

**INFLUENCE OF COUNTY GOVERNMENT FINANCING ON ACCESS TO  
PRE-PRIMARY EDUCATION IN BARINGO CENTRAL SUB-COUNTY,  
BARINGO COUNTY, KENYA**

**Daniel Osoro Obara**

**A Research Project in Partial Fulfilment of the Award of the Degree of Master of  
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## DECLARATION

This research project is my original work and has not been presented for award of degree  
in any university or Institution.

.....

Daniel Osoro Obara

E55/80451/2015

This Research project has been submitted for examination with our approval as  
university supervisors.

.....

Dr. Andrew Riechi

Senior Lecturer

Department of Educational Administration and Planning

.....

Dr. Reuben Gitonga Mutegi

Lecturer

Department of Educational Administration and Planning

## **DEDICATION**

I dedicate this research project to my wife Deborah Nekesa and my daughter Dizah Darianne who have been very understanding all the time I was busy studying for the M.ED and did not have sufficient time with them.

This work is also dedicated to my dear parents and siblings for their moral support and encouragement during the entire period of my study.

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## **LIST OF ABBREVIATION AND ACRONYMS**

ASALs	Arid and Semi-Arid Lands
BOM	Board Of Management
CBO's	Community Based Organizations
CEC	County Executive Committee
CECEC	County Early Childhood Education Committee
DICECE	District Centre for Early Childhood Education
ECCE	Early Child Care and Education
ECDE	Early Childhood Development and Education
EFA	Education For All
GRE	Gross Enrolment Rate
GDP	Gross Domestic Product
KESSP	Kenya Education Sector Support Programme
KNESP	Kenya Nation Education Sector Plan
KSRAT	Kenya Schools Readiness Assessment Tool
KNBS	Kenya National Bureau of Statistics
MoEST	Ministry of Education Science and Technology

NACOSTI	National Commission for Science, Technology and Innovation
NGO	Non Governmental Organization
OECD	Organisation for Economic Co-operation and Development
SDG	Sustainable Development Goal
UNCRC	United Nation Convention on the Human Right of the Child
UNESCO	United Nations Educational, Science and Cultural Organization

## ABSTRACT

The purpose of this study was to determine the impact of county government financing on access to pre-primary education in Baringo Central Sub-County. The study was guided by the following objectives; to establish the influence of county government financing of physical facilities on access to pre-primary education, to examine the influence of County government financing of teaching and learning materials on access to pre-primary education and to determine the influence of county government financing of teachers recruitment on access to pre-primary education. The study was heavily borrowed from the concepts of human capital theory whose proponents were Schultz (1961) and Becker (1964). The theory asserts that education is an investment aiming to obtain greater income or returns in the future. The study adopted descriptive survey design. The target population included One hundred and twenty four (124) head teachers, One hundred and twenty four (124) ECDE teachers, One hundred and twenty four (124) PA representatives, One (1) ECDE Sub county Co-ordinator Officer and One District education Officer in Baringo Central Sub-county. Questionnaires and interview schedules were administered to respondents. Questionnaires were designed to collect data from head teachers and teachers. The dully filled questionnaires were coded; data entry and data analysis for descriptive statistics and inferential statistics was computed using Statistical Packages for Social Sciences (SPSS) for this study. The main findings and results of the study there is a statistically significant relationship between the teachers' recruitments, teaching and learning materials, physical facilities influence on access of pre-primary education in Baringo central Sub County, ( $P < 0.05$ ). The study conclude that county government financing of physical facilities, teaching and learning facilities and ECDE teachers recruitment has generally enhanced the access to pre-primary education in Baringo central sub-county, Baringo county. The study further concludes that Non- governmental Organization (NGOs) also plays a vital role in providing the teaching and learning equipments in various ECDE centres within the Sub County. The study concludes that county government financing on access to pre-primary education in Baringo central sub-county is faced with a number of challenges. Some of the challenges noted include; inadequate allocation of funds by county government to ECDE education, poor budgeting techniques, lack of interest in education matters and corruption in allocation of funds. The study recommends that parents incur more cost on ECDE education level than primary education level. This is as a result of spending on school uniforms, paying ECDE B.O.M teachers and other entry fees. In order to give chance to many children to enroll in ECDE centers, there is need for county government to subsidize ECDE education more than primary education. The study also recommends that the amount of money disbursed by county government to build physical facilities, teaching and learning materials and in recruiting ECDE teachers is not enough. In order to minimize the burden of county government and parents supporting most activities in pre-primary schools, schools should have various incomes generating activities. This will generate more funds to support the county government educational subsidies. The study recommends that County government channel meagre amount towards ECDE sector in the county budgetary allocation according to the ECDE Sub-County co-coordinators. The study therefore recommends that the county governments should develop a public-private partnership policy framework in education sector to engage corporate and business organizations to be involved in pre-primary education in the county. The policy framework should provide incentives for businesses and corporate such as tax breaks and reliefs. This will cushion county government educational subsidies leading to more enrolment in pre-primary level of education. The study suggests that there is need to conduct a study of this nature in wider areas for instance covering the whole of the Baringo County or other Counties. The study suggests a similar study to be carried out in public day secondary schools in Baringo Central Sub County to establish influence of County governance financing on access to public day secondary education.

## INTRODUCTION

### 1.1 Background to the Study

Early Childhood Development and Education (ECDE) is an educational programme imparted to a child in an education centre. The critical purpose of ECD is to prepare young children for primary education Ng'ang'a, (2009). For children, every experience presents a learning opportunity. In other words, they learn from everything they do, see, hear, smell, feel and taste; everywhere they go and whom they interact with Child Ventures, (2017). Early Childhood Development and Education (ECDE) specialists emphasis on quality of preschool program for young children that results to improved social skills, better school grades performance, improved attention span and enthusiasm for lifelong learning Child Ventures, (2017). Moreover, studies show that high quality early childhood education preschool program helps to prepare young children for future academic, emotional and social achievement. A study by Gardinal-Pizato et al (2012) indicates that the early childhood education has a positive correlation with academic progress of the child in school.

Being viewed as an investment, individuals, societies and governments of various countries have developed a concern on how to finance education. However, the process of financing education has been faced with challenges because it is done at pre-school level, primary level, secondary level and tertiary level. Scholars have been trying to come up with ways of solving these challenges of educational financing. Studies indicate that access to quality education, has significant contribution to sustainable development Robert et al, (2016).

Globally, childhood education is officially recognized as the initial stage of basic education that facilitates the integral development of the child. In Iceland, for instance, pre-school education lays the foundation for the children to be independent, active, thoughtful and responsible participants in a democratic society (Norrdahi, 2008). Due to enormous contribution of ECD across the world; there has been increased attention and various forms of funding to early childhood education in both developed and developing countries. In USA for instance, the system of pre-school, is based on the federal and state components (OECD, 2004). The federal components are the Head Start as well as the Child Care Development Fund. The government make a significant financial contribution towards early childhood care and education. Some of the states in the US for instance, use tax revenue to fund pre-schools. Other imposes child care fees and co-payments, collaborate with private entities to provide childcare, and encouraging business to subsidize for those working with them (Relfield,2006).

In China, Early Child Care and Education (ECCE) is divided into kindergarten with children of age 3-6 and nursery age below 3. The kindergarten are under the responsibility of the ministry of education while those under 3 years are responsibility of the ministry of health (Pang & Wong, 2002).The Ministry of Education is broadly responsible in designing, developing and implementing policies along with guidelines of the early childhood education. However, the government funding to pre-schools is only one third of the amount spent of the primary schools. To increase funding to ECCE, the government of the republic of China charges the privates institutions to source or fund. In some provinces in China, pre-school are attached to primary schools and use their facilities.

In Germany, Early Childhood Care and Education is split into state and local governments. Children between 0-3 years are funded by the local authorities while for children between 3-5 years are funded through the Ministries of Social Affairs and Education. As of 1998, ECCE expenditures amounted to 0.36% of GDP (UNESCO, 2003), with funding per enrollee at around \$5,000 by 2002. Also there are parental co-payments which cover 15-30% of costs which however vary according to number of children, income and type of care, but not exceeding \$350 per year.

In Mexico, ECCE is considered as compulsory basic education at ages 3-5 years, leading to primary school. The burden of financing ECCE in Mexico is shared across public agencies which include different government ministries and private entities. Pre-school education is mainly funded from national budget supplemented by the states, municipalities, other agencies and parent fees contributions. The state government is provided with resources from the federal government and the state local governments share in funding the programs. In Mexico government, families must also pay for some of the public pre-school services they receive.

South Africa has a comprehensive policies and programmes for children at the birth to age 9 with active participation of both parents and care givers. Seleti (2009) argues that ECD units and section in South Africa are well established in the department of education and social development. More importantly, since 2000, ECD became a budget item for the National Treasury. In other words, ECD in South Africa is a political priority and one of the major areas for government intervention. Despite government support, ECD financing



is still inadequate and tracking dispatched finances is yet to be in place ( Seleti, 2009).Moreover, ECCE in South Africa is still a private market.

According to National Pre-primary Education Policy (2017), the Government of Kenya takes cognizance of Pre-primary education as a crucial foundation stage for primary education, character formation and lifelong learning. This is in line with the Sustainable Development Goal (SDG) Number 4. Target 2 which obligate States to ensure that all children access quality early childhood development, care and pre-primary education so that they are ready for formal schooling. Increased attention to Early Childhood Development and Education (ECDE) has been observed in all the counties in Kenya but my focus here is on a current picture of ECDE in Baringo Central Sub-County.

Pre-primary education provides opportunities for children to enhance their cognitive, social, moral, spiritual, emotional and physical development as well as aesthetic aspects. In Kenya, the household members and the government meet the cost of education. The government spending on education is driven by the Sessional Paper no. 1 of 2005 on Policy Framework for Education and the Kenya Education Sector Support Programme (KESSP) as well as the Basic Education Act (2013). Ngaruiya (2006) argues that funding affects the process of teaching as well as learning of children. Adequate funding means; hiring qualified teachers, recommended pupil-teacher ratio, adequate learning materials, subsidized tuition fees and good leaning physical facilities.

The Kenya 2014 school statistics information uncover that gross and net enrolment at ECDE level remain at 73.6% and 71.8%, separately (Ministry of Education, 2015). In the ongoing years, the quantity of kids selecting to ECD has been expanding broadly. As indicated by Kenya National Bureau of Statistics (2018), the complete enrolment in ECDE focuses is assessed to have expanded by 2.9% from 3,199,800 of every 2016 to 3,293,800 out of 2017. Total pupil enrolment in Early Childhood Development Education (ECDE) centres rose by 3.0 per cent to stand at 3.3 million in 2018 (Economic survey, 2019).

