [ ]	
8.	Type of area where the ECE Centre is located.	Urban [ ] Semi-urban [ ] Rural [ ]	

SECTION B :Funding Sources and Institutional Capacity of ECE centres

	Questions	Responses	Tick the most appropriate or give a brief explanation
1.	Indicate some of the sources of funds for your ECE centre	Parents [ ] Government [ ] School projects [ ] NGO [ ] Churches [ ] Any other specify----------	
2.	Please indicate the average amount of fee charged per child per term in the ECE centre	_____	
3.	Indicate the sources of funds for the provision of teaching and learning materials	Parents [ ] Government [ ] School projects [ ] NGO [ ] Churches [ ] Any other specify----------	
4.	Which sources of funds do you use to pay the salaries of teachers and non-teaching staff?	Parents [ ] Government [ ] Income generating activities [ ] Any other specify_____	
5.	(a) Do you receive any funds from the government? (b) If yes, what role does the amount of money received play in the school?	Yes ( )No ( ) Explanation_____	
6.	(a) Does the school have any income generating activities? (b) If yes, which income generating activities does the school benefit from most? (C)What percentage is raised from income generating activities, NGOs, Government, Donors	Yes ( ) No ( ) Explanation_____	Income generating[ ] % NGOs [ ] % Government [ ]% Donors [ ]%

What is your level of agreement with the following statements on the effect of funding sources on institutional capacity of ECE centres? Use a scale of 1-5 where 1= Strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= Strongly agree.

	1	2	3	4	5
The ECE centres have income generating projects					
The school receives government grants to support the ECE Centre					
The ECE centre receives funds from NGOS and religious organizations for support					
The parents contribute towards supporting the ECE Centre					

SECTION C :Availability of financing and Institutional Capacity of ECE centres

1	How reliable are the inflow of resources into the ECE centre?	Very reliable ( )Reliable ( )Somehow reliable ( ) Not reliable [ ]	**Tick the most Tick the most appropriate or give a brief explanation.**
2	How many ECE teachers are hired in your ECE institution?	_____	Reasons _____ _____ _____
3.	If the funds are insufficient, indicate the items that are given the highest and lowest priority for the institution.	Highest priority_____ _____ Lowest priority _____ _____	Reasons _____ _____
4.	In your own opinion, how often does the amount received by the institution cater for the needs of the children and the institution?	Often [ ] Sometimes [ ] Never [ ]	xplanation _____ _____
5.	What financial problems does the institution face most?	Explanation _____ _____	
6	Which measures have been put in place to respond to the problems mentioned in (5) above?	Explanation _____ _____	
7	Indicate which of the following records are kept in your institution	Bank account records[ ] Cash book [ ] Fees register [ ] Admission register [ ] journals[ ]Class records [ ]	

What is your level of agreement with the following statements on the effect of availability of financing on institutional capacity? Use a scale of 1-5 where 1= Strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= Strongly agree

	1	2	3	4	5
The ECE Centres has diversified sources of funds to support the ECE Centre					
The ECE Centres faces major challenges in raising funds to support the ECE Centre					
The government funds are insufficient to support the ECE Centre					
The ECE Centres internal sources of funds are limited to support the ECE Centre					
The teacher children's ratio is high due to lack of financial resources to hire enough teachers					

SECTION D :Adequacy of financing and Institutional Capacity of ECE centres

1.	Does the institution receive regular funds from various sources for the ECE services? If not, give reasons	**Yes [ ] No [ ]** **Explanation**_____	Tick the most appropriate or give a brief explanation.
2.	How does the amount collected help in the running of the institution	Explanation_____	
3.	How adequate are the funds collected in your ECE centre?	Very adequate [ ] Fairly adequate [ ] Inadequate [ ]	Explanation_____
4.	(a) Are the funds collected enough to accomplish the intended plans? (b) If no, please state the problem.	Yes [ ]No [ ] Explanation_____	Problems_____

			_
5.	(a) Is the amount collected enough to repair and maintain furniture and equipment? (b) If yes, how often do you repair and maintain the furniture and equipment?	Yes[ ] No [ ] Once a term [ ] Once a year [ ] Any other specify_____	

What is your level of agreement with the following statements on the effect of adequacy of financing on institutional capacity? Use a scale of 1-5 where 1= Strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= Strongly agree

	1	2	3	4	5
There are adequate funds to provide teaching/learning materials					
There are enough teaching/learning materials for the pupils					
The ECE centres face financial constraints in purchasing teaching/learning materials					
The study has adequate physical facilities to cater for learning					

SECTION E :Budgetary allocation and Institutional Capacity

1	(a) Do you make a budget for any expenditure? (b) If not, Indicate the reasons	Yes [ ] No [[Explanation_____ _____	**Tick the most appropriate or give a brief explanation.**
2	Which groups of ECE personnel do you hire in your institution?	Teachers [ ] Cooks [ ] Watchman [ ] Secretary [ ] Any other specify_____ _____	
3	Please indicate the areas to which you allocate funds and what is the percentage?	Teaching and learning resources [ ] Stationery [ ]Physical facilities [ ] Maintenance and repair [ ]Salaries [ ]feeding programmes [ ] Any other (specify) [ ]	

4	Please indicate the criteria you use to allocate funds to the personnel hired in the institution	Age [ ] Experience [ ] Qualifications [ ] Children's performance [ ] Any other specify_____	
5	In your own estimation, indicate the average percentage of the amount received that is set aside for the following	Teaching staff [ ] Non teaching staff [ ] Teaching learning materials [ ] Feeding programme [ ] Repairs and maintenance [ ] Staff capacity building [ ] Any other specify_____	
6	Do you take children out for field trips If yes, indicate which percentage do you allocate to field trips?	Yes [ ] No [ ] 10-20% [ ] 30%-40% [ ] Any other [ ]	

What is your level of agreement with the following statements on the effect of Budgetary allocation on institutional capacity? Use a scale of 1-5 where 1= Strongly disagree, 2-disagree, 3-moderately agree, 4-agree and 5= Strongly agree

	1	2	3	4	5
The school has a governing board to spearhead budgetary allocation					
The financial allocation are done properly to cater for all aspects of institutional capacity					
Poor management has led to challenges in budgetary allocation					
The management is good at planning for the financial allocation of the finances					

THANK YOU FOR YOUR COOPERATION

APPENDIX III

QUESTIONNAIRE FOR THE ECE TEACHERS

This study seeks to investigate on **the influence of financing on institutional capacity of ECE centres in Kikuyu District** based on the fact that financing is key to any institution in order to boost the institutional capacity. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire.

Please show the appropriate response in the spaces provided by placing a tick or by giving a brief explanation.

SECTION A: Demographic characteristics

NO	QUESTIONS	RESPONSES	INSTRUCTIONS
1	Please indicate your gender	Male [ ] Female [ ]	**Tick the most appropriate or give a brief explanation**
2.	Please indicate your age bracket	20-29 years [ ] 30-39 years[ ] 40-59 years [ ] Above 50 years[ ]	
3.	Please indicate the level of your training background	Certificate [ ] Diploma [ ] Bachelor's Degree[ ] Masters [ ] any other specify __	
4.	Indicate the type of school you are teaching in?	Public [ ] Private [ ] Local Authority [ ] Religious Sponsored [ ]	
5.	For how long have you served as a teacher or worked at the centre	1 – 5 years [ ] 6-10 years[ ] 10-15 years[ ] 16-20 years [ ] Over 20 years [ ]	

SECTION B: Funding sources and institutional capacity of ECE Centres

1	Please indicate the sources of funds for the ECE centre	Parents [ ] Teachers[ ] School Administration [ ] Government [ ] Well wishers [ ] Any other specify _____	**Tick the most appropriate or give a brief explanation**
2	Please indicate the sources of funds for the provision of teaching /learning materials in your centre?	Parents [ ] Teachers[ ] School Administration [ ] Government [ ] Well wishers [ ] Any other specify _____	
3	Does the school have any income generating projects?	Yes [ ] No [ ]	
4	Does the school receive any government grants to support the ECE Centre?	Yes [ ] No [ ]	
5	How much do the children pay as fee per term?	School [ ] local authority [ ] parents [ ] Any other specify_____	
6.	Who is responsible for your salary?	_____	