The inception of the new constitution has devolved the governance and management to the county government. County early childhood education Acts 2014 provides the framework for administration of early childhood education within County and connected responsibilities. Some of the functions of the county government towards ECDE as envisaged in the Acts include recruitment of ECD teachers, remunerations, governance and management among others (Kenya Gazette Supplementary, (2014).

In Baringo County, the enrolment of children in pre-primary has been increasing. In 2014, the enrolment was at 36,515 and 42,079 in 2017 with an enrolment rate of 15.24%. Baringo central in particular, the sub-county had an enrolment of 4665 in 2014 and 5128 in 2017 with an enrolment rate of 9.92%. Despite the increasing enrolment, county government financial contribution has yet to make meaningful contribution. A number of pre-school have poor infrastructure, inadequate and unqualified teaching staff. With the increasing number of children, funding becomes critical to facilitate preschool learning. All these are informed by the mandate of the county government in the ECE Act 2014.

Therefore, this study critically evaluated the impact of the county government financing in accessing the preschool education in Baringo central sub-county. However, despite the government intervention of making ECDE affordable in order to increase access to ECDE education, the cost of is still high since ECDE centres levy fees for pupils' lunch, school buildings alongside other non-discretionary items such as school uniforms and stationary.

## **1.2 Statement of the problem**

Despite elaborated legal framework for both level of government, funding of ECDE is minimal. Although training of the ECDE teachers is funded by government; there is little monitoring and no formal linkage between the primary schools and pre-schools. Moreover, families are the primary source of funding for ECDE. In other words, large portion of their contribution goes to paying ECDE teachers as opposed to infrastructural development. The Constitution of Kenya (2010) delegated the responsibility of pre-school education to the County government. However, this has not become operational since the basic facilities lacks funding from an organised government scheme. Illiteracy and high levels of poverty have adversely affected the access of pre-schooling in Baringo Central sub-county, Baringo County.

According to sessional paper No. 14 of 2012 pre-school teacher education sector is facing multifaceted challenge in this era of devolved governance system. The study done by Mitu (2015) on the role of community financing in enhancing access to pre-primary education in Igembe South Districts, Meru County, established that community funds are used for provision of infrastructures such as classroom, learning materials, teaching, sanitary facilities, feeding programs and paying teachers' salaries. However, community funding

depends entirely on the commitment and economic status of the parents hence not sufficient to support and sustain preschool education. The government spends less than \$1 per child in ECDE (Relfield, 2006).

Despite increasing ECDE enrolment in various centres in Baringo central, provision of learning services is still underfunded. According to Baringo Central Sub-county D.E.Os Office (2018) it is only 42% of pre-school age children that are accessing pre schooling, hence, leaving 58% of the eligible population out of the program. Therefore, this study focused on the impact county government financing on the access of pre-school education in Baringo Central sub-county, Baringo County.

### **1.3 Purpose of the study**

The purpose of this study was to determine the impact of county government financing on access to pre-primary education in Baringo Central Sub-County.

### **1.4 Objectives of the study**

The research was guided by the following objectives;

- i. To establish the influence of county government financing of physical facilities on access to pre-primary education.
- ii. To examine the influence of County government financing of teaching and learning materials on access to pre-primary education.
- iii. To determine the influence of county government financing of teachers recruitment on access to pre-primary education.

## **1.5 Research Questions**

In order to achieve the stated objectives, this study was guided by the following questions;

- i. To what extent does county government financing of physical facilities on access to pre-primary education?
- ii. What extent does county government financing of teaching and learning materials on access to pre-primary education?
- iii. To what extent does the county government financing of teachers recruitment on access to pre-primary education?

## **1.6 Significance of the study**

This study came up with the findings that can form a base upon which the county governments through National government could be used in formulating policy regarding increasing budgetary allocation towards ECDE programme as a sub-sector of education. Further, the study generated data can be used by the County Education Office to address the challenges facing county governments' financing of pre-school education.

County government may use the findings of the study to make projections on ECDE enrolments and access to pre-school education. This would help in expanding existing ECDE physical facilities or building new centres to accommodate more children. The study findings can help county executive officers and sub-county ECDE centre Co-ordinators to come up with the best ways of utilizing county financing of pre-school Centres. The findings would further benefit the County Education Chief Executive team in generating policies and legal framework regard to ECDE management. In the new constitution dispensation, pre-school education is under the county government.

### **1.7 Limitations of the study**

The study was limited to Baringo sub-county, which may not reflect the real situation in other parts of the county. The other limitation the study may face was scanty information and data on the role of county financing on enhancing access to pre-school education, in Baringo Central. This was mainly because few studies were found in reference to this study in Kenya. The researcher assumed that County government provided all funds used for the development of ECDE Centres. The other limitation to this study included lack of proper records and documentations of utilization of finances provided by the County government.

### **1.8 Delimitations of the study**

This study only focused on public ECE centres in Baringo central sub-county because the private ECE centres do not receive funding from the county governments. Secondly, the study only sought views of a few samples of Sixty three (63) ECDE Centres in Baringo central sub-county. The sub-county had 124 ECDE Centres. Parents Association (PA) Chairmen, Head teachers, sub-county ECDE Co-ordinator and sub-county education officer were the target for the study since they are custodians of the primary data that involved access to pre-primary education.

### **1.9 Basic Assumptions**

The study was built on the following assumptions;

- i. Funds allocated by the county government initiatives were used to provide facilities as intended in order to improve access.
- ii. The respondents are literate enough to understand and interpret the questions raised in the questionnaires as desired.

### **1.10 Definition of significant terms**

**Access:** In this study the word access is used to refer enrolment of pre-school age-going children to ECDE programs.

**Basic Education:** Means the educational programmes offered and imparted to a person in an institution of basic education and includes Adult basic education offered in pre-primary educational institutions and centres.

**Curriculum:** All planned programmes and activities offered in a learning institution.

**Early Childhood Development:** The physical, cognitive, language, social and emotional development of a child from pre-natal up to age eight (8).

**Pre-Primary Education:** Early simulation and early learning for children before entry to grade one.

**Finances:** In this study, the word finance refers to the sources of funds or monetary materials and technical assistance allocated to a particular ECDE Centres in Baringo central sub-county for the purpose of its development.

**Pre-school:** Refers to centres' where children are taken to learn before joining grade one.

**County Government:** Refers to a geographical units envisioned by 2010 constitution of Kenya as units of devolved government.

**National Government:** In this study National Government refers to the Government of the Republic of Kenya which is composed of 47 Counties, each county with its own semi-autonomous governments.

**Parents Association:** Is the structure through which parents/guardians in the school can work together for the best possible education for their children.

### **1.11 Organisation of the study**

This study was organised into five chapters. Chapter one was introduction focusing on the background to the research problem, statement of the problem, the purpose of the study, objectives and research questions, study significance, the limitation of the study, delimitation and assumptions of the study, definition of significant terms as used in the study. Chapter two was dealing with literature review on county government funding of ECDE in Kenya, theoretical framework and conceptual framework. Chapter three covers research methodology which focused on research design, target population, sample size and sample procedure, research instruments, validity and reliability of the instruments, data collection procedure, data analysis and ethical considerations. Chapter four covers data analysis and discussion of the study findings and chapter five drove the summary of the study, conclusions, recommendations and suggestions for further research.



## **LITERATURE REVIEW**

### **2.1 Introduction**

The research study reviewed both primary and secondary literature to focus on the county government financing on the access of the pre-school education. Some of the literature reviewed included early childhood development education Act 2014, Kenya National Education Sector Plan (KNESP), OECD reports, KNBS documents, National pre-primary education policy (2017) among other research works. Other literature reviews focused on the individual and scholarly work from the journals, researches and books. These materials would be useful in building and analysis their contributions to meet the objectives of the study.

### **2.2 The concept ECDE**

Early Childhood Development and Education involves the opportunities, experiences and appropriate activities provided to young children to arouse their senses and support their mental, language, social and emotional development (UNESCO, 2015). It involves all the aspects of growth and development, which includes mental, affective and psychomotor dimensions.

Early Childhood Development and Education also refers to the activities and experiences provided to young children to facilitate acquisition and development of basic concepts, competences, values and attitudes. It is the early stimulation and early learning for children before entry to grade one (NESP, 2013). It encompasses the physical, cognitive, language, social and emotional development of a child from pre-natal up to the age eight (Child Venture, 2017).

ECDE includes all kinds of education taking place before compulsory schooling which is provided in different kinds of setting including; nurseries, kindergartens, pre-schools, Child care centres among other similar institutions this is according to the Devolved Government Task Force (2011) Pre-primary education provides opportunities for children to enhance their cognitive, social, moral, spiritual, emotional and physical development as well as aesthetic aspects. Empirical studies attest to the importance of investing in a child's early years for optimal realization of their potential in learning and development.

### **2.3 National concerns on pre-school Access in kenya**

ECDE is both the formal and informal education that Children receive as they grow. Formal setting is the early schooling arrangement that take place in nursery schools, institutional homes and kindergartens. The informal setting of ECDE takes place at home and playgrounds in the community (Wawire, 2006).

Geographically, Kenya is largely varied according to various regions. Parts like Baringo, Turkana, Samburu and Northern Kenya are Arid and Semi-Arid Lands (ASALs), while others like Nyanza, Western and Central Kenya are wetlands. Majority of families that live in ASALs face a number of challenges making it difficult for a country to achieve the vision Education For All (UNESCO, 2010).

They mostly move from one location area to another in search of water and green sites for grazing thier livestock (Achika, 2007) taking along with thier children, hence making it difficult for the chilren to attend ECDE education learning centres. Tribal and land clashes in Rift Valley Regions especially in areas such as Elgeiyo Marakwet, Pokot and Baringo

are among the hindrance for enrolment of EDCE. Also coast regions of Kenya has been adversely affected by clashes leading to low ECDE enrolment.

In spite of the tremendous achievements in access and equity in pre-primary education, provision of quality services in the sector remains a challenge as characterized by shortage of instructional and plays materials, high pupil teacher ratio, and inappropriate teaching methods among others. Smooth transition from pre-primary to grade one is a major challenge due to the use of academic testing and disharmony between the two environments. To enhance access to equitable and inclusive pre-primary education to marginalized and disadvantaged groups, pre-primary education have been expanded to cover, Dugsi, Madrassa centres and mobile pre-primary centres. National Pre-primary Education Policy, (2007)

MOE launched the Kenya School Readiness Assessment Tool (KSRAT) in December, 2015 for smooth transition to grade one. This tool also provides a harmonized learning environment between the pre-primary and the lower primary schools. In addition, the Kenya Institute of Curriculum Development has developed an Early Childhood Development and Education Progress Assessment Tool for formative assessment at all levels of early childhood education

## **2.4 Institutional Framework**

The main goal of ECDE is to ensure that children aged 4 and 5 access quality and relevant pre-primary education services that equip them with developmentally appropriate competencies to realize their full potential. Institutional Framework therefore guide

management and coordination of pre-primary education sector at the national, county, sub-county, ward level.