SECTION C: Availability of financing and institutional capacity of ECE Centres

1	Indicate the type of buildings in the ECE institution	permanent [ ] temporary [ ] semi-permanent [ ]	**Tick the most appropriate or give a brief explanation**
2	Do the children go for outdoor play activities?	Yes [ ] No [ ]	
3	If yes, in number 2 above indicate the play materials and equipment available in the institution.	Climbing frames [ ] ropes [ ] slides [ ] swings[ ] balls[ ]tires [ ] any other specify	
4	Are you paid on time with the full amount or sometimes you go without pay	Yes [ ] No [ ]	Explanation_____ _____ _____
5	What percentage of children is sent home for school fees in the course of the term?	[ ]%	
6	How many teachers are handling the children in the ECE centre?	1[ ] 2[ ] 3[ ] 4[ ] Any other specify_____	

SECTION D: Adequacy of financing and institutional capacity of ECE Centres

1	Please indicate the type of furniture in your ECE centre.	Chairs [ ] tables [ ] desks [ ] cupboard [ ] shelves [ ] any other specify _____	**Tick the most appropriate or give a brief explanation**
2	Please indicate the sharing ratio in the ECE centre	Ratio _____	
3	Is there a resting place for the children? If yes please indicate the adequacy of sleeping facilities?	Yes [ ] No [ ] Adequate[ ] Not adequate [ ]	
4	Please indicate the type of teaching/learning materials provided in the centre.	Pupils' stationery[ ]teachers' guides and syllabus[ ]charts [ ] class readers [ ] large print textbooks [ ]teachers' stationery [ ] Any other specify----------	
5	What is the textbook sharing ratio among the learners?		
6	What do you think should be done to improve the adequacy of teaching/learning materials in the ECE Centre?	Explanation _____ _____ _____	

SECTION E: Budgetary allocation and institutional capacity of ECE Centre

1	Does the ECE centre carry out maintenance and repair? If yes, how often?	Yes [ ] No [ ]	**Tick the most appropriate or give a brief explanation**
2	Does the ECE centre have a feeding programme?	Yes [ ] No [ ]	
3	If yes, who caters for it?	Parents [ ] school [ ] individuals [ ] NGOs [ ] church [ ] Others specify._____	
4	Please indicate the bracket that includes the amount of money you are paid	Below 5,000 [ ] 5,000-7,000 [ ] 8,000-10,000 [ ] 10,000-15,000 [ ] 15,000 and above [ ]	
5	Does the school take children out for field trips?	Yes [ ] No [ ]	
6	Does the school sponsor you for ongoing professional development?	Yes [ ] No [ ]	

APPENDIX 1V

QUESTIONNAIRE FOR PARENTS

This study seeks to investigate on the influence of financing on institutional capacity of ECE centres in Kikuyu District based on the fact that financing is key to any institution in order to boost the institutional capacity. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire.

Please show the appropriate response in the spaces provided by placing a tick or by giving a brief explanation. SECTION A: Demographic characteristics

NO	QUESTIONS	RESPONSES	INSTRUCTION
1.	Gender	Male [ ] Female [ ]	**Tick the most appropriate or give a brief explanation.**
2.	Type of ECE centre in which your child is learning.	Public [ ] Private [ ] Religious sponsored [ ] Local authority[ ]	

SECTION B: Funding sources and institutional capacity of ECE centres

	Questions	Responses	Tick the most appropriate or give a brief explanation
1.	Indicate some of the sources of funds for your ECE centre	Parents [ ] Government [ ] School projects [ ] NGO [ ] Churches [ ] Any other specify----------	
2.	Please indicate the average amount of fee charged per child per term in the ECE centre	_____	
3.	In what ways do you help in the provision of teaching / learning materials in the centre?	Payment of fee [ ] School projects [ ] Donations [ ] Improvisations [ ]	
4.	Which sources of funds does the ECE centre use to pay the salaries of teachers and non-teaching staff?	Parents [ ] Government [ ] Income generating activities [ ] Any other specify_____	**Tick the most appropriate or give a brief explanation.**
5.	(a) Does the centre receive any funds from the government? (b) If yes, what role does the amount of money received	Yes ( )No ( )	

	play in the school?	Explanation_____ _____	
6.	(a) Which income generating activities does the school have?	Rental houses_____ Chicken rearing_____ Growing of nappier grass_____ Any other (specify)_____	