#### **2.4.1 County level**

At the County level, the County Executive Committee (CEC) Member in charge of education is responsible for the management and coordination of pre-primary education. A County Early Childhood Education Committee (CECEC) is established comprising of line ministries, key departments and other stakeholders in the county. The pre-primary education committee is chaired and housed by the CEC Member in charge of Education.

#### **2.4.2 Institutional Framework Concern**

Despite the above institutional and policy frameworks, access, equity, efficiency, quality and sustainability in this sub-sector remains constrained by various factors. The sub-sector still faces challenges such as insufficient teaching and learning materials, limited community participation, inadequate ECDE Centres, unclear policy on transition from pre-school to primary level and inadequate physical facilities.

#### **2.4.3 ECDE Co-ordination Framework**

The government at both national and County levels shall ensure effective coordination and collaboration of pre-primary education stakeholders as follows; Ministry of education, directorate of early childhood education, Council of governors; education committee, county executive committee member; education, county chief officer; education, county chief officer; education, sub-county ECDE coordinator, ward ECDE coordinator and ECDE centre board of management.

## 2.5 Initiative by County Government to increase access

The Kenya constitution, 2010 devolved the function of pre-primary and childcare facilities to the county governments. In the past, pre-primary education was provided by numerous stakeholders including the government, local communities, religious organizations, local NGOs and private individuals. The county government in collaboration with the national government and key stakeholders support private funding streams from philanthropies, trust funds, corporate and other donors to enhance access to quality pre-primary education programmes.

In the past, the pre-primary education sector was predominantly in the hands of private sector and communities with MOE mainly developing the curriculum and the instructional materials. Other government agencies like Ministry of Health and NCCS have also targeted the pre-primary education cohort by providing health and social services. However, these services have been provided without a comprehensive coordination, linkage and collaboration framework (National Pre-primary Education Policy, 2017). Since 2013 the enrolment rate has been increasing in both public and private sectors as shown in Table 2.1

**Table 2.1: Educational Institutions by Category (Pre-primary) 2013-2017.**

Category	2013	2014	2015	2016	2017
Schools:					
Public	24,702	24,768	24,862	25,175	25,381
Private	15,443	15,451	15,913	16,073	16,398
TOTALS	40,145	40,219	40,775	41,248	41,779

**Source: Ministry of Education 2017**

### **2.5.1 Financing on physical facilities**

The physical environment comprises the renovation and construction of school buildings, the outdoor area, objects, furniture and materials in the classroom which should be child-sized. This included desks, sinks, tables, chairs and shelves. Similarly, all equipment and apparatus in ECDE should be of a suitable size and weight for children, and should be moveable. Furniture can be kept to a minimum, and arranged in such a way that there is plenty of open spaces, free movement, exploration and spontaneous activity both indoor and outdoor. Infrastructure is important in ensuring conducive learning environment for pupils National Pre-primary Education Policy, (2017). The availability of adequate classrooms to cater for all the students, libraries with relevant reading materials and safe recreational facilities among others, all have a direct impact on the performance of the pupils. County governments budgeted to spend Ksh395.9 billion in 2017/18 against the total expected receipts amounting to Ksh401.6 billion. In terms of enrolment in 2017 total enrolment in pre-primary schools rose by 2.9 per cent to 3,293.8 thousand. County government's revenue is estimated at Ksh401.6 billion in 2017/18 a growth of 20 per cent from actual receipt of Ksh334.7 billion in 2016/17. The allocations to county government are contained in County Allocation Revenue Act of 2017 and its subsequent amendment in 2017. Overall, the number of educational institutional increased by 5 per cent to 90,587 in 2017. During this period, pre-primary schools went up by 1.3 per cent to 41,779 (Economic Survey, 2018)

### **2.5.2 Teaching and Learning Resources**

Financing for early childhood development services has been inadequate to ensure access and quality for disadvantaged children who have the most to gain. Investments in pre-

primary education in particular are startlingly low. In developing countries, on average, 0.07% of gross national product is spent on teaching and learning resources of pre-primary education compared to 0.5% in developed countries (UNESCO, 2015a). However, across the board, countries, both developed and developing, spend markedly less on pre-primary education when compared to primary education. As presented in Table 2.2

**Table 2.2: Expenditure for the Ministry of Education; 2013/14- 2017/18**

Ministry of Education. State		Ksh. Millions		
Department of Basic Education	2014/15	2015/16	2016/17	2017/18
Recurrent Expenditure	42,204.06	51,316.39	57,519.21	54,977.03
Development Expenditure	8,843.94	11,156.42	5,258.23	8,188.86
Gross Total Expenditure	51 ,048	62,472.81	62,777.44	63,165.8

**Source: The National Treasury 2017**

### **2.5.3 Financing on Teacher Training and Recruitment**

Teacher training includes pre-service and in-service. According to the Economic Survey 2018 report, the total number of ECDE teachers grew by 6.7 per cent in 2016 to 118,276 in 2017, while the number of trained ECDE teachers increased by 9.4 per cent from 97,717 in 2016 to 106,938 in 2017. These increases are attributed to Expansion of ECDE Centres and employment of more teachers by County governments. Female teachers accounted for 83.4 per cent of pre-primary trained teachers in 2017. Pre-primary Gross Enrolment Rate (G.E.R) raised from 76.6 per cent in 2016 to 77.1 per cent in 2017, while the Net Enrolment Rate (N.E.R) increased to 76.9 per cent in 2017. The pupil Enrolment and number of teachers in ECDE Centres from 2013 to 2017 as illustrated. Total enrolment in ECDE

Centres is estimated to have increased by 2.9 per cent from 3,199.8 thousand in 2016 to 3,293.8 thousand in 2017. These findings are in tandem with In Baringo County, the enrolment of children in pre-primary has been increasing. In 2014, the enrolment was at 36,515 and 42,079 in 2017 with an enrolment rate of 15.24%. Baringo, central in particular, the sub-county had an enrolment of 4665 in 2014 and 5128 in 2017 with an enrolment rate of 9.92%. As presented in Table 2.3

**Table 2.3: Pupil Enrolment and Teacher Numbers in ECDE Centres, 2013-2017**

	2013	2014	2015	2016	2017
<b>Enrolment</b>					
Boys	1,411,309	1,476,383	1,607,353	1,634,194	1,681,530
Girls	1,454,039	1,543,482	1,560,502	1,565,647	1,612,283
Totals	2,865,348	3,019,865	3,167,855	3,199,841	3,293,813
<b>Trained teachers</b>					
Male	13,854	13,968	14,721	15,366	17,746
Female	69,960	74,186	78185	82,351	89,192
Sub- Total	83,814	88,154	92,906	97,717	106,938
<b>Untrained teachers</b>					
Male	3,430	3,307	2,840	2,606	2,445
Female	13,818	13,323	11,441	10,496	8,893
Sub- Total	17,248	16,630	14,281	13,102	11,338

**Source:** Ministry of Education 2017



## **2.6 Challenges facing the implementation of ECDE funding in Baringo Central**

To begin with the sub-sector has diverse employer and the majority are not well remunerated resulting in high attrition rates and low morale, there is no clear career and professional route to becoming an ECDE teacher educator, majority of teachers in the teacher training institution do not have teacher education training qualification.

Despite the benefits associated with ECDE, many children in Kenya do not receive quality ECDE services (Hungu, 2011), a situation blamed on insufficient government involvement in this sector. The Kenya 2014 school census data revealed that gross and net enrolment at ECDE level stand at 73.6% and 71.8%, respectively (Ministry of Education, 2015). More often than not, public preschools are characterized by inadequate play and learning materials, shortage of trained teachers, and lack of health and nutrition services. Moreover, in most of these schools, the traditional teacher-centered methodology which stresses on memorization and recitation illustrates the heavy focus on academic preparation with little emphasis on development and acquisition of social and emotional skills (Kariuki, Chepchieng, Mbugua, & Ngumi, 2007). The lack of relevant content and inconsistencies in the curriculum also create problems for this sector.

Other challenges facing pre-primary Education Provision in Baringo Central include; lack of a clear legal framework, inadequate resources like financial, physical and human resources development, instances of discrimination and stereotyping of children, inadequate integration of health and nutrition services, child abuse, neglect and exploitation, insecurity, conflict and disaster. All these among other challenges adversely affect and disrupt children's participation in pre-primary education whenever they occur. (Kariuki, Chepchieng, Mbugua & Ngumi, 2007)

## **2.7 Summary of literature Review**

Since the primary purpose of pre-school education in Kenya is to prepare children for school, understanding the factors that influence enrolment is essential. Such understanding could help the county governments and all other interested parties to provide the needed resources. It is also clear that not all children in Kenya attend pre-schools due to existing cultural practices. In many communities, children under the age of 5 help parents by taking care of other children. Consequently, the county government must develop a solution to the issue of children, particularly girls, providing childcare services. Unless there is a solution, disparities in school readiness will continue. Another important factor that hinders school readiness is the standard of living, since the majority of families in Kenya live in poverty, and are unable to enrol their children in early childhood programs. Meanwhile, the County government should consider increasing its commitment to pre-school education in the following ways: (1) Educate parents in the use of culturally relevant skills; (2) provide nutritional supplements and feeding programs for children in poverty stricken areas; and (3) organize community workshops that provides open discussions on the importance of early childhood education at county levels especially in marginalized areas. Other necessary measures may include providing free pre-primary education to all five-year-old in all counties, opening of new pre-school and staff training.

The study done by Mitu (2015) on the role of community financing in enhancing access to pre-primary education in Igembe South Districts however, the study failed to address the role of County government on financing the pre-primary education. Therefore, this study attempts to fill this gap by investigating the influence of County government financing on access to pre-primary education in Baringo Central Sub County. This study critically

evaluated the impact of the County government financing in accessing the preschool education in Baringo central Sub-County.

## **2.8 Theoretical framework**

This study heavily borrowed from the concepts of human capital theory whose proponents were Schultz (1961) and Becker (1964). The theory asserts that education is an investment aiming to obtain greater income or returns in the future. Investment in education occurs when current consumption is sacrificed towards the purchase of education that is expected to give higher levels of benefits in future. According to Becker (1995) human capital investment deals with making a choice between the current consumption as well as future consumption.

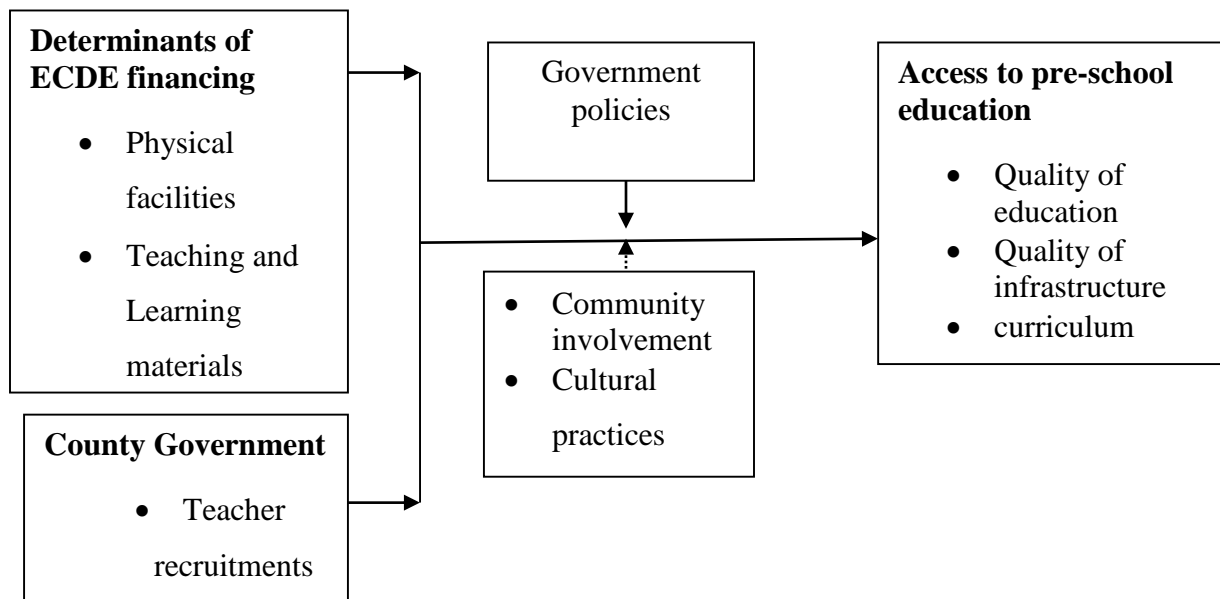
Human capital scholars contend that an informed populace is a beneficial populace. The hypothesis stresses on how instruction increments both profitability and productivity of labourers by expanding the degree of their intellectual and monetary human capacity which is a result of intrinsic capacities and interest in people. The ordinary hypothesis of human capital created by Becker (1962) sees instruction and preparing as a noteworthy wellspring of human capital aggregation which consequently have an immediate and constructive outcome on people life time profit.

When taking a child to school, parents meet the schooling costs and forego benefits of child's provision of labour. The theory is believed to trace its origin from the macroeconomics development theory. Human Capital Theory rests on the assumption that training or education increases productivity of a population by imparting useful knowledge and skills, therefore raising and increasing their future lifetime earnings (Becker, 1994). In

other words, the theory provides useful insight on the importance of investing in the education. Similarly, it helps to inform the county government and other stakeholders why they should invest in children learning and particularly ECD.

## 2.9 Conceptual framework

Mugenda & Mugenda (2003) describes conceptual framework as a diagrammatic representation of the existing relationship between variables. The explanation of the conceptual framework, contributes to the research study in two ways namely; identifying research variables and clarifies the existing relationship among the variables (William, et al, 2001). In the study therefore, the conceptual framework dramatically represents the relationship of county government financing of physical facilities, teaching and learning materials, teachers' recruitment and tuition fee on accessibility to pre-primary education in Baringo central sub-county.



**Figure 2.2: Conceptual Framework**

Figure 2.2 demonstrates a model that was adapted in the study to show the existing relationship of the independent variable, dependent variable and moderating variables. The diagrammatic representations illustrated the relationship between the influence of County governments' financing on access to pre-primary education in Baringo Central Sub County. The County government financing components including: teaching and learning materials, teacher recruitments and physical facilities are inputs of the model. The process includes County policies, cultural and community involvements and the by-products of the model include curriculum, quality of infrastructure and quality education. The different independent variables interact with moderating variables which influence the dependent variables of the study.

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

In this chapter, the areas under discussion included research design, study location, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques and ethical considerations.

### **3.2 Study location**

This study was conducted in Baringo Central Sub-County, in Baringo County, Kenya. It borders other Sub-Counties such as Baringo North, Baringo South, Baringo East, Mogotio Sub-County and Koibatek. The area densely populated to the eastern part and sparsely populated to the Northern part. The public ECDE schools few in Northern part and more public ECDE schools are located in the Southern part of the County hence selected schools for the study were situated in Baringo Central Sub-County. It also comprises of the five wards, Ewalel chapchap, Kapropita, Tenges, Sacho and Kabarnet ward with 21 locations and 54 sub-locations.

### **3.3 Research design**

A design is utilized to structure the examination, to demonstrate how the majority of the real pieces of the exploration task cooperate to attempt to address the focal research questions, Kombo and Tromp, (2016). It comprises the plan for the gathering, estimation and examination of information Kothari, (2003). The examination utilized a distinct study. Unmistakable review was utilized for this investigation since it might regularly bring about the detailing of significant standards of information and answer

for huge issues, other than actuality discoveries. Engaging examination overview would be utilized to give a genuine picture on the ground by deciding the effect of County Government financing on access to pre-essential instruction in Baringo focal sub-district, Baringo County. The for the most part research instruments were polls that were isolated into open finished and shut finished inquiries areas so as to gather more extensive information since respondents had opportunity to express their emotions and musings that were seen astute for the examination.

### **3.4 Target Population**

Target population is a group of individuals or entities with some common features that the researcher plans to study with the aim of generalizing the findings Creswell, (2012). Further, according to Borg and Gall, (2007), target population comprised all the members of a factual or hypothetical group of people or events to which researchers wish to generalize the results of their study. The target population included One hundred and twenty four (124) head teachers, One hundred and twenty four (124) ECDE teachers, One hundred and twenty four (124) PA representatives, One (1) ECDE Co-ordinator Officer and One District education Officer in Baringo Central Sub-county. According to the Sub-County ECDE Co-ordinator (2019) the sub-county has One hundred and fifty four (154) ECDE Centres, One hundred and eighty (180) ECDE teachers and Five Thousand seven hundred and fifty three (5753)

**Table 3.1 Enrolment Data of Early Childhood Development in Baringo Central**

**Source: Baringo Central Sub-county ECDE Co-ordinator's Office 2019**

Category of ECDE Centre	Number of Centres	Number of Teachers	Number of Pupils
Public	124	124	4141
Faith Based	30	56	1612
Total	154	180	5753

### **3.5 Sample Size and Sampling Techniques**

Sampling is the strategy a scientist uses to assemble individuals, spots or things to examine. It is a procedure of choosing various people or articles from a populace with the end goal that the chose gathering contains components illustrative of the qualities found in the whole gathering (Orodho and Kombo, (2002). An example is a limited piece of a factual populace whose properties are concentrated to pick up data about the entire (Webster, 1985). Tests are consistently subsets or little pieces of the all out number that could be examined (Kombo and Tromp, 2016).

In Baringo Central Sub-county, out of 154 public ECDE centres, 124 are public ECDE centres, hence beneficiaries of county government financing. The centres were first clustered and 63 randomly sampled. The rationale of clustering these centres was obtained well-defined clusters according to the geographical areas of the school (at least three in every location). The head teachers, teachers and Parent Association (PA) representatives in the 63 Pre-school Centres will be automatically be sampled and participate in the study. The study used purposive random sampling, hence, 1 D.E.O and 1 Sub-County Co-



ordinator Officer was purposively be sampled. A sample size of 191 of the population sampled.

**Table 3.2 Sample Framework**

Population Category	Total Population	Sampling Procedure	Sample Size
Head Teachers	124	Simple random	63
Teachers	124	Simple random	63
PA Representative	124	Simple random	63
District Education Officer	1	Purposive	1
ECDE Co-ordinator	1	Purposive	1
Total	374		191

**Source: Baringo Central District Education Office 2019**

### **3.6 Research Instruments**

The study used questionnaires and Interview schedule as tools for data collection. The Head teachers, Teachers and PA representative used the Questionnaires. The researcher mainly used questionnaires in collecting data, as they are appropriate in descriptive survey (Orodho, 2002). The questionnaires were designed to gather information on the contributions that have been made by the County government, community, NGO's and Religious Organisations. Interviews schedules were used to collect information from sub-county ECDE Co-ordinator and District Education Office (D.E.O) and the collected data formed the bases for content analysis and study discussions. The use of questionnaires was

preferred because they save time and collection huge data easily. Both open ended and closed ended items were included in the questionnaires and the collected data was analyzed as descriptive and inferential statistics for the study.

### **3.7.1 Validity of the Instruments**

According to Kombo and Tromp (2006) the validity of a test is a measure of how well a test measures what it is supposed to measure. In other words, validity is the degree to which results obtained from the analysis of the data represents the observable facts under the study. Validity is often defined as the extent to which an instrument measures what it purports to measure (AM J Health Pharm-volume1, 2008). To validate the research instruments, the questionnaires were tested in seven (7) pilot pre-schools that were involved in the study. Therefore, the results were found significant for the study hence the researcher administered research instruments to the selected schools for wider data collection in Baringo Central Sub County. The researcher consulted with supervisors who are professionals and experts in the field to assess the validity of the instruments.

### **3.7.2 Reliability of the Instruments**

Reliability is a measure of how consistent is the results from a test (Kombo and Tromp, 2006). The reliability of research instruments refers to a degree to which research instruments yields consistent results or information after repeated trials (Mugenda and Mugenda, 2010). Further, Kothari (2005) defines reliability as the consistency of measurement, or degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. Test-retest method will be used in this study to estimate the degree to which same results could be obtained with a repeated

measure. In order to measure reliability, the questionnaires will be administered twice within a period of two weeks. However, the respondents used during pre-testing exercise were not part of the final samples. Questionnaires were reviewed on the basis of responses acquired.