SECTION C: Availability of financing and institutional capacity of ECE Centres

1	Indicate the type of buildings in the ECE centre that your child attends.	1. permanent [ ] temporary [ ] semi-permanent [ ]	**Tick the most appropriate or give a brief explanation**
2	Please indicate the type of furniture in the ECE centre	Chairs [ ] tables [ ] desks [ ] cupboard [ ] shelves [ ] any other specify _____	
3	How many teachers are handling the children in the ECE centre?	_____	
4	Are you given receipts after paying fees?	Yes [ ] No [ ]	
5	Which play equipment and materials are available in the ECE centre?	Swings [ ] Balls [ ] Climbing frames [ ] tyres [ ]Slides [ ] Any other (specify)_____	
6	Is there a resting place for the children in the afternoon? If yes, which sleeping facilities are available?	Yes [ ] No [ ] Mats [ ] sheets [ ] mattresses [ ] blankets [ ] Any other (specify)_____	

SECTION D: Adequacy of financing and institutional capacity of ECE centres

1	Do the parents pay fee on time? If no how often are the children sent home for fees?	Yes [ ] No [ ] Weekly [ ] every month [ ]once a term [ ] Any other specify_____	**Tick the most appropriate or give a brief explanation**
2	Does the centre have enough furniture for the children?	Yes [ ]No [ ]	explanation
3	How often does the ECE centre carry out maintenance and repair of furniture and equipment?	Once a term [ ] Once a year [ ] Not at all [ ] Any other specify_____	
4	Are there enough teaching and learning materials for the children?	Yes [ ] No [ ]	
5	What do you think should be done to	_____	Suggestions

	improve the adequacy of teaching/learning materials?	_____	

SECTION E: Budgetary allocation and institutional capacity of ECE Centres

1	Does the ECE centre have a feeding programme?	Yes [ ] No [ ]	**Tick the most appropriate or give a brief explanation**
2	If yes, how much do you pay for it?	_____	
3	Who finances the buying of kitchen utensils?	Parents [ ]school [ ] church [ ] Any other [Specify] _____	
4	Which groups of people work in the ECE centre?	Cooks [ ] watchman [ ] teachers [ ] cleaners [ ] caregivers [ ] drivers [ ] secretary [ ] any other(specify) _____	
5	Does the school take children out for field trips? If yes, who finances the trips?	Yes [ ] No [ ] Parents [ ] school [ ] Any other (specify) _____	
6	Do you accompany the children when going for field trips?	Yes [ ] No [ ]	

THANK YOU FOR YOUR COOPERATION

APPENDIX V

OBSERVATION CHECKLIST

Type of school _____

Number of streams _____

Area (urban/rural / semi-urban) _____

Facilities and resources	Availability Yes / No	Number of Children	Adequacy(number)	Condition
Physical facilities				
Land				
Buildings available				
Classrooms of standard size				
Classrooms with lockable doors and windows				
Offices				
Child size Latrines/Toilets for boys and girls				
Indoor space				
Kitchen				
Library				
Store				
Water				
Electricity				
Telephone				
Computers				
Vehicles				
Furniture				
Chairs				
Desks of suitable size				
Tables				
Sleeping facilities				
Mats/mattresses/sheets				
Field/Playground				
Outdoor equipment				
Slides				
Climbing frames				
Swings				
Tyres				
Instructional materials				
Text books				
Large print textbooks				
Large print exercise books				
Class readers				
Library books				
Charts				
Newsprint/Manilla				
Syllabus				
School projects				
Income generating activities				

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Date: 9th February, 2012

Ellfira Moraa Matuga
University of Nairobi
P. O. Box 30197 - 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Influence of financing on institutional capacity of Early Childhood Education Centres in Kikuyu district, Kenya***" I am pleased to inform you that you have been authorized to undertake research **in Kikuyu District** for a period ending ***31st December 2013.***

You are advised to report to **the District Commissioner & the District Education Officer, Kikuyu District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
Kikuyu District

The District Education Officer
Kikuyu District