The significance of the correlation co-efficient ranges from -1 and +1, the closer the value to  $\pm 1$  the stronger the correlation. Orodho (2009) asserts that a reliability coefficient of 0.7 and above is deemed statistically acceptable for the study. Therefore, the correlation coefficient of the study was found to be 0.8. This implied that the reliability of the research instrument was reliable enough for this study.

### **3.8 Data Collection Procedures**

The researcher obtained an introduction letter from the University of Nairobi and a permit to carry out the research from the Ministry of Education, Science and Technology (MOEST). The permit was presented to the County Education Officer and the sub-county Education Officer to allow visiting of the schools. Further, the researcher was booked an appointment with the sampled pre-schools through the Head teachers to visit and administer the questionnaires. The researcher afterwards visited the respondents to administer the questionnaires and later collect them after satisfactorily being responded to.

### **3.9 Data Analysis**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences, Kombo and Tromp, (2006). According to Schwandt (2007), data analysis means to breaking down a whole into its components. The information obtained from the field was organised in a meaningful patterns to obtain its

importance. The descriptive statistics and inferential statistic of the study was analyzed using statistical packages for social sciences (SPSS). The results were presented in form of tables, graphs and charts deemed suitable for the variables of the study. Finally, the results were discussed and interpreted that answered the research questions.

### **3.10 Ethical Considerations**

The researcher intends to adhere to all ethical issues. Before data is collected, an introduction letter was obtained from the University of Nairobi. The research permit was obtained from National Council for Science and Technology (NACOSTI). County and Sub-county Education officers were informed on data collection. The respondents were assured that the information they gave will only be used for the purpose of the study and will be treated with utmost confidentiality. Further, respondents were assured that their identities would not feature in the study. This led to total co-operation and build trust of the respondents for the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter introduces the data analysis and findings in relation to research objectives. It consisted of questionnaire return rates, demographic information for the respondents which included, age, gender, highest academic qualifications, work experience, ECDE centres, position of respondents and employers for teachers. The sector further presents the results on the influence of County government financing on access to pre-primary education in Baringo central sub-county, Baringo County, Kenya. The researcher presented data findings and outputs in the form of frequencies, figures, percentages, tables, graphs, and charts and provided data interpretations intended to be achieved based on the variables under study. This section also contains descriptive statistics as well as inferential statistics that were vital in data analysis.

Moreover, researcher provided interpretations and discussions based on the data collected after questionnaires were administered and data computation carried out to PA, Head teachers, ECDE County officers, DEO and teachers in line with research objectives and findings. The entire study took place in Baringo Central Sub County. Questionnaires were the main instrument of data collection for this study. The questionnaires were designed in line with the objectives of the study. The researcher provided data presentation in forms of tables, graphs and pie-charts to summarise the collected responses of the respondents.

## 4.2 Questionnaire Return Rate

The sample size under this study was (191) respondents comprising of (630 head teachers, (63) teachers, (63) PA representatives, (1) District Education Officer and (1) ECDE sub-county Co-ordinator. Questionnaires and interview schedules were administered to respondents. Questionnaires were designed to collect data from head teachers and teachers. Out of (126) questionnaires given out to the sampled respondents, (124) questionnaires were completed and returned. The interview schedule tool was designed to collect data from District Education Officer, sub-county ECDE Co-ordinator, head teachers, teachers and PA representatives. Out of 191 interview schedules which were distributed by the researcher, only (185) of them were fully filled up. In totality, out of (319) Interview schedules and questionnaires which were administered, (311) of them were returned making the instrument return rate to be (97.5%) According to Mugenda and Mugenda (2003), posit that questionnaire return rate above 70% is considered representative enough.

Table 4.1 shows the instrument return rate

**Table 4.1: Questionnaire and Interview Schedule Return Rate**

Type of Instruments	Number administered	Number returned	Return rate %
Head Teachers and Teachers Questionnaires	126	124	98.4
D.E.O and sub-county co-ordinator interview schedules	2	2	100
Head teachers and Teachers & PA representative interview schedule	191	185	96.86
<b>Total</b>	<b>319</b>	<b>311</b>	<b>97.5</b>

Table 4.1 shows the response rate (98.4%) of the dully filled questionnaires administered to head teachers and teachers. The results further shows (100%) of the interviews schedules from DEO and ECDE officers. The results further show that overall response rate of (97.5%) of interview schedules from head teachers, teachers and the PA representatives. This high response rates was attributed to the research techniques applied by researcher as such drop and pick methods as well as pre-notifying the rich respondents and creating awareness to respondents of the significance of the study.

### **4.3 Demographic information of the respondents**

This section captures the respondents' responses for the head teachers, teachers and the PA representatives, ECDE and DEO officers by providing their personal information such as gender composition, age bracket, their employers, their position, work experience and professional qualification that the researcher deemed as important in this study as these aspects have a positive or negative influence on the county government financing on access to pre-primary education in Baringo central sub county, Baringo county

Therefore, the researcher analyzed data and presented it in form of tables, frequencies, percentages, bar graphs and charts. Eventually, the demographic information was summarized as follows.

#### **4.3.1 Distribution of Respondents by Gender**

The researcher was interested in obtaining responses on the participants by gender as it plays essential role in determining the county government financing influence on access to

pre-primary education therefore, the collected data was analyzed and summarised in Table 4.2

**Table 4.2: Responses of all the respondents by gender**

Gender	Head Teachers		Teachers				PA		D.E.O		ECDE		Sub County Co-ordinators	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Male	38	60	11	17	40	63	1	100	1	100	91	48		
Female	25	40	52	83	23	27	-	-	-	-	100	52		
Total	63	100	63	100	63	100	1	100	1	100	191	100		

The Table 4.2 shows that majority of head teachers were (60%) and minority as female counterparts as illustrated by (40%). This implied that male were most trusted in leadership position especially in finance sectors as opposed to female in the same position since female are deemed naturally weak in leadership position. The findings further demonstrated that majority of female teachers at (83%) were leading as compared to (17%) of their male counterparts in the study. This meant the ECDE profession as viewed as a career for female. The results further indicated male representation at (63%) was more in PA position than female at (27%). Additionally, over all county participants were female at (52%) as majority and Male were minority as marked by (48%) based on this study. respondents were only 48%. Therefore, the study concludes that there was gender imbalance in Baringo central Sub County, Baringo County.



### 4.3.2 Responses of Respondents by Age

The study aimed at establishing the age for the all participants in this study as age was viewed important factor in determining the financial management. This was achieved through administering questionnaires to respondents and their responses were collected, data computed and presented in Table 4.3

**Table 4.3: Ages of the respondents**

Ages (years)	Head teachers		Teachers		PA representatives		D.E.O		ECDE		Sub county coordinators	
	n	%	n	%	n	%	n	%	n	%	n	%
15-24	0	0	5	8	0	0	0	0	0	0	5	3
25-34	3	5	17	27	2	3	0	0	0	0	22	12
35-44	27	43	32	51	21	33	1	100	0	0	81	42
45 & above	33	52	9	14	40	64	0	0	1	100	83	43
Total	63	100	63	100	63	100	1	100	1	100	191	100

The Table 4.3 shows findings of the study on age distribution of the respondents in Baringo Central Sub-County indicate that only 8% of the ECDE teachers were below 25years. Majority (51%) of the teachers were between the ages of 34-44 years. The findings show that (52%) of head teachers were above 45years of age in Baringo central Sub County. Further, (64%) of the PA representatives were above 45 years. Therefore, the study concluded that head teachers, teachers and PA representatives who were entrusted with the

management of ECDE schools were of senior in age in Baringo central Sub County, Baringo County.

#### 4.3.3: Distribution of Education qualification of the Respondents

The respondents were requested to indicate their education level. The results were as indicated in the Table 4.4

**Table 4.4: Highest education levels of respondents.**

Level	Head Teachers		Teachers		PA representative		D.E.O		ECDE		Sub County Coordinators	
	n	%	n	%	n	%	n	%	n	%	n	%
Certificate	0	0	11	17.4	54	85.7	0	0	0	0	65	34
Diploma	41	65	43	68.3	7	11.1	0	0	0	0	91	47
Bachelor	19	30	9	14.3	1	1.6	1	100	0	0	30	16
Masters	2	3	0	0	1	1.6	0	0	1	100	4	2
PHD	1	2	0	0	0	0	0	0	0	0	1	1
Total	63	100	63	100	63	100	1	100	1	100	191	100

The findings in the Table 4.4 showed that majority of ECDE Sub-County teachers and PA representatives with certificate level of education accounts for (17.4%) and (85.7%) respectively. The study revealed that majority (65%) head teachers and (68.5%) teachers of the respondents possessed diploma. Those with B. Ed degree were (30%) and (14.3%) respectively. The results further opined that only (3%) and (2%) head teachers of the respondents had masters and PHD respectively. Therefore, the findings concluded that the

majority of participants had qualified for quality management of county governance as well as ECDE education in Baringo central sub county.

#### 4.3.4 Job Experience of ECDE Head teachers and Teachers

The researcher considered work experience of respondents as aspect that can influence the county government financing on access to pre-primary education in Baringo. This was sought out by administering question to ECDE head teachers and teachers. Thereafter, the collected data was analyzed and presented in Table 4.5

**Table 4.5 Years of Experience of ECDE Head teachers and Teachers**

Years	ECDE Head teachers		ECDE Teachers	
	Frequency	Percent	Frequency	Percent
0-4	4	6.4	21	33.3
5-9	6	9.5	19	30.2
10-14	17	27	12	19
15-19	22	34.9	8	12.7
Over 20 Years	14	22.2	3	4.8
TOTAL	63	100	63	100

The findings in Table 4.5 indicates that the respondents' working experience of participants, (63.5%) of ECDE teachers were majority who had an experience of less than 10 years , (19%) had an experience of 10 to 14 years, (12.7%) had an experience of 15 to 19 years and 4.8% had an experience of over 20 years. On the other hand, majority of ECDE Head teachers at (57.1%) had an experience of more than 10 years, 27% had an

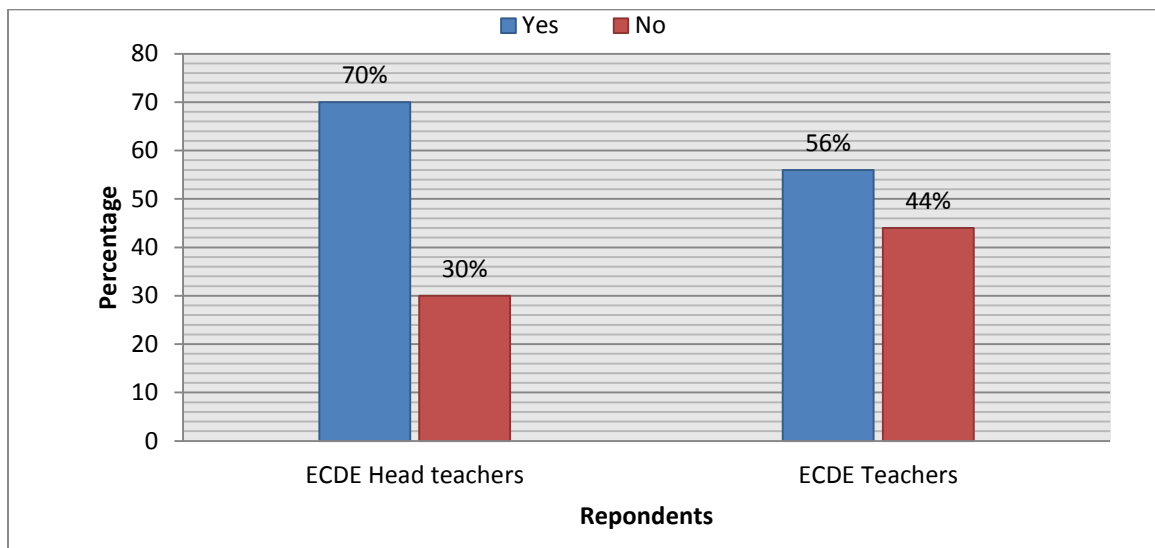
experience of 10 to 14 years, (27%) had an experience of 15 to 19 years and 22.2% had an experience of over 20 years. This shows that the respondents were knowledgeable and made the informed contributions on the schools operation matters. The results further shows clearly that majority of the head teachers had longer experience having served in teaching profession for a longer duration that ordinary teachers.

#### **4.4 The influence of County government financing of physical facilities on access to pre-primary education.**

The availability of adequate classrooms to cater for all the students, libraries with relevant reading materials and safe recreational facilities among others, all have a direct impact on the performance of the pupils.

This was the first objective the study which aimed at evaluating whether the county government financing of physical facilities such as classrooms, objects, furniture and materials in the classroom which should be child-sized. This included desks, sinks, tables, chairs and shelves which enhance access to pre-primary school education.

This objective was accomplished through administering the respondents with questionnaires. Therefore, the dully filled questionnaires were sampled and data was analyzed presented in figure 4.1



**Figure 4.1: The influence of County government financing of physical facilities on access to pre-primary education**

According to the findings in the Figure 4.1, it indicates head teachers and teachers' responses on where the county government finances the physical facilities and its influence on access to pre-primary education in Baringo central sub county. The results postulated that (70%) ECDE head teachers agreed with the statement that county government finances the physical facilities for ECDE educational centres which in return enhance positive accessibility of ECDE pre-primary education in Baringo central Sub County. However, (30%) of ECDE head teachers were on contrary views that county government do not fund ECDE centres with physical facilities hence negatively influences ECDE access in Baringo Central Sub County. On the other hand, (56%) of ECDE teachers on majority side agreed that county government financing of physical facilities enhanced access to pre-primary education. This shows clearly that county government financing on physical facilities did enhance access to pre-school education in Baringo Central Sub County.

The study further was interested on obtaining opinions of the ECDE head teachers and teachers on what need to be done to enhance access on ECDE Pre -primary Baringo Central Sub County. The findings revealed that majority of head teachers and teachers further suggested that there is need for introduction of pre-school feeding program in remote areas to sustain pupils in classes and to enhance learning and teaching process. Most of the respondents indicated that construction of modern classrooms could enhance access to ECDE education. Most of respondents also proposed the need for Baringo County government to provide piped water to enhance hygiene at the ECDE centers. Additionally, construction of roads leading to ECDE centers in order to enhance accessibility. This study concluded that these aspects should be targeted in order to improve access and quality of pre-primary education in Baringo Central Sub County.

The findings further shows that if the county government financing of physical facilities in Baringo central sub-county is well utilised, the level of access will be greatly improved.

Further data analysis on inferential statistics for ECDE head teachers and teachers was carried out to establish the relationship between the county government financing physical facilities and access to pre-primary education in Baringo Central Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. The collected data was analyzed and presented in Table 4.6

**Table 4.6 Chi-square tests on relationship between County government financing physical facilities and access on pre-primary education**

	Value	df	Asymp. Sig. (sided)
Pearson Chi-Square	30.884	45	.000
Likelihood Ratio	29.456	45	.000
Linear-by-Linear Association	14.158	1	.000
N of Valid Cases	124		

The findings in Table 4.6 demonstrates that there is a statistically significant relationship the county government financing physical facilities and access to pre primary education as illustrated by ( $P < 0.05$ ). These findings are in agreement with descriptive statistics that showed the County government financing physical facilities affects access to pre primary education in Baringo Central Sub County. This meant that majority of participants agreed that the county government finances physical facilities that positively enhances access to pre primary education in Baringo central Sub County.

On the other hand, results showed that lack of physical facilities influences access to pre-primary education negatively on minority side. Therefore, adequate physical facilities lead to high access to pre-primary education in Baringo central Sub County. This implied that most of respondents agreed that the pre-primary education was facing inadequate physical facilities such as classrooms, objects, furniture and materials in the classroom which should be child-sized. This included desks, sinks, tables, chairs and shelves. Similarly, all equipment and apparatus in ECDE enhance these influence pupils to access on pre-primary education in Baringo Central Sub County.

Therefore, the findings of this study concur to (Seleti, 2009) that ECD in South Africa is a political priority and one of the major areas for government intervention. Despite government support, ECD financing is still facing inadequate and tracking dispatched finances is yet to be in place.

#### **4.5 Influence of County government financing of teaching and learning materials on access to pre-primary education in Baringo Central Sub County**

This was the second objective of the study that aimed at examining the influence of county government financing of teaching and learning materials on access to pre-primary centres. This objective was achieved through administering questionnaires to ECDE head teachers, parents' association representative, D.E.O. and sub-county co-ordinators. The dully filled questionnaires were sampled data computed and present in Table 4.7

**Table 4.7 Influence of county government financing of Instructional materials on enrolment rates in ECDE centres.**

Views	PA Representative		D.E.O		ECDE sub-county co-ordinator	
	F	%	F	%	F	%
Strongly Agree	14	22	-	-	1	100
Agree	22	35	1	100	-	-
Not sure	9	14	-	-	-	-
Disagree	13	21	-	-	-	-
Strongly Disagree	5	8	-	-	-	-
Total	63	100	1	100	1	100



The findings from Table 4.7 shows that majority of parents associations representatives at (57%) agreed that county government provided teaching and learning materials to ECDE centres in Baringo Central Sub County that enhanced enrolment rates in pre-primary education centres in the schools under the study. This implied that the provision of teaching and learning materials to pre-primary education had a positive influence on enrolments rates in pre-primary education in Baringo Central Sub County. However, (29%) on minority side, teachers disagreed that the county government do not fund teaching and learning materials to ECDE centres in Baringo Central Sub County that led to a negative influence on enrolment in pre-primary education. The findings further indicated that only (14%) of them had a neutral position on the statement. Both D.E.O and sub-county ECDE co-ordinator agreed at (100%) that the county government financing of teaching and learning materials enhanced enrolment in pre-primary education in Baringo central sub-county in Baringo County.

Further data analysis on inferential statistics for parents' association representative, D.E.O. and sub-county co-ordinators was carried out to establish the relationship between the county government financing on teaching and learning materials and access to pre-primary education in Baringo Central Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. The collected data was analyzed and presented in Table 4.8

**Table 4.8 Chi-square tests on relationship between County government financing teaching and learning materials and access on pre-primary education**

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-Square	20.817	9	.002
Likelihood Ratio	20.559	9	.000
Linear-by-Linear Association	6.454	1	.001
N of Valid Cases	124		

Based on results in Table 4.8 shows that there is a statistically significant relationship between county government financing teaching and learning materials and access to pre-primary education as illustrated by ( $P < 0.05$ ). This implied that there is a strong relationship between teaching and learning resources that highly contribute to the high enrolment rates of pupils in pre-primary in ECDE centres in Baringo Central Sub County. This shows there is utilization of learning and teaching resources, the instructional materials are received on time, and rigorously the county government disburses money for pre-primary thus these teaching and learning resources lead to high enrolment rates for pupils hence enhances student participation in Baringo Central Sub County. The results further implied that the teaching and learning influences enrolment rates of pupils' pre-primary schools.

These findings concurs to (Hungu, 2011), Despite the benefits associated with ECDE, many children in Kenya do not receive quality ECDE services, a situation blamed on insufficient government involvement in financing instructional materials for teaching and learning in Baringo central Sub County.

#### 4.6 The influence of County government financing of teachers recruitment on access to pre-primary education in Baringo central sub-County, Baringo County.

The third objective was interested in determining the influence of county government financing of teachers recruitment on access to pre-primary education in Baringo central sub-county government, Baringo County. This objective was accomplished through the researcher administering questionnaires to participants. The study sought to find out the impact of ECDE teachers recruitment on access to pre-primary education. The data collected pointed out a number of responses from the head teachers and teachers from various ECDE centres. Therefore, the dully completed and returned questionnaires were sampled and data was analyzed and presented in Table 4.9

**Table 4.9: ECDE teachers’ recruitment on access to pre-primary Education**

Statement	Head teachers				Teachers				Sub-county ECDE co-ordinator			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	f	%	f	%	f	%	f	%	f	%	f	%
There are enough ECDE trained teachers in your Centre(s)	12	19	51	81	2	14	61	86	-	-	1	100
There is a clear legal framework in recruitment of ECDE teachers	48	76	15	24	30	55	32	45	1	100	-	-
County is committed to recruit more ECDE teachers	37	59	26	41	55	59	18	39	1	100	-	-

The findings in Table 4.9 show that ECDE head teachers (81%) had a negative opinion that no enough ECDE teachers in Baringo Central sub-county while 19% agreed. Both head teachers, teachers at (81%) and ECDE co-ordinators also disagreed that there are enough ECDE teachers.

Further both head teachers at (76%) and teachers at (55%) agreed that there is clear legal frame work in recruitment process of ECDE teachers in Baringo central sub-county. Additionally, (100%) of Sub County ECDE coordinators agreed concurred that that there is a clear legal framework in recruitment process of ECDE teachers in Baringo Central Sub County. Finally, on whether the county government of Baringo is committed to recruit more ECDE teachers, both ECDE co-ordinators and head teacher overall were on agreement with the statement. Therefore, the study concluded that the county government financing teachers' recruitment had a positive influence on access to pre-primary education in Baringo Central Sub County.

Further data analysis on inferential statistics for ECDE head teachers and teachers was carried out to establish the relationship between the county government financing physical facilities and access to pre-primary education in Baringo Central Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. The collected data was analysed and presented in Table 4.10

**Table 4.10: A chi-square tests on County government financing teacher recruitment and access pre-primary education**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.884	9	.000
Likelihood Ratio	29.456	9	.000
Linear-by-Linear Association	14.158	1	.000
N of Valid Cases	124		

Table 4.10 shows that there is a statistically significant relationship between County government financing teachers recruitment and access to pre-primary ( $P < 0.05$ ). This implied that at the head teachers and teachers are conversant with ECDE policies, legal framework after proper recruitment processes. With others leaders in making informed decisions and holding ECDE panel meetings that lead to a positive influence on access to pre-primary in Baringo Central Sub county. Thus, fostering good recruitment skills and programmes among teachers will better access to pre-primary education in Baringo Central Sub County.

These findings are in tandem with (UNESCO, 2015) that in Baringo County; the enrolment of children in pre-primary has been increasing. In 2014, the enrolment was at 36,515 and 42,079 in 2017 with an enrolment rate of 15.24%. Baringo, central in particular, the sub-county had an enrolment of 4665 in 2014 and 5128 in 2017 with an enrolment rate of 9.92%. These increasing rates in pupils enrolments had made county government to financing more pre-primary teachers through teachers' recruitment and increasing more ECDE colleges for more ECDE teachers for training to match the ever increasing pupils joining the ECDE centers in Baringo central sub county

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter represents a summary of the entire project which highlights the main findings, conclusion, recommendations and suggestion for further studies. The researcher carried out study in relation to the following objectives: To establish the influence of county government financing of physical facilities on access to pre-primary education, To examine the influence of County government financing of teaching and learning materials on access to pre-primary education and To determine the influence of county government financing of teachers recruitment on access to pre-primary education.

#### **5.2 Summary of findings**

The purpose of this study was to determine the role influence of county government financing and its influence on access to pre-primary education in Baringo central sub-county, Baringo County, Kenya.

The literature review focused on the concept of ECDE, national concerns on pre-school access in Kenya, institutional framework concept at county level including ECDE co-ordination framework, initiative by county government to increase access, county government financing on physical facilities, teaching and learning resources and financing on teacher training and recruitment, challenges facing the implementation of ECDE

funding in Baringo central sub-county, summary of literature review, the theoretical framework and conceptual framework.

The study was heavily based on human capital theory whose proponents were Schultz and Becker. This theory fundamentally argues that, education or training raises the productivity of workers by imparting in them useful knowledge and skills. Further, the theory postulates that, there exists a positive correlation between the level of education, productivity and lifetime earnings (Becker, 1994). Education being an investment aiming to obtain greater income in future, the theory further postulates that for one to invest in education there is need to establish the cost of the investment.

The target population included D.E.O, ECDE co-ordinator, Parents Association Representative, Head teachers and all Teachers of Baringo central sub-county public ECDE centres. The sample size was arrived at by zoning various public ECDE centres basing on their geographical locations. Out of 21 locations in Baringo Central sub-county, three ECDE Centres were selected randomly totalling to a sample size of 63 ECDE public centres meaning that 63 head teachers, 63 teachers and 63 parents' association representative from sampled ECDE centres participated in the study.

Questionnaires and Interview schedule were used as the main tools for data collection. After data collection the data was cleaned by identifying inaccurate responses, by correcting them in order to improve the quality and clarity of the responses. After cleaning, the data was entered in the computer for analysis.

The following are the summary of the research findings upon which conclusions of the study and recommendations were made. The study through both the head teachers and teachers found that there was a similar agreement from respondents that they were aware of county government financing of physical facilities to pre-schools. According to the respondents, the county government financing promoted access to pre-primary education to a great extent (70% and 56%) by the head teachers and teachers respectively.

The second objective was to examine the influence of county government financing of teaching and learning materials on access to pre-primary education. The study found that Parent Association representatives, D.E.O and ECDE sub-county co-ordinator were the majority who agreed by 57%, 100% and 100% respectively that county government financing of teaching and learning materials enhanced enrolment rate in ECDE centres. The third objective was to determine the influence of county government financing of teachers recruitment on access to pre-primary education. The study found that 76% of the PA representative respondents and both the D.E.O and sub-county ECDE co-ordinator (100%) agreed that the county government financing of ECDE teachers recruitment to a great extent enhanced enrolment rates to pre-primary education. However, 81% of the PA representatives disagreed on the concept that there are enough ECDE trained teachers in their ECDE centres.

The study attempted to statistically find out whether the variables under study would have an influence county government financing on access to pre-primary education in Baringo Central Sub County. To ensure this was achieved the researcher analysed data based on the research objectives. The variables under study include physical facilities, teaching and



learning materials and teacher recruitment in pre-primary education. Based on the data analysis, the study established that there was a statistically significant relationship between the three objectives on access to pre-primary education in Baringo central Sub County.

### **5.3 Conclusions**

The study conclude that county government financing of physical facilities, teaching and learning facilities and ECDE teachers recruitment has generally enhanced the access to pre-primary education in Baringo central sub-county, Baringo county. The study further concludes that Non- governmental Organization (NGOs) also plays a vital role in providing the teaching and learning equipments in various ECDE centres within the Sub County. The study concludes that county government financing on access to pre-primary education in Baringo central sub-county is faced with a number of challenges. Some of the challenges noted include; inadequate allocation of funds by county government to ECDE education, poor budgeting techniques, lack of interest in education matters and corruption in allocation of funds. This study concludes that money raised by the county government is not sufficient and also it is availed late in the year when the academic calendar of schools is halfway. This calls for measures to be put in place to ensure that funds benefits ECDE centres since it is the basic and crucial educational level that set a foundation of all pupils.

The study further concludes that in order to ensure smooth learning of pre-primary education, solid partnerships should be considered between the county government and NGOs, private sector, religious institutions, families and local communities in order to expand and meet the funds required in enhancing further enrolment to pre-primary education.

#### **5.4 Recommendations of the study**

Considering the findings of the study, the researcher reached the following recommendations;

- i. The study recommends that parents incur more cost on ECDE education level than primary education level. This is as a result of spending on school uniforms, paying ECDE B.O.M teachers and other entry fees. In order to give chance to many children to enroll in ECDE centers, there is need for county government to subsidize ECDE education more than primary education.
- ii. The study also recommends that the amount of money disbursed by county government to build physical facilities, teaching and learning materials and in recruiting ECDE teachers is not enough. In order to minimize the burden of county government and parents supporting most activities in pre-primary schools, schools should have various incomes generating activities. This will generate more funds to support the county government educational subsidies.
- iii. The study recommends that County government channel meager amount towards ECDE sector in the county budgetary allocation according to the ECDE Sub-County co-coordinators. The study therefore recommends that the county governments should develop a public-private partnership policy framework in education sector to engage corporate and business organizations to be involved in pre-primary education in the county. The policy framework should provide incentives for businesses and corporate such as tax breaks and reliefs. This will cushion county government educational subsidies leading to more enrolment in pre-primary level of education.

- iv. The study further recommends that most ECDE centers were inaccessible and lacked basic physical facilities like classrooms. This was evident since in some ECDE centers, pupils were studying under trees and teachers didn't have writing materials like blackboards. It is therefore recommended that amount allocated to ECDE should be increased to enable the management to construct modern classrooms, construction of roads leading to ECDE centers in order to enhance accessibility and even to enable introduction of pre-school feeding programs in remote areas. This would increase pupils' enrolment in ECDE centers.

### **5.5 Suggestions for further research**

Based on findings of the study, the researcher suggests the following;

- i. The researcher suggests that there is need to conduct a study of this nature in wider areas for instance covering the whole of the Baringo County or other Counties.
- ii. The study suggests a similar study to be carried out in public day secondary schools in Baringo Central Sub County to establish influence of County governance financing on access to public day secondary education

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## **APPENDICES**

### **APPENDIX A: INTRODUCTION LETTER**

Daniel Obara

University of Nairobi

P.O. Box, 30197

Nairobi.

The Head teachers

Dear Sir/Madam,

#### **REF: REQUEST TO COLLECT DATA IN YOUR SCHOOL**

I am a postgraduate student pursuing masters in Economics of Education in the department of educational administration and planning from the University of Nairobi. I am currently carrying out a research on “The impact of county government financing on access to pre-primary education in Baringo Central sub-county, Baringo County, Kenya”. Your institution has been sampled to participate in this study. All your responses to the questionnaire will be strictly used for the purpose of the study. Kindly allow me to carry out the study in your Institution.

Thank you for your cooperation.

Yours Faithfully,



Daniel Obara.

**APPENDIX B: INTERVIEW SCHEDULE FOR PARENT ASSOCIATION (PA)**

**REPRESENTATIVES**

1. How has the county government financing on ECDE affected the access to pre-primary education in Baringo central sub-county, Bringo County?
2. Which are the main sources of financing the pre-school education in Baringo central sub-county?
3. How does the County government financing of physical facilities effect on access to pre-primary education in Baringo central sub-county?
4. What extent does county government financing of teaching and learning materials on access to ECDE in Baringo central sub-county?
5. To what extent does the county government financing of teachers' recruitment in Baringo central sub-county on access to ECDE?

**APPENDIX C: INTERVIEW SCHEDULE FOR DISTRICT EDUCATION**

**OFFICER AND ECDE SUB-COUNTY CO-ORDINATOR.**

1. Does your office receive any monetary support from the county government?
  - a) Yes [ ]
  - b) No [ ]
  
2. If yes how much did you receive in the last twelve (12) months  
.....
  
3. Please indicate the purpose of the money  
.....
  
4. Kindly indicate how the money received from the county government is allocated at ECDE centers in your sub-county in;
  - a) Financing physical facilities [ ]
  - b) Financing teaching and learning materials [ ]
  - c) Financing teachers recruitment [ ]
  
5. In your own opinion, what should the county government do to ensure that children enroll in pre-primary education program.....

## APPENDIX D: HEADTEACHERS AND TEACHERS QUESTIONNAIRE

### Instructions

- Do not write your name anywhere in this questionnaire.
- Please tick appropriately in the box provided [ ]
- In part II Indicate your agreement /disagreement levels by using the rating scales between 1-5

### PART I: DEMOGRAPHIC INFORMATION

1. Name of the ECDE

Centre.....

2. Number of teachers in your school Male..... Female.....

Total.....

3. How many pupils are there in your school? Boys.....

Girls.....

4. Gender? Male [ ] Female [ ]

5. Your position in the school. Head teacher [ ] D/Head teacher [ ] HOD [ ]

Teacher [ ]

6. What is your appropriate age group? 15-24 [ ] 25-34 [ ] 35-44 [ ] 45 and above [ ]

7. Are you trained in Early Childhood Development and Education? Yes [ ] No [ ]

8. What is your highest academic qualification?

a) Primary [ ] b) Secondary [ ] c) BED [ ] d) Diploma in ECDE [ ] e) Masters [ ]

Any

other.....

9. What is your working experience? 0-4 years [ ] 5-9 years [ ] 10-14 years [ ] 15-19 years [ ]

Over 20 years [ ]

10. How long have you been in this school? 5 years and above [ ] 4 years [ ] 3 years [ ] 2 years [ ] 1 year and below [ ]

11. Does the government contribute in financing of the school? Yes [ ] No [ ]

12. If yes, explain briefly how it does this.....

13. Is the government financing adequate to run the school?

14. Indicate the number of teachers under TSC..... BOM.....

15. Give reasons for employing B.O.M. Teachers.....

**PART 11 CHECKLISTS ON PHYSICAL FACILITIES, TEACHING AND LERANING MATERIALS**

Fill appropriately in the table below Physical facilities and Teaching and Learning

Materials

N	ITEM/FACILITY	AVAILABILITY	
		YES	NO

<b>1</b>	<b>PHYSICAL FACILITIES</b>		
	i) Classrooms		
	ii) Toilets/Latrines		
	iii) Chairs		
	iv) Playing materials		
	v) Resting materials		
	vi) Tables		
	vii) Piped water		
	viii) Electricity		
	ix) Others (specify)		
<b>2</b>	<b>TEACHING AND LEARNING AIDS</b>		
	i) Counters		
	ii) Handbooks		
	iii) New syllabus		
	iv) Crayons		
	x) Wall charts		

3. Who are the major providers of the teaching and learning equipments in your school?

County government [ ] Parents [ ] Community [ ] NGOs [ ] Religious

Organisation [ ] other (specify).....

4. Are there enough teachers employed by the County government who are deployed at the sub-county ECDE centers? Yes [ ] No [ ]

5. In your opinion, what are the effects of devolving ECDE to the county governments?

.....

6. What should the county government do in order to improve on access to pre-primary education in Baringo central sub-county?.....

**THANK YOU FOR YOUR TIME AND PARTICIPATION.**

**APPENDIX E: QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICER  
AND ECDE SUB-COUNTY CO-ORDINATOR**

This questionnaire is for collecting data for research on *Influence of county government financing on access to pre-primary education in Baringo central sub-county, Baringo County, Kenya*. You are kindly requested to give information by filling this questionnaire.

It is hoped that the information you give will be useful in this education research. You are assured that all information you give will be used for the purpose of the research.

Please respond to all questions by filling in the space provided or by using a tick in the indicated box appropriately. For the purpose of confidentiality, do not write your name.

**PART I: DEMOGRAPHIC INFORMATION**

1. Indicate your gender. Male [  ] Female [  ]
  
2. What is your appropriate age group? 15-24 [  ] 25-34 [  ] 35-44 [  ] 45 and above [  ]
  
3. Your highest professional qualification.

Certificate [  ]

Diploma [  ]

Degree [  ]

Masters [  ]

Others

(specify).....

.

4. How many pupils have been enrolled in the public ECDE Centres in your sub- County in the following years?

<b>Year</b>	<b>Female</b>	<b>Male</b>
2013	-----	-----
2014	-----	-----
2015	-----	-----
2016	-----	-----
2017	-----	-----
2018	-----	-----
2019	-----	-----

5. What specific facilities does the County government provide to finance public ECDE Canters?.....  
 .....

6. Is the government financing on ECDE adequate?

Yes [    ] No [    ]

7. Please suggest way forward of improving financing in public ECDE Centers in Baringo Central Sub-County.....



**PART II: COUNTY GOVERNMENT FINANCING OF PHYSICAL FACILITIES ON ACCESS TO PRE-PRIMARY EDUCATION**

8. On a scale of 1-5, kindly indicate your agreement/disagreement levels to the following statements in the table provided bellow. The rating scale indicates the following levels;

1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

	<b>ECDE FINANCING OF PHYSICAL FACILITIES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<ul style="list-style-type: none"> <li>• There are adequate ECDE learning classrooms and playing materials in Your Schools</li> </ul>					
	<ul style="list-style-type: none"> <li>• The county government of Baringo allocate adequate funds to enable purchase of desks and construction of toilets at ECDE centres</li> </ul>					
	<ul style="list-style-type: none"> <li>• The institution have enough physical facilities to support learning</li> </ul>					
<b>PART III</b>	<b>ECDE TEACHING AND LEARNING MATERIALS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<ul style="list-style-type: none"> <li>• There are adequate teaching and learning ECDE materials provided by the County government of Baringo</li> </ul>					

	<ul style="list-style-type: none"> <li>• There exists a clear teaching curriculum for ECDE teachers in your Schools</li> </ul>					
	<ul style="list-style-type: none"> <li>• There are sufficient textbooks, learning models and writing boards in ECDE centers in your Schools</li> <li>•</li> </ul>					
<b>PART IV</b>	<b>ECDE TEACHERS RECCRUITMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<ul style="list-style-type: none"> <li>• There are enough ECDE trained teachers in your Schools</li> </ul>					
	<ul style="list-style-type: none"> <li>• There is a clear legal framework in recruitment of ECDE teachers in Baringo central sub-county</li> </ul>					
	<ul style="list-style-type: none"> <li>• The county government of Baringo is committed to recruit more ECDE teachers to various ECDE centers within the sub-county</li> </ul>					

**THANK YOU FOR YOUR COOPERATION.**

**APPENDIX F: PARENT ASSOCIATION REPRESENTATIVE  
QUESTIONNAIRE**

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

**Instructions**

- Do not write your name anywhere in this questionnaire.
- Please tick appropriately in the box provided [ ]

**PART I: DEMOGRAPHIC INFORMATION**

1. Name of the ECDE Centre.....

2. How many pupils are there in your school? Boys.....  
Girls.....

3. Parent's gender? Male [ ] Female [ ]

4. What is your appropriate age group? 15-24 [ ] 25-34 [ ] 35-44 [ ] 45 and above [ ]

5. What is your highest academic qualification?

a) Primary [ ] b) Secondary [ ] c) BED [ ] d) Diploma in ECDE [ ] e) Masters [ ]

Any other.....

6. How long have you been in this school? 5 years and above [ ] 4 years [ ] 3 years [ ]  
2 years [ ] 1 year and below [ ]

**PART II: COUNTY GOVERNMENT FINANCING OF PHYSICAL FACILITIES ON ACCESS TO PRE-PRIMARY EDUCATION**

7. On a scale of 1-5, kindly indicate your agreement/disagreement levels to the following statements in the table provided bellow. The rating scale indicates the following levels;

1= Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly Disagree

	<b>ECDE FINANCING OF PHYSICAL FACILITIES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<ul style="list-style-type: none"> <li>• There are adequate ECDE learning classrooms and playing materials in Your School</li> </ul>					
	<ul style="list-style-type: none"> <li>• The county government of Baringo allocate adequate funds to enable purchase of desks and construction of toilets at ECDE centres</li> </ul>					
	<ul style="list-style-type: none"> <li>• The institution have enough physical facilities to support learning</li> </ul>					
<b>PART III</b>	<b>ECDE TEACHING AND LEARNING MATERIALS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	<ul style="list-style-type: none"> <li>• There are adequate teaching and learning ECDE materials provided by the County government of Baringo</li> </ul>					
	<ul style="list-style-type: none"> <li>• There exists a clear teaching curriculum for ECDE teachers in your School</li> </ul>					
	<ul style="list-style-type: none"> <li>• There are sufficient textbooks, learning models and writing boards in ECDE centers in your School</li> </ul>					
<b>PART IV</b>	<b>ECDE TEACHERS RECCRUITMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<ul style="list-style-type: none"> <li>• There are enough ECDE trained teachers in your School</li> </ul>					
	<ul style="list-style-type: none"> <li>• There is a clear legal framework in recruitment of ECDE teachers in Baringo central sub-county</li> </ul>					
	<ul style="list-style-type: none"> <li>• The county government of Baringo is committed to recruit more ECDE teachers to various ECDE centers within the sub-county</li> </ul>					

8. Does the county government contribute in financing of the school? Yes [  ] No [  ]

9. If yes, explain briefly how it does this .....

10. In your opinion, what are the effects of devolving ECDE to the county governments?

.....  
.....  
.....

11. What should the county government do in order to improve on access to pre-primary education in Baringo central sub-county? .....

**THANK YOU FOR YOUR TIME AND PARTICIPATION.**

## APPENDIX G: RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/49224/31982**

Date: **25<sup>th</sup> July, 2019**

Daniel Osoro Obara  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of county government financing on access to pre primary education in Baringo Central Sub County Baringo County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **23<sup>rd</sup> July, 2020**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Baringo County.

The County Director of Education  
Baringo County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*


## APPENDIX H: RESEARCH PERMIT


**THIS IS TO CERTIFY THAT:**  
**MR. DANIEL OSORO OBARA**  
**of UNIVERSITY OF NAIROBI, 92-902**  
**KIKUYU, has been permitted to conduct**  
**research in Baringo County**


**on the topic: INFLUENCE OF COUNTY**  
**GOVERNMENT FINANCING ON ACCESS**  
**TO PRE PRIMARY EDUCATION IN**  
**BARINGO CENTRAL SUB COUNTY**  
**BARINGO COUNTY KENYA**

**for the period ending:**  
**23rd July, 2020**

**Permit No : NACOSTI/P/19/49224/31982**  
**Date Of Issue : 25th July, 2019**  
**Fee Received :Ksh 1000**

  
**Applicant's**  
**Signature**

  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**




**THE SCIENCE, TECHNOLOGY AND**  
**INNOVATION ACT, 2013**


**The Grant of Research Licenses is guided by the Science,**  
**Technology and Innovation (Research Licensing) Regulations, 2014.**

**CONDITIONS**

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

**National Commission for Science, Technology and innovation**  
**P.O. Box 30623 - 00100, Nairobi, Kenya**  
**TEL: 020 400 7000, 0713 788787, 0735 404245**  
**Email: dg@nacosti.go.ke, registry@nacosti.go.ke**  
**Website: www.nacosti.go.ke**

  
**REPUBLIC OF KENYA**

  
**NACOSTI**  
**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH LICENSE**

**Serial No.A 26097**

**CONDITIONS: see back page